

Chipping Campden School

Sixth Form

Inspired to learn, empowered to excel



THE REFECTORY



INSPIRE • EMPOWER • EXCEL



Contents

Overview

- 03 Welcome
- 04 Achieving your potential
- 05 Applications to join
- 06 Team work
- 07 Scholars Programme
- 08 Student opportunities
- 09 Bursary opportunities
- 10 Destinations

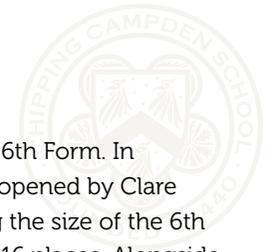
Course Details

- 11 Art: Fine Art
- 12 Biology
- 13 Cambridge Technical Extended Certificate in Business
- 14 Business Studies
- 15 Chemistry
- 16 Computer Science
- 17 Dance
- 18 Economics
- 19 English Language & Literature
- 20 English Literature
- 21 Food Science & Nutrition
- 22 Geography
- 23 Government and Politics
- 24 Health and Social Care - Single
- 25 Health and Social Care - Double
- 26 History
- 27 Cambridge Technical L3 in Information Technology
- 28 Mathematical Studies
- 29 Mathematics and Further Mathematics
- 30 Media Studies
- 31 Cambridge Technicals Extended Certificate in Digital Media
- 32 Modern Languages
- 33 Music
- 34 Physical Education and Cambridge Technicals Extended Certificate in Sport & Physical Activity
- 35 Physics
- 36 Product Design
- 37 Psychology
- 38 Religious Studies
- 39 Sociology
- 40 Theatre Studies
- 41 Extended Project Qualification (EPQ)
- 42 English and Maths GCSE



World Challenge, Ecuador 2018

Photographer: Jitain Patel



Welcome

It is an exciting time to join Chipping Campden School 6th Form. In September 2019 our £1 million extension was officially opened by Clare Marchant, Chief Executive of UCAS, effectively doubling the size of the 6th Form block to allow for the increased demand for post-16 places. Alongside our existing study room our facilities now boast a university style 6th Form Refectory, 3 new classrooms and a state of the art study room, thus offering unrivalled facilities for our 6th Form students.

Choosing the right Sixth Form is one of the most important decisions you will ever make and here at Chipping Campden School students thrive, both academically and personally, in a friendly, supportive and purposeful environment. Students who join the Sixth Form enjoy access to a purpose-built study centre and a pastoral team who challenge and support them as they progress through their courses.

Over 80% of our Sixth Form students go onto university, of whom over 30% go onto study at a Russell Group university, compared to 10% nationally. We also work hard to ensure our non-university students have places on the right apprenticeship schemes or in full time employment.

The Sixth Form is an active and outgoing community who play a very important part in the life of Chipping Campden School and the wider community. I do hope that you will join us.

Mr Rob Elmes

Head of Sixth Form
and Assistant Principal



"Students' personal development is good. They are mature and confident and have very positive attitudes to learning. Students' relationships with teachers and other staff are very strong."

Ofsted 2017



Achieving your potential

We are delighted that you want to find out more about what we have to offer. We hope that this prospectus will provide you with the information to help you choose the appropriate courses to follow, and illustrates the wide range of opportunities our Sixth Form can offer you to develop, or discover new skills and interests.

Our school Sixth Form combines the high-quality specialist teaching that you might typically associate with an excellent Sixth Form, with the support structures that ensure each student is given every opportunity to achieve their full potential.

Any student who is successful in securing a place in our Sixth Form will enjoy positive relationships with teachers, high-quality teaching, a broad range of extra-curricular opportunities as well as stretch and challenge in the classroom.

Providing you meet our entry requirements, and those specific to particular subject areas, you are very welcome to join us and take full advantage of all that Sixth Form life here at Chipping Campden School can offer you.



"Four in ten students go to Russell Group universities, compared with one in ten nationally"

Ofsted March 2017

Applications to join

The vast majority of our students enjoy a seamless transition into our excellent Sixth Form to continue their post-16 learning, and a growing number of students from other local schools join us every year to embark on their studies.

We offer around 30 Advanced Level courses, and have a consistent track record of successful progression to Russell Group universities, including Oxbridge and specialist Art, Music and Dance colleges.

Applications are invited following the Sixth Form Open Evening held annually in November and accepted up until the end of January. As forward planning for the timetable begins in the spring term, students are encouraged to observe an end of January deadline so that their individual subject combinations can be considered when timetabling decisions are made. However, applications are accepted until September in the year of entry.

Interview mornings for external candidates are held in February, when applicants are invited to spend time with key members of staff and students, and meet those who are moving to us from different schools. Successful applicants are invited to join our induction days held in June or July, and enrolment follows the release of exam results in August.

The entry for the year closes at the end of the third week of September and any late applicants will be invited to apply for the next academic year. Late transfers in Year 12, where students have been studying the same or similar courses in other institutions, will be considered at the discretion of Mr Elmes, Head of Sixth Form, until the end of October.

An admission form and further information can be obtained from the school website, or for internal applicants, via their Year 11 tutor.

“From the moment I looked around Chipping Campden School I knew that I would be happy studying in the supportive and friendly atmosphere that the Sixth Form provides.”

Student





Richard Steeds



Suzanne Young



Clare Cox



Amy Cumberland

Team work

Richard Steeds - Head of Year 12

Mr Steeds works closely with the Sixth Form team and is an integral part of our students' route to success. Whilst welcoming all new students each year, and encouraging them to become independent learners, he helps support individuals to make a successful transition to post-16 learning. He is involved with teaching Year 12 and 13 classes and operates the school's highly successful Duke of Edinburgh's Award scheme.

Suzanne Young & Clare Cox – 6th Form Pastoral and Academic Managers

Mrs Young and Mrs Cox's main role is to support the academic journey of all students in the 6th Form, especially for students new to Chipping Campden School. They are also responsible for supporting students with any pastoral issues or any concerns they might have during their time in our 6th Form, working one to one or in small groups and providing advice and mentoring.

They support members of staff and the school's management team by closely monitoring attendance, behaviour, work completion, implementation of dress code and general conduct of students, as well as manage and supervise the 6th Form centre and study areas. They monitor and review progress with students throughout the year and help support students through the UCAS process and to identify future progression pathways. Additionally, they work with the Head Boy/ Head Girl and Senior Prefect Team to promote and maintain a successful Chipping Campden 6th Form.

Amy Cumberland - Administration & Events Co-Ordinator

Mrs Cumberland's main role is to handle all the admissions into our 6th Form. As well as processing all the applications she is a point of contact for our external students during the application process.

She is also involved in the organisation of the Interview/Taster Days for external students and our 6th Form Induction Days.

Mrs Cumberland's other responsibilities include organising and overseeing 6th Form events including our Open Evening, the Year 12 Higher Education Day and the Year 13 Dinner Dance. She also provides general administrative support to Mr Elmes and the rest of the Sixth Form team.

Scholars Programme

Opportunities to stretch and challenge students are offered through a number of programmes which include:

Oxbridge

Oxbridge applicants are given tailored, one to one support at every stage of their application process. Commencing with a visit to the Oxbridge Conference in March of Year 12, receiving high quality advice and guidance with their choice of course and personal statements, culminating in a thorough package of support in preparation for their college interviews.

Extension Learning

Each year a number of students in Year 12 and 13 are invited to extend their learning through the Future Learn courses and Extended Project Qualification. Students regularly enter prestigious competitions, both locally and nationally.

Villiers Park Educational Trust

Villiers Park Educational Trust has a long-standing reputation as the leading national expert in post-16 learning. The Trust helps able young people to develop a passion for learning to ensure they reach their full academic potential. It offers subject-specific residential courses for high ability post-16 students in 26 subjects through their Inspiring Excellence Programme. Fifty per cent of the course costs are paid for by the school.

CREST Award

CREST is a project-based award scheme for the STEM subjects (Science, Technology, Engineering and Maths). It is given by the British Science Association and links the personal interests of students to curriculum-based learning. UCAS endorse CREST Awards for inclusion in students' personal statements. They are high quality, well regarded awards and a tangible recognition of success.

Further Opportunities

We work in partnership with a number of national organisations to provide enrichment schemes for our students. These include The Ogden Trust, The Arkwright Foundation, The Institute of Research in Schools, The Royal Society and The British Science Association. We also work with The Royal Institution, STEM Learning and ESERO-UK to offer 6th form led Student Ambassador schemes for local primary schools.



Student opportunities

Students have many opportunities to demonstrate their leadership both through the senior prefect system and the highly successful peer mentoring programme.

Sixth Form prefects have a significant role within the school organising a range of events such as the Jeans for Genes Day, as well as a host of fundraising activities for charities such as Cancer Research, Save the Children and The Royal British Legion. Prefects also support with Parents' evenings, Open Evenings and are trained as student ambassador guides. In addition, a team of Year 13 Head Prefects are elected annually.

