

# LEIGH ACADEMY HUGH CHRISTIE SIXTH FORM SUBJECT GUIDE 24/25

**Leigh Academy Hugh Christie: a nurturing collegiate environment that responds to your individual interests and provides clarity and structure around the most effective ways to progress to your next steps.**

**Welcome to LAHC Sixth Form!**

**We are a thriving community for students to experience excellent teaching with subject experts, develop personally and hone professional attributes that will serve them well in their future workplace and careers.**

**Our three school values help prepare students for their next steps and transition to adult life. Students are ready to come to school everyday, fully prepared to learn, they are respectful in their interactions with peers and staff as well as being responsible for their own learning and behaviour.**

# Pathways - Post 16

If you are already with us you will know that ensuring our students are equipped with the key information to plan their next steps is important to us.

You are likely to be sitting mocks soon that provide you with predictions of your performance in the summer exams. This guide will support you in investigating the most suitable options once you finish year 11 and provide clarity about our offer here at LAHC.

Our Sixth Form offer is aimed at students looking to achieve 5-9 grades in at least 5 subjects for our A Level pathway and 4-9 grades in at least 5 subjects for our Vocational pathway. We do offer GCSE resit lessons for English Language and Maths alongside our main subject offer.

Most of our sixth form students either go on to study at university or degree apprenticeships at level 4 or above. We encourage you to consider your Post 18 options whilst deciding your plans for next year so that you are on the best courses to support your post 18 pathway.

Further information about post 18 pathways can be found on our school website.

We are extremely proud of the success of our students. Being a comprehensive school in an educationally selective area, we provide opportunities for students from a wide range of backgrounds and abilities to progress and achieve.

Some of our year 13 students this year have gone on to:

## University:

- ★ Adult Nursing at King's College
- ★ Ancient History at Liverpool
- ★ Aviation Management at Cardiff
- ★ Geography at Reading
- ★ History at Liverpool
- ★ Law at Winchester
- ★ Marine Biology at Portsmouth
- ★ Mechanical Engineering at Portsmouth
- ★ Physiotherapy at Winchester
- ★ Sport Psychology at St. Marys

## Apprenticeships:

- ★ Accountancy
- ★ Electrician
- ★ Events
- ★ Finance
- ★ Marine Engineering
- ★ Marketing
- ★ Mechanics
- ★ National Railways
- ★ Personal Training
- ★ Real Estate Project Management
- ★ Railway Engineering

# Researching Post 16 Options

A key factor in choosing your courses for Post 16 is that you enjoy the subjects and are motivated to work hard to complete the courses well. Whilst there are pathways we advise, we recommend you also look at:

- A) The entry requirements as these are set to ensure you can access the curriculum and assessment with your current GCSE grades
- B) Types of assessments
- C) Content covered in the specific curriculum offered in a subject

To find out more about your options:

1. Read our Post 16 Options booklet on the website.
2. Read our Post 18 Options booklet on the website to consider what choices you may want to make in two years time. Looking ahead could help you determine the choices you make now such as Sixth Form subjects you select.
3. Log in to [www.Unifrog.org](http://www.Unifrog.org) if you are already with us to explore subject choices. Unifrog guides can be found on our Google recruitment site.  
*All students in our Sixth Form benefit from the use of Unifrog as a universal careers platform.*
4. Visit [www.ucas.com](http://www.ucas.com) to explore Higher Education courses and find out more about the Post 16 subjects and UCAS points they require.
5. Visit [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk) to understand more about Higher and Degree Apprenticeships you can start after completing Sixth Form studies.
6. Visit [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk) to find out more about Post 18 apprenticeship routes.
7. Book an appointment with your school career advisor to be signposted to useful materials to guide your decision making and receive advice around options you can explore. Current Year 11 students please email Mrs. Stubbs directly to book an appointment at: [emma.stubbs@lahughchristie.org.uk](mailto:emma.stubbs@lahughchristie.org.uk) *All Year 11 students will have a careers appointment, if you would like one more urgently please get in touch.*

As part of our interview process, we ensure that we are all aligned around your interests and future pathway so that you apply for the best courses to support your next steps after Sixth Form. Our priority is to equip you with the information to make well informed decisions.

Please see below a visual representation of the options Post 16, the first column shows the grades at GCSE students have and the level of study they should be considering next year.

Once you have your predicted grades from your autumn mocks, this can guide you to the types of courses you should consider now to ensure you have suitable options to progress to next year.

# POST 16 OPTIONS MADE SIMPLE



Use the information below to help you understand the options available to you after Year 11.

IF I ACHIEVE THE FOLLOWING GCSEs ...	I CAN MOVE ONTO LEVEL ...	AND CONSIDER THESE OPTIONS ...	AND APPLY FOR ...
<p>5+ 5+ 5+ 5+ 5+ Inc English, Language and Maths at a Grade 4 Exact requirements vary according to the subject</p>	3	A LEVELS	3 or 4 SUBJECTS
<p>4+ 4+ 4+ 4+ 4+ Inc English and Maths at a Grade 4 and above</p>	3	T LEVELS	1 SUBJECT
<p>4+ 4+ 4+ 4+ 4+ Inc English and Maths at a Grade 3 Exact requirements vary according to the course</p>	3	VOCATIONAL COURSES	1 to 3 SUBJECT COURSES
<p>3+ 3+ 3+ 3+ Inc English at a Grade 3 and Maths at a Grade 2</p> <p>2+ 2+ 2+ Inc English at a Grade 2 and Maths at a Grade 1</p>	2 1	VOCATIONAL COURSES	1 SUBJECT COURSE
<p>4+ 4+ Exact requirements vary according to the employer.</p> <p>3+ 3+</p>	3 2	APPRENTICESHIPS	APPLY FOR VACANCIES
<p>What if I get grades below 2 ?</p>	ENTRY 3 PRE-ENTRY (ENTRY 1 & 2)	VOCATIONAL COURSES FUNCTIONAL SKILLS COURSES	1 SUBJECT COURSE

Speak to your Careers Adviser to help you explore the options in more detail.

# General Entry Requirements

## Sixth Form Pathways:

The curriculum in Years 12 and 13 is defined by pathways:

1. The A-Level Pathway: Pupils study three A Levels and access to the extended project qualification.
2. The Career Related Pathway: Pupils study up to three vocational qualifications related to the world of work.
3. The Combined Pathway: Pupils study three courses; A Level and Vocational.

Academic Pathway = 5 x 5-9 grades including English and Maths at a grade 5.  
Vocational Pathway = 5 x 4-9 grades including English and Maths at a grade 4.

## GCSE Resits:

Pupils who have not yet secured a Grade 4 or higher in GCSE Maths and/or English Language will be required to continue to study these subjects as part of their Sixth Form curriculum.

In addition, all pupils will study Physical Education, PSHRE /Citizenship and work related learning (non-examined).

Students are able to study a combination of subjects providing:

- They meet the entry requirements
- The subject offered has a sufficient number of students to run the course

# School day timings

Punctuality is expected for all lessons including advisory daily. Students need to factor in their travel and lunch plans to their day to ensure they arrive at their classrooms before the start times.

Students are encouraged to use the Sixth Form Study Area from 8.00am before moving to advisory.

We are very well connected to bus routes from Sunridge and Edenbridge, Tunbridge Wells, East Peckham, Watringbury, West Malling, Kings Hill and Hadlow. Students can also find numerous connecting buses by Tonbridge Castle.

If you'd like to chat through your commute for Sixth Form, we are on hand to offer guidance.

Mon, Tues, Thurs, Fri		
Advisory	08:30 - 08:55	25 mins
P1	08:55 - 09:55	1 hour
P2	09:55 - 10:55	1 hour
Break	10:55 - 11:15	20 mins
P3	11:15 - 12:15	1 hour
P4	12:15-13:15	1 hour
Lunch	13:15- - 14:00	45 mins
P5	14:00- 15:00	1 hour
Move to buses	15:00 - 15:10	10 minutes
Wednesday		
Advisory	08:30- 09:00	30 mins
P1	09:00-10:00	1 hour
P2	10:00-11:00	1 hour
Break	11:00 -11.45	45 mins
P3	11:45-12:45	1 hour
P4	12:45-13:45	1 hour
Move to buses	13:45- 13:55	30 mins



# Attendance, punctuality and absence

Poor attendance has clear links with attainment and student outcomes, we know that making sure students attend school well is a key determining factor in their success at Sixth Form. For this reason, we have clear systems in place to support students to have strong attendance and access the full curriculum offer we provide.

