



THE  
HOLLYFIELD  
SIXTH FORM

Prospectus  
*Grow, flourish, fly*





grow, flourish, fly...





## Welcome to Hollyfield Sixth Form

Hollyfield is a happy, creative and ambitious school where everyone is valued. We are at the heart of our community and benefit hugely from the support of all of those in our locality.

The Hollyfield School is a member of the Every Child, Every Day Academy Trust. We have high expectations and aspirations for all of our students and create a learning environment in which they can thrive. We believe that every student should be equipped with the knowledge and skills to enable them to reach their full potential. We recognise that every student and member of staff is unique and we strive to understand their individual skills and differences so we know how best to support them. Working in partnership with parents and carers is fundamental in ensuring the best for every student.

We offer our students many opportunities within and beyond our curriculum. As you explore our prospectus you will see examples of these and how varied and rich they are. We are proud to have been judged by Ofsted to be a good school but we are not complacent and continue to improve.

Finally, if you are a parent, carer or future student then please come and visit us, our Hollyfield Ambassadors will show you around our school and answer any questions you might have. Just call or email us, you will always be made to feel welcome.

*Amy Jackson*

Amy Jackson

Headteacher



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## Location and site

The 6th form centre is located at the Top of the Sharman building, overlooking the school. Within the centre, the students have access to a number of study rooms and study pods to allow independent and group work to occur. Students also have access to a kitchen and social space for when they are not studying. In terms of school facilities, students have access to two computer rooms, one containing a number of Apple Macs. This is shared with the Media Department. There is a dedicated Photography Studio and brand new Media Suite available for those studying Art, Photography and Media. The site also have two Sport's Pitches, a drama studio, gym, canteen and green space.

Hollyfield is located within walking distance of Surbiton Train Station, therefore students are able to get into Central London within 30 minutes. This therefore opens up extended study/visit opportunities, for example the Media Department take their students to Sky for a day as part of their course.





### **Order, Structure, Creativity**

At Hollyfield Sixth Form we have all the structure and support of a school environment combined with an ethos where we allow students to work independently with their studies. Within this structure there is a great deal of flexibility with students being given time to work independently when they are not in sixth form lessons and they are allowed to leave the school site. Independent work takes place in supervised study periods where mentors are on hand to help organise students, to maintain a calm atmosphere and to encourage their charges to solve academic problems. If a student's attendance and attainment raises concerns they will be asked to work at school throughout the day until we see that they have significantly improved. Both students and parents are very supportive of our ethos where we treat students like young adults but we do intervene if we feel that they are not going to fulfil their potential.

### **Enrichment**

In line with British university curriculum we dedicate Wednesday afternoons to social and cultural and enrichment. Students can opt to take part in a range of activities from sports to debating. We firmly believe that students should enjoy their time at school and that happy and enriched students are also free-thinking and academically successful students. Enrichment activities on a Wednesday include football at Goals, rugby training, Netball Club, guest speakers, debates on key issues, careers workshops, cooking classes, first aid courses and trips. We visit venues as diverse as Sky TV, the Houses of Parliament and a number of universities such as Oxford and Bristol. We also welcome speakers, lecturers and academics to our school from organisations as wide ranging as former Olympians, CEOs of major companies such as Disney, and politicians when we host hustings with local political parties. Our mantra is that the more

voices a student can hear the more enlightened their frame of reference and intellectual outlook will become. There will also be sporting enrichment opportunities where students get to compete in a variety of sports and activities against one another, against staff and against other schools and Sixth Forms.

### **Social events/Events Committee**

As part of the new approaches in 6th Form, we have recruited an events committee who will organise social events during the year. These range from Go Ape and Paintballing and welcome barbeque in the Autumn term to a Thorpe Park trip in the summer term. We also have a yearly ball which is open to both Year 12 and 13 students. This is organised at the end of each academic year as a celebration of student success.



## Sport

We aim to provide sixth form students the opportunity to remain healthy, young adults as well as focus on their academic studies. This will be done through a range of enrichment programmes held on enrichment afternoons, including the opportunity to take part in sporting activities onsite, coaching local primary school students during games sessions and taking part in external visits to sports facilities or having an external coach come into school to work with sixth form groups.



Our Rugby team last year reached the final of the London Cup and played the final at Saracens Allianz stadium. The rugby team are coached on Wednesday by coaches from Richmond Rugby Club. Our Football team enters the Surrey Cup and the Nationals Cup. We had a number of fixtures across last year winning over 75% of fixtures we played against local colleges and sixth forms. Our Netball team trains every week and enters borough wide competitions.

Our outstanding P.E department has strong links to local university sports facilities and we frequently visit them to experience life post 18. Trips that happen every year include St. Mary's, Kingston and Surrey universities. Any student who takes P.E as an option at KS5 will have the chance to take nationally recognised sports coaching qualifications and first aid courses and this opportunity will be extended to other sixth form students who want to gain further skills outside of the classroom. Budding sports coaches can volunteer to run school clubs or assist with teams to contribute to as the wider Hollyfield community helping them gain experience of working with younger people and improving vital workplace skills such as leadership and communication, all of which can contribute to positive UCAS references or future job applications. Sixth form students will be encouraged to remain as active and healthy as possible with assemblies and talks, inspiring them to take up different physical activities or guide them on a potential career path.

### The Performing Arts

Hollyfield has a proud tradition of excellence in the performing arts. Students in Music and Drama achieve consistently outstanding results at A Level. Our superb extra-curricular provision offers a wealth of opportunities for students to perform. In Music, we have cultivated first class choirs, rock bands, a swing band, an orchestra and our wonderful Chamber Choir, who were recently invited to sing Evensong at Magdalen College, Oxford. Our musicians also perform in concerts and festivals both here and in the local community, including prestigious events such as the Thames Concerts Series.

In Drama, in addition to the numerous extra-curricular theatre trips and workshops our students enjoy, we also have a theatre company: Ilex. In July 2016, Ilex was selected out of 500 youth theatre groups across the country to perform at the National Theatre, in the final week of the Connections Festival. We were supported by industry professionals, including lighting and sound designers, an entire production team and an Associate Director from Frantic Assembly.

Our students go on to pursue successful careers in the performing arts. Our alumni includes a wealth of professional musicians, film and theatre actors, directors, producers and arts administrators, many of whom return to offer advice and inspiration to the next generation of artists.

### Mentor Programme

We offer students a personalised mentor programme. They will each have a dedicated and experienced sixth form mentor who will help and guide them through the sixth form and into adult life. Our mentor programme is underpinned by the “philosophy

for children ideology” and so students spend their time debating, hypothesising, rationalising and thinking creatively in their tutor times. Students will see their mentor every day and in addition have regular one-to-one academic mentoring meetings where an individual education plan is draw up for EVERY student.





### **An International Outlook**

Our ethos requires that students are always required to go beyond horizons. We run a Sixth Form trip to New York and Washington in October which is cross-curricular taking in the historic and cultural highlights of New York and Washington focussing on some of the important contributions to history, politics, the arts and media that have come out of the USA. Activities include Arlington Cemetery, the Lincoln Memorial, Martin Luther King Memorial, Supreme Court, Smithsonian Museums, Capitol Building guided tour, White House Visitor Centre, Empire State Building, 911 Memorial Museum, Central Park, Fifth Avenue and Statue of Liberty & Ellis Island Cruise. We run a Ski Trip to Austria for Y12 and Y13 students that runs in February time. Our Philosophy department runs a joint trip with Government and Politics to Paris in December where they look at the ideas and Philosophies that have shaped the nation. Places visited include Notre Dame, the Catacombs and the Eiffel Tower to name but a few. Additionally our scientists will visit the Large Hadron Collider in Cern, Switzerland, every November to learn about the incredible developments in science and how they are probing the fundamental structure of the universe. In order to foster this spirit of adventure we have developed links with schools in Korea and Spain. We encourage all pupils to embrace our outward looking and international mindset.

### **Oxbridge**

We believe that we offer a first class education that is second to none. As such it is a clear expectation that our sixth form students will win places at the country's leading universities. Last year two students won places at Oxford University and Hollyfield has a significant network of Oxford and Cambridge alumni whose expertise we draw upon. We offer students a personal

Oxbridge mentor and tailored Oxbridge programme throughout their time at sixth form. We work closely with academics to ensure that our students compete on an equal footing with their private school counterparts. Medicine is also a subject in which many of our students wish to pursue a career in and we have a successful track record of getting students onto some of the best courses in the country. All Medicine and Oxbridge candidates go to specialist seminars on the application process, do mock interviews and get detailed guidance and feedback so that have the best possible preparation for these pathways.



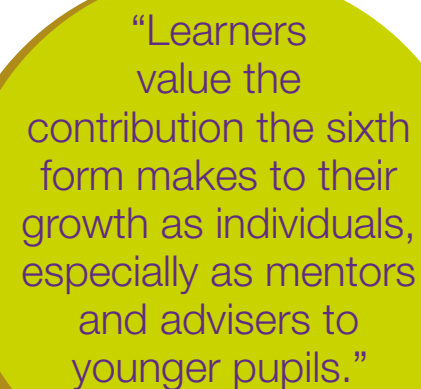
When considering your A-level choices, we don't necessarily expect you, at 15, to be 100% sure about the degree you want to do, or your future career pathway. However, we do recommend that you undertake some research about the qualifications you might want to take, the career path you might want to consider pursuing; and the requirements of the universities you might want to attend.

For example, certain universities do require particular subjects for particular courses, and if you apply without these subjects you might not be considered. Meanwhile, for some degree choices like medicine and dentistry the choice is much more obvious: you need to take science subjects. However, in others, the requirement may be more subtle. For example, a drama course might require that you have at least one essay-based A-level. Try to take a look at the detailed entry criteria given by each university for individual degree courses you think you might be interested in.

One useful guide called "informed choices" is published by "The Russell Group", to which some of the UK's most prestigious universities belong. It tells you the most common subject requirements for different degree courses at those universities. This "guide" includes a list of "facilitating subjects" which are: Mathematics and Further Mathematics, English Literature, English Language, Physics, Biology, Chemistry, Geography, History and Languages (classical and modern). It recommends that students take at least two of these subjects.

With regards to Level 3 BTECs, these are equivalent to A-levels, but your choice of BTEC should be in a relevant subject area to the degree or career you might want to pursue. Universities or employers might also require that you take a particular A-level along with your BTEC qualification. For example, if you want to take an engineering degree then mathematics at A-level is often a course requirement.

It is important that you also base your A-level choices on the passion and aptitude that you demonstrated for the subject at GCSE. If you have struggled with mathematics then you should be aware that this subject gets much harder at A-level.



"Learners value the contribution the sixth form makes to their growth as individuals, especially as mentors and advisers to younger pupils."