We operate a highly successful Duke of Edinburgh's Award scheme. Participating post-16 students can undertake their Gold Award, taking advantage of the many exciting opportunities required to satisfy the five criteria. The school year culminates in an expedition to the Isle of Skye in the last week of the summer term. Over 140 students currently participate in the award throughout the three levels, with many completing Bronze through to Gold.

Students can undertake a World Challenge Expedition. This programme runs every two years and is designed to develop important life skills and enable students to become more globally aware. Participants experience a one-month expedition to a developing world location where they spend their time on a trek and join in with a local community project. Successful completion of the expedition can result in an ASDAN award which contributes to UCAS points and, enables challengers to accredit their expedition towards a Gold DofE Award.

"Throughout Chipping Campden School sixth form I developed many life skills which have already come in use at university, but one of the things that I will cherish most is the friends that I made, which I know will last for the rest of my life."

Student



Head Prefect Team



Yr 13 Dinner Dance



New York Trip



Gold D of E



World Challenge

Bursary opportunities

There are a number of funding opportunities available to students joining the Sixth Form, some of which are open to students based in the parish of Chipping Campden and some are open to all.

Hilda Terry Award

This award may be given by the school trustees to suitable candidates and can be worth from £50 - £250. The trustees generously support a number of post -16 students each year, enabling groups and individuals to gain a whole range of life experiences. For more information please contact Mr Elmes.

Chipping Campden School 16 – 19 Bursary Fund

There is a Bursary Fund to provide support for Sixth Form students from low income backgrounds (students from 16 - 19 years old). Full details and an application form can be found on the school website or are available upon request from the school office.

“Chipping Campden hasn’t just given me the academic skills I need to go on to higher education; the school has always encouraged me to grow as a person and I’ll always depend on the skills and confidence Campden’s helped to give me.”

Student





Destinations

A sample of destinations for Year 13 leavers

Aberdeen

- Economics

Aston

- Economics & Management
- Transport & Management

Bath

- Sport & Exercise Science
- History (Heritage & Public History)

Birmingham City

- Economics

Bristol

- Aerospace Engineering
- Film & Television
- Mathematics
- Primary Education
- Ancient History

Cardiff

- English Literature & Creative Writing
- Physics
- Religious Studies & Philosophy

Coventry

- Aviation Management
- Paramedic Science

DeMontfort

- Criminal Investigation & Policing Studies

Derby

- Diagnostic Radiography

Durham

- Natural Sciences

Exeter

- Business & Management with Industrial Experience
- Film & Television Studies
- Mathematics
- Biological Sciences with Study Abroad
- History

Gloucestershire

- Law
- Professional Policing
- Criminology
- Sports Therapy

Harper Adams University

- Agri-Food Marketing with Business (with Placement)

Hartpury

- Bioveterinary Science

Imperial College, London

- Physics with Theoretical Physics

Lancaster

- English Literature & History
- Film Studies

Leicester

- Midwifery with Leadership
- Modern Languages & Translation

Lincoln

- Creative Advertising

Liverpool

- Geography (Science)
- Geography

Loughborough

- Sport Management

Manchester

- Chemistry

Newcastle

- Medicine & Surgery

New College of the Humanities

- Philosophy with Art History

Nottingham

- Psychology
- History of Art
- Physics with a Year in Industry
- Finance, Accounting & Management

Nottingham Trent

- Real Estate
- Architecture
- Law with Criminology

Oxford Brookes

- Psychology
- Business & Marketing Management
- Urban Design, Planning & Development
- Midwifery
- Animal Biology & Conservation

Portsmouth

- Physics, Astrophysics & Cosmology

Reading

- Zoology
- Film & Television
- Real Estate

Sheffield

- Environmental Science
- Biomedical Science

St Andrews

- Psychology

Swansea

- Marketing
- Sport & Exercise Science with a Year Abroad

Wales Trinity St David

- Transport Design

Warwick

- Accounting & Finance
- Mathematics
- Mechanical Engineering

Worcester

- History with Politics
- Physiotherapy
- Biomedical Science

York

- Mathematics
- Politics (with a year in industry)

Art: Fine Art

Course aims

This exciting, creatively diverse and intellectually challenging course, over two years, enables students to...

- Express their ideas and creative individuality in an imaginative and thoughtful way
- Analyse their own work and that of other artists, evaluating this critically using appropriate subject terminology
- Develop ideas using a variety of media; experimenting and investigating
- Realise these ideas as informed, sustained artwork(s), through a personal, clear and relevant creative journey
- Foster an interest in, enthusiasm for, and enjoyment of art, craft and design

Lessons are supplemented by printed materials, I-board presentations, discussion and the student's individual work. One to one mentoring and tuition form a regular part of the routine. Regular use of a sketchbook is vital as an extension of the creative and learning process. Great importance is placed on each student developing their own individual style, helping to nurture their confidence in a range of working methods and media. Outside visits to major galleries are also made when possible.

Public exhibitions are held each year. These are highly regarded within the local community and help evidence the subject's high success rate, especially at the highest Grade levels. We also enter work for local art competitions, achieving a consistent level of success.

Potential Careers or Future Study

Entry into Art foundation, Degree and Diploma courses to access a wide range of art, design and media professions. Fashion, illustration, animation, advertising, graphic design, photography, TV / film / theatre industry, computer game concept art, jewellery design, museum / gallery work, restoration, architecture, teaching, hairdressing.

Entry requirements:

Attaining at least a 6 Grade at GCSE is expected, and it is also expected that potential students will have a good level of art-based skill and a keen interest, evidenced through personal work produced outside school. A willingness to work methodically and productively in class and an ability to make sensible use of time outside timetabled lessons are also very important. Students without a 6 Grade at GCSE may also be considered if a portfolio of artwork evidencing observational drawing or painting ability and a body of original, personal work can be provided prior to entry.

Staff contacts: Mr R Grover and Ms N Crew



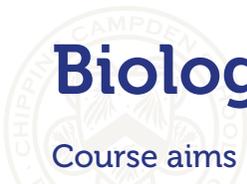
UNIT	TITLE	DURATION	ASSESSMENT WEIGHTING
1	Personal Investigation and related study.	Work is ongoing throughout the course.	60%
2	Externally set task	15 hours examined, plus preparation time.	40%

Personal Investigation and related study

Students develop one major, in-depth body of practical work that has a personal significance and relevance. This body of work must include a related, written study of a guided minimum of 1000 words. This related study is marked as a separate component part of the Coursework element of the A Level.

Externally set task

Students are given a number of possible starting points to select from in the exam paper. They then have around 13 weeks to prepare ideas, experiment and explore compositions. They then have 15 hours under exam conditions in which to create work(s) relevant to their planning and development.



Biology

Course aims

Students will study a broad range of Biology and Biochemistry based topics ranging from the building blocks of life, to how whole ecosystems function, and the interactions that occur within and between species.

It is hoped that students will develop a passion for the subject and awareness and understanding of Biology in today's society, and be able to apply their knowledge gained from their study in a variety of different contexts.

Entry requirements

It is expected that students will have a knowledge and understanding of Biology at Grade 6 or above in GCSE Combined Science or Grade 6 and above in single award Biology. In addition, students are required to have a Grade 5 or higher in GCSE Maths.

It is desirable to have a keen interest in the subject and the willingness to do extra reading, as this will assist students greatly with the scope of the topic.

A Level key topics:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

If you are not choosing A Level Mathematics, you are required to take Mathematical Studies (see pg.28) to complement this subject.

Staff contact: Mr M Brown



PAPER	ASSESSED	HOW	QUESTIONS
1	Any content from topics 1-4, including relevant practical skills	<ul style="list-style-type: none"> • written exam • 2 hours • 91 marks • 35% of A Level 	<ul style="list-style-type: none"> • 76 marks: a mixture of short and long answer questions • 15 marks: comprehension question
+			
PAPER	ASSESSED	HOW	QUESTIONS
2	Any content from topics 5-8, including relevant practical skills	<ul style="list-style-type: none"> • written exam • 2 hours • 91 marks • 35% of A Level 	<ul style="list-style-type: none"> • 76 marks: a mixture of short and long answer questions • 15 marks: comprehension question
+			
PAPER	ASSESSED	HOW	QUESTIONS
3	<ul style="list-style-type: none"> • 76 marks: a mixture of short and long answer questions • 15 marks: extended response questions 	<ul style="list-style-type: none"> • written exam • 2 hours • 78 marks • 30% of A Level 	<ul style="list-style-type: none"> • 38 marks: structured questions, incl practical techniques • 15 marks: critical analysis of given experimental data • 25 marks: one essay from a choice of two titles

Business

(Cambridge Technical Extended Certificate)

Course aims

The department offers the Cambridge Technical Extended Certificate in Business as an alternative vocational qualification.