We ask that, where possible, families utilise the 175 days of the year students are not in school for appointments, holidays and other non-urgent commitments so that students are able to be in lessons.

Where students have unavoidable planned absence, we ask they complete an absence form that can be collected from the Sixth Form office.

## Every lesson counts:

**100% attendance is 190 days in school.**

**8 days of absence over the year is 96% attendance.**

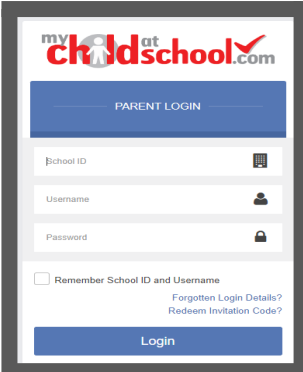
**12 days of absence over the year is 94% attendance.**

**19 days over the year is 90% attendance.**

**We report home attendance to parents each term and ensure a strong line of communication on a daily and weekly basis so we can proactively support students to address any underlying reasons for poor attendance.**

**Parents can also access their child's attendance data using the My Child At School (MCAS) app.**

## [More about MCAS on the Parent Guide](#)



The screenshot shows the 'my child at school.com' logo at the top. Below it is a 'PARENT LOGIN' section with three input fields: 'School ID' with a calendar icon, 'Username' with a person icon, and 'Password' with a lock icon. There is a checkbox for 'Remember School ID and Username'. Below the checkbox are links for 'Forgotten Login Details?' and 'Redeem Invitation Code?'. At the bottom is a blue 'Login' button.

# Sixth Form Dress Code

Sixth Form students act as role models to younger students at Leigh Academy Hugh Christie. As such, our expectations regarding dress and appearance is an important part of this. We expect all of our students to dress professionally and smartly for school.

We have designed our dress code to be smart, affordable and inclusive. Students are encouraged to contact the Sixth Form team for advice and/ or financial assistance if required.



Our full dress code can be found on the school website.

## Expected Uniform

- ✓ Smart collared shirt
- ✓ Smart, tailored trousers
- ✓ Suit with a tie (optional)
- ✓ Cardigan or jumper (optional)
- ✓ Smart shirt/blouse (covering the shoulder)
- ✓ Tailored long trousers or tailored skirt or dress (knee-length)
- ✓ Tailored jacket, cardigan or jumper (optional)
- ✓ Black, Brown or Navy formal leather shoes
- ✓ Sixth Form Student ID card and lanyard (mandatory)

## Not Acceptable

- ✗ T-shirts
- ✗ Cargo/combat trousers
- ✗ Trousers with additional external pockets
- ✗ Sports wear
- ✗ Shorts or 3/4 length trousers
- ✗ Jeans, or denim of any type
- ✗ Leggings
- ✗ Hooded tops
- ✗ Sweatshirts
- ✗ No "beachwear" including flip-flops/sandals
- ✗ Any clothes with logos
- ✗ Tops that are unduly revealing
- ✗ Mini-skirts or mini dresses
- ✗ No boots or "Ugg" style boots
- ✗ Trainers and canvas shoes (including Vans/Converse)



# Student Leadership Team

Our Sixth Form reflects the 'small school' model and a collegiate feel where students feel a strong sense of belonging.

As students transition from lower school to sixth form, we provide opportunities for leadership development and a strong connection between the student body and staff.

Our student leaders are pivotal in the shaping of students' experience at sixth form and as part of the wider school community.

Student leaders have bespoke roles to ensure they have the scope to develop their individual leadership and an area of interest. Their roles are pivotal in maximising the student experience for all sixth formers.

Roles include:

**Academic Officer:** You will play a vital role in fostering a supportive and enriching academic environment for all sixth form students. You will advocate for the academic needs and interests of students, working closely with the sixth form team and subject teachers to enhance the educational experience.

**Equality, Diversity and Inclusion Officer:** You will play a crucial role in promoting a welcoming, inclusive and equitable environment for all students. You will advocate and support initiatives that foster diversity and equal opportunities, and work with the school EDI lead.

**Social Secretary:** You will play a key role in organising and promoting a variety of social events and activities (including leading the prom committee). You will focus on creating a vibrant and engaging social calendar that fosters a sense of community and provides opportunities for students to relax, have fun and build friendships.

**Careers Officer:** You will play a crucial role in supporting students as they explore career options. You will help with providing resources, organising career events and facilitating connections that help students make informed decisions about their career pathways.

**Resource Officer:** You will be responsible for helping to manage various resources that contribute to the overall student experience. You will collaborate with the sixth form team to optimise the utilisation of shared spaces (such as homeroom) and ensure spaces are well-equipped and conducive to student learning. You will gather feedback from students regarding resource utilisations, suggestions for improvement and requests for additional resources.

**Wellbeing Officer:** You will play a vital role in promoting and supporting the well-being of students. You will focus on creating a positive and inclusive environment that prioritises the mental, emotional and physical health of students. This includes working alongside the sixth form team to organise well-being events and activities.

Students apply for these roles in the summer term of year 12.

# Personal Development

We know that a 21st century education needs to prepare young people for a fast moving, global economy. We endeavour to develop their transferable skills so that they stand out in the workplace. We adjust these additional opportunities to cater to the needs of our incoming students so that we follow their areas of interest and career development plans.

Students focus on a different area of development each day in advisory to ensure they have a range of competencies, as well as the confidence to utilise these.

Advisory: 8.30-8.55am every day		
<b>Monday</b> Citizen Development	<b>Tuesday</b> Post-16 Assembly	<b>Wednesday</b> Careers Development
<b>Thursday</b> Professional Development		<b>Friday</b> Personal Development

All students complete citizen service throughout their time in sixth form to provide them with opportunities to develop their leadership and interpersonal skills. Students enjoy supporting a range of activities such as:

- ★ Teaching Assistant roles in KS3 lessons
- ★ Mentoring younger students
- ★ Developing bespoke resources for a subject area
- ★ Reading buddy to younger students
- ★ Tour guide at open evenings
- ★ Volunteering at charitable organisations



# Key Stage 5 Subjects and entry requirements

Page	Pathway: Qual type	Subject	Exam board	English Lang/ Lit	Maths	Entry requirements if specified beyond English and Maths
<b>Academic qualifications</b>						
13	Academic: A Level	Art and Design	AQA	5,5	5	If GCSE Art and Design has been studied we expect a 6 or above.
14	Academic: A Level	Biology	AQA	5,5	6	6-6 or above in Combined or Triple Science.
15	Academic: A Level	Chemistry	OCR (A)	5,5	6	6-6 or above in Combined or Triple Science.
16	Academic: A Level	Fashion and Textiles	WJEC Eduqas	5,5	5	If GCSE Design Technology/ Textiles has been studied we expect a 6 or above.
17	Academic: A Level	Economics	AQA	5,5	5	
18	Academic: A Level	English Literature	AQA	5,5	5	
19	Academic A: Level	Further Maths	Edexcel	5,5	8	Students can study this when recommended by their A Level Maths teacher.
20	Academic: A Level	Geography	Edexcel (9GEO)	5,5	5	If GCSE Geography has been studied we expect a 6 or above.
21	Academic: A Level	History	OCR	5,6	5	If GCSE History has been studied we expect a 6 or above.
22	Academic: A Level	Maths	Edexcel	5,5	7	
23	Academic: A Level	Media	AQA	5,5	5	
24	Academic: A Level	Photography	AQA	5,5	5	If GCSE Photography has been studied we expect a 6 or above.
25	Academic: A Level	Physics	Pearson	5,5	6	6-6 or above in Combined or Triple Science.
26	Academic: A Level	Product Design	AQA	5,5	5	If GCSE Product Design has been studied we expect a 5 or above.

27	Academic: A Level	Psychology	AQA	5,5	5	
28	Academic: A Level	Sociology	AQA	5,5	5	
<b>Vocational qualifications</b>						
29	Vocational: BTEC Level 3	Business	Pearson	5.5	5	If GCSE/ Level 2 Business has been studied we expect a 6/ Merit or above.
30	Vocational: BTEC Level 3	Health and Social Care Extended Certificate (Single)	Pearson	4.4	4	This is equivalent in size to one A Level.
31	Vocational: BTEC Level 3	Law	Pearson	4.4	4	
32	Vocational: Cambridge Technical Level 3	Sport and Physical Activity Extended Certificate (Single)	OCR	4.4	4	This is equivalent in size to one A Level. If GCSE/ Level 2 Sport or PE has been studied we expect a 4/ Pass or above.
<b>Level 3 additional qualifications - optional</b>						
33	Extended Project Qualification Level 3	Extended Project Qualification	AQA	4.4	4	Students can commence this additional course in January of Year 12 providing they are progressing in their main subjects.
<b>GCSE qualifications</b>						
NA	GCSE: Level 2	Mathematics		-	-	For students who do not secure a 4 in this subject at GCSE, this subject will be compulsory as part of their timetable.
NA	GCSE: Level 2	English Language		-	-	For students who do not secure a 4 in this subject at GCSE, this subject will be compulsory as part of their timetable.