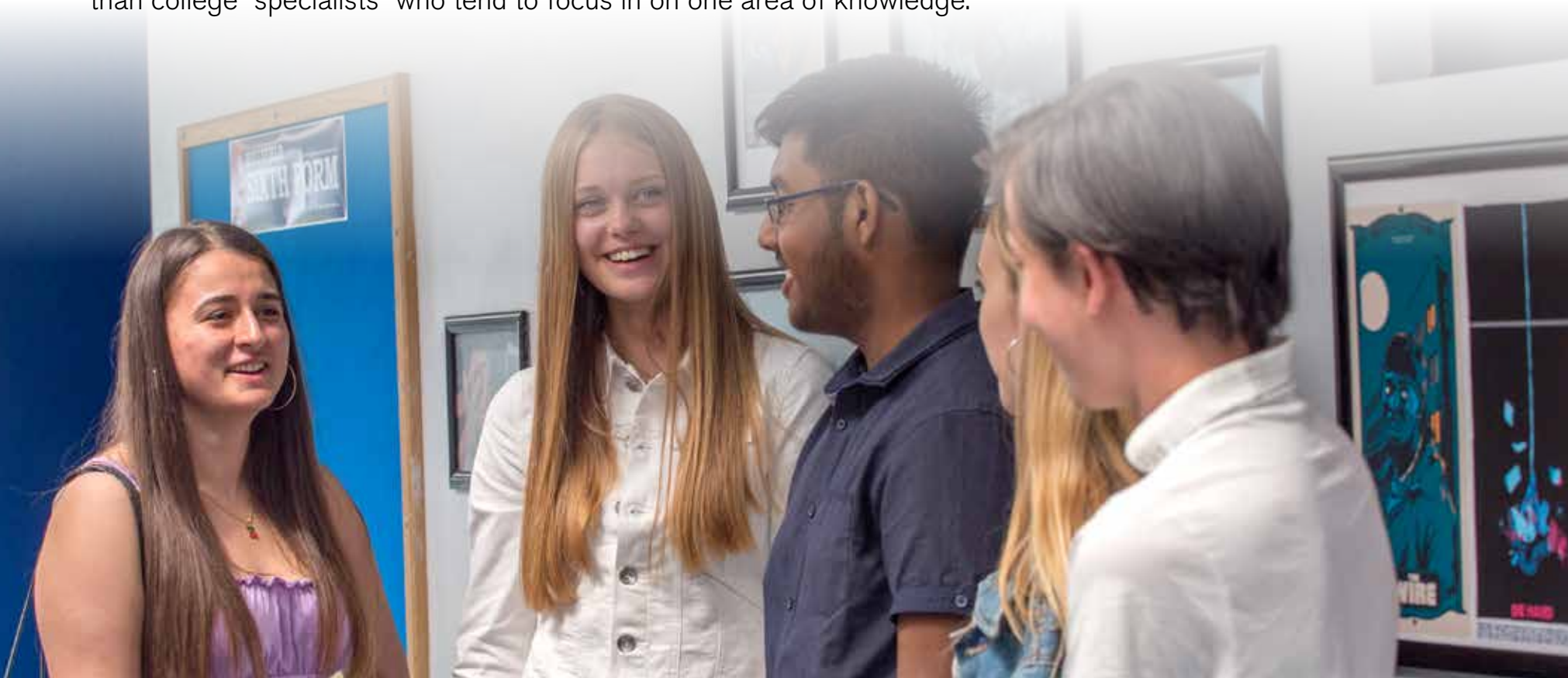
OFSTED REPORT



## **Sixth Form or College?**

Typically our sixth form model offers more structure than most college provision. This allows for a much more progressive and staggered transition from GCSE learning to post-16 courses. At Hollyfield we have further enhanced this by timetabling supervised study periods where some of each student's "free" time is spent under the guidance of study supervisors who can help, organise and cajole in equal measure and where necessary. Size is also a factor to consider: Colleges tend to be much larger than sixth forms so although they offer a greater range of courses, they perhaps lack the "personalised feel" of a sixth form where everyone knows everyone else.

And finally in terms of teaching, sixth forms will invariably employ professionals who teach, or have taught, across a range of key stages – they have a broader educational skill set to enrich and differentiate the A-level experience, than college "specialists" who tend to focus in on one area of knowledge.



## Beyond lessons

Remember that “independent study” is an essential element of successful post 16 education and you should be aiming on completing twenty hours of additional study a week, on top of the twenty hours you spend in a classroom. Extra reading and research can really make a difference between grades.

Beyond lessons you should:

- > Ensure you have a copy of the specification at the front of your folder so you can check off what you have learned, what's been covered in lessons, where you are going next and whether there are any gaps in your understanding.
- > Use your textbook
- > Read the chapters relevant to what's being covered in class
- > Read the chapters before and after the topic being covered or anything cross-referenced in the text.
- > Use your local library or the library at school to find other text books and read alternative points of view or different authors' perspectives on the same topic.
- > Read newspapers and find articles and current affairs issues relating to the topics covered on your courses.
- > Use the Internet to find extra detail or up-to-date research and information (although use with caution – remember, you can't always be sure of your sources – never copy and paste and consider the job done – you need to read and understand the material).
- > Organise your notes, making sure they are in order (date everything) and complete. Copy up any work missed and make sure you catch up on homework tasks.
- > Re-read class notes and add detail to ensure you fully understand them.
- > Use revision techniques such as mind-mapping, making visual notes, planning exam answers, etc., as you go through the course to improve your understanding.
- > Create a glossary of key subject-specific terms. Keep it at the front of your folder and update it regularly.
- > When you get a marked exam answer back, read the comments made by your teacher. Act upon the advice – try re-writing the answer straight away while the information is fresh in your mind.
- > Get hold of past exam papers and practise, practise, practise. You don't have to write completed answers. Plans of exam answers can be valuable as can mind-maps of the detail needed for answers.
- > Read other students' essays and comment on them before they are handed in for final marking.
- > Go over notes with a highlighter after each lesson.
- > Summarise each lesson down to 5 key words – this is very effective, but hard to do.
- > At the end of each lesson, ask the question ‘what have I learnt?’ and write a 20 word summary.
- > Look at your Progress Review Week targets and work on them.
- > Review and develop your study and exam skills. Two excellent books are ‘The Study Skills Handbook’ and ‘The Exam Skills Handbook’ both by Stella Cottrell and published by Palgrave MacMillan. These are available from the Sixth Form Office. The website [www.palgrave.com/skills4study](http://www.palgrave.com/skills4study) summarises the information from these books.
- > Access iTunesU – a branch of iTunes that houses podcasts from some of the world's most prestigious universities.
- > Complete your PLC's (personal learning checklists) and use them to identify and improve areas of weakness.



## How to apply

We know that applying for A Levels and Sixth Form can be a daunting task. Remember, we know you so please come and see us to help. You will have had or will be having a one to one interview with a senior member of Hollyfield Staff. This is your contact throughout the application process. They will guide and inform you, impartially, to help you make the right decision for you. Whether it is 4 A levels, 1 Level 3 BTEC and an A Level or a different mix with an Apprenticeship, we are flexible enough to accommodate your needs and informed enough about you to be of real help through the process.

Applying for a Sixth Form Place at Hollyfield is as easy as A B C

- A Apply** as soon as you have decided which courses you would like to study. You can apply online for all full-time 'A' Levels and other courses at Hollyfield Sixth Form. Go the school website and click on Apply Now.
- B Be quick!** Some courses fill up quickly. We recommend that you apply straight away. That way we can make sure the right course is available for you.
- C Contact us.** If you are not sure which course you want to study, or need help completing your application form, contact the member of senior staff you had your interview with. They know you well and so will be best placed to help you.

'Apply Online', using the link:

[https://docs.google.com/forms/d/1Ryci0mPa3yUCwXM5xUJNip-NdmxVOzIn6sGuhxLyceQ/viewform?edit\\_requested=true](https://docs.google.com/forms/d/1Ryci0mPa3yUCwXM5xUJNip-NdmxVOzIn6sGuhxLyceQ/viewform?edit_requested=true)

If you have any questions about Hollyfield school or the application process please do not hesitate to contact our sixth form admission's officer at [jebsworth@hollyfield.kingston.sch.uk](mailto:jebsworth@hollyfield.kingston.sch.uk) We are happy to arrange a visit to our school or to speak with you at any time.

# A Level Choices



"Hollyfield has  
an exciting and  
vibrant Sixth Form"

DUNCAN WARREN  
HEAD OF SIXTH FORM



## Entry requirements

- > L4 or above in either Art or Design and Technology RMT or textiles
- > Hollyfield Sixth Form entry requirements

### Course Content:

There is synoptic assessment in both components of the AS and A level that provide stretch and challenge opportunities for students as follows:

#### Year 12

**Component 1:** Students produce an extended collection of work that exemplifies aspects of their developing knowledge, skills and understanding. It should provide evidence of research, the development of ideas, making skills and critical/contextual understanding. It should demonstrate the student's ability to sustain work from an initial starting point to a realisation.

**Component 2:** Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to research and develop ideas and to make clear the link between their own and others' work within specified time constraints.

#### Year 13

**Component 1:** Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

**Component 2:** Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

**Assessment:** Students will be assessed at the end of year 12 to give them an idea of what grade they are working at. They will complete two final units in year 13 which will culminate their final 'A' level grade.

### What's different?

The specifications and assessments have been designed to the highest standards, so that teachers, students and parents can be confident that the 'A' level provides an accurate measure of students' achievements. The flexibility of the specification allows students to focus on an area of personal interest and play to their personal strengths.

The specifications directly support progression to further and higher education in Art and Design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of, Art and Design.

They also offer logical progression from GCSE as the assessment objectives, structure and titles are very similar to those specified in the AQA GCSE Art and Design specifications offered in Year 10.

### NS & Careers:

An 'A' level qualification in Art and Design: 3D Design offers students the opportunity to choose one of two paths forward: higher education or vocational. The subject leads well into Architecture, Interior Design, Set Design and theatre work, Product Design/Industrial Design. Furniture design apprenticeships, careers in construction and engineering and courses and careers that rely on problem solving, creativity and 'hands on' making.

### Enrichment opportunities:

Students are encouraged to explore their surroundings, architecture, museums, galleries and challenge their understanding of what makes good design, form v function, anthropometrics, ergonomics and develop their tools and machining skills.

## Entry requirements

- > Grade 6 or above in GCSE Art (students MUST have taken GCSE Art)
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

##### Skills Based Workshops

Students will develop skills and techniques over two projects run simultaneously. The first project will be inspired by Natural Forms and students will learn various printing techniques such as lino printing and will experiment in a wide range of media to produce final outcomes.

The second project will be a series of workshops which build students technical skills. The workshops will cover drawing, painting, sculpture and photography. Students will build upon previous skills learnt at GCSE. Students will create a series of outcomes and will also get the chance to visit galleries and museums.

#### Year 13

##### Unit 1: Personal Investigation and supporting essay (3000 words).

Students choose their own area of study and research and explore their theme by creating sketchbook work and studies, and by developing final outcomes in response to their chosen theme. Students will also submit an essay in response to their theme demonstrating a critical and contextual understanding of their theme and related artists and designers.

##### Unit 2: Externally Set Assignment

Externally Set Task - students are given a choice of themes set by the exam board. Choosing one theme, students then create a project around this in sketchbooks and as a series of outcomes. Students explore their theme and develop ideas through drawing, painting, printing etc. This unit culminates in a timed exam where students create a final piece in an exam setting over 3 days.

**Assessment:** The work is assessed at the end of year 13 – 50% Coursework , 50% Exam Unit

### What's different?

Students will develop skills learnt at GCSE and explore additional skills and techniques in more depth using a wider range of media. This will be taught in a series of workshops where students will be encouraged to take risks and develop their own specialist areas. Students are expected to work independently and explore their own pathways in relation to the theme and create a personal portfolio of work that reflects their skills and interests. Students will learn more on how to create a sketchbook of ideas and also explore working outside of their books on a larger scale and as installation pieces. This personal portfolio of work is invaluable when applying for further education courses and models how to present their own work.

### NS & Careers:

A Level Art and Design is needed for entry to a Foundation Course in Art and Design and is recognised at higher education as a pathway to any subsequent BA degree course at University. Careers could include Art Educator, Designer, Architect, Photographer, Illustrator, Fine Artist, Animator

### Enrichment opportunities:

Opportunities include visiting galleries and exhibitions such as The Royal Academy Summer Exhibition. Life drawing classes taught by an external life drawing tutor. The opportunity to lead key stage 3 Art club and be a teaching assistant in key stage 3 lessons. Helping to design and create the set for school Drama productions.





## Entry requirements

- > Grade 6 in GCSE Biology or Grade 6 in both of the Biology components of Combined Science GCSE
- > Grade 6 in GCSE Maths
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

##### Module 1: Development of practical skills in Biology.

Students will complete nine practical assessment groups (PAGs) throughout the AS and A2 course. These will then be assessed in the examination components.

##### Module 2: Foundations in Biology.

Students will learn the basic biological concepts needed for A level Biology. This content builds upon GCSE knowledge and begins the AS level course.

##### Module 3: Exchange and transport.

Students are able to explore the transport systems in both plants and animals. This includes gas exchange, circulatory systems and adaptations for these systems.

##### Module 4: Biodiversity, evolution and disease.

Students gain an understanding of how scientists classify animals and why biodiversity needs to be monitored. They also explore communicable diseases in both plants and animals.

#### Year 13

##### Module 1: Development of practical skills in Biology

Students will complete nine practical assessment groups (PAGs) throughout the AS and A2 course. These will then be assessed in the examination components.

##### Module 5: Communication, homeostasis & energy

Students explore hormonal and neuronal communication within the body alongside the need for homeostasis. They also get to find out about the process of respiration in much more detail than before.

##### Module 6: Genetics, evolution and ecosystems

Students learn all about genetics in living organisms, they get to research the human genome project and how genomes can be manipulated for our benefit. This module also invites students to understand the process of cloning and biotechnology.

