



Year 12 Parents' Information Evening

R.Elmes
Vice Principal

Miss Reynolds
Assistant Head of Sixth Form

11th September 2025



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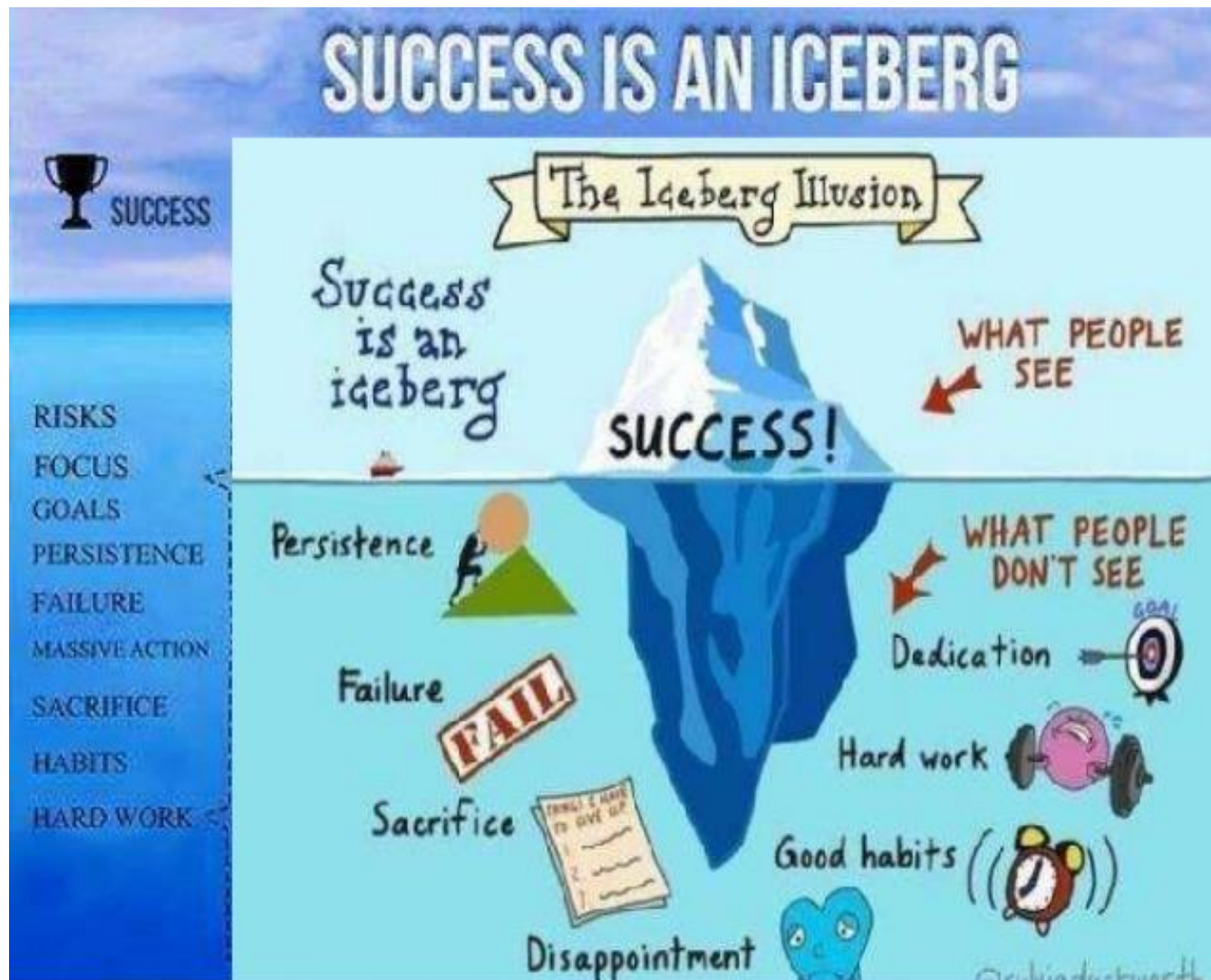


“Others think I am
clever. I am not
clever, I just work
hard”

Year 13 Student who
recently achieved 3 A*s at
A level



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The A-level Mindset (taught in tutor time)

“There is a growing body of research that suggests that successful students approach their studies with a specific set of behaviours, skills and attitudes and that despite not differing cognitively from their peers they can significantly outperform them.