# Academic: A Level

## Art and Design

### About the course: Exam Board: AQA

Art and Design will help you develop your intellectual, creative and practical skills. You will be given opportunities to record, investigate and experiment with a wide range of techniques, processes and materials and be expected to demonstrate your aesthetic and critical judgements. Crucially you will be expected to work independently, take creative risks and explore your ideas; working towards producing a personal outcome.

Drawing from observation is a fundamental requirement of the course and underpins everything at A-Level. Sketchbooks will allow you to record the development of artwork and to refine your skills. As you progress through the course you will find ways of developing your own interests and personal style informed by your understanding of other artists and designers' work.

**All students will produce practical and critical/ contextual work in one or more areas, including drawing, painting, mixed media, sculpture, illustration, graphic design, installation, printmaking, digital art, moving image and photography.**

In the second year of the course students will be given the option to specialise in a particular area in negotiation with subject staff.

The Art and Photography Department run a biennial overseas trip and have in the past visited Paris and Barcelona.

Student exhibit their final work in an end of year exhibition.

**Subject contact:**  
**Mr. Nick Blackwell**  
[nick.blackwell@lahughchristie.org.uk](mailto:nick.blackwell@lahughchristie.org.uk)

### Units of study:

#### Component 1

The Personal Investigation (60% of A level)

The personal investigation consists of coursework with no time limit and is worth 60% of the marks.

Students develop work based on an idea, issue, concept or a series of related outcomes. It must be supported by a piece of in-depth personal written work of between 1,000 and 3,000 words. This should be informed by first hand experience of the work studied

#### Component 2

Externally Set Assignment (40% of A Level)

The question paper will consist of a choice of eight questions to be used as starting points.

Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one.

Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

**Assessment:** Following the preparatory period, students must complete 15 hours of unaided, supervised time, usually during late April/ early May.

# Academic: A Level Biology

**About the course:**  
**Exam Board: AQA**

This course is perfect for students who are fascinated in the world around us, the human body and how organisms interact with one another. Biology A Level is an essential component for many science and medical degree courses. It provides an ideal platform for anyone wanting to study the Biological Sciences further. Our Biology course includes twelve compulsory practicals with lots of opportunities to carry out experiments and investigations. The course also develops transferable skills that can be used in many degree courses.

Biology Advanced Level is highly respected by both universities and employers.

## **Course Content**

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

**Subject contact:**  
**Ms. Kristie Connor**  
[kristie.connor@lahughchristie.org.uk](mailto:kristie.connor@lahughchristie.org.uk)

**Units of study:**

## **Paper 1**

### **What's assessed?**

Any content from topics 1–4, including relevant practical skills in a 2-hour exam with 91 marks. There is a mixture of short and long answer questions (76 marks) and extended response questions (15 marks). This paper makes up 35% of the A-Level.

## **Paper 2**

### **What's assessed?**

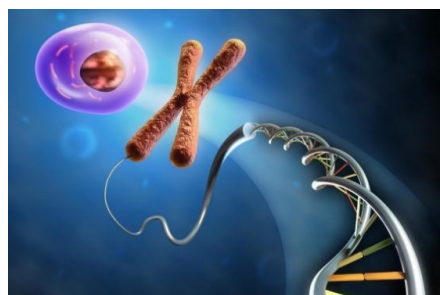
Any content from topics 5-8, including relevant practical skills in a 2-hour exam with 91 marks. There is a mixture of short and long answer questions (76 marks) and a comprehension question (15 marks). This paper makes up 35% of the A-Level.

## **Paper 3**

### **What's assessed?**

Any content from topics 1-8, including relevant practical skills in a 2-hour exam with 78 marks. There is a mixture of structured questions including practical techniques (38 marks), critical analysis of given experimental data (15 marks) and one essay from a choice of 2 titles (25 marks).

Students also complete a series of practicals to secure the Science Practical Endorsement.



# Academic: A Level Chemistry

## About the course:

**Exam Board: OCR (A)**

You are the stuff that stars are made of. Chemistry is the study of all chemical substances and how to change one chemical into another. The food you eat, the air you breathe, your own body, your mobile phone, the plants and streets around you are made of chemicals. As you want inexpensive products, chemistry helps to decrease economic costs, and as you want a safe environment, chemistry helps to decrease pollution by detecting the toxins, and by destroying them.

If you like logical problems, and thinking hard – really using your brain – then Chemistry is for you. If you want to know what makes up the world around you, you are a natural chemist. Mobile phones are small because chemists developed more efficient batteries, and new pigments for the screens. Clothes are more light weight and colourful (or a darker black!) than those of our ancestors. Cars go further on a litre of fuel due to the study of chemical combustion.

Chemistry is also always helping us to develop new products and processes. In the car industry, for example, companies are working on fuel cells to power your car more efficiently, new fuels from plant material and new alloys to make vehicles lighter.

Studying Chemistry would complement A levels such as Biology, Physics, History, Geography, English and Modern Languages.

This subject **MUST** be studied by students who wish to take Medicine, Veterinary Medicine/Science, Dentistry or Pharmacy at University

## Subject contact:

**Ms. Kristie Connor**

[kristie.connor@lahughchristie.org.uk](mailto:kristie.connor@lahughchristie.org.uk)

## Units of study:

### Module 1 – Development of practical skills

- ★ Skills of planning, implementing, analysis and evaluation

### Module 2 – Foundations in chemistry

- ★ Atoms, compounds, molecules and equations
- ★ Amount of substance-
- ★ Acid–base and redox reactions Electrons, bonding and structure.

### Module 3 – Periodic table and energy

- ★ The periodic table and periodicity
- ★ Group 2 and the halogens
- ★ Enthalpy changes
- ★ Reaction rates and equilibrium (qualitative).

### Module 4 – Core organic chemistry

- ★ Basic concepts and Hydrocarbons
- ★ Alcohols and haloalkanes
- ★ Organic synthesis
- ★ Analytical techniques (IR, MS).

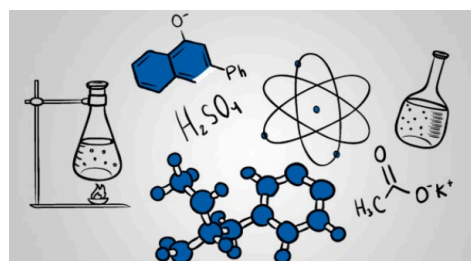
### Module 5— Physical Chemistry and transition elements

- ★ Rate
- ★ Equilibrium
- ★ Acids, Bases and pH
- ★ Enthalpy

### Module 6 – Organic chemistry

- ★ Carbonyl compounds
- ★ Carboxylic acids and esters
- ★ Nitrogen compounds
- ★ Polymers
- ★ Organic synthesis

Students also complete a series of practicals to secure the Science Practical Endorsement.



# Academic: A Level

## Design and Technology

### About the course:

**Exam Board: WJEC Eduqas**

This course provides opportunities for learners to follow a course that allows its learners to be creative, innovative and solve problems that they have realised themselves and use the iterative design process in making real products that solve real problems identified by the individual.

The specification will enable learners to:

- ★ Be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- ★ Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- ★ Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- ★ Develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and client
- ★ Develop knowledge and experience of real world contexts for design and technological activity
- ★ Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- ★ Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- ★ Have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors

### Subject contact:

Mr. Paul Thomas

[paul.thomas@lahughchristie.org.uk](mailto:paul.thomas@lahughchristie.org.uk)

### Units of study:

The course is made up of two components:

**Component 1** - Exam on chosen endorsed area: **Fashion and Textiles**

- ★ Written paper - 3 hours - 100 marks
- ★ 50% of qualification
- ★ A mix of short answer structured questions and extended writing questions
- ★ Questions can come from any part of the specification - core or in-depth knowledge and understanding, core or in-depth design and make project

**Component 2 - Design and make project Non-exam assessment (NEA)**

- ★ 80 hours 100 marks
- ★ 50% of qualification
- ★ The design work should start with the learner's own challenge
- ★ It is recommended that the work is done both in school and at home, under the supervision/ guidance of the teacher
- ★ Design sketchbooks plus a design portfolio
- ★ In the context of this component, 'prototype' is used to describe all working solutions including products, models and systems.



