

The background of the entire page is a photograph of a computer lab. In the foreground, a young man with light brown hair, wearing a grey suit jacket, white shirt, and grey tie, is leaning forward and looking intently at a computer monitor. In the background, another student in a white shirt is seen from behind, also working at a computer. The lighting is bright and professional.

# **Holmer Green Senior School Sixth Form Prospectus 2019-2020**

SIXTHFORM@HGSS







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# WELCOME

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Dear Visitor

A warm welcome to Holmer Green Senior School Sixth Form. If you apply and are successful, you will become part of our very strong A Level provision that is unique in the area. Our uniqueness stems from the personalised tuition and support put in place for all our students and the expert teaching in place across all subject areas. This expert teaching means that HGSS6 students achieve, on average, a third of a grade more in each subject they take than they would elsewhere. As a result, HGSS6 is in the top 5% of Sixth Forms nationally.

We have strong processes in place so that each student receives detailed guidance on their next steps. Our UCAS support is exemplary and students are encouraged to aim high. HGSS6 students successfully secured university places at: LSE, Manchester, Exeter, Cardiff, Leeds & Birmingham, whilst others secured top apprenticeships with companies such as Christie's auctioneers and British Airways.

We recognise the ever-increasing competitiveness of the world of work and university applications. As a result, we aim to develop confidence, shape character, promote the citizenship aspect and support all our students with the strongest pastoral care. Our strengths are many, but in particular, I draw your attention to:

- Wednesday afternoon enrichment sessions, including: revision workshops, various sports, life-skills, culture and language skills.
- Students experiencing World Challenge, Duke of Edinburgh (Bronze to Gold), Sports Leader and Young Enterprise events.

- Expert teaching by subject specialists in all subject areas.
- Strong pastoral and career support from our Head of Sixth Form, Deputy Head of Sixth Form and Sixth Form Supervisor.
- Strong Mathematics provision, 70% A\*-B (11% above the national average).
- Strong Arts provision, 100% A\*-B (40% above the national average).
- Dedicated Sixth Form areas for independent study.
- Access to a consortium arrangement to further widen the range of subjects on offer.

I strongly recommend all applicants to visit us in order to get a tangible feel for our Sixth Form and our 'work hard, be kind' attitude. I wish you the best of luck in an important year and hope to meet as many of you as possible in person.

Ed Hillyard  
Headteacher



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# HEAD OF SIXTH FORM

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Welcome

As we continue in a changing and challenging new phase of post-16 education, the Sixth Form at HGSS confidently maintains an exciting and varied curriculum, as well as stimulating activities out of the classroom. If you join our Sixth Form, we will help you achieve your potential, in whatever field that might be. In the past 3 years, progress made by our students is in the top 20% of all school sixth forms and colleges nationally. In 2019, 100% of our students who applied to University gained a place at their chosen universities; this is testament to the excellent support and guidance, I believe, that they received through the whole process.

The Sixth Form is a key part of Holmer Green Senior School, offering our students and those from other schools the opportunity to study a wide range of courses to prepare for the future, be that in education, employment or training. We welcome new students to the Sixth Form as they enrich the experience for all.

We pay particular attention to each individual student to promote their personal, social and educational development for achievement at the highest possible level. For students who require a little extra support, our tutorial system ensures that an academic tutor is always on hand to talk to.

Performance will be monitored regularly through our Raising Standards system which is how we rigorously monitor, evaluate and review the quality of Teaching and Learning and the subsequent student progress against individual targets. Underachievement is spotted quickly and appropriate interventions put into place swiftly to keep each student on track.

Our Sixth Form is about much more than academic success. We believe the Sixth Form is a stepping stone to higher education, apprenticeships or employment and encourage students to develop the skills needed to succeed independently. Personal qualities are also very important and we offer you opportunities to develop many of the soft skills you will need for your future through our extensive enrichment programme. We will work with you as an

individual by giving you all the support you need to achieve your full potential in all areas of school life. All we ask in return is a positive attitude towards your studies, a co-operative approach to working with our staff and a willingness to get involved in the life of the school.

Possibly some of you are thinking you would prefer to go to grammar school or college. Again, do your research. Visit other places, find out about the school or college ethos, teaching styles, support given to students outside of lessons and so forth. Our Sixth Formers really value the quality of the relationships that they have with their subject teachers at Holmer Green, our high standards of teaching and our caring ethos. Of course we want you to work hard but also to enjoy yourself and develop essential communication, organisational and time management skills. Universities and employers value the well-rounded individual who has proven experience of working effectively in teams or through leading an initiative.

Our students are capable of great things, as seen by the way the Sixth Form Student Management Team runs whole school charity fundraising, how Sixth Form students support lower school classes and gain employability skills and how our subject mentors support others in our community to cope with the demands of the Sixth Form workload.

Our best advertisement is our students; meet them at our Open Evening in December and read about them in various publications and in the local press. I would thoroughly recommend that you come along to experience first-hand our inspiring ethos as a Sixth Form.

I hope you find this Prospectus informative and that it helps you make the best decisions for you. If, after reading it, you still have questions please feel free to contact me direct at [goldingr@holmer.org.uk](mailto:goldingr@holmer.org.uk)

Mrs Rachel Golding  
Assistant Head teacher: Sixth Form



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# HEAD STUDENTS

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## Management Team 2019/20

As Head Students we would like to take this opportunity to welcome you to Holmer Green Sixth Form. Holmer Green is more than just a building in which we have spent five days a week for nearly seven years. Holmer Green Sixth Form is a community fuelled by not only the students who study here, but also by the teachers who support us. The students who attend Holmer Green do not merely study to get a grade and leave, never turning back. They want to go the extra mile bettering themselves and their environment by working together. Whilst the step up to Sixth Form may be daunting, Holmer Green will be where you will experience some of your favourite moments and memories that will last a lifetime.

All of us have studied at Holmer Green for the duration of our secondary school careers and some of us had the opportunity to move to other schools for sixth form. However, we all decided to stay at Holmer Green due to the quality of teaching and because of the commitment that all of the staff have to improving our experience at school. The community at Holmer Green is another one of the school's strengths. The students who are at the school in Year 12 and Year 13 all help create a community which is caring, accepting and friendly. This is something which I believe Holmer Green excels in, it is very easy for a school to have great academic strengths, but fall short in building the character of its students. The environment created by the students and staff at Holmer Green is what makes our school so special and unique.

Sixth form can seem overwhelming for many, but at Holmer Green we ensure that no new students are left behind suffering in their studies. Every single subject has at least one Year 13 subject mentor who is approachable and willing to help anyone who is struggling. In addition to this, the sixth form provides a plethora of opportunities for all students to engage in extra-curricular activities.

Whether these are practical such as the Student Working Party or Sixth Form Student Management Team, academic through the Brilliant Programme or sports-related through the Sports Leaders Programme.

Moreover, at Holmer Green Sixth Form we are privileged enough to have speakers visit us and talk to us about their career paths. During Year 12 all students also partake in a week's work experience where they can gain skills vital in the workplace as well as gain an understanding as to what certain professions are truly like; the sixth form really has something for everyone. Furthermore, every week we have an hour dedicated to extra-curricular enrichment, where we choose from a range of sporting, fitness, creative, life-skill or well-being related, entrepreneurial or environmental activities, ensuring that all students leave the sixth form with not only an excellent academic record, but as a well-rounded person. We welcome you to our sixth form, and invite you to observe the community which we have built on opportunity, achievement and most importantly enjoyment.

**Head Students:** Melissa Brodie, Sam Carr, Sophie Newell, Oli Swatton

**Associate Student Governors:** Abigail Lewis, Lauren Medway

**Student Voice Co-ordinator:** Harrison Mapp

**Events Team Managers:** Robert Ayres, Alex Nunnington, Cerys Price

**New Students' Ambassador:** Niall Stratford



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## STUDENT VIEWS

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I have been at HGSS since Year 7, and I am one of the head students for the Sixth Form. Post GCSE I had an offer at a grammar school and a college, but I decided to stay on at Holmer Green. I knew that it would be here that I would achieve the highest grades I am capable of, and here that I would receive the best support for my chosen future due to the interest the school takes in each student as an individual, rather than just seeing them as a name on a sheet. The kindness and support that you get at this school is like no other, I really couldn't give it high enough praise. I have made a great group of friends some of which after 7 years have become friends for life I'm sure.



My time at HGSS has been everything I could have hoped it would be and more; with just under a year of my time here left I can genuinely say that it is a great school in which I have had a lot of fun and have been encouraged to reach my full potential and do what I enjoy.

Sophie Newell, Year 13

I joined Holmer Green in year 7 and thoroughly enjoyed my time all the way through to GCSEs. In September I took the decision to go to another school to study A'Levels. However, I missed the level of support from the teachers I had experienced at Holmer Green and, after a week, I decided to come back to join the Sixth Form here. At HGSS all of my teachers explain all levels of the subject specification: the basic knowledge that is required to pass your A'Levels as well as the knowledge required to attain A\* grades.



People often ask me if I regret my decision to return and the answer is no, I am very happy to be back at Holmer Green.

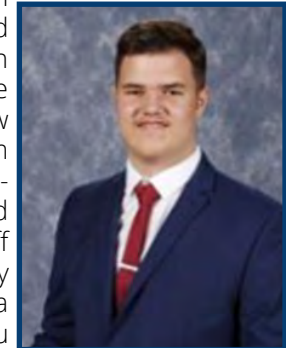
Alex O' Regan, Year 12

I decided to stay at Holmer Green Senior School for my A-levels as it is able to provide me with the independent learning I need whilst not abandoning the supportive nature I felt throughout my last 5 years here. I believe that HGSS has an atmosphere that is unique to our school, there is a sense of competition for students to better than self's whilst maintaining the idea that all students are different and everyone learns differently. Holmer green also provide its students with opportunities too good to pass up and opportunities that other schools do not. I am excited for my future as I truly believe that HGSS is providing me with the necessary skills needed for university or an apprenticeship. I would whole heartedly recommend all to enrol here.

Freya Harries, Year 12



I started at Holmer Green Senior School in September as I decided to choose a fresh start and step out of my comfort zone. I chose Holmer Green Senior School due to grade requirements that were higher than other schools in the local area, so I knew that the standard would be high. The Sixth Form here provides a wide range of enrichment and extra-curriculum activities that help students to grow and improve. There is a high level of teaching and staff help ease the transition from GCSEs to A-Levels by making sure you always feel supported. Joining a new sixth form there is always the worry that you might not fit in, but I was amazed at the friendliness and openness of the students here to accept others as their own. The students made us feel welcome and for that I am forever grateful. I advise any external students to step out of your comfort zone and join Holmer Green Senior School because it is a decision you will not regret.





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# STUDENT SUPPORT

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## Pastoral Care

We recognise that the transition from Year 11 to Sixth Form can be very challenging. Some students find it difficult to adapt to the demands of working at a higher level and initially may struggle with managing their time effectively. Similarly, some students may encounter stressful situations outside of their control and may need some assistance with devising coping strategies. Do not worry; you will be given plenty of support.

On entering the Sixth Form, each student will be allocated a Personal Tutor who will encourage him or her to take full advantage of the academic and personal development opportunities offered. The Personal Tutor will help with UCAS and careers guidance and will regularly monitor student progress and help with target setting during tutorials.

If a Year 12 student is struggling with workload or a particular subject we have Subject Mentors in Year 13 who they can go to for advice and re-assurance. We want your time in the Sixth Form to be both happy and productive and together we will work hard to ensure that to be the case.

## Study Support

We are very aware of the step up from GCSEs to A Levels and BTECs and how challenging this can be to students, and understand that the skills of study and independent working are not automatic; they need to be taught. In Year 12, we work with Elevate, a company who provide a programme of seminars, presented by recent university graduates focused on the skills needed to succeed as a student. Workshops include Study Sensei: Note taking, conceptual learning skills, time management, working smart, avoiding procrastination, Ace your exams, Memory and Mnemonics and exam room techniques.

## Private Study

Private, independent study time is an integral part of any Sixth Form course and requires the ability to organise work and set targets. Help in the organisational skills required will be given through the tutor programmes. The self-discipline required to use study time effectively will be one of the most difficult to acquire but most valuable to learn. Periods not timetabled for lessons are intended for Private Study and must be used for this purpose either in the Sixth Form study area, the Sixth Form Computer Suite, the LRC or the Art Department. These facilities should be used quietly and other students' rights to peaceful study respected.