In short, academic success can be as much about character as it is about intelligence”



What did they do to achieve these results.....



....and...



.... what advice would they give you?



11 Things A level students wish they'd known

1. Use past papers, specimen papers, answer schemes and examiners' reports
2. Make lots of notes (and re-read them in between lessons). Start revising early
3. Be prepared to work at home. Look ahead at what is to come and teach yourself.
4. Get organised (lever-arch files, dividers, poly pockets)
5. Treat it like a job (phone to advise of an absence) but try to get in.
6. Respect your deadlines – do your hwk. as soon as you get it
7. Make sure you understand each topic – aim to teach it to someone else or seek help
8. Don't panic! Everyone finds it hard at first.
9. Don't forget to have some fun. Take time off and make new friends
10. Don't waste your free periods
11. Get some sleep



BALANCE BETWEEN ACADEMIC WORK, LEISURE PART-TIME WORK



Very important to get this
right



You will enjoy leisure more if
you have faced up to your
academic commitments



Too much part-time work
affects academic
performance: More than 9-
10 hours a week is probably
too much

Advantages



Money!!



Meet new friends



New experiences



New responsibilities
(Importance of
reliability/punctuality)



Learn new skills
(teamwork)



Broader outlook on
life outside school



Insight into business
or industry (valuable
work experience)

Disadvantages



Time taken from school work making it difficult to meet deadlines.



Lose focus on what is your REAL work



Get overtired and lose concentration in school



Not enough leisure time



THERE IS DEFINITELY A COST

- Research at the University of Durham has compared A level students who do part-time work with those that do not.
- 0-9 hours part-time work a week, students on average half a grade down
- More than 9 hours, one grade down
- When matters: 2 hours after school is sensible. Long stretches in the evening or before school affect academic performance



STRIKE A BALANCE



Organise your life in a balanced way with time for academic work, time to relax and a sensible amount of part-time work to boost your income



Draw back from part-time work, work fewer hours, at academic pressure points especially around the Summer exams



Above all, be clear what your own priorities are in order to achieve your personal goals. You cannot do it all

Distractions that will affect their grades....

....if they let them!!!







Attendance Diamond

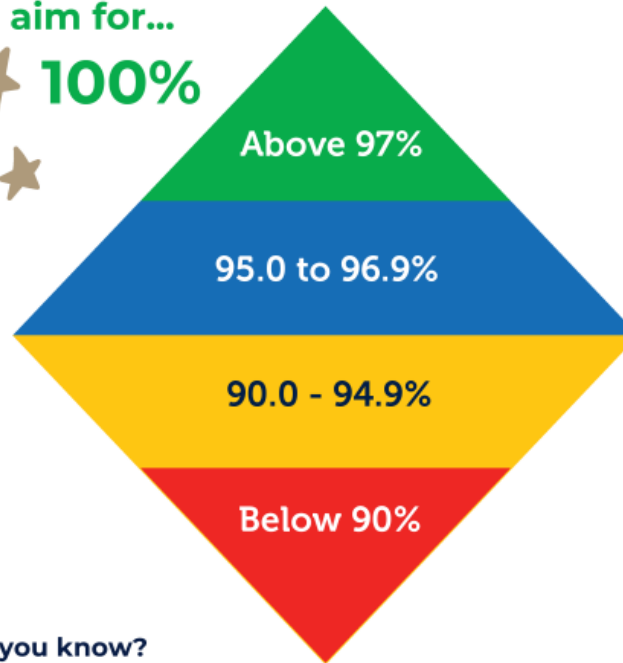


Do you know your **COLOUR**?

We aim for...



100%



Did you know?

Students with the highest attendance throughout their time in school gain the best GCSE and A level results!

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Why year 12 is so important

- Half of the A level course out of the way before year 13
- Good year 13 Entrance exam grades enhance UCAS applications and estimated grades
- Good Year 13 Entrance exam grades enhance apprenticeship applications
- Cannot progress into Year 13 in some cases
- Personal pride
- Good habits to take into year 13 and HE



Year 12 Pastoral and Academic Manager



Oliver Banwell



Pippa Hayward

the classroom for Chipping Campden learners.