# Academic: A Level Economics

## About the course:

**Exam Board: AQA**

Economics is a subject that is involved in all aspects of life, from current affairs and headline news to everyday decisions such as what to buy for lunch.

Studying Economics enables you to develop an awareness of an enormous range of important issues such as the causes and effects of war, the impacts of Covid, the policies created to help society through pandemics, and the range of solutions available to solve climate change amongst others.

By the end of Year 13, you will be experts on the theories and reasons behind how much of the world functions.

After studying Economics at A Level, students go on to:

- ★ Finance and Banking
- ★ Business and Management
- ★ Public Sector and Government
- ★ Law
- ★ International Organisations

Studying Economics complements a range of subjects and supports a range of applications Post 18 to both university and apprenticeships.

## Units of study:

### Paper 1 – Markets and Market Failure

- ★ Economic methodology and concepts such as scarcity and opportunity cost.
- ★ Economic decision making such as behavioural economics
- ★ Price determination in a competitive market
- ★ Production, costs and revenue
- ★ Perfect competition, monopoly and market structures
- ★ The labour market
- ★ Market failure and government intervention

### Paper 2 – National and International Economy

- ★ Measurement of macroeconomic performance
- ★ How macroeconomy works
- ★ Economic performance analysis such as inflation, trade and unemployment
- ★ Macroeconomic policy such as fiscal policy, monetary policy and supply-side policy
- ★ Financial markets and monetary policy including the role of interest rates
- ★ The international economy, global trade, exchange rates and the role of international organisations such as IMF

### Paper 3 – Economic Principles and Issues

- ★ A more synoptic paper
- ★ Section A focuses on multiple choice and short answer questions around your understanding of paper 1 and 2 concepts. The focus is on applying these principles to various scenarios.
- ★ Section B focuses on a case study where you will have to apply understanding, analyse data, propose policy solutions to economic problems and evaluate strategies.

There are 3 written exams at the end of the course that are 2 hours each with 96 marks per paper. Each exam is worth 33.33% of the qualification.

Exams are a mixture of multiple choice, short-answer and extended writing questions.

## Subject contact:

**Mr. Patrick Lonergan**

[patrick.lonergan@lahughchristie.org.uk](mailto:patrick.lonergan@lahughchristie.org.uk)

# Academic: A Level English Literature

**About the course:**  
**Exam Board: AQA**

English Literature is the academic study of texts from different genres. The course is suited to those students who enjoy engaging in critical debates and arguments, analytical essay writing and most importantly, reading for pleasure. Students will learn why texts have been written and received in particular ways over a wide time period, studying texts from medieval through to modern day.

The course includes the theme of 'Love through the Ages' as well as literature from our thematic option. As part of the course, students will study Shakespeare, poetry, prose and drama texts. Students will also undertake wider critical reading as well as enjoying texts independently and deliver termly presentations about what they have read.

English Literature is a highly respected course and is considered one of the top academic A-Level courses to study by leading universities. This is due to the amount of essay writing, independent reading and presentations, all skills required by most university courses. These skills are transferable to many professions, whether they are English related or not.

Related areas students enter after studying English include:

- ★ Publishing and Journalism
- ★ Teaching and Education
- ★ Creative Writing and Media
- ★ Law
- ★ Marketing and Public Relations
- ★ Human Resource
- ★ Business

**Subject contact:**  
**Mr. Alexander Harvey**  
[alexander.harvey@lahughchristie.or.g.uk](mailto:alexander.harvey@lahughchristie.or.g.uk)

**Units of study:**

## **Paper 1: Love through the Ages (40% of A Level)**

In this unit, students will study three texts:

one poetry and prose text, of which one must be written pre-1900, and one Shakespeare play. The unit explores how the theme of love has been presented over time, from medieval through to modern literature. Students will consider contextual influences.



Examination will include two unseen poems.  
Assessment: Written exam - 3 hours  
(Answer one question from each section)

## **Paper 2 – Texts in Shared Context (40% of A-Level)**

In this unit, students will study three texts: one prose, one poetry and one drama, all of which are either based on the theme of the struggle for Modern Identity Post 1945.

Examination will include unseen prose.  
Assessment: Written exam – 2 hours 30 minutes (Answer 3 essay based questions)

## **Coursework – Independent Critical Study (20% of A-Level)**

Students plan and write an extended essay of 2500 words comparing two texts, one of which must have been written pre1900. Students choose their own title.

# Academic: A Level Further Maths

## About the course:

**Exam Board: Edexcel**

For progression to many courses at university it is important to have strong mathematics skills. For most science, technology, engineering and mathematics (STEM) degree course A level Mathematics is a requirement and AS or A level Further Mathematics is often a preferred subject. Anyone applying to study a degree in a STEM subject should consider taking Further Mathematics to at least AS level as the additional content helps ensure a successful progression to university. AS Further Mathematics is accessible to most A level Mathematics students. Having A level Further Mathematics on your university application is a way to make you stand out.

“Those students who had studied further mathematics to A - or AS-level standard reported coping better with the mathematical content of the degree, and as such perceived that they required less additional support throughout their studies.” Institute of Physics ‘Mind the Gap’ report 2010

“In general, [it’s] harder than expected, especially the mathematical aspects. I felt thoroughly unprepared for the mathematics involved coming from only having maths (no further maths) A-level. My peers who did study further maths were much better prepared.” Engineering student

A level Further Mathematics is fun and rewarding. It broadens your mathematical skills and promotes deeper mathematical thinking. You will be introduced to interesting new areas of pure mathematics such as complex numbers and apply mathematics in a wider range of contexts.

## Subject contact:

**Mr. Sean ParkerHarding**

[sean.parkerharding@lahughchristie.org.uk](mailto:sean.parkerharding@lahughchristie.org.uk)

## Units of study:

**Paper 1: Core Pure Mathematics 1**

**Paper 2: Core Pure Mathematics 2**

**Paper 3 and 4: Options papers**

Students choose from:

- ★ Further Pure Mathematics
- ★ Further Statistics
- ★ Further Mechanics
- ★ Decision Mathematics

Assessment in June (Year 13) 4 x 1 hour 30 min exams (2 Core and 2 Options)  
Each exam is 25% of the qualification

The depth and breadth of knowledge gained in A Level Further Maths builds on both A Level Maths and the first year of studying Further Maths at A Level.

Two examples of important Further Maths pure topics are complex numbers and matrices.

One area of discrete mathematics is graph theory, which includes solving problems such as ‘What would be the most efficient route for delivering post around a network of streets?’ This topic uses algorithms which are vital in computer science.

To support students with their Post 18 destinations, this course is offered beyond the usual timetabled curriculum with bespoke 1-2-1 support so students can explore options more relevant to their future studies.

Please speak to a member of the Maths team to find out more.

# Academic: A Level Geography

## About the course:

**Exam Board: Edexcel (9GEO)**

Geography is literally all around us. It is the study of the world we live in at all different levels from microscopic processes, the local places we call 'home', the countries we are proud to belong to and the global communities we often forget we are part of. Geography is about how the world got to be like it is, how it is changing and what it will be like in the future. Geography is multidisciplinary (geographers tend to be interested in a huge range of topics).

Geography is about issues, arguments and debates; whose side are you on? Geography is topical and relevant, just about every news event of every day will have a geographical context and issue to be explored.

There are too many employment opportunities directly connected with Geography to mention: travel industry, environment agency, hydrology, Meteorology, development agency, oceanography, retail planning, town planning, business, cartography and teaching are but a few.

Universities and employers consider the geographer's wide area of knowledge, huge variety of skills and ability to make logical decisions as invaluable. In fact, the Russell Group Report named Geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.

## Exams

**Paper 1: 2 hours and 15 minutes**

**Paper 2: 2 hours and 15 minutes**

**Paper 3: 2 hours and 15 minutes**

## Subject contact:

Ms. Kit Ling Lo

[kitling.lo@lahughchristie.org.uk](mailto:kitling.lo@lahughchristie.org.uk)

## Units of study:

### Tectonic Hazards

- 1) Locations at risk from tectonic hazards.
- 2) Tectonic hazards versus tectonic disasters.
- 3) Management of tectonic hazards and disasters.

### Coastal Landscapes

- 1) Causes of contrasting coastal landscapes.
- 2) Coastal erosion and sea level changes.
- 3) Managing coastlines.

