



Chipping Campden School

# SIXTH FORM PROSPECTUS

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# THE REFECTORY



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Yr 13 Dinner Dance

# Welcome



Thank you for considering Chipping Campden Sixth Form as your Post 16 provider. Our students thrive in Sixth Form, both in terms of exam results and being prepared for their next steps. We place much importance on instilling a strong work ethic in our students, developing a strong moral compass, being respectful, kind and considerate to others and being resilient in the face of challenges; all qualities which we believe will serve our students well in life beyond Chipping Campden School. Equally, the Sixth Form Team are unwavering in their determination to achieve the best grades possible from everyone and our results for the past 5 years have consistently placed us in the top 25% of schools nationally.

Choosing the right Sixth Form is one of the most important decisions you will ever make and here at Chipping Campden School you will find a vibrant, supportive and purposeful environment, equipped with unrivalled facilities, including a university style Sixth Form Refectory, a super-curricular library for students applying for the most competitive courses and state of the art study rooms.

Over 70% of our Sixth Form students go onto university, of whom 40% 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





# 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*



# 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.

As outlined in our admission policy, students must achieve a minimum of five Grade 5s at GCSE (it is preferable that English and Maths are two of the five). Each subject will also have its own specific entry criteria which are detailed within this prospectus (please refer to the 'Entry Requirements' section on each subject page).

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 during February, March and April, 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.





Richard Steeds



David Bishop

## 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.

### **David Bishop** - Head of Year 13

Mr Bishop's main responsibility is for the academic progress and pastoral wellbeing of Year 13. Assisting students in their application for further studies and employment, he supports the transition from school into adult life. Overseeing the operations of the effective student leadership team, he also ensures that there are opportunities outside of the classroom for Campden sixth formers.

### **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.

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



Clare Cox



Amy Cumberland



Suzanne Young



# Excel@Campden

The Excel@Campden Sixth Form programme is designed to ensure potential high-achieving students receive targeted advice and guidance to enable them to make successful applications to the most competitive courses at the most prestigious universities.

## Oxbridge

Applicants for Oxford and Cambridge University are given tailored one-to-one support at every stage of their application, including a visit to the Oxbridge conference in March of Year 12, receiving high quality advice and guidance with their choice of courses and personal statements, entrance test preparation and coaching for their college interviews.

## TEG

We are working with The Elephant Group which is a charity committed to increasing the number of academically talented, non-selective state school students represented at top universities. Working collaboratively with universities and corporate partners, they ensure talented students have the support, information, and experiences they need to access the UK's leading universities, and onwards into professional jobs.

## Super-Curricular Opportunities

Each department highlights a range of activities to allow students to deepen their knowledge of the subject beyond the curriculum which is essential when applying to competitive courses. In addition, students may choose to undertake Future Learn courses and Extended Project Qualifications. Student led initiatives such as the Holistic Health Society, The Law Society and the STEM Ambassadors Scheme all provide opportunities to learn from external experts.

There is a dedicated super-curricular library in the sixth form centre and students have online access to academic journals. Our new Twilight Tuesday programme will offer a range of input from external speakers across a broad range of subject disciplines.

Students can also choose to work towards project-based Awards such as the Arts Award and CREST Awards or can perform independent research with leading academics through our partnership with IRIS (The Institute of Research in Schools).

## Student Ambassador Schemes

We are recognised as a leading Sixth Form on these schemes nationally and work in partnership with The Royal Institution, STEM Learning, and ESERO-UK to provide student-led clubs for younger students from KS3 and local primary schools. These schemes allow our sixth form students to share their enthusiasm for their subjects with younger students and, in doing so, gain valuable leadership, teamwork and communication skills.



