



Holmer Green Senior School

Sixth Form

2025 - 2026 Prospectus

Work Hard, Be Kind, Have Passion



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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 and BTEC provision in the local area. Our uniqueness stems from the personalised tuition and support put in place for all our students and the expert teaching that leads to great progress of our students.

Our Sixth Form facilities give students access to a number of large independent study areas, coffee lounge and fitness suite.

We have strong processes in place so that each student receives detailed guidance on their career paths. Our UCAS support is exemplary and students are encouraged to aim high. HGSS6 students successfully secured university places at a whole range of universities, apprenticeship providers, as well as full-scholarships to American universities, including: Birmingham, Durham, Bristol, Manchester, Nottingham, Southampton, Warwick and Eckerd College Florida USA.

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 possible. Our strengths in particular include:

- Expert teaching by subject specialists in all subject areas leading to strong results, for example:

Subject	% A*-B grades	National average %
Arts (Art, Textiles, Photography)	100 (A*-A grades)	64
Biology	55	48
English Literature	47	42
Geography	76	54
Psychology	61	46
Sport	100% (Distinction - Distinction*)	N/A

- Wednesday afternoon enrichment sessions, such as revision workshops, various sports, life-skills, culture and languages.

- STEAM scholarships – that provide successful applicants with course materials and career support in their chosen field, such as: Arts, Architecture, Veterinary Science, Engineering, Medicine and Dentistry.

- Duke of Edinburgh (Bronze to Gold), Sports Leader and Young Enterprise events.

- Strong pastoral and career support from our Head of Sixth Form, Deputy Head of Sixth Form, UCAS Co-ordinator, Sixth Form Support Officer, Sixth Form Learning Mentors and our Careers Adviser.

I wish you the best of luck in an important year and hope to meet as many of you as possible.

Welcome



Ed Hillyard
Headteacher

Welcome

The Sixth Form at Holmer Green Senior School is a special place; it is large enough to offer a wealth of subjects and opportunities for students to excel, but small enough for personalised support. We will inspire you to achieve your full potential and challenge you to be independent, so you are ready for life after school.

Holmer Green Sixth Form is a vibrant community which works together to achieve excellence for every single individual, through an environment of care, support and high aspirations. With numerous opportunities for leadership, mentorship, enrichment, work experience and extra and super curricular, there really is something exciting here for everybody. Our fantastic facilities including two purpose-built study areas, a Learning Resource Centre, inspiring Art workshops and a Sixth Form Coffee Lounge provide the perfect environment for all students to progress.

Regardless of where you have previously studied, at HGSS you will become part of an inspiring Sixth Form which will feel like an exciting place to learn, and where you will receive the best educational care. We are incredibly proud of what our students achieve and the fine young adults that they become.

So, finally, what do you need to do next? Well, most importantly, you need to work hard to put yourself in the best position to take these opportunities. I hope you find this Prospectus informative and that it helps you to make the best decisions for you.

If, after reading it, you still have any individual questions please feel free to contact me on goldingr@holmer.org.uk

Applications for Holmer Green Sixth Form close on 17 January 2025.

I look forward to working with you in the future and wish you every success in 2025.



Rachel Golding

**Assistant Head Teacher:
Sixth Form**

Welcome

As the Deputy Head of Sixth form, I take great pride in supporting students with the transition from Year 11 into Sixth Form. Having worked within the Pastoral Team at HGSS for 7 years, I have watched the success of many of our students from Year 7 through to the end of Year 13 who have now taken the first step to progress on to exciting opportunities.

I meet with any students who maybe struggling and address and investigate any concerns that they may have so that they can feel heard and supported within the Sixth Form. My colleague, Mrs Smith (UCAS co-ordinator) helps to alleviate any stress caused by UCAS applications and higher education post Sixth Form. We also have Mrs Martin, our Key Stage 5 Support Manager, Mrs Panayiotou and Mrs Will our Sixth Form Learning Mentors, who help students overcome barriers to learning and are always there to listen.

We have a team of Academic Tutors who are there for their students if they have any issues or concerns, and who provide excellent pastoral support. Students who are new to Holmer Green Senior School, are invited to join our Induction days, which include taster lessons as well as a programme of activities which will help you to make new friends and settle in quickly.

Our results are due to our knowledge of the students who attend Sixth Form, through the regular assessing of students which allows us as a Sixth Form team to meet and discuss where interventions and support are needed. Our expectations of our students at Sixth Form are high as we want our students to be the best versions of themselves

they can be. Students receive teaching of the highest quality; our groups are smaller than perhaps you would get in larger Sixth Forms, and we are able to provide individual support in and out of the classroom. Many subjects offer Coursework and Theory clinics held at lunchtime and after school to provide every student with the opportunity to reaffirm their understanding.

Kodey McMaster, Deputy Head of Sixth Form



As UCAS Coordinator, I am responsible for processing all Year 13 University applications via the UCAS platform. This involves guiding students through the application process, providing support with personal statements and coordinating references. Regular meetings are offered and held with students as they navigate the application process and support is provided to both students and tutors to keep them up to date with the latest guidance surrounding applying to Universities and the differing deadlines.

Charlotte Smith, UCAS Co-ordinator



Student Leadership Team

Holmer Green Senior School Sixth Form has consistently provided support, a safe environment, and an energetic atmosphere for its students. It encompasses the key values of 'work hard, be kind and have passion' not only through the way the staff conduct themselves, but also through the drive and dedication of our Year 12 and 13 students. The student leadership team further highlight the passion of our young people, and the importance of integrating Year 12 and 13 students to create a friendly environment within our sixth form. This can be seen in their recent initiative in looking for and interviewing the potential new Year 12 representatives, which will be a fantastic opportunity for Year 12s to have their voice heard, to better the school and its community.

In our Sixth Form, we promote kindness and equality, ensuring that people from all backgrounds, walks of life and abilities feel comfortable and confident enough to participate and actively engage with school initiatives. For example, the Sixth Form team of Inclusion mentors, who meet weekly, discuss the needs of minorities within the school and how the school and Sixth form can adjust accordingly to serve those who may require more attention to be equal to everyone else.

We encourage students to take opportunities that promote personal growth, teamwork, and shared responsibility, opportunities which provide integral and transferable skills, beneficial when applying for apprenticeships, universities, and other pathways after Sixth Form. This has been demonstrated through the large volume of our students who are currently undertaking their Gold Duke of Edinburgh. Not only has this ignited a sense of coming together during challenging times for our students, particularly on their expeditions, but has also set many of our students up with a great start to writing and perfecting personal statements that really showcase them as an individual, their achievements, and their potential.

The weekly Sixth Form enrichment sessions provide ample support and guidance to our students in constructing and tailoring their personal statements to the courses they want to apply for after Sixth Form, as well as giving invaluable insight in how to go about researching pathways for your future, and feeling confident with the big decisions we all need to make. We can proudly announce that several students have applied and received

offers from prestigious universities, and we are so thankful to the sSixth Form staff who are working tirelessly to aid the rest of the Year 13's along their journey into higher education.

Other initiatives such as sports leaders have continued to be popular, as we see the new Year 12 students getting involved with this programme, and we hope they also recognise the inclusive, welcoming and safe atmosphere that the amazing staff and students have created. Furthermore, two of the head students as well as a Year 12 student were given the opportunity to deliver an assembly to the entire Sixth Form with the intention of raising awareness for Scoliosis. We are happy to say that we are planning to run more charity events to raise money for the cause in a similar way to how the whole HGSS community raised £200 for Sepsis previously, through holding a cake sale!

We are excited for the year ahead, with all that is happening in Sixth Form, and we are confident that the high engagement and readiness to learn from students, as well as the support and care from staff will continue, so we can all be the best versions of ourselves.



Leela Brookes
Head Student



Harry Cooper
Head Student



Zoe Walastyan
**Deputy Head
Student**



Charlie Palmer
**Deputy Head
Student**

Student Views



Having to decide whether to stay at Holmer Green or study my A-level subjects at a different school was an easy decision for me as I knew HGSS offered a great Sixth Form where I could take the subjects I both enjoyed and would also benefit me in my future career. Obviously, having the comfort of my friends and knowing the school and the teachers helped me settle into the substantial change from Year 11 to Sixth Form. However, Holmer Green is a school that welcomes all students quickly.

The A-level subjects I chose were Biology, History and Sport. HGSS offers a wide range of subjects to suit each student's interests and needs for the future, which is why I am confident that these three subjects will help me pursue a career in Physiotherapy. While Year 12 is a big step up from Year 11, the teachers help you to adjust to the increase in workload and many teachers are happy to adapt to your needs and help with any issues you may have. Also, as many classes are smaller in both Years 12 and 13 it allows the teachers and students to receive more individualised help if you are struggling and knowing you can ask your teacher to go over a topic provides more reassurance and confidence to succeed in your subjects.

This is why I am certain that I made the right decision in choosing to stay at Holmer Green for my A-levels; I am confident that I will succeed in my subjects academically as well as learn life skills and will be prepared for my future and to excel as much as possible.

Jess, Year 12

Choosing where to go after Year 11 was a difficult decision because I was faced with the choice of sticking with the familiarity of my previous secondary school or deciding to go elsewhere. Like any external student, I was worried about how I would adapt to a new school, but my worries faded soon after I started and was welcomed by the supportive community.

I am studying Maths, Biology, Chemistry and an EPQ, which at first felt daunting, but the environment and staff have helped me to ease into Sixth Form. My teachers have played a massive role in assisting me and ensuring I understand my subjects. I have also been offered many opportunities to progress my education, a good example is the STEAM scholarship. This has provided me with specific resources and experience in relation to my career prospects in Medicine.

I have no doubt that I made the right choice, I'm grateful to be a part of HGSS and I'm confident that I will excel academically thanks to the constant support of my peers and teachers.

Freddy, Year 12



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 and visits by a range of different universities
- Seminars on student loans / financial advice / student budgeting / University Scholarships / Student Finance - Wize-up Consultants
- Personal Statement workshops given by university staff
- Presentations given by our Careers Advisor 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
- Road safety; 'GoDrive' online workshops
- Motivational speakers
- 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!

Enrichment

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 their 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.

- Duke of Edinburgh Gold Award
- Sports Leadership Award Scheme
- MIND Mentoring Scheme
- Inclusion Mentors
- Diversity Mentors
- SUSU Mentors
- Sixth Form Student Working Party (Year 12 and 13)
- Student Senior Leadership team (Year 12 and 13)

Enrichment afternoons

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 and entrepreneurial life-skills. Above all, these afternoons 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: Study-Sensei, Time Management, Memory Mnemonics and How to Ace Your Exams, the Sixth Form Mindset, as well as sessions on resilience, well-being and how to make a positive first impression.

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 businesspeople coming in to talk about applying for University, Apprenticeships and employment, interview skills, skills that employers look for, Psychometric testing, assessment centres, etc.

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

- Healthy Cooking on a Budget, Vegetarian Cooking, Vegan Cooking
- Sports, Fitness activities
- Wellbeing activities: Yoga and Pilates
- Life skills and practical activities : First Aid, British Sign Language
- Environmental or Enterprise projects , Dragon’s Den
- MOOCs (Massive Open Online Courses)
- Creative activities: Lino cutting, photoshop, pattern cutting and dress making etc.
- Introduction to different software packages

Working Hard and Being Kind; Community Service

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.

Year 12 - Work Experience Summer 2

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, or on a higher level apprenticeship or in a 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 to see 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, the House of Lords, the British Nutrition Foundation, Law Courts, business management, with some leading to apprenticeships or full-time employment once the student left Sixth Form.

The value of the employability skills adopted through this work experience cannot be underestimated. All of these opportunities we believe are a vital part in making our students confident, articulate, mature citizens, highly desirable to universities and employers alike.