### Assessment:

#### Year 12

**Paper 1: Breadth in Biology:** 1hr 30mins written paper

**Paper 2: Depth in Biology:** 1hr 30mins written paper

Each paper is worth 50% of the AS grade and will assess content from modules 1-4

### Assessment:

#### Year 13: A level

**Paper 1: Biological processes:** 2hr 15mins written paper

Assesses content from modules 1, 2, 3, and 5 (37%)

**Paper 2: Biological diversity:** 2hr 15mins written paper

Assesses content from modules 1, 2, 4 and 6 (37%)

**Paper 3: Unified biology:** 1hr 30mins written paper

Assesses content from all six modules (26%)

### What's different?

Biology A level no longer has a practical coursework component, practical skills are embedded throughout the course and are then assessed within the examination components. This allows students to develop many more practical skills and deepen their understanding of biological techniques.

### NS & Careers:

Biology is an A level subject that is highly regarded by all Universities and Further Education institutions. It can therefore lead to many exciting opportunities and careers. Many students continue to study biology related courses upon completion of A levels, courses like Medicine, Biomedical Science, Veterinary, Biological Scientists and Dentistry to name a few.

### Enrichment opportunities:

Students will be invited on a field trip to carry out sampling techniques from the practical aspect in module 4. Students will be encouraged to attend Biology lectures at Universities, some of which may be organised within school. Also, students are encouraged to organise work placements that would aid entry into subject related courses.

## Entry requirements

- > Both Maths and English Language are required at grade 5 or above
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

#### Theme 1: Marketing and people

Students will develop an understanding of:

- > meeting consumer needs
- > the market
- > marketing mix and strategy
- > entrepreneurs and leaders

#### Theme 2: Managing business activities

Students will develop an understanding of:

- > raising finance
- > financial planning
- > managing finance
- > resource management
- > external influences

#### Year 13

Students will develop their knowledge and skills further from Year 12 by studying the following topics:

#### Theme 3: Business decisions and strategy

This develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- > business objectives and strategy
- > business growth
- > decision-making techniques
- > influences on business decisions
- > assessing competitiveness
- > managing change

#### Theme 4: Global business

This develops the concepts introduced in Theme 1.

Students will develop an understanding of:

- > globalisation
- > global markets and business expansion
- > global marketing
- > global industries and companies (multinational corporations)

### Assessment

Assessment is through examination only.

**Paper 1:** Marketing, people and global businesses

**Paper 2:** Business activities, decisions and strategy

**Paper 3:** Investigating business in a competitive environment

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

### What's different?

Studying Business will provide an exciting insight into the dynamic world of business, and will allow you to examine topical news stories and case studies developing your skills in data analysis, making calculations, group activities, discussions, and debating, as well as encouraging creativity, enterprise, initiative and problem-solving techniques.

### NS & Careers:

Students can progress to higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business. You can follow a wide range of career paths ranging from retail, banking, sales, product management and general management in public sector organisations or charities.

### Enrichment opportunities:

Opportunities in the past have included visits to local universities and businesses including the London Stock Exchange. Potential for an international trip in conjunction with Economics to an international destination in the spring term.



## Entry requirements

- > Grade 6 in GCSE Chemistry or Grade 6 in the Chemistry components of the Combined Science GCSE.
- > Grade 6 in GCSE Maths
- > Students should take Core Maths or AS/A Level Maths alongside Chemistry
- > Hollyfield Sixth Form entry requirements.

### Course Content:

#### Year 12

##### Module 1: Development of practical skills

Students will complete five essential Practical Assessment Groups (PAGs) over the year which will include moles determination, acid-base titration, enthalpy determination, qualitative analysis of ions and the synthesis of an organic liquid.

##### Module 2: Foundations in chemistry

Students will focus on concepts that act as a bridge between GCSE and A-Level, and are the prerequisite for all further Chemistry modules.

##### Module 3: Periodic table and energy

Students will explore Inorganic and Physical Chemistry, the applications of energy use to everyday life and industrial processes, and current environmental concerns associated with sustainability.

##### Module 4: Core Organic Chemistry

Students will be introduced to the field of Organic Chemistry and Spectroscopy, and its important applications to everyday life including current environmental concerns associated with sustainability.

#### Year 13

##### Module 1: Development of Practical Skills

Students will undertake seven more PAGs over the year which will include synthesis of an organic solid, qualitative analysis of organic functional groups, electrochemical cells, measuring rate of a reaction through continuous monitoring method and initial rates method, pH measurement and research skills. Successful completion of all PAGs is a requirement for the Practical Endorsement needed to pass the course.

##### Module 5: Physical chemistry and transition elements

Students will be extending the study of energy, reaction rates and equilibria, and the periodic table first introduced in Module 3.

##### Module 6: Organic chemistry and analysis

Builds on the content of Module 4 by introducing several new functional groups and further emphasising the importance of organic synthesis.

### Assessment:

#### Year 12

##### Breadth in Chemistry:

1hr 30mins written exam (50%)

##### Depth in Chemistry:

1hr 30mins written exam (50%)

### Assessment:

#### Year 13

##### Periodic Table, Elements and Physical Chemistry:

2hr 15mins written exam (37%)

##### Synthesis and Analytical Techniques:

2hr 15min written exam (37%)

##### Unified Chemistry:

1hr 30mins written exam (26%)

### What's different?

Students can look forward to gaining an in-depth understanding of current theories and how they link into application of Chemistry in our daily lives. They will also be offered extensive opportunities to develop higher-level practical skills.

### NS & Careers:

Chemistry is an excellent facilitating subject that offers students many options upon completion. It is a requirement for further education programs in Medicine, Veterinary Science, Chemical Engineering and many others. Some students who complete A-level Chemistry may choose one of those career paths while others may take up further education in Chemistry. This can lead to careers in Analytics, Forensics, Toxicology, Pharmacology and Materials technology to name a few.

### Enrichment opportunities:

Students will be able encouraged to attend lectures at universities in addition to being invited on any relevant trips organised by the science department.

## Entry requirements

- > Grade 6 in GCSE Computer Science or Maths
- > Hollyfield Sixth Form entry requirements.

### Course Content:

#### Year 12

##### Computer Principles

**Paper 1:** this paper tests a student's ability to program, as well as their theoretical knowledge of computer science:

- > Fundamentals of programming
- > Fundamentals of data structures
- > Systematic approach to problem solving
- > Theory of computation

**Paper 2:** this paper tests ability to answer questions from subject content:

- > Fundamentals of data representation
- > Fundamentals of computer systems
- > Fundamentals of computer organisation and architecture
- > Consequences of uses of computing
- > Fundamentals of communication and networking

#### Year 13

**Paper 1:** this paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from the following subject content as well as all the AS content:

- > Fundamentals of programming
- > Fundamentals of data structures
- > Fundamentals of algorithms
- > Theory of computation

**Paper 2:** this paper tests a student's ability to answer questions from the following subject content as well as all the AS content:

- > Fundamentals of data representation
- > Fundamentals of computer systems
- > Fundamentals of computer organisation and architecture
- > Consequences of uses of computing
- > Fundamentals of communication and networking
- > Fundamentals of databases
- > Big Data
- > Fundamentals of functional programming

**Assessment:** This is a linear course so all assessments will take place at the end of A2 as follows:

**Paper 2:** Written exam: 2 hour 30 minutes, (40%) Compulsory short-answer and extended-answer questions

**Paper 1:** On-screen exam: 2 hour 45 minutes, (40%)

We will issue preliminary material, skeleton programmes and, where appropriate, test data, for use in the exam.

**Paper 2:** Assessed On-screen exam: 2 hour 30 minutes, (40%)

Compulsory short-answer and extended-answer questions

**NEA:** The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Internally Assessed: 75 marks, (20%)

### What's different?

These are linear qualifications. In order to achieve the award, students must complete all exams in May/June in a single year. All assessments must be taken in the same series. The A-level assessments in Computer Science require students to demonstrate their ability to draw together their knowledge, skills and understanding from across the full course of study.

### NS & Careers:

Computer science is highly regarded as an A Level with all universities as it develops good problem solving and analytical skill. It is also can be useful in many different careers such as information technology and information management, engineering and manufacturing, construction, broadcast media and performing arts, management, journalism and publishing, and medical technology.

### Enrichment opportunities:

Students will be able encouraged to attend lectures at universities as well as complete online computing courses in addition to being invited on any relevant trips organised by the Computing department.

## Entry requirements

- > You do not need to have studied Drama to do this course, but if you have taken it at GCSE you will need at least a grade 5 in the subject
- > Grade 4 or above in GCSE English is also required
- > Hollyfield Sixth Form entry requirements

## Course Content:

**Component 1:** You will create an original piece of theatre with others in your group. You will be inspired by text and the ideas

**Component 2:** You will create an original piece of theatre with others in your group. You will be inspired by text and the ideas and practices of cutting-edge theatre practitioners such as Frantic Assembly, DV8 and Kneehigh. The process, the performance and your evaluation of it will all contribute to your mark.

**Component 3:** Theatre Makers in Practice In Section A, you will take part in a number of theatre trips, which you will discuss and review as a class. You will write about the work of theatre makers in one live production you have experienced. In Section B (Page to Stage- Realising a Performance Text) you will explore a critically-acclaimed play in a series of practical workshops and prepare to answer two exam questions from the perspective of a performer, designer or director. In Section C (Interpreting a Performance Text) you will explore a contrasting play, using the methods of a key practitioner (like Bertolt Brecht, Katie Mitchell and Stanislavski). You will answer one question on an extract of the play and demonstrate how your re-imagined production concept will communicate ideas to a contemporary audience.

## Assessment:

**Component 1: Devising Drama:** Portfolio 60 Marks, Performance/Design Realisation 20 Marks  
80 Marks Total (Internally Assessed/Externally Moderated) 40% Overall

**Component 2: Text in Performance: Group Performance:** Design Realisation 36 Marks, Monologue or Duologue/Design Realisation 24 Marks, 60 Marks Total (Externally Assessed- Visiting Examiner) 20% Overall

**Component 3: Theatre Makers in Practice:** 2 hours 30 minutes written examination **Section A:** Live Theatre Evaluation (500 words of notes allowed) 20 Marks. **Section B: Realising a Performance Text:** Hedda Gabler 36 marks  
**Section C: Interpreting a Performance Text:** Accidental Death of an Anarchist: 24 Marks 80 Marks Total 40% Overall



## What's different?

This course really inspires students to become independent learners with the skills they need to go on to higher education, whether to study a course in drama and theatre or another subject. It emphasises creativity alongside research and theoretical understanding. You will learn through experience, seeing theatre and making theatre for yourselves. You will also develop a number of valuable transferable skills, not least the ability to collaborate and to lead others. You can choose to develop as a performer, designer, director or a combination of these.

## NS & Careers:

The course is recognised as a clear indication of high academic and practical achievement. It can lead to further study of Drama and Theatre in Higher Education. Many of our former students have gone on to careers in acting, stage management, film and TV production, drama therapy, advertising, journalism and teaching. Drama is useful in building confidence and improving presentation, leadership and empathetic skills in a range of careers.

## Enrichment opportunities:

In addition to the numerous inspiring and varied theatre trips you will enjoy, you are very welcome to join Hollyfield's home grown theatre company, Ilex, which delivers two high quality productions each year. Sixth Formers are a very important part of the Ilex team, both on stage and backstage, and they are great role models for our younger students. The Ilex team was invited to perform *It Snows* by playwright Bryony Lavery and Scott Graham of Frantic Assembly at The National Theatre, as part of the Connections project and this year performed the play *Blank* by Alice Birch at the Lyric Theatre, Hammersmith to a full house.



## Entry requirements

- > Mathematics grade 6, English grade 6 plus a grade 5 in Geography or History
- > Hollyfield Sixth Form entry requirements

### Course Content:

In both years you will also develop quantitative skills, including calculations, graph analysis and data analysis.

#### Year 12

- > **The operation of markets and market failure**  
The focus of this unit is on how well the forces of demand and supply allocate scarce resources in a market economy. You will learn about why markets don't always work well and why it may be necessary for government to intervene to improve the allocation of resources.
- > **The national economy:** This unit focuses on the government's macroeconomic targets (such as stable economic growth and low unemployment) and how economic policy can be applied to help achieve these targets

#### Year 13

You will study all the topics covered in Year 12 in greater detail as well as:

##### Individuals, firms, markets and market failure:

- > Individual economic decision making
- > Production, costs and revenue
- > Perfect competition, imperfectly competitive markets and monopoly
- > The labour market
- > The distribution of income and wealth: poverty and inequality

##### The national and international economy:

- > Financial markets and monetary policy
- > Fiscal policy and supply-side policies
- > The international economy

The third unit is synoptic and you will learn how to apply economic concepts from both microeconomics and macroeconomics to a wide range of issues including housing, healthcare, global trade, poverty, business, financial markets, taxation and commodities.