Pippa Hayward & Laura Dodgson-Hatto

6th Form Pastoral and Academic Managers

Mrs Hayward and Mrs Dodgson-Hatto'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 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.

phayward@campden.school



Year 12 & 13 Curriculum maps

A term by term outline of what your sons and daughters will be learning this year and next



Welcome to Chipping Campden School



Introduction

[Principal's Welcome](#)
[Principal's Vlog](#)
[Our Culture](#)
[Trust Development Plan](#)
[Meet the Senior Leaders](#)
[School History](#)
[School Prospectus](#)



Admissions

[Joining the School](#)
[School Uniform](#)
[School Meals](#)
[School Transport](#)



Study Here

[Transition to CCS](#)
[Timings of the School Day](#)
[Attendance](#)
[Excellence in Learning](#)
[Pastoral Provision](#)
[Curriculum](#)
[Exam Information](#)
[Extra Curricular](#)
[See More...](#)



Student Welfare

[Keeping Students Safe](#)
[School Nurse Support in School](#)
[Pupil Premium](#)
[Special Educational Needs \(SEND\)](#)
[Alternative Provision](#)
[School Dog](#)

[Home](#) [School Information](#) [Sixth Form](#) [Cidermill Theatre](#) [Work Here](#) [Contact Us](#)

Curriculum

[Curriculum Maps](#) [KS4 Options](#) [KS5 Options](#) [Remote Education](#)