Careers @HGSS #youcan



Jo Selleck , Careers Lead

Our Sixth Form Futures Programme at HGSS, forms part of our broader careers plan, and begins in September of Year 12. It covers all aspects of students' next step choices following sixth form. We firmly believe that employability skills are just as critical as academic qualifications to enable students to reach their goals. The Futures Programme is built to reflect this, it covers interview technique/assessment process preparation, CV creation, LinkedIn profile creation, networking skills, UCAS support along with ongoing opportunities to interact with industry contacts and further education providers. We also aim to deliver bespoke careers sessions linked to students' areas of interest which we learn about in their individual careers interviews. These interviews conducted in Year 13 by our Careers Lead, Mrs Selleck, enable Careers and the Sixth Form team to really understand and support the students in their ambitions.

Careers and Apprenticeships

The Futures programme encourages students to take a more in-depth look at career choices, different levels of apprenticeships, the university application process or options for stepping into work directly. This is further supported by our Work Experience Week for Year 12 in July. Mrs Selleck is always working hard to build up a comprehensive network of links with industry, alumni and parent volunteers. Careers and further education opportunities are also frequently advertised to students via email. Our alumni network is also rapidly growing through our dedicated LinkedIn Careers page, with ex-students coming into school to meet and present to our students. We are seeing more and more of our Y13 students successfully achieving places on degree-level apprenticeships, a pathway that is currently gaining momentum. 21% of the cohort secured prestigious Apprenticeships including: BP, Ernst & Young, GE, Harringtons, Johnsons Control, Morgan Sindall, Pinewood Studios, Tom Kerridge Group, Veolia and Zenopa.

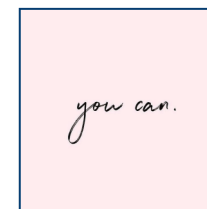
University

Many of our students opt to progress on to university after they leave us, whether that be directly from school or after a GAP year. In September 2024, 58% of our students took up places on a range of courses at a wide variety of universities across the UK and 2 students secured scholarships in America.

In order to keep all of their options open, we encourage all of our students to apply for university, especially if they are unsure about their next steps. We offer our students a comprehensive package of support related to all aspects of university applications, from making decisions about which universities and courses to choose all the way through to choosing their university accommodation, support with student finance and the transition to university, which can be a daunting time.

Contextual information

HGSS is a co-educational, non-selective school in Buckinghamshire. We have over 1220 students, including 187 students in our Sixth Form. 11% of our students are eligible for pupil premium and 10% receive free school meals. Our Sixth Form students undertake a programme of three/four A-Levels or equivalent vocational qualifications. Students are admitted to Sixth Form on the basis of their GCSE results and select courses appropriate to their ability and interests. Approximately 35% of our Year 12 students opt to complete an EPQ. Around 79% progress to higher education, either directly on leaving school or after taking a gap year. In 2024 11% of students progressed to Russell Group universities. Students are assessed regularly against external examination criteria, which includes a full programme of trial exams in the June of Year 12 and the December of Year 13. These results, taken together with ongoing assessments, provide the evidential basis of our predicted grades.



Class of 2024 University destinations and subjects studied



**Russell Group Universities in bold*

- AECC University College Master of Chiropractic
 - Bournemouth University - Design Engineering
 - Cayuga College New York State, USA - Sports / Athletic Scholarship
 - Coventry University - English Literature & Creative Writing
 - De Montfort University - Finance and Investment
 - **Durham University** - Psychology
 - Eckerd College, Florida, USA - Football Scholarship
 - Harper Adams - Agriculture, Degree Apprenticeship with Savills
 - Leeds Beckett University - Sport and Exercise Science
 - Loughborough University - Aeronautical Engineering
 - Oxford Brookes University - Engineering Foundation course, Midwifery, Interior Architecture
 - Royal Holloway - English and Drama, Computer Science
 - Royal Veterinary College - Bio veterinary Science
 - Sheffield Hallam University - Degree apprenticeship with Keir Construction
 - **University of Birmingham** - Biological Sciences, Law
 - University of Greenwich - Business leadership and Management
 - University of Plymouth - Psychology and Criminology
 - University of Portsmouth - Law with legal Practice, Drama
 - University of Reading - English Literature and Theatre, Primary Education, Law, Degree Apprenticeship with Veolia
 - **University of Sheffield** - Economics, Finance and Accounting
 - **University of Southampton** - Education
 - University of Surrey - Sports Science
 - University of Westminster - Psychology, Degree apprenticeship Applied Medical Science
 - University of West London - Degree Apprenticeship with Zenopa
- Apprenticeships:**
BP, Ernst & Young, General Electric, Harringtons, Johnsons Control, Morgan Sindall, Pinewood Studios, Tom Kerridge Group, Veolia, Zenopa, Savills, Applied Medical Science Hammersmith
- Employment:** Several students wanted to enter the world of full time employment, one student securing a position as Physiotherapist Assistant in Stoke Mandeville Hospital

STEAM Scholarships

The HGSS STEAM Scholarships are a unique opportunity for students who are aiming high for a professional career. STEAM stands for Science, Technology, Engineering, Art and Maths, and our Science, Technology, Art and Maths Departments are thriving at HGSS.

Students who wish to attend HGSS Sixth Form on a STEAM Scholarship, should apply separately, and be studying the appropriate courses for a career in the following:

- **Medicine** (Biology, Chemistry and Maths or Physics)
- **Computer Science** (Computing, Maths, Physics)
- **Engineering** (Maths, Chemistry, Physics)
- **Architecture** (Maths, Art, Physics)
- **Investment Banking** (Maths, Further Maths, Business or Economics)

What will the Scholarships offer me?

A Scholarship in these areas will offer you:

- Funding to cover your textbooks in all qualifying courses
- A career related mentor and
- A place on a career related internship programme or relevant work experience

The Young Professionals Internship Programmes give students an immersive experience of Medicine, Computer Science, Engineering, Architecture and Investment banking through a series of role-plays, seminars, simulations and Q&A sessions led by a group of professionals over 2 days. Attendance will give you an edge over other aspiring candidates in the race for the best jobs and a 'super-curricular' experience to add to your UCAS applications.

Students wishing to apply should:

Apply to HGSS Sixth Form using the usual procedure (please see the school website for the application form) . In addition students should:



- Be predicted to achieve the entry requirements for 3 appropriate courses for their chosen career.
- Write a letter of application expressing why they wish to pursue their chosen career and why they should be considered for the Scholarship in question.
- Attend an additional Interview with our Scholarship panel.

Scholarship applications should be addressed to Mrs Golding and sent to goldingr@holmer.org.uk, or to Holmer Green Senior School.

Applications close on Friday 14 March 2025

STEAM Scholarships



**Jack, Year 13 STEAM Scholar,
Engineering**

I am currently studying Chemistry, Physics and Maths A level and have completed an EPQ. I chose to apply for the STEAM scholarship as it gives me higher chances to succeed in securing places on my dream university course as well as later on in my career. I am extremely interested in the engineering industry which is very

competitive, with its courses and job opportunities being very sought after, so the STEAM scholarship provides me with useful experiences and opportunities that would make me stand out to any future employers or universities.

I hope to work as an engineer as I would like to be apart of the development of things instrumental for future development, with a job that requires a lot of problem solving. I am especially interested in Aerospace engineering as to be apart of the development of more sustainable and efficient space travel. I completed work experience at Booker aviation to support my goal of becoming an aerospace engineer. It gave me an insight into the workings of a small airfield and enabled me to gain experience in operations, air traffic control and plane maintenance. It also showed me the importance of communication between the teams involved to ensure safety and smooth running of the airfield. This will be an essential skill as an engineer.

My scholarship has provided me with many useful things, such as textbooks to guide my studies as well as an internship which I attended at University College London. I would advise students who are wanting to work in STEAM to apply as I believe that it makes you stand out within a very competitive field (Uni or apprenticeship applications).

**Toby, Year 13 STEAM Scholar,
Investment banking**



When looking for options for Sixth Form I came across Holmer Green Senior School's STEAM scholarships. I decided to apply for the scholarship as one of the options was investment banking, with this I could gain experience and develop skills that will put me in a great position to get into a good university and follow an exciting and extremely competitive career path.

Within a few weeks, I was provided with textbooks and resources for all my subjects-including online courses and revision guides. This scholarship also allowed me to attend a course at UCL and meet professionals pursuing a career in investment banking. This allowed me to gain skills and valuable information on what I need to do and how I can get into the investment banking and finance industry. The internship included a breakdown of all the different areas within investment banking, such as mergers and acquisitions, sales and trading. We were invited to join an activity that simulated a day in the life of a trader, in which we were told to download an app and were challenged to make profit on a stocks and shares trading simulation.

Currently I am studying Maths, Economics and Sport, in the hope that the skills and qualifications gained from these will help me achieve my goal. The main reason I would like to go into the sector of finance is because it is fast paced and allows you to work with large well-known companies and skilled individuals. I am sure that the resources and education that this scholarship provides will provide me with a great boost and allow me to stand out from others.

Visual Arts Scholarships

The HGSS Visual Arts Scholarships are an opportunity for students who are gifted and talented in the area of Art & Design. Holmer Green Senior School holds the prestigious Platinum ArtsMark award, and we would like to celebrate this honour by offering 3 talented students the privilege of this opportunity.

Students who wish to attend HGSS Sixth Form on a Visual Arts Scholarship, should apply separately, and be studying at least one of the Art & Design endorsements* and be wanting to pursue a creative career once they leave us.



What will the Visual Arts Scholarship offer me?

A scholarship will offer you:

- Funding to cover your materials and equipment for use in all qualifying courses
- A teaching mentor with specific 1-to-1 support and
- Support to secure a work experience placement linked with a practicing artist / company

* Art & Design endorsements A Level Art & Design, A Level Textiles, A Level Photography, A Level Graphic Communication (by request), Art & Design : 3D Design (by request)

Students wishing to apply should:

Apply to HGSS Sixth Form using the usual procedure (please see the school website for the application form) . In addition students should:

- Be predicted to achieve the entry requirements for 3 appropriate courses for their chosen career, including at least 1 Art & Design endorsement*
- Write a letter of application expressing why they wish to pursue their chosen career and why they should be considered for the Visual Arts Scholarship.
- Prepare a portfolio to include 10 pages of what you believe to be your best work to show and talk about at a further interview with our panel.

If you would like any further details or to apply for a Scholarship, applications should be addressed to Mrs Hearne and sent to hearnea@holmer.org.uk, or to Holmer Green Senior School.

Applications close on Friday 14 March 2025

Visual Arts Scholarships

Samantha Chan, Year 13, Visual Arts Scholar



Currently, I am enjoying my time at Holmer Green Senior School studying Textiles, Maths and Business as well as writing an EPQ. I was given the opportunity of having the Visual Arts Scholarship after applying for it and it has benefitted me greatly.

I decided to apply for the scholarship as I enjoyed Textiles at GCSE and wanted to study it further for A-Level, with hopes of pursuing fashion design at university. I enjoy experimenting with fabrics and sewing. This scholarship provides me with opportunities to develop my art and techniques, allowing me to stand out to universities and employers.

The scholarship has provided funding for the equipment I needed for textiles, and it helped me greatly as I now have access to a sewing machine at home. The interview process also helped with my confidence as I am now more familiar talking about myself and my passion to people. This experience will help prepare me for future interviews and times where I will need to talk to a small or large crowd. I am grateful for this opportunity, and I wish to be successful in all my A-Levels with hopes of entering a career in the fashion industry.

Work Experience

With the honour of the Visual Arts Scholarship, it has provided many benefits towards my studies of textiles through funding of specialised equipment and showcasing my work as a representation of the school. One important

opportunity the scholarship has provided me is the work experience at Dewhirst, a respected fashion company in London, where I worked alongside professionals in the industry and visualise how garments are designed, sourced, and tailored for many commercial retailers. I valued this week deeply as it expanded my knowledge of fashion, and I hope to expand that knowledge further through a fashion design course at university.