### Globalisation

- 1) Causes of globalisation.
- 2) Impacts of globalisation.
- 3) Consequences of globalisation.

### Regenerating Places

- 1) How and why do places vary?
- 2) Why might regeneration be needed?
- 3) How is regeneration managed?
- 4) How successful is regeneration?

### Water Cycle and Water Insecurity

- 1) Processes of the water cycle.
- 2) Short and long term influences on the water cycle.
- 3) Causes of water insecurity.

### Carbon Cycles and Energy Security

- 1) The carbon cycle and a healthy planet.
- 2) The consequences of increased energy demand.
- 3) Links between the water, carbon and climate.

### Superpowers

- 1) What are superpowers?
- 2) The impacts of superpowers on the world,
- 3) Superpowers' spheres of influence

### Migration, Identity and Sovereignty

- 1) The impacts of globalisation on migration.
- 2) The evolution of nation-states
- 3) Global organisations' management of conflict
- 4) Threats to national sovereignty.

### Independent Investigation

Students will undertake a coursework project of 4000 words. The investigation will require substantial individual study and commitment from the student as it will be completed in their own time and is 20% of the A Level.

# Academic: A Level History

**About the course:**  
**Exam Board: OCR**

“History is written backwards, but lived forwards.” Madeleine Albright

Although wide in range this course has something for everyone, especially as it focuses on the three important areas of economic, political and social history. All are present in the first year through the Britain and South East Asia topics and Year 13 will continue along similar lines, but with a very British centric focus. So by studying at Advanced Level students will be able to formulate ideas and arguments on the nature of society and the actions of governments in the past and often link it to the present day.

Students, who study at this level will need to have a genuine interest in the subject, really enjoy reading and writing and have a strong work ethic.

Additional assets include debating ideas and evaluating the opinions of others.

Previous History students have gone on to University to study History, History and Politics, Archaeology, International Relations, Journalism, Law and Military Studies.

**Subject contact:**

Ms. Kathryn Sivyier  
kathryn.annsivyier@lahughchristie.org.uk

**Units of study:**

**Unit 1: Britain 1900–1951 (British Period Study) (Enquiry topic: England and a New Century c.1900–1918) (25% of A Level)**

Students will begin the course with the enquiry topic which focuses on the political problems facing the Conservatives and Liberals up to 1914, New Liberalism and welfare reforms, Home Rule in Ireland, women’s suffrage, the impact of the First World War and the 1916 split in the Liberal party. This is followed by the period study which will include: British economic, political and social issues. Topics range from the General Strike 1926, the Great Depression, the Abdication Crisis, Britain and the Home Front and the Attlee government and the beginning of the welfare state.

**Assessment:** 1 hour and 30 minutes examination One source based question analysing and interpreting historical interpretations based on the Enquiry topic and then one essay focused period study.

**Unit 2: The Cold War in Asia 1945-1993 (15% of the A Level)**

Students will focus on Post war western policies in Asia, The Korean War, the Vietnam War and the conflict in Cambodia.

**Assessment:** 1 hour examination

One question based on comparing two major events and one essay question.

**Unit 3: Thematic Study: Rebellion and Disorder under the Tudors, 1485-1603 (40% of the A Level)**

This includes: The main causes of rebellion and disorder, the frequency and nature of disturbances, the impact upon Tudor governments and the maintenance of political stability.

Depth study: Students will learn about the debates surrounding the following: The Pilgrimage of Grace, the Western Rebellion and Tyrone’s Rebellion in Ireland.

**Assessment:** 2 hours and 30 minutes examination One depth study source based interpretation question followed by two thematic study essay questions.

**Unit 4: Coursework (Independent assignment)**

(20% of the A Level) 3000–4000 word essay

Students will analyse and evaluate interpretations of history as part of an independently researched assignment.

Previous topics have included: Votes for Woman, Battle of the Somme, Battle of Britain

# Academic: A Level Maths

## About the course:

**Exam Board: Edexcel**

Mathematics is a gateway to many new opportunities and other subjects and is crucial in our modern society. Employers and universities recognise A-Level Mathematics as a fundamental qualification. People with a mathematics background can achieve salaries far above the average. Mathematics as a challenging but rewarding course that requires excellent independent learning skills and motivation to succeed.

The course develops problem solving and logical thinking and improves ability to process information accurately. Mathematics A-Level provides pathways to banking and finance, accountancy, economics, commerce, business consultancy, insurance and risk and statistical consultancy. It supports engineering, computing, car design and aerodynamics, medicine and the sciences. It is also useful for the military, architecture, archaeology and broadcasting as well as many other careers and courses.

Useful supporting subjects to consider are Physics, Economics, Geography, Computing, and Chemistry.

Students are required to spend four hours minimum (on top of lesson time) studying every week. Homework is organised on a weekly basis to cover current teaching topics.

## Subject contact:

**Mr. Sean Parker-Harding**

[sean.parkerharding@lahughchristie.org.uk](mailto:sean.parkerharding@lahughchristie.org.uk)

## Units of study:

### Unit 1: Pure Mathematics 1

The pure mathematics units involves the continued study of algebra, trigonometry, co-ordinate geometry, sequences and series; and introduces students to the fascinating new areas of calculus and its applications, exponentials and logarithms, and mathematical proof.

### Unit 2: Pure Mathematics 2

The applied unit covers areas of statistics and mechanics such as representation, analysis and modelling of data; further study of probability; vectors and their applications; kinematics, statics, and dynamics of a particle; and moments and forces.

### Unit 3: Statistics and Mechanics

The pure mathematics units involve the continued study of algebra and functions, trigonometry, numerical methods, co-ordinate geometry, mathematical proof; the further exploration into the vast world of calculus; and the introduction of vectors.

The applied unit covers areas of statistics and mechanics such as representation, analysis and modelling of data; further study of probability; vectors and their applications; kinematics, statics, and dynamics of a particle; and moments and forces.

Assessment in June (Year 13): 3 x 2 hour exams (2 Pure, 1 Statistics and Mechanics)

Each exam is worth 33.33% of the qualification

# Academic: A Level Media

## About the course: Exam Board: AQA

Through studying Media Studies students will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. Students will find contemporary, diverse topics and varied and engaging content, helping to develop research, problem-solving skills as well as creativity. They'll also refine their debating skills through the discussion of contemporary issues from a range of perspectives.

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
- ★ media audiences.

Students are required to study media products from all of the following media forms:

- ★ television
- ★ film
- ★ radio
- ★ newspapers
- ★ magazines
- ★ advertising and marketing
- ★ online, social and participatory media
- ★ video games
- ★ music video

## Subject contact:

Mrs. Melanie Davies  
melanie.davies@lahughchristie.org.uk

## Units of study:

### Unit 1:

Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms:

- ★ advertising and marketing
- ★ music video

Section B will focus on Media Industries and Media Audiences.

Questions in this section can test any two of the following forms:

- ★ radio
- ★ newspapers
- ★ film (industries only)

### How it's assessed

written exam: 2 hours  
84 marks / 35% of A-level

### Questions

A range of questions relating to an unseen source and Close Study Products.

Two essay questions (20 marks), one of which is an extended response question.

### Unit 2:

Questions will focus on the in-depth media forms of television, magazines and online games.

### How it's assessed

written exam: 2 hours  
84 marks / 35% of A-level

### Questions:

One medium length unseen analysis question

Three essay questions (25 marks), one of which is an extended response question and one of which is a synoptic question.

Non-exam assessment: Creating a cross-media production

Application of knowledge and understanding of theoretical framework

Ability to create media products

How it's assessed

A choice of one of 6 annually changing briefs, set by AQA

60 marks / 30% of A-level

Assessed by teachers / Moderated by AQA

### Tasks

Students produce a statement of intent and a cross- media production made for an intended audience

# Academic: A Level Photography

## About the course:

**Exam Board: AQA**

Photography offers students the opportunity to explore the many diverse approaches to this creative medium. Students will look at the work of a wide range of photographic artists building their analytical and critical skills in the assessment of the work. They will then explore the techniques and processes involved in their practise, formulating their own personal responses. The department is equipped with a studio and large darkroom space along with a full suite of PC's running the Adobe Creative Cloud package which can be accessed by students whenever required. All work is documented in sketchbooks and their best outcomes are hand selected by the students and displayed in the end of year exhibition at each stage of the course. At least two trips are organised over the duration of the course to relevant sites or exhibitions to support their learning.

The course is centred around the Advanced Level, two year course however, there is an option to sit an exam at the end of the first year and achieve an AS level qualification in the subject.