The aim of this vocational course is to provide learners with the skills, knowledge and understanding to progress into Higher Education or employment. It gives learners an exciting opportunity to understand the wider external contexts in which business operate, as well as understanding the internal functions and their interdependencies. The assessment consists of external exams and internal portfolio evidence. All students are expected to organise a work experience week which will take place in the first academic term.

Entry requirements

Students need to have achieved five Grade 4s at GCSE. Where students have taken GCSE Business they will be required to have achieved a Grade 4.

If you are not choosing A Level Mathematics, you are required to take Mathematical Studies (see pg.28) to complement this subject.

Staff contacts: Mr R Steeds, Mr J Slattery, Miss S Blackwell and Mr D Gibbins

Course content and assessment weighting:

TITLE	DURATION	ASSESSMENT
The Business Environment	120 hours	External Assessment
1 option	60 hours	Either External or Internal

For the extended certificate, which is equivalent to a traditional A Level, students will study five units. The final Grade awarded will be Pass, Merit or Distinction.

The three mandatory units are:

TITLE	DURATION	ASSESSMENT
The Business Environment	120 hours	External Assessment
Working in Business	60 hours	External Assessment
Customers and Communication	60 hours	Internal Assessment





Business Studies

Course aims

This course takes a close look at business and the way it works, providing students with relevant knowledge and understanding of finance, marketing, human resources and production.

The course takes as its theme the processes of decision-making in business, developing a critical understanding of organisations and their ability to meet society's needs and wants. Students will develop an appreciation of business behaviour from a range of perspectives, studying enterprising and creative approaches to business opportunities. The course encourages students to take a more strategic view of business activity.

Entry requirements

Grade 5 or above in GCSE Maths and English.

It is not necessary to have any previous experience in Business Studies but the skills required are nevertheless wide ranging, including statistical analysis and evaluative writing.

A minimum Grade 5 is required for students who took a GCSE Business course.

If you are not choosing A Level Mathematics, you are required to take Mathematical Studies (see pg.28) to complement this subject.

Staff contacts: Mr R Steeds, Mr J Slattery, Miss S Blackwell and Mr D Gibbins



UNIT	TITLE	DURATION	WEIGHTING
1	Operating in a local Business Environment	2 hour written paper (80 Marks)	33.3%
2	The UK Business Environment	2 hour written paper (80 Marks)	33.3%
3	The Global Business Environment	2 hour written paper (80 Marks)	33.3%

Chemistry

Course aims

The course aims to provide a stimulating and exciting programme of study which will broaden students' understanding of the fundamental role that chemistry plays in the physical and natural world around them.

Through studying chemistry, students will develop and improve many transferable skills including; problem solving, application of number, logical and critical thinking, observation, planning and team working. Practical work is an integral part of the Chemistry course.

Entry requirements

It is expected that students will have a good knowledge and understanding of Science at Grade 6 in an accepted GCSE Combined Science or Grade 6 in GCSE Chemistry. In addition, students are required to have at least a Grade 6 in GCSE Mathematics.

If you are not choosing A Level Mathematics, you are required to take Mathematical Studies (see pg.28) to complement this subject.

Staff contact: Mrs I Sampson

Assessment for A Level Chemistry (as an illustrative example from Edexcel).

UNIT	TITLE	DURATION	WEIGHTING
1	Advanced Inorganic and Physical Chemistry (content from both years)	1 hour 45 minutes	30%
2	Advanced Inorganic and Physical Chemistry (content from both years)	1 hour 45 minutes	30%
3	General and Practical Principles in Chemistry (synoptic)	2 hours 30 minutes	40%

Practical skills will be assessed through examination questions in paper 3. Students will also be expected to complete a set of 12 required practicals to a specified standard.





Computer Science

Course aims

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills

Entry requirements

Grade 6 or above in Mathematics and GCSE Computer Science.

Staff contacts: Mrs A Tudor

OCR A Level Computer Science H446

UNIT	TITLE	DURATION	WEIGHTING
1	Computer Systems	2 hours 30 minutes written paper	40%
2	Algorithms and Programming	2 hours 30 minutes written paper	40%
3	Programming Project	Coursework	20%



Dance

Course aims

Arguably the most physically demanding of the courses, Dance offers a deeper appreciation of the art, while training students to the highest level available for non-professionals.

Students will focus on both historical and current dance practices, studying a wide variety of genres and practitioners. As well as gaining a comprehensive grasp of the academic side of the subject, students will receive practical sessions, grounded in Graham technique, but allowing individual creativity. The aim is to inspire a lifelong passion and appreciation for dance.

Crucially, the physical aspects of the course will be designed to bring the students as close as possible to professional standards, and those wishing to pursue training in the art will find the course an exceptional preparation for this demanding and exciting career.

The course is split into two sections. Performance & Choreography requires solo performances based upon a specific practitioner, a performance as part of a quartet and a group choreography.

The Critical Engagement section is focus upon the study of at least two dances, with deeper study of the historical context of the dance, its genre, contemporaneous work and more. It is designed to increase the knowledge and critical appreciation of Dance.

Entry requirements

Grade 5 in GCSE English is preferred. Beyond this, all students must undergo a formal audition to gain entry to the course.

UNIT	TITLE	METHOD	WEIGHTING
1	Performance & Choreography	1 hour	50%
2	Critical Engagement.	2 hours	50%

Staff contact: Miss R Torley





Economics

Course aims

Economics involves the allocation of scarce resources. There are limited resources in society, but infinite needs and wants. Economics allows students to investigate and analyse markets and how resources are allocated.

Students will get the opportunity to examine a wide range of real economic issues such as the credit crunch, government economic policy, economics of a firm and global economics.

What makes Economics such a relevant subject is that it examines real issues. Students are expected to understand and keep up to date with the changing economic situation by reading newspaper articles, and watching news and current affairs programmes.

Students should have a natural curiosity in terms of examining the cause and effect of issues of local, national and international importance. Students will experience regular classroom discussions, which encourages them to verbalise their knowledge and opinions.

The course encourages the use of an enquiring, critical and thoughtful approach to the study of economics and develops an ability to think as an economist.

Entry requirements

Students are expected to have a Grade 5 or above in both Maths and English and are required to study Mathematical Studies (see p.28) if they are not taking Maths at A Level.

Staff contacts: Mr R Steeds and Mr J Slattery

UNIT	TITLE	DURATION	WEIGHTING
1	Markets and Business Behaviour	2 hour exam (100 marks)	35%
2	The National and Global Economy	2 hour exam (100 marks)	35%
3	Micro and Macro Economics	2 hour exam (100 marks)	30%



English Language & Literature

Course aims

OCR's English Language and Literature (EMC) is a unique and distinctive qualification produced in partnership with the English & Media Centre. Together, the English team at OCR and EMC have developed a new A Level that prepares you for university study, and engages and enthuses aspiring students and teachers alike. By A Level, English students are cultivating their own critical responses and engaging with the richness of language and literature. Our English A Levels enable depth and breadth of study, with flexible content that supports independence, wide reading and creativity. This course will enable you to explore language and literature in depth and to become confident readers and producers of texts. The non-examined assessment tasks build on the work of the whole course and give you the opportunity to develop your own particular interests. All students will choose a 21st century text as one of their two non-exam assessment texts, giving an interesting and important emphasis on contemporary language and literature.

The A Level in English Language and Literature is a two year course with examinations and coursework completed at the end of the second year. There are three examined components and one non-exam assessment component. The first component focuses on non-fiction spoken and written texts from an OCR/EMC anthology. You will compare an anthology text with a short unseen text which is clearly linked by, for example, theme, purpose or mode. The second component explores poetry and drama. The third component involves the study of narrative fiction, from a choice of six prose texts. Students explore narrative methods and techniques in their chosen text, and then apply their knowledge and understanding in the production of their own opening to a narrative. The non-exam assessment comprises two tasks – an analytical essay comparing a non-fiction text with a free choice text from any genre and the production of a non-fiction original writing piece.

Entry requirements

Grade 5 or above in GCSE English Language, plus Grade 5 or above in GCSE English Literature.

Staff contact: Mrs N Brookbanks-Parry

UNIT	TITLE	DURATION	WEIGHTING
1	Non-Fiction Written and Spoken Texts	1 hour	16%
2	The Language of Poetry & Plays	2 hours	32%
3	Reading as Writer; Writing as Reader	2 hours	32%
4	Independent Study	non-examined	20%





English Literature

Course aims

For A Level English Literature we offer clear continuity from GCSE English Literature in such areas as the comparative study of texts, Shakespeare and exploration of unseen texts. This is a rigorous, stimulating and challenging course that allows freedom of textual selection and includes elements of independent study. The freedom within the non-examined assessment component allows you to pursue more detailed work in a field of particular personal interest, offering excellent preparation for study at undergraduate level. This specification builds on what you know already from GCSE, to teach the skills every literature student needs to explore and understand a wide range of texts, and to help develop the valuable transferable skills of sustained research and composition. Throughout the course, you are encouraged to develop critical awareness and understanding of individual works of literature, of relationships between texts and of the significance of cultural and contextual influences on readers and writers.