How to Apply

Your Step-by-Step Guide

1 Open evening

Thursday 5 December

Attend the Open Evening talk and school tours
Meet the teachers and visit our Sixth Form centre

5 Offers

Conditional Offers will be sent out before Easter 2025

2 Course choice

Look at the Prospectus and read up on the subjects we offer. Check your predicted grades against the subjects you are interested in

6 Induction

Thursday 3 and Friday 4 July 2025 attend Induction Days — an important opportunity for you to experience Sixth Form life, try out your subjects, look into other courses and socialise with your fellow students

3 Apply

Complete an online application form which can be found at: <http://hgss.applicaa.com/2025Year12>
Deadline for applications is Friday 17 January 2025.

7 GCSE results & enrolment

GCSE results issued 21 August 2025

Internal students will need to come in to school on results day to enrol into our Sixth Form, external applicants will attend on Friday 22 August

4 Guidance

February 2025 onwards. You will receive an invitation to meet with a member of the Sixth Form team to discuss your application

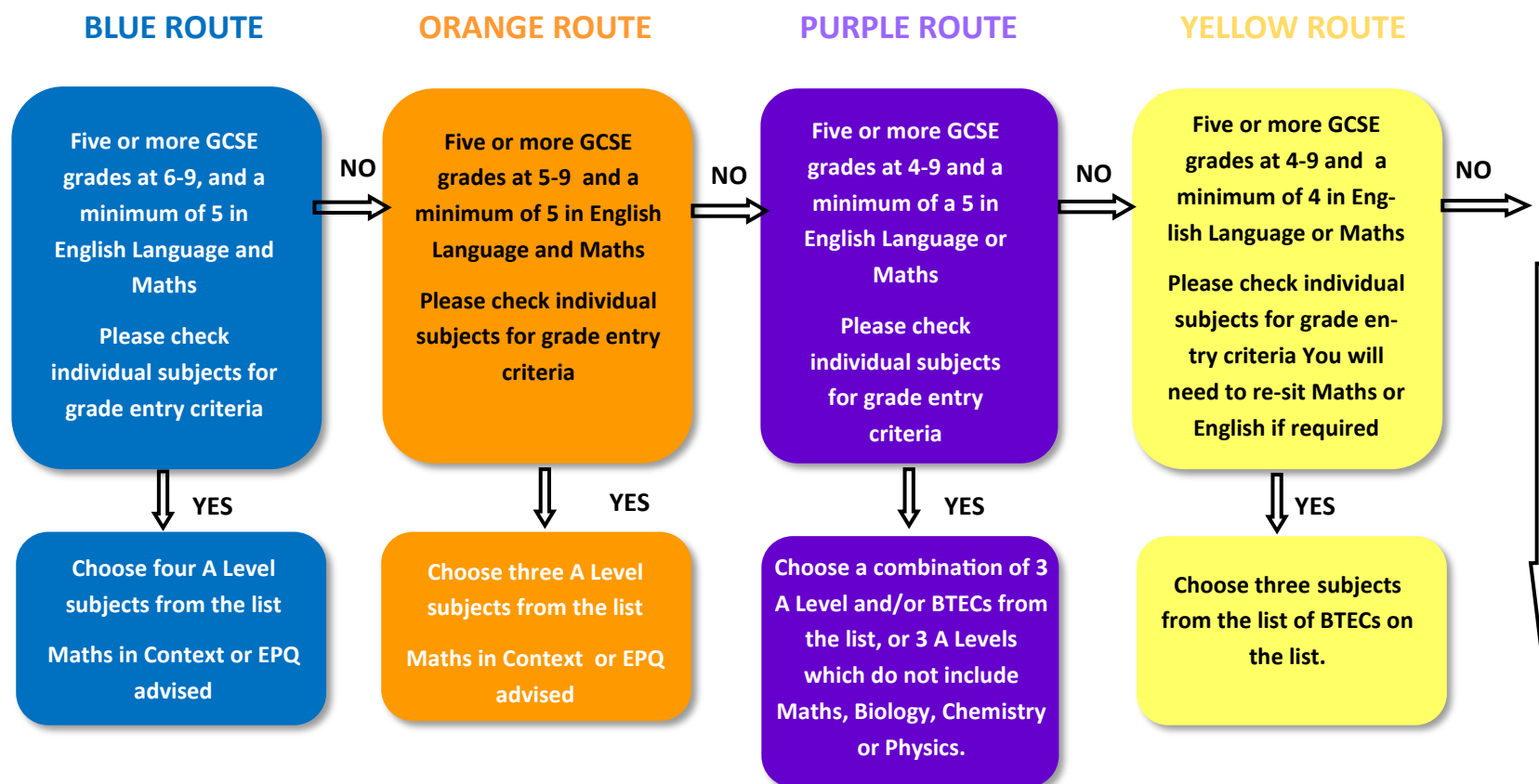
See you in September!

Year 12 - Entry Requirements

You will be required to study at least three subjects. **You will need to meet the entry requirements for at least three of your preferred subjects.** The grade requirements for each course can be found on pages 19 and 20.

HGSS 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 Vocational 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.



If you are not predicted to achieve grades as described above, please discuss your options at your personal careers interview

Introduction to courses

The jump from GCSE to A Level or Level 3 Vocational courses is a significant one. This applies not only to the level of understanding required, but also your capacity to work independently. We strongly encourage applicants to be realistic about their abilities and choose subjects where their predicted grades meet the grade criteria, and where the route of study matches their learning preferences in terms of coursework and examination performance. 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.

A Levels

We provide a wide range of A Levels at HGSS Sixth Form. Assessments for A Levels can be examination and/or Coursework based. Students will sit an internal exam at the end of Year 12, and their A Level assessment at the end of Year 13 determines the entire overall result in most subjects.

Level 3 Vocational courses: BTEC or CTEC AAQs, BTECs, WJEC Diplomas (decision expected December 2024)

These Level 3 courses (National Extended Certificates/ Diplomas) qualify for points on the 'UCAS Tariff' for entry into higher education, in the same way that A Level qualifications do. BTEC/CTEC/WJEC subjects can be taken alongside A Level courses; these courses usually consist of around 50% coursework. Work is assessed throughout the course, which means students can keep improving and do not need to rely solely on exam results at the end of the 2 years.

AS Level Maths in Context

This course is ideal if you are not taking A Level Mathematics but have an interest in studying Maths past GCSE. The course is assessed in two, 2 hour written examinations at the end of Year 13. AS Level Maths in Context works particularly well alongside A Levels in: Economics, Business, Product Design, Psychology and Sociology.

GCSE Re-sits

Students who fail to achieve a grade 4 in either GCSE English Language or Maths will be required to attend 4 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.



Course Entry Requirements - A Levels

A Level Subject	Minimum GCSE Grades Required			
Art and Design	5 in Art & Design	Work portfolio		
Art and Design : Photography	5 in Photography or Art (Year 11), or 6 in Design, or 6 in Product Design			
Art and Design: Textiles	5 in Art & Design/Art Textiles	Work portfolio		
Biology	Biology 6 and an average of 6 across the three single sciences or 6,6 in Combined Science		5 in Maths	5 in English Lang or Lit
Business	5 in Business	5 in Maths	5 in English Lang or Lit	
Chemistry	Chemistry 6 and an average of 6 across the three single sciences or 6,6 in Combined Science		6 in Maths	5 in English Lang or Lit
D&T: Product Design	5 in Design and Technology	5 in Maths	5 in English Lang or Lit	
Drama and Theatre Studies	5 in Drama (if studied)	5 in English Lang or Lit		
Economics	5 in English Lang or Lit	5 in Maths		
English Literature	5 in English Literature	5 in English Lang		
Further Mathematics	7 in Maths (Higher)			
French	6 in French	5 in Maths	5 in English Lang or Lit	
Geography	5 in Geography	5 in Maths	5 in English Lang or Lit	
History	5 in History	5 in Maths	5 in English Lang or Lit	
Mathematics	6 in Maths (Higher)			
Philosophy and Ethics (RS)	5 in RS (if studied)	5 in English Lang or Lit		
Physics	Physics 6 and an average of 6 across the three single sciences or 6,6 in Combined Science		6 in Maths	5 in English Lang or Lit
Psychology	5 in Biology or 5,5 in Science	5 in Maths	5 in English Lang or Lit	
Sociology	5 in Maths	5 in English Lang or Lit		

All students must achieve a grade 4 in English Language or Maths and a 3 in the other.

Although experience shows that most of the courses shown above will operate, we cannot guarantee to run a course for which there is insufficient demand.



Course Entry Requirements - Vocational courses*

Vocational Subject	Minimum Grades Required		
BTEC AAQ Applied Science	4, 5 in Combined Science	4 in Maths	4 in English Lang or Lit
BTEC AAQ Computing	5 in Computer Science	4 in Maths	4 in English Lang or Lit
BTEC AAQ Health and Social Care	Child Development (if studied)	4 in Maths	4 in English Lang or Lit
CTEC AAQ IT	Level 2 Merit in ICT or 4 in GCSE		
BTEC Sport	5 in PE (if studied)	4 in English Lang or Lit	4,4 in Combined Science
WJEC Food Science and Nutrition	5 in Food Technology or Level 2 Merit	4 in Maths	4 in English Lang or Lit

Course Entry Requirements - AS Levels (4th Subject only)

AS Subject	Grades Required
The Extended Project Qualification (EPQ)	Average Grade 6
AS Maths in Context (Applied Maths)	5 in Maths

All students must achieve a grade 4 in English Language or Maths and a 3 in the other.

Although experience shows that most of the courses shown above will operate, we cannot guarantee to run a course for which there is insufficient demand.



A Level Course Information

A Level

Head of Subject: Mrs A Hearne

Exam Board : Edexcel
Art & Design 9ADO,
Fine Art 9FAO,
3D Design 9TDO,
Graphic Communication 9GCO

Entry Requirements

5 in Art and Design, work portfolio

Are you interested in?

Creativity, using a range of tools and techniques, hearing about a range of historical and contemporary practitioners.

Future paths:

Teaching
Advertising
Film
Fashion
Graphics
Architecture
Set Design

This subject goes well with:

Any subject!

Student views:

“Art will develop your conceptual ideas which opens up thought processes in other areas.”

Art and Design

Why choose A Level Art? The results are exceptional! This specification is designed to encourage candidates to explore a range of 2 or 3 dimensional approaches to their studies and extend their own ways of seeing the world. They have the opportunity to choose one or more of the following options.: Fine Art, 3D Design or Graphic Communication. Multiple options can be taken as separate A Level options on request.

Course content and assessment

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.

Recommended general websites

www.iniva.org
www.britishmuseum.org
www.getty.edu
www.moma.org
www.guggenheim.org
www.craftscouncil.org
www.photonet.org.uk

Assessment

AS

Unit 1: Coursework project (50% of AS Level)

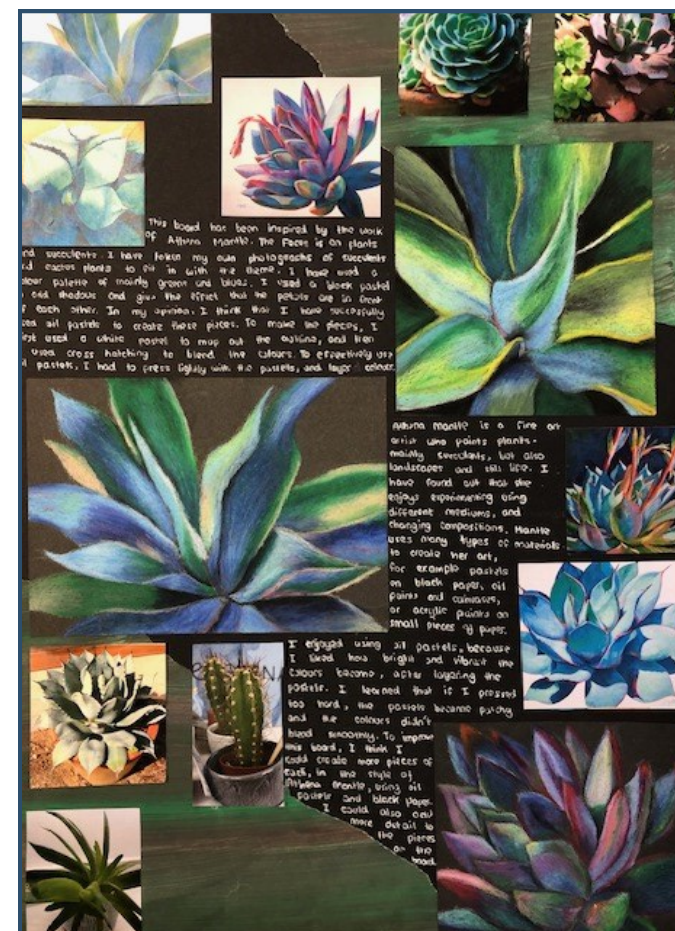
Unit 2: Externally set project including exam (50% AS)

A2

Unit 3: Coursework project including written personal study (60% of A2)

Unit 4:

Externally set project including 15 hour exam (40% of full A2)



A Level

Head of Subject:

Mrs A Hearne

Exam Board : Edexcel

Entry Requirements

5 in art or photography
(received at end of year 11)
Alternatively, 6 in Product
Design or Design Technology

Are you interested in?