Students are expected to complete at least five hours of Private Study per subject per week in addition to set homework.

## Learning Resource Centre

Our spacious LRC is open throughout the school day for Sixth Form students to use during Private Study time. We have 40 networked computers, black and white and colour printing, a scanner and WIFI for Sixth Formers. We have 38 study spaces in the general library, as well as a silent reading room.

We have over 10,000 books, with specialised A level resources. Students can request specific books to be bought for the library.

## Opening Times

- Morning breaks and lunchtime
- Monday – Thursday 8:30am – 4:30pm
- Friday 8:30am – 4:00pm



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## SIXTH FORM INFORMATION

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We are committed to providing a first class Sixth Form experience at HGSS which will provide every student with the best opportunity for progressing to university or the next step towards a successful career.

### Personal Development Programme

Our aim is to provide our students with a wider knowledge of the world and to prepare them for life beyond Holmer Green Senior School. The tutorial and assembly programme includes:

- Talks from different universities: Oxford University, Manchester University, Bucks New University and Buckingham University
- University loans/ financial advice/ student budgeting: Student Finance/ Wize up Consultants
- Personal Statement Workshops given by university staff.
- Presentations given by Careers Advisors and follow-up interviews.
- Apprenticeship Advice: Education and Employers Taskforce / ASK / Amazing Apprenticeships
- Visits to University Open Days and trips to the UCAS Exhibition, Excel Centre, London
- Self- Awareness Seminars and interview practice (NCS).
- Road safety; 'Safe Drive Stay Alive' performance
- Motivational speakers—Marco Bertozzi, Spotify; David Dein, Arsenal Football Club; Stuart Fletcher, CEO, BUPA; Rishi Saha, Amazon; Moira Sinclair, Arts Council, Lord Hogan How
- Visits from businesses, charities and volunteer groups.
- Study Skills seminars—given by Elevate consultants/ recent graduates.
- How to survive the first few weeks of university: Alumni students
- Anything else that students request that we can deliver!

### Year 12 Work Experience

Here at Holmer Green Sixth Form we firmly believe in ensuring that every student leaves us in the best possible position to achieve that place at university, that Higher Level Apprenticeship or that dream career. Obviously, a large part of this process is making sure students get the best possible grades in their chosen subjects, but this is not the whole picture.

These days, universities and employers alike are looking for far more than fabulous academic results, they are looking for a fully rounded, mature, independent, forward thinking young person who has taken the

time to research and gain real experience in their chosen field and has seen first-hand what it is actually like to work in that field.

With this in mind, all Year 12 students are asked to find a week long work placement for the end of the summer term. This work placement needs to be career focussed and be able to evidence genuine interest in the student's chosen field. Previously we have had students secure placements in the health service, teaching, accountants, solicitors, architects, design studios, business management, with some leading to Apprenticeships or full-time employment once the student had left the Sixth Form. The value of the employability skills adopted through this work experience cannot be underestimated.

For those students who may be unsure as to the exact career they would like to pursue, we offer consultations with our careers advisor during the school day, to go through all the options available, sometimes bringing to light avenues not previously even thought of by our students.

### Safe Drive Stay Alive

Most Sixth Form students at some point consider learning to drive. While this is a huge move towards self-sufficiency and independence, it also brings with it many dangers of which parents especially, are only too aware. Our aim here at HGSS is to ensure that every Sixth Form student attends the 'Safe Drive Stay Alive' seminar which is run every year by Thames Valley Police and Bucks Fire and Rescue Service.

We aim to inform our students of the harsh reality of road traffic accidents in a supportive and sensitive way, ensuring they are fully aware of all the dangers and the impact their own behaviour and attitudes can have on not just their own lives, but that of their friends and family too.

### Structure of the School Day

All HGSS students, including Year 12 and 13, are required to attend morning registration 8.55-9.20am. During this time students meet with their Tutor and attend weekly Sixth Form assemblies. Information, letters, reports and the like are disseminated during registration.

In the first half term, all Year 12 students are required to stay on site for the entire day. After the first formal assessment, if they are on course to meet targets and gaining good Attitude to Learning grades, students will be allowed to leave after lesson 4 to study at home if they do not need to attend a taught lesson in the afternoon. This is our right to roam system

Many of our students can be found as early as 8.00am and as late as 4.30pm making the most of the quiet, and studying in our purpose built facilities.

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## ENRICHMENT OPPORTUNITIES

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Our Enrichment Programme offers an extensive range of activities, some of which enable students to gain useful qualifications or improve learning, others allow expression of creative talent. Students can take part in activities that complement their academic course options or try something different and develop new skills or improve existing ones.

Enrichment activities are useful for supporting career choices by gaining relevant experience in a particular area but also are a means of realising your potential. Students are encouraged to participate both in group situations and as individuals.

We are very proud of the input our Sixth Formers make to the school and wider community. Many students give of their time generously to numerous initiatives but at the very least, we expect every student to undertake at least one activity in each year of study.

### Enrichment Programme

- Duke of Edinburgh Gold Award
- World Challenge
- Sports Leadership Award Scheme
- Mind Mentoring Scheme
- Student Council
- Prefect Leaders
- Pride Youth Network
- Community Service / Employability Programme
- Model UN
- Sixth Form Student Working Party
- Student Management team
- Year 13 subject mentors

### World Challenge

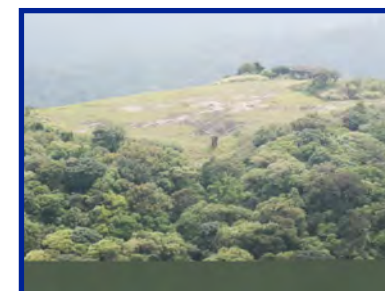
Our Sixth Formers have the opportunity to take part in a World Challenge Expedition which takes place at the end of Year 12. Students raise money to fund their expedition which in recent years has been to countries like Thailand (2017), Swaziland (2018), South India (2019), and Bali in 2020.

World Challenge expeditions are designed to develop important life skills, helping students to:

- Hone teamwork and leadership skills
- Gain confidence and self-esteem
- Become more globally aware
- Enhance employment prospects

Expeditions are arranged around five distinct student-led phases:

- Planning & Preparation phase: from fundraising to fitness training and itinerary planning.
- Acclimatisation phase: Challengers get to grips with their new environment with an introductory trek or practical task.
- Trekking phase: working together as a team and drawing on physical resources to reach remote and beautiful locations.
- Project phase: this highly rewarding phase involves community or conservation work with World Challenge partners on the ground.
- Rest & Relaxation phase: a chance to unwind and enjoy cultural and adventure activities from visiting ancient temples to zip lining!





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## ENRICHMENT OPPORTUNITIES

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### Duke of Edinburgh Gold Award

The Duke of Edinburgh scheme is a programme that allows young people to develop their strengths and discover new things through four different sections. The Gold Award is highly valued by employers as it shows resilience and adaptability, two key qualities in the world of work. Unlike the Bronze and the Silver Awards, the Gold Award is not widespread across applicants as it is a different kind of commitment, much longer than what is required for the other Awards.

Through their volunteering experience (12 months), young people get a chance to give back to a community that they appreciate and that they can relate to. The Physical and Skills sections give them the chance to improve themselves, by thriving to overcome their limits or learn something new. Eventually, the expedition and residential sections are the final point of their journey where they can put their skills to the test and survive in the wild as well as in a professional environment.

Note that applicants do not need to have completed a Silver or Bronze Award before and if they haven't, they will be required to undertake a further six months in one of their Volunteering, Physical or Skills sections.

### Sports Leaders

Sports Leaders is a nationally recognised programme where students learn the essential skills of leadership; communication, organisation and motivation, and in addition grow in confidence and self-belief. You do not need to be a sports star, just have an interest in a chosen activity - a positive attitude and a willingness to volunteer are all that is required! You will gain in confidence working within and outside of school while working towards gaining an extra qualification.

### Employability and Community Service in the Sixth Form

It is the aim of our Sixth Form to equip students with the skills to succeed in the workplace. In Year 12, students are expected to gain key employability skills while contributing to the school community. They are expected to support a teacher in a lesson each week. The subject should reflect their career goal. It is hoped that through this experience students will demonstrate leadership, negotiation skills, initiative, problem solving, resilience and many other attributes which will make them a strong candidate, desirable to any employer. In return, the student will receive a reference which will be used to contribute to UCAS or employment

references.

### Wednesday Afternoon Enrichment

- Our Wednesday enrichment sessions provide opportunities for students to develop their personal, social and independent learning skills and help prepare them for employment or progress to higher levels of study.
- Students have access to a wide and rich set of experiences including sporting, cultural, well-being related, creative, entrepreneurial and life-skills, which will hopefully involve a bit of fun!

In the first half term:

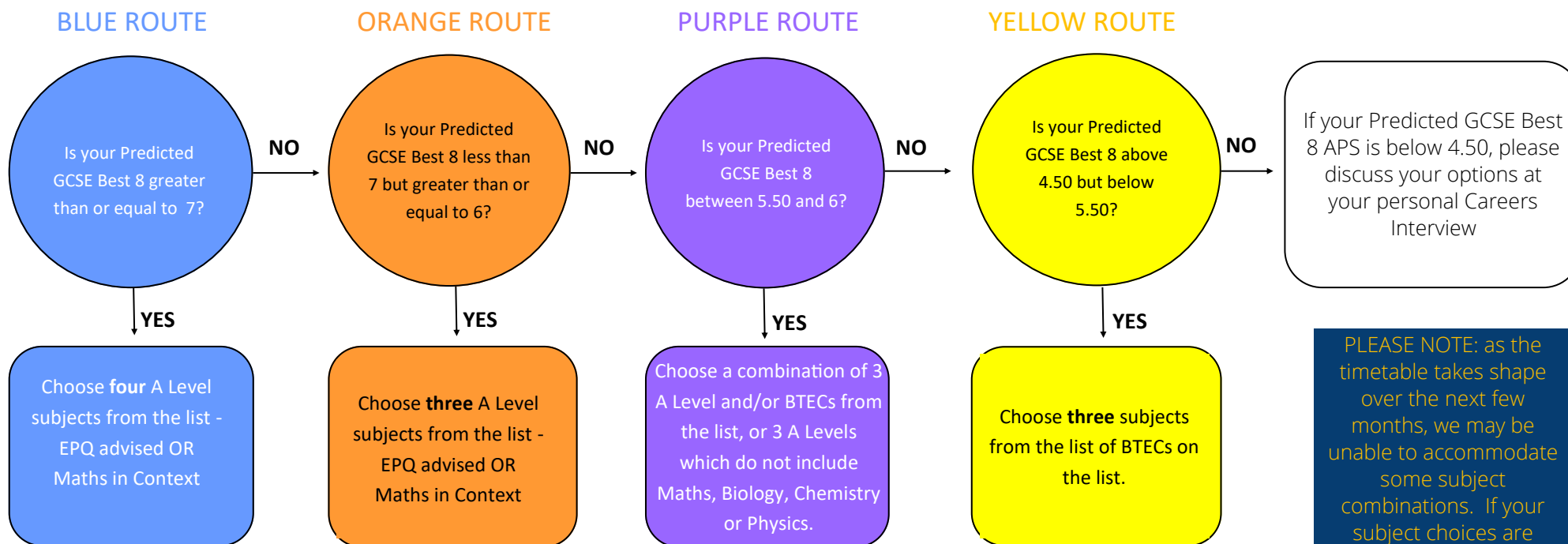
Year 12 undertake a compulsory programme aimed at preparing them for Sixth Form life and success, the "Sixth Form toolkit". Sessions include work on Study Skills: StudySensei, time Management, Memory Mnemonics and How to Ace Your Exams, the Sixth Form Mindset, as well as sessions on resilience and well-being.

Year 13 undertake a compulsory programme of seminars aimed at helping them to prepare for the real world, called the "Real World toolkit". Sessions include outside speakers and business people coming in to talk about applying for employment and higher education, "First Impressions", interview skills, skills that employers look for, Psychometric testing, assessment centres, etc.