This will be at the discretion of the course leader and will need to be discussed with them before applying for the course.

## Subject contact:

Mr. Ross McPherson  
ross.mcpherson@lahughchristie.org.uk

## Units of study:

### Coursework Portfolio:

Initial exploration - Over the first four terms students will explore the full range of techniques and processes available to them through specifically designed skills based tasks. They will then have the opportunity to demonstrate their ability to work independently selecting a specific genre to explore and develop a personal project in line with the assessment criteria. This project will be the focus for their work presented in the end of year show where students will exhibit selected elements of their work alongside work from the Art and Fashion departments. This is an open exhibition that parents and carers will be informed of and are more than welcome to attend.

### Personal Investigation:

60% of the full A-Level

During the last two terms of their first year students will start working on their personal investigation.

Students select their own subject matter exploring as many relevant processes and photographers as possible to build an in-depth project which is supported by a written dissertation of between 1000 – 3000 words. This will have a clear dedicated final outcome which will be presented in their year 13 end of year show.

### Controlled Assessment:

40% of the full A-Level

Students are given an exam paper provided by the AQA board in February of their final year and are required to build a project around one of the questions on it in line with the assessment criteria.

There will be a 15 hour examination at the end of the two month exam period where students will have to work independently under controlled conditions and create their final piece which is expected to form part of their exhibition.



# Academic: A Level Physics

## About the course:

**Exam Board: Pearson**

Physics is a challenging but very interesting course for those students who love Science and want to explore it to a much higher level. In summary, Physics is the study of how everything works. It has close links with Mathematics, Chemistry and Biology. The Physics course is very practical with lots of opportunities to carry out experiments and investigations. You will also learn to work as part of a team.

It is excellent preparation for anyone looking for a career in Science or Engineering. However, the skills acquired in studying Physics are also useful in a much wider range of careers.

Physics Advanced Level is highly respected by both universities and employers.

## Units of study:

### Paper 1: Advanced Physics I

- ★ Mechanics – mathematics of motion, vectors, projectiles, forces, Newton's Laws of motion, energy, power and efficiency
- ★ Electric Circuits – current, charge, potential difference, resistance, solving circuit problems, resistivity, power, potential dividers, electromotive force and current flow in microscopic terms
- ★ Further Mechanics
- ★ Electric and Magnetic Fields
- ★ Nuclear and Particle Physics
- ★ Assessment is by a paper lasting 1 hour 45 minutes consisting of 90 marks. This is 30% of the A Level.

### Paper 2: Advanced Physics II

- ★ Materials – density, upthrust, Hooke's Law, stress, strain, Young Modulus and strain energy.
- ★ Waves and particle nature of light – wave definitions, interference, standing waves, diffraction, refractive index, critical angle, lenses, polarisation, pulse-echo techniques, photoelectric effect, Einstein's equation, atomic line spectra.
- ★ Thermodynamics
- ★ Space
- ★ Nuclear Radiation
- ★ Gravitational Fields
- ★ Oscillations
- ★ Assessment is by a paper lasting 1 hour 45 minutes consisting of 90 marks. This is 30% of the A Level.

### Paper 3: General and Practical Principles in Physics

- ★ Draws on any topics in the specification
- ★ Synoptic questions
- ★ Conceptual and theoretical understanding of experimental methods
- ★ Assessment is by a paper lasting 2 hours 30 minutes consisting of 120 marks. This is 40% of the A Level.

Students also complete a series of practicals to secure the Science Practical Endorsement.

## Subject contact:

Mr. Christopher Clark

[christopher.clark@lahughchristie.org.uk](mailto:christopher.clark@lahughchristie.org.uk)

# Academic: A Level Product Design

## About the course: Exam Board: AQA

Product Design is a creative subject, which has been designed to encourage students to broaden their understanding of a range of materials, components and manufacturing techniques. They will have the opportunity to develop their design skills through a range of imaginative and innovative methods and produce a portfolio of evidence to support the development of a final prototype. In addition, students will learn to produce creative and innovative products that meet the needs of a range of clients and consumers.

This course is suited to individuals with a creative flair for designing and those who enjoy developing ideas through sketching, modelling and CAD. It is also an excellent choice for those who enjoy practical subjects and want to develop their technical skills in the workshop through the development of models and prototypes. A range of graphics techniques and ICT, including CAD/CAM will be used to help generate, develop, model and communicate students design proposals.

This course is suitable for those interested in pursuing a career in the design industry. Possible careers include: Product Designer, Architect, Interior Designer or Graphic Designer.

## Subject contact:

Mr. Paul Thomas

[paul.thomas@lahughchristie.org.uk](mailto:paul.thomas@lahughchristie.org.uk)

## Units of study:

### Paper 1 - Technical principles

- ★ Written exam: 2 hours and 30 minutes
- ★ 120 marks
- ★ 30% of A-level
- ★ Questions - Mixture of short answer and extended response

### Paper 2 - Designing and making principles

#### Written exam: 1 hour and 30 minutes

- ★ 80 marks
- ★ 20% of A-level
- ★ Questions - Mixture of short answer and extended response questions.
- ★ Section A:
  - ★ Product Analysis: 30 marks
  - ★ Up to 6 short answer questions based on visual stimulus of product(s).
- ★ Section B:
  - ★ Commercial manufacture: 50 marks
  - ★ Mixture of short and extended response questions

### Non-exam assessment (NEA) - Practical application of technical principles, designing and making principles.

- ★ Substantial design and make project
- ★ 100 marks
- ★ 50% of A-level
- ★ Evidence
  - ★ Written or digital design portfolio and
  - ★ photographic evidence of final prototype.

# Academic: A Level Psychology

## About the course:

**Exam Board: AQA**

Psychology is the 'scientific study of the mind and behaviour', and the A Level offers an introduction to six 'core' areas of the discipline. Social Psychology focuses on the social interactions people have with each other. We function fully as people in the company of, and with the help of, others. Amongst other issues, this course explains why we conform and why we are likely to obey authority figures.

Cognitive Psychology looks at how we perceive and interpret the world around us. Cognitive psychologists are interested in 'thinking' and are therefore concerned with internal mental processes, and how those processes are involved in the development of behaviours such as perception and intelligence.

One of the most important topics is memory. Biological Psychology looks at the role of evolutionary forces and genetics in behaviour. It investigates how the nervous system and hormones work, how the brain functions, and how changes in these can affect behaviour.

Studying psychology equips you to critically evaluate different explanations of human behaviour. You learn different approaches viewpoints such as behaviourist, social learning theory, biological, cognitive, psychodynamic, humanistic and apply their viewpoints to different topics such as how they would explain reasons for offending behaviour.

## Subject contact:

**Ms. Hannah Batchelor**

[hannah.batchelor@lahughchristie.org.uk](mailto:hannah.batchelor@lahughchristie.org.uk)

## Units of study:

### Paper 1 - Introductory Topics in Psychology

- ★ Social Influence - covering conformity, obedience and the role of social change.
- ★ Memory - Explores models of memory, types of long-term memory and reliability of eyewitness testimony.
- ★ Attachment - Studies the emotional bonds between individuals, particularly between children and caregivers, covering attachment types and effects of maternal deprivation.
- ★ Psychopathology - Focuses on abnormal behaviour, studying disorders such as depression, phobias and obsessive-compulsive disorder as well as approaches to treatment.

### Paper 2 - Psychology in Context

- ★ Approaches in Psychology - Looks at major theoretical approaches including biological, cognitive, psychodynamic and humanistic.
- ★ Biopsychology - Focuses on how biology influences behaviour, including the structure of the nervous system, brain function, and biological rhythms.
- ★ Research Methods - Covers the core methods psychologists use to conduct research, such as experiments, observations, case studies and a strong focus on scientific methodology and data analysis.

### Paper 3 - Issues and Options in Psychology

- ★ Forensic Psychology - focusing on explanations of criminal behaviour, offender profiling and rehabilitation.
- ★ Schizophrenia - Examining symptoms, causes and treatments of schizophrenia.
- ★ Cognition and Development - Focusing on how thinking and reasoning develop from infancy to adulthood.

There are 3 written exams at the end of the course that are 2 hours each with 96 marks per paper. Each exam is worth 33.33% of the qualification.

Exams are a mixture of multiple choice, short-answer and extended writing questions.

