CHACE COMMUNITY

Sixth Form Prospectus





Ofsted Graded GOOD 2022

2027

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Welcome to Chace Sixth Form





Dear Student

We are pleased that you are considering joining the Sixth Form at Chace Community School next September; it is an excellent place to work and learn. You will find it very different from your first five years at secondary school. You will study fewer subjects but in greater depth and will need to be willing and able to work independently. As a Sixth Form student, you will have the use of your own common room and have access to Sixth Form study areas. You will experience more freedom in a supportive and well-structured learning environment and will be given the opportunity to take on greater responsibilities both within the school and in the local community.

We are proud of our very successful Sixth Form and our talented Sixth Form students. We set high standards of work, and have high expectations of them, both as learners and as role models. In return, you can expect excellent teaching, inspiring a love of learning and you will receive individual expert help and advice regarding your progression routes to university, further education, apprenticeships and employment.

We hope you decide to apply to Chace next year and in anticipation of that we wish you the very best in your studies.

Yours sincerely

Tanya Douglas
Headteacher

Amanda Roper
Head of Sixth Form

“Our vision is to provide young people with an education of excellence that will change their lives and inspire them to be the leaders of tomorrow.”

Ms T Douglas, Headteacher



Step by Step Guide to joining Chace Sixth Form

Step 1:
Read the prospectus on the website before Sixth Form Open Evening and narrow down the subjects you would like to find out more about.

Step 2:
Attend Sixth Form Open Evening on 9th November 2026 between 5 - 7 pm. Listen to the talk in the Hall to find out more about studying in the Sixth Form and then visit the subject areas you are interested in. Use the evening to answer any questions you have. After Open Evening, decide on the five subjects you are most interested in studying.

Step 3:
Chace students will have the opportunity to choose 5 subjects to experience taster lessons on 25th November 2026. This will inform your application choices.

Step 4:
Complete the Sixth Form application form by 1st February 2027 with the 5 subjects you have decided you would like to study – make sure you choose courses that you can realistically meet entry requirements for.

Step 5:
In February/March, you will have a Guidance Meeting with a member of Sixth Form staff, or a Senior Leader, to discuss your application and will then be made a conditional offer.

Step 6:
Work towards making sure you achieve the entry requirements you need for your chosen course and sit GCSE examinations.

Step 7:
You must attend Induction day in July 2027 (date to be confirmed). Important information will be shared for you and you will be given work that must be completed over the summer holidays.

Step 8:
You will complete your enrolment on GCSE results day 19th August, 2027. Lessons will start in September 2027.

If you have any questions at any point during this process, please do not hesitate to ask.



CHACE COMMUNITY

Aims and Benefits of Sixth Form Studies at Chace

Chace Sixth Form provides a stimulating learning environment which will enable you to develop both socially and academically.

In particular, Chace offers you:

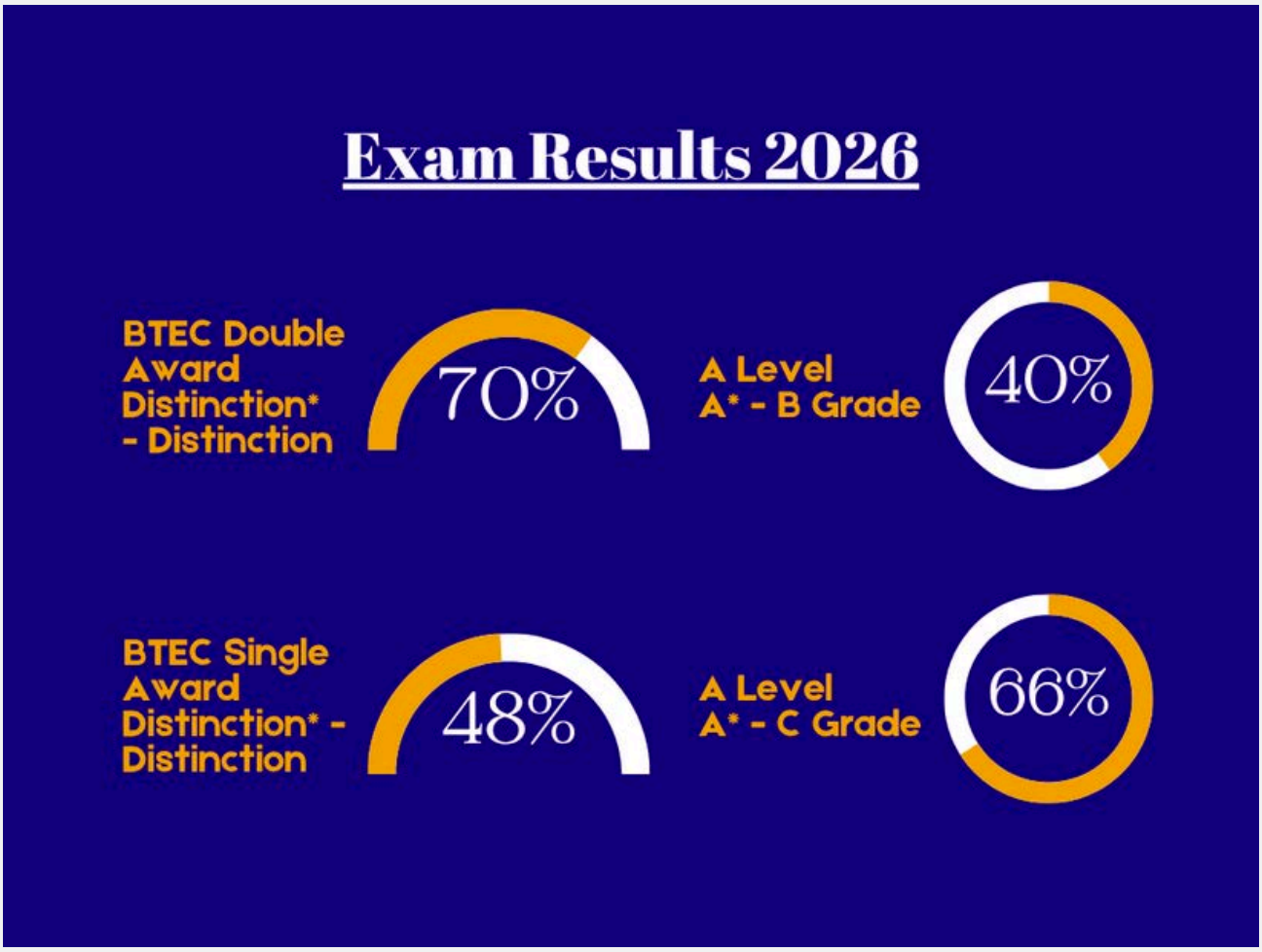
- A wide range of subjects to choose from.
- In most cases, studying in smaller groups with teachers you already know.
- Facilities separate from other year groups, including a common room and a quiet study area.
- Visits, activities and other events connected with your studies.
- A support programme providing advice and discussion on life and study skills and regular consultations on your progress with your Form Tutor.
- The companionship of established friends.
- The opportunity to take on responsibilities both within and beyond the school community to support your journey into responsible young adulthood.
- Experienced help to guide you through application procedures for colleges and universities.
- Careers advice and support to find apprenticeships or employment.
- References written by teachers who have known you for several years.
- Social events arranged both by the school and by your own Sixth Form Committee; these have included end of term parties or outings and the Sixth Form Prom at the end of the year.
- Above all, staff who CARE and who are ready to encourage, explain and at all times support you through your time as a Post-16 student.



Results and Destinations

‘Leaders are determined to provide an ambitious education and broad opportunity for all pupils. Pupils are encouraged to have high aspirations and to aim for excellence.’ & ‘...in the sixth form, pupils become confident, independent learners.’Ofsted 2022

100% pass rate for exams taken in 2026











Results and Destinations

09

UCAS

Support for UCAS University applications and Apprenticeship applications begins in Year 12 and continues right up until students send off their applications in Year 13. We encourage all students to aim high and apply to the best institutions and organisations for them. We aim for students to feel supported and confident throughout the process of applying, making them aware of the vast array of courses and opportunities available to them.

- Talks from Universities & Colleges
- Talks from apprenticeship providers
- Webinars on writing effective personal statements
- Promotion of online university lectures
- Sessions from the Education Development Trust on CV writing and cover letters
- Mock interview sessions
- Sessions from the Education Development Trust on successful apprenticeship applications and mock assessments
- Student finance advice
- One-to-one support from the sixth form team
- University and college visits
- Guidance on making good choices
- Interview practice and support from Cambridge University
- Parent Information evening on all P18 options
- Parent UCAS guide
- Student UCAS guide
- Information and guidance on taster courses and summer schools
- Access to a wide range of university and college prospectuses



We continue to be very proud of our students and their success. In 2026, 69% of students progressed on to University with a further 77% of those not applying entering full time employment, apprenticeships or college. 83% of students going to university secured their first choice, above the national average.