### Assessment:

Paper 1: Markets and Market Failure (33.3%). Data response and essay questions

Paper 2: The national and international economy (33.3%). Data response and essay questions

Paper 3: Economics principles and issues (33.3%). Multiple choice and questions based on a case study.

### What's different?

Aside from this being a wholly new subject for most students, there will also be differences in both the teaching and learning. In particular, there will be a focus on debate, discussion and the analysis using economic models. Economics will give you the opportunity to apply your economic knowledge and skills to issues in the world around you. A good economist is an independent thinker who understands the relevance of the subject to understanding the world's changing places, people and decisions made that affect us all.

### NS & Careers:

Economics is well regarded by universities as a rigorous A-level because of the analytical skills that it teaches. The model-based approach of the subject gives a good mental framework for almost any subsequent degree. Careers could include investment banking, stock market trader, analyst, management consultancy, accounting, regulation, public policy and journalism.

### Enrichment opportunities:

Where possible, various opportunities will be made available, including a trip to the Bank of England. You will also have the opportunity to participate in the IFS Investor Challenge, Young Enterprise and attend lectures at universities. Potential for an international trip in conjunction with Business to an international destination in the spring term.

## Entry requirements

- > Grade 5 or above in English Language or Literature
- > Hollyfield Sixth Form entry requirements.

### Course content:

#### Year 12:

- You will learn the course content for Components 1 and 2.
- > Component 1 will work from the anthology: Voices in Speech and Writing and explore Top Girls by Caryl Churchill.
- > Component 2 focuses on Varieties in Language and Literature; for this we will study The Great Gatsby by F. Scott Fitzgerald and Othello by William Shakespeare.

### Assessment:

This qualification consists of the Component 1 exam (40%); the Component 2 exam (40%) and coursework (20%).

#### Component 1 - Devising

*Non-examination assessment, 40% of the qualification, 80 marks. AO1, AO2 and AO4 are internally assessed and externally moderated.*

- > There are two parts to the assessment:
  - 1) A portfolio: submission recommendations are:
    - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or
    - can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).
  - 2) the devised performance/design realisation

#### Component 2 - Text In Performance

*Non-examination assessment, 20% of the qualification, 60 marks. AO2 is assessed externally by a visiting examiner.*

- > Group performance/design realisation
- > Monologue or duologue/design realisation

#### Component 3 - Theatre Makers In Practice

*Written examination: 2 hours 30 minutes, 40% of the qualification, 80 marks*

#### Year 13

- > In Year 13 we will write your coursework. For this, you will complete two pieces of original writing (one fiction and one non fiction) alongside a commentary about your writing.

#### Section A: Live Theatre Evaluation

- > Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.
- > Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

#### Section B: Page to Stage: Realising a Performance Text

- > Students answer two extended response questions based on an unseen extract from the performance text they have studied.
- > Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.
- > Students answer from the perspective of a performer and a designer.
- > Performance texts for this section are not allowed in the examination as the extracts will be provided.

#### Section C: Interpreting a Performance Text

- > Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.
- > Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.
- > Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.
- > Students must take in clean copies of their performance texts for this section, but no other printed materials.

### What's different?

This is a new course offered to Hollyfield A Level students in 2023, it combines elements of English Language and English Literature.

### NS & Careers:

With an English Language and Literature A Level you might want to pursue a degree which continues your studies of English Language and/or Literature, Creative Writing, Journalism, History, Psychology, Sociology, Marketing, Speech and Language Therapy.

Potential career options include Journalism, Education, Writing, Editing, Advertising, Social Media Management, Therapy, Public Relations and jobs in the Media.

### Enrichment opportunities:

The course allows for enrichment opportunities extending to theatre trips, debates, author talks and university visits.

## Entry requirements

- > Grade 5 or above in English Language or Literature
- > Hollyfield Sixth Form entry requirements

## Course overview

At the core of all study is the human condition and what humanity truly is. We question the soul, spirit, social and political responsibility and what it is that drives us. Emotion is at the heart of each text, and students are in for a whirlwind ride as we explore tragedy, supernatural thrillers, romance, loss, heartbreak and everything in between.

## Course content:

### Year 12

Students study:

- > Poems of the Decade, a selection of poetry from 2001-2009;
- > The Picture of Dorian Gray, Oscar Wilde's dark satire of 19th Century society;
- > Beloved by Toni Morrison, a Gothic Horror story set during the end of American Slavery;
- > Marlow's Dr Faustus, a tragic tale about making a deal with the devil.

Students also begin their coursework which is a 2000-3000 word essay in which they compare two books of their choosing, one being either The Handmaid's Tale or The Great Gatsby which we also read as a class.

### Year 13

Students study:

- > Othello, Shakespeare's tragic play about jealousy, race, honour, and love;
- > A selection of Romantic Poems.

Students also complete their coursework and revise all other elements of their course in preparation for their final exams.

## Assessment:

### Component 1:

Drama - Written examination, lasting 2 hours and 15 minutes.

Section A – Shakespeare: one essay question, incorporating ideas from wider critical reading.

Section B – Other Drama: one essay question.

### Component 2:

Prose - Written examination, lasting 1 hour and 15 minutes.

Students answer one comparative essay question from a choice of two on their studied theme (Supernatural).

### Component 3:

Poetry - Written examination, lasting 2 hours and 15 minutes.

Section A – Post-2000 Specified Poetry: one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text.

Section B – Specified Poetry Pre- or Post-1900 (Romanticism): one essay question.

*There is also the opportunity to take English Literature as an AS subject instead, and complete an EPQ in it.*

## What's different?

The study of English Literature at A Level provides students with the opportunity for deeper analysis and engagement with the works of playwrights, poets and novelist both pre and post 1900. Students will be encouraged and expected to read widely and partake in critical debates surrounding our chosen authors and purposes. This A Level is an opportunity to search for meaning between the lines and develop a thorough and personal argument in response to literary texts.

## NS & Careers:

English Literature is highly regarded by universities as a result of the many careers it can link to in the future. Students of Literature often go on to study Law, Accounting, Journalism, Marketing and Advertising and many more. Communication skills are developed during the course through presentation and debate to prepare students for the world of work and the level of independent research required fully prepares students for the independent requirements within University study.

## Enrichment opportunities:

With London's West End a short train journey away, we would love to organise a range of theatre trips for our A Level Literature students. Previously we have organized sessions with AQA examiners on exam technique and hope to plan visits to universities for Literature lectures.



## What is the EPQ project?

An EPQ is a research-based project undertaken on any topic of the student's choosing: it can be further extension of a subject being studied at A level, a subject area the student wishes to study at university but which is not part of their school curriculum (e.g. medicine) or simply an area of personal interest unrelated to their other studies. Thus an EPQ is a unique and exciting opportunity for students to manage their own learning.

The Project itself can take several forms. In most cases the student will produce an extended essay of approximately 5,000 words. However, it is also possible for the Project to take the form of an artefact, model or construction, a CD/video/DVD of performances or activities, an audiotape/multimedia presentation or a journal of activities or events. In these cases a report of at least 1,000 words will accompany the Project.

As part of the Project, the student must complete a Production Log. This documents the planning and progress of the project, including decision-making and the learner's reflections on the process. They also deliver a 15 minute Presentation to an invited audience, explaining their Project and answering questions about it.

Projects are undertaken with the assistance of a Supervisor who guides the student at every level, although they are not allowed to contribute directly to its content.

Because an EPQ requires the student to identify and design their own project, adopt a strategic approach to its management and work independently, it is an ideal vehicle for curriculum enrichment and academic extension and is warmly welcomed by universities because it provides evidence of a student's capacity for independent learning and the development of the very skills they will need to succeed at university.

At Hollyfield students will typically begin their EPQ project in June of Year 12, after they have finished their Year 12 examinations. They will plan, create and deliver the project over a six month period. NS & Careers: the EPQ is valued by leading universities because it fosters independent study skills in students which help them successfully bridge the gap between A-level study and university level education.



## Entry requirements

- > Grade 6 at GCSE in French
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

- > Social issues and trends
- > Artistic culture
- > Grammar
- > Works: literary texts and films

#### Year 13

- > Social issues and trends
- > Aspects of political life in French-speaking world
- > Literary text or film
- > Grammar

### Assessment:

#### Paper 1 Listening, Reading and Translation

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

*2hrs, 40% of A-level*

#### Paper 2: Written response to works and translation

- > Essay on a set text/film from a choice of two questions
- > Grammar

*2hrs 40 mins, 30% of A-level*

#### Paper 3: Speaking

- > Task 1: Response to a stimulus card
- > Task 2: Summary and presentation of independent research you have carried out relating to one of the A-level topics areas.

*21-23 min, 30% of A-level*

### What's different?

At A level you explore topics in much greater depth and also look at more adult themes. The course will enable you to develop linguistic skills alongside understanding of the culture and society of countries where French is spoken. You will also explore the influence of the past on present day French speaking communities. Throughout your studies, you will learn the language in the context of French speaking countries and the issues and influences which have shaped them. You will study a text and/or a film.

### NS & Careers:

An additional language can give you the competitive edge, in both your education and your career. Aside from a purely language degree, a language can fit with absolutely any other subject to form a joint or double honours degree. An additional language will prove essential for a career in language teaching, translating and interpreting. Other career paths where languages would be an asset are: Finance, Law, Sales and Marketing, Transport, Tourism and Leisure, Public Sector, International Organisations including the UN and EU.

### Enrichment opportunities:

Clubs and extra-curricular activities will include cooking, music, film, restaurant visits, residential visits, exchange opportunities. We will also be offering Italian club for linguists at KS4 and 5. Latin will be an opportunity available for our KS5 students as an extra curricular club.

Students are able to explore the possibility of work experience placements in France.

## Entry requirements

- > Grade 5 or above in Maths and English
- > Grade 5 in Geography
- > Hollyfield Sixth Form entry requirements.

## Course Content:

### Year 12

- > Physical geography and people and the environment: Hazards focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion.
- > Coastal systems and landscapes focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments.
- > Human geography and fieldwork skills: Changing places focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Competence in geographical skills will be developed during study of the course content, in an integrated way and not as a separate theme or topic, and through up to four days of field work in both human and physical geography.

### Year 13

- > Physical and Human geography: Water and Carbon cycles focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. Global systems and governance focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. A topic from the choice of Contemporary urban environments or Population and the environment or Resource security will also be studied.
- > Geographical fieldwork investigation: Individual investigation which must include data collected in the field. Must be based on a question/issue defined and developed by the student relating to any part of the specification content. How it's assessed - 3,000–4,000 words, 60 marks, 20% of A-level, marked by teachers, moderated by AQA.

## Assessment: A2 Level

**Component 1:** Written exam: *2hrs 30mins / 120 marks / 40%* **Component 2:** Written exam: *2 hrs 30 mins / 120 marks / 40%* **Component 3:** Fieldwork Investigation: *3,000–4,000 words / 60 marks / 20%*

## What's different?

The new specification is exciting, challenges perceptions and stimulates investigative and analytical skills. New units have been added to reflect the world today such as Global systems and governance, Changing places and Carbon Cycles. However the course retains much of the 'classic' topics you enjoy for more in-depth study and analysis, including hazards and population.

## NS & Careers:

**At University:** Courses in Human/Physical Geography, Earth and Ocean Sciences, Remote Sensing and GIS, Environmental Sciences, Law, Politics, Philosophy, Sociology, Geography & ICT and journalism. **Career Options:** Geography is seen as a well-rounded discipline and employers can view it as a good general qualification usable in business and public services. It can also be considered as a specialist subject which can help with entry level careers in specific areas such as the forces, education, science media, and journalism.

## Enrichment opportunities:

You will attend either a residential field trip or 4 individual days out of school to learn field work skills during year 12. This will be preparation for your own individual project which you carry out in year 13, and requires you to plan and execute your own field trip and investigation of your choice. There will be various opportunities to attend geographical lectures throughout the year.



## Entry requirements

- > English grade 5 and History grade 6
- > Hollyfield Sixth Form entry requirements.