Capturing the world around
you, exploring and
experimenting with techniques,
expressing deeper concepts?

Future paths:

Visual Arts
Project Management
Freelance Photography
Marketing...

This subject goes well with:

Art
Art Textiles
Art Graphics
Product Design
English Literature

Student views:

“I like how the help and
guidance from teachers and the
vast array of available resources
makes anything possible come
to life in your work.”

Art & Design: Photography

The results in Photography are **EXCEPTIONAL!** 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 on 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. Students must understand that there is a significant written element within

Course content and assessment criteria

Year 12

The A Level course teaches you a wide variety of transferable skills; it will ensure that you are able to research, analyse, plan and experiment with imagery so that you can present yourself in a strong way visually. We provide an extensive workshop based starting point in order to ensure the required skills can be embedded and evidenced through all you do. As a result, you will spend the first few weeks learning and evidencing your understanding of key photographic skills including: composition, light, focus, shutter speed, Photoshop techniques and physical manipulation of imagery. Once these workshops have been completed, you will be expected to transfer all your new skills into beginning an in-depth and sustained coursework unit of your choosing.

Year 13

Throughout Year 13 you will continue to explore your chosen personal project, providing starting points 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. Students will need to submit a personal study of 1000 - 3000 words alongside your practical outcomes.

Assessment

Once the coursework is complete, students are issued with an externally set assignment (the exam element of the course). The exam paper consists of one broad-based thematic starting point (it is not a written exam). The exam unit is student led with appropriate guidance given during the preparatory period (a number of school weeks). Independence in the development of ideas is vital in ensuring success in a creative subject such as Photography. Intentions need to be realised through sustained outcomes; students will sit an unassisted timed test at the end of the preparatory period in order to complete final outcomes.



A Level

Head of Subject: Mrs A Hearne

Exam Board : Edexcel
Textile Design 9TEO

Entry Requirements
5 in Art Textiles, work portfolio

Are you interested in?
Fashion and clothing
Surface pattern
Colour and shape

Future paths:
Interior Design
Fashion Design
Costume Design
Clothing Industry
Buyer for retail outfit
Textiles and Surface Design
Architecture
Photographer
Set Design

This subject goes well with:
Any subject!

Student views:

“Textiles has encouraged me to embrace a love of colour and pattern. I have also learned how to construct garments.”

Art and Design: Textiles

The results in A Level Art Textiles are exceptional! This specification is designed to encourage candidates to explore a range of 2 or 3 dimensional approaches to their studies and extend their own ways of seeing the world.

Course content and assessment criteria

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.

Recommended general websites

www.iniva.org
www.britishmuseum.org
www.getty.edu
www.moma.org
www.guggenheim.org
www.craftscouncil.org
www.photonet.org.uk

Assessment

AS

Unit 1: Coursework project (50% of AS Level)

Unit 2: Externally set project including an exam (50% AS)

A2

Unit 3: Coursework project including written personal study (60% of A2)

Unit 4: Externally set project including exam (40% of full A2)



A Level

Head of Subject: Dr S Cockbill

Exam Board: AQA

Entry Requirements:

Biology 6 and an average of 6 across the three single sciences or 6,6 in Combined Science. In addition, 5 in English Lit or Lang and 5 in Maths.

Are you interested in?

Developing biological concepts
Using microscopes
Dissecting animal and plant systems
Learning laboratory techniques
Fieldwork
Investigating animal behaviours
Applying biological principles to personal, social, environmental and economic issues.

Future paths:

Medicine, Veterinary fields and pharmacy, Biomedical sciences, Forensics, Agriculture and Animal care, Food technology, Health and Social care, Research, Epidemiology

This subject goes well with:

Chemistry, Physics, Maths, Psychology, Geography, PE, Art

Student Views:

“Biology teaches me how everything works in life.”

Biology

Biology literally means the study of life and if that's not important, what is? Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

A Level Biology gives you essential information and understanding on key biological concepts, and inspires their application to 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 and give skills essential in the world of work. A Level Biology, although a challenging subject, is rightly recognised for its academic achievement by both employees and higher education establishments.

Course content and assessment criteria

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

Practical work runs throughout the course; minimum 12 required practicals. On consultation it is possible to study a 1 year AS Level in Biology, completing topics 1-4 only (you would need three other subjects).

Assessment A Level

A linear course with all exams taken at the end of Year 13

Paper 1: Topics 1 - 4, including relevant practical skills (35%, 2 hours)

Paper 2: Topics 5 – 8, including relevant practical skills (35%, 2 hours)

Paper 3: Topics 1 - 8, including relevant practical skills, plus critical analysis of given experimental data and a 25 mark synoptic essay

(30%, 2 hours)

Students will be examined internally at the end of Year 12

AS Level

All exams taken at the end of Year 12

Paper 1: 10 marks: comprehension question (50%, 1 hour 30 minutes)

Paper 2: 10 marks, extended response questions (50%, 1 hour 30 minutes)

Papers 1 and 2: Topics 1–4, including relevant practical skills, 65 marks, short answer questions.

Pass/Fail Practical endorsement for Biology – this is continuous throughout Year 12 and Year 13 and is teacher assessed.



A Level

Head of Department: Mrs N Alani

Exam Board: AQA

Entry Requirements

5 in Business, 5 in English Lit or Lang and 5 in Maths

Are you interested in?

How businesses operate, marketing strategies of companies, understanding the fundamentals of setting up and running a business, understanding corporate strategy.

Leading to a career in:

Accountant, HR manager, Marketing manager, Logistics director, Entrepreneur, retail, HR, Banking & Finance, Operations management, most careers.

This subject goes well with:

Maths, Psychology, ICT, Design & Technology (most subjects). If you're considering both Business and Economics, talk to Ms Neal so that you're taking care not to narrow your options too quickly.

Student views

"It's a subject which is beneficial for future life as it helps with skills and gives ideas about applications of business techniques."

Business

We aim to get to know you and your aspirations, and to enable you to achieve your potential through up to date courses designed with students in mind. Your values and enthusiasm are as important as the skills and knowledge you develop, so the curriculum offers interest and challenges by applying learning to real business organisations and real-time business news.

Whether you want to lead a business, run your own business, or understand organisations for your future career in a business, our vision is to develop real world, enterprising, and employability skills for tomorrow's leaders and to prepare our students for an ever changing and challenging business environment. Students who engage fully will leave with the skills necessary to be entrepreneurial, independent learners, confident presenters and strong team players with a sound understanding of the world in which they live. You will work on case studies to develop your functional and transferable skills, your ability to critically analyse, your cultural capital, your passion and your ability to demonstrate these qualities.

Learning is a mixture of teacher-led and student-led, with resources from books to worksheets, to case studies and online videos for consolidating knowledge and understanding. You will be tested regularly on your knowledge and will learn to apply it very soon, with focus on improving your analytical skills and ability to evaluate business decisions. Essay skills are built up throughout the course. You will know how you are progressing by tracking your performance and looking for ways to improve, just as any entrepreneur would.

Course content and assessment criteria

A level Business is taught as 10 topics, with 1-5 in Year 12 and 6-10 in Year 13. It differs from GCSE Business because we look more at decisions that can be made to improve the business. If a student has not done GCSE, it is possible to catch up by reading about the basics ahead of when we study or by learning and practising some of the business finance basics (you will be given a schedule).

- What is a business?
- Managers, leaders & decision-making
- Decision-making to improve marketing performance
- Decision-making to improve operational performance
- Decision-making to improve financial performance
- Decision-making to improve human resources performance
- Analysing the strategic positioning of a business
- Choosing strategic direction
- Strategic methods ; how to pursue strategies
- Managing strategic change

Assessment

Skills build on GCSE skills with fewer marks from knowledge and more from use of your knowledge. Students are assessed on :

- Knowledge - terms, concepts, models, diagrams
- Application & Understanding - using knowledge in context
- Analysis – ability to use lines of reasoning showing cause and effect
- Evaluation - arguments and judgements on the use or relevance of a concept or theory

Paper	Marks	Content	Time
1	100	Multiple Choice Questions; (15) Short Answer Questions; (35) 2 x Essays choice from 4 options (50)	2hr
2	100	3 x Case studies, each with 4 compulsory Q's (100)	2hr
3	100	1 x Large Case study, 6 Questions (100)	2hr

A Level

Head of Subject: Dr S Cockbill
Exam Board: AQA

Entry Requirements

Chemistry 6 and an average of 6 across the three single sciences or 6,6 in Combined Science. In addition, 6 in Maths.

Are you interested in?

Developing chemistry through an experimental approach; Developing imaginative and critical thought; Applying chemical principles to personal, social, environmental and economic issues.

Future paths:

Chemistry, Chemical Manufacture Research and Development, Agriculture, Biochemistry, Dentistry, Medicine, Pharmacy, Chemical Engineering, Environmental Science, Food Science, Forensic Science, Veterinary Science, Geology, Metallurgy, Water Management, Public Service, Education, Sales, Marketing, Accountancy

This subject goes well with:

Biology, Physics, Maths, Psychology, Geography, Technology, IT, Business

Student views: ““I enjoy how each topic is linked to the previous incorporating all elements of Chemistry.”

“Bit of a shock at first but it is interesting and very satisfying when you understand those tricky concepts”

Chemistry

Having an A Level Chemistry qualification is rather like having an open flight ticket to any destination in the world - it gives you great choice. It 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. Practical skills underpin much of the course and you will be developing these to make you more confident, methodical and analytical in a lab. The chemistry course is challenging and therefore highly valued in the outside world. A student who is prepared to work hard will achieve a good grade.

Course content and assessment criteria

Unit 1 Physical Chemistry

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

Unit 2 Inorganic Chemistry

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

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. Practical work runs throughout the course; minimum 12 required practicals.

On consultation it is possible to study a 1 year AS Level in Chemistry, completing Y1 content in physical, inorganic and organic topics. You will need to take three other full subjects.

Assessment

A Level

Linear with all exams taken at the end of Year 13

Paper 1: Physical and Inorganic including practical skills (35%, 2 hours)

Paper 2: Physical and Organic including practical skills (35%, 2 hours)

Paper 3: All topics, critical analysis of given experimental data and a 30 mark multiple choice (30%, 2 hours)

Students will be examined internally at the end of Year 12

AS Level

All exams taken at the end of Year 12

Paper 1: Physical and Inorganic including practical skills and 15 mark multiple choice (50%, 1 hour 30 minutes)

Paper 2: Physical and Organic including practical skills and 15 mark multiple choice (50%, 1 hour 30 minutes)

Pass/Fail Practical endorsement for Chemistry – this is continuous throughout Year 12 and Year 13 and is teacher assessed.



A Level

Head of Subject: Mrs V Nicholls
Exam Board: AQA

Entry Requirements

5 in Design & Technology, 5 in Maths, 5 in English Lit or Lang

Are you interested in?