From the beginning of Autumn 2 students are given the opportunity to choose from a range of half-termly activities, including:

- Self-Defence Classes, MMA
- Sports—football, badminton, table-tennis, rounders, tennis
- Fitness activities, MultiGym and circuits
- Wellbeing activities—Yoga and Pilates
- Cooking; preparing students to cook healthy meals on a budget
- Enterprise Challenge: The Peter Jones Foundation, Tycoon Schools
- Environmental projects with Chiltern Rangers
- Level 3 Award in Emergency First Aid at Work
- Conversational Spanish
- The Sixth Form Band

# HGSS PATHWAYS



PLEASE NOTE: as the timetable takes shape over the next few months, we may be unable to accommodate some subject combinations. If your subject choices are affected by timetable constraints or lack of interest we will contact you so that you have time to reconsider. If numbers for a particular course do not make it viable, HGSS may need to withdraw it.

## Courses

### A LEVELS

- Art & Design
- Art Textiles
- Photography
- Biology
- Business Studies
- Chemistry\*\*
- Product Design
- Economics
- English Literature

- Further Maths
- Geography
- History
- Mathematics
- Music
- Physics
- Politics\*\*
- Psychology
- Religious Studies

### AS LEVELS

- To be taken as a fourth subject
- Maths in context
- EPQ

### BTECs

- Applied Science
- Computing
- Health and Social Care \*
- ICT
- Music\*
- Public Services \*
- Sport

### WJEC

- Food Science and Nutrition\*\*
- Refer to subject pages for further course entry requirements.*

\* Partnership subjects taught at SWR  
 \*\* Partnership subjects taught at HGSS

**CAVEAT— Students opting for A Level Further Maths will have a bespoke programme according to the needs of the student**



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# ACADEMIC INFORMATION

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## Year 12 - Entry Requirements

You will be required to study at least three subjects.

**You will therefore need good enough grades at GCSE to access at least three of your preferred subjects.** The grade requirements for each A Level course can be found on the next page..

### GCSE Best 8 APS and Pathways

Our Pathways system allows us to generate a personalised curriculum of subject choices for each student based on the strengths they have shown at GCSE level. By matching appropriate numbers of A Level or BTEC courses and appropriate subject choices with GCSE performance, we are able to ensure that each student entering the Sixth Form follows a programme of study which will enable them to succeed.

The APS is calculated by totalling the points a student attains from their Best 8 GCSE results and dividing by 8.

The diagram opposite outlines how a student's GCSE Best 8 APS determines their Year 12 curriculum package.

### How do I select my A Level or Level 3 BTEC subjects?

The jump from GCSE to A Level or Level 3 BTEC is a significant one. This applies not only to the level of understanding required, but also your capacity to work independently. From the start of Year 12, you will find a real difference in the demands placed upon you and it is important that you choose your subjects carefully.

The following should help you make an informed choice.

- Choose subjects that you know you are good at and that you are likely to get a grade 6 or above at GCSE (for A Level; some subjects vary), and grade 5 if you want to study BTECs.
- Bear in mind the demands that coursework will put upon you. Doing too many subjects that have a high percentage content of coursework and/or subjects that have substantial background reading could affect your overall performance.
- Avoid choosing more than one new subject.

If you have a specific career in mind, then speak to Mrs Golding, Miss Harrison or our Careers Advisor, Mrs Rogers, when you are making your choices.

For a good number of degree courses, universities are not too concerned which subjects you take at A Level. Your ability to meet their entry requirements is more important. The number and the correct combination of subjects could produce a better set of results. Three Bs are better than four Ds.

All Year 11 students at **Holmer Green Senior School** will have a Careers Guidance Meeting during the year to help and advise them with their Post-16 choices.

### GCSE Re-sits

Students who fail to achieve a grade 4 in either GCSE English Language or Maths will be required to attend 2 re-sit lessons a week and re-sit the exam until they achieve at least a grade 4.

Students who have below a grade 3 in both of these subjects will not be considered for the Sixth Form. Please be aware that classes to support the re-sits may have to be held after school and that attendance is compulsory.

No other GCSE re-sit courses will be available.

### Extended Project Qualification (EPQ)

Students with a GCSE Best 8 APS of 6 or above and/or those who have demonstrated an independent and conscientious approach will be encouraged to pursue an Extended Project Qualification (EPQ). This AS standard qualification is designed to push the more able students and improve their access to those universities who demand higher entry requirements. It is also designed to give students an opportunity to develop their research skills and reflect on subject content that they will encounter as an undergraduate.

Students will choose a topic area and undertake to carry out in-depth investigation producing an extended dissertation, investigation, performance or artefact and a final presentation. They will be individually mentored by a dedicated subject specialist throughout this process.

HGSS aims to meet the individual needs of all its students. If students show aptitude, talent or enthusiasm and commitment in any area of the curriculum then they will receive appropriate enrichment and extension organised and delivered by faculties.

# ENTRY REQUIREMENTS

| Subject                             | Minimum grade required                            | Learning styles               |
|-------------------------------------|---|-------------------------------|
| Art and Design                      | 6   | Mixed – practical/traditional |
| Art and Design: Photography         | 6 in Art  | Mixed – mainly practical      |
| Art Textiles                        | 6 in Art  | Mixed—mainly practical        |
| Biology                             | * See below                                       | Traditional                   |
| Business Studies                    | 6 in Business Studies<br>5 in English Language    | Traditional/Assignment        |
| Chemistry                           | * See below                                       | Traditional                   |
| Design & Technology: Product Design | 6 in Design & Technology<br>4 in Maths            | Mixed                         |
| Economics                           | 4 minimum in Maths and English                    |                               |
| English Literature                  | 6 in English Literature and 6 in English Language | Traditional                   |
| Further Maths                       | 8 in Maths  | Traditional                   |
| Geography                           | 6 in Geography                                    | Traditional                   |
| History                             | 6 in History                                      | Traditional                   |
| Mathematics                         | 7   | Traditional                   |
| Music                               | 6 in Music, or at least 5 in instrument           | Traditional                   |
| Physics                             | * See below                                       | Traditional                   |
| Politics                            | Average of 6s in English                          | Traditional                   |
| Psychology                          | 6 in English Language and either Maths or Science | Traditional                   |
| Religious Studies                   | 6 in RS or English                                | Traditional                   |

| Subject                                       | Minimum grade required   | Learning styles                |
|---|--|--------------------------------|
| BTEC Applied Science                          | 5  | Internal & external assessment |
| BTEC Business                                 | 5 in English Language<br>5 in Maths                            | Internal & external assessment |
| BTEC Computing                                | 5 in Computer Science<br>5 in Maths                            | Internal & external assessment |
| WJEC Food Science & Nutrition                 | 5 in Food Technology   | Internal & external assessment |
| BTEC Health & Social Care                     | 5 in Science and 5 in English                                  | Internal & external assessment |
| BTEC ICT                                      | 5 in GCSE ICT  | Internal & external assessment |
| BTEC Music                                    | GCSE 9-4 in five subjects including English Language and Maths | Internal & external assessment |
| BTEC Public Services                          | GCSE 9-4 in five subjects including English Language           | Internal & external assessment |
| BTEC Sport                                    | 5 in PE  | Internal & external assessment |
| The Extended Project Qualification (AS Level) | Average 6s   | Internal & external assessment |
| AS Maths in Context                           | 5 in Maths   | Traditional                    |

\* Students must achieve a 7 in their chosen Science specialism and a minimum of a 6 in Science overall. If more than one science is taken, or one Science with Maths, a 7 should be achieved in Science overall. To study A Level Physics a grade 7 is required in Maths GCSE as well.



# UNIVERSITY DESTINATIONS

Year 13 2019

At HGSS we encourage our students to think carefully about their future whether they choose university or want to move into the world of work.

## University and Careers

HGSS is committed to providing the support and guidance necessary to ensure that every student is well informed and ambitious in their choice of course and university and we provide an extensive range of support days and foster strong links with universities to ensure the application process and transition runs as smoothly as possible.

As a relatively small Sixth Form we are extremely proud of the excellent personal support provided by our Sixth Form Leadership Team. They give patient and dedicated support throughout the application process not least with the completion of personal statements and guidance that enables our students to shine in interviews at prospective universities.

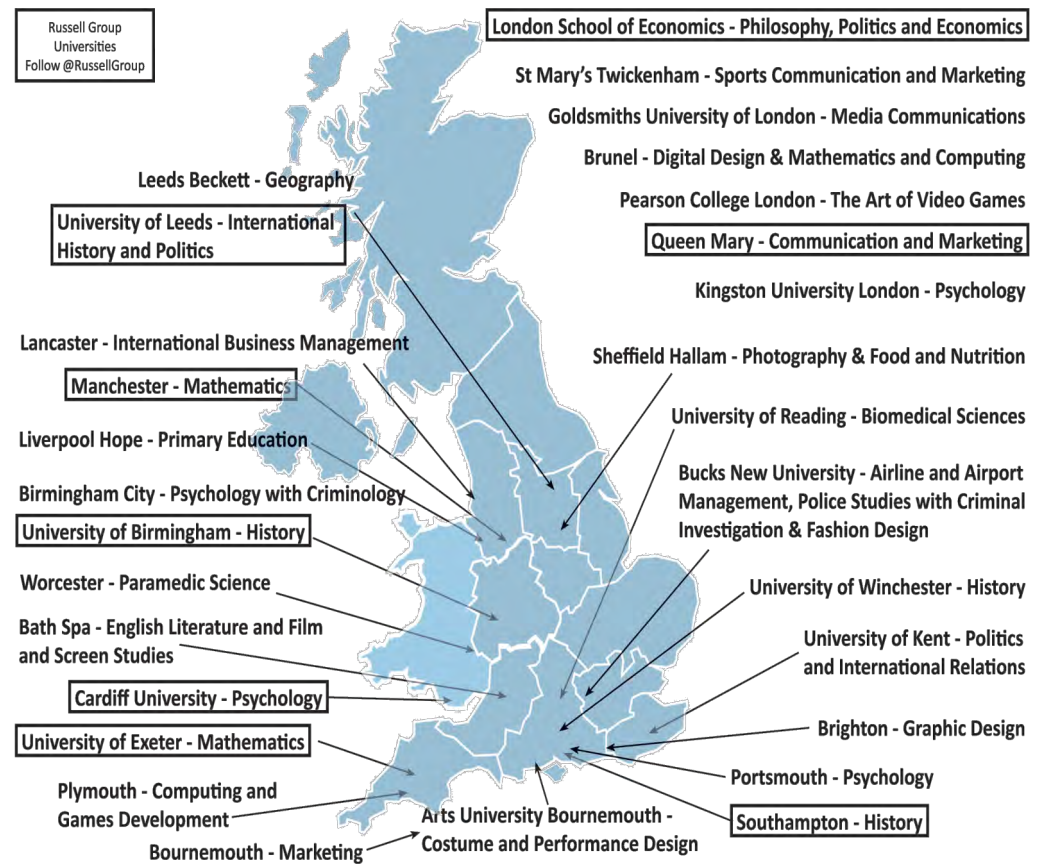
In 2019, 100% of students who applied to university were successful in achieving their chosen places. Though the majority of our students made the choice to enter Higher Education, some students decided to follow alternative career paths. Some chose Apprenticeships, Internships, Management Schemes and Employment.

## Apprenticeships:

Support is also given to students who choose to pursue the Apprenticeship Route to their career. Throughout the year we host visiting speakers from various organisations to broaden their awareness of the wide range of opportunities in this area and to support them through the application process.



## University Destinations and subjects studied



## QUICK REFERENCE

### The school day:

|             |  |
|-------------|--|
| 08.55—09.20 | Morning Registration/Tutor Time/Assembly |
| 09.20—10.20 | Period 1                                 |
| 10.20—11.20 | Period 2                                 |
| 11.20—11.40 | Break                                    |
| 11.40—12.40 | Period 3                                 |
| 12.40—13.40 | Period 4                                 |
| 13.40—14.15 | Lunch                                    |
| 14.15—15.15 | Period 5                                 |

### After school:

Clubs and revision sessions are held regularly for students.

### How to find us:

#### Directions

Holmer Green Senior School is located just north of High Wycombe, Buckinghamshire, in the village Holmer Green. The school is about 15 minutes from junction 3 of the M40, roughly half way between London and Oxford.