Destinations

CHACE DESTINATIONS

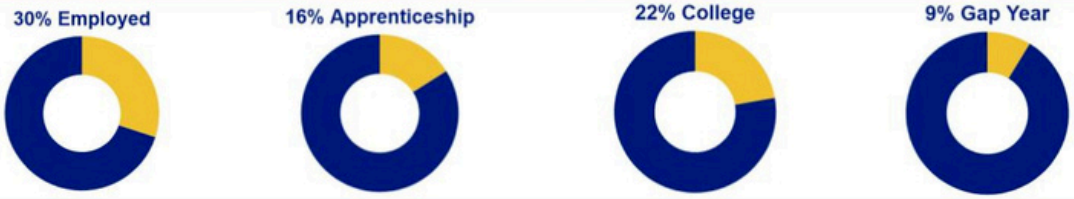
69%

WENT TO UNIVERSITY OR A HIGHER EDUCATION INSTITUTION WITHIN 6 MONTHS OF COMPLETING THEIR COURSE AT CHACE COMMUNITY

COURSE CHOICE BY INDUSTRY

- 13% Engineering and Technology
- 12% Finance, Consulting, Property
- 16% Health, Sports, Environmental, Life Sciences
- 8% Education, Advocacy Social Services
- 11% Communications, Media, Marketing
- 14% Consumer Products, Business Services
- 17% Government, Law, Public Policy
- 9% Design, Creative

STUDENTS WHO DID NOT APPLY TO UNIVERSITY



BELONGING RESPONSIBILITY EXCELLENCE

Birkbeck University of London
University of Bath
University of Reading
University of Westminster
Ravensbourne University London
University of Hertfordshire
University of Leeds
University of Sussex
83%
WENT TO THEIR 1ST CHOICE UNIVERSITY
City University of London EST 1894
University of East Anglia
Brunel University London
University of Portsmouth
University of East London
University of Essex
Queen Mary University of London
Royal Holloway University of London
University of Greenwich
Buckinghamshire New University EST. 1891
Middlesex University
University of West London
Oxford Brookes University
University of Northampton

2026

CHACE COMMUNITY

Beyond the Classroom

Developing the Whole Child

“It's an immense pleasure to work with such motivated students, who will go on to become the successful leaders of tomorrow.” O Kasunmu, Senior Science Technician

Our Chace Guarantee puts the personal development of all students at the heart of what we do. For this reason, students will have the opportunity to participate in a wide range of extracurricular activities. Our curriculum beyond the classroom caters for a wide range of interests and gives students a chance to experience and learn new things, socialise with others and develop their sense of belonging.

Students record their activities, volunteering and super-curricular opportunities on their Ambition & Excellence passport, as well as on our careers platform, Unifrog. This gives students an opportunity to refelct on the skilsl that they are developing and is an excellent source of evidence when writing personal statements and job applications.

Students take part in a democratic student leadership process, culture day and a sixth form prefect programme. This is an important part of our value of 'responsibility' and ensuring that our students do the right thing and think of others beyond themselves. This results in students becoming active citizens and playing a fundamental role in wider society upon leaving Chace.

Student voice begins with the Head Students. They lead the Student Council, which is made up of an elected form representative from each tutor group. Our Student Council meetings give every student a sense of belonging and an opportunity to share their views on issues that affect them.



Super and Extra-Curricular Opportunities

In Chace sixth form, we place great emphasis on the importance of extra and super-curricular opportunities. Students are actively encouraged to take part in enrichment activities, foster their independence and develop themselves as individuals. Therefore, the following opportunities are available to students to help build their sense of belonging and responsibility whilst striving for excellence.

Chace+

The Year 12 Chace + enrichment programme is held every Monday after school and has been specially designed to support students, focusing on both their wellbeing but also super-curricular opportunities. Each term, students have the opportunity to take part in a wide range of activities, for example:

- Study for external courses, like TEFL, BSL
- Online courses
- Music
- Mental Health Ambassador course
- Debate club
- Humanities film club
- Board games



Key Skills

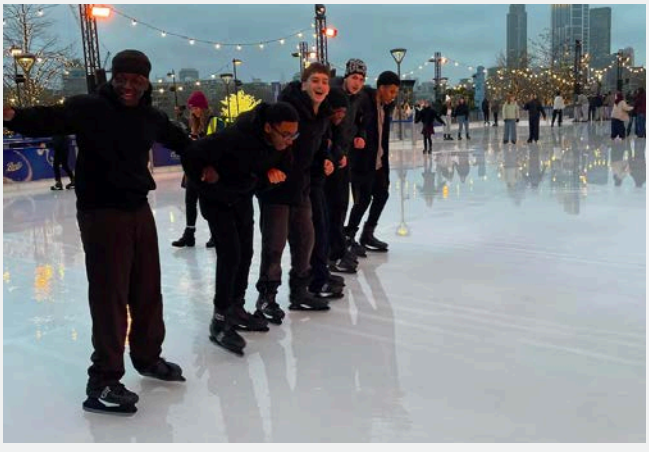
Personal, social and health education is an important and necessary part of all pupils' education. It has been proven to impact on students' life chances and academic success as they are prepared for the realities of the modern world whilst ensuring they are safe and healthy.
All students in sixth form receive two PSHE lessons per week which focus on the following key areas:

Year 12:

- Transition to sixth form
- Health and Wellbeing
- Diversity and Inclusion
- Preparing for the future
- UCAS

Year 13:

- UCAS
- Finances
- Health and Wellbeing
- Preparing for the future



This programme is constantly updated to ensure that students receive up to date and current advice and information.
Students also participate in weekly targeted Supervised Study sessions, where they can either complete work in subjects where they are working below target, complete supplementary reading and independent research or focus on study skills.

Super and Extra-Curricular Opportunities

Enrichment Days

We utilise our enrichment days to ensure students have a wide range of opportunities, including preparation for the future, visits from external organisations, development of core skills and more. This year's timetable is:

	Year 12	Year 13
Day One	Residential to Cuffley	UCAS Support
Day Two	Talk the Talk interview workshop	Curriculum trips and workplace visits
Day Three	University visits	Preparation for the future and budgeting
Day Four	UCAS preparation and financial planning	Exams

Form Time

Throughout sixth form, students have two form times per day in which they have the space to consider and discuss current issues, build societal awareness, look after their wellbeing, gain careers advice and focus on their literacy.

Work Experience

The benefits of taking part in work experience are many. It allows students to put their existing skills into practice and develop new ones. It can help build their confidence and bridge the gap between school and the world of work. By developing the skills employers want, students put themselves in a strong position when it comes to finding a job/apprenticeship or applying for a place at university upon completion of their studies.

All students in sixth form take part in a one week work experience placement at the end of Year 12 which they are responsible for organising themselves with the support of the sixth form team. Students are given guidance on how to search for a placement, make contact and workplace etiquette.



Chace Community School
Sixth Form

What our students say about us

"The sixth form staff at Chace have supported me in so many ways, from giving me extra help with my subjects to checking in on me when things were difficult. Their encouragement has helped me stay motivated and believe I can achieve my goals."

5.0 ★★★★★



p16enrolment@chace.enfield.sch.uk

Potential New Courses: Expressions of Interest

We are currently exploring the possibilities of 2 new vocational courses. We are asking for student feedback to assess the viability of the courses. If confirmed, there will be taster sessions and further information sent out.

Feature	WJEC Level 3 Applied Diploma in Criminology	Level 3 V Level in Accounting and Finance
A-Level Equivalent	1 A Level	1 A Level
Core Disciplines	Law, Psychology, and Sociology	Business, Finance, and Digital Technology
What You Study	Media & hidden crimes, Theory of why people commit crime, Forensics & courtroom trials, Prisons & the justice system	Bookkeeping & balance sheets, Corporate budgeting & margins, Accounting software & AI, Ethics & ESG factors
Assessment Split	50% Controlled Assessment 50% External Exams	60% Coursework 40% External Exams
University Routes	Criminology, Law, Psychology, Sociology, Forensic Science	Accounting, Finance, Business Management, Economics
Career Pathways	Police Force, Probation, Prison Service, Law, Social Work	Financial Analyst, Accountant, Business Consultant, Degree Apprenticeships

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Roper



Sixth Form Courses

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What courses are offered at Chace?
These fall into two broad categories: A Levels and vocational courses. You can also study a combination of these.

What are A Levels?
These are advanced Level 3 courses studied over a period of two years. They may extend the work you have been doing in GCSE (as in English or Maths for example) or you may start completely new subjects (such as Media Studies, Sociology or Psychology). The level of study is much higher than that demanded by GCSE. They are academic courses designed to lead you into university. A Levels are two year linear courses. Some subjects will have coursework units but most assessment takes place through externally set examinations sat at the end of the two years. You will choose to study three A Levels. For students who have achieved exceptionally well at GCSE, with 5 or more grades 7-9, you may wish to study four. You could also choose a combination of A Levels (one or two) and vocational courses (a single or double award).