Practical Making Skills
Using CAD software
Traditional drawing techniques
Working Properties of materials
The relationship between design and Manufacturing

Future paths:

Industrial Design
Product Design
Engineering
Carpentry
Furniture Design
Architecture
Set Design
Computer Aided Design
Computer Aided Manufacture
Manufacturing
New Product Development
Technical Sales

This subject goes well with:

Art,
Mathematics
Physics
Chemistry

Student Views:

“I enjoy Product Design as it broadens my horizons and will help me on the way to a career in Design.”

Design Technology: Product Design

Product Design allows students to experience the design and manufacture of innovative and personalised products. You will solve real-life design problems and research and model your ideas in tasks linked to the real world of commercial design. You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning into practice by producing products of your 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.

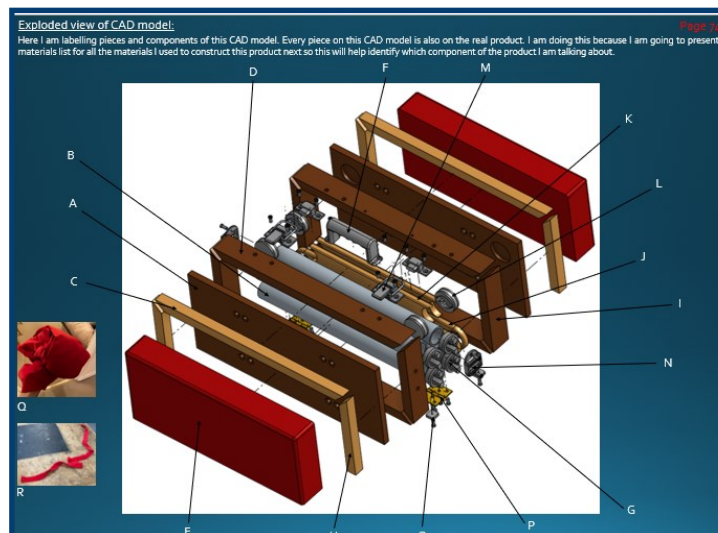
Course content and assessment criteria

Year 12

This year promotes creativity, teaches core knowledge and encourages a commercial design approach to your work. You are taught key communication and presentation skills, advanced drawing techniques and learn to use CAD programs, workshop tools and equipment. Various projects are undertaken that will develop these core skills, alongside theoretical knowledge of materials and manufacturing processes.

Year 13

You will undertake a substantial design, make and evaluate project.



Non-exam assessment (NEA) Design portfolio and final prototype, 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

Assessment

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 products

Section B: Commercial Manufacture — mixture of short and extended response questions.

A Level

Head of Subject: Mr G Sheldrake
Exam Board: AQA

Entry Requirements:

5 in Drama if taken, 5 in English Lit or Lang with an interest and experience in Theatre

Are you interested in?

Acting & Directing Theatre
Preparing Production
Script Analysis
Research Skills

Future paths:

Acting
Directing
Teaching
Managing
Law
Presenting
Event Coordinating

This subject goes well with:

English Literature
Music
Art & Design
Psychology

Drama and Theatre Studies

This course inspires students to become independent theatre makers with the skills they need to go on to higher education, whether that is to study a course in drama and theatre or another subject. This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.

Course Content and assessment criteria

Component 1: Drama and Theatre (40% of A Level)

A three-hour written exam.

Section A: one question (from a choice) on Set Text 1 (25 marks)

Section B: one two part question on a given extract from a Set Text 2 (25 marks)

Section C: one question on the work of theatre makers in a single live theatre production (30 marks)

Component 2: Creating original Drama (30% of A Level)

Process and performance of devised drama.

Working notebook (40 marks)

Devised performance (20 marks)

Component 3: Making Theatre (30% of A Level)

A practical exploration and interpretation of three extracts (Extracts 1, 2 and 3), each taken from a different play. The performance of Extract 3 is assessed by an examiner and must show aspects of one chosen practitioner's methodology.

Performance of Extract 3 (40 marks)

Reflective report (20 marks)



A Level

Head of Department: Mrs N Alani
Exam Board: AQA

Entry Requirements:

5 in English Lit or Lang and 5 in Maths

Are you interested in?

How markets operate, how the world economies run, current economic issues, how money works in the country, how consumers make decisions, the government's role, our place in the global economy. (And do you like graphs and facts and figures? We work in numbers, graphs and words, so it helps!)

Future paths:

Economist, financial risk analyst, data analyst, financial planner, accountant, economic researcher, financial consultant, investment analyst. Many careers will welcome economics qualifications.

This subject goes well with:

many subjects, especially Maths, Psychology, History, Geography.

Student views:

"I have never once asked myself 'why am I learning this?' It is vital, relevant information and is building my analytical skills and writing ability." "

Economics

We aim to get to know you and your aspirations, and to enable you to achieve your potential through up to date courses designed with students in mind. Your values and enthusiasm are as important as the skills and knowledge you develop, so the curriculum offers interest and challenges by applying learning real-time business news and to firms and industries in the UK and worldwide.

Economics is a more conceptual look at the 'invisible hand' that influences how the economy works. The theory is based on the observations of the real world by economic thinkers and considers their different views but is largely based on classical theories. We learn how the interaction of supply and demand influences prices and the government's role in trying to make sure that there is efficiency and equity (fairness) for everyone. We look at what happens when firms get powerful in a market and how this affects their objectives, and the way consumers are treated. We study how consumers respond, whether rationally or driven more by psychology and consider what happens when there might be perceived inequity due to wealth and poverty. We study the labour market and what makes individuals willing to work and how they are valued by employers.

In macroeconomics, we consider models of how the economy works and the effect of money flowing into it and out of it, including foreign trade and government spending. We learn how the economy is measured and there is a bit of data to understand, but the maths skills are not complicated beyond good GCSE. We aim to understand government policies designed both to make the economy efficient and to create growth and the role of the financial sector and impact of past economic shocks like the 2007-8 recession. International trade and our role in the global economy are vital components of any country's economy in the modern world.

As a student of economics we keep up to date with the current economic climate and trends. You will gain a highly marketable set of skills which will enable you to undertake further study across a range of disciplines and Economics is seen as an enabling subject for entry to many further education courses and for building relevant skills for application to apprenticeships.

Course content and assessment criteria

The course covers both microeconomics (Markets and Market Failure) and macro (The National and International Economy).

- Microeconomics: Markets and Market Failure, Price Mechanism, Theory of the Firm & Business
- Economics 1 (the firm): Behavioural Economics, Theory of the Firm & Business
- Economics 2 (how markets work): Labour Markets, Economics of Inequality, the National and International Economy, the economic problem and economic methodology, Macroeconomic objectives, indicators and measures, Macroeconomic models, Macroeconomic policy

Assessment

Students are assessed on:

- Analysis – ability to use lines of reasoning showing cause & effect
- Knowledge - terms, concepts, models, diagrams
- Application & Understanding - using knowledge in context
- Evaluation - arguments and judgements on the use or relevance of a concept or theory

Paper 1: Markets and Market Failure, 80 marks, 2 hours

Choice of 1 from 2; Data Response (40 marks)

Choice of 1 from 3; Essay (40 Marks)

Paper 2: National and international economy

80 marks, 2 hours

Choice of 1 from 2; Data Response (40 marks)

Choice of 1 from 3; Essay (40 Marks)

Paper 3: Economic principles and issues

marks, 2 hours

30 multiple choice questions (30 marks) and a case study (50 marks)

A Level

Head of Subject: Miss. P. Simpson

Exam Board: Edexcel

Entry Requirements

5 in English Language, 5 in English Literature

Are you interested in?

Reading
Society
History
Film and theatre

Future paths:

Journalism
Writing
Teaching
Law
Public Relations
Politics
Marketing

This subject goes well with:

Religious Studies
Psychology
History
Politics
Sociology

Student views

“I enjoy English because we discuss and explore relevant societal issues as well as developing critical and analytical writing skills that will help me on any university course.”

English Literature

A Level English Literature is an exciting and challenging course. We cover a broad range of prose, drama and poetry including literary greats such as Hamlet and Frankenstein. We are incredibly passionate about literature and teach units to suit our own expertise. Ideas and issues in literature are timeless and we enjoy bringing current affairs and debates in society into our lessons. Students are expected to read widely around the subject and be confident to discuss texts in class. Our lessons are heavily based around discussion and students are expected to write essays on a weekly basis as part of their self-study. In addition to the texts we study in class, we also set additional reading to complement the main units of work. We aim to deliver an inspiring curriculum that will teach our students to be thinkers, and critical readers as well as developing a knowledge of society and what it means to be human.

Course content and assessment criteria

Year 12:

Component 1: Drama *A Streetcar Named Desire*

Component 2: Comparative Prose *The Handmaid's Tale* and *Frankenstein*

Component 3: Poems of the Decade a comparison of one prepared poem and an unseen poem

Component 4: Coursework- free choice- a comparison of two texts of your choice. 4000 word essay

Year 13:

Component 1: *Othello*

Component 3: Romantic Poetry- comparison of two poems from a collection of Romantic Poetry

Revision

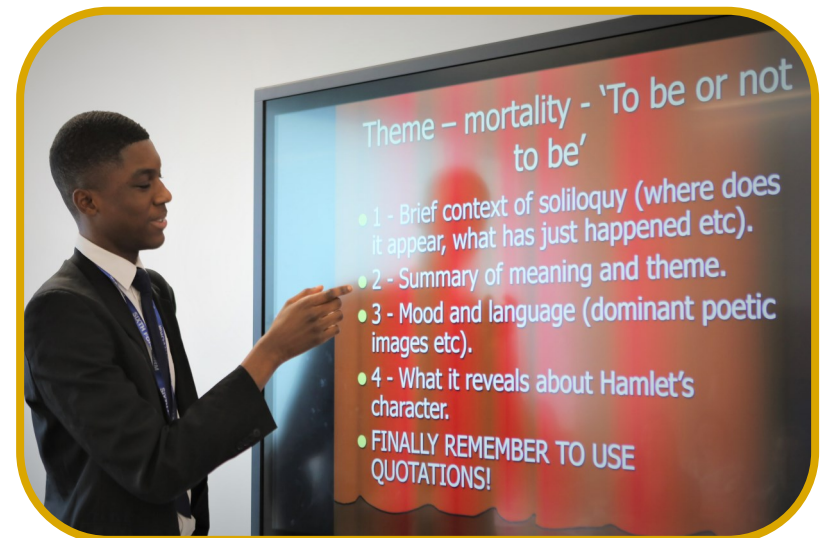
Course Components:

Component 1: *Othello* and *A Streetcar Named Desire*

Component 2: *The Handmaid's Tale* and *Frankenstein* (comparative)

Component 3: Romantic Poetry and *Poems of the Decade*

Component 4: Coursework- comparative unit.



A level

Head of subject : Ms de Groot

Exam Board: AQA

Entry Requirements: 6 in French , 5 in English Lit and Lang, 5 in Maths

Are you interested in?

Doing something that gives you the most flexibility for future employment, engenders versatility and opens up the possibilities of working abroad?

Future paths:

Diplomat, Foreign Office, Advertising, Broadcasting, Marketing, Film, Cosmetics (Chanel, Lancôme etc), Engineering, Publishing, Journalism, Media, PR

With a language, you are opening up doors to work globally in all these fields.

This subject goes well with: Anything!

French

“With languages, you are at home anywhere.” — Edward De Waal

Language skills are an important part of every area of the curriculum and take you far beyond the classroom, in terms of your global potential. Languages open doors and give you an edge over others.

Course content and assessment criteria

Three papers:

Paper 1

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

Listening, reading and writing

Assessment: written exam 2 hours 30 minutes, 50% of A Level, 100 marks

Listening and responding to spoken passages from a range of contexts and sources covering different registers. All questions in French, to be answered with non-verbal responses or in French (30 marks)

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. All questions in French, to be answered with non-verbal responses or in French (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)

Translation into French; a passage of minimum 100 words (10 marks)

Paper 2: Writing

One text and one film, or two texts from a set list from the specification

Grammar

Assessment: written exam 2 hours, 20% of A level, 80 marks

Paper 3: Speaking

Individual research project



A level

Head of Subject: Mr J Ortega

Exam Board: Pearson Edexcel

Entry Requirements:

7 in Maths (higher)

Are you interested in?