### Key dates:

Final Applications: **Friday 31 January 2020**

Interviews: **Week commencing 24 February 2020**

External Interviews begin: **Week commencing 9 March 2020**

Offers of Sixth Form places: **Week commencing 30 March 2020**

Taster Days: **25 and 26 June 2020**

GCSE Results Day and Sixth Form Enrolment: **20 August 2020**

First Day of Autumn Term: **3 September 2020 - (to be confirmed)**







# SUBJECT INFORMATION

A Levels



**ART & DESIGN 9ADO, FINE ART 9FAO,  
3D DESIGN 9TDO,  
GRAPHIC COMMUNICATION 9GCO**

**Head of Subject: Mrs A Hearne**

Students have the opportunity to choose one or more of the following options. Multiple options can be taken as separate A level options on request.

**Why choose A Level Art?**

The results in Art and Design subjects are exceptional!

This specification is designed to encourage candidates to:

- Explore a range of 2 or 3 dimensional approaches to their studies
- Extend their own ways of seeing the world

**Aims of the course:**

Students will:

- Record observations, ideas, information and insights appropriate to intentions.
- Use art and design techniques to record observations, ideas, information and insights appropriate to intentions.
- Analyse and artistically evaluate art and design practice demonstrating an understanding of purpose, meaning and context.
- Use art and design to develop ideas through sustained

investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

- Present a personal and informed response, realising intentions and showing connections with the work of others.

**Entry Requirements:**

Students embarking on this course are expected to have a grade 6 in a GCSE 'Art' subject.

**Recommended general websites:**

Institute of International Visual Arts - [www.iniva.org](http://www.iniva.org)  
 British Museum—[www.britishmuseum.org](http://www.britishmuseum.org)  
 Getty Museum - [www.getty.edu](http://www.getty.edu)  
 Museum of Modern Art New York - [www.moma.org](http://www.moma.org)  
 Guggenheim Museums Worldwide - [www.guggenheim.org](http://www.guggenheim.org)  
 Crafts Council UK —[www.craftscouncil.org](http://www.craftscouncil.org)  
 Photographers' Gallery—[www.photonet.org.uk](http://www.photonet.org.uk)

**Further education and employment:**

Foundation year or direct entry to degree course.

Potential careers include: any design or creative profession, including architecture, fashion design, T.V. and Media, set design,

*Structure of the course:*

| AS   | A2   |
|--|--|
| <p><b>Art &amp; Design</b><br/>                     Unit 1: Coursework Project (50 % of AS Level).<br/><br/>                     Unit 2: Externally set project including exam (50% of AS)</p> | <p><b>Art &amp; Design</b><br/>                     Unit 3: Coursework project including written personal study (60% of A2)<br/><br/>                     Unit 4: Externally set project including 15 hour exam (40% of full A2)</p> |

## ART & DESIGN: TEXTILE DESIGN 9TEO

**Head of Subject:** Mrs A Hearne

### Why choose A Level Art Textiles?

The results in art textiles are EXCEPTIONAL!

This specification is designed to encourage candidates to:

- Explore a range of 2 or 3 dimensional approaches to their studies
- Extend their own ways of seeing the world.

### Aims of the course:

Students will:

- Record observations, ideas, information and insights appropriate to intentions.
- Use art, design and textiles techniques to record observations, ideas, information and insights appropriate to intentions.
- Analyse and artistically evaluate art, design and textiles practice demonstrating an understanding of purpose, meaning and context.
- Use art, design and textiles skills to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

- Present a personal and informed response, realising intentions and showing connections with the work of others.

### Entry Requirements:

Students embarking on this course are expected to have Grade 6 in a GCSE 'Art' subject.

### Recommended general websites:

Institute of International Visual Arts - [www.iniva.org](http://www.iniva.org)

[www.britishmuseum.org](http://www.britishmuseum.org)

Getty Museum - [www.getty.edu](http://www.getty.edu)

Museum of Modern Art New York - [www.moma.org](http://www.moma.org)

Guggenheim Museums Worldwide - [www.guggenheim.org](http://www.guggenheim.org)

[www.craftscouncil.org](http://www.craftscouncil.org)

Photographers' Gallery—[www.photonet.org.uk](http://www.photonet.org.uk)

V & A Museum - [www.vam.ac.uk](http://www.vam.ac.uk).

### Further education and employment:

Foundation year or direct entry to degree course.

Potential careers include: any design or creative profession, including costume design, textiles and surface design, architecture, fashion design, T.V. and Media, set design, studio designer, photographer.

### Structure of the course:

| AS  | A2  |
|---|---|
| <p><b>Art &amp; Design</b><br/>Unit 1: Coursework Project (50% of AS Level).<br/>Unit 2: Externally set project including an 8 hour exam (50% of AS)</p> <p><b>Textile Design</b><br/>Unit 1: Coursework Project (50% of AS Level).<br/>Unit 2: Externally set project including exam (50% of AS)</p> | <p><b>Art &amp; Design</b><br/>Unit 3: Coursework project including written personal study (60% of A2)<br/>Unit 4: Externally set project including exam (40% of full A2).</p> <p><b>Textile Design</b><br/>Unit 3: Coursework project including written personal study (60% of A2)<br/>Unit 4: Externally set project including exam (40% of full A2).</p> |

## PHOTOGRAPHY: FACULTY OF ART & DESIGN

**Head of Subject:** Mrs V Walden

### Why choose A Level Photography?

Results in Photography are excellent.

The skills that you will develop in photography will be varied. You will learn how to compose images successfully and be creative using industry packages such as Adobe Photoshop. You will investigate, research, analyse and evaluate your work and the work of others. The course will allow you to develop your skills, imagination and creativity so you can produce your own personal responses.

This course will be based around the use of digital technology. Students will use software in the development of image manipulation. A range of source material will be used in the development of ideas.

### *Structure of the course:*

During the course you will be expected to visit a number of places of interest when appropriate (recording and research).

You must understand that there is a significant written element to this course.

### Recommended equipment:

You will require an A3 black card sketchbook and an A3 folder to enable you to work at home as well as compatible photographic paper. The cost will be approximately £20 - £25. You must have access to a camera that allows you full manual control, and access to a printer.

### Employment opportunities:

Careers in the field include advertising, photography, marketing, design, architecture, publishing and many others.

### Entry Requirements:

Students embarking on this course are expected to have Grade 6 in a GCSE 'Art' subject.

| First Year structure   | Second Year Structure  |
|--|--|
| <p>The A-Level course teaches you a wide variety of transferable skills; it will ensure that you are able to research, analyse, plan, evaluate and experiment with imagery so that you can present yourself in a strong visual way. We provide an extensive workshop based starting point so that the required skills are embedded and can be evidenced through all you do. As a result you will spend the first few weeks learning and evidencing your understanding and our skills using the key elements of photography, some of these include composition, light, focus and shutter speed as well as Photoshop and post physical manipulation of imagery.</p> <p>Once this has been completed, you will transfer all of the skills learnt in order to complete one in-depth and sustained coursework unit.</p> | <p>You will study one broad theme within your coursework unit, this provides a starting point for a number of investigations which will take the form of unique and interesting ideas as well as thoughtful and relevant developments. The coursework unit incorporates two linked elements: the practical work and a personal study. You will need to submit a personal study of 1000 - 3000 words alongside your practical outcomes.</p> <p>Once coursework is complete, you will be issued with an externally set assignment (the exam element of the course). The paper consists of one broad-based thematic starting point. This unit is student led with appropriate guidance during the preparatory period, encouraging independence in the development of ideas, intentions and outcomes. You will sit an unassisted timed test at the end of this preparatory period in order to complete outcomes.</p> |



# BIOLOGY

Head of Subject: Dr S Cockbill  
Lead Teacher: Mr D Woods

## Why choose A Level Biology?

A Level Biology will give students essential information and understanding on key biological concepts, inspiring students to apply their knowledge and understanding of how biology works in the world at large, as well as in the lab. Students will also consider the moral, social, and cultural issues surrounding some of the applications of biology.

An emphasis on the development of communication and study skills will help prepare students for involvement in everyday scientific issues.

Biology encourages practical thinking and complements many other scientific subjects such as Chemistry, Physics and Psychology as well as subjects like English, ICT, Geography, PE and Technology. Biology is therefore a good link between Science and Art subjects; so if you are looking to keep your options open, then Biology fits with most disciplines.

A Level Biology, although a challenging subject, is rightly recognised for its academic achievement by both employees and higher education establishments.

## Entry Requirements?

Minimum Grade 7 in biology and 7,7 overall in Science  
Minimum Maths GCSE 6  
Minimum English GCSE 5

## Structure of the course:

| A Level<br>This is now a linear A-level with all exams taken at the end of Year 13.  | AS Level   |
|--|--|
| Paper 1: Topics 1 - 4 (35%, 2 hours)<br>Paper 2: Topics 5 - 8 (35%, 2 hours)<br>Paper 3: Topics 1 - 8 (plus an essay, 30%, 2 hours)<br><br><b>Students will be examined internally at the end of Year 12</b>   | On consultation it is possible to study a 1 year AS-level in Biology, completing two AS exams at the end of Year 12 in topics 1-4. |
| Alongside their studies, students will undertake practical work to include 12 required practicals. They must demonstrate a certain standard in 5 key practical areas to pass this element of the 'A' Level. The practical skills are assessed internally throughout the course and a Pass is required to attain the 'A' level. |  |

## Recommended text:

AQA Biology (Oxford University Press).

## Topics covered:

1. Biological molecules
2. Cells
3. Organisms and the environment
4. Genetics and diversity
5. Energy and biological systems
6. Organisms response to their environment
7. Genetics and Evolution
8. Genetic technology

## Bridging the gap from GCSE to A Level:

When all GCSE exams are finished, students are invited back for an hour a week to make an early start on the A Level content. We recommend purchasing a 'Bridging the gap to A Level Biology textbook—especially if students have studied Trilogy, nor Triple Science at GCSE

## Further education and employment:

Many careers require biology, e.g. veterinary work, agriculture, food technology, health and social care.

Biology is a subject that is highly valued by prospective employers; it will open the door to an extremely wide range of further educational opportunities.

# BUSINESS STUDIES

**Head of Subject:** Miss M O'Connor

## Why choose A Level Business?

First and foremost we here in the Business Department feel that we teach the most exciting subject. Our subject is constantly changing and developing and the impacts can be felt through real life examples and scenarios.

Whether you want to pursue a career in a corporate role or you want to be a successful entrepreneur, understanding the core foundations of business studies will ensure you are taking the right steps to be successful.

In this A Level, you will learn a variety of principles and skills which will enable you to investigate businesses, what they do and how they run as well as make suitable recommendation for improvements. Within the A Level, you will go beyond the basics, looking at the importance of business plans and the strategies that you can put in place in order to be successful. Effective financial planning and analysis is essential to having a successful future. You as a student will learn different ways to analyse a business's financial performance, look at budgeting and its impact on success, review costs and develop strategies to control them, as well as look at investment appraisal.

## Structure of the course:

*The course is now a linear qualification where the overall A Level qualification is gained by sitting 3 external exams in the final year (Y13) of the course. Should students sit AS Levels in Y12, then they can take those AS results with them. However, should they then stay on into Y13 their AS results will not*

It's not only finance that is essential for business success, managing your staff and their motivation is an area that you as a student will explore. Furthermore, you will spend time developing marketing plans, to assess what might be the best marketing strategy for a business and how that will impact on the business' chances of success.

## Recommended text:

AQA A Level Business Studies;  
ISBN 13:9781471836091  
Approximate cost is £25.00

## Further education and employment:

Potential careers include Accountant, HRM Manager, Marketing Manager, Logistics Director, Entrepreneur, Retail and Human Resources, Banking.

| Year 12 Study   | Year 13 Study   |
|---|---|
| <ul style="list-style-type: none"> <li>• What is business and why do they exist?</li> <li>• Understanding different forms of businesses.</li> <li>• Understand the external environment and its impact on business.</li> <li>• Managers, Leadership and Decision Making.</li> <li>• Understanding Management decision making.</li> <li>• Understanding stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• Decision making to improve marketing performance.</li> <li>• Understanding markets and customers.</li> <li>• Making marketing decisions.</li> <li>• Setting operational objectives.</li> <li>• Making decisions to improve performance, efficiency and productivity.</li> <li>• Decision-making to improve financial performance.</li> <li>• Decision-making to improve human resource management.</li> <li>• Analyse the strategic position of a business.</li> </ul> |

# CHEMISTRY

Partnership Subject  
HGSS

Head of Subject: Dr S Cockbill    Lead Teacher: Miss E Rouse

## Why choose A Level Chemistry?

AQA chemistry introduces you to important chemical concepts in a fun, exciting and practical way. It also supplies you with a real world application for the processes which you can carry forward with you to university or employment.