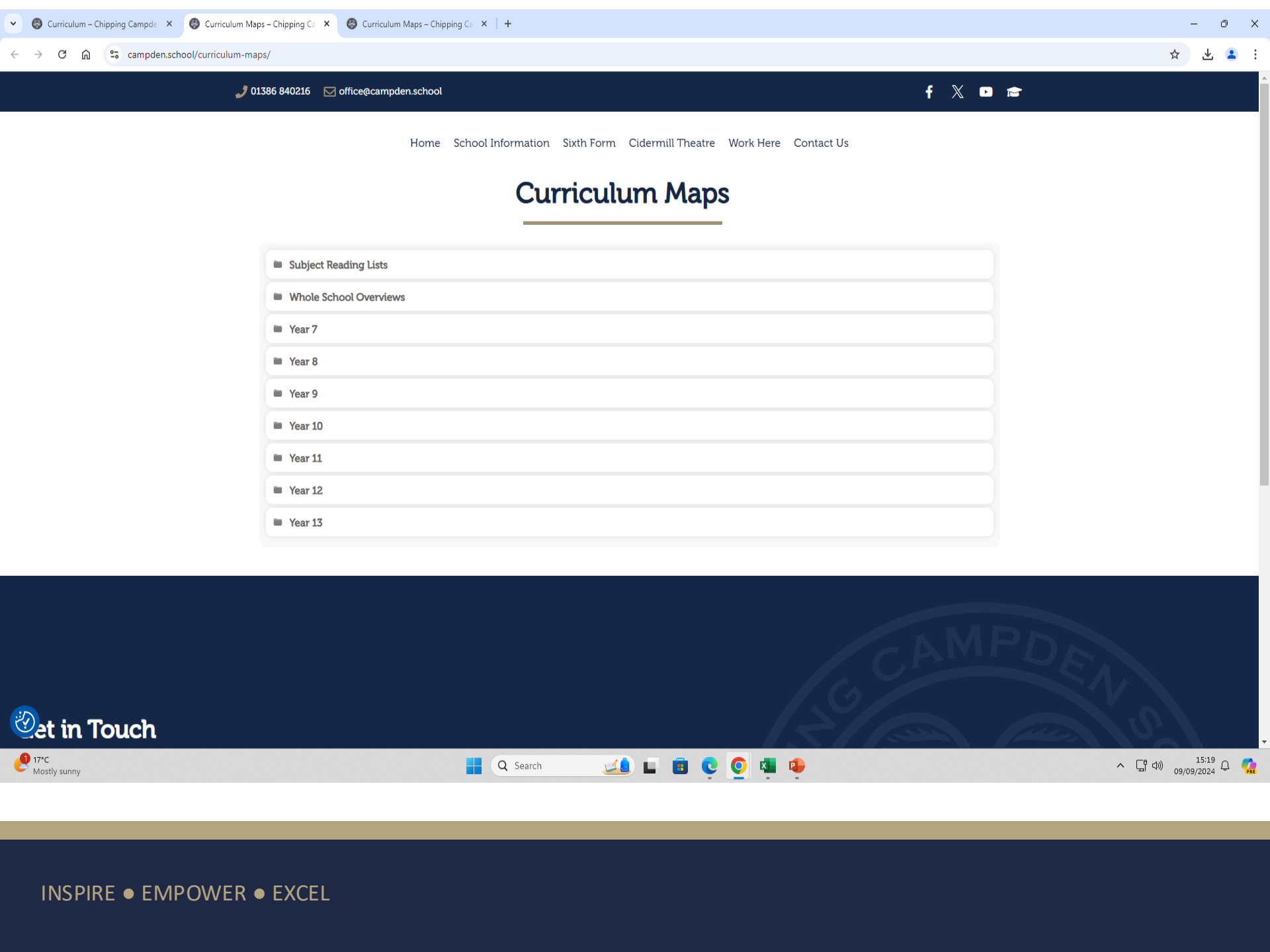


The curriculum at Chipping Campden School is a rich tapestry of knowledge that draws on the best that has been thought and said. Our subject teams have carefully designed the curriculum so that students progress through it, gaining a breadth and depth of understanding and skills which ensure they are equipped to make important decisions about the next key stage in their learning journey. The rich, diverse and challenging curriculum at Chipping Campden School seeks to inspire curiosity, an outward-looking mindset and above all, the skills and desire to engage in a life-long love of learning.

At key stage 4, students have a range of twenty or more traditional, creative or practical subjects to choose from to balance the broad EBacc core made up by English, Maths, the Sciences, a language and a Humanities subject (Geography or History) – this core of subjects prepares students for the demands of their next steps. Post-16, as students really begin to specialise, the choices are wider still with over thirty different A level and level 3 qualifications, including a suite of five vocational subjects, which means that there is a combination of courses for almost all at Chipping Campden School.

Our subject leaders have set out their curriculum maps for you here with a range of embedded links through which you can consolidate your learning and take it further independently. Using these maps, you will





Curriculum Maps

Subject Reading Lists

Whole School Overviews

Year 7

Year 8
























Year 9

Year 10

Year 11

Year 12

Year 13

 Year 12 - A Level Physical Education Socio-cultural.pdf	25/09/2023	153 KB
<div><div> Year 12 - Art.pdf</div><div></div></div>		
 Year 12 - Biology.pdf	25/09/2023	183 KB
 Year 12 - Business.pdf	25/09/2023	158 KB
 Year 12 - Chemistry.pdf	15/11/2023	82 KB
 Year 12 - Computer Science.pdf	25/09/2023	192 KB
 Year 12 - CTEC Business.pdf	25/09/2023	105 KB
 Year 12 - CTEC Digital Media.pdf	25/09/2023	111 KB
 Year 12 - CTEC Physical Education.pdf	25/09/2023	228 KB
 Year 12 - Economics.pdf	20/10/2023	179 KB
 Year 12 - English Literature.pdf	20/10/2023	226 KB
 Year 12 - Food Science & Nutrition.pdf	17/11/2022	279 KB
 Year 12 - French.pdf	20/10/2023	250 KB
 Year 12 - Geography.pdf	20/10/2023	350 KB
 Year 12 - German.pdf	20/10/2023	206 KB
 Year 12 - Health & Social Care Diploma.pdf	20/10/2023	218 KB
 Year 12 - Health & Social Care Extended Certificate.pdf	20/10/2023	217 KB
 Year 12 - History.pdf	20/10/2023	195 KB
 Year 12 - Mathematical Studies.pdf	23/11/2023	71 KB