Are A Level courses right for me?
If you have enjoyed GCSE and would like to narrow down your academic study to three subjects then A Levels are a good choice for you. If you are thinking about going to university, many degree courses require A Level qualifications, so A Levels are a good choice for you.

What are vocational courses?
Vocational courses focus on a particular area of work. They are designed to give you specific knowledge and skills and prepare you for particular vocations as well as university courses. We offer BTEC courses at both Level 2 and Level 3, and AAQs at Level 3.

Level 3
Level 3 BTECs and AAQs are equivalent to A Level and can be taken as single (equivalent to one A Level) or, in some subjects, double awards (equivalent to two A Levels).

Courses on offer:

- BTEC Extended Certificates. These are single awards taken over two years in subjects including: Business, Performance (Acting) and Sport.
- BTEC Diplomas. These are double awards taken over two years. We offer this Diploma in Sports.
- AAQs in Health and Social Care, Applied Science and ICT.

Students will be involved in several hands-on practical situations including work experience, residential trips, guest lecturers and visits to local businesses. A BTEC Level 3 course is studied over a two year period and can take you onto a university degree.



Sixth Form Courses

Is a BTEC Level 3 course right for me?

If you have already decided the area in which you would like to work then a vocational course in that area may be your best choice. If you would like the flexibility of a course that has a number of modules, assessed through coursework as well as examination, then this is a good option for you. BTECs are full time courses. Many students continue their studies at university on completion of a vocational course. Others move on to employment or apprenticeships.

A mixed vocational and A Level programme is also an option.

Level 2

Our Level 2 course is the equivalent of two GCSEs grades 4-9 and is aimed at students who, despite having worked very hard at GCSE, have not met the entry requirements to study Level 3 courses at Chace.

Course on offer:

- BTEC Travel and Tourism

The Level 2 course is studied over one year and assessment is continuous throughout the year. The course is studied alongside GCSE re-sits in English and Maths for those students who have not achieved Grade 4. If you successfully pass the course, you could progress onto a Level 3 course the following year.

Community languages A Levels

Students may have the opportunity to study an A Level in a community language. This will be in addition to their usual courses. There is a separate application process that will be shared with students once they begin Year 12.



What will my study programme look like?

You will opt for **one** of the following programmes:

1	Three A Levels (or four in some exceptional cases)
2	Combined courses: Two A Levels and one BTEC Single Award/AAQ
3	Combined courses: One A Level and Two BTEC Single Awards/AAQ or one BTEC Double Award
4	Vocational only: Three BTEC Single Awards/AAQs
5	Vocational only: One BTEC Double Award and one BTEC Single Award/AAQ
6	One BTEC Level 2 Course with GCSE resits

What else is on offer to go with my study programme?

To complement both the A Level and vocational programmes you will attend or be involved in the following:

Key Skills: All Year 12 and Year 13 students follow a Key Skills programme through which they will be supported with their learning, life skills and future career plans. This lesson takes place once a week and covers all aspects of Higher Education and study skills as well as personal, social and health education.

Volunteering: Sixth form students are expected to complete twenty hours of volunteer work. This can be carried out in the local community working with the young, the elderly, the able bodied and the disabled to gain additional experience, insight and understanding. This is a fun experience and in the end both you and the community will benefit from your involvement. We also have a large number of opportunities to become involved in voluntary work in school. You will receive a certificate for your work and can write about this on your university applications and CVs.

Careers Advice and Work Experience: All Post-16 students receive careers guidance and Level 3 students complete a one week work experience placement at the end of Year 12.

Assemblies and Form Time: Post-16 students attend assemblies that promote our Chace Values. During form time, students will follow a programme of current affairs, literacy and numeracy skills, mindfulness and well-being and one-to-one learning conversations and target setting.

Subject Availability

We hope to run all subjects offered but classes run subject to sufficient group numbers and this cannot be confirmed until the first week of term in Year 12.

What GCSEs are available?

GCSE resits in English Language and Mathematics are available and compulsory for those students who have not achieved a grade 4. The large majority of universities require a GCSE grade 4 in both Maths and English. In some cases, students may need a grade 5. When this is the case, students are welcome to re-sit exams at Chace but must study and pay for this independently.

Students achieving a Grade 4 or above in English Literature but no English Language will be given an opportunity to re-sit the English Language GCSE; this is optional.

Entry requirements

ENROLMENT 2027

4 A Levels	5 grades 9-7 at GCSE (including English & Maths)
3 A Levels	5 grades 9-5 at GCSE (including English & Maths)
Combo of A Levels & BTECs	5 grades 9-4 at GCSE (including a 5 in English and a 4 in Maths or vice versa depending on the course).
Level 3 BTEC	4 grades 9-4 at GCSE (including a 4 in English or a 4 in Maths)
Level 2	4 grades at grade 3 GCSE (including a 3 in Maths and English Language)

The standard entry requirements above apply except for the following subjects:

Subjects with additional requirements

Subjects	Essential	Desirable
Art	Grade 5 in GCSE Art	
Biology	Grade 6-6 and above in GCSE Combined Science or grade 6 in GCSE Biology	Grade 6 in GCSE Maths Grade 7 in Biology
Chemistry	Grade 6-6 and above in GCSE Combined Science or grade 6 in GCSE Chemistry	Grade 6 in GCSE Maths Grade 7 in Chemistry
Economics	Grade 6 in GCSE Maths and GCSE English Language or Literature	
English Literature	Grade 6 in GCSE English Literature	
Media Studies	A grade 5 in GCSE English Literature or Language	A grade 5 in GCSE Media Studies (where studied)
History		Grade 5 in English and a Humanities subject would be desirable. *
Maths	Grades 7-9 in GCSE Maths	Grade 6 in GCSE Maths to be considered at discretion of Head of Maths
BTEC Performance Acting		Grade 4 in Drama would be desirable
Philosophy		Grade 5 in English and a Humanities subject would be desirable. *
Photography		Grade 5 in GCSE Art would be an advantage
Physics	Grade 6-6 and above in GCSE Combined Science or grade 6 in GCSE Physics	Grade 6 in GCSE Maths Grade 7 in Physics
Psychology	At least one Grade 5 or above in GCSE Science	Grade 5 in English and a Humanities subject would be desirable. *
Sociology		Grade 5 in English would be desirable. *
AAQ Applied Science	Grade 4-4 and above in GCSE Combined Science and a grade 4 in GCSE Maths	

*Students with a grade 4 in English will be reviewed for suitability at an early point in the course, and a change of subject or support plan will be put in place as needed

Expectations in sixth form

Being a Sixth Form student requires you taking personal responsibility for your own learning. This means using your study periods wisely and observing the following:

- We expect you to be committed to your work especially as you will have to do much of it on your own. We expect an excellent attendance record. All medical appointments should be made outside of lesson time except in the case of emergencies. Our attendance protocol can be found here.
- We expect you to become involved in many of the Sixth Form activities for your own personal development.
- We require you to have gained the necessary GCSE results for your chosen course at Post-16.
- We expect you to maintain the excellent atmosphere at Chace by working with staff to uphold our Code of Conduct.
- We expect you to keep all working/leisure areas that are available to the Post-16 group in a tidy and litter free condition.
- Whilst out of school; we ask you to remember that you are ambassadors of Chace Community School and that in all circumstances your behaviour and attitude should be excellent.
- We expect you to dress appropriately and follow the dress code – see Dress Code.
- We have initiated a Voluntary Service programme and we encourage all of you to become involved as part of your development into responsible young adults. Your contribution is profiled and certificated and is a focus for the references we will be asked to write for you.

Finally, we hope not to have to use sanctions against any of our Post-16 students. If, however, you fail to measure up to our standards of work, attendance or behaviour as outlined above, our standard school behaviour procedures and sixth form attendance or work policy apply



FAQs

Will I have a place in the Sixth Form?

All Chace students currently have a place in the sixth form. Your place is dependent upon you achieving the relevant GCSE grades required for your chosen course and upon a satisfactory reference provided by your Head of Learning. This reference will comment on your behaviour, work ethic, attendance and punctuality during Year 11.

When is the latest I can apply for a Sixth form place?

You need to have made your application by 1st February 2027.

What help will I have to choose my courses?

- You will be able to attend 5 taster lessons on 25th November 2027 to help you make course choices and complete your application.
- After Christmas you will have a guidance meeting with a member of SLT or the sixth form team where you will discuss your application – particularly in light of your PPE results and current predictions. You may be advised to make changes at this point.
- Application forms will be available online after taster day.
- If you would like to study a particular course at university or follow a particular career path, check entry requirements before choosing your Sixth form subjects.

Can I change my choice of subjects later?

It is important that you choose your subjects carefully as, if you do change your mind at a later date it is likely that your new choice will not have places available.

When do I start in the Sixth form?