### Course Content:

#### Year 12

- > You will examine the different ways that people participate in politics such as elections, political parties and pressures groups, and the reasons behind voting behaviour in the UK. You will focus on the key political institutions in Britain today such as Parliament, the Civil Service, the Judiciary and Cabinet, evaluating how powerful and accountable they are. In the latter half of year 12, you will learn about political ideas such as Conservatism, Liberalism and Socialism and look at their historical influence on British Politics.

### Assessment:

Unit 1 Government and Politics of the UK  
3 hour written exam. The exam is a mixture of short responses, extract based and essay style questions.

#### Year 13

- > You will investigate key features of the US political system such as elections, voting behaviour, political parties and protest groups. You will analyse the nature and power of key institutions such as the President, Congress, Senate and Supreme Court, and evaluate the significance and effectiveness of the US constitution.

### Assessment:

Unit 1: Government and Politics of the UK

Unit 2: The Government and Politics of the USA and comparative Politics

Unit 3: Political Ideas

All exams are 2 hours long and are a mixture of medium length and explain questions.

### What's different?

This A-level will probably be unlike any other subjects you have studied so far. In this class, the emphasis will be on debate, discussion and argument. Some say politics exists because people disagree and if this is the case, studying politics is to study how, why and when people disagree.

### NS & Careers:

If you are unsure about a future career Government and Politics can be useful as part of a broad and balanced curriculum as it can help to keep your options open. It is particularly useful for careers in local government, the civil service, law, journalism, the public services and of course, politics itself.

### Enrichment opportunities:

There are opportunities to lead school debates, visit the Houses of Parliament and hopefully attend other academic institutions such as University lectures.



## Entry requirements

- > Grade 6 in History GCSE and Grade 5 in English GCSE
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

##### Unit 1: Communist States - Russia 1917-1991

The Communist revolution of 1917 was arguably the most significant event in Twentieth Century history with far reaching consequences in Russia, Europe and beyond which can still be felt today. What was the nature of the Communist state under Lenin, Stalin and their successors? How did the modernisation of the Soviet Union impact ordinary Russians? And, how and why did the USSR dramatically collapse in 1991?

##### Unit 2: Mao's China

An investigation into China from 1949 provides a fascinating comparison with Russia and focuses on the development of Communism under Mao and the CCP, covering topics such as China's role in the Korean War, the Great Famine, the modernisation of China in the Great Leap Forward and the nature of the Maoist state. A great chance to understand the background to China's role in today's global politics.

#### Year 13

##### Unit 3: The Wars of the Roses

Civil and foreign war, social unrest, dynastic conflict and massive political upheaval dominate this unique period of history. In no other era was the British crown so unstable or changed hands so many times. What can we learn about the political, social and economic factors that underpinned this chaotic time in our history, and when, why and how was stability finally restored?

##### Unit 4: Civil Rights in the USA

This Coursework Unit provides you with the opportunity to work independently on a topic of your interest within this broad area of historical study. Using primary sources, and resources from Kingston University and the National Archives, you will formulate your own question and research and produce a response of roughly 4000 words, under the supervision and guidance of your teacher. You may choose to focus on the role of an individual or group, or a wider factor such as the role of war or women in Civil Rights.

### Assessment: A2 Level

- Unit 1: Exam 2 hours and 15 minutes - 30%
- Unit 2: Exam 1 hour and 30 minutes - 20%
- Unit 3: Exam 2 hours and 15 minutes - 30%
- Unit 4: coursework - 20%

### What's different?

The lessons are varied and interesting, comprising a mixture of written work, analysis of visual and written sources, presentations, discussions and debates. You will also spend time developing exam technique by looking at assessment criteria and past papers. We will help you to develop key skills such as verbal and written communication, evaluation and decision making, and analysis. The study skills and independent learning which are integral to the course are a great preparation for university.

### NS & Careers:

History graduates are well placed to follow diverse career paths from business and banking to the civil service and teaching. The nature of the knowledge and skills developed mean that history is particularly useful for careers in law, journalism, local government, politics, teaching and public services.

### Enrichment opportunities:

We will provide opportunities where possible such as A level study day at Hampton Court, and attending university lectures. There is a joint residential trip to Washington, USA planned with Government and Politics students to help study of the Civil Rights Unit.

Industry based field trip

NFT (National Film Theatre)

BFI Workshops

## Entry requirements

- > Grade 5 or better in GCSE Maths
- > Hollyfield Sixth Form entry requirements

## Course Overview

Our Level 3 Mathematical Studies qualification is for students with a grade 5 or above in GCSE. It develops mathematical skills and thinking appropriate for a Level 3 qualification. It provides useful maths skills for students studying courses such as A-level Psychology, Sciences and Geography; as well as technical and vocational qualifications. Students will learn and apply real-world maths skills.

It is a new Level 3 maths qualification, half the size of an A-level, with two end-of-course examinations. The content is based around the new GCSE Maths Higher Tier, with around 20% taken from other qualifications, for example A-level Maths. It focuses on realistic contexts to help students enjoy and value the maths.

Students will be expected to develop and demonstrate confidence and competence in the understanding and application of mathematical modelling in the solution of problems related to the use of statistical techniques.

## Course Content

- > Applications of Statistics covering sampling, construct and interpret diagrams, location and dispersion, correlation, linear regression, Spearman's rank correlation coefficient
- > Probability covering empirical and theoretical probability, sets and Venn diagrams, tree diagrams, conditional probability, exclusive and complementary events, risk
- > Linear Programming covering the simultaneous equations, plotting graphs,  $y = mx + c$ , solving linear equations and inequalities, using algebra to support arguments, formulate linear programming problems, objective lines, interpreting graphical solutions
- > Sequences and Growth covering the modelling growth and decay, simple and compound interest, graph sketching, exponential functions, gradient and rates of change, linear/quadratic/Fibonacci sequences, arithmetic and geometric sequences, convergence and divergence.

## Assessment

- > **Informal assessment** will be through weekly homework based on work taught in class plus regular chapter assessments, mock PPEs and end of year 12 exams.
- > **Formal assessment** students will sit two external examinations:  
Comprehension paper: **1hr 40mins / 40%**;  
Applications paper: **1hr 40mins / 60%**.

The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra and ratio, proportion and rates of change, together with 20% of content drawn from beyond and above GCSE content.

## What's different?

Mathematics in Context reflects the content of the new GCSE in Mathematics and is measured as a Level 3 qualification, accredited by Ofqual, and equivalent in size to an AS qualification. However, it is distinct from AS Mathematics as learners consolidate mathematical techniques that can be directly applied to real-life contexts.

## NS & Careers:

This qualification is designed for students who achieve a 9-5 in GCSE Mathematics, but who choose not to continue with AS or A level Mathematics. It supports student progression by:

- > preparing them for the mathematics requirements of a number of higher education courses
- > developing their understanding and ability to apply mathematics
- > equipping them to apply for employment or higher apprenticeships in a wide range of industry sectors, professional training or university.

## Enrichment opportunities:

CORE Maths will help build a broad base of mathematical understanding and help develop the necessary maths skills to support study with: GCE A Level Biology, Business Studies, Economics, Computing, Geography, Psychology, BTEC Applied Science, Business, Health and Social Care, IT.



## Entry requirements

- > Grade 6 or better in GCSE Maths
- > Hollyfield Sixth Form entry requirements.

## Course Overview

In Mathematics you will learn predominately via a whole class interactive teaching style similar to that experienced at GCSE. There will be an increased opportunity to share in discussion and present solutions. You will be taught by two or three teachers, with one concentrating on the pure, one on mechanics and the other on the pure/statistics. The homework will be set frequently requiring a quick turn round to support learning. There will be regular end of topic tests throughout the year.

## Course content

### Year 12 topics:

- > Pure topics: Algebraic Expressions, Quadratics, Equations and Inequalities, Graphs and Transformations, Straight line Graphs, Circles, Algebraic Methods, The Binomial expansion, Trigonometric ratios, Trigonometric identities and equations, Vectors, Differentiation, Integration, Exponentials and Logarithms
- > Statistics & Mechanics: Data Collection, Measures of Location and Spread, Representations of Data, Correlation, Probability, Statistical distributions, Hypothesis Testing.
- > Modelling in Mechanics, Constant Acceleration, Forces and Motion, Variable acceleration

### Year 13 topics:

- > Pure: Algebraic methods, Radians, Functions and Graphs, Sequences and Series, Binomial Expansion, Trigonometric Functions, Trigonometry and modelling, Parametric equations, Differentiation, Numerical methods, Integration, Vectors
- > Statistics & Mechanics: Regression Correlation and hypothesis testing, Conditional probability, The normal Distribution. Moments, Forces and friction, Projectiles, Applications of Forces, Further Kinematics

## Assessment

Informal assessment will be through weekly homework based on work taught in class plus regular chapter assessments, mock PPEs and end of year 12 exams.

Formal assessment will be 3 x 2hr exams at the end of year 13. There will also be plenty of exam practice with past exam questions closer to the exams in May and June.

## What's different?

The old modular system is replaced with a single final assessment. Pure Maths is very much as before, but with more emphasis on proof and problem solving. Statistics and Mechanics are compulsory elements for all students. Students will be encouraged to develop their creative, analytical, problem solving and independent thinking skills.

## NS & Careers:

**Further study** at University on courses in Mathematics, Engineering and most areas of Physics, Computing, Accountancy, Law, Economics, Business, Psychology.

**Career Options** Studying mathematics can help in a wide variety of careers from accounting and business to working in any of the scientific fields. Research shows that students who have studied mathematics at A-level can earn up to 10% more, even those who just passed the subject still enjoy a higher income.

## Enrichment opportunities:

UKMT Individual and Team Senior Maths Challenges.  
Exploring Maths Day at Royal Holloway University.

## Entry requirements

- > At least a grade 8 in GCSE Maths
- > Hollyfield Sixth Form entry requirements.

## Course Overview

In Further Mathematics you will learn predominately via a whole class interactive teaching style similar to that experienced at GCSE. There will be an increased opportunity to share in discussion and present solutions. You will be taught by two teachers, with one concentrating on the Pure content and the other on the Mechanics and Further Pure. The homework will be set regularly and frequently requiring a quick turn round to support the students learning. There will be regular end of topic tests throughout the year.

## Course content:

### Year 12 and 13 topics

- > Core Pure comprises Complex numbers, Argand Diagrams, Series, Roots of polynomials, Volumes of revolution, Matrices, Linear Transformations, Proof by Induction, Vectors, Momentum and impulse, Work, Energy and Power, Elastic Collisions in one dimension.
- > Further Pure comprises Further Trigonometry, Further calculus, Further differential equations, Coordinate systems, Further vectors, Further numerical methods and Inequalities.
- > Further Mechanics comprises Momentum and impulse, Work, energy and power, Elastic strings and springs and elastic energy, Elastic collisions in one dimension, and Elastic collisions in two dimensions.

## Assessment:

- > **Informal assessment** will be through weekly homework based on work taught in class plus regular chapter assessments, mock PPEs and end of year 12 exams.
- > **Final assessment** will be 4 x 1 hr 30 mins exams. There will also be plenty of exam practice with past exam questions closer to the exams in May and June.

## What's different?

Opportunity to study Mathematics to a greater depth and to see how it is linked to other areas in the curriculum. Where possible, optional units offered will be tailored to the interest of the students. Students will be encouraged to develop their creative, analytical, problem solving and independent thinking skills.

## NS & Careers:

**Further study** at University on courses in Mathematics, Engineering and most areas of Physics, Computing, Accountancy, Law, Economics, Business, Psychology.

**Career Options** Studying mathematics can help in a wide variety of careers from accounting and business to working in any of the scientific fields. Research shows that students who have studied mathematics at A-level can earn up to 10% more, even those who just passed the subject still enjoy a higher income.

## Enrichment opportunities:

UKMT Individual and Team Senior Maths Challenges. Exploring Maths Day at Royal Holloway University. Some students also study Oxford MAT or STEP preparation for specific university Mathematics degree courses.

## Entry requirements

- > Level 7+ at GCSE. If students have not taken GCSE Music they will need to apply through audition on their first instrument and have an interview with Miss Neville to check suitability for the course.
- > Hollyfield Sixth Form entry requirements.

### Course Content:

This specification is divided into **three** components.

Learners must choose either **Option A in Components 1 and 2**, or **Option B in Components 1 and 2**.

#### Component 1: Performing

Non exam assessment: externally assessed by a visiting examiner.