Chipping Campden School: Year 12 Economics Curriculum Overview

	Autumn Term 1	Autumn: Term 2	Spring: Term 3	Spring: Term 4	Summer: Term 5	Summer: Term 6
Key Knowledge	<p>Theme 1-Introduction to Markets and Market failure The basic Economic problem PPF</p> <p>Types of Market Specialisation and the division of Labour Consumer and Producer surplus Direct and Indirect Taxes Rational Decision making Demand Price/Income and Cross Elasticity of Demand</p>	<p>Theme 1-Introduction to Markets and market Failure Alternative Views on Consumer Behaviour Types of Market failure Externalities Government intervention in the markets Government failure Supply Elasticity of Supply Market Equilibrium/Price determination Price Mechanism Public goods and Merit Goods Information Gaps</p>	<p>Theme 2-UK Economy-Policies and performance Growth Inflation Unemployment Balance of Payments National Income Circular flow of Income Aggregate Demand Consumption Investment/Accelerator theory Government Spending Imports/Exports Multiplier Effect Output gap</p>	<p>Theme 2-UK Economy-Policies and performance Aggregate Supply SR AS LRAS Equilibrium output Changes in Equilibrium Trade Cycle Causes and Impacts of Economic Growth Possible Economic Objectives</p>	<p>Theme 2-UK Economy-Policies and performance Demand side policies-Monetary and Fiscal Supply side Policies Conflicting Objectives Trade Offs Great depression and the financial Crisis Exam preparation</p>	<p>Theme 3-Business Behaviour Exam Prep Size and types of Business Business Growth Demergers Demand for Labour Supply of Labour Wage Determination Wage Differentials Wage rates in the UK market</p>
Links to Learning	<p><u>Links to learning</u> This unit provides an introduction to the new subject for students. Although not having studied the subject previously there will be links to work done in Life learning, History, Maths Geography and business studies. The theory also underpins the work to be covered in themes 3 and 4.</p>	<p><u>Links to learning</u> This section completes theme 1 and students will have gained an understanding of Micro Economic theory. They will have an understanding of the basic economic problem and methods use to address it. It links to work done in Life learning, History, Maths, Geography and business studies. The theory also underpins the work to be covered in themes 3 and 4.</p>	<p><u>Links to learning</u> This section introduces theme 2 and the content of Macro Economics. Students gain an understanding of the components of demand and the main Economic indicators. It links to work done in Life learning, History, Maths, Geography and business studies. The theory also underpins the work to be covered in themes 3 and 4.</p>	<p><u>Links to learning</u> This section continues theme 2 and students will have gained an understanding of Macro Economic theory and the concepts of aggregate Demand and supply. They will have an understanding of basic Macro Economic policy. It links to work done in Life learning, History, Maths, Geography and business studies. The theory also underpins the work to be covered in themes 3 and 4.</p>	<p><u>Links to learning</u> This section continues theme 2 and students will have gained a detailed understanding of Macro Economic Policy used to achieve the Government Objectives. They will understand conflicts that exist when applying Policy. It links to work done in Life learning, History, Maths, Geography and business studies. The theory also underpins the work to be covered in themes 3 and 4.</p>	<p><u>Links to learning</u> This Section provides an introduction to theme 3 and building upon theme 1. Students gain a detailed knowledge of the labour market and business growth. Although not having studied the subject previously there will be links to work done in Life learning, History, Maths Geography and business studies. The theory also underpins the work to be covered in themes 4.</p>
Assessment	<p>Formative assessment</p> <ul style="list-style-type: none"> Economics Starter Tests Teacher assessment of class work Exam questions completed in class and reviewed by staff, self and peers Mid Term Homework Assessment Teacher Questioning Of Understanding Multiple choice Tests <p>Summative assessment</p> <ul style="list-style-type: none"> End Of term Assessment test- Mid Term Assessment Test- Mock exams Timed essays in class 	<p>Formative assessment</p> <ul style="list-style-type: none"> Economics Starter Tests Teacher assessment of class work Exam questions completed in class and reviewed by staff, self and peers Mid Term Homework Assessment Teacher Questioning Of Understanding Multiple choice Tests <p>Summative assessment</p> <ul style="list-style-type: none"> End Of term Assessment test- Mid Term Assessment Test- Mock exams Timed essays in class 	<p>Formative assessment</p> <ul style="list-style-type: none"> Economics Starter Tests Teacher assessment of class work Exam questions completed in class and reviewed by staff, self and peers Mid Term Homework Assessment Teacher Questioning Of Understanding Multiple choice Tests <p>Summative assessment</p> <ul style="list-style-type: none"> End Of term Assessment test- Mid Term Assessment Test- Mock exams Timed essays in class 	<p>Formative assessment</p> <ul style="list-style-type: none"> Economics Starter Tests Teacher assessment of class work Exam questions completed in class and reviewed by staff, self and peers Mid Term Homework Assessment Teacher Questioning Of Understanding Multiple choice Tests <p>Summative assessment</p> <ul style="list-style-type: none"> End Of term Assessment test- Mid Term Assessment Test- Mock exams Timed essays in class 	<p>Formative assessment</p> <ul style="list-style-type: none"> Economics Starter Tests Teacher assessment of class work Exam questions completed in class and reviewed by staff, self and peers Mid Term Homework Assessment Teacher Questioning Of Understanding Multiple choice Tests <p>Summative assessment</p> <ul style="list-style-type: none"> End Of term Assessment test- Mid Term Assessment Test- Mock exams Timed essays in class 	<p>Formative assessment</p> <ul style="list-style-type: none"> Economics Starter Tests Teacher assessment of class work Exam questions completed in class and reviewed by staff, self and peers Mid Term Homework Assessment Teacher Questioning Of Understanding Multiple choice Tests <p>Summative assessment</p> <ul style="list-style-type: none"> End Of term Assessment test- Mid Term Assessment Test- Mock exams Timed essays in class