- You will attend an initial Induction period in July 2027 (this may be subject to change). Please make sure you are available on this day as the enrolment process will begin then.
- You will complete your enrolment on GCSE results day Thursday 19th August 2027 once you have received your results.
- Term begins on 2nd September (TBC).

Will I get free periods as a Sixth form student?

- Yes, but you will be expected to use them as private study periods. For success at this level, you'll need them!
- In year 12, all students must attend all registration periods and remain in school until 12:50. If you do not have lessons in the afternoon, you are allowed to leave after afternoon form time at 12:50.

How do I apply to Chace Sixth Form?

You will be able to complete your Chace Sixth form application online from 27th November, 2027.

“The school community is truly inclusive. Leaders consider how to enable all pupils to succeed. Pupils learn to value and respect one another, regardless of difference.” Ofsted, 2022



Student Support & Wellbeing

To achieve excellence, our starting point is to ensure every child has a sense of belonging and is able to bring their 'whole self' to school.

This commitment creates an environment where positive mental health and wellbeing can flourish and is achieved through excellent pastoral care and support.

At Chace we pride ourselves on every child being known by multiple members of staff and being known well by their Form Tutor who plays an imperative role in ensuring the highest level of pastoral care and support on a daily basis.

In addition, our students with additional needs are known, not only by their teachers, but also by our Student Progress staff, who ensure their needs are fully met.

Level 2 BTEC Certificate in Travel and Tourism PEARSON

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1 YEAR COURSE, EQUIVALENT TO 2 GCSES

How is it assessed?
The Pearson Level 2 certificate in Travel and Tourism consists of completing all 4 Core units and 2 optional ones over 1 year. Students are assessed through coursework that are set by Pearson (set assignments) and internally. By the end of the course students will develop portfolio evidence that will be awarded either Pass, Merit or Distinction grades.

Topics
1: The Travel and Tourism Industry (30)
2: Customer Service in Travel and Tourism Organisations (30)
3: Global Holiday Destinations(60)
4: Travel Planning (30)
5: Exploring Marketing in Travel and Tourism (30)
6: Employment opportunities in Travel and tourism(60)



What sort of work is done?
Students will be doing a variety of different activities from presentations to completing reports. In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase to give learners practice in developing transferable skills. These skills are:

Cognitive and problem-solving skills – using critical thinking
Approaching non-routine problems, applying expert and creative solutions, using systems and technology
Interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation
Intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

What might this subject lead to?
Most students will go on to study Level 3 courses be it in Travel and Tourism or others. Some students can pursue a range of career pathways including working in the hospitality industry, travel industry and customer service.

WHO TO CONTACT FOR FURTHER INFORMATION: Mrs Sonmez



Level 3 BTEC National Extended Certificate in Business

PEARSON

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EQUIVALENT TO 1 A LEVEL

Syllabus details
The Level 3 BTEC Diploma in Business consists of completing 4 units of which 3 are mandatory over 2 years. The BTEC National Extended Certificate consists of completing 4 Core units over 2 years.
Students are assessed through an externally set exam and controlled assessment, as well as coursework. By the end of the course students will develop portfolio evidence that will be awarded either a Pass, Merit, Distinction or Distinction * grade.

Units
Year 1:
- Unit 3: *Personal Business Finance* (Exam)
- Unit 1: *Exploring Business* (Ext Cert / Dip)

Year 2:
- Unit 2: Developing a Marketing Campaign (Controlled assessment)
- Unit 8: Recruitment and Selection Process (Coursework)



What sort of work is done?
The Level 3 BTEC Business courses are designed to give students a broad understanding of business issues within the UK and Europe. The programme will cover finance, marketing, human resources, and business environments. BTEC qualifications are highly regarded and are recognised by both employers and universities alike. The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government requirements.

Who is this course suitable for?
Learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects.

What might this subject lead to?
All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:
• The ability to learn independently
• The ability to research actively and methodically
• Being able to give presentations and being active group members.

Most students will go on to university after their Level 3 BTEC course. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification or Foundation Degrees. Some of our past students have also chosen to pursue Level 3 or 4 apprenticeships at the end of their course in a range of employment sectors.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Judge



Level 3 AAQ in Health and Social Care

PEARSON

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EQUIVALENT TO 1 A LEVEL

How is it assessed?
The Pearson Level 3 AAQ extended certificate in Health and Social Care consists of completing all 4 Core units over 2 years. Students are assessed both through externally set exams and tasks as well as coursework. By the end of the course students will develop portfolio evidence that will be awarded either Pass, Merit or Distinction grades.

Units
Year 1:
- Unit 1: Human Lifespan Development (Exam)
- Unit 3: Principles of Health and Social care practice (Coursework)

Year 2:
- Unit 2: Human Biology and Health (Exam)
- Unit 6: Safe Environments in Health and Social care (Coursework)



What sort of work is done?
TThe AAQ course provide a specialist work-related programme of study that covers the key knowledge and practical skills required in the Health or Social Care Sector as well as offering a different emphasis through the choice of specialist units. It also provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments.
The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government key skills requirement. It is an active course, with vocational visits which assist in putting school based work in its appropriate context. This qualification is designed to be taken alongside A-Levels as part of a study programme and can link to Psychology, Biology or English.

What might this subject lead to?
Most students will go on to university after their AAQ. It's a popular and successful route to university for many people. Some of our past students have also chosen to pursue a range of career pathways including nursing, midwifery, medicine, psychology, healthcare, social care, nursery nursing, teaching and residential care.

WHO TO CONTACT FOR FURTHER INFORMATION: Miss Taylor



Level 3 AAQ in Information Technology

PEARSON

26

EQUIVALENT TO 1 A LEVEL

What sort of work is done?

The course has been designed for learners with an interest in the Digital sector and aiming to progress to higher education as a route to graduate level employment.

Learners will develop their applied knowledge and skills in Information Technology as part of a study programme alongside A Levels.

The qualification has four mandatory units covering the following topics:

- Information Technology Systems – Information technology systems, including the relationship between software and hardware, and the issues related to IT systems
- Cyber Security and Incident Management – Types of cyber security attacks, the vulnerabilities in networked systems and how to plan and respond to attacks
- Website Development – The development tools, techniques and processes used in website development and how to test usability, functionality and fitness for purpose
- Relational Database Development – Structure of data, data design and database management systems (DBMS).

What knowledge and skills will the student develop?

- Knowledge of digital technologies and how organisations plan digital projects and follow a project lifecycle
- Understanding of organisation structures and processes and how to embed digital safety to keep data and assets secure

Technical skills to:

- Design and build a website to meet user requirements using relevant tools and techniques, including testing for usability, functionality and fitness for purpose
- Follow a design methodology to create and develop a database design to meet user requirements, including testing the solution
- Transferable skills such as creativity and innovation, written communications, critical thinking and taking personal responsibility.

How might this be of value in further studies?

Learners will develop the ability to apply digital concepts to different sectors which is beneficial to the analytical approach included in many degrees. The ability to take personal responsibility and written communication skills will develop students' ability to manage their own work and independently create extended writing tasks which is a good foundation for academic success.

What might this subject lead to?

This qualification can lead to progression to the following degrees: BA Business Studies, BSc Information Systems, BSc Computer Science

How is it assessed?

Units are assessed using a grading scale of Distinction, Merit, Pass, Near Pass (for externally-assessed units only) and U. All units contribute proportionately to the overall qualification grade, either Distinction *, Distinction, Merit, Pass or U.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Saunders



Level 3 BTEC National Extended Certificate in Performance (Acting)

27

EQUIVALENT TO 1 A LEVEL

PEARSON

Syllabus Details

The Level 3 BTEC Extended Certificate in Acting consists of completing 5 units of study. Students' will study 2 mandatory units and 3 additional units:

- Unit 19: Acting styles (60 marks) - Exploration of 3 plays: A Doll's House by Henrik Ibsen; Road by Jim Cartwright & Agamemnon by Aeschylus. Research into Stanislavski, Brecht and Ancient Greek Theatre. Performance showing extracts from each play. Videoed workshops and rehearsals. Portfolio with workshop and rehearsal notes.
- Unit 21: Improvisation (60 marks)- Study of Augusto Boal & Bertolt Brecht (socio-political relevance) and Stanislavski (character & building a role). 2 Improvised performances from a stimulus to be performed twice. Ideoed workshops and rehearsals. Performance log that reviews and evaluates the development and application of skills.
- Unit 18: Interpreting classical text for performance (60 marks) - Study of 3 Classical texts: 1 Greek (Aeschylus); 1 C17th (Shakespeare); 1 C19th (Ibsen). 20-30 minute performance exploring extracts from one of the key texts with explanation of style of theatre & context. Logbook with workshop and rehearsal notes.
- Unit 34: Developing skills and techniques for performance (60 marks) - A report or presentation demonstrating knowledge and understanding of the performance requirements of script work. Exploration of 3 practitioners/genres: Stanislavski (character work); Sarah Kane (In-Yer-Face theatre); Contemporary playwrights such as Debbie Tucker Green and Martin McDonagh; Brecht and Epic Theatre. Exploration and choice or 7 -10 texts. 20-30 minute performance exploring scripted extract(s) from text with explanation of style of theatre & context. Written exploration of texts read; detailed exploration of text chosen. Videoed logbook with workshop and rehearsal notes.
- Unit 3: Group performance workshop (120 marks) - A report or presentation demonstrating an interpretation of performance material. Exploration of 3 key practitioners: Stanislavski (building a role); Artaud (Theatre of Cruelty) Boal/Brecht (social issues and relevance) with a focus on one for the development of the performance. Group Performance (20 minute maximum). 4 rehearsal written milestones/portfolios

What sort of work is done?