The A Level in English Literature is a two year linear course with final examinations and coursework completed at the end of the second year. The two exams are equally weighted and offer opportunities for you to provide extended exploratory responses. The non-exam assessment component requires you to study three texts from across the genres of poetry, drama and prose. Task one offers a choice between a critical piece or a re-creative piece with a commentary and task two is a 'linked texts' essay focusing on connections between two texts.

Entry requirements

Grade 6 or above in GCSE English Literature, plus Grade 5 or above in GCSE English Language.

Staff contact: Ms B Gregory

UNIT	TITLE	DURATION	WEIGHTING
1	Drama & Poetry Pre-1900	2 hours 30 minutes	40%
2	Comparative & Contextual Study	2 hours 30 minutes	40%
3	Literature post-1900	non-examined	20%



Food Science and Nutrition

Level 3 Diploma

An understanding of Food Science and Nutrition is relevant to many industries and job roles including care providers and nutritionists, sports coaches and fitness instructors. The hotel and catering industry, food manufacturers and government agencies use this understanding to develop menus, food products and policies.

Course aims

Learners will develop an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts. Through on-going practical sessions, learners will develop practical skills to produce quality food items to meet the needs of individuals. The course has been designed to offer exciting, interesting experiences that focus learning through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food industry.

Potential Careers or Future Study

Students will gain the required knowledge to be able to consider and seek employment at a specific level, within the food and drink sectors of hospitality and catering, food production or the food retail industry; or use the qualification to support entry to higher/further education courses e.g. BSc Food and Nutrition, BSc Human Nutrition, BSc (Hons) Public Health Nutrition, BSc (Hons) Food Science and Technology.

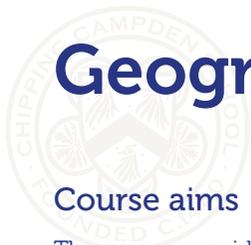
Entry requirements

Grade 5 or above in GCSE Food Preparation and Nutrition or equivalent qualification.

Staff contacts: Mrs V Simper and Mrs N Troth

UNIT	TITLE	CREDITS
1	Planning to meet nutritional needs	12
2	Developing practical food production skills	15
3	Ensuring food is safe to eat	12
4	Current issues in consumer food choice	12





Geography

Course aims

The course provides an opportunity for students to develop a deeper appreciation and understanding of the world in which we live. The A Level course is designed to promote a balanced view of modern Geography, which is concerned with examining patterns in the landscape and the recurrent processes contributing to them. The course also allows students to examine current global issues, global governance and develop their investigative skills through field enquiry.

Entry requirements

A Grade 5 or above in Geography GCSE as well as a Grade 5 in GCSE English and Maths

If you are not choosing A Level Mathematics, you are required to take Mathematical Studies (see pg.28) to complement this subject.

Staff contact: Mr D Bishop

UNIT	TITLE	DURATION	WEIGHTING
1	Physical geography Water and carbon cycles, Coasts and Hazards	2 hours 30 minutes	40%
2	Human geography Global systems and governance, Changing places and Contemporary urban environment	2 hours 30 minutes	40%
3	Geographical Investigation Involves a residential field trip to Slapton Sands, South Devon which results in a 3,000 to 4,000 word individual investigation	-	20%



Government & Politics

Course aims

This is a demanding, lively and contemporary course in which you will study British and American Politics and political ideologies. Students will build on the critical skills developed in their various GCSE studies. They will be expected to keep abreast of recent political developments on both sides of the Atlantic and must be prepared to read widely around the subject. They must have an open, enquiring mind and be able to understand information, synthesise it quickly and formulate arguments in a persuasive manner.

Students considering taking the course should have a keen interest in contemporary politics and be prepared to tackle some substantial, challenging texts. They must enjoy writing, discussion and debate.

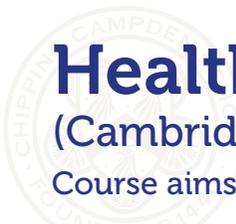
Entry requirements

A minimum Grade 5 or above in GCSE English. Students will need to be highly motivated to tackle a new and challenging subject.

Staff contacts: Mrs E Kingswood and Mr O Banwell

UNIT	TITLE	DURATION	WEIGHTING
1	British Government and Politics	2 hours	33%
2	American Government and Politics	2 hours	33%
3	Political Ideologies	2 hours	33%





Health & Social Care - Single (Cambridge Technical Extended Certificate)

Course aims

The aim of this vocational course is to provide learners with the skills, knowledge and understanding to progress into Higher Education or employment. It gives them the exciting opportunity to gain a wider understanding of health and social care issues in different environments where care takes place, combining both exam based and portfolio assessment. All students are expected to organise a work experience week which will take place in the first academic term.

For the extended certificate, which is equivalent to a traditional A Level, students will study 6 Units. The 4 mandatory units are:

Building Positive relationships in health and social care	60 hours	Internal Assessment
Equality, diversity and rights in health and social care	60 hours	External Assessment
Health, safety and security in health and social care	60 hours	External Assessment
Anatomy and Physiology for Health and social care	90 hours	External Assessment

Students will also study the following 90 credit units below:

Supporting people with mental health conditions	60 hours	Internal Assessment
Public Health	30 hours	Internal Assessment

The final Grade awarded will be Pass, Merit or Distinction.

For the certificate in Health and Social care, equivalent to an AS level, students will study:

Building Positive relationships in health and social care	60 hours	Internal Assessment
Equality, diversity and rights in health and social care	60 hours	External Assessment
Health, safety and security in health and social care	60 hours	External Assessment

Staff contacts: Mrs H Gregory or Mrs H Greenall



Health & Social Care - Double

(Cambridge Technical Diploma)

Course aims

Students will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and child care workplaces. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector.

As well as completing the units covered in the Single (Extended Certificate) on page 24, students completing the Double (Cambridge Technicals Diploma) will also study the following:

Everybody will study the following mandatory units which are part of the Extended Certificate:

Infection control	60 hours	Internal Assessment
Personalisation and a person-centred approach to care	60 hours	External Assessment
Safeguarding	60 hours	External Assessment

Students will also study the two additional units shown below:

Sexual Health, reproduction and early development stages	60 hours	Internal Assessment
Psychology for health and social care	60 hours	Internal Assessment

All units have been written to reflect current health and social care practice and will help learners to develop:

- knowledge and understanding of a range of long-term conditions, mental health needs and other disabilities;
- transferrable skills necessary to support individuals who require care and support;
- ability to learn in work-related contexts;
- skills for independent learning and development.

The final grade will be a double award grade for example Distinction, Distinction. It can also be a mixed award e.g. Merit, Distinction.

Staff contacts: Mrs H Gregory, Mrs H Greenall





History

Course aims

- Study the social, cultural, economic, religious and political aspects of a diverse range of countries, including Britain
- Develop key skills such as observation, analysis and argument through studying a variety of periods of History across over 200 years
- Promote an understanding of the present through the past
- Study change over time in a unit of study that covers 100 years of change
- Look at a period of History in depth over 20 to 40 years
- Provide the opportunity to complete an independently researched historical enquiry (coursework) on a question, problem or issue that has generated disagreement among historians
- Encourage independent research and the ability to locate and sift facts
- Improve written communication and essay writing
- Prepare students for degree level studies

Entry requirements

Grade 5 in GCSE History (a Grade 6 is preferred). If you haven't taken GCSE History then a minimum of a Grade 5 (a Grade 6 is preferred) in GCSE English is required.

Staff contact: Mrs E Kingswood

UNIT	TITLE	METHOD	DURATION	WEIGHTING
1D	Britain, c1785-c1870: Democracy, Protest and Reform.	Written exam 3 essays	2 hours 15 minutes	30%
2D.1	The Unification of Italy, c1830-70.	Written exam 1 source based and 1 essay	1 hour 30 minutes	20%
38.2	The Making of Modern China, 1860-1997.	Written exam 1 source based and 2 essays	2 hours 15 minutes	30%
COURSE WORK	Interpretations of History The assignment must be based on a question, problem or issue that has generated disagreement among historians.	Independent research essay on interpretations of a topic of your choice in History. 3000-4000 words maximum		20%



Cambridge Technical L3 in Information Technology

(Introductory Diploma – IT Infrastructure Technician Pathway)

Course aims

This pathway focuses on the design and implementation of an organisation's IT infrastructure together with the activities and roles that are carried out in the workplace, such as selecting hardware and software to meet client's needs, and learning how to build, upgrade or install computer systems and networks that are safe and secure.