STEM Ambassadors



Chemistry Ambassadors





Head Prefect Team



Yr 13 Dinner Dance



Gold D of E



World Challenge

# 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



# 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

### Aberystwyth

- Equine & Veterinary Bioscience
- Computer Science & AI
- Film & TV Studies/Drama & Theatre

### Bath

- Creative Writing
- Forensic Psychology
- Business & Management

### Bolton

- Professional & Commercial Dance

### Bournemouth

- Criminology
- Business & Management

### Bristol

- Mathematics & Physics
- Aerospace Engineering with Pilot Studies
- Forensic Science
- Economics

### Cardiff

- Integrated Engineering
- Biomedical Sciences
- Economics
- Modern Languages & Translation
- Media & Communications
- International Relations
- English Literature

### Central Lancashire

- Entrepreneurial Audio Production

### Coventry

- Illustration

### De Montfort

- Business

### Durham

- Chemistry
- Primary Education

### East Anglia (UEA)

- International Development

### Exeter

- Business & Laws
- Classical Studies
- Geography (Science)

### Falmouth

- Illustration

### Gloucestershire

- Primary Education
- Cyber Security

### Greenwich

- English Literature

### Hull

- Game Design

### Lancaster

- Geography

### Leeds

- International Business
- Sport Business Management

### Lincoln

- Law
- Journalism

### Liverpool

- Ancient History
- Politics

### London Institute of Banking & Finance

- Finance, Investment & Risk

### London (Royal Holloway)

- Liberal Arts

### London (University of the Arts)

- Fashion Marketing & Consumer Behaviour

### London (University College London)

- Comparative Literature

### Loughborough

- Management

### Nottingham

- English & History
- Mechanical Engineering

### Nottingham Trent

- Psychology
- Education Studies
- Psychology with Criminology

### Oxford Brookes

- Business & Management
- Economics
- Architecture

### Oxford

- Physics

### Portsmouth

- Property Development
- Psychology
- Sport, Health & Exercise Sciences

### Royal Agricultural University

- Rural Land Management

### Sheffield

- Mathematics
- Engineering

### Southampton

- Modern Languages & Linguistics
- Economics & Business Management

### South Wales

- Master of Chiropractic
- Theatre & Drama
- Film Studies
- Natural History & Media

### Swansea

- Politics
- Economics

### University for the Creative Arts

- Fashion Image & Styling

### Warwick

- Law

### Winchester

- Education Studies
- Sport & Exercise Psychology

### Worcester

- Nursing (Adult)
- Graphic Design
- History

### York

- Accounting, Business Finance & Management
- Interactive Media
- Physics



# 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, Mr J Fuller and Mrs V Simpson

Exam Board: OCR



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 6 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.26) to complement this subject.

Staff contact: Mr M Brown

Exam Board: AQA



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



# 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.26) to complement this subject.

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

Exam Board: RSA (OCR)

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, however it is not compulsory for students to have studied GCSE Business Studies.

If you are not choosing A Level Mathematics, you are required to take Mathematical Studies (see pg.26) to complement this subject.

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

Exam Board: OCR

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.26) to complement this subject.

Staff contact: Ms A Staerck

Exam Board: EDEXCEL

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 C Clarke

Exam Board: OCR

## 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

Exam Board: AQA





# 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.26) if they are not taking Maths at A Level.

Staff contacts: Mr R Steeds and Mr J Slattery

Exam Board: EDEXCEL

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

Staff contact: Mrs N Brookbanks-Parry

Exam Board: OCR

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

Exam Board: OCR

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: Ms Iona Corbett

UNIT TITLE	ASSESSMENT	TIME ALLOWED	WEIGHTING
Meeting Nutritional Needs of Specific Groups	Written Exam	90 minutes (plus 15 minutes reading time)	25%
	Internal Assessment	9.5 hours	25%
Ensuring Food is Safe to Eat	Assignment	8 hours	25%
Current Issues in Food Science & Nutrition	Assignment	14 hours	25%





# 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.26) to complement this subject.

Staff contact: Mrs S Carpenter

Exam Board: AQA

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





# 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

Exam Board: RSA (OCR)





# 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 23, 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 three additional units shown below:

Sexual Health, reproduction and early development stages	60 hours	Internal Assessment
Supporting people with learning disabilities	60 hours	Internal Assessment
The impact of long-term physiological conditions	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    Exam Board: RSA (OCR)





# 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: Mr O Banwell and Ms A Keir      Exam Board: EDEXCEL

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	<b>Interpretations of History</b> 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%



# 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 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 4 and above in Mathematics at GCSE to study this course.