An important part of the course is working with others as an effective team and communicating findings clearly so you can solve problems together.

A key component in chemistry is practical skills. You will be developing these over the course to make you more confident, methodical and analytical in a lab.

## Recommended text:

Students are asked to purchase their own copy of 'AQA Chemistry Student book' and any revision guides they wish to use at home. Independent study guides and resources are provided.

## Topics Covered:

### Unit 1 Physical Chemistry

Physical chemistry covers atoms, chemical bonding, and the kinetics and thermodynamics of chemical reactions.

### Unit 2 Inorganic

Here we look at the groups of the periodic table, how the elements react and their properties.

## Structure of the course:

|   |  |
|---|--|
| <b>Linear A Level</b><br>This is now a linear A-level with all exams taken at the end of Year 13.   | <b>Students will be examined internally at the end of Year 12 AS Level</b>   |
| There are 3 exams in this course. On consultation it is possible to study a 1 year AS-level in Chemistry, completing 2 exams at the end of Year 12<br><b>Paper 1</b><br>Physical chemistry and inorganic chemistry<br><b>Paper 2</b><br>Physical chemistry and organic chemistry<br><b>Paper 3</b><br>Any practical skills, data analysis and any content from the course.<br><b>Students will be examined internally at the end of Year 12</b> | On consultation it is possible to study a 1 year AS-level in Biology, completing two AS exams at the end of Year 12 in topics 1-4. |
| Alongside their studies, students will undertake practical work to include 12 required practicals. They must demonstrate a certain standard in 5 key practical areas to pass this element of the 'A' Level. The practical skills are assessed internally throughout the course and a Pass is required to attain the 'A' level.  |  |

## Unit 3 Organic Chemistry

In this unit we look at alkanes, alkenes, alcohols and more. We also look at how to analyse and make different compounds in a lab.

## Entry Requirements

Minimum 2 GCSE Science 7,7

Minimum Maths GCSE 7

Minimum English GCSE 5

## Bridging the gap from GCSE to A Level:

When all GCSE exams are finished, students are invited back for an hour a week to make an early start on the A Level content. We recommend purchasing a 'Bridging the gap to A Level Biology textbook—especially if students have studied Trilogy, nor Triple Science at GCSE

## Further education and employment:

The skills of a chemist are essential in the fields of agriculture, biochemistry, biological science, food technology, forensic science, engineering, etc. The analytical skills you will develop are also useful in other careers such as accountancy and law. Dentistry, medicine and veterinary science all require A level Chemistry.

Chemistry complements Biology, Physics, Maths, Psychology, PE and Geography. It also goes well with English, Languages and IT as it helps broaden your studies.



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# D&T: PRODUCT DESIGN

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Head of Subject: Mrs R Golding

## Why choose AQA A Level Design and Technology: Product Design?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

### *Structure of the course:*

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers

### Further education and employment:

This qualification would suit people who want to pursue a career in Architecture, Engineering, Graphic Design, Product Design, 3D Design, Set Design, Interior Design, Garden Design, Computer Aided Design and any other creative profession.

### Entry Requirements:

To be suited to A Level Product Design a student must achieve at least a grade 6 at GCSE Design and Technology and grade 4 at GCSE Mathematics

A2

#### Paper 1:

- Technical principles
- Written exam: 2 hours 30 minutes
- 120 marks
- 30% of A Level
- Mixture of short and extended response: no more than 12 marks per question

#### Paper 2:

- Designing and Making principles
- Written exam: 1 hour and 30 minutes
- 80 marks 20% of A Level
- Section A: Mixture of short answer, Product Analysis and extended response questions based on visual stimulus of product(s)
- Section B: Commercial Manufacture—mixture of short and extended response questions

#### Non-exam assessment (NEA)

- Practical application of technical principles, designing and making principles and specialist knowledge.
- Substantial design and make task
- 45 hours
- 100 marks
- 50% of A Level
- Design portfolio and final prototype

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# ECONOMICS

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**Head of Subject:** Miss M O'Connor

## Why choose AQA A Level Economics?

Economics takes a specialised look at the financial markets and the strategic behaviour of firms and governments. Degrees in Economics open up opportunities in finance, marketing and industrial consultancy as well as government and journalism.

## Course Outline:

This course develops economic concepts and theories through a critical evaluation of current issues, problems and institutions, as applied to a range of contexts. The course will focus on the principles of both Micro- and Macroeconomics.

Microeconomics looks at some of the basic theories and models in the 'economist's toolbox': - demand and supply, price mechanisms and market failure. Real life scenarios are explored and debated in relation

to 'market failure'. Further aspects of the microeconomic environment include industry structure, labour markets and the factors that influence wages, poverty and the distribution of wealth and income.

The focus on the macro-economy looks at the concept of aggregate demand, supply curves and analyses change to these. Policy changes are considered in real and theoretical terms. Other issues such as cyclical booms and slumps in the economy are studied and evaluated using theoretical models. The greater economic environment, the EU and the international economy will be assessed in light of recent developments in the economy.

Further development comes from discussion and evaluation of economic trends and the issue of the newly emerging economies of China and India is considered and evaluated, as is Britain's relationship with the Euro-zone.

| These are the main topic areas covered in the first year of the 2-year A Level course:   | These are the main topic areas covered in the second year of the 2-year A Level course:   |
|--|---|
| <ol style="list-style-type: none"><li>1. Economic methodology and the economic problem</li><li>2. Price determination in a competitive market</li><li>3. Production, costs and revenue</li><li>4. Competitive and concentrated markets</li><li>5. The market mechanism, market failure and government intervention in markets</li><li>6. The measurement of macroeconomic performance</li><li>7. How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts</li><li>8. Economic performance</li><li>9. Macroeconomic policy</li></ol> | <ol style="list-style-type: none"><li>1. Perfect competition, imperfectly competitive markets and monopoly</li><li>2. The labour market</li><li>3. The distribution of income and wealth: poverty and inequality</li><li>4. The market mechanism, market failure and government intervention in markets</li><li>5. Financial markets and monetary policy</li><li>6. Fiscal policy and supply-side policies</li><li>7. The international economy</li></ol> |

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# ENGLISH LITERATURE

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Head of Subject: Mrs S Towers

## Why choose A level English Literature?

Students will become critically engaged with a wide range of texts spanning across different historical periods from every genre including Drama, Prose and Poetry. Students will become adept at critical analysis involving deep analysis of the historical context and its impact on the production of the texts. Students will become skilled at writing high quality textual analyses which show appreciation of the writer's craft and the impact of language on meaning making whilst exploring timeless ideas such as war & peace, love & hate, revenge, prejudice and social inequality.

The course will provide the ability to:

- Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology and coherent, accurate written expression.
- Analyse ways in which meanings are shaped in literary texts.
- Demonstrate understanding of the significance and influence

## Structure of the course:

A2

### Paper 1:

Drama.

Study of two plays of which one must be a Shakespeare play.

### Paper 2:

Prose.

Study of two prose texts from a chosen theme.

### Paper 3:

Poetry.

Study of a selection of poetry from a literacy period plus an unseen poem.

### Coursework.

A free choice of study of two texts.

of the contexts in which literary texts are written and received.

- Explore connections across literary texts.
- Investigate texts through critical analysis.
- Read with more awareness and insight.

## Compulsory text:

Students study the following plays and novels:

- *A Streetcar Named Desire*
- *The Handmaid's Tale*
- *Frankenstein*
- *Hamlet*

Students study the following Poetry:

- *Poems of the Decade*
- *The Romantic Period*

## Entry Requirements:

6 in GCSE English Literature and

6 in GCSE English Language

# FURTHER MATHEMATICS

Head of Subject: Mrs C Douglas

## Why choose Further Mathematics?

Further Maths qualification enables students to:

- Understand mathematics and mathematical processes in ways that promote confidence.

This course fosters enjoyment and provides a strong foundation for progress to further study and extends students' range of mathematical skills .

The course connects different areas of mathematics to other fields of study and allows the student to be aware of the relevance of mathematics to the world of work .

The course content allows students to understand justifications of methods and formulae, and communicate their understanding.

## Recommended text:

Students will be supplied with the relevant books for each module.

## Structure of the Further Maths course:

| Year 12 Further Maths   | Year 13 Further Maths  |
|---|--|
| <p>Pure Mathematics for example: Sequences, Vectors, Functions and an Introduction to Calculus, Statistics and Mechanics, Trigonometry, Logs and Exponentials.</p> <p>Statistical sampling, Data presentation and interpretation, Probability, Kinematics, Forces and Newton's Law.</p> | <p>Proof, Complex numbers, Matrices.</p> <p>Further extended work on Calculus, Trigonometry and differential equations</p> |

## Subject specific skills gained by the end of the course:

- To solve problems using mathematical arguments and logic.
- To learn the importance of proof in mathematics.
- To use ICT appropriately.
- To simplify real-life situations so that you can use maths to show what is happening or make predictions.
- To learn Statistics and Mechanics to a higher level

## Further education and employment:

Mathematics complements many subject combinations and is a requirement for a number of careers. It is a highly sought-after and marketable qualification, recognised by employers and academic institutes.

## Entry Requirements:

The minimum entry requirement is GCSE Maths Grade 8.



# GEOGRAPHY

**Head of Subject:** Miss C Lewin

## Why choose A level Geography?

The new A Level specification will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.

Whilst new units have been added to reflect the world today, you'll see it's retained many of the topics you enjoyed and studied at GCSE, including hazards and population.

The course has been designed to include up to date studies and debated topics in the UK and in the wider world. Content enables the teaching of AS simultaneously with the first year of A-level, allowing for maximum flexibility in lesson timetabling and teaching resources.

All of this will help you become a true geographer and gain the knowledge, skills and enthusiasm sought by higher education and employers in the future.

## Recommended text:

A/AS Level Geography for AQA Student Book (Cambridge University Press)

## Further education and employment:

Geography; Law; Politics; Global Issues; Environmental Science.

## Further education and employment:

Potential careers include Education/Teaching; Environmental Agencies; Surveyor; Travel, Transport and Tourism; Law; Hotel, Catering and Leisure Management; Politics; Commerce, Finance and Industry; Journalism/Media

## Structure of the course:

| Component 1: Physical geography  | Component 2: Human geography   | Component 3: Geography fieldwork investigation   |
|--|--|--|
| <p><b>What's assessed</b><br/> <b>Section A: Water and carbon cycles</b> (Studied in Year 12)<br/> <b>Section B:</b> either Hot desert systems and landscapes <b>or</b> Coastal systems and landscapes <b>or</b> <b>Glacial systems</b> (studied in Year 13) and landscapes<br/> <b>Section C: either Hazards</b> (studied in Year 13) <b>or</b> Ecosystems under stress</p> | <p><b>What's assessed</b><br/> <b>Section A: Global systems and global governance</b> (studied in Year 13)<br/> <b>Section B: Changing places</b> (Studied in Year 12)<br/> <b>Section C: either Contemporary urban environments</b> (studied in Year 12) <b>or</b> Population and the environment <b>or</b> Resource security</p> | <p><b>What's assessed</b><br/>           Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.</p> |
| <p><b>How it's assessed</b><br/>           Written exam: 2 hours 30 minutes<br/>           120 marks<br/>           40% of A-level</p>   | <p><b>How it's assessed</b><br/>           Written exam: 2 hours 30 minutes<br/>           120 marks<br/>           40% of A-level</p>   | <p><b>How it's assessed</b><br/>           3,000–4,000 words<br/>           60 marks<br/>           20% of A-level marked by teachers moderated by AQA</p>   |

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# HISTORY

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Head of Subject: Miss K Harrison

## Why choose A Level History?

The most important reasons to choose History are because you enjoy the subject, you find it interesting and it is something that you want to do. It can be challenging, but if you are in doubt and would like some more guidance here are some other reasons why you might want to consider taking this noble subject:

## Does History have any value in the 'real world' and what can History do for me?

History can help you with many skills including:

- Researching information on a given task.
- Analysing information and rating its strengths and weaknesses.
- Weighing up information carefully before coming to a considered conclusion.
- The ability to use a broader thinking approach that considers all sides of an issue.
- Writing formally, clearly, without straying off topic - crucial for any document produced for the workplace.
- Presenting a case orally and having that case challenged - crucial for any university or job interview.