Unit 1 – Fundamentals of IT

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

Unit 2 – Global Information

This unit will provide students with a greater understanding of how organisations use information sources both internally and externally and the types of information they will encounter. The skills gained by completing this unit will give them knowledge of the functionality of information and how data is stored and processed by organisations. They will also learn about how individuals use information of various types.

Unit 4 – Computer Networks

Computer networks form a key part of the information economy; they are the foundation of the World Wide Web on which eBay, Amazon, Facebook and a multitude of other companies depend for their success. The demand for networking capability is enormous and increasing daily. The business world demands network administrators, engineers and technicians that can set up, manage and maintain their networks.

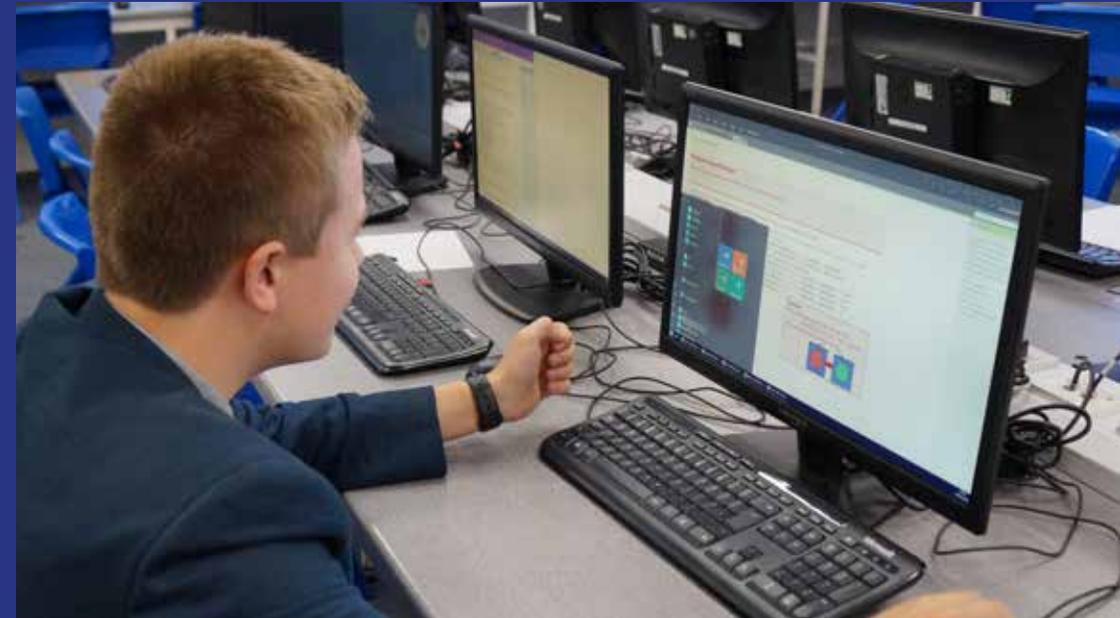
Unit 18 – Computer Hardware

The aim of this unit is to enable students to understand how the components of computer systems work together. They will develop the skills needed to recommend appropriate hardware systems for various purposes. With the skills developed they will build/upgrade a full computer system with a view to testing and considering preventive maintenance procedures.

Unit 20 – IT Technical Support

The aim of this unit is to explore the problems that are likely to be encountered by IT professionals working in a technical support role. Students will learn about many of the tasks carried out by IT support professionals.

The Introductory Diploma is a vocational equivalent to a traditional A Level and will be graded Pass, Merit, Distinction or Distinction*.

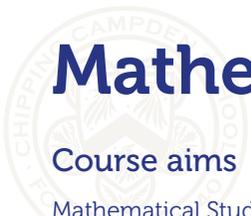


Entry requirements

Students need to have achieved 5 grade 4s at GCSE.

Staff Contacts: Mr R Froggatt

UNIT	TITLE	DURATION	ASSESSMENT
1	Fundamentals of IT	90 hours	Exam – 1hr 30mins
2	Global Information	90 hours	Exam – 1hr 30mins
4	Computer Networks	60 hours	60hrs – Coursework
18	Computer Hardware	60 hours	60hrs – Coursework
20	IT Technical Support	60 hours	60hrs – Coursework



Mathematical Studies

Course aims

Mathematical Studies, also known as Core Maths, is a course for those students who want to keep up their valuable maths skills but are not planning to take A Level Mathematics. It is a one-year course leading to A Level 3 qualification (similar to an AS Level), with Grades A to E. Assessment is by final examination at the end of Year 12.

Mathematical Studies has been designed to maintain and develop real-life skills. What we study is not purely theoretical or abstract; it is mathematics that can be applied on a day-to-day basis in work, study or life and includes a financial maths element. It will also help with some A Level subjects, especially since many new A Level specifications have an increased mathematical element, in particular with Science, Geography, Business Studies, Psychology and Economics. We require that students taking these A Levels without Maths A Level should study Mathematical Studies. It will also help students to hit the ground running on university courses requiring mathematical insight.

The problem-solving focus of Mathematical Studies also equips students with relevant skills that will be highly regarded by employers from many different sectors.

Entry requirements

Students require at least Grade 5 in Mathematics at GCSE to study this course.

Staff contacts: Mrs E Taylor and Mrs J Cains

UNIT	TITLE	LEVEL	DURATION	WEIGHTING
1	Data analysis, personal finance, estimation and mathematical models	Level 3	1 hours 30 minutes	50%
2	Statistical techniques	Level 3	1 hours 30 minutes	50%



Mathematics & Further Mathematics

Course aims

The Maths A level course builds upon number, ratio and proportion, algebra, shape space and measure and statistics and probability from GCSE and splits into 3 key strands. All students will be assessed on their knowledge of Pure Mathematics, Mechanics and Statistics at the end of the course.

In Pure Mathematics you study proof, algebra and functions, coordinate geometry in the (x, y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors. In statistics you will study statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing and in Mechanics you will study quantities and units in mechanics, kinematics, forces and Newton's laws and moments.

The assessment objectives include a considerable emphasis on modelling, problem-solving and reasoning and for this reason, any students considering this course must have Mathematical resilience.

Further Maths goes into much more breadth and depth. For the compulsory units of Core Pure, students study further proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations. There are then optional units that the school choose which are further Mechanics and Decision Maths.

Some universities require Further Mathematics for particular courses but even those where it is not required, it is extremely desirable. Students studying Further Mathematics must also study A Level Mathematics. Therefore, Mathematics will be studied in two option blocks and will lead to two separate A Levels. For particularly able mathematicians, this could be considered as a fourth subject and we can also discuss the potential of taking this as an AS level.

Chipping Campden School follows the Edexcel Mathematics specifications (2017).

Entry requirements

Students are required to have a Grade 6 in Mathematics GCSE as a minimum and an aptitude for algebra is vital along with resilience. In addition to this, the course demands a great deal of commitment outside of lessons for the 2 year duration to succeed. Those only achieving the minimum requirements need to be realistic about the grade they might achieve at A level as the difficulty level and grade boundaries increase significantly from GCSE.

For Further Mathematics, students should have achieved a Grade 7 in Mathematics GCSE as a minimum qualification.

Staff contacts: Mrs E Taylor and Miss E Jones

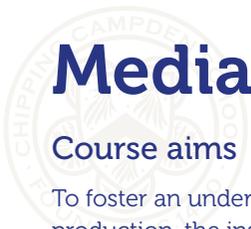


Mathematics A level

Paper 1 – 2 hours	Pure Maths	33.3%
Paper 2 – 2 hours	Pure Maths	33.3%
Paper 3 – 2 hours	Statistics and Mechanics	33.3%

Further Mathematics

Paper 1 – 1.5 hours	Core Pure Maths 1 (Compulsory unit)	25%
Paper 2 – 1.5 hours	Core Pure Maths 2 (Compulsory unit)	25%
Paper 3 – 1.5 hours	Further Mechanics (Option paper chosen by the school– STC)	25%
Paper 4 – 1.5 hours	Decision Maths (Option paper chosen by the school– STC)	25%



Media Studies

Course aims

To foster an understanding of media products, the practices which lead to their production, the institutions in which they are produced and the audiences who consume them. Students will be given the opportunity to work with media technologies in imaginative and inventive ways.

The mass media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, points of view and ideas they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

Course Content

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. All aspects of this theoretical framework are applied to magazines, newspapers, television, online, social and participatory media. Advertising and marketing, film, music video, radio and video games are studied in relation to sections of the framework. Additionally, students will plan and create a media product of their own, to demonstrate their understanding of production practices, audience targeting and technical codes.

Entry requirements

Prospective students should have acquired the skills and knowledge associated with study at GCSE level and attained at least a Grade 5 in English. Prior study of the media is helpful but not essential. Clearly, an interest in the mass media will be important, but creative flair, good I.T. skills and experience in the Creative Arts (Music, Drama, Art) would be a definite advantage.