The focus of this practical unit is on the acquisition and development of performance and interpretative skills within acting. Learners will deepen their understanding of work as a performer and through practical training and exploration of techniques will develop essential physical, vocal and creative skills to be able to realise performance material in different styles.

Group performance - This externally assessed unit emphasis is on exploration and development of original performance material and the selection and application of appropriate performance skills. Learners will devote much of the unit therefore to experimenting with devising and/or choreographic methods, and using discussion, improvisation, staging and compositional techniques to put together a short performance to an invited audience.

What might this subject lead to?

Most students will go on to university or Drama School after their Level 3 BTEC Extended Certificate. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Wilson



Level 3 AAQ in Applied Science

28

EQUIVALENT TO 1 A LEVEL

PEARSON

How is it assessed?
The AAQ BTEC in Applied Science comprises five units, three of which are assessed externally via examination.

Units

- Principles and Applications of Biology (external examination)
- Principles and Applications of Chemistry (external examination)
- Principles and Applications of Physics (external examination)
- Practical Scientific Procedures and Techniques (internally assessed)
- Science Investigation Skills (internally assessed)

What sort of work is done?
In the AAQ BTEC in Applied Science you will study Biology, Chemistry, and Physics which will be studied through:

- Practical investigations
- Projects
- Exams
- Set tasks
- Research
- Case studies
- Analytical tasks

What might this subject lead to?
Biochemistry
Forensic Science
Chemical industry
Environmental Studies
Human Biology
Biotechnology
Pharmacology
Occupational Therapy
Nursing
Midwifery
Teaching
Laboratory Technician



WHO TO CONTACT FOR FURTHER INFORMATION: Mr Achillea



Level 3 BTEC National Extended Certificate in Sport

PEARSON

29

EQUIVALENT TO 1 A LEVEL

Syllabus Details

The Level 3 BTEC Extended Certificate in Sport consists of completing 4 units of study. Two units are assessed externally and two units are internally assessed. Students will produce coursework assignments for three units and sit an external exam for 1 unit.

Units

- Unit 1 - Anatomy and Physiology (externally assessed exam)
- Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing (externally assessed coursework)
- Unit 3 - Professional Development in the Sports Industry (internally assessed coursework)
- Unit 5 - Application of Fitness Tests (internally assessed coursework)

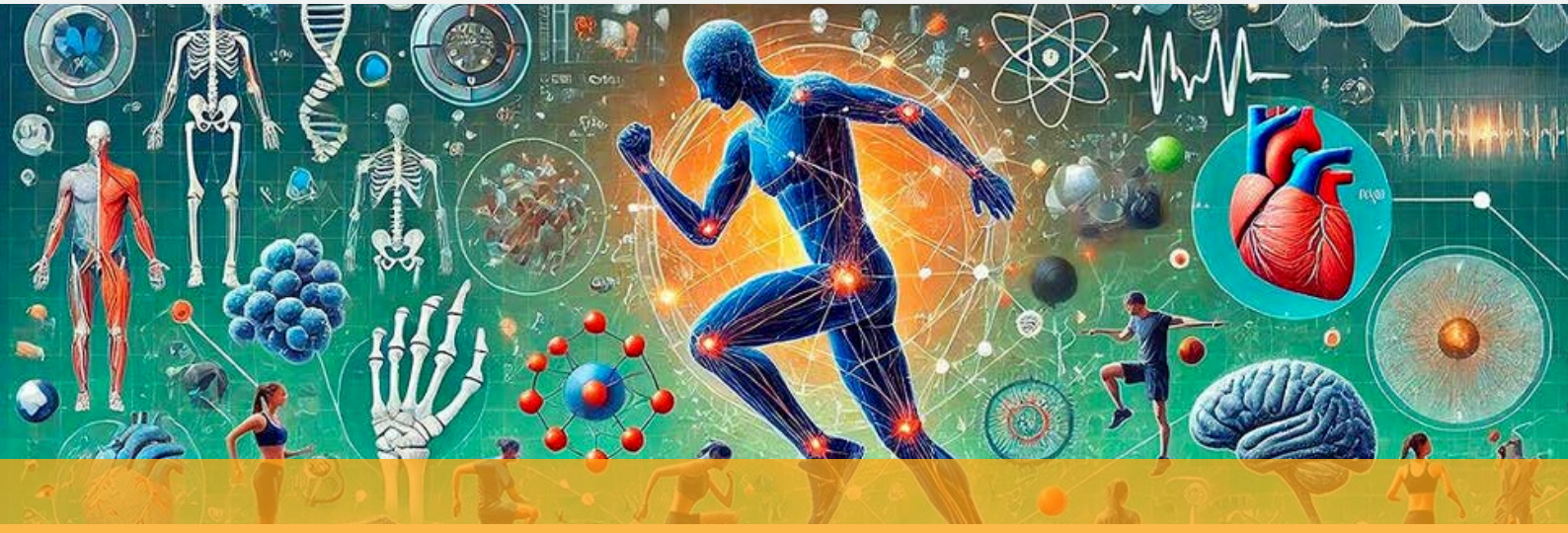
What sort of work is done?

The Level 3 BTEC Extended Certificate in Sport is a course designed to give a student a broad understanding of sports issues within the UK and Europe. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study. Students from Chace have gone onto university on completion of this course to study Sports Science related courses at university. It carries the same UCAS points as the A Level PE qualification.
The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government functional requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, however, the new format of the course requires completion of an external exam on Unit 1: Anatomy and Physiology.

What might this subject lead to?

Most students will go on to university after their Level 3 BTEC Extended Certificate. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification. Career pathways may include sports coaching, sport psychology, physiotherapy and teaching.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Dawson



Level 3 BTEC National Diploma in Sport

PEARSON

30

EQUIVALENT TO 2 A LEVELS

Syllabus Details

The Level 3 BTEC National Diploma in Sport consists of completing 9 units of study. Six units are assessed externally and three units are internally assessed. Students will produce coursework assignments for three units and sit an external exam for 1 unit.

Units

- Unit 1 - Anatomy and Physiology (externally assessed)
- Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing (externally assessed)
- Unit 3 - Professional Development in the Sports Industry (internally assessed)
- Unit 4 - Sports Leadership (internally assessed)
- Unit 5 - Application of Fitness Tests (internally assessed)
- Unit 8 - Coaching for Performance (internally assessed)
- Unit 22 - Investigating Business in Sport and the Active Leisure Industry (externally assessed)
- Unit 23 - Skill Acquisition in Sport (internally assessed)
- Unit 25 - Rules, Regulations and Officiating in Sport (internally assessed)

What sort of work is done?

The Level 3 BTEC Extended Certificate in Sport is a course designed to give a student a broad understanding of sports issues within the UK and Europe. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study. Students from Chace have gone onto university on completion of this course to study Sports Science related courses at university. It carries the same UCAS points as the A Level PE qualification.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government functional requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, however, the new format of the course requires completion of an external exam on Unit 1: Anatomy and Physiology.

What might this subject lead to?

Most students will go on to university after their Level 3 BTEC Extended Certificate. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification. Career pathways may include sports coaching, sport psychology, physiotherapy and teaching.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Dawson



Chace Community School
Sixth Form

What our students say about us

"I've really appreciated the support and encouragement to pursue what I have wanted to do from the sixth form team. Chace has given me the confidence to believe in myself and for the next steps at uni."

5.0 ★★★★★



A Level Art, Craft and Design

EDEXCEL

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Syllabus Details

The A Level course is made up of the following two units:

- Unit 1 Coursework 60% - This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.
- Unit 2 Externally set assignment - Students will receive the exam paper on the 1st of February and will have several weeks to complete the preparatory work before they sit a 15 hour exam, which is held over the course of three days.

Coursework is considered to be central to the course and is worth 60% of the final grade. Coursework is produced in lessons and for homework throughout the two years. Students work thematically on the units, adhering to the following criteria:

A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

How is it assessed?

Students will be continually assessed throughout the course. There will be formal deadlines which students will be expected to meet. At the end of each term, formal assessment and portfolio reviews will take place. At the end of the course students will display their coursework and exam piece which will make up their final exhibition. This is internally marked and externally assessed.