## Further education and employment:

History is a multi-skilled subject that has many transferable skills useful for any job in the future. Jobs requiring research and analysis to generate an informed judgement (which constitutes all the top jobs you can think of) can benefit from the study of history.

## Structure of the course:

| A Level History OCR History A (H505)  |   |
|---|---|
| Unit 1: <b>British period study and enquiry.</b> The Early Tudors - Mid Tudor Crisis 1485-1558. Y106. 25% of total A Level. | Unit 3: <b>Thematic Study and Historical Interpretations.</b> The Renaissance 1400 -1600. Y305. 40% of total A Level. |
| Unit 2: <b>Non-British period study.</b> Democracy and Dictatorships in Germany 1919-1963. Y221. 15% of total A Level.      | <b>Non exam assessment.</b> 3000-4000 word essay. Y100/63/04. 20% of total A Level.                                   |

But there are some jobs that studying history is extremely helpful for:

- **Gordon Brown, a former British Prime Minister** - has PhD in History from the University of Edinburgh.
- **Michael White, Assistant Editor of the Guardian** - studied History at UCL.
- **Anita Roddick, founder of the Body shop** - studied History at Bath University.
- **Dina Asher Smith, World Championship Gold Medalist** - studied History at Kings College London.

## Final thoughts - is History for me?

Are you prepared to investigate and find things out for yourself?

Do you like to form your own opinions and do you often debate with your friends about things?

Will you stand up for your opinions if you have enough evidence to back them up?

Are you prepared to challenge yourself to work hard, progress into an independent learner and earn a top grade in a top subject?

**If the answer to these questions is YES then studying History is definitely for you!**





VOTES FOR WOMEN

U.S. ELECTION WATCH

Presidential Election 2020

Current Stage:

INVISIBLE PRIMARY

Next Stage:

PRIMARIES

Republican Candidates

DONALD TRUMP

MARK SANFORD

# MATHEMATICS

Head of Subject: Mrs C Douglas

## Why choose A Level Mathematics?

Mathematics is a stimulating and rewarding subject.

At Holmer Green Senior School we aim to consolidate the students' understanding of mathematics and develop their confidence to tackle higher level problems.

The course will also aim to develop students' ability to reason mathematically and give them a firm foundation for further study in a wide range of subjects that include sciences, engineering, statistics, business, computing, economics, accountancy and teaching.

The course is a mixture of theoretical and applied mathematics, building on skills acquired at GCSE. While students are encouraged to develop their general problem-solving skills, there is particular emphasis on algebra and a variety of applied skills.

## Recommended text:

Students will be supplied with the relevant books for each module (publishers vary).

## Structure of the A Level course:

| AS Maths   | A2 Maths   |
|--|--|
| <p><b>Pure Mathematics 1</b><br/>Algebraic techniques, 2-D Geometry, Graph Sketching, Sequences and an Introduction to Calculus. Vectors, Statistics and Mechanics. Trigonometry, Logs and Exponentials, Binomial Expansion and Geometrics Sequences and Series.</p> <p><b>Statistics and Mechanics 1</b><br/>Statistical sampling, Data presentation and interpretation, Probability, Kinematics, Forces and Newton's Law</p> | <p><b>Pure Mathematics 1</b><br/>Functions, Numerical Methods, Differentiation, Proofs and Further Trigonometry. Exponential and logarithms, Vectors.</p> <p><b>Pure Mathematics 2</b><br/>Advanced Trigonometry, Algebra and Calculus, Numerical Methods, Sequence and Series.</p> <p><b>Statistics and Mechanics 2</b><br/>Further probability of significance testing. Kinematics, Forces, Moments.</p> |

## Subject specific skills gained by the end of the course:

- To solve problems using mathematical arguments and logic.
- To learn the importance of proof in mathematics.
- To use ICT appropriately.
- To simplify real-life situations so that you can use maths to show what is happening or make predictions.
- To learn Statistical techniques.

## Further education and employment:

Mathematics complements many subject combinations and is a requirement for a number of careers. It is a highly sought-after and marketable qualification, recognised by employers and academic institutes.

In the future we aim to offer Maths in Context for our Level 5 GCSE students and Further Maths for our GCSE Level 9 students.

## Entry Requirements:

The minimum entry requirement is GCSE Maths Level 7.



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# MUSIC

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Head of Subject: Mrs E Ginger

## Why choose A level Music?

We study the Edexcel A level music qualification at HGSS, which will inspire the next generation of students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills.

Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

There are three elements to the A Level (similar to GCSE) performance, composition and a listening exam.

## Recommended text:

Edexcel A Level Music Study Guide—Rhinegold Education  
A Level Music Edexcel Anthology

## Structure of the course:

| Linear A Level   |
|--|
| Performance 30% - Total performance time a minimum of 8 minutes. Performance can be solo and/or ensemble. The performance is done in front of a live audience.   |
| Composition 30% - There are 2 compositions, 1 free or free choice brief – min 4 min, worth 40 marks and 1 brief assessing technique – min 1 min, worth 20 marks. Together total min of 6 minutes must be achieved. |
| Exam 40% - The exam is 2 hours long. There are 6 areas of study with 3 set works in each area. There is a mixture of long questions and short questions in the exam. There are two essays in the exam.             |

## Further educational and employment opportunities:

Progression to Higher Education studying Music shows the ability work independently and in a group over a sustained period of time. This is vital to any job or higher education.

## Bridging the gap from GCSE to A Level:

Students are invited to come in for an hour a week once GCSEs are over to start on the basic skills needed for A Level.

# PHYSICS

Head of Subject: Dr S Cockbill  
 Leas Teacher: Dr S Cockbill

## Why choose A Level Physics?

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It encompasses the study of the universe from the largest galaxies to the smallest subatomic particles and is the most basic and fundamental science. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives—from healing joints, to curing cancer, to developing sustainable energy solutions. The aims of the course are to encourage students to develop essential knowledge and understanding in physics and appreciate how physics has developed and is used in present day society. The new specification puts a greater emphasis on developing practical skills and encourages enquiry based learning.

## Entry Requirements

Minimum Grade 7 in Physics and 7,7 overall in Science  
 Minimum Maths GCSE 7  
 Minimum English GCSE 5

## Recommended text:

AQA Physics (Oxford University Press) Jim Breithaupt

## Structure of the course:

| A Level  | AS Level   |
|--|--|
| Paper 1: Topics 1 - 4 (35%, 2 hours)<br>Paper 2: Topics 5 - 8 (35%, 2 hours)<br>Paper 3: Topics 1 - 8 (plus an essay, 30%, 2 hours)<br><br><b>Students will be examined internally at the end of Year 12</b>   | On consultation it is possible to study a 1 year AS-level in Physics, completing two AS exams at the end of Year 12 in topics 1-5. |
| Practical Endorsement: alongside their studies students will undertake a range of practical work to include 12 required practicals. They must demonstrate a certain standard in 5 key skills to pass this element of the A-level. The practical skills are assessed internally throughout the course and a Pass is required to |  |

## Topics covered:

1. Skills in physics
2. Particles and radiation
3. Waves and optics
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields
8. Nuclear physics
9. Plus one option module, usually astrophysics

## Bridging the gap from GCSE to A Level:

When all GCSE exams are finished, students are invited back for an hour a week to make an early start on the A Level content. We recommend purchasing a 'Bridging the gap to A Level Physics' textbook—especially if students have studied Trilogy, nor Triple Science at GCSE.

## Further educational and employment opportunities:

Physics is a recognised entry qualification for a wide range of higher education courses. It is also great preparation for employment in a variety of sectors. Moreover, it's the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy (and can be applied to biology or medical science).

# POLITICS

Head of Subject: Miss K Harrison

## Why choose A level Politics?

A qualification in Politics prepares you for many forms of employment and future study. It is the fundamental study of human nature, how we relate to each other and how we have built societies. You will study how and why society functions and understand the changes and developments that impact on our daily lives.

## Does Politics have any value in the 'real world' and what can Politics do for me?

You will gain analytical and practical skills including the ability to conduct research, as well as improving your oral and written communication; all of these are invaluable skills in today's employment market. Politics is often seen as being the art of negotiation and persuasion, and you will develop and hone these skills to better prepare you for life after education.

Politics is as pervasive in society as the air we breathe, and this course will certainly give you a greater understanding of the way the world works.

## Entry Requirements

Average of level 6 at GCSE English

## Structure of the course:

### A Level Politics (Edexcel)

**Unit 1** - UK Politics 33.3% of total A-level. 2-hour written exam.

**Unit 2** - UK Government 33.3% of A-level. 2-hour written exam.

**Unit 3** - Comparative Politics 33.3% of total A-level. 2-hour written exam.

## Further education and employment:

Politics is a valuable subject no matter what career you intend to pursue due to the range of transferable skills you will develop on this course. Students who study Politics at A level often go on to study subjects such as History, Law, Journalism and Economics. There are also a variety of Politics based course options available, including American Studies, International Relations, Global Development, Government and European Union Studies, Humanities, Anthropology, Political Science, in addition to stand alone Politics degrees. These courses will prepare you for roles in all walks of life—from becoming a reporter to training as a lawyer or teacher and even becoming involved in a public sector service or embarking on a political career.

## Final thoughts - is Politics for me?

- Are you interested in current events?
- Are you curious about how the world works?
- Can you be independent in your learning?
- Can you formulate an opinion and debate your ideas?
- Do you think you could give Members of Parliament a run for their money?

Then studying Politics is definitely for you!

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# PSYCHOLOGY

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Head of Subject: Ms L Cookson

## Why choose A Level Psychology?

Psychology is the study of the human mind. Students will explore theories that seek to explain human behaviour and evaluate research that has been carried out by psychologists to support their assumptions.

The syllabus encompasses topics as diverse as eyewitness testimony, cultural variations in attachment, forensics and explanations of obedience. Additionally students will learn how to carry out research, consider ethical implications and analyse data.

The course includes topics in psychology, psychopathology, psychology in action and research methods.

During the course you will learn to develop subject specific skills such as:

- Descriptive and evaluative skills.
- Application and analysis of descriptive and inferential statistics.
- Familiarity with a range of models and assumptions that underpin this subject.
- Knowledge of key studies and a sensitivity towards cultural relativism.

## *Structure of the course:*

### A Level Exams

**Paper 1: Introductory topics in psychology**, including Social Influence, Memory, Attachment, and Psychopathology. The written paper lasts 2 hours and makes up 33.3% of the total A2 marks. Each section includes multiple choice, short answer and extended writing. The exam has 96 marks in total.

**Paper 2: Psychology in context**, including Approaches in Psychology, Biopsychology, and Research Methods. The written paper lasts 2 hours and makes up 33.3% of the total A2 marks. Each section includes multiple choice, short answer and extended writing. The exam has 96 marks in total.

**Paper 3: Issues and debates in psychology**, Gender, Forensic Psychology, and Schizophrenia. The written paper lasts 2 hours and makes up 33.3% of the total A2 marks. Each section includes multiple choice, short answer and extended writing. The exam has 96 marks in total.

## Recommended text:

### Revision Guides:

- AQA Psychology for A Level Year 1 & AS; ISBN: 978-1-908682-44-4
- AQA Psychology for A Level Year 2; ISBN: 978-1-908682-45-1

### Required texts:

- Year 1: AQA A Level Psychology Year 1 & AS by Cara Flanagan et al, Illuminate Publishing; ISBN:978-1-908682-40-6
- Year 2: AQA A Level Psychology Year 2 by Cara Flanagan et al, Illuminate Publishing; ISBN:978-1-908682-41-3

### Further education and employment:

Psychology is accepted at universities as either a science-based or arts-based subject. It complements many courses including English, Biology, Art, Drama, Philosophy, Sports-Science, Business, Sociology and History.

Potential careers include Chartered Psychologist, Therapy (Occupational, Art, Drama, Paediatric and others), Counselling, Business & Marketing, Management, Nursing, Police, Prison Service, Sports and Exercise.



# RELIGIOUS STUDIES

Head of Subject: Miss J Kirkpatrick

## Why choose A Level Religious Studies?

If you are simply thinking that an A Level in RS will help you to become a RS teacher or a Priest... you are mistaken. A Level RS provides rigorous study that is relatable to the wider world we all live in. You will learn to develop an enquiring, critical and reflective approach to your studies which can then be applied to other areas of study.