Staff contact: Mrs V Edmunds

UNIT	TITLE		WEIGHTING
1	Media Products and Industries	Written examination	35%
2	Media Forms and Products in Depth	Written examination	35%
3	Practical Coursework		30%



Cambridge Technicals Extended Certificate in Digital Media

Course outline

360 GLH - Equivalent to one A level in terms of size

- 3 mandatory units - Units 1 and 2 (each unit is 90 GLH) and Unit 3 (60 GLH)
- Plus a minimum of 120 GLH chosen from the optional units (30 GLH and 60 GLH)

It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the digital media sector

This qualification is suitable for learners

- Who want to gain a Level 3 qualification to support further study in Further Education (FE) or Higher Education (HE) in Digital Media
- Looking to gain a Level 3 qualification to support further study in FE or (HE) in any other sector or subject area
- Who want to progress into a media-related apprenticeships.

Course content

Year 12:

Unit 1: Media products and audiences – exam: The aim of this unit is for students to develop their understanding of how different media institutions operate in order to create products that will appeal to specific target audiences

Unit 3: Create a media product – coursework: Develop knowledge and understanding of the production processes of producing a media product from one of the following: Print-based product, Audio-visual product, Audio product.

Unit 22- Scripting for Media Products- coursework: You will understand scripts and the part they play in a range of media products.

Year 13:

Unit 2: Pre-production and planning –exam: You will understand the pre-production process the creative media industry follows when creating a product.

Unit 20: Advertising media- coursework: You will understand advertising campaigns and how audio-visual, print based or audio advertising media are used within them. You will plan an advertising campaign for a product or service, selecting the appropriate media components to produce it.



Unit 23: Create a personal media profile- coursework: In this unit you will create a showcase of the work you have been producing supported by a personal media profile.

Entry requirements

It is recommended that learners have, or are working towards, a grade 4/grade C or above in English GCSE.

Staff contact: Mrs V Edmunds



Modern Languages

French, German and Spanish

Course aims

The aim of the course is to develop confident linguists who are able to communicate in spoken and written German, French or Spanish for a variety of purposes in daily life, society and the working world.

Students are encouraged to increase their awareness of current events and cultural matters in the target country.

A variety of texts and on-line materials are employed to develop grammatical proficiency and encourage written and spoken fluency. Most of the teaching is in the target language and in addition, students benefit from individualised speaking sessions with a native language assistant. A further aim of the course is to train students in the study skills which will allow them to continue language studies at a higher level or to learn other languages.

Entry requirements

The course is for motivated students who have achieved a Grade 6 or above at GCSE in Languages.

Staff contacts: Mrs D Wateridge, Mr D Rushworth, Mrs A Millar and Mrs M Chapman

UNIT	TITLE	DURATION	WEIGHTING
1	Listening, Reading & translations	2 hours 30 minutes	50%
2	Written exam - 2 essays	2 hours	20%
3	Oral exam	21-23 minutes (inc. 5 minutes prep)	30%



Music

Course aims

The A Level course is linked closely to what has been studied at GCSE. It allows students to perform, compose, listen and study in detail, many different styles and forms of music. We offer the WJEC course which is broken up into units, and is an extension of the main study areas encountered at GCSE. Some new skills are required and the depth of study is increased. In particular candidates need to be able to follow musical scores in several different styles.

The course comprises a mixture of coursework and examinations. New in the specification is that the performance is now a live examination marked by a visiting examiner. You will be required to perform pieces equivalent to Grade 5-6 standard, although extra credit is given for playing pieces of a higher standard. You can choose whether you wish to have performance or composition as your strongest option with one being 35% of the course, the other 25%. The written paper tests knowledge of two key areas: the symphony between 1750 and 1900 and Rock and Pop between 1960 – 1990.

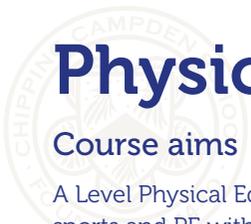
Entry requirements

Grade 6 or above at GCSE Music or other proof of musical ability, for example Grade 5-8 on an instrument. It is a requirement that you be able to read both treble and bass clefs.

Staff contact: Mrs H Hesketh

MODULE	WEIGHTING	BRIEF DESCRIPTION
Option A	Performance 35% Composition 25%	A performance lasting between 10-12 mins of around Grade 6 together with 2 compositions lasting between 4 - 6 mins.
Option B	Composition 35% Performance 25%	A performance lasting between 6-8 mins and 3 compositions lasting between 8-10 mins
Listening & Appraising	40% (A 90 minute examination in June)	There are two main areas of study: <ul style="list-style-type: none">• The symphony 1750-1900• Rock and Pop 1960-1990 There are a mix of listening and essay questions - some will test your general musicianship with questions on unfamiliar works.





Physical Education

Course aims

A Level Physical Education encourages students to immerse themselves in the world of sports and PE with the chance to gain recognition for sports performance (through the non-exam assessment component), and through the theoretical aspects of the course delve into the how and why of physical activity and sport.

A Level Physical Education is an excellent basis for a university degree in sports science, sports management, healthcare, exercise and health and the qualification complements further study in Biology, Physics, Psychology, Nutrition, Sociology and many other areas.

This field of study can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers.

Students can develop a range of practical skills, including communication using appropriate language, dealing with pressure, split second decision-making, analysing and evaluating performance, and more.

Examination board: OCR

Entry requirements

Grade 6 in GCSE PE is essential. If you have not studied GCSE PE, a Grade 6 in Science and Grade 5 in English is preferred. Students must be regularly taking part in one sport outside of school.

Staff contact: Mr T Cole

UNIT	TITLE & CONTENT	ASSESSMENT WEIGHTING
1	Physiological factors affecting performance • Applied anatomy and physiology • Exercise physiology • Biomechanics	A 2 hour written paper worth 90 marks and 30% of the total A Level
2	Physiological factors affecting performance • Skill acquisition • Sports psychology	A 1 hour written paper worth 60 marks and 20% of the total A Level
3	Socio-cultural issues in physical activity & sport • Sport and society • Contemporary issues in physical activity and sport	A 1 hour written paper worth 60 marks and 20% of the total A Level
4	Performance in physical education • Physical performance • Evaluation and analysis of performance for Improvement (EAPI)	Non-exam assessment. Practical performance worth 15% and EAPI also worth 15% of the total A Level

Sport and Physical Activity Level 3

(Cambridge Technical Extended Certificate)

Course aims

Students will gain an insight into the sports industry sector as they investigate opportunities for delivering sport and physical activity to a wide range of participants, whether it is to mobilise sedentary people to improve their health and wellbeing or to support regular participants to improve their performance and fitness, all done in a safe and professional environment. In doing so, students will also gain core skills required for employment or further study in the sector such as communication, analysis, organisation, and adaptation. Students will practically apply their skills and knowledge in preparation for further study or the workplace through a series of units and assessed via a combination of written exam papers and internally assessed coursework.

Examination board: OCR

Entry requirements

Grade 4 GCSE PE alongside School 6th Form Requirements.

Staff contact: Mr T Cole

ASSESSED UNITS:	
Body systems and effects of physical activity	(External Assessment)
Sports coaching and activity leadership	(Internal Assessment)
Sports organisation and development	(External Assessment)
Nutrition and diet for sport and exercise	(Internal Assessment)
Practical skills in sport and physical activities	(Internal Assessment)
Physical activity for specific groups	(Internal Assessment)

Physics

Course aims

The course aims to provide a stimulating and worthwhile programme of study which will broaden students' understanding of the physical world around them. It develops logical thought processes and problem solving skills. The course is based on applications of Physics in the everyday world and beyond. Practical work is an integral part of the course. As a hub school for The Ogden Trust, our students are provided with an extensive enrichment programme including Stargazing sessions, Space Centre Masterclasses, lectures and engineering talks. The Ogden Trust also provides opportunities for students who are planning to study Physics at university to apply for residential courses at Russell Group universities and undergraduate scholarships to the value of £6000.

Entry requirements

It is expected that students will have a knowledge and understanding of Physics at Grade 6 in a GCSE examination in Science (Double Award) or Grade 6 in Physics single award. In addition, students are required to have a minimum Grade 6 in GCSE Maths.

If you are not choosing A Level Mathematics, you are required to take Mathematical Studies (see pg.28) to complement this subject.