Mathematics degree, Pure Sciences, high level engineering, statistics, business, computing, economics, accountancy...

Future paths:

Actuarial Science, Aeronautical Engineering, Chemical Engineering, Civil Engineering / Architecture, Economist, Electrical/Electronic Engineering, Mechanical Engineering, Banking, Teaching, Law, Medicine, Veterinary Science, Pharmacy

This subject goes well with:

Physics
Design technology
Chemistry
Computing
Psychology
Sociology
Economics and Business Studies

Further Maths

This course is suitable for those students who would like to significantly deepen and broaden their knowledge of mathematics. Students will need to be passionate about the subject and have the ability to work independently. A Further Maths qualification enables students to understand mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study. The course connects all the different areas of mathematics to other fields of study and allows the students to be aware of the relevance of mathematics to the world of work. A qualification in Further Maths is highly valued as an indicator of intellectual ability, and unquestionably for mathematically related degrees at top universities.

Course content and assessment criteria

Year 12

Pure Mathematics 1 and 2

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. Functions, Numerical Methods, Differentiation, Proofs and Further Trigonometry. Exponential and logarithms, Vectors. Advanced Trigonometry, Algebra and Calculus, Numerical Methods, Sequence and Series.

Statistics and Mechanics 1 and 2

Statistical sampling, Data presentation and interpretation, Probability, Kinematics, Forces and Newton's Law. Further probability of significance testing. Kinematics, Forces, Moments.

Year 13

Core Mathematics 1 and 2

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations.

Options are subject to staff availability. Students will be directed towards their strengths:

- Further Pure Mathematics 1 and 2
- Further Statistics 1 and 2
- Further Mechanics 1 and 2
- Decision Mathematics 1 and 2

Assessment

2 Core Pure Mathematics Papers (25% each paper)

2 Options Papers (25% each paper)

Paper 1	Paper 2	Paper 3 options	Paper 4 options
Core Pure Mathematics 1	Core Pure Mathematics 2	3A: Further Pure Mathematics 1	4A: Further Pure Mathematics 2
			4B: Further Statistics 1
		3B: Further Statistics 1	4C: Further Mechanics 1
			4D: Decision Mathematics 1
Core Pure Mathematics 1	Core Pure Mathematics 2	3C: Further Mechanics 1	4C: Further Mechanics 1
			4D: Decision Mathematics 1
		3D: Decision Mathematics 1	4E: Further Statistics 2
			4D: Decision Mathematics 1
			4F: Further Mechanics 2
			4G: Decision Mathematics 2

A Level

Head of Subject: Mrs C Smith

Exam Board: AQA

Entry Requirements

5 in Geography, 5 in Maths, 5 in English Lit or Lang

Are you interested in?

Globalisation, Governments, Development, Coasts, Tectonic Hazards, Identity and Place

Future paths:

Environmental management, Urban Planning, Engineering, Teaching, Global Relations, Tourism, Politics

This subject goes well with:

Sciences
Psychology
Business
History
Politics
Maths
Technology

Student views:

“Geography has made me think about global issues and people’s lived experiences in a way that has really opened my eyes to the world around us, I have started to think so much more about our role as the next generation.”

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 will see it has retained themes linked to many of the topics you enjoyed and studied at GCSE, including Hazards and Urban Development. The course has been designed to include up to date case studies and debate topics in the UK and in the wider world. Content enables students to learn both physical and human topics consecutively to progress through the course and mean that both elements can be assessed equally across the 2 years of study. All of this will help you to become a true ‘Geographer’ and gain the knowledge, skills and enthusiasm sought by higher education and employers in the future.

Course content and assessment criteria

Year 12

- Human Geography
- Changing Places and Population and the Environment
- Physical Geography
- Water and Carbon Cycles and Coasts
- NEA
- Planning, introduction and methods

Year 13

- Human Geography
- Global Systems and Governance
- Physical Geography
- Hazards
- NEA
- Data collection, write up and final submission

Assessment

Paper 1

- Section A: Water and Carbon Cycles
- Section B: Coastal Systems
- Section C: Hazards
- Written exam: 2 hours 30 minutes, 120 marks, 40% of A-Level
- A-Level

Paper 2

- Section A: Global Systems and Governance
- Section B: Changing Places
- Section C: Population and the Environment
- Written exam: 2 hours 30 minutes, 120 marks, 40% of A-Level
- NEA: 3000-4000 word independent investigation, 60 marks, 20% of A-Level 120 marks.



A Level

Head of Subject: Ms E Labonte

Exam Board: OCR

Entry Requirements

5 in History, 5 in English Lit or Lang, 5 in Maths

Are you interested in?

Investigating and finding things out about the past

Forming your own opinions and debating ideas

Challenging yourself to work hard, completing wider reading to find evidence to back up your ideas

Completing a piece of work on a topic entirely of your choosing.

Future paths:

Archaeology, Journalism, Media, Law, Museum Curation, Politics, Teaching, Civil Service, Archaeology and Architecture, Records and Archives, Police and Armed Forces

This subject goes well with:

Art (Art History), English, Geography, Politics, RS, Economics, Sociology

Student views:

"I like history as it provides an understanding of events and figures and the impacts they had on society which I find engaging and often relevant to current situations."

History

Everything happening around us today has been influenced by and is a result of what has happened in the past. History can help us predict what could happen in the future. History is one of the Russell Group universities' 'facilitating' subjects — so called because choosing them at A-level allows a wide range of options for degree study. One of the most flexible of qualifications, History provides an excellent pathway to degrees such as History, Law, English and Philosophy, and beyond that to a range of interesting careers including the civil service, teaching, librarianship, banking and commerce, the law, publishing, museums and art galleries and a wide variety of social work.

Course content and assessment criteria

Year 12

In Year 12 we study two units concurrently with two separate teachers. With your first teacher you will study The Early Tudors 1485 – 1558 (Y106). You will investigate the social, political, economic, religious and military situations within England during the reigns of Henry VII, Henry VIII, Edward VI and Mary I. Throughout the module you will evaluate the stability of each monarch, by considering challenges to their rule like civil unrest and their position domestically and abroad. Our goal by the end of the module will be to decide whether or not there was a 'Mid-Tudor' Crisis by analysing primary and contemporary sources and evaluating them for their reliability and utility. With your second teacher you will study Civil Rights in the USA 1865– 1992 (Y319). This unit focuses on the struggle of citizens in the United States to gain equality before the law, including African Americans, Trade Unions, Native Americans and women. You will understand the factors which encouraged and discouraged change during this period and reflect on how much progress has really been achieved for these groups of people. This course is very interesting and relevant to the many ongoing social, economic and political issues that still exist in society today.

Year 13

In Year 13 we dedicate our study to the final examined unit of work Y223 The Cold War in Europe. The Cold War in Europe 1941–1995 is a module which explores the rise and fall of the USSR as a



superpower and the changing relationship with America. This module has a strong grounding in politics as we explore the differences between capitalism and communism. In this course you will study some of the biggest flashpoints in History such as the creation of the atom bomb and the building of the Berlin Wall.

The Non-Examined Assessment (NEA) Your coursework is a 4000 word essay, written on a topic of your choosing (from a bank of questions)*. Using primary sources and historians' interpretations which you will research independently, this essay is marked out of 40, and worth 20% of your A level History course.

*Students who receive an A in their Year 12 mock can pick any topic of their choosing outside of the Departmental question bank.

“Students who attend our Sixth form are guaranteed an education that is second to none, relationships formed with teachers allow students to connect with their subject and accelerate their grades.”

Student Leadership Team



A Level

Head of Subject:

Mr J Ortega

Exam Board: Pearson Edexcel

Entry Requirements:

6 in Maths (higher)

Are you interested in?

Sciences, engineering, statistics, business, computing, economics, accountancy.

Future paths:

Actuarial Science, Aeronautical Engineering, Chemical Engineering, Civil Engineering / Architecture, Economist, Electrical/Electronic, Engineering, Mechanical Engineering, Banking, Teaching, Law, Medicine, Veterinary Science, Pharmacy, Physiotherapy

This subject goes well with:

Physics
Chemistry
Biology
Computing
Geography
Psychology
Sociology
Business Studies

Student Views

“The satisfaction of problem solving fuels my desire to learn and further my skills.”

Maths

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.

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 a particular emphasis on algebra and a variety of applied skills.

Course content and assessment criteria

Year 12

Pure Mathematics 1

Algebraic techniques, 2-D Geometry, Graph Sketching, Binomial Expansion, Vectors, Trigonometry, Logs and Exponentials; and an Introduction to Calculus.

Statistics and Mechanics 1

Statistical sampling, Data presentation and interpretation, Probability, Kinematics, Forces and Newton's Law.

Year 13

Pure Mathematics 2

Functions, Sequences and Series, Numerical Methods, Proofs, Further Trigonometry, Vectors and Advance Calculus.

Statistics and Mechanics 2

Further probability of significance testing. Kinematics, Forces, Moments.

Assessment

2 Pure Mathematics Papers (2/3)

1 Applied Mathematics Paper (Statistics and Mechanics) (1/3)



A Level

Head of Subject: Dr S Cockbill

Exam Board: AQA

Entry Requirements

Physics 6 and an average of 6 across the three single sciences or 6,6 in Combined Science. In addition, 6 in Maths.

Are you interested in?

Developing Physics through an experimental approach; developing imaginative and critical thought; understanding physics, how it has developed and is used in society; applying Physical principles to personal, social, environmental and economic issues

Future paths:

Physics, Architecture, Medicine, Quantum Mechanics, Nuclear science, Aeronautics, Astronomy, Cosmology, Biomedical Sciences, Forensics Research, Engineering, Software Development, Accountancy, Investment Banking, Chemistry, Oceanography, Seismology

This subject goes well with:

Chemistry, Biology, Maths, Design technology, Computing, Business, Music.

Student Views: “Studying physics develops your critical thinking and problem-solving skills, which opens a wide range of future careers”

Physics

At HGSS we take a hands-on, enquiry-led approach to learning which allows our pupils to make exceptional progress. Physics is crucial to understanding the world around 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. Physics is a versatile subject that prepares pupils for many different careers and develop the skills universities look for. It is not necessary for students to study A Level Maths in order to be successful at A Level Physics, but students must be confident mathematicians.

Course content and assessment criteria

- Skills in physics
- Particles and radiation
- Waves and optics
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields
- Nuclear physics
- Option module, usually astrophysics

Practical work runs throughout the course; minimum 12 required practicals. On consultation it is possible to study a 1 year AS-level in Physics, completing topics 1-5 only (you will need to take three other full courses).

Assessment

This is a linear A-level with all exams taken at the end of Year 13

Paper 1: Topics 1-5, periodic motion, relevant practical skills (34%, 2 hours)

Paper 2: Topics 6–8, including relevant practical skills (34%, 2 hours)

Paper 1 and 2 include a 25 mark multiple choice section

Paper 3 Section A: Practical data analysis, drawn from whole course

Paper 3 Section B: Option (Total for paper 3 = 32%, 2 hours)

Students will be examined internally at the end of Year 12

AS Level

All exams taken at the end of Y12

Paper 1: Topics 1-5, relevant practical skills (50%, 1.5hours)

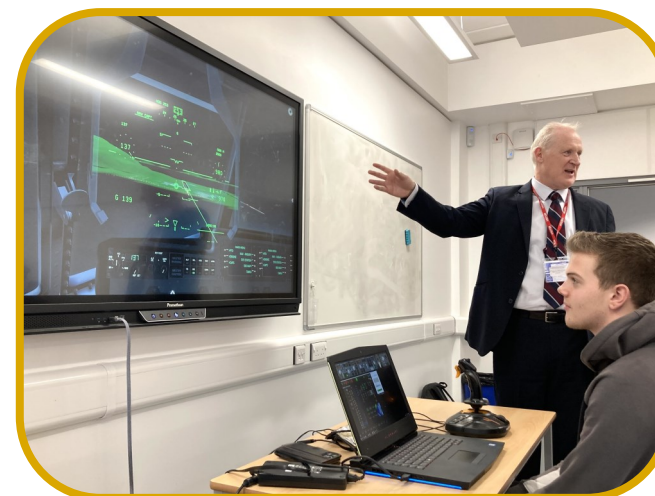
Paper 2 Section A: practical skills and data analysis

Paper 2 Section B: Topics 1-5

Section C: 30 multiple choice questions

Total paper 2: 50%, 1.5hours

Pass/Fail Practical endorsement for Physics – this is continuous throughout Y12 and Y13 and is teacher assessed.