Staff contacts: Mrs J Cains

Exam Board: AQA

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 the optional units that the school choose which are Further Mechanics and Further Pure 1.

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 7 in Mathematics GCSE and an aptitude for algebra is vital along with a resilient approach to learning. Students who achieve a Grade 6 will be considered, but through teacher recommendation and the request of their GCSE scripts for checking. For external students we will contact their current school to ensure suitability for the course. 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



### 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)	25%
Paper 4 – 1.5 hours	Further Pure 1 (Option paper chosen by the school)	25%

Exam Board: EDEXCEL

# 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

Exam Board: WJEC

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

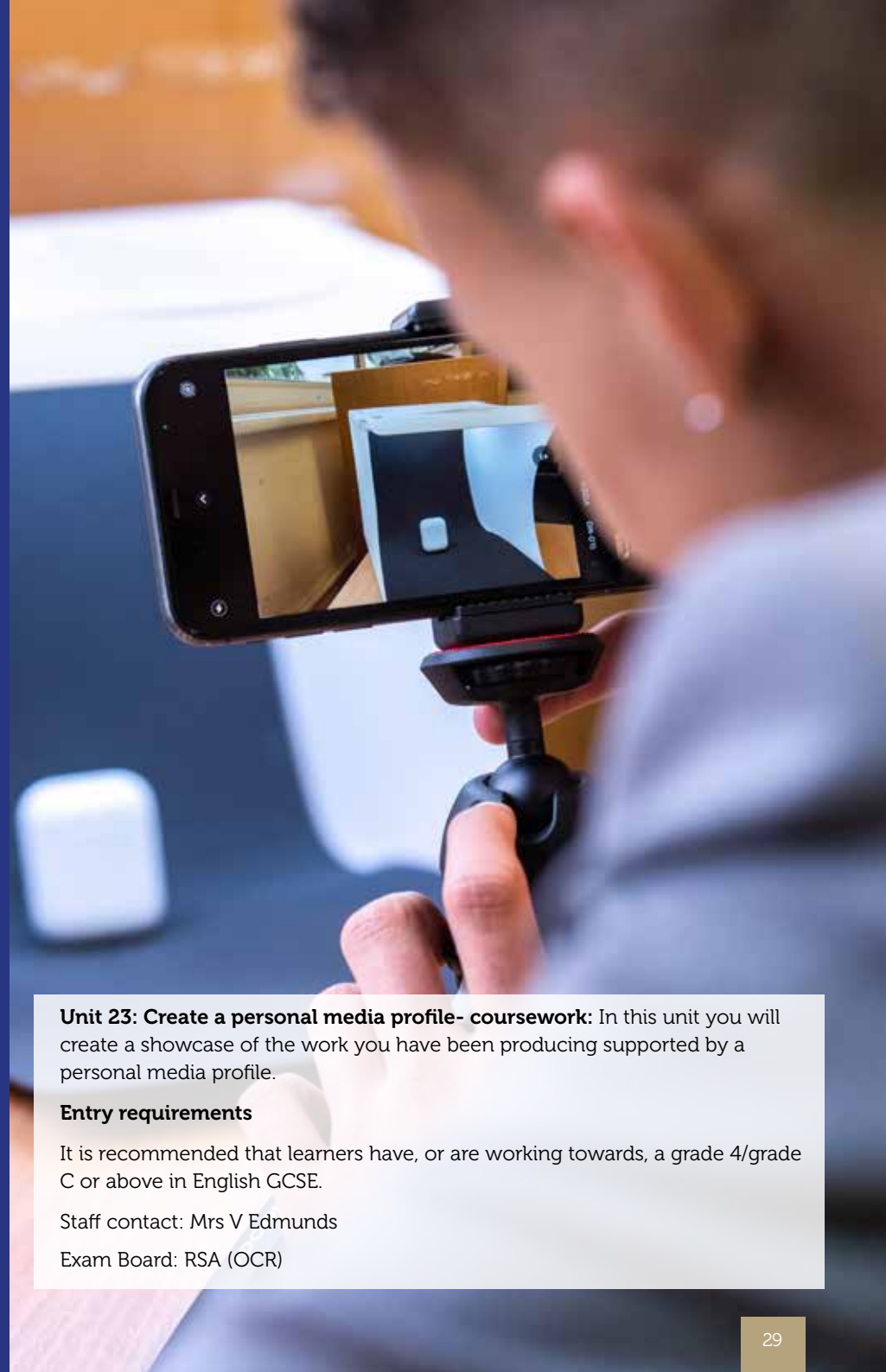
**Unit 3: Create a media product – coursework:** Develop knowledge and understanding of the production processes of producing a media product from one of the following: Print-based product, Audio-visual product, Audio product.