Staff contacts: Mr. M Prince, Mrs J Flaherty and Mr T Webber

UNIT	TITLE	DURATION	WEIGHTING
1	Mechanics & Further Mechanics Electric Circuits Electric and Magnetic Fields Nuclear and Particle Physics	1 hour 45 minutes	30%
2	Materials Waves and Particle Nature of Light Thermodynamics Space & Nuclear Radiation Gravitational Fields Oscillations	1 hour 45 minutes	30%
3	Synoptic & Practical skills	2 hours 30 minutes	40%





Product Design

Course aims

The A Level Product Design course is a rigorous, exciting, practical based course designed to inspire and develop the designers of the future through a multi discipline, multi-material, approach. Students will work on developing key research, analysis, critical thinking, problem solving and project management skills. This is completed through a curriculum that is focused on using real world examples and authentic learning experiences that reflect modern practice in the design, development and manufacturing industries.

The Product Design A Level is a design led course. It enables students to develop key skills to ultimately complete a significant iterative design project that will use any materials selected by the students to design, develop and manufacture a product that solves a problem or stakeholders need identified by the student.

The key skills are:

1. Developing innovative design and development skills to communicate ideas to others.
2. To work collaboratively as a team to prepare for work in commercial design settings.
3. To develop intellectual curiosity about the design, development, manufacturing and engineering industries.
4. To become independent critical thinkers who can apply their learning across a wide variety of different situations and contexts.

Entry requirements

Grade 5 or equivalent at GCSE in Design Technology.

Staff contact: Mr L Harding

TITLE	CONTENT	WEIGHTING
Principles of Design	Analysing products, applied Mathematical skill, technical knowledge, understanding wider issues.	25%
Problem solving in Design	Application of knowledge in design and manufacture, high level problem solving skills.	25%
Iterative Design Project (Design and Make Project)	Substantial design, make and evaluate project.	50%



Psychology

Course aims

This course will enable students to:

- Understand psychological theories and methods used to collect data
- Explore topics which reflect contemporary issues
- Explore different areas of psychology, including cognitive, social and physiological psychology
- Replicate key studies/experiments in psychology
- Interpret data and evaluate findings
- Gain awareness of the ethical issues in psychology, particularly in the field of research
- Enhance their critical thinking

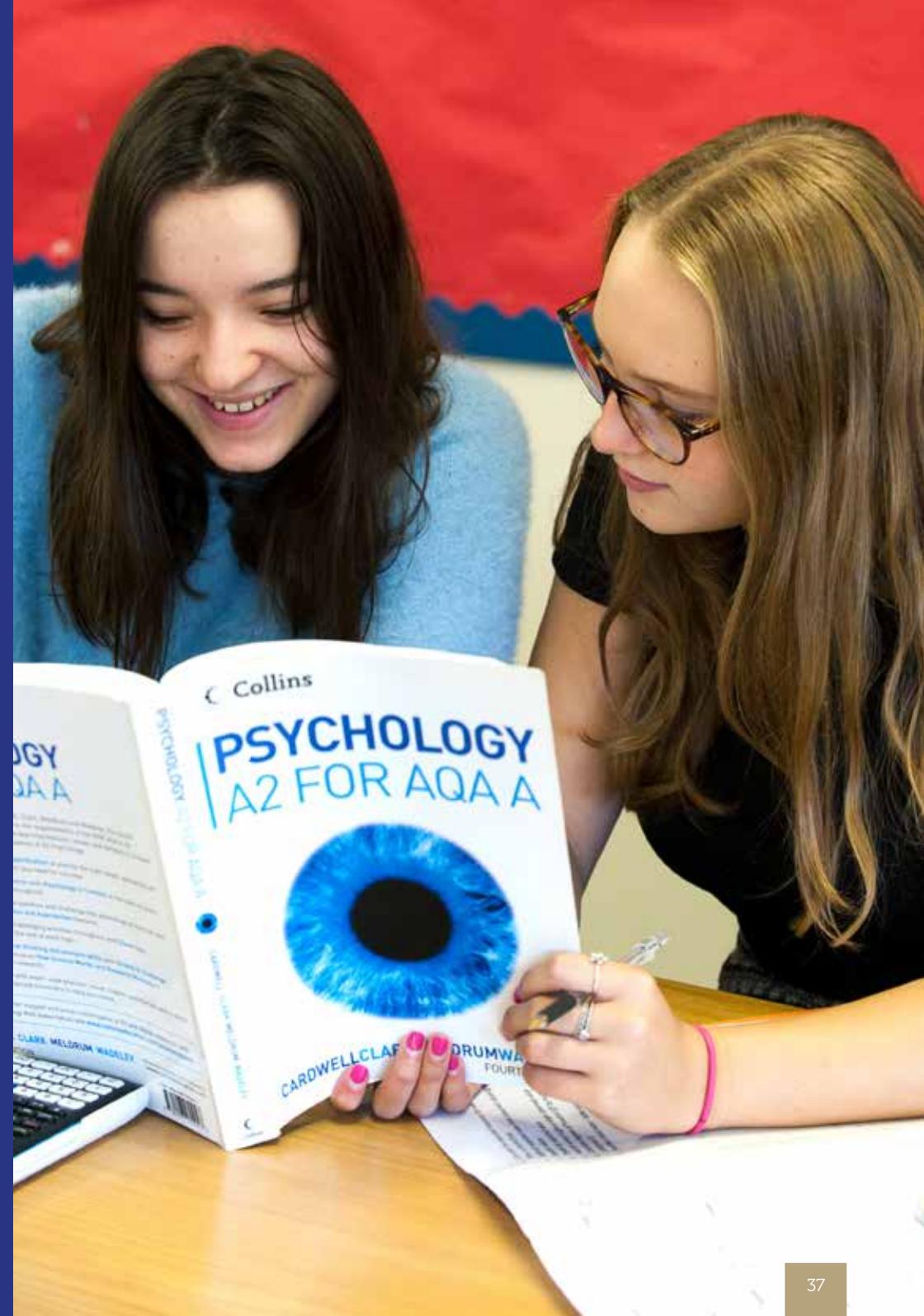
Entry requirements

Students will need sound literacy and numeracy skills. Mathematics will be applied at the level needed to fully support scientific knowledge, understanding and problem solving. Enjoying debates would be an advantage as examinations require considering a range of explanations for behaviour. Students will need to be highly motivated to tackle a new and challenging subject. 5 x 5's at GCSE and a 6 in Science is preferred.

In addition to studying Psychology A Level you will be required to undertake Mathematical Studies (see pg.28) to support the data analysis element of the course – an essential assessed skill.

Staff contact: Miss G Daniels

PAPER	TITLE	DURATION & WEIGHTING
1	Introductory topics in Psychology: Social psychology, memory, attachment and psychopathology	2 hours 33.3%
2	Psychology in context: Approaches, bio-psychology and research methods	2 hours 33.3%
3	Issues and options in Psychology: Issues and debates, relationships, schizophrenia and forensic psychology	2 hours 33.3%





Religious Studies

Philosophy, Ethics and developments in religious thought

Course aims

The aim of the course is to develop a questioning attitude. Students will learn how to critically analyse philosophical arguments and consider the works of key thinkers. The course content complements other subjects studied at A Level, both in arts and sciences. It is regarded as academically challenging and is well received in applications for a wide range of university courses.

Ethics is about moral choices. Students will consider in detail deontological and teleological systems of ethics including the ideas of Kant and Jeremy Bentham. These normative theories will be applied to the right to die debate, business ethics and questions about sex and sexuality. In Year 13 we ask 'what is conscience' and consider whether moral statements are objective or simply subjective and culturally relative.

Philosophy of Religion focuses on the works of Plato and Aristotle, challenges arguments for the existence of God and considers the possibility of life after death. In Year 13 we look at religious language and logical positivism.

Developments in religious thought focuses on what it means to be human, the relationship between religion and society and gender and theology. We also consider the works of Dietrich Bonhoeffer.

Entry requirements

Grade 6 or equivalent in English. A GCSE in Religious Studies is preferred, but not required.

Staff contact: Mr M Skinner



Sociology

Course aims

This course will enable students to:

- Understand sociological theories, research studies and the methods used to collect data
- Explore topics which reflect diversity in contemporary society
- Gain an understanding of society's influence on the individual
- Gain an understanding of their role in society
- Develop analytical skills

Entry requirements

Interest in the experiences and viewpoints of others. Students are expected to have achieved a minimum of a Grade 5 or above in both English and English Literature. Excellent literacy skills are necessary to express complex arguments in a new, highly conceptual subject.

Staff contact: Miss G Daniels

PAPER	TITLE	DURATION & WEIGHTING
1	Education and methods in context	2 hours 33.3%
2	Research methods and topics in Sociology	2 hours 33.3%
3	Crime and deviance with theory and methods	2 hours 33.3%





Theatre Studies

Course aims

Drama and Theatre offers both a challenging and practically rigorous course, suitable for students with an avid curiosity about all aspects of drama and theatre. The course will afford students the opportunity to develop an informed understanding of drama and theatre practice through the study and practical exploration of plays, theatre practitioners and theatre companies. Placing the development of their own practical work firmly within a secure knowledge and understanding of the historical development of theatre, students will be able to make intelligent and informed choices about form, writing, directing and acting style, in order to shape and develop their own work, ready for examination. Students who have studied Drama and Theatre at A Level develop many desirable and transferable skills, which are highly valued in the professional work-place. Students have gone on to develop careers in Law, Business, Journalism, Advertising, Marketing and Psychology, to name but a few.