The course is one third Philosophy, another Ethics and lastly Religion in a historical and contemporary setting. Covering a wide range of topics from the problem of Evil in the world in Philosophy to doing what ever makes the majority happy at the expense of the minority in Ethics. Can we live our lives like this? Why or why not? These kinds of bigger questions are hotly debated and have created the basis of our society today. If you have an enquiring mind and like to debate the bigger questions this is the subject for you.

### Structure of the course:

### Recommended text:

Oxford A Level (year 1 and 2) Religious Studies for OCR (Libby Ahluwalia, Robert Bowie)

### Further education and employment:

RS is a multi-skilled subject that has many transferable skills that are desirable for any job in the future. Further Education might be in Religious Studies; Law; Politics; History; English; Media and many more.

Potential careers include Education/Teaching; Law; Politics; Commerce, Finance and Industry; Journalism/Media; Police; advice worker; archivist; Charity fundraiser; Counsellor and social services; civil services; Community development; editorial work; Youth Worker.

| Component 1: Philosophy of Religion  | Component 2: Religion and Ethics   | Component 3: Development in Religious Thought   |
|--|--|---|
| <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering.</li> <li>Exploration of philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in philosophy of religion.</li> </ul> | <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>The study of ethical language and thought, with exploration of key concepts and the works of influential thinkers.</li> <li>Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics and sexual ethics.</li> </ul> | <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Exploration of a religious belief, values and teachings and practices that shape religious identity, as well as sources of wisdom and authority.</li> <li>Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.</li> </ul> |
| <p><b>How it's assessed</b> 33.3% of A Level</p> <p>Written exam: 2 hours 120 marks</p>  | <p><b>How it's assessed</b> 33.3% of A Level</p> <p>Written exam: 2 hours 120 marks</p>  | <p><b>How it's assessed</b> 33.3% of A Level</p> <p>Written exam: 2 hours 120 marks</p>   |



# SUBJECT INFORMATION

BTECS



## BTEC LEVEL 3 EXTENDED CERTIFICATE IN APPLIED SCIENCE

Head of Subject: Dr S Cockbill  
Lead Teacher: Mr D Woods

### Why choose BTEC Level 3 Extended Certificate in Applied Science?

BTEC Level 3 qualifications are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment.

The course is suitable for anyone who is planning to enter work directly or wishes to proceed to Higher Education. After completing the course, students can pursue careers in areas such as hospital laboratory work, food science, scientific research, and health related professions.

The two year course is a nationally recognised qualification equivalent to 1 A\* - E grade at A Level. The teaching for the course will involve a mixture of teaching, practical work, personal research, group research, discussion, and visits to local businesses. The course consists of an even mix of biology, chemistry, and physics topics. In the first year of study students will complete two mandatory units. BTEC Level 3 Certificate in Applied Science can be gained at the end of the year pending their successful completion. In the second year students will go on to complete a further two optional units, successful completion of which will result in achievement of Edexcel BTEC Level 3 extended certificate in Applied Science.

### Structure of the course:

| Year 1  | Year 2   |
|---|--|
| <p><b>Principles and applications of Science</b><br/>This is the written exam element of the course covering the core principles of science — biology, chemistry and physics.</p> <p><b>Practical scientific procedures and techniques</b><br/>This is a written assignment based on the main principles of working in a science lab.</p> | <p><b>Scientific Investigation Skills</b><br/>This is a practical set by the exam board. Students having to plan, carry out and write up the experiment.</p> <p><b>Optional Unit</b><br/>We are able to choose a wide range of optional units. This is done in consultation with the students. This year we are doing Human Regulation &amp; Reproduction.</p> |

### Entry Requirements

At least 2 x 5s in GCSE Science.

| Level awarded | Number of UCAS points | GCE A Level equivalent (based on UCAS points) |
|---------------|-----------------------|---|
| Pass          | 16                    | Grade E                                       |
| Merit         | 32                    | Grade C                                       |
| Distinction   | 48                    | Grade A                                       |

### How will I be assessed?

You will take 4 units throughout the course. One is a written paper, one a practical paper and two internally assessed assignments.

### Further education and employment:

BTEC Applied Science gives students a good grounding to go straight on into Laboratory based employment such as Lab Technicians, or to advance into further study, and is particularly suitable for progression onto vocational, science based degree programmes such as Nursing or Applied Science. Equally the BTEC Extended Certificate is suitable for progression onto a range of higher education programmes when combined with other A levels or BTECs.

**BTEC LEVEL 3 NATIONAL  
EXTENDED CERTIFICATE in  
BUSINESS (NQF)**

**Head of Subject:** Miss M O'Connor

**What does this Qualification Cover?**

The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A-Levels.

The course consists of 4 units, of which 3 are mandatory. These units include exploring business, developing a marketing campaign, and personal and business finance. Mandatory content makes up 83% of the assessed course.

**Why Study BTEC Business?**

Business Studies offers a wide range of opportunities. The subject allows students to follow many careers in Business or in other industries and supports further study in Business, and other social sciences, at university.

**Entry Requirements:**

A requirement of Grade 5 in both English Language and Maths

Institute of International Visual Arts - [www.iniva.org](http://www.iniva.org)

*Structure of the course:*

|  |  |
|--|--|
| <p><b>Unit 1—Exploring Business:</b><br/>90 GLH- Internally assessed via coursework</p> <p>In this unit you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities.</p> <p><b>Unit 2—Developing a Marketing Campaign</b><br/>90 GLH—Externally assessed via a 3-hour Controlled Assessment</p> <p>You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given produce/service.</p> | <p><b>Unit 3—Personal and Business Finance:</b><br/>120 GLH—Externally assessed via a 2-hour written exam (includes ONE resit opportunity)</p> <p>Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts, the different sources of finance available to businesses, planning tools such as cash flow forecasts and break-even, and you will also be required to measure the financial performance of a business.</p> <p><b>Unit 4—Investigating Customer Service</b><br/>60 GLH—Internally assessed via coursework</p> <p>How is excellent customer service linked to business success? In this unit you will learn that attracting new customers costs a business more than keeping existing customers, so it is important to keep existing customers happy. You can do this by building relationships with internal and external customers and giving them excellent service that exceeds their needs and expectations.</p> |
|--|--|



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## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN COMPUTING

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Head of Subject: Ms F Kiss

### Why choose BTEC Computing?

If you have a keen interest in Computing and want to gain the fundamental knowledge and skills in the Computing sector, with a view to progress onto a wide range of higher education courses then BTEC Level 3 Computing is the right course for you. It is a nationally recognised qualification, which will prepare you for many careers and further study at degree level and beyond.

### What will I study?

You will study the principles of Computer Science, various programming languages and the fundamentals of Computer Systems. Alongside this you will also be studying IT Systems Security and Encryption and how to ensure a computer system is kept secure. We will also investigate the computer games industry and its impact on technologic and social trends which will enable you to design and develop a computer game to meet the user requirements.

### How will I be assessed?

You will be assessed through four units of work:

- two units are externally assessed through a written examination.
- two units are internally assessed through coursework.

### Structure of the course:

| BTEC Course  |  |
|--|--|
| There are three mandatory units;   |  |
| <ul style="list-style-type: none"><li>• The principles of Computer Science</li><li>• The fundamentals of Computer Systems</li><li>• IT Systems security and Encryption</li></ul> |  |
| And one option unit which is selected by the subject teacher. They may include:  |  |
| <ul style="list-style-type: none"><li>• Human-computer interaction</li><li>• Computer games development</li><li>• Mobile apps development</li></ul>                              | <ul style="list-style-type: none"><li>• Digital graphics and animation</li><li>• Website development</li><li>• Managing and supporting Systems</li></ul> |

Teachers can provide some guidance on coursework which ensures the students maintains a high standard in order to achieve a mark to their ability. Students will be able to manage their own time in regard to completion around the hand in dates set by their subject teacher. Grades are given from a pass, merit or distinction for each piece of work and the cumulative points earned for all units will then influence the overall grade awarded to the student on completion of all four units.

### Skills and Entry Requirements

You need to have a keen interest in computing and some previous programming experience as the course will form the major part of your timetable. Ideally having studied a computer science qualification at GCSE is of benefit but not essential. However, evidence of completion of using a programming language is essential.

### What can I do next?

You can use the qualification as a platform to move on to employment within the Computing industry or onto higher education. You will also be equipped with enough practical real-world knowledge, experience and skills in order to apply and be successful on many technical courses or apprenticeships.

### Further education and employment:

Computer Science, Cyber security, networking, Game development among others.

Potential careers include IT Technician, Software Developer, Network Manager, Analyst, Systems engineer, Data analyst.

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## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN ICT

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**Head of Subject:** Ms F Kiss

### Why choose BTEC ICT?

If you are interested in the studying of how to create IT systems to manage and share information with a view to progress onto a wide range of higher education courses then BTEC Level 3 Information Technology is the right course for you. It is a nationally recognised qualification, which will prepare you for many careers and further study at degree level and beyond.

### What will I study?

You will study the field of Information Technology which involves the use of computers in industry, commerce, the arts and elsewhere. You will be looking at the systems architecture, human factors, project management and the general ability to use computers. This will involve studying the relationship between hardware and software, the managing and communicating of information as well as how social media is used within the Business world.

### How will I be assessed?

You will be assessed through four units of work; One unit is externally assessed through a written examination. One unit is externally assessed through a practical examination. Two units are internally assessed through coursework. Teachers can provide some guidance on coursework which ensures the students maintains a high standard in order to achieve a mark to their ability. Students will be able to manage their own time in regard to

completion around the hand in dates set by their subject teacher. Grades are given from a pass, merit or distinction for each piece of work and the cumulative points earned for all units will then influence the overall grade awarded to the student on completion of all four units.

### Skills and Entry Requirements

You need to have a keen interest in Information Technology and how it can be used within the world of Business. Ideally having studied an IT or ICT qualification at GCSE is of benefit but not essential.

### What can I do next?

You can use the qualification as a platform to move on to employment within the IT industry or onto higher education. You will also be equipped with enough practical real-world knowledge, experience and skills in order to apply and be successful on many technical courses or apprenticeships.

### Further education and employment:

Information Technology undergraduate level.

Potential careers include IT Technician, Database administrator, forensic computer analyst, UX designer, systems analyst and many more.

### *Structure of the course:*

| BTEC Course  |
|--|
| <p>There are three mandatory units;</p> <ul style="list-style-type: none"><li>Information Technology Systems</li><li>Creating Systems to Manage Information</li><li>Using Social Media in Business</li></ul> <p>And one option unit which is selected by the subject teacher. They may include:</p> <ul style="list-style-type: none"><li>Data Modelling</li><li>Website Development</li></ul> |

## WJEC LEVEL 3 DIPLOMA IN FOOD SCIENCE & NUTRITION

Head of Subject: Mrs H Smith

### Why choose WJEC Level 3 Diploma in Food Science & Nutrition?

Level 3 Food Science and Nutrition qualification allows students to gain a wealth of knowledge about the food and nutrition industry. Students will have the opportunity to learn about the relationship between the human body and food as well as advanced practical skills for cooking and preparing food.

The qualification has been designed around the concept of a 'plan, do, review' approach to learning. There is a strong emphasis on practical work, making this an ideal choice for students who prefer to learn by doing. The qualification mirrors many work activities in the food and nutrition industry and facilitates learning in a range of contexts.

### Further education and employment:

This subject provides a suitable foundation for the study of academic or vocational courses in higher education such as BSc Human Nutrition, BSc (Hons) Public Health Nutrition, BSc (Hons) Food Science and Technology, and will support careers in Food Technology, the Hospitality industry, Nutritional Science, Food Retail and Manufacture.

Your Food Science & Nutrition qualification enables you to consider employment in a range of different industries including the food and drink sectors of hospitality, catering, food production and food retail. Other possible career paths include social work, teaching or medicine.