# Academic: A Level

## Sociology

### About the course: Exam Board: AQA

Sociology is the critical study of social processes and structures in society by exploring different perspectives of phenomena and the biases held by each perspective. It considers changes in society over time along with their relative causes and the importance different perspectives place on these. An understanding of the research methods of Social Sciences is developed to understand how this knowledge has been socially constructed and be able to evaluate and analyse the validity, reliability and usefulness of such data.

By the end of Sociology A-Level students will be prepared to contribute to real change in society as they understand the mechanisms already in place and how to change them.

Studying Sociology equips you to critically view the structures in society and human interaction. You learn different theoretical viewpoints such as Functionalism, Marxism, Feminism, Interactionism and Postmodernism and apply their thinking to different topics such as how they would explain educational inequality, cultural differences or crime.

**Subject contact:**  
**Ms. Hannah Batchelor**  
[hannah.batchelor@lahughchristie.org.uk](mailto:hannah.batchelor@lahughchristie.org.uk)

### Units of study:

#### Unit 1: Education with Theory and Methods

- ★ Explore relationships and processes within schools, the significance of educational policies and explore the role and function of the education system.
- ★ Explore broader sociological theories such as Functionalism, Marxism and Feminism.
- ★ Explore different research methods such as interviews, questionnaires, participant observation and official statistics and their relative use.

#### Unit 2: Topics in Sociology Families and Media

- ★ This is a written exam where you will be expected to foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.
- ★ Explore changing family patterns, the role of the family in society, gender roles, domestic division of labour and demographic changes.
- ★ Explore the role of the media in society, including ownership and control, media representation of social groups and the impact of the media on audiences.

#### Unit 3: Crime and Deviance with Theory and Methods

- ★ You are expected to be familiar with sociological explanations of crime and deviance, social order and social control, the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime, globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes.
- ★ Explore advanced sociological theory and methods such as interactionism and postmodernism to extend your evaluation of differing approaches.
- ★ Further explore methods through issues such as objectivity and value freedom.

There are 3 written exams at the end of the course that are 2 hours each with 80 marks per paper. Each exam is worth 33.33% of the qualification.

# Vocational: BTEC Level 3 Business

## About the course:

**Exam Board: Pearson**

The BTEC Extended Certificate provides opportunity for students to develop skills demanded for by employers.

The qualification offers student the opportunity to:

- ★ Prepare for further learning or training
- ★ Develop essential knowledge, transferable skills and personal skills in a subject area that interests them with an aim of enhancing their employability
- ★ Move into different areas of employment

Students study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

Students then look at gaining an understanding of marketing campaigns and how they are developed. They will analyse data and interpret the impact and influence of campaigns.

## Subject contact:

Miss. Janet Hudson

[janet.hudson@lahughchristie.org.uk](mailto:janet.hudson@lahughchristie.org.uk)

## Units of study:

### Mandatory Units

#### Unit 1- Exploring Business

- ★ Internal assessment - coursework
- ★ Explore features of different businesses and what makes them successful
- ★ Investigate how businesses are organised
- ★ Examine the environment in which businesses operate
- ★ Examine business markets
- ★ Investigate innovation and enterprise in business success

#### Unit 2- Developing a Marketing Campaign

- ★ External assessment
- ★ A task set and marked by Pearson
- ★ Completed under supervised conditions
- ★ 70 marks
- ★ Principles and purposes of marketing and marketing campaigns
- ★ Developing a rationale for a marketing campaign
- ★ Planning and developing a marketing campaign

#### Unit 3 - Personal and Business Finance

- ★ External assessment
- ★ Written examination set by Pearson.
- ★ 2 hours
- ★ 100 marks
- ★ Importance of managing personal finance and exploring this sector
- ★ Understand the purpose of accounting including breakeven and cash flow forecasts
- ★ Evaluate business performance
- ★

#### Unit 22 - Optional Unit - Market Research

- ★ Examine the market research used by a business
- ★ Plan and implement a market research activity to meet a specific objective
- ★ Analyse and present market research findings and recommend process improvements

# Vocational: BTEC Level 3 Health and Social Care

## About the course:

**Exam Board: Pearson**

Health and social care is currently one of the fastest growing service sectors nationally, particularly in the local area.

As part of the course you will:

- ★ Develop the ability to work effectively
- ★ Build skills needed to continue studying and to start work
- ★ Specialise in areas of health and social care if you wish
- ★ Obtain a qualification that is relevant to the workplace
- ★ Have the opportunity to take part in relevant work experience in a care environment

A broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Past students have gone on to work in careers such as care support work, nursing, paramedic, social work and the police force.

## Units of study:

### Unit 1 - Human Lifespan Development

- ★ Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.
- ★ Externally assessed
- ★ 1.5 hours
- ★ 90 marks

### Unit 5 - Meeting Individual Care and Support Needs

- ★ Learners focus on the principles and practicality that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines
- ★ Internally assessed

### Unit 2 - Working in Health and Social Care

- ★ Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.
- ★ Externally assessed
- ★ 1.5 hours
- ★ 80 marks

### Unit 14- Physiological Disorders and their Care

- ★ Learners will explore different types of
- ★ Physiological Disorders, understand how they are diagnosed, how they effect an individuals health and wellbeing, as well as the main body systems they may effect before learning the appropriate treatment and support that service users may require when dealing with the disorders.
- ★ Internally assessed.

## Subject contact:

**Ms. Hannah Batchelor**

[hannah.batchelor@lahughchristie.org.uk](mailto:hannah.batchelor@lahughchristie.org.uk)

# Vocational: BTEC Level 3 Law

## About the course:

**Exam Board: Pearson**

Law is an excellent and enjoyable course for those students who enjoy expressing their opinion, learning about the laws that affect their everyday life and improving their intellectual and academic skills.

The content of this qualification has been developed to ensure that it supports progression to higher education. It includes the opportunity to develop the research, communication, presentation, decision-making and critical-thinking skills valued by higher education. In addition, employers have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the legal sector.

Previous students have gone on to study Law, Politics, Psychology and Criminology at university or have gone directly into further training for careers in the Police Force, Forensics and Paralegal work.

## Units of study:

### Unit 1 – Dispute Solving in Civil Law

Learners explore how civil disputes are resolved, both in the courts and by alternative means. They will examine the making and working of precedent and its application in the law of negligence.

A task set and marked by Pearson and completed under supervised conditions

### Unit 2 – Investigating Aspects of Criminal Law and the Legal System

Learners research how laws are made and interpreted, who advises and decides on the outcome of criminal cases and the punishments that can be imposed if laws are broken. They will then present advice to clients on non-fatal offence case studies

Internally assessed

### Unit 3 – Applying the Law

Learners examine the law related to specific crimes, including homicide and offences against property. They will explore the police procedures for dealing with such offences.

A task set and marked by Pearson and completed under supervised conditions

### Unit 4 – Family Law

Learners will explore how the law can be applied to a number of different familial situations including marriage and civil partnership as well as separation and agreements involving children.

Internally assessed

## Subject contact:

**Ms. Hannah Batchelor**

[hannah.batchelor@lahughchristie.org.uk](mailto:hannah.batchelor@lahughchristie.org.uk)

# Vocational: CTEC Level 3 Sport and Physical Activity

## About the course:

**Exam Board: OCR Cambridge Technical**

Sport is one of the fastest growing industries in the UK and it is not just about being a professional performer. There's a huge range of professions within sport, from grassroots through to international level, covering areas such as nutrition, marketing, therapy and coaching.

This course offers students; an exciting, inspiring and challenging qualification that develops transferable skills essential to the work place or for further study.

The course offers a wide range of units such as Sports coaching and leadership, sports organisation and development, performance analysis in sport and exercise and nutrition and diet for sport and exercise – providing students with the opportunity to acquire a range of transferable skills and knowledge areas from all aspects of sport.

This course will give learners an understanding of sport in the wider contexts of coaching, anatomy and physiology, the structure of sport in the UK and the organisations involved, the effects of physical activity on the body and safe practice in sport and leisure. Learners will also develop skills such as coaching skills for sport and the ability to conduct risk assessments as well as transferable skills such as planning, communication, adaptability and leadership

## Subject contact:

Mr. Matt Gregory

[matthew.gregory@lahughchristie.org.uk](mailto:matthew.gregory@lahughchristie.org.uk)

## Units of study:

### Cambridge Technical Extended Certificate in Sport and Physical Activity

2 x 90 GLH units, 1 x 60 GLH and an appropriate combination of 30 GLH and 60 GLH units – two externally examined units and a choice of centre assessed units moderated by OCR).