**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.



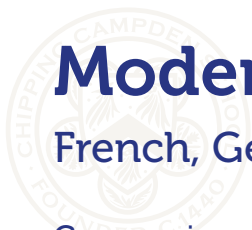
**Unit 23: Create a personal media profile- coursework:** In this unit you will create a showcase of the work you have been producing supported by a personal media profile.

### 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

Exam Board: RSA (OCR)



# 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 C Matelet-Allberry (French), Mr B Wride (Spanish) and Mr D Rushworth (German)

Exam Board: AQA

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

Exam Board: WJEC

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)	<p>There are two main areas of study:</p> <ul style="list-style-type: none"><li>• The symphony 1750-1900</li><li>• Rock and Pop 1960-1990</li></ul> <p>There are a mix of listening and essay questions - some will test your general musicianship with questions on unfamiliar works.</p>





# Photography

## Course aims

If you have an interest in a career within the world of Photography, which incorporates Filmmaking, TV, Animation, Photo-Journalism, Graphic Design, Illustration and more, this is the course for you. In this exciting and creative A-Level course, you will develop knowledge, understanding and confidence in a wide range of photographic processes, media and genre. You will learn how to use traditional professional photographic equipment, alongside digital techniques and processes using Adobe Photoshop. You will explore the work of influential photographers across history and from different cultures, learning about their style and approach, and using what you learn to inform your own original pieces. Through exploring key photographic concepts you will develop your visual intelligence and your understanding of the photographic potential of the world around you. You will foster a passion for, enjoyment of and interest in photography. We pride ourselves on our positive, inclusive, individualised, and supportive approach to teaching.

## Future Study:

This A-Level course leads perfectly into the further study of a degree course in Photography. Photography can also be combined with other subjects, in degree courses such as Photography with Creative Writing, Graphic Design and Photography, alongside other options. A Photography A-Level may also be useful in accessing degree courses in Advertising, Fashion, Film, Forensic Science, Architecture and more.

## Course Content:

The A-Level course is taught over two years and features two units of work, coursework (Personal Investigation) and an Exam (Externally Set Task). All of Year 12 and part of Year 13 are focussed on building a portfolio of work making up the coursework unit. From February in Year 13, the focus switches to the exam, with a body of supporting work produced in the lead up to the 15 hour exam.

## Entry requirements

A grade 4 and above in GCSE Photography, would be useful, but does not limit entry to the course. A working knowledge of photography and photographic processes is desirable, although not essential, alongside a passion for the subject and a positive work ethic. Access to a digital SLR camera and Photoshop or a similar digital photographic editing software would also be desirable.

Staff contact: Mrs V Simpson and Mr R Grover

Exam Board: OCR



UNIT	TITLE	DURATION	WEIGHTING
1	Personal Investigation and related study.	Runs through Year 12, up to the start of February in Year 13.	60%
2	Externally set task.	Runs from 1st of February in Year 13. Preparation time is usually around 10 to 12 school weeks, with a 15 hour exam.	40% (This mark is based on your support work AND the work produced in the 15 hour exam).

## Personal Investigation and Related Study:

A portfolio of practical work – showing your personal response to a starting point. This will include experimentation with photographic processes, development of your theme through the production of a series of photographs and exploration of the work of professional photographers across History and different cultures.

A related study - a piece of written research of a minimum of 1000 words, marked as a separate component of the Coursework, exploring a theme relevant to your practical coursework.

## Externally Set Task:

The exam paper is issued on 1st February in Year 13. The paper features a series of themes to select from. A body of supporting work relevant to your chosen theme is developed, leading to the 15-hour exam, where a final outcome is created. Your planning work goes into your exam with you.