The course encourages learners to:

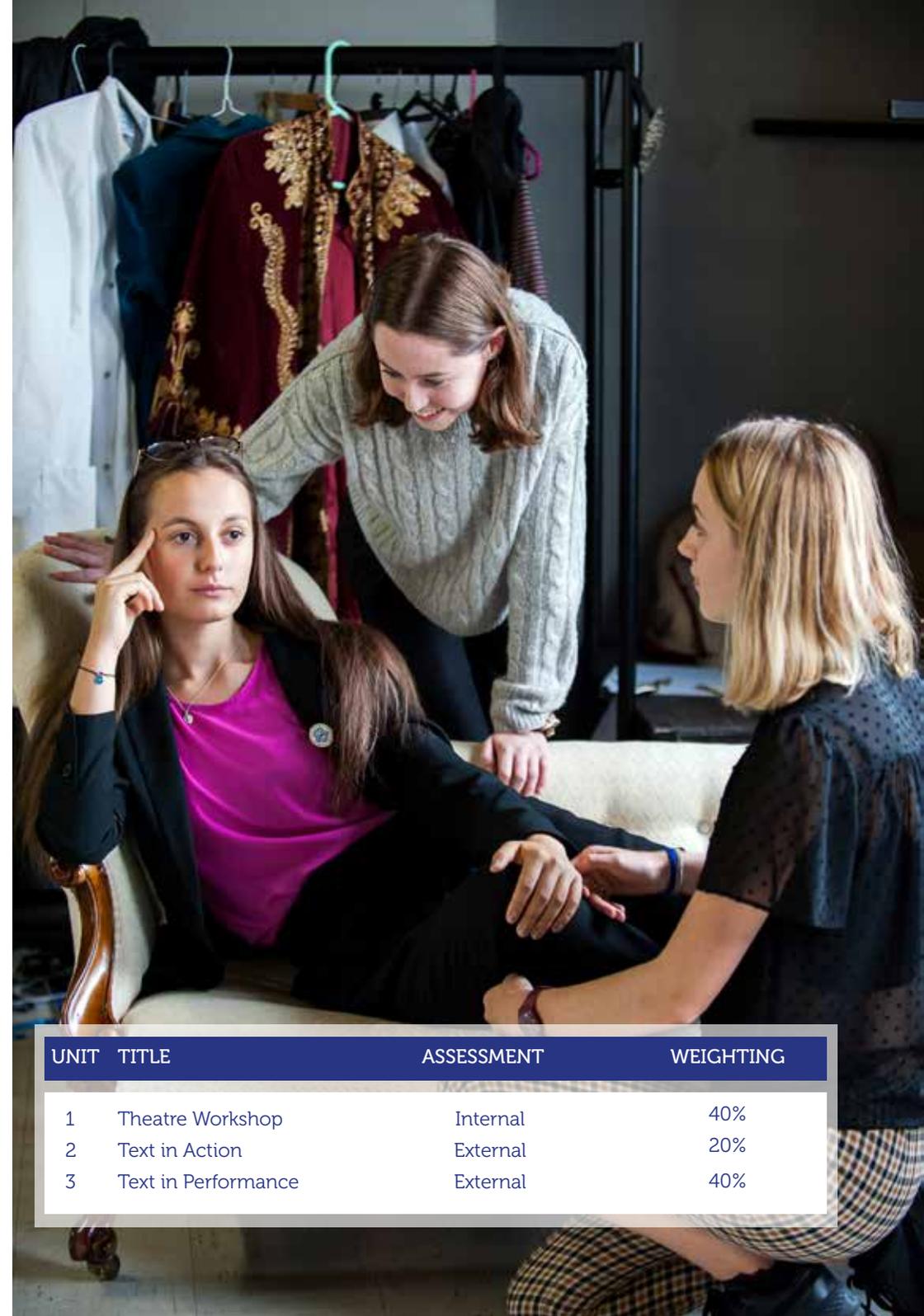
- Develop an analytical framework for making, performing, interpreting and understanding drama and theatre
- Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- Understand the place of relevant theoretical research in informing the processes involved in creating theatre
- Understand the place of practical exploration in informing theoretical knowledge of drama and theatre
- Develop the creativity and independence to become effective theatre makers

The first component in this full two year course requires students to participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a supplied list. The piece must be developed using the methods of a theatre practitioner or theatre company; a creative log must also be produced. Component two is assessed by a visiting examiner and requires that students devise two pieces of theatre based upon a set stimulus and again, using the methods of either a theatre company or practitioner. An evaluation report must be produced after the examination. The final component is assessed through a written 'open book' examination. Questions are based upon the study of three set texts, studied and explored practically throughout the course.

Entry requirements

Grade 6 or above in GCSE Drama is preferred, plus Grade 5 or above in GCSE English.

Staff contact: Ms T James



UNIT	TITLE	ASSESSMENT	WEIGHTING
1	Theatre Workshop	Internal	40%
2	Text in Action	External	20%
3	Text in Performance	External	40%

Extended Project Qualification (EPQ)

Course aims

The aims of the course are to provide students in Year 13 the opportunity to show case the independent learning skills required for Post A level study, pursue research into a personally chosen area of academic interest and to gain up to 28 additional UCAS points.

EPQ can be completed as a stand-alone qualification, which must entail extension from studies in any other qualification studied Post 16.

EPQ offers students the opportunity to improve their recruitment potential by offering something additional to their A level programme. An increasing number of universities are including EPQ in their offers and offering a lower offer if a top grade in EPQ is achieved. Students often report that their motivation is increased by the opportunity to study a topic area of personal interest. It is certainly most satisfying to be able to apply the skills developed through an EPQ in other areas of learning

Entry requirements

Positive attitude to learning grades in Year 12; an interest in learning about the academic research process and a desire to learn. The qualification requires extended autonomous work and the guideline time commitment is 120 guided learning hours in total.

At Chipping Campden School, the qualification is offered at the end of Year 12 with submission no later than April of Year 13.

Assessment criteria

Delivery of the Extended Project Qualification will involve one taught lesson per fortnight in a group and one supervision session per fortnight, one- to one, with a nominated supervisor.

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non- specialist audience
- provide evidence of all stages of project development and production for assessment

Assessment is 100% coursework. Students will submit a detailed production log, either a 5,000 word report/dissertation, or a shorter report of 1,500 words to accompany an artefact (a performance in any discipline, lecture, visual arts – for example)





English & Mathematics GCSE

English GCSE

For students who need to re-sit their English GCSE examinations, classes will be timetabled each week. Students will be following the AQA English Language course, focusing on reading comprehension and creative writing skills. Following the examinations in November, students will continue to be supported to improve their literacy through reading and composition lessons.

Mathematics GCSE

For students who need to re-sit their Mathematics GCSE examinations, classes will be timetabled each week. Students will be following the Edexcel GCSE course covering number, ratio, proportion and rates of change, geometry and measures, statistics and probability, and algebra skills. Following the examinations in November, students will continue to be supported to improve their numeracy.



What some of our external students are saying....



"Since looking around on open evening I loved the feel of Chipping Campden, it has an amazing warm, welcoming atmosphere from all the students and teachers. Everyone's so friendly, and have made my first few weeks of Sixth Form smooth and enjoyable."

Amelia Pletts
Shipston High School



"Right from the beginning Chipping Campden has offered me the support in what I want to achieve, both in school and my future career."

Isabel Trinkle
Birmingham Ormiston Academy:



"I am so glad that I chose to come to Chipping Campden. I was scared that making friends would be difficult because everyone already had friendship groups, but I felt so welcomed and have made lots of amazing friends for life."

Scarlett Harkness
Pates Grammar School:



"I have settled into Campden quickly and all the teachers and students have been so welcoming and friendly"

Amelia Bott
Alcester Academy



"Campden has been a perfect fit for me. With a welcoming community, friendly staff and amazing facilities, I've been able to find my feet in the few, short weeks I've been here. There is no better Sixth Form for me than Campden; I love studying in such a fantastic environment, and I'm enjoying every moment of it!"

Oliver Lines
Stratford Upon Avon School



"I feel part of a community where I am valued, which gives me belief in myself. That is why the staff and students make Chipping Campden Sixth Form stand out."

Isaac Matthews
St. Benedict's Catholic High School



Chipping Campden School Sixth Form

Inspired to learn, empowered to excel

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Chipping Campden, Gloucestershire GL55 6HU

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To find out more about life at
Chipping Campden School visit **campden.school**



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