What sort of work is done?

Students will work within a wide variety of art disciplines and are encouraged to work within the medium which best reflects their skills. The main areas available to students are drawing and painting, printmaking (lino, silkscreen, monoprinting and batik), sculpture (ceramics, card, wood, plaster, and wire) and photography. Students are encouraged to attend life drawing classes and other workshops offered by the Art department and outside agencies. Critical studies is an integral part of the course and students will be expected to investigate and analyse the work of other artists and use this to inform their own work.

Trips to galleries and museums will be organised, We also expect students to visit galleries in their own time.

What might this subject lead to?

A Level could lead on to a foundation course which in turn would lead on to a degree course. There are many courses available in Art and Design leading to professional and rewarding careers; Computer Software Design, Ceramics, Industrial Design, Interior Design, Fashion Design, Textiles, Illustration, Graphic Designer 3D Design, Fine Art, Painting, Sculpture, Printmaking, Film Making, Photography, Animation, Theatre Design, Architecture, Art Historian, Medical Illustrator and Painting Restoration.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Constantinou



A Level Art, Craft and Design

EDEXCEL

33

















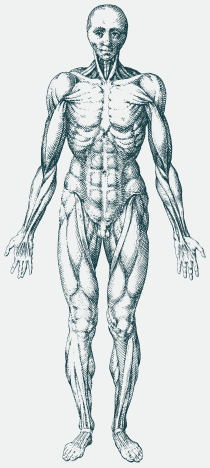


A Level Biology

A Q A

34

How is it assessed?
The A Level GCE comprises eight units and 12 practicals, which are externally assessed through three written exams at the end of the two year course. You will also be assessed for practical competency through five criteria.



Units:

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

The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:

- Follow written procedures.
- Applies investigative approaches and methods when using instruments and equipment.
- Safely uses a range of practical equipment and materials.
- Makes and records observations.
- Research, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

What might this subject lead to?
University degrees and careers in: Biochemistry, Forensic Science, Dentistry, Environmental Studies, Human Biology, Biotechnology, Pharmacology, Occupational Therapy, Genetics, Medicine, Teaching, Nursing

If you would like to study Biology at university, check which A Levels you must study alongside it – this is usually Chemistry and either Maths or Physics.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Achillea



A Level Chemistry

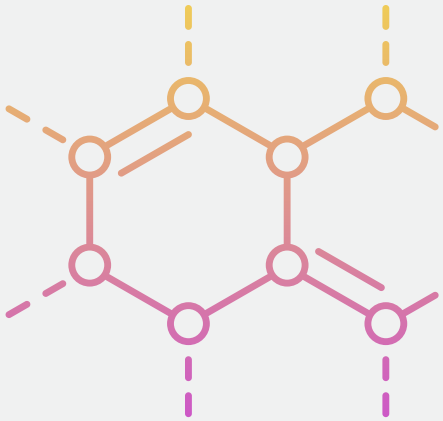
A Q A

35

How is it assessed?
The A Level GCE comprises eight units and 12 practicals, which are externally assessed through three written exams at the end of the two year course. You will also be assessed for practical competency through five criteria.

Units:

- Physical chemistry
- Atomic structure and bonding
- Energetics and Kinetics
- Redox reactions and equations
- Thermodynamics
- Rate equations
- Acids and bases
- Inorganic chemistry
- Periodicity
- Organic chemistry
- Organic analysis and synthesis



The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:

- Follow written procedures.
- Applies investigative approaches and methods when using instruments and equipment.
- Safely uses a range of practical equipment and materials.
- Makes and records observations.
- Research, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

What might this subject lead to?
University degrees and careers in: Forensic Medicine, Medicinal Chemistry, Dentistry, Medicine, Biochemistry, Agricultural Scientist, Chemist, Metallurgist, Veterinary Science, Forensic Science, Teaching, Occupational Therapy, Pharmacology / Pharmacy, Geneticist, Chemical Engineering, Animal Technician, Archaeologist, Pollution Controller, Biotechnology, Pharmacology, Environmental Studies, Nursing

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Achillea



A Level Economics

EDEXCEL

36

How is it assessed?
The Economics course is assessed through exams (2 hours), which you will sit at the end of year 13. You will sit the following exams:

- Paper 1 - Markets and business behaviour (35% of the qualification)
- Paper 2 - The national and global economy (35% of the qualification)
- Paper 3 - Microeconomics and macroeconomic economics (30% of the qualification)

Syllabus Details
Across the two year course, you will study four themes. The following themes will be covered:

Theme 1 - Introduction to markets and market failure
Theme 2 - The UK economy - performance and policies
Theme 3 - Business behaviour and the labour market
Theme 4 - A global perspective



What sort of work is done?
The course is based on developing and understanding economic theory. In order to achieve this learners should expect the following:

- Constructing short and long essays
- Classroom discussions and debates
- Use of Formulas/equations
- Group and individual presentations
- Research activities.

The course is assessed via 100% exam, with a 25 mark essay question in each of the three papers. Thus, in the class, learners will spend a significant amount of time developing this element of the course.

What might this subject lead to?
This subject can lead you to study Economics further or a related degree at University. It is also suitable to help you develop skills which are able to assist you in employment. Suitable careers linked to economics can include: Investment Banking, Risk Analyst, Economic Policy Advisor, Management consultant, Portfolio Manager, Statistician or Data Analyst,Teaching, Banking roles, Actuary and many more.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Judge



A Level English Literature

A Q A

37

How is it assessed?
The course is assessed via two exams and an independent critical study (coursework):

- 40% Paper 1: Love through the ages
- 40% Paper 2: Modern times: Literature from 1945 to the present day
- 20% Independent Critical Study

Syllabus Details
The English Literature course explores 'love through the ages' and texts in shared contexts. The course demands that students read widely and think about how different forms and genres present ideas around love and in 'texts across time'; students must show an engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.
We study a range of texts including drama, prose and poetry. Our text choices are as follow:

- Othello - William Shakespeare
- A post 1900 poetry anthology
- Feminine Gospels – Carol Ann Duffy
- The Handmaid's Tale - Margaret Atwood
- A Streetcar Named Desire - Tennessee Williams
- The Great Gatsby – F Scott Fitzgerald



What sort of work is done?
The course is based on independent reading, and a substantial amount of homework will be taken up with reading poetry, plays and prose fiction. Lessons are discussion based, with students contributing their views in small groups and to the whole class. Students will complete coursework under the supervision of their teachers, drafting and redrafting their work. One of the key points about A Level is that students are guided towards an independent understanding of their reading texts, rather than being 'taught' the texts as in GCSE.

What might this subject lead to?
English Literature is one of the most highly respected A Levels because of the rigorous training it provides in reading, thinking and writing.
A university degree in English Literature can lead to a huge range of career options in the arts, the legal profession, the media, education, management and beyond.

Suitability
Are you curious about the great writers of the past and present and the contexts in which they write? Do you love reading and want to become a better writer?

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Holloway



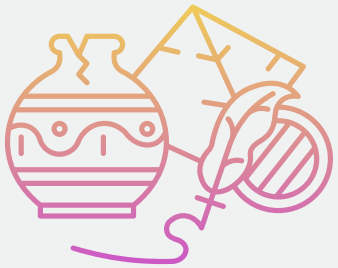
A Level History

EDEXCEL

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Syllabus Details

The course consists of four units which focus on the most exciting and interesting social and political issues to affect the world from throughout History. These topics build on the knowledge and skills brought from GCSE History and KS3, whilst enabling you to develop a more detailed knowledge of the period. Of the four units studied, three will be assessed by examination and one as coursework. A breakdown of each unit can be seen below.



Year 12:
Unit 1: The British Empire, 1857 - 1914 (Exam)
Unit 2: Transformation of China, 1936 - 1962 (Exam)

Year 13:
Unit 1: The British Empire, 1914 - 1967 (Exam)
Unit 2: The People's Republic of China, 1962 - 1997 (Exam)
Unit 3: Candidates will also be assessed through a piece of Non-Examined Assessment (coursework), a 4,500 word essay on historical interpretations

Topics Include

Year 12 topics Include	Year 13 topics include
• The British Empire, 1857 - 1914: The development of Imperialism, 1857 - 1890, Imperial consolidation and Liberal rule, 1890 - 1914 • Transformation of China, 1936 - 1962: The origins of the Civil War, Communist victory and the consolidation of Mao's rule, Transition to socialism	• The collapse of Tsarism, 1796 - 1917 - Factors that caused the collapse of Tsarism, including the Romanovs, Economics, War, etc. • The British Empire, 1914 - 1967: Imperialism challenged, 1914 - 1947, The winds of change, 1947 - 1967 • The People's Republic of China, 1962 - 1997: Reform and control, The Cultural Revolution, The PRC under Deng Xiaopinig

What sort of work is done?