Links	EDXCEL Economics A Specification	Edexcel Economics past papers	COLIN A level Economics Page	BBC News	Tutor 2u Economics	Economics Help	Government stats
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Year 12 monitoring, reports and parents' evenings 2025-26



Ongoing with the Arbor points system and the Sixth Form Pen Award

Reporting schedule - you will receive regular data/attitude to learning reports on:

16th October 2025 (ATL + hwk.)

25th November 2025

17th March 2026

15th July 2026 (Entrance exam results)

Year 13 Entrance exams – 18th – 30th June 2026

2 x year 12 Parents' evening – Thursday 11th December 2025 & 7th May 2026

Any other time that is convenient/necessary



Year 12 Work Experience week

Week commencing 6th July 2026



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Mandatory School Dress Code

Key Stage 5 (Years 12 & 13)

Formal jacket or blazer to be worn at all times plus black lanyard and card (issued by the sixth form)

Smart trousers

Tailored skirts or dresses close to the knee or tailored trousers

Long or short shirt sleeved shirt (tucked in at all times) AND tie OR blouse OR smart fitted top with capped or full length sleeves (not a t-shirt or sleeveless top)

Smart v neck, crew neck or quarter zip jumper (optional) but NOT sweatshirt

Smart black, brown or navy shoes or boots

The following items are not acceptable:

- Sweatshirt or hoodie style tops
- Items of clothing with large logos
- Mini skirts
- Leggings or shorts of any description
- Strappy tops or cropped tops
- Blue denim
- Canvas style shoes
- Trainers of any type
- Ugg-type, slouchy boots or Doc Martin style boots
- Visible facial/body piercings or tattoos
- Hats, inside the buildings

Headphones may not be worn when travelling around the School

IPad lease scheme 2025-27

Information to come to parents shortly)



16-19 Bursary



Please remember that the School has a 16-19 bursary fund to enable some financial assistance to students whose access might be inhibited by financial barriers. The policy for the bursary is on the school website and the application form for consideration is attached. If you believe you are eligible for financial support and would like to make an application then please return the application form by the end of September and the decisions on the award will be communicated to you by the end of October.

All communications regarding financial support will be kept strictly confidential. Please send the applications to phayward@campden.school



- **Subjects Library:** Students can explore HE topics that interest them, and related jobs in the Explore section. They can increase their knowledge of a subject in the Geek Out section.
- **University & Apprenticeships:** Students can explore opportunities available to them after they leave KS5
- **Personal Statement:** Any students applying to UK Universities will write a personal statement.
- **CV Builder:** All students (and parents!) can use the CV builder tool to apply for job opportunities.
- **Post-18 Intentions:** The more information students can give about their intentions for after leaving KS5, the better they can be supported at school or college.