# 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.

## 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

Examination board: OCR

UNIT	TITLE & CONTENT	ASSESSMENT WEIGHTING
1	<b>Physiological factors affecting performance</b> <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Exercise physiology</li> <li>Biomechanics</li> </ul>	A 2 hour written paper worth 90 marks and 30% of the total A Level
2	<b>Physiological factors affecting performance</b> <ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sports psychology</li> </ul>	A 1 hour written paper worth 60 marks and 20% of the total A Level
3	<b>Socio-cultural issues in physical activity &amp; sport</b> <ul style="list-style-type: none"> <li>Sport and society</li> <li>Contemporary issues in physical activity and sport</li> </ul>	A 1 hour written paper worth 60 marks and 20% of the total A Level
4	<b>Performance in physical education</b> <ul style="list-style-type: none"> <li>Physical performance</li> <li>Evaluation and analysis of performance for Improvement (EAPI)</li> </ul>	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.

## Entry requirements

Grade 4 GCSE PE alongside School 6th Form requirements.

Staff contact: Mr T Cole

Examination board: OCR

## 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)

## 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.26) to complement this subject.

Staff contacts: Mr. M Prince, Mr T Webber

Exam Board: EDEXCEL

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%





# 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: Mr O Banwell

Exam Board: AQA

UNIT	TITLE	DURATION	WEIGHTING
1	Government and Politics of the UK	2 hours	33%
2	Government and Politics of the USA and Comparative Politics	2 hours	33%
3	Political Ideas	2 hours	33%





# 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: Mrs K Padfield-Bayley

Exam Board: AQA

TITLE	CONTENT	WEIGHTING
Exam 1	Technical Principals	30% of final grade
Exam 2	Designing & Making Principals	20% of final grade
Non-Exam assessment	Evidenced by a design portfolio including a practical application of technical principals combined with designing and making principals	50% of final grade





# 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.

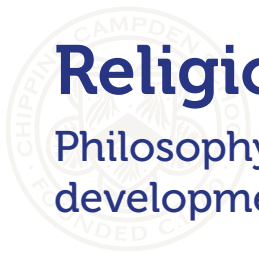
In addition to studying Psychology A Level you will be required to undertake Mathematical Studies (see pg.26) to support the data analysis element of the course – an essential assessed skill.

Staff contact: Miss G Daniels

Exam Board: AQA

PAPER	TITLE	DURATION & WEIGHTING
1	<b>Introductory topics in Psychology:</b> Social psychology, memory, attachment and psychopathology	2 hours 33.3%
2	<b>Psychology in context:</b> Approaches, bio-psychology and research methods	2 hours 33.3%
3	<b>Issues and options in Psychology:</b> 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: Miss C Reynalds

Exam Board: OCR





# 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

Exam Board: AQA

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 required, plus Grade 6 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 February of Year 13.

Exam Board: AQA

## 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....



*"All the teachers are very approachable and make you feel welcomed, especially if you have any concerns. Campden has really exceeded my expectations."*

Oriana Kennedy  
Stratford Upon Avon School



*"Straight away I felt welcomed into Chipping Campden; I have been able to settle in very quickly thanks to the amazing staff and students."*

Barnaby Adams  
Alcester Academy



*"I am happy I chose to come to Campden as I have settled in easily with the help of students and teachers."*

Matthew Adeyemo-Phillips  
Kingham Hill School



*"Everyone has been so warm and welcoming, there is a wide range of extra-curricular activities and I'm so glad I decided to join this school. I look forward to spending the next two years here."*

Lily Neale  
Shipston High School



*"Chipping Campden was a positive change from a small, all-girls, private school. The teachers and staff are approachable if needed and the facilities offered, such as the sixth form centre, create a sense of belonging and comfort to an external student."*

Ella Bloomfield  
The Kingsley School



*"Campden is great because it's big enough to offer all the courses I wanted to study and has fantastic facilities. At the same time, it's small enough to be a welcoming and supportive community. I'm really glad that I chose to come here."*

Charlie Grange  
Kineton High School



[www.sixthform.campden.school](http://www.sixthform.campden.school)

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