##### Option A: (35%)

A performance consisting of a minimum of three pieces. At least one of the pieces should be as a soloist.

The other pieces may be as a soloist, or as part of an ensemble, or a combination of both.

*Total performance duration: 10–12 minutes*

##### Option B: (25%)

A performance consisting of a minimum of two pieces, either as a soloist, or as part of an ensemble, or a combination of both.

*Total performance duration: 6–8 minutes*

#### Component 2: Composing

##### Option A: (25%)

Two compositions:

One must reflect the musical techniques and conventions of the Western Classical Tradition, and be in response to a brief set by WJEC Eduqas.

The second composition is a free composition.

*Total duration of compositions: 4 – 6 minutes*

##### Option B: (35%)

Three compositions:

One must reflect the musical techniques and conventions of the Western Classical Tradition, and be in response to a brief set by WJEC Eduqas.

The second composition must reflect the musical characteristics of a different area of study (i.e. not the Western Classical Tradition)

The third composition is a free composition.

*Total duration of compositions: 8 – 10 minutes*

#### Component 3: The Appraising Exam (40%)

##### Year 12

The work will be assessed as one written examination which will last approximately 2 hour 15 minutes (depending on length of musical extracts).

There are **three areas of study** to be covered in this examination. These are:

- > Area of study A – COMPULSORY  
The Western Classical Tradition, The Development of the Symphony (1750-1900).
- > Set Works: • Haydn – Symphony No.104 in D major 'London'
- > Area of study D – Jazz (1920-1960)

##### Year 13

- > Area of study A – COMPULSORY  
The Western Classical Tradition, The Development of the Symphony (1750-1900) (continued)
- > Mendelssohn – Symphony No.4 in A major 'Italian'
- > Area of study E – Into the 20th century  
Each with set works:
  - Trio for Oboe, Bassoon and Piano, Movement II by Poulenc
  - Three Nocturnes, Number 1, Nuages by Debussy

### What's different?

A-Level Music is a progression from GCSE Music and offers a unique balance of skills as it is both academic and practical with two coursework components. It offers a personalised learning experience for each student with highly enjoyable and diverse topics.

### NS & Careers:

Music A-Level is a highly regarded, academic A-Level. Students with A-Level are well placed when applying for top universities. Career opportunities are varied and exciting.

### Enrichment opportunities:

Students will be taken to various concerts and performances and encouraged to perform in the Music Departments wide range of extra curricular ensembles. They will also be encouraged to take a leading role in organising and performing in concerts and other public performances.



## Entry requirements

- > Grade 5 or above in GCSE Music - if you did not study GCSE Music but have extensive experience, this will be accepted.
- > Hollyfield Sixth Form entry requirements.

## Course Content:

This specification is divided into **four** components.

### Component 1: Recording

- > Learn how to record various instruments using appropriate microphones and microphone techniques.
- > Learn how to use the recording studio confidently to successfully record and overdub different tracks to complete a final song.
- > Learn how to use Logic Pro X on Mac to sequence music, edit audio, apply effects and various production techniques to produce a professional mix.

### Assessment

Coursework to be completed during lesson time. Choose from a list of 10 artists provided by the exam board, using recording and production skills learnt in class to produce a professional mix and master. A logbook will accompany students work to explain the methods used.

### Component 2 Technology Based Composition

- > Learn how to compose in different styles and for different instruments using Logic Pro X.
- > Choose one of three briefs to inspire their own composition and creative decisions using synthesis, sampling/audio manipulation and effects.

### Assessment

Coursework to be completed during lesson time. Students will complete a logbook to explain how they created their finished composition. The final piece must be 3 to 3 1/2 minutes long.

### Component 3 Listening and Analysing

- > Build on their listening skills to be able to analyse unfamiliar pieces of music from various styles.
- > Learn about the instrumentation and stylistic fingerprints of musical styles from different decades.
- > Learn how to identify recording and production techniques and have a good understanding of how these have changed as technology developed.

### Assessment

Examination 1 hour and 30 minutes. Students are supplied with audio tracks where they are tested on their knowledge of the following areas of study: The basic principles of recording and production; Sound and audio technology; The development of recording and production technology.

### Component 4 Producing and Analysing

- > Further develop their practical skills in using music software (Logic Pro X) to edit and manipulate MIDI/Audio.
- > Learn how to creatively produce a piece of music through use of effects, sequencing, sampling and advanced mixing/production techniques.

### Assessment

Examination 2 hours and 15 minutes. It combines a practical assessment where students apply various skills using Logic Pro, with a written element focusing on a specific mixing scenario, signal path or music technology hardware unit.

## What's different?

The subject focuses heavily on practical skills and understanding recording and production techniques. It enables students to be able to confidently set-up and use a recording studio to produce music to a professional standard. It also gives them a good understanding of modern technology and how it can be used creatively.

## NS & Careers:

Students with a Music Technology A-Level are well regarded by universities. As well as the creative aspect of the course, there is plenty of academic content which is regarded as a good combination by universities. The course compliments plenty of other A- Level options such as Science subjects, Computing, A-Level Music and Media.

## Enrichment opportunities:

Students will be encouraged to act as live sound technicians for various school concerts and productions. This will involve using our state-of-the-art 24-channel digital mixing console to sound check live bands and engineer live performances to a high standard.





## Entry requirements

- > Grade 5 in GCSE English
- > Hollyfield Sixth Form entry requirements.

### Course Content:

#### Year 12

##### Module 1: Epistemology

- > In this unit we consider how we acquire knowledge, how we define what knowledge is and the nature of the external world.
- > Topics include: Mind as a tabula rasa, Innate knowledge, conceptual schemes, primary and secondary qualities of objects, analysis of belief.

##### Module 2: Ethics

- > In this unit we consider the nature of morality, how we should make moral decisions and applying these theories to ethical dilemmas.
- > Topics include: Moral truth (cognitivist) and the denial of Moral Truth (non-cognitivist), Morality and Duty (Kant), Morality linked to well-being and happiness (Aristotle), Morality as maximizing pleasure (Utilitarianism)

#### Year 13

##### Module 3 : Philosophy of Religion

- > In this unit we look at arguments to prove God's existence
- > Topics include: The concept of God, Arguments relating to the existence of God- Anselm, Descartes, Malcolm, Leibniz. The argument from design, The cosmological argument, Religious Language

##### Module 4: Philosophy of Mind

- > In this unit we look at arguments about the nature of mind and body
- > Topics include: The mind-body problem, Materialism, Logical Behaviourism, Dualism, Mind-brain type identity theory, Eliminative materialism.

### Assessment:

Assessment will happen at the end of Year 13.

### What's different?

Philosophy will be a new subject for most students and pupils will love the engaging topics we cover. There will be a focus on debate, discussion and analysing thought provoking philosophical ideas. Students will continue to develop as independent learners.

### NS & Careers:

At University you could do courses in Philosophy, Law, PPE, History, Economics, Politics, Modern History, Geography, Classical Studies. Studying Philosophy can help in a number of careers. Philosophy is valued as a challenging and useful qualification by employers. It would be highly valued if you were interested in jobs to do with law, government, teaching, and social work to name but a few. But importantly Philosophy helps you to think clearly and argue convincingly and so is valued by almost all employers.

### Enrichment opportunities:

There will be a trip to Paris that runs in December where look at the key ideas in Philosophy. There will be regular debates in the Sixth Form where Philosophy pupils will be expected to take part and lead the discussions.

## Entry requirements

- > Grade 4 in Art
- > Hollyfield Sixth Form entry requirements

### Course content:

You will study the following areas throughout the course:

- > History of photography (equipment, materials, photographers and photographic movements)
- > General photographic theory
- > Darkroom skills for black and white photography
- > Digital photography
- > Using Photoshop
- > Photographic contextual studies

### Year 12

In Year 12, we'll introduce several photographic projects, ranging from Architecture, Landscapes, Street Photography and Still Life to Portraiture (Studio and Environmental). As you discover your own preference(s), it'll help you to choose a final project for your second year.

You'll learn how to use film and photographic materials in a darkroom, whilst also mastering the manual settings on a digital camera.

### Year 13

#### Component One

Having chosen your favourite from the topics we introduce in Year 12 (Studio Portraits, for example), you'll work in your second year to build up your skills and knowledge. Component One begins in September and finishes the following January.

#### Component Two

Begins in February and finishes in May.

You'll be given a list of topics by the exam board (AQA) and asked to complete a related photography project. Once again, you'll be able to choose the project you're most interested in and develop it in relation to the set question.

### Assessment

Your final grade comes from the work you produce in the second year (Year 13) of your Photography A Level.

This second year has two units

Component One - 60% of the overall grade

Component Two - 40% of the overall grade



### What's Different?

Photography is a very different subject to the others on offer at Hollyfield. We will teach students how to take a photo, develop traditional film in the darkroom and use cutting edge equipment.

### NS & Careers:

Photography is accepted by universities and colleges as a discipline which shows wide-ranging ability. You may wish to continue your study of Photography through a Foundation course in Art and Design or progress on to a degree at one of many institutions across the country. Our knowledgeable Photography teachers are always happy to talk to you about the best possible path to your ideal career – whether you want to be a photographer or do something media-related. Whatever your future plans, we hope to inspire in you a life-long love for image making and a sound grasp of the theory behind it.

### Enrichment opportunities:

There are many enrichment opportunities. These include;

1. Trips into London and other areas to shoot
2. Trips to museums and galleries
3. Workshops from external practitioners on photography skills such as the use of the darkroom

## Entry requirements

- > Grade 6 or above at GCSE PE and one sport played outside of school in a club/ team
- > Hollyfield Sixth Form entry requirements

### Course content:

#### Year 12

- > Applied anatomy and physiology, Skill acquisition, Sport and society, Biomechanical movement, Sport psychology, Sport and society and the role of technology in physical activity and sport.

#### Year 13

- > Applied anatomy and physiology, Skill acquisition, Sport and society, Exercise physiology, Biomechanical movement, Sport psychology, Sport and society and the role of technology in physical activity and sport.

### Assessment:

- > 2 x two hour written exam (35% each of the overall A level) covering a mixture of the 3 elements of the specification- anatomy and physiology, sport psychology and sport and society.
- > The external moderation of your practical performance and your written Non Exam Assessed coursework will be worth 30% of your overall A level. All practical assessment is gathered through video footage and supported by written commentaries by the students.

### What's different?

The course will build on pupils' interest and passion for sport, developing their knowledge of concepts whilst introducing more complex areas of the physiology, psychology and sociology of sport. There will also be differences in both the teaching and learning. In particular, there will be a focus on debate, discussion and the analysis and students will continue to develop as independent learners.

### Ns & careers:

A Level PE can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, sports journalism, sports business, personal training or becoming one of the next generation of PE teachers.

### Enrichment opportunities:

Pupils will have the opportunity to take part in course trips and visits to sport science labs, outdoor adventure centers and local university facilities to enable the course come to life. There will be also the opportunity to develop further skills in coaching and officiating as well as representing the sixth form at sport.



## Entry requirements

- > Grades 6/6 in combined science, 6 and 6 in separate science including Grade 6 in Physics + 6 in Maths
- > Hollyfield Sixth Form entry requirements.

### Course Content:

Y12 content: Modules 1 - 4

Y13 content: Modules 1 - 6

- > **Module 1: Practical skills in Physics**  
This section covers the development of experimental methods and analysing empirical data.
- > **Module 2: Foundations in Physics**  
This section covers physical quantities and S.I. units
- > **Module 3: Forces and Motion**  
This section covers motion of objects in 1 and 2 dimensions and also to develop analytical and experimental skills.
- > **Module 4: Electrons, Waves and Photons**  
This section covers resistivity, potential dividers, internal resistance and electrical applications; properties of waves, superposition and stationary waves; understanding of photons, photoelectric effect and wave-particle duality.
- > **Module 5: Newtonian world and Astrophysics**  
This section covers thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology
- > **Module 6: Particles and Medical Physics**  
This unit covers capacitors, electric fields, electromagnetism, nuclear and particle physics and medical imaging

### Assessment:

Y12

Paper 1: 90 minutes  
Paper 2: 90 minutes  
Each paper has a weighting of 50%.

A Level:

Paper 1: 120 minute exam (34%)  
Paper 2: 120 minute exam (34%)  
Paper 3) 120 minute exam (32%)

The Practical endorsement for Physics is reported separately as a PASS/FAIL. Candidates need to complete 12 practical activities during the course to demonstrate practical competence.