Super-Curricular



All students will have GCSE grades, A Level grades, some work experience. To truly stand out, employers and universities are interested in what else you have done.





Chipping Campden School

Tuesday Twilights 2024-2025

Terms 1 & 2

Date	Speaker	Details
17/9/24	Ian Cameron	<p>Ian started his flying career in the British Army after a year training to be an Army Officer. He moved around the world flying helicopters with the odd trip out to the desert and finished his Army Career in Southeast Asia flying the SAS in and out of the jungles of Brunei.</p> <p>After retiring from the Army he found himself flying Oil Rig workers to and from small metal platforms in the North Sea often in some pretty treacherous weather. After 10 years of bleak sea views he found a slightly more picturesque job and has taken on the role of an Air Ambulance Captain at Strensham flying HEMS (Helicopter Emergency Medical Service) missions for the Midland Air Ambulance in and around Worcestershire, Gloucestershire and Herefordshire.</p>
1/10/24	Greg Beardsell	<p>Greg works worldwide as a conductor, presenter for stage, TV & radio and also as a workshop leader and adjudicator. He is celebrated for his dedication to music education and belief in the transformative power of music in society. His charismatic presence and unwavering commitment to nurturing musical talent has left an indelible mark on the musical world.</p> <p>He is Principal Conductor of the National Youth Choir, a position he has held for 15 years, and Associate Conductor of London Voices, the UK's most in demand session choir. He is also Musical Director of the Cross Border Orchestra of Ireland, an ensemble established in 1995 as a peace initiative and composed of exceptionally talented young musicians from all over the island of Ireland.</p>



5/11/24	Barbara Warnock	Senior Curator and Head of Education at the Holocaust Memorial Trust – 'Impact of the Holocaust today'
3/12/24	Graham Buck	EDF are currently building two new nuclear reactors at Hinkley Point C, the first in a new generation of nuclear power stations in Britain, providing zero-carbon electricity for around six million homes. Graham Buck is a professionally registered engineer working on the next generation of Nuclear Power stations that contribute towards the UK target to achieve Net Zero by 2050. Graham has 20 years' experience in a variety of engineering industries and he will provide useful insights and advice on opportunities, career development, skills and real-life examples of how your career can progress regardless of your results. He will also discuss the opportunities available through a variety of education routes and disciplines (not just engineering).
TBC.	Alex Rogers	Finding species in the ocean; life as a marine biologist. Alex has advised the UN, Greenpeace and G7 governments on marine ecology, worked alongside David Attenborough on Blue Planet II, and led some of the globe's most exciting and innovative deep ocean expeditions.
17/12/24	Aaron Syme	Ex CCS student – Aaron is currently at Oxford University studying Biochemistry at Merton College, but also setting up his own independent company researching and developing a product regarding the treatment of venom bites which may help save thousands of lives. Also has work experience in Nairobi (lab based and in a venom research centre).

Terms 3 & 4

Date	Speaker	Details
14/1/25	Neil Morland	Chipping Campden's very own inspirational Geography teacher. Over 30 years of teaching experience not to mention the laudable work he does for the charity he set up in Sierra Leone
28/1/25	Elliot Parkes	Elliot Parkes, number 1 mechanic at Haas F1. Responsible for the build/repair/set up/ fabrication and composites for Kevin Magnussen's car. He has been working in the motorsport industry as a mechanic since 2009 and will

CCS Careers Fair – 17th March 2026



My reminder to students as to why you do what you do as parents.....



My promise to my children

For as long as I live I will always be your parent first and your friend second. I will stalk you, flip out on you, lecture you, drive you insane, be your worst nightmare and hunt you down like a bloodhound when I have to, because I love you. When you understand that, I will know you have become a responsible adult. You will never find anyone else in your life who loves, prays, cares & worries about you more than I do. If you don't mutter under your breath "I hate you" at least once in your life, I am not doing my job properly.