We will work in varied styles to allow students to develop the skills of examining, analysing and explaining. These include:

- Class discussions
- Research trip to academic libraries, as well as exhibitions and conferences that are relevant if available.
- Group and individual presentations, debates and seminars.
- Short and extended written exercises.
- Research activities.
- Analysing music, film, video.

What might this subject lead to?

Studying A Level History opens the door to many exciting career opportunities, not just the obvious one of being an archivist in a museum or even a History teacher! Many universities and employers recognise the valuable skills which History encourages, such as analysing data, selecting relevant information, forming opinions and communicating these in both oral and written forms. Thus, History is seen as an excellent foundation for many careers and courses.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Faik



A Level Mathematics

EDEXCEL

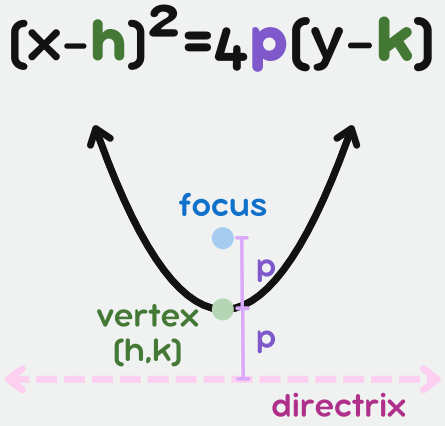
39

Syllabus Details

Mathematics covers three areas of study: Pure Mathematics, Mechanics and Statistics .

How is it assessed?

Paper 1: Pure Mathematics 33% 2 hours 100 marks	Any pure mathematics content can be assessed on either paper
Paper 2: Pure Mathematics 33% 2 hours 100 marks	
Paper 3: Statistics and Mechanics 33% 2 hours 100 marks	Section A: Statistics (50 marks) Section B: Mechanics (50 marks)



What might this subject lead to?

Any type of work involving Engineering, Accountancy, Applied Science, Business & Finance, Retail Management, Computer design & Technology, Building & Architecture and Medicine Mathematics is one of the most challenging A Levels to study. You will need to be committed and prepared to work hard. However, a Mathematics qualification at this level is highly regarded by universities.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Nowaz, Ms Grapine



A Level Media Studies

EDUQAS

40

How is it assessed?

A Level course: Three components over two years comprising of:

Component	What's assessed?	How is it assessed?	Questions / Task
Component One	Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms: Advertising and marketing, music videos, Newspapers Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms: Radio, advertising and marketing, advertising and marketing, Newspapers, Video Games , Film (industries only)	Written exam: 2 hours 15 mins 90 marks 35% of A-level	A range of questions relating to an unseen source and Close Study Products. In this component, learners will develop knowledge and understanding of key aspects of the theoretical framework.
Component Two	Questions will focus on the in-depth media forms of; Television, Magazines, Blogs and websites	Written exam: 2 hours 30 mins 90 marks 35% of A-level	**Questions** One medium length unseen analysis question In this component learners are required to study three media forms in depth, exploring all areas of the theoretical framework.
Non-exam assessment	Application of knowledge and understanding of the theoretical framework and the ability to create media products	A choice of one of sixty annually changing briefs, set by Eduqas 60 marks 30% of A-level	A choice of one of sixty annually changing briefs, set by Eduqas 60 marks 30% of A-level

Syllabus Details

A-level Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries and media audiences. Students are required to study media products from all the following media forms: television, film, radio, newspaper, magazines, advertising & marketing, blogs and websites, video games and music videos. In addition to the broad coverage of all nine media forms, students must engage in the in-depth study of media products chosen by the examining board; these are the Close Study Products (CSPs).
This course allows students to view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. Students will build on their capacity for independent research, and gain a deeper appreciation and understanding of the role media plays in day-to-day life. Students will also be expected to demonstrate an understanding of the contexts in which the products were created. In the non-exam assessment, students will create a media product for an intended audience. They will be assessed on their application of knowledge and understanding of the theoretical framework and practical skills relating to the media format of their choice.

What sort of work is done?

Exploring moving images, printed and web based texts; group discussions and presentations; researching media texts and topics; analytical essay writing; creating films, printed and web based texts.

Suitability

Are you a consumer of a wide range of media including traditional forms of media? Do you question everything that you consume?

What might this subject lead to?

There is a huge range of Media and Communications courses at universities. Studying Media Studies can lead to careers in journalism, television, radio, advertising, digital media and film.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Holloway



A Level Philosophy, Ethics & Theology (Religious Studies)

O C R

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How is it assessed?
Three exam papers.

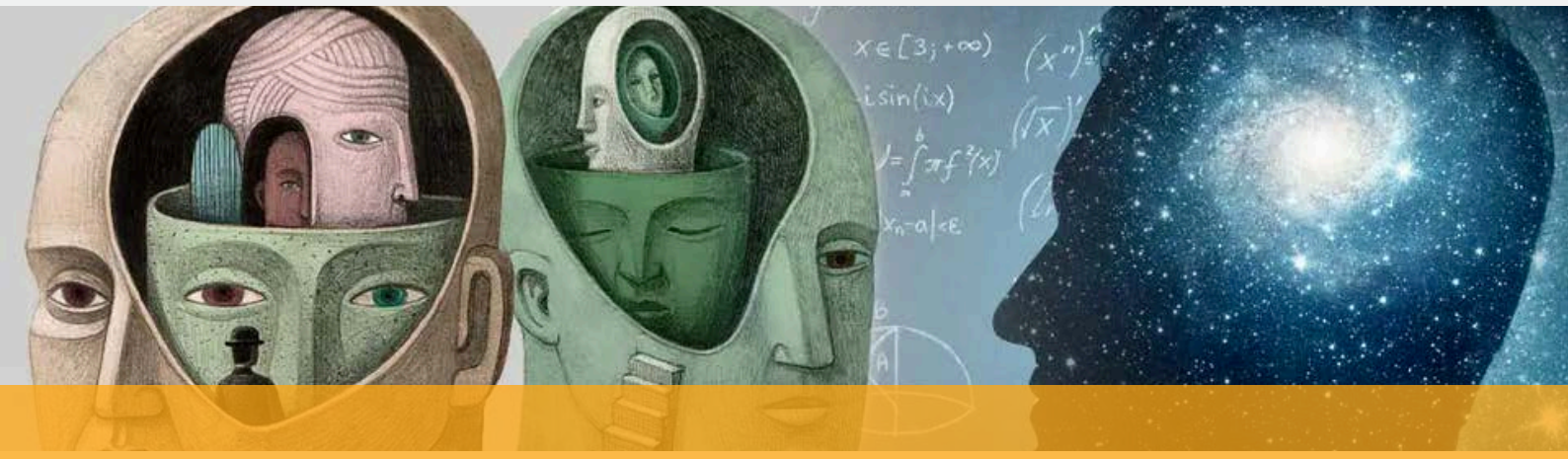
Syllabus Details

Paper 1 - Philosophy of Religion 2 hour examination worth 33% of A Level	• Ancient Philosophical Influences • The nature of the soul, mind and body • Arguments for and against the existence or non-existence of God • Religious experience • The Problem of Evil • Ideas about the nature of God • Issues in religious language
Paper 2 - Religion and Ethics 2 hour examination worth 33% of A Level	• Normative ethical theories – Natural Law, Kantian Ethics, Situation Ethics and Utilitarianism • Applied ethics - Euthanasia, Business Ethics and Sexual Ethics • Ethical language and thought • The debates surrounding conscience and free will • Influence of ethical thought on the developments of religious beliefs
Paper 3 - Development of Christian Though 2 hour examination worth 33% of A Level	• Christian teachings, beliefs and values • How Christian teachings interconnect and vary historically and in the contemporary world • Sources of wisdom and authority • Practices and how they shape religious identity • Social and historical developments in theology and religious thought • The relationship between religion and society

Further Information
The A Level Philosophy & Ethics and Theology course is an invaluable opportunity to gain transferable skills for careers and courses demanding analysis, evaluation and clarity of expression. The department follows the Oxford, Cambridge and RSA (OCR) specification.
This A Level course is aimed at those who are prepared for an open-minded exploration of the big questions, in particular the medical, legal and moral issues that affect the lives of humans today, as well as deeper philosophical questions about the nature of the universe and of humanity, and the existence or non-existence of God.

What might this subject lead to?
A Level Philosophy, Ethics and Theology is highly regarded by universities and employers as it proves that you are able to think, discuss and evaluate. As a challenging subject, many of the top universities favour applicants with an A Level in Religious Studies and it provides an excellent foundation for a range of careers – from medicine to public service to business. Other careers that would benefit from a study of Philosophy, Ethics and Theology A Level are in legal services, journalism, publishing, education, social work, politics and the media sector. A Level Religious Studies is a subject which complements a number of subjects, especially Science, Maths and other Humanities courses.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Mohamed



A Level Photography

EDEXCEL

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How is it assessed?
Students will be continually assessed throughout the course. There will be formal deadlines which students will be expected to meet. At the end of each term, formal assessment and portfolio reviews will take place. At the end the course students will display their coursework and exam piece which will make up their final exhibition. This is internally marked and externally assessed.