### What's different?

In particles and radiation we study nature at its most fundamental level. In mechanics and materials we apply mathematical skills to predict the motion and behaviour of matter. We also explore the transition from classical physics to quantum mechanics and Einstein's theory of special relativity.

### NS & Careers:

Physics is a highly regarded subject and good grades can get you into courses such as Engineering, Medicine, Physics, Architecture and a wide range of STEM careers.

### Enrichment opportunities:

All students are given the opportunity to attend several trips and visits; such as the National Space Centre in Leicester, CERN in Geneva, Particle Physics Masterclass at Royal Holloway University of London and A Level Physics LIVE events in London. All of these trips ensure that Physics students gain the widest experiences within this subject area where they see first hand what specialists in their field do on a day-to-day basis.



## Entry requirements

- > Minimum grade 5 in Maths and English
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

**Topic 1: Social Influence:** Conformity, obedience, resistance, minority influence and social change.

**Topic 2: Memory:** Short and long-term memory, forgetting and eyewitness testimony.

**Topic 3: Attachment:** Caregiver-infant interactions, animal studies, explanations and types of attachment, deprivation and influences on future development

**Topic 4: Approaches in Psychology:** Origins of Psychology, plus learning, cognitive and biological approaches

**Topic 5: Psychopathology:** Definitions of abnormality, plus characteristics, explanations and treatments of mental disorders

**Topic 6: Research Methods:** Designing and conducting research, scientific methods and data analysis

#### Year 13

**Topic 4: Continued Approaches in Psychology:** Psychodynamic and humanistic approaches plus a comparison of all approaches

**Topic 6: Continued Research Methods:** Inferential testing

**Topic 7: Biopsychology:** The nervous and endocrine systems, the human brain and biological rhythms.

**Topic 8: Issues and Debates:** Gender bias, culture bias, free will/determinism, nature/nurture, holism/reductionism, idiographic/nomothetic and ethical implications

**Topic 9-11: Three Option Topics:** Cognition and Development, Schizophrenia and Addiction

### Assessment:

**Paper 1: Introductory Topics in Psychology:** Topics 1-3

**Paper 2: Psychology in Context:** Topics 4-6

Each paper is *1hr 30mins / 72 marks / 50% of the final AS Level.*

Each paper is comprised of multiple choice, short answer and extended writing.

### Assessment:

**Paper 1: Introductory Topics in Psychology:** Topics 1-3 and 5

**Paper 2: Psychology in Context:** Topics 4, 6 and 7

**Paper 3: Issues & Options in Psychology:** Topics 8-11  
Each paper is *2hrs / 96 marks / 33.3% of the final A2 Level.*

Each paper is comprised of multiple choice, short answer and extended writing.

### What's different?

Psychology is a subject that is new to all students in the 6th form as it includes topics that students have never studied before. It is at the intersection of Science, English and Maths and therefore requires students to amalgamate skills from all three subjects. Students will need to be analytical and evaluate human behaviour using different models, theories and approaches. There will also be an emphasis on the application of knowledge, opportunities for debate and detailed study of key pieces of psychological research. Furthermore students will develop their skills as independent learners.

### NS & Careers:

Psychology is a popular subject as it impacts all areas of life, it can be taken as a single or joint honours degree at University leading to specialist careers such as clinical, occupational, health and sport psychology, or counselling. It is valued by employers as it teaches many transferable skills and is useful in careers where dealing with people is important such as Law, Social Care, Medicine, Nursing, Teaching, Marketing and Human Resources to name a few.

### Enrichment opportunities:

Students will be encouraged to carry out their own research projects on human behaviour and will have the opportunity to go on various trips, including a visit to the Royal Institute of Psychiatrists and a Psychology Revision Day.

## Entry requirements

- > Grade 4 In English Language
- > Humanity at grade 5
- > Hollyfield Sixth Form entry requirements.

### Course Content:

#### Year 12

##### Unit 1: Culture and Identity

Students will study how culture and identity is created. This will include subcultures, mass culture, folk culture, high and low culture, popular and global culture. Students will also look at the socialization process and how our identity is constructed. Age, disability, ethnicity and sexuality will be explored.

##### Unit 2: Education (with research methods)

Students will study the education system and how this shapes students achievements. They will look at concepts such as selective schooling, marketization, labelling, self fulfilling prophecies and many other issues.

#### Year 13

##### Unit 3: Mass Media

Students will study the Mass Media and how it affects society. They will look at concepts such as new digital media, representation, ownership and control, media effects and many other current issues and debates.

##### Unit 4: Crime and Deviance (with theory and methods)

Students will study crime and deviance and its effect on society. They will study concepts such as moral panics, labelling theory, effects of crime on society, the role of the state and many other areas.

### Assessment: A2 Level

Paper 1: Education with Theory and Methods - *2 hour written exam*

Paper 2: Culture and Identity and the Media - *2 hour written exam*

Paper 3: Crime and Deviance with Theory and Methods - *2 hour written exam*

### What's different?

Aside from this being a wholly new subject for most of you, there will also be differences in both the teaching and learning. You will be learning in smaller groups and you will continue to develop as an independent learner. In particular, there will be a focus on debate, discussion and methodological research.

### NS & Careers:

Sociology is an academic subject that equips students with a range of skills beyond those of the core curriculum, such as independent critical thinking, problem-solving and analytical writing. All of this is good preparation for almost any university degree. In terms of careers, sociologists go on to work in the media, law, social work, criminal justice and public relations, to name a few.

### Enrichment opportunities:

As well as the exciting opportunities that the course itself brings we will also offer work related placements, visits to see the subject in action in the real world and school journeys to enhance the learning in the classroom. We will also have a trip abroad as part of the study programme.



## Entry requirements

- > Grade 6 at GCSE in Spanish
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

- > Social issues and trends
- > Artistic culture
- > Grammar
- > Works: literary texts and films

#### Year 13

- > Social issues and trends
- > Aspects of political life in Hispanic world
- > Literary text or film
- > Grammar

### Assessment:

#### Paper 1 Listening, Reading, Writing

- > Aspects of Hispanic society – current trends
- > Artistic culture in the Hispanic world
- > Grammar

*1hr 45min / 90 marks / 45% of AS*

- > Paper 2: Writing
- > Translation into Spanish (grammar)
- > Essay on a set text/film from a choice of two questions

*1hr 30min, 50 marks, 25% of AS*

- > Paper 3: Speaking
- > One sub-theme from Aspects of Hispanic society and one sub-theme from Artistic culture in the Hispanic world

*12-14 min / 60 marks / 30% of AS*

### Assessment:

#### Paper 1 Listening, Reading, Writing

- > Aspects of Hispanic society – current trends
- > Multiculturalism in Hispanic world
- > Artistic culture in the Hispanic world
- > Aspects of political life in the Hispanic world
- > Grammar

*2hrs, 40% of A-level*

#### Paper 2: Written response to works and translation

- > Essay on a set text/film from a choice of two questions
- > Grammar

*2hrs 40 mins, 30% of A-level*

#### Paper 3: Speaking

- > Task 1: Response to a stimulus card
- > Task 2: Summary and presentation of independent research you have carried out relating to one of the A level topics areas.

*21-23 mins, 30% of A-level*

### What's different?

At A level you explore topics in much greater depth and also look at more adult themes. The course will enable you to develop linguistic skills alongside understanding of the culture and society of countries where Spanish is spoken. You will also explore the influence of the past on present day Spanish speaking communities. Throughout your studies, you will learn the language in the context of Spanish speaking countries and the issues and influences which have shaped them. You will study a text and/or a film.

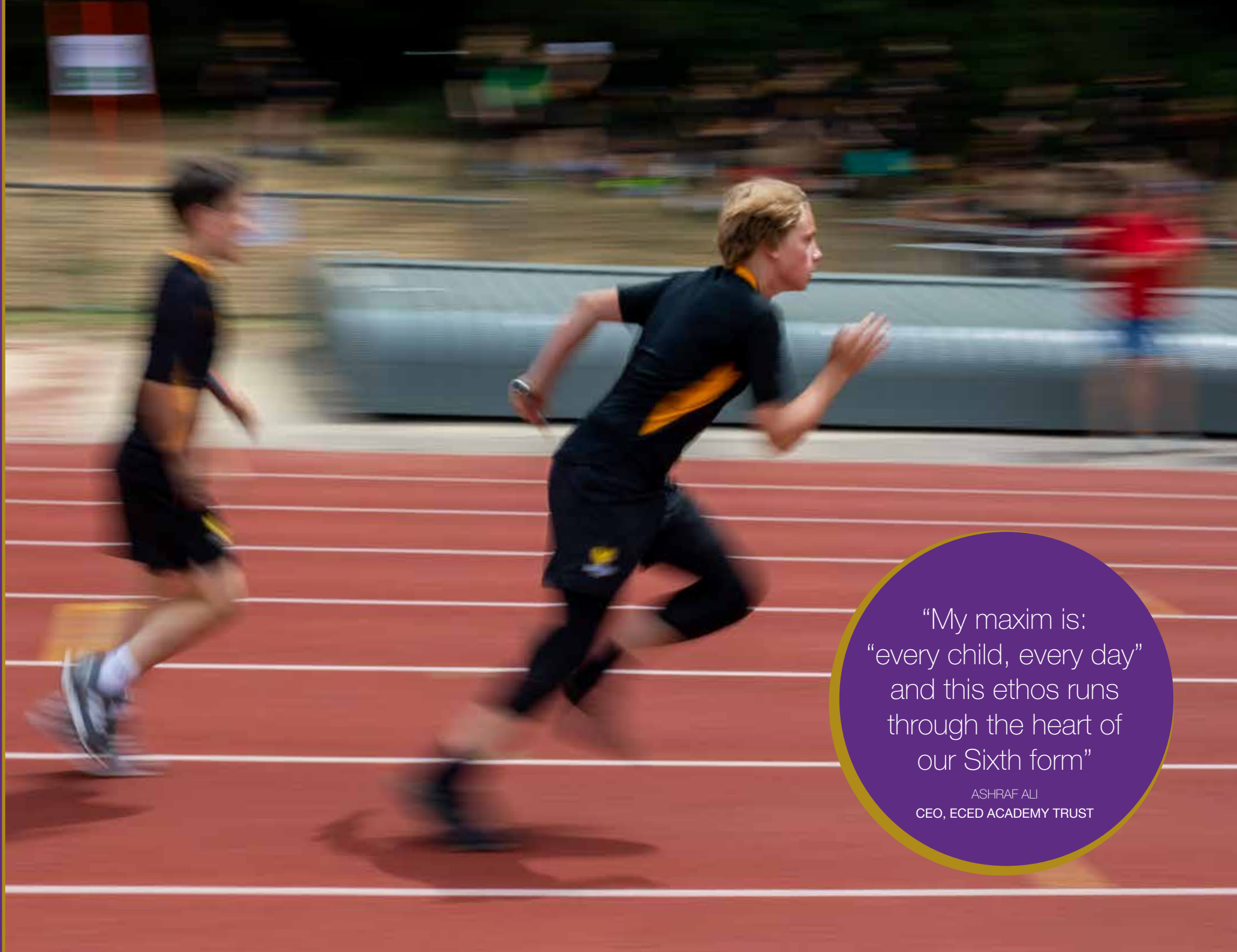
### NS & Careers:

An additional language can give you the competitive edge, in both your education and your career. Aside from a purely language degree, a language can fit with absolutely any other subject to form a joint or double honours degree. An additional language will prove essential for a career in language teaching, translating and interpreting. Other career paths where languages would be an asset are: Finance, Law, Sales and Marketing, Transport, Tourism and Leisure, Public Sector, International Organisations including the UN and EU.

### Enrichment opportunities:

Clubs and extra-curricular activities will include cooking, music, film, restaurant visits, residential visits, exchange opportunities.

Students are able to explore the possibility of work experience placements in Spain.



“My maxim is:  
“every child, every day”  
and this ethos runs  
through the heart of  
our Sixth form”

ASHRAF ALI  
CEO, ECED ACADEMY TRUST



## Entry requirements

- > Grade 4 in GCSE Maths and a two science subjects at B
- > Hollyfield Sixth Form entry requirements

### Course Content:

Applied Science is a well-structured vocational course combining coursework and written exams leading to students gaining nationally recognised qualifications:

- > **Certificate in Applied Science** (one year)
- > **Extended certificate in Applied Science** (two years) Marked on pass/merit/distinction/distinction\* (only at extended) system. In terms of Hollyfield, the certificate is an 'AS level' and the extended certificate is an 'A level'.