A Level

Head of Subject: Ms N Shahbazi
Exam Board : AQA

Entry Requirements

5 in English Lit or Lang , 5 in Maths,
5 in Biology or 5,5 in Combined
Science

Are you interested in:

Why people behave the way they
do

Exploring theories to explain
behaviour

The scientific processes involved in
measuring behaviour

Future paths:

Chartered Psychologist
Therapy (Occupational,
Art, Drama, Paediatric,
Educational and others)
Business & Marketing,
Management, Nursing,
Police, Prisons ,
Sports & Exercise

This subject goes well with:

English, Maths, History,
Politics, Sociology,
Business, PE , Science
Philosophy

Student views:

“Psychology has really helped me
to understand other peoples’
behaviour and my own.”

Psychology

Psychology is the study of the human mind and behaviour. Psychologists study and design experiments to find out what is normal human behaviour and then carry out research into abnormal behaviour. They use the information learnt to address social and personal problems. You will investigate a range of topics covering many aspects of human behaviour including eye witness testimony, the effects of institutionalisation on attachment bonds, biological explanations of criminal behaviour and the cultural bias in diagnosing pathological disorders. The course offers a broad range of topics that lead well into Higher Education and further study of the subject.

Course content and assessment criteria

Year 12

Students will demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 & 2 content:

- Apply psychological knowledge and understanding of the specified Paper 1 & 2 content in a range of contexts
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content
- Valuate therapies and treatments including in terms of their appropriateness and effectiveness
- Paper 1 & 2 content includes Social Psychology, Memory, Developmental Psychology attachments, Psychopathology, Approaches and Research Methods

Year 13

Skills gained in year 1 will continued to be enhanced in year 2 by extending Research Methods comprehension and introducing statistical analysis. Students are required to conduct a small scale piece of research on a subject of choice. Extended topics for exploration include Forensics, Aggression and Schizophrenia which will stretch written skills of evaluation and analysis.

Assessment

Paper 1: Introductory topics in psychology, including Social Influence, Memory, Attachment, and Psychopathology.

Paper 2: Psychology in context, including Approaches in Psychology, Biopsychology, and Research Methods.

Paper 3: Issues and debates in psychology, Gender, Forensic Psychology, and Schizophrenia.

Each paper lasts two hours and makes up 33.3% of the total A2 marks. Each section includes multiple choice, short answer and extended writing. Each exam has 96 marks in total.



A Level

Head of Subject:

Miss J Kirkpatrick

Exam Board: OCR

Entry Requirements:

5 in RS if taken, 5 in English Lit or Lang

Are you interested in?

Debating Business Ethics;
Feminism; asking deeper bigger questions about existence and the world

Future paths:

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

This subject goes well with:

History
Politics
English
Psychology
Sociology and many more

Student views:

“Religious Studies has allowed me to open my mind and broaden my horizons. It has allowed me to question the world in a way that no other a level does.”

Philosophy & Ethics (RS)

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.

Course content and assessment criteria

Year 12

Paper 1: 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. Exploration of philosophical language and thought though significant concepts and the works of key thinkers, illustrated in issues or debates in philosophy of religion.

Topics: Ancient Philosophical influences, soul, mind and body, arguments for the existence of God based on observation, arguments for the existence of God based on reason, religious experience, the problem of evil and the nature and attributes of God.

Paper 2: The study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics and sexual ethics.

Topics: Natural law, Situation Ethics, Kantian Ethics, Utilitarianism, Applied Ethics on the topics of Euthanasia and Business Ethics, Conscience and Sexual Ethics.

Year 13

Completion of the philosophy and Ethics papers including Religious Language and Meta-ethical Theories.

Paper 3: Exploration of religious belief, values and teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.

Topics: Augustine's Teaching on human nature, Death and the Afterlife, Knowledge of God's existence, The person of Jesus, Christian Moral Principles/Action, Religious Pluralism and theology/Society, Gender in Theology/Society, Challenge of Secularism and Liberation Theology/Marxism

Assessment

Three papers (Philosophy, Ethics, Developments in Christian Thought) , 2 hours each all equal in value (33.3%)

A Level

Head of Subject:

Ms N Shahbazi

Exam Board: AQA

Entry Requirements

5 in English Lit or Lang, 5 in Maths

Are you interested in?

Understanding and explaining the causes of inequality

The impact of digital forms of communication on social relations

Inequality in society

Patterns and trends in relation to social class

Critical theories such as Feminism and Marxism

Future paths:

Politics, Criminal Justice, Business, Education, Law, Psychology, Social Policy, International Relations, Anthropology and Sociology. A qualification in Sociology is relevant to many careers from those such as social work, nursing, medicine, policing, civil service, journalism, marketing, advertising, public relations, law, teaching and management.

This subject goes well with:

English
Psychology
History

Student views:

“Studying Sociology helps me understand people’s experiences and the complexities of society.”

Sociology

Sociology gives anyone with an interest in social issues, social justice, and current affairs the opportunity to gain a valuable understanding and insight into how society works. You are encouraged to think critically and analytically, and to make informed judgments and arguments based on evidence and theories. The study of Sociology provides a valuable insight into social factors such as race, ethnicity, gender, age, education and social class and how they affect society and life chances. You will develop an increased awareness and understanding of the world you live in and role you play in it.

Course Content and assessment criteria

Year 12

- Introductions to sociological perspectives
- Families and households
- Research methods
- Education
- Research methods in context: Education

Year 13

- Crime & Deviance
- Research methods in context: Crime & Deviance
- Social Stratification

Assessment

The A Level in Sociology is a linear qualification with 100% external assessment.

This qualification consists of three examined components. Each paper is made up of 80 marks and all three are equally weighted (33.33%).

Paper 1: Education with Methods in Context

Paper 2: Topics in Sociology – Families & Households and Social Stratification

Paper 3: Crime and Deviance with Theory and Methods





Vocational Course Information*

**BTEC and CTEC AAQs:
Extended Certificates
WJEC Diploma**

Please note: Vocational subjects are currently under review, pending a final decision in December 2024, and so may be subject to change. *

BTEC AAQ Level 3
Extended Certificate

Head of Subject: Dr S Cockbill
Exam Board: Pearson

Entry Requirements

An average of 5 across the three single sciences or 5, 5 in Combined Science, 4 in English Lit or Lang, 4 in Maths

Are you interested in?

Developing your knowledge across all three sciences; using microscopes, lasers and other specialist equipment; dissecting animal and plant systems; learning laboratory techniques; applying scientific principles to personal, social, environmental and economic issues

Leading to a career in:

Biomedical sciences, Technicians and researchers, Hospital laboratory work, Forensics, Agriculture and Animal care, Food Technology, Health and Social Care.

BTEC Science is particularly suitable for progression onto vocational, science-based degree programmes such as Nursing or Applied Science.

This subject goes well with:

Maths, Psychology, Geography, PE, Art, Healthcare and Sociology

Student Views:

“I enjoy BTEC Science as it combines my favourite subjects with a practical side”

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 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 and discussion.

Applied Science is an even mix of biology, chemistry, and physics topics. In the first year of study students will complete 3 mandatory units that will be externally examined. In the second-year students will go on to complete a further two units, including practical skills and contemporary issues in science. Successful completion will result in achievement of Edexcel BTEC Level 3 extended certificate in Applied Science.

Course content and assessment criteria

Year 1

Unit 1: Principles and Applications of Biology – Structure and function of cells and tissues, biological molecules, enzymes and their role in organisms

Unit 2: Principles and Applications of Chemistry – Structure of the Periodic Table and its implications on physical and chemical properties of substances, through analysis of different bonding methods

Unit 3: Principles and Applications of Physics – Waves and their applications; force principles and their application in transportation and construction of electrical circuits

These will be examined externally at the end of the year.

Year 2

Unit 4: Practical Scientific Procedures and Techniques – Practical applications across the sciences, including chromatography, colorimetry and electrical circuits.

Unit 5: One of two optional units: Contemporary Issues in Science – Contemporary scientific issues including the reliability of sources of scientific information and their associated validity OR Scientific Investigation Skills – Investigative research, including planning, data collection, analysis and evaluation.

These units are internally assessed via coursework.

Assessment

Unit 1- 3 assessed externally in the summer term of year 1

Biology 50min exam

Chemistry 50min exam

Physics 50min exam

Unit 4 and option: Internally assessed coursework set as a series of written tasks



BTEC AAQ Extended Certificate

Head of Subject: Mrs N Alani

Exam Board: OCR

Entry Requirements

5 in Computer Science, 4 in English Lit or Lang, 4 in Maths

Are you interested in?

Programming
Problem solving
Practical & technical skills
Logical thinking

Leading to a career in:

Software developer
Cyber security
Network manager
Game development
Data Analyst
Systems engineer
IT Consultant

This subject goes well with:

Maths
Physics
Business

Student Views

“It is a course that enables you to have hands on experience, after all technology is part of our future, and we need to decide how it can impact and shape our world.”

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. 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. You need to have a keen interest in computing and evidence of completion of using a programming language is essential.

Course content and assessment criteria

There are three mandatory units:

- The principles of Computer Science
- The fundamentals of Computer Systems
- IT Systems security and Encryption

There is one option unit which is selected by the subject teacher. They may include:

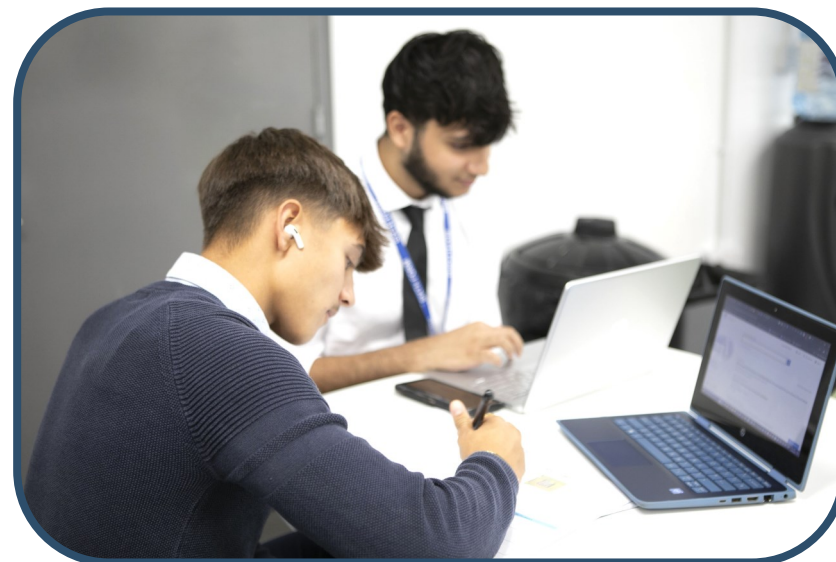
- Human-computer interaction
- Computer games development
- Mobile apps development
- Digital graphics and animation
- Website development
- Managing and supporting Systems

Assessment

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

Teachers can provide some guidance on coursework which ensures the students maintains a high standard in order to achieve a mark to match 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.