Syllabus Details
The course made up of the following two units:
Unit 1 Coursework 60% - This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.
Unit 2- Externally set assignment - Students will receive the exam paper on the 1st of February and will have several weeks to complete the preparatory work before they sit a 15 hour exam, which is held over the course of three days.
Coursework is considered to be central to the course and is worth 60% of the final grade. Coursework is produced in lessons and for homework throughout the year. Students work thematically on the units, adhering to the following criteria:

A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	**A04** – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

What sort of work is done?
Photography is subdivided into the following three disciplines:

- Film-based photography
- Digital photography
- Film and video

Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of photography; and gain a deeper understanding of specific processes within photography. Students are expected to develop knowledge and understanding of the photographic processes for both the digital and film based cameras. Students will be taught a variety of darkroom techniques, how to set up and use professional lighting rigs, as well as techniques in how to manipulate images using Photoshop. Work in photography should form a means of personal enquiry and expression, involving the selection and development of images. Students are required to record work sequentially from a given starting point towards a conclusion. They will be expected to employ creative approaches which go beyond mere observation and recording, covering all the assessment objectives. Critical studies is an integral part of the course and students will be expected to investigate and analyse the work of other artists and use this to inform their own work.
Trips to galleries and museums will be organised, including the possibility of a trip abroad, of which past destinations have included: Paris, Rome, Florence and Barcelona. We also expect students to visit galleries in their own time.

What might this subject lead to?
A Level Photography could lead on to a Foundation course which in turn would lead on to a degree course. There are many courses available in Photography leading to professional and rewarding careers; Photography, Fine Art, Computer Software Design, Illustration, Advertising, Fashion, Graphic Design, 3D Design, Film Making, and Animation.

Suitability
You can apply if you do not have a GCSE in Art. This means that having a GCSE in Art is preferred, but it isn't essential. If you don't have one, you'll need to show Ms Constantinou a selection of photographs to demonstrate your artistic skills.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Constantinou



A Level Photography

EDEXCEL











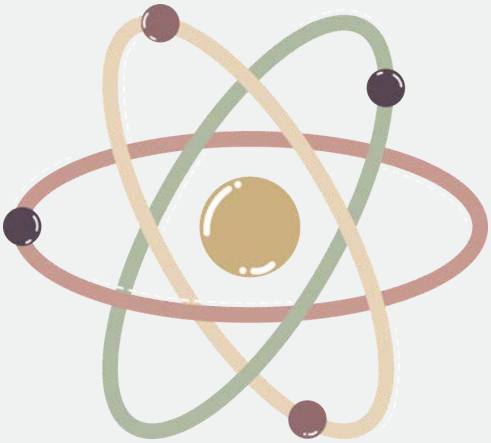
A Level Physics

A Q A

44

How is it assessed?

The A Level GCE comprises nine units and 12 practicals, which are externally assessed through written exams at the end of the two year course.



Units:

- Measurements and their errors
- Particles and Radiation
- Waves
- Mechanics and Materials
- Electricity
- Further Mechanics and Thermal Physics
- Fields and their consequences
- Nuclear Physics
- Astrophysics

The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:

- Follow written procedures
- Applies investigative approaches and methods when using instruments and equipment
- Safely uses a range of practical equipment and materials
- Makes and records observations
- Research, references and reports

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

What might this subject lead to?

Employers and universities rate Physics A Level very highly. It is essential for many careers including: Engineering (Aeronautical, Automobile, Biomedical, Electrical, Ergonomics, Mechanical, Production, Structural, Recording, and many more!), science based careers in Astronomy, Forensics, Metallurgy, Meteorology, Geophysics, Nuclear and Space Scientists, and medical based careers like Audiologist, Optician and Radiographer.

Physics is also an advantage in any and all of the following careers: Architect, Computer Programmer, Mechanic, Pharmacist, Physiotherapist, Dentist, Doctor, Vet, Teacher, TV Camera Operator, Genetics, Forensic Science, Biotechnology, Teacher, Occupational Therapist and Nursing.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Achillea



A Level Psychology

AQA

45

How is it assessed?

Paper 1 – Introductory Topics in Psychology: • Social Influence (e.g. conformity, obedience) • Memory (e.g. memory models, forgetting, eyewitness testimony, police interviews) • Attachment (e.g. theories of attachment, orphan studies, maternal deprivation) • Clinical Psychology and Mental Health (e.g. OCD, depression, phobias)	2 hour examination worth 33% of A Level at the end of year 2
Paper 2 – Psychology in Context: • Approaches in Psychology (e.g. cognitive psychology, social learning theory, biological psychology) • Biopsychology (e.g. the nervous/endocrine system, neurons, synaptic transmission, localisation of function in the brain) • Research Methods (e.g. quantitative and qualitative methods and data, inferential statistics)	2 hour examination worth 33% of A Level at the end of year 2
Paper 3 – Issues and Options in Psychology: • Issues and Debates in Psychology (e.g. gender and culture in Psychology, nature vs. nurture debate, free will vs. determinism) • Cognition and development (e.g. Piaget and Vkgotsky's theories and Theory of Mind) • Schizophrenia (e.g. characteristics of schizophrenia, explanations and treatments of schizophrenia) • Aggression (e.g. genetic factors in aggression, institutional aggression in prisons, effects of computer games on aggression)	2 hour examination worth 33% of A Level at the end of year 2

What sort of work is done?

Psychology is the scientific study of the human mind and behaviour. This is done through rigorous analysis of psychological theory and research and evaluating their methodological strengths and weaknesses. In lessons students take an active role and participate in a range of tasks including exam preparation, group presentations, discussions, note taking, essay writing and being involved in psychological activities. Additionally students will conduct their own small-scale research projects in order to learn the processes involved in psychological enquiry.

What might this subject lead to?

The analytical skills developed in Psychology and the understanding of behaviour are very useful in a wide range of careers, specifically in the areas of applied psychology, educational psychology, clinical and counselling psychology, forensic psychology, sport and exercise psychology and areas of human resources, health and social welfare, teaching, marketing and retail management.

Suitability

Students need to have an interest in the explanations behind human behaviour and take an evaluative approach to their learning. Psychological research involves the use of scientific methods therefore students would benefit from having a good grasp of scientific concepts and approaches. In addition, good mathematical skills are required, as 10% of the marks in the Psychology examination will require the use of mathematical skills. Students should also be prepared to handle challenging language and a range of new concepts and be able to apply this effectively through their written communication (e.g. essays). Due to the considerable amount of detailed information that must be learnt, students need to be able to take responsibility for their own learning.

WHO TO CONTACT FOR FURTHER INFORMATION: Mrs Legg



A Level Sociology

AQA

46

How is it assessed?

The course is examined through written essay questions in 3 papers:

- Paper 1 - Education with Theory and Methods (2 hour exam based on structured responses and essay questions, 33%)
- Paper 2 - Topics in Sociology: Families with Households and Beliefs in Society (2 hour exam based on structured responses and essay questions, 33%
- Paper 3 - Crime and Deviance with Theory and Methods (2 hour exam based on structured responses and essay questions, 33%

Syllabus Details

Unit 1 - Families and households (Year 12) – including theories on the family, family diversity, the socialisation process, demography, childhood, changes in the family and the relationship of the family to globalisation.	***Unit 2*** – **Education/Methods in Context (Year 12)** – including the reasons for differing educational attainment of particular social groups, government policies affecting the education system and the role of education in society.
Unit 3 **- Beliefs in Society (Year 13) –** including the role of religion in society, the debate as to whether religion can act as a force for social change or maintain the status quo.	**Unit 4 - Crime and Deviance and Theory and Methods (Year 13) –** including defining crime and deviance, differing views on the role of and reasons for deviance in society, and consideration of types of crime and who commits them.

What sort of work is done?

Most students enjoy sociology as the lessons often deal with topical and controversial issues. Lessons encompass a range of activities including note-taking, answering structured questions, planning and writing essays, debating issues, student presentations, watching videos and preparing for exams. Students will also be expected to research topics and complete written work at home or in study periods.

What might this subject lead to?

Almost all universities have large and thriving Sociology Departments. Sociology can also be taken as a joint degree with other subjects such as English, Media, Psychology, Philosophy and Politics.
Sociology is very relevant to the world of work. Sociology A Level students or graduates enter a variety of careers including: Nursing, Police Service, Advertising, Journalism, Teaching and lecturing, Politics, Law, Advice and welfare work, leisure and tourism, public relations.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Nathan



Chace Community School
Sixth Form

What our students say about us

"Chace has offered me so many amazing opportunities and has given me valuable life lessons which I shall take into my further education as well as my daily life."

5.0 ★★★★★



2027

CHACE COMMUNITY



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