The course covers all three sciences of Biology, Physics and Chemistry but in an "applied" context. That means that you will learn the science in a "real life" context through specially developed assignments and lessons. The level of science taught is equal to your sixth form peers, the only difference is that you will learn parts from each specialism.

### Assessment: Certificate

**Unit 1: Principles of Applied Science** (90 minute written exam)

**Unit 2: Practical Scientific Procedures and techniques** (portfolio of coursework)

### Assessment: Extended certificate

(the certificate modules will have been completed in the first year)

**Unit 3: Science Investigation Skills** (portfolio of coursework)

**Unit 4: Optional, one of the following:**

- > Physiology of Human Body Systems
- > Human Regulation and Reproduction
- > Biological Molecules and Metabolic Pathways
- > Genetics and Genetic Engineering
- > Diseases and Infections
- > Applications of Inorganic Chemistry
- > Applications of Organic Chemistry
- > Electrical Circuits and their Application
- > Astronomy and Space Science

### What's different?

BTECs are different to GCSE's and A-Level in that they offer a combination of coursework based tasks and external exams. BTECs are vocational, so there will be more of a practical feel and the skills that you learn will seem instantly applicable to the real world. More specifically within Applied science, it will give you a broader insight into the day-to-day workings of scientists. Many of the skills you learn will form a foundation for a career in scientific research or science based routes.

### NS & Careers:

BTEC Applied Science will prepare you for a career in many science-based industries and organisations. It will also support those who are interested in other careers for which science is important such as Primary Teaching, Childcare, Nursing, Sports Management or Sports Training. Many former science students have progressed to university to study a wide range of subjects including Forensics, Construction, Animal Behaviour, Biochemistry, Physiotherapy and Biomedical Sciences. Other students have chosen to follow Apprenticeships in Laboratory Work or Engineering.

### Enrichment opportunities:

Various opportunities will be made available including a trip to CERN in Switzerland, a visit to the Crick institute, lectures at universities and guest speakers.



## Entry requirements

- > Grade 5 GCSE and above in English and Maths
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

##### Unit 1: Representation

In this unit you will study a range of media from different sectors and examine how different media representations are constructed by media producers to create meaning, messages and values.

##### Unit 10: Film Production

In this unit you will learn the process of producing a short narrative film or film extract that uses generic conventions.

### Assessment:

#### Year 12

Unit 1. Exam 2 hours - 25%

Unit 4. Coursework - 25%

#### Year 13

##### Unit 4: Pre-production Portfolio

In this unit you will plan and carry out essential pre-production work that takes place as part of a creative media production.

##### Unit 10: Responding to a Commission

In this unit you will learn the commissioning process and how media producers respond to clients by generating ideas using a range of skills.

#### Year 13

Unit 8. Exam 6 hours - 33%

Unit 10. Coursework - 17%

### What's different?

The Creative Media BTEC is very different to the new Media Studies A Level. The course is based around a number of units that are delivered and assessed in a modular format, rather than at the end of Year 13. Therefore students are able to focus on one area at a time. The course is very practical; students work towards a vocational scenario and produce products for real clients. This makes the course more engaging. The course also offers a higher percentage of coursework than the A Level, which is beneficial for students who struggle with exams. The course provides opportunities for students to showcase their skills through practical assessments, which is missing from many A Levels.

### NS & Careers:

The Creative Media BTEC has been designed to get students into higher education or onto an apprentice. The course contributes towards UCAS points and meets the admission requirements of many different courses if taken alongside other qualifications as part of a two year programme of learning. It will support entry to HE courses in a very wide range of discipline, depending on the subject taken alongside.

If students wish to study creative media at HE, opportunities include University courses in Media, Graphic Design, Photography, Animation, Art and Film Production. There are a growing number of courses to choose from and there are also many combined or modular degrees in which Creative Media Production, film, audio, and theoretical elements are components.

Broadcasting, Marketing and advertising, Publishing, Film and media production.

### Enrichment opportunities:

You will have workshops and educational trips as well as one to one support and Teaching. You will also receive written notes, guidance, target setting, handouts and practice assessments. There will be a number of trips to take photos including a planned trip to NY as part of the creative media pathway and many workshops.



## Entry requirements

- > 5 GCSE's at Grade 4 and/or Maths and English Language at grade 4 or above
- > Hollyfield Sixth Form entry requirements

### Course Content

#### Year 12

##### Unit 1: Enterprise & Entrepreneurs

Learners study enterprise and the mind-set of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise.

##### Unit 2: Developing a Marketing Campaign

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed.

#### Year 13

##### Assessment: AS Level

The first two units studied in Year 12 are both coursework related.

**Unit 1: Enterprise & Entrepreneurs:** Internally Assessed via an assignment.

**Unit 2: Developing a Marketing Campaign:** Externally Assessed under supervised exam conditions. Learners will be provided with a case study two weeks prior to a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of 3 hours. Students can only resit once in January of Year 13!

##### Unit 3: Personal & Business Finance

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

##### Unit 7: Social Enterprise

Learners research and develop an understanding of organisations trading for social purposes, gaining practical experience in planning and running a short social enterprise activity.

##### Assessment: A2 Level

The second two units studied in Year 13 are an external exam and a coursework unit.

**Unit 3: Personal & Business Finance:** This unit is Externally Assessed by a written examination 2 hour Exam in January of Year 13. Students can only resit Unit 3 once in May/June of Year 13!

**Unit 7: Social Enterprise:** Internally Assessed via an assignment.

### What's different?

Studying Enterprise and Entrepreneurship gives you the opportunity to gain a nationally recognised, vocationally specific qualification. It enables you to understand enterprise and entrepreneurship and to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

### NS & Careers:

When studied with other Level 3 qualifications learners can progress into higher education on combined courses, or progress to Higher Apprenticeships in areas such as business administration, marketing, accounting, sales or enterprise. The qualification will also give learners the skills to enter the self-employed market e.g. the 'gig economy'.

### Enrichment opportunities:

Young Enterprise Company Programme, Trip to the Branding Museum, business visits and seminars.

## Entry requirements

- > Grade 4 and above in English GCSE
- > Hollyfield School entry requirements

### Course content:

#### Year 12

##### Unit 1: Human Lifespan Development (external exam)

This unit will develop your knowledge and understanding of patterns of human growth and development and factors that can impact growth and development across life stages. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. You will learn about a number of theories and models to explain and interpret behaviour through the human lifespan.

##### Unit 5: Meeting Individual Care and Support needs (internal assessment)

For you to be able to provide the care and support that individuals need, it is important that you have a good understanding of the principles behind providing quality care and support. This unit introduces you to the values and issues that need to be considered when planning care and how you will overcome any ethical dilemmas that may arise. You will learn the legislations and policies professionals must follow in order to maintain quality care.

#### Year 13

##### Unit 2: Working in Health and Social Care (external exam)

This unit will help you to understand what it is like to work in the H&SC sector. When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that you properly handle their personal information and preventing discrimination towards them by following relevant legislations. You will need to understand how you will be accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. It is necessary for you to understand how your work will be monitored when you carry out a specific role such as nurse or social worker.

##### Unit 10: Sociological perspectives (internal assessment)

This unit will allow you to explore the different sociological perspectives and concepts, and consider how these can be applied to health and social care. You will research how social inequalities, demographic changes and patterns can affect health and social care delivery.

### Assessment:

All BTECs are continually assessed through a series of assignments throughout the year. Methods of assessment include: external exams, written essays, presentations, administration, website design, video production, CD ROM, mock interviews, designing training programmes and practical skill demonstrations. Each assignment is scored (subject to external moderation) and each student's accumulated assignment score results in an overall BTEC mark: Pass, Merit or Distinction. The course will be equivalent to ONE A-level.

### What's different?

BTECs are different to GCSEs and A level in that they offer a combination of coursework based tasks and external. BTECs are vocational, so there will be a more of a practical feel and the skills that you learn will seem instantly applicable to the real world.

### NS & careers:

A BTEC in Health and Social Care could lead to employment in healthcare industries, or with further study at higher level, careers in the health and social care sector such as social work, nursing, midwifery, physiotherapy, occupational therapy, teaching etc.

### Enrichment opportunities:

As well as the exciting opportunities that the course itself brings we will offer work related placements, university taster days, first aid training, visits to see the subject in action in the real world and sixth form journeys to enhance the learning in the classroom.





## Entry requirements

- > Minimum grade 5 in Maths, grade 5 in English
- > Hollyfield Sixth Form entry requirements

### Course Content:

#### Year 12

##### > Unit 2: Creating Systems to Manage Information:

You will examine structure of data and its origins, and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system, then testing your solution to ensure that it works correctly. You will evaluate each stage of the development process and the effectiveness of your database solution. In this unit you will draw on your learning from across your programme to complete assessment tasks.

**Externally Assessed**, 10 hour practical exam in an IT room. Completed using a computer and submitted electronically.

##### > Unit 3: Using Social Media in Business:

You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts.

Understanding how to use social media for business purposes is useful for employment in information technology and in a variety of business sectors. Also, social media skills are closely linked with web and mobile applications development.

**Internal assessment** of time framed assignment.

#### Year 13

##### > Unit 1: Information Technology Systems:

You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals. In this unit you will draw on your learning from across your programme to complete assessment tasks.

**Externally assessed**, 120 min written examination

##### > Unit 6: Website Development:

In this unit, you will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, you will reflect on the website design and functionality using a testing and review process. Many software developers, database experts and systems managers need web-client development skills as an integral part of their overall portfolio of expertise. This unit will prepare you for employment as a website developer or as a website development apprenticeship. The unit will benefit you if you want to go on to higher education to develop your studies.

**Internal assessment** of time framed assignment.

There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence.

### What's different?

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers.

### NS & Careers:

The qualification, when studied with other Level 3 qualifications, is aimed at progression to higher education but also enables learners to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.

### Enrichment opportunities:

Where possible, various opportunities will be made available, including meetings and VOIP with leaders in IT industry as well as trips abroad.

## Entry requirements

- > Grade 5 or above at GCSE PE / Merit or above in BTEC Sport Level 2
- > Hollyfield Sixth Form entry requirements
- > Current involvement in organised sport, for example a member of a sport club/team, outside of school is desirable.

## Course Overview

The BTEC is designed for students who wish to start a career in the sports sector, with a specific focus on sports development, coaching and fitness. The qualification gives students an insight into the various different occupational routes you can take within the sector, including routes into the sport and leisure industry, health centres and private sector and public sector clubs. Opportunities include working with sports professionals, in fitness, sports coaching and outdoor education.

## Course Content:

### Year 12

- Unit 1: Anatomy and Physiology
- Unit 4: Sports Leadership

### Year 13

- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry

## Assessment:

All BTECs are continually assessed through a series of assignments throughout the year. Methods of assessment include: written essays, presentations, coaching sessions, administration of fitness tests, website design, video production, mock interviews, designing training programmes and practical skill demonstrations. Each assignment is scored (subject to external moderation) and each student's accumulated assignment score results in an overall BTEC mark: Pass, Merit or Distinction.

## What's different?

BTECs are different to A levels in that they offer a combination of coursework based tasks and external. BTECs are vocational, so there will be a more of a practical feel and the skills that you learn will seem instantly applicable to the real world. They are well suited to learners who prefer to build their outcomes incrementally over a 2 year course, rather than work towards exams at the end of Year 13.

## NS & Careers:

On successful completion of BTEC qualifications learners may progress into employment, begin an apprenticeship or continue to study at university. All university PE/Sport courses now accept BTEC qualifications.

The sport industry is a rapidly growing market and pupils can look to study a range of courses at university in sport science, sports studies, physiotherapy, sports coaching, nutrition, PE teaching, sports psychology and sport business. This can lead into careers in a variety of sectors linked to the above courses.

## Enrichment opportunities:

You will be given the opportunity to take sports coaching awards and to coach and adjudicate sports fixtures for the school and in the local community. You will be required to organise sports events and participate in work experience programmes such as voluntary work within the sport industry or in our partner primary schools. We hope you will represent the school via our sports teams. Opportunities will be provided to take first aid awards and the sports leadership award.

A range of sports related trips –for example to London's Olympic park, the White Spider climbing centre or on the London to Paris sponsored cycle – will be provided.

As well as trips we link with a variety of sports clubs to ensure we deliver the best opportunities for our students leadership award.





grow, flourish, fly...





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