Learners will take between five and six units made up of mandatory and optional units:

Everybody will study the following mandatory units:

- ★ Body systems and the effects of physical activity
- ★ Sports coaching and leadership
- ★ Sports organisation and development

Along with the mandatory units and practical unit, students will study at least one of the units below:

- ★ Performance analysis in sport and exercise
- ★ Organisation of sport events
- ★ Nutrition and diet for sport and exercise
- ★ Sports injuries and rehabilitation
- ★ Sport and exercise psychology
- ★ Sport and exercise sociology



# Extended Project Qualification Level 3

**About the course:**  
**Exam Board: AQA**

## **What is the EPQ?**

It is a free-standing qualification equivalent to half an AS Level (half an A Level) and it is graded A\* to E.

You choose, plan and design a project.

You get to explore a further aspect of an A-level subject that you are already studying, or choose a topic that you have a personal interest in.

The finished project can be a purely written report, a performance, a piece of art, a community project, a DVD or a piece of computer software.

The project is finally presented to a non-specialist audience.

## **Advantages to the student:**

- ★ It is great for your University application and provides lots to write about in your personal statement
- ★ It will be also be a great discussion point during job or university interviews
- ★ An extra AS level qualification
- ★ Great for study skills development
- ★ Your chance to pursue a passion and get a qualification for it!

## **Units of study:**

The EPQ is assessed in four key areas:

- 1) Managing a project yourself
- 2) Using resources you have selected
- 3) Developing and realising a project

## **Reviewing the project**

Skills are tracked in a compulsory Log Book, which forms a large part of your final marks.

## **How is the EPQ taught?**

You will attend regular sessions with a supervisor who will develop the necessary skills required to help you complete your project. Students are encouraged to also develop these independently using online using university resources and courses. The project is completed independently by students.

## **Examples of EPQ project titles:**

- ★ Who was the greatest Tudor monarch?
- ★ Is hosting the Olympics worth it?
- ★ Has the concept of childhood changed during the Victorian period?
- ★ Why does the UK have Europe's teenage pregnancy rate?
- ★ Assessment of strategies for dealing with dyslexia
- ★ The future of virtual reality.

"The skills that students develop through the Extended Project Qualification (EPQ) are excellent preparation for university-level study. Students can refer to the EPQ in their UCAS personal statements and at interview to demonstrate some of the qualities that universities are looking for."

University of Manchester

**Subject contact:**  
Mrs. Emma Stubbs

## Extra-curricular options

We know that it takes more than a good set of results to excel in an interview, work with peers in higher education or the workplace and command yourself professionally. We invest time in multiple societies so that students can be exposed to workplace related experiences and build their cultural capital alongside their professional toolkit. This complements the advisory programme we offer weekly to ensure students are workplace ready and the next generation of leaders and responsible global citizens.

<b>Law Society</b> Visiting a live court, speaking to legal professionals and working on case studies are just part of our offer to equip you with the cultural knowledge to embark on a legal career.	<b>Creative Industries Society</b> If you are interested in building your intellectual curiosity through photography, music or dance then joining this society will enable you to do project based work that can develop a range of skills and also contribute to community goals.
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Already, our current Year 11 students have expressed an interest in the below societies for next september:

- ★ Computing
- ★ Engineering
- ★ Forensics
- ★ Medicine
- ★ Sports

Beyond student leadership roles, our students have the opportunity to complete the EPQ, Duke of Edinburgh, NCS residentials and community trips such as:

<ul style="list-style-type: none"><li>★ Ice skating</li><li>★ Bowling</li><li>★ Crazy Golf</li><li>★ Winter Wonderland</li><li>★ Christmas Fairs</li><li>★ Reading buddies</li><li>★ Mentoring KS3 students</li><li>★ Librarians</li></ul>	<ul style="list-style-type: none"><li>★ Thorpe Park</li><li>★ Alton Towers</li><li>★ Mini Law Society volunteering</li><li>★ STEM club</li><li>★ Charity work</li><li>★ Community service</li><li>★ UKMT Mathematics Challenge</li></ul>	<ul style="list-style-type: none"><li>★ Football</li><li>★ Gym</li><li>★ Inter-school tournaments</li><li>★ Tuck Shop enterprise</li><li>★ Model United Nations</li><li>★ International trips such as to Iceland</li><li>★ Ski trips</li></ul>
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We also have relationships with multiple international student organisations and host students from wide and far such as Italy, Hungary and Mexico. Home students enjoy making friends with our visiting students and many forge long term friendships and greater international understanding.

# Frequently asked questions

## 1) How do I apply?

You can complete the application form on Applica at: <https://leighacademyhughchristie.applicaa.com/sixthform>. Applications open on Friday 18th of October 2024.

Popular courses tend to become oversubscribed very quickly so a prompt application will help to prevent disappointment. Applying as soon as you have your autumn mock results is advised and ahead of the deadline of the 28th February 2025.

## 2) How should I choose my subjects?

Above all, our advice is that you should specialise in what interests you most and what you excel at. We are always happy to talk through your options with you before you make an application – just call or email. We can give you the information you need about what individual subjects are like to study in sixth form, as well as advice on likely university and employer requirements for particular degree courses and career choices. Whatever choice you make, you can expect first class teaching, small tutorial sizes and our full support as you work towards a successful and fulfilling future.

## 3) What kind of students are you looking for?

We are looking for young people who have the enthusiasm, aptitude and motivation to make the most of their two years with us in sixth form. We want students who will make the most of all opportunities and work towards their own happiness and success as they prepare for adult life. We want students who expect the best and work with us to secure their next steps and a fulfilling future.

## 4) Is there financial assistance at Sixth Form?

We support students financially with the 16-19 Bursary Fund for students who qualify, the current criteria to receive support is a household income below £40,000. We have clear guidance from subjects and the sixth form team around how to utilise this support most effectively. Please ask a member of the Sixth Form team for more information.

## 5) I am worried I won't meet the entry requirements.

Our entry requirements ensure that students needs are supported and that students have the foundational knowledge and skills to succeed in respective subjects. We advise students of the pathways available to them based on their mock results in autumn and support their Post 16 planning, ensuring they have researched all options so they have maximum choice for their next steps. As a non-selective school we do offer a range of pathways and advise students of course combinations and/ or providers that will meet their needs most effectively.

## 6) How can we find out about SEND support?

Please detail any SEND information in your application and we will review this. The interview is an opportunity to ask further questions, or you can email our SENCO Mrs. Underwood at: [nichola.underwood@lahughchristie.org.uk](mailto:nichola.underwood@lahughchristie.org.uk).

# What are your next steps?

Who is required?	Deadline/ Event
Students and Parents/ Carers	Attend Open Evening on Thursday 17th October 5.30-7pm 2024
Students and Parents/ Carers	Complete the application form on Applica at: <a href="https://leighacademyhughchristie.applicaa.com/sixthform">https://leighacademyhughchristie.applicaa.com/sixthform</a> Applications open on Friday 18th of October 2024.
	Applications will close on <b>Friday 28th of February 2025</b> . Applications received after this date will be acknowledged and placed on a waiting list
Students	Internal students will be interviewed in the spring term during the school day. Interview dates will be communicated to students via advisory and will take place between Tuesday 7th of January and Friday the 16th of January for applications completed prior to the deadline.
Students and Parents/ Carers	External students will be invited to interview between the Monday 10th March and Friday 21st March 2025.
Students	Students will receive an offer letter by Friday 31st March 2025 through Applica. You will need to accept your conditional offer by Sunday 21st April 2025, this will also secure you a place on the taster day in July.
Students	Year 12 taster day will be held on <b>Thursday 10th July 2025</b> and is an opportunity for students to meet the Sixth Form Team and have an assembly with key information. You will also have the opportunity to meet current students in team building workshops and hear their experience, ask questions and meet your new classmates. Along with crucial subject taster lessons so you are very clear that you have chosen the right subjects for you.  We are aware some of you may wish to go on holiday, therefore we are giving you notice of our taster day, so you are able to attend.
Students and Parents/ Carers	Once you collect your results on <b>Thursday 21st August 2025</b> you will attend an enrolment appointment at Leigh Academy Hugh Christie, where your place will be ultimately secured.
Students and Parents/ Carers	Complete any outstanding enrolment information on Applica. This needs to be complete by <b>Friday 29th August 2025</b> .
Students and Parents/ Carers	Our induction day for Year 12 will take place on <b>Monday 1st of September 2025</b> . Students will meet their advisors and advisory group who they will be based with for the day.

For all recruitment enquiries please do contact us on:  
[sixthform@lahughchristie.org.uk](mailto:sixthform@lahughchristie.org.uk)