### Structure of the course:

| Year 12  | Year 13       |               |             |       |      |              |    |    |    |    |   |
|--|---------------|---------------|-------------|-------|------|--------------|----|----|----|----|---|
| <p><b>Unit 1: Meeting Nutritional Needs of Specific Groups (Compulsory)</b><br/>Internally assessed project: The purpose of the internal assessment is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.<br/><b>External examination:</b><br/>90 minute examination; plus 15 minutes reading time<br/>Three sections on each paper:<br/>Section A is short answer questions<br/>Section B is extended answer questions<br/>Section C relates to a case study</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 15%;">Distinction *</th> <th style="width: 15%;">Distinction</th> <th style="width: 15%;">Merit</th> <th style="width: 15%;">Pass</th> </tr> </thead> <tbody> <tr> <td>UCAS points:</td> <td>56</td> <td>48</td> <td>32</td> <td>16</td> </tr> </tbody> </table> | Grade         | Distinction * | Distinction | Merit | Pass | UCAS points: | 56 | 48 | 32 | 16 | <p><b>Unit 2: Ensuring Food is Safe to Eat – external written exam (Compulsory)</b><br/>It is an eight hour timed, supervised assessment which will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. The scenario will relate to a food safety situation. It will require learners to analyse the information and make judgements regarding the potential food safety risk</p> <p><b>CHOICE OF EITHER</b><br/>Unit 3: Experimenting to Solve Food<br/>Or<br/>Unit 4: Current Issues in Food Science &amp; Nutrition<br/>This is an internally assessed project</p> |
| Grade  | Distinction * | Distinction   | Merit       | Pass  |      |              |    |    |    |    |   |
| UCAS points:   | 56            | 48            | 32          | 16    |      |              |    |    |    |    |   |





## BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN PUBLIC SERVICES

Head of Subject: Mr J Cook

### Why choose BTEC Public Services?

Have you ever thought about a career in any of the UK's uniformed public services i.e. the Police, Fire Brigade or the Armed Forces. Our government control our public services. The course gives learners a sound understanding of how are public services and governed, we then investigate the fundamental leadership and teamwork skills including the fitness requirements for our public services.

The BTEC Level 3 Subsidiary Diploma in Public Services is designed to give learners the knowledge, skills and understanding needed for progression into employment or further education opportunities in the uniformed public services.

During the course you will learn to develop subject specific skills such as:

- Research and summative skills.
- Application and evaluation of research.
- Knowledge of our government and creation of policy.

### Structure of the course:

| Year 1   | Year 2   |
|--|--|
| <p>The BTEC Level 3 Subsidiary Diploma in Public Services is a 60 credit and 360 GLH qualification, which is broadly equivalent to one A level. It includes three mandatory units and two optional units. All units are internally assessed.</p> <p><b>Mandatory Units</b></p> <p>Government, Policies and the Public Services</p> <p>Leadership and Teamwork in the Public Services</p> <p>Citizenship and Diversity in the Public Services</p> | <p><b>Selected Units</b></p> <p>Crime and its effects on society.</p> <p>Physical Preparation, Health and Lifestyle in the Uniformed Public Services</p> |

- Presentation skills.
- Teamwork skills; essential in the public services.

### Required texts:

- BTEC Level 3 National Public Services Student Book 1 by Debra Gray, Tracey Lilley and John Vause

### Further education and employment:

Public Services could support an application to university if paired with Politics, Engineering or Sport, leading to careers in the Civil Service, Military or Aerospace Engineering or the Armed Forces respectively

Potential careers include Police Officer, Commissioned or Non-Commissioned Army/Navy/Airforce personnel (soldiers, engineers, support staff), Civil Servant.

## Why choose BTEC National Extended Certificate in Music?

This course is equivalent to one A-Level with four units of which three are mandatory and two are external. Mandatory content (83%). External assessment (58%). The four units (360 guided learning hours) that make up the BTEC Extended Certificate in Music have been developed to give learners experience of working in the music industry. Learners will gain experience not only of industry related tasks but will also be provided with an insight into the various means of employment within the music industry, such as composing and performing. The broad basis of study for the music sector has a focus on performance, personal instrumental technique development, music theory and professional practice.

## Course Requirements

You must have at least five GCSEs grade 9-4 including English and Maths. Learners wishing to study the BTEC Extended Certificate in Music need to be able to sing or play an instrument competently and with confidence and enrolment in peripatetic

## Structure of the course:

Throughout the two year course, learners study 4 units. These give opportunities to:

- Gain an understanding of world music through practical performance-led tasks
- Organise and participate in large scale concerts
- Experience life as a musician and composer in the music industry and the demands and creativity that these roles require
- Develop instrumental or vocal skills both as a soloist and as an ensemble

lessons to supplement their learning is essential. Students need to be aware that they will be required to perform in various contexts throughout the course. A basic understanding of music theory and a study of GCSE or BTEC Music Level 2 at Merit or above is an advantage but not essential. Commitment and enthusiasm are essential and the importance of meeting deadlines is vital.

## Further education and employment:

The BTEC National Extended Certificate in Music can lead to further study in music in further or higher education. Several past students have progressed to university music courses or have embarked on careers within the music industry.

All units require learners to work to a timeline and deliver a final product. The Music department has specialist equipment for the production of both live concerts and recording. BTEC students will be given the opportunity to use this equipment during lessons and also in assisting and producing live or recorded events.

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## BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORT

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Head of Subject: Mr R Ellis

### Why choose BTEC Level 3 Extended Certificate in Sport?

The BTEC Level 3 Extended Certificate in Sport is designed to develop the key knowledge, understanding and practical skills essential within the sports industry. The course incorporates a variety of both practical and theory teaching methods to enhance your learning and understanding.

### Assessment

The style of assessment is a real strength of the course, being a combination of coursework and exam based assignments, allowing students to achieve their full potential. There are a diverse range of assessment methods used including;

- Written assignments
- Group work
- Laboratory reports
- Presentations
- Practical tests

Grades are awarded on a Pass, Merit or Distinction basis, equivalent to an E, C and A at A Level, respectively. This course is for two years and equivalent to one A level, with a distinction grade achieving a maximum 120 UCAS points.

### Recommended text:

BTEC National Sport—Student Book 1  
ISBN 978-1-292-13400-0

### Further education and employment:

This course prepares students for working in the sports industry, such as sports coaching, teaching, sports therapy, sports development, fitness instructing or the leisure industry, as well as providing a natural progression to sports degrees at university.

### *Structure of the course:*

| YEAR 12   | YEAR 13   |
|---|---|
| Unit 1: Anatomy and Physiology<br>Written Exam, 1 hour 30mins   | Unit 3: Professional Development in the Sports Industry<br>Task based assignments |
| Unit 2: Fitness Training and Programming for Health, Sport and Well-being<br>Written exam—2 hours: Pre-released material/data | Unit 5: Application of Fitness Testing<br>Task based assignments                  |

## BTEC LEVEL 3 EXTENDED CERTIFICATE IN HEALTH & SOCIAL CARE

Partnership Subject  
SWR

Head of Subject: Ms P Patterson

### Why choose BTEC Level 3 National Extended Certificate in Health & Social Care?

The BTEC Health & Social Care course is an introduction to the study of the health and social care sector.

The Health Care sector encompasses all hospital activities, medical nursing homes and GP services, for example. The Social Care sector includes residential nursing care, residential nursing facilities, residential care facilities, domiciliary care and social work.

The course is designed for students interested in learning about the Health and Social Care sector as part of a balanced study programme.

### How will I be assessed?

Assessment will be through external set and marked examinations (Units 1 and 2) and internal assessments (Units 3 and 4)

### What skills and special qualifications do I need?

You would need to have a keen interest in all aspects of physical, social and emotional health and the support systems available. You may have studied Child Development or enjoyed this aspect of science. A minimum of a 5 in English Language.

### Further education and employment:

This qualification is equivalent in size to one A Level. It supports access to a range of higher education courses, possibly in health and social care, if taken alongside further Level 3 qualifications. It is an asset on nursing and midwifery courses at university and supports applications in the statutory, private and voluntary provision of care services.

### Structure of the course:

**Unit 1: Human Lifespan Development** – written exam set and marked externally lasting 1 hour 30 minutes. This will include short and long answer questions. Students will be expected to explore and relate to contexts and data presented.

This unit covers physical, intellectual, emotional and social development across the human lifespan; the factors affecting development and the effects of ageing.

**Unit 2: Working in Health & Social Care** – written exam set and marked externally lasting 1 hour 30 minutes. The exam is divided into four sections, based on a short scenario relating to an individual with health and social care needs.

This unit allows students to explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

**Unit 5: Meeting individual Care & Support Needs** – internally set assignment in which learners will be expected to produce a report in response to case studies.

This unit focusses on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. Students will investigate the roles of professionals and how they work together to provide care and support to meet individual needs.

#### Year 12

Unit 5: Meeting Individual Care & support needs (coursework ) 25%      Unit 1: Human Lifespan development (external exam) 25%

#### Year 13

Unit 5: Working in H&SC (external exam) 33.33%      {Optional Unit10: Sociological perspectives in H&SC (coursework) 16.66% }





# SUBJECT INFORMATION

AS Levels

## THE EXTENDED PROJECT QUALIFICATION (EPQ)

Head of Subject: Miss K Harrison

### Why choose The Extended Project Qualification (EPQ)?

The Extended Project Qualification (EPQ) provides an opportunity for students to extend their abilities beyond the A level syllabus, stand out and prepare for university or their future career. It can also be used to earn extra UCAS points (70 or half an A Level).

The Extended Project is a Level 3 qualification which can contribute to programmes of study as a stand-alone qualification. Learners may choose to take the Extended Project Qualification as an extension from studies for any other qualifications at Level 3 such as GCEs and BTECs.

The Extended Project will develop and extend from one or more of the learner's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the centre.

Delivery of the Extended Project Qualification will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It will involve extended autonomous work by the learner. It will require in total 120 guided learning hours.

Learners are required, under supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre

- plan, research and carry out the project
- deliver a presentation to a specified audience
- provide evidence of all stages of project development and production for assessment.

### What are the Learning Outcomes of the Extended Project Qualification?

The learner will:

- identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use select information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance
- select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

### Useful website

<http://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>

| Assessment   |   |
|--|---|
| Students are assessed on how they progress through the project, focusing on their ability to plan, manage and evaluate their work rather than on the final outcome of the project itself.  |   |
| <p>The areas of assessment are:</p> <ul style="list-style-type: none"> <li>• Managing a project</li> <li>• Using independent research</li> <li>• Developing and realising a project</li> <li>• Reviewing and evaluating a project</li> </ul> | <p>Students are encouraged to:</p> <ul style="list-style-type: none"> <li>• Develop and improve their own learning and performance as critical, reflective and independent students</li> <li>• Develop and apply decision-making and problem-solving skills</li> <li>• Extend their skills in planning, research, critical thinking, synthesis, evaluation and presentation</li> <li>• Develop and apply skills creatively, demonstrating initiative and enterprise.</li> </ul> |

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# AS MATHEMATICS IN CONTEXT

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Head of Subject: Mrs J Thorburn

## What is Mathematics in Context?

Mathematics in Context is a course intended for students who are keen to extend their GCSE maths skills for future study or work, but aren't planning on taking mathematics at A level. If you're planning to study subjects such as Science, Geography, Business, Economics or Psychology at A level, or a vocational qualification, or are planning to take an apprenticeship or move into employment, Mathematics in Context will be useful to help refine and develop your maths skills.

## What will the course be like?

Mathematics in Context is different from GCSE Maths. During your studies, you'll look at how to use and apply maths in many different situations. You'll read articles that involve interpreting data and mathematical information, all from relevant and interesting sources.

## *Structure of the AS level Course*

| Paper 1 Comprehension   | Paper 2 Applications                       |
|---|--|
| For example<br>Understanding and analysing data<br>Regression lines<br>Spearsman Rank Correlation<br>Standard deviation<br>Sequences and growth | Applying the skills learnt on data source. |

## Course Content

The content has been carefully selected to support the mathematical needs of a range of AS, A level and BTEC Level 3 qualifications, and to provide a progression from GCSE Mathematics. The four content strands are:

- Applications of statistics
- Probability
- Linear programming
- Sequences and growth

## How will I be assessed?

The Mathematics in Context qualification is assessed entirely by written exam for which you will take two written papers - so there isn't any coursework.

## What will you get at the end of the course?

At the end of the two-year course, you'll be awarded a Pearson Edexcel Level 3 Certificate in Mathematics in Context – similar to an AS. The qualification is also recognised in UCAS points, so will count if you're applying for university.

## Entry Requirements:

The minimum entry requirement is GCSE Maths Grade 5.









“Work Hard, Be Kind”

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