BTEC AAQ Level 3 Extended Certificate

Head of Subject: Mrs A Blundell

Exam Board: Pearson
360 GLH (474 TQT) Equivalent to
one A Level

Entry Requirements

5 in Child Development (if
taken). At least 5 GCSE grades 9-
4 including grade 5 in English Lit
or Lang

Are you interested in?

Health Sector
Social Care
Child Care

Leading to a career in:

Nursing, Midwife, Occupational
Therapist, Education, Social
Work, Sports Studies and
Development.

This subject goes well with:

Biology, Sociology, Psychology,
Applied Science, English, History,
Sport, Children's Play, Learning
and Development, Criminology,
Sport

Student views:

"I enjoy Health and Social Care
because it helps me to care
about and understand people."

Health & Social Care

This course is purpose built for students who wish to pursue a career in the health sector, the social care sector, sports sector or child care. We cover a range of topics; understand life, each other, and society. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices.

Course content and assessment criteria

4 units of which 3 are mandatory and 1 optional. 2 units are external, 2 internal.

Mandatory :

- **Human Lifespan Development** - Human Lifespan Development - physical, intellectual, emotional and social development across the human lifespan. Factors affecting human growth and development – Interventions and the different professionals providing care and treatment.

The unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes.

- **Human Biology and Health** - Human body structure and systems, normal physiological functioning and the impact of common disorders.

This unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes.

- **Health and Social Care Practice** - Core Principles, values and legislation that underpin and influence health and social care, and the effect of social determinants on an individual health status.

This unit will be internally assessed in the form of an assignment.

Optional : Choose 1 Unit, assessed internally in the form of an assignment

- **Health, Social Policy and Wellbeing** - Public health policy and its influences, including health-related organisations/groups and a range of strategic factors
- **Promoting Health Education** - Health education, its purpose and use of different approaches and models to achieve positive health outcomes
- **Safe Environments in Health and Social Care** - Appropriate provisions in services relevant to different needs; governance relating to safe environments
- **Health Science** - Types of infections and their potential impact on a local, national and international scale



IT - CTEC Level 3

Head of Subject: Mrs N Alani
Exam Board: OCR

Entry Requirements

Level 2 pass in IT or 4 in GCSE Computing

Are you interested in?

Understanding how technology impacts the world; Obtaining real-world ICT skills that can be used in future careers; Digital Technology; Virtual and Augmented Reality; Systems Analysis; Digital Marketing

Leading to a career in:

Software Developer, Cyber Security, Network Manager, Game Development, Data Analyst, Systems Engineer, IT Consultant, Digital Marketing Specialist

This subject goes well with:

Maths
Physics
Business

Student views

“It is a course that enables you to have hands on experience, after all technology is part of our future, and we need to decide how it can impact and shape our world.”

”

IT

If you are interested in gaining thorough knowledge, understanding, and competencies for the IT sector with a view to progress onto a wide range of higher education courses, then the OCR Level 3 Cambridge Technical Introductory Diploma in IT 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.

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 fundamentals of hardware, networks, software, the ethical use of computers, and how businesses use IT. This will involve studying global information systems, virtual and augmented reality, systems analysis and design, as well as how social media is used within the business world. You need to have a keen interest in Information Technology and how it can be used within the world of Business.

Course content and assessment criteria

Two mandatory core units:

- Fundamentals of IT
- Global Information

Three pathway-selection coursework units (Emerging Digital Technology Practitioner pathway):

- Virtual and Augmented Reality
- Systems Analysis and Design
- Social Media and Digital Marketing

Assessment

You will be assessed through five units of work:

- Two units are externally assessed through written examinations (90 minutes each).
- Three units are internally assessed through coursework.

The externally assessed units can be taken in January or June of years 12 and 13. For the internally assessed units, teachers can

provide some guidance on coursework which ensures the students maintain a high standard in order to achieve a mark to their ability. Students will be able to manage their own time regarding completion around the hand-in dates set by their subject teacher.

Grades are given from Near-Pass to Distinction* for each unit. The cumulative points earned for all units will then influence the overall grade awarded to the student on completion of all five units.



BTEC Extended Certificate

Head of Subject : Mr R Ellis

Exam Board : Edexcel

Entry Requirements:

Grade 5 in GCSE PE if taken, 4 in English Lit or Lang, 4 in Combined Science

Are you interested in?

Anatomy and physiology, exercise science, careers in sport, fitness testing and designing training programmes

Leading to a career in:

Sports coaching
Sports development
Teaching
Exercise physiology
Sports medicine,
any sports degree at university

This subject goes well with:

Biology
BTEC Science
WJEC Food Science and Nutrition
Health and Social Care

Student views

“An enjoyable and interesting subject, with both theory and practical based lessons”

Sport

This qualification 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. The style of assessment is a real strength of the course, being a combination of coursework and exam-based assessments, allowing students to reach their full potential. There is a diverse range of assessment methods used including: written assignments, group work, laboratory reports, presentations and practical tests.

Course content and assessment criteria

Year 12

Both written exam units are completed in this year.

Unit 1: Anatomy and Physiology focuses on the skeletal, muscular, respiratory and cardiovascular systems.

Unit 2: Fitness training and programming for Health, Sport and Well-being requires creating training programmes after analysing a performer's needs.

Year 13

Both coursework units are completed in this year.

Unit 3 is concerned with researching careers in the sports' industry and learning the skills required to gain these types of jobs.

Unit 5 uses advanced fitness testing to analyse and improve performance.

Assessments:

Both in Year 12

Unit 1: Anatomy and Physiology

Written exam 1 hour 30 minutes (30% of BTEC)

A combination of short answer questions.

Unit 2: Fitness Training and Programming for Health, Sport and Well-Being

Written exam 2 hours 30 minutes with 4 hours preparation time based on pre-release material (30% of BTEC).



WJEC Diploma

Head of Subject:

Mrs O Clarke-James

Exam Board: WJEC

Entry Requirements

Grade 5 in Food Technology or Merit, 4 in Maths, 4 in English Lit or Lang

Are you interested in?

Nutrition, Food Science, Hotel Management, practical skills, Medicine

Leading to a career in:

Product Development, Nutritionist, Care Industry, Environmental health, Teaching, Social Work, Medicine, Nutritional Science, Food Retail and Manufacture

This subject goes well with:

P.E.
Geography
Chemistry
Biology
BTEC Science

Student views

“The practical elements of the course are enjoyable and a change to the rest of my subjects. These skills will help me when I go to university”

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.

An understanding of food science and nutrition is relevant to many industries and job roles: care providers, nutritionists, sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition will be available to you if you study this qualification.

Course content and assessment criteria

Unit 1: Meeting Nutritional Needs of Specific Groups (Compulsory)

Internally assessed project: The purpose of the internal assessment is for learners to develop an understanding of the nutritional needs of specific target groups then plan and cook complex dishes to meet their nutritional needs.

External exam: 90 minute paper plus 15 minutes reading time

Three sections on each paper:

Section A: short answer questions

Section B: extended answer questions

Section C: relates to a case study

Unit 2: Ensuring Food is Safe to Eat (Compulsory)

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.

External written exam.

Unit 3: Experimenting to Solve Food Production Problems - optional choice between Unit 3 or 4

The aim of this unit is for learners to use their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems.

This is an internally assessed project

Unit 4: Current Issues in Food Science & Nutrition - optional choice between Unit 3 or 4

Through this unit, you will develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policymaking perspective.

This is an internally assessed project.



AS Level Course Information

AS Level

Head of Subject: Ms E Kinghorn

Exam Board: Edexcel

Entry Requirements:
Average of 6s across GCSE subjects

Are you interested in?

Improving your transferable skills in organisation and communication;
learning how to research effectively
Going above and beyond the curriculum to show dedication to your subject

Leading to a career in:

Any industry related to the topic of your choosing

This subject goes well with:

Anything and everything!

EPQ should only be taken as a 4th subject.

EPQ (4th subject only)

The Extended Project Qualification (EPQ) provides an opportunity for students to extend their abilities beyond the standard A Level syllabus and prepare for university and their future career by providing them with transferable skills which can be applied to any area of study or expertise. The EPQ is a Level 3 qualification, and can be completed in areas of study which are related to their other chosen subjects, going beyond their curriculum, or can be completed on a completely stand-alone area of interest or activity. The project title will be chosen and developed by the student, and appropriated by the centre. The course does require a significant amount of commitment, and can earn students up to seventy additional UCAS points.

Course Content and assessment criteria

Year 12

Delivery of the EPQ takes place in Year 12, and will begin with taught sessions in order to provide students with the necessary skills required in order to be successful in their project. These sessions include how to conduct academic research, how to manage your time and how to reference accurately to ensure you avoid plagiarism. It will also involve extended autonomous work by the learner, requiring 120 guided learning hours in total.

Learners are required to:

- Choose an area of interest and select a relevant mentor to support them through the process
- Draft a title and aims for their project for formal approval by the centre
- Plan, research and complete the project, which will take the form of either a Dissertation, Investigation, Performance or Artefact
- Deliver an evaluative presentation to a specified audience
- Provide evidence of all stages of project development and production for assessment.

Assessment

There is no examination for EPQ. Students are assessed on how they progress throughout the project, focussing on their ability to plan, manage and evaluate their work, as well as the final outcome of their project.

- The areas of assessment are as follows:
- Managing the project
- Using independent research
- Developing and realising their project
- Reviewing and evaluating their project
- This is internally assessed, and sent to the exam board for moderation.



AS Level 3

Head of Subject:

Mr J Ortega

Exam Board:

Pearson Edexcel AS level

Entry Requirements:

Grade 5 Maths

Are you interested in?

Psychology,
Statistics
Business
Computing
Economics
Accountancy...

Leading to a career in:

Accountancy
Insurance
General Management
Local government
Economist
Psychologist
Teaching

This subject goes well with:

Biology
Geography
Psychology
Sociology
Arts
Music
PE
Business Studies

Maths in Context (4th subject only)

Mathematics in Context is a course intended for students who are keen to extend their GCSE Maths skills for a future study or work, but are not planning on taking Mathematics at A level. If you are 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. Mathematics in Context is different from GCSE Maths. During your studies, you will look at how to use and apply Maths in many different situations. You will read articles that involve interpreting data and mathematical information, all from relevant and interesting sources. At the end of the two-year course, you will be awarded a Pearson Edexcel Level 3 Certificate in Mathematics in Context, similar to an AS. The qualification is also recognised in UCAS points.

Course Content and assessment criteria

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.

Year 12

Edexcel Level 3 Maths in Context (Unit 1 to 7)

Plot graphs, ratios, geometric sequences, golden ratio, iteration, linear sequences, Spearman's rank, log function, Fibonacci sequence, sum of convergent series, linear graph, sum of Nth-terms, percentages, Venn diagrams, probability tree diagram, standard deviation, log functions.

Year 13

Edexcel Level 3 Maths in Context (Unit 8 to 12)

Probability, formula, interest, quadratic graph, Venn diagrams, histogram, sum of series, scatter graph, calculate averages,

speed velocity, moving averages, PMCC, interest, percentage, quadratic sequences, differentiation, quadratic graph, quadratic sequences, regression line.

Assessment

Paper 1 Comprehension (40%)

Paper 2 Applications (60%)





Key dates

- Final Applications: **Friday 17 January 2025**
- Final STEAM and Visual Arts Scholarship Applications: **Friday 14 March 2025**
- Internal Applicant Meetings begin: **February 2025**
- Conditional offers for Sixth Form places: during the week before Easter
- Sixth Form Induction Days: **3 and 4 July 2025**
- GCSE Results Day and Sixth Form Enrolment for Internal students: **Thursday 21 August 2025**
- Sixth Form Enrolment for External Students: **Friday 22 August 2025**
- First Day of Autumn Term: **Friday 5 September 2025**

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, approximately half way between London and Oxford.





Work Hard, Be Kind, Have Passion



Parish Piece

Holmer Green

High Wycombe

Buckinghamshire

HP15 6SP