Carshalton High School for Girls

Sixth Form Subject Information

2027/2028

Carshalton High School for Girls

#teamchsg

Sixth Form Minimum Entry Requirements 2027-28

The minimum entry requirement for all courses is 5 subjects, grades 9 – 4, and to meet the specific subject criteria below.

If students do not have a 4 for English Language and/or Mathematics, then they will need to re-sit these exams in Year 12 to get a 4 or above. They are expected to attend the catch-up lessons for this.

pg		Minimum Entry Requirements	Exam Board
		A-level Courses	
4	**3D Design**	**6** in either D&T, Art or **Level 2 Merit** in BTEC Fashion & Textiles	AQA
5	**Art**	**6** in Art & Design	Pearson
6	**Biology**	**6-6** in Combined Science or **6** in Biology and **6** in Maths	AQA
7	**Business**	**6** in Business Studies and **6** English Language or **6** in Mathematics	Edexcel
8	**Chemistry**	**6-6** in Combined Science or **6** in Chemistry and **6** in Maths	OCR
9	**Computer Science**	**6** in Computer Science, **6** in Mathematics & **5** in English Language	OCR
10	**Drama & Theatre**	**6** in Drama and **4** in English Language	Edexcel
11	**Economics**	**6** in English Language, **6** in Mathematics and **6** in Citizenship/ Sociology if taken	Edexcel
12	**English Literature**	**6** in both English Literature and English Language	AQA
13	**Film Studies**	**5** in English Language and/or **5** in GCSE Media if taken	Eduqas
14	**Geography**	**6** in Geography and **5** in English Language and **4** in Mathematics	AQA
15	**Government and Politics**	**6** in English Language and **6** in either Citizenship or History	AQA
16	**History**	**6** in History and either a **6** in English Language or Literature	OCR
17	**Law**	**5** in English Language and **5** in a Humanities subject	AQA
18	**Mathematics**	**7** in Mathematics	OCR
19	**Music**	**6** in Music GCSE or Grade V ABRSM theory and 4 in English Language	Eduqas
20	**Philosophy**	**6** in a Humanities subject and a **6** in English Language or Literature	AQA
21	**Photography**	**6** in Art, Photography or Media	Pearson
22	**Physics**	**6-6** in Combined Science or **6** in Physics and **6** in Mathematics	AQA
23	**Psychology**	**5** in Combined Science, **5** in Mathematics and **5** in English Language	Eduqas
24	**Sociology**	**6** in English Language and **6** in Sociology	AQA
25	**Spanish**	**6** in Spanish	AQA

		Vocational Courses	
	BTEC Level 3		
26	**Criminology**	**5**x 9 - 4 including **5** in English Language and grade **4** in Mathematics	WJEC
27	**Health & Social Care**	**5**x 9 - 4 including English Language	Edexcel - Pearson
28	**Medical Science**	**5**x 9 - 4 including **5-4** in Science and **5** in Mathematics	Edexcel - Pearson
29	**Sport**	**5**x 9 - 4 including in English Language and grade **4** in PE, if taken	Edexcel - Pearson
	V Level		
30	**Accounting & Finance**	**5**x 9 – 4 including **5** in Mathematics	
31	**Education & Early Years**	**5**x 9 - 4 including **5** in English Language	

32	**Extended Project Qualification** EPQ	Students can opt to study this in Year 12, in addition to their KS5 courses. Applications will open in November of Year 12.	AQA

	GCSE Re-Sit	
	English Language GCSE	**3** or below in GCSE English Language or Literature
	Mathematics GCSE	**3** or below in GCSE Mathematics

Sixth Form option blocks 2027-28

- Choose one subject from each box and a reserve.
- Students cannot select Sciences or maths if they are in the foundation class.
- Please refer to the entry requirements above to inform the choices made.

Block A	Block B	Block C	Block D
Biology	Art	Biology	Sociology
Spanish	Computer Science	English Literature	3D Design
History	Chemistry	Law	Film Studies
Business	Government & Politics	Psychology	Geography
Maths	Psychology	Physics	Economics
Drama	Philosophy	Music	
	Photography		
Criminology- BTEC	Medical Science- BTEC	Sport-BTEC	
H&SC1- BTEC		Education & Early Years - V Level	Accounting & Finance - V level

3D Design

The Key Stage 5 3D Design curriculum encourages creativity, sustained investigation, analysis, experimentation, and practical making as a means of developing technical skills and valuing individual expression. 3D Design is distinguishable in this option by the emphasis placed upon functional and utilitarian considerations rather than centring on the aesthetic qualities of expressive form. The course covers a particularly wide range of activities ranging in scale from jewellery and body adornment to architectural and environmental design. Other aspects include product design, interior and exhibition design, theatre and production design. Aspects of craft may also be included, such as puppet design and construction and single items of furniture that are concerned with functionality and manual skills as well as aesthetic qualities. The course guides students through a programme of study which draws upon their experiences of the world and can reflect their personal interests while also developing imagination and critical and reflective thinking. A particular strength of the Key Stage 5 curriculum is its focus on teaching students to innovate, adapt and work independently. Students learn to think critically and analytically; they are supported to experiment and take risks and as a result most will progress and achieve far more in two years than they would have thought possible. This course is well regarded by universities for those students who may wish to continue studying product design or engineering.

Course content and outline

Year 12

- A series of workshops aimed at introducing students to a new, more mature and independent approach to working.
- Exploration of various themes and media leading to 3D outcomes. This includes a more in-depth understanding of the formal elements of art.
- Substantial guided learning about artists, artistic disciplines and movements; students develop their critical thinking and analytical skills and have the opportunity to study and learn from artists and movements that particularly interest them.
- Participation in workshops run by various galleries in London
- Working to complete a comprehensive themed project

Year 13

- Continue working on themed project
- Exam

What are the major assessments this year?

The AQA Art and Design: 3D Design course is a two-year, linear qualification. Assessment incorporates three major elements: supporting studies, practical work, and a personal study.

- **Component 1:** Personal Investigation, making up 60% (96 marks x3) of the qualification; this is internally assessed, and externally moderated. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through both practical, annotated development work as well as critical written communication showing contextual research and understanding in 1000 to 3000 words of continuous prose, which may contain integrated images.
- **Component 2:** Externally Set Assignment, make up the remaining 40% (96 marks x 2) of the qualification; this is internally assessed and externally moderated. Students are issued the questions from the 1st February of their final assessment year and may choose from one of 12 starting points.

What do assessments test?

All work is assessed internally, using four equally weighted assessment objectives (AOs).

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Whom should I contact for further advice or information?

Assistant Head of Art & Design and Technology, Miss L Nelson: lnelson@carshaltongirls.org.uk

Fine Art

What will students study in Fine Art?

The Key Stage 5 curriculum encourages creativity, sustained investigation, analysis, experimentation, and practical making as a means of developing technical skills and fluency of expression. It guides learners through a programme of study which draws upon their experiences of the world and honours their personal interests while also developing imagination and critical and reflective thinking. A particular strength of the Key Stage 5 curriculum is its focus on teaching students to innovate, adapt and work independently. Students learn to think critically and analytically; they are supported to experiment and take risks and as a result most will progress and achieve far more in two years than they would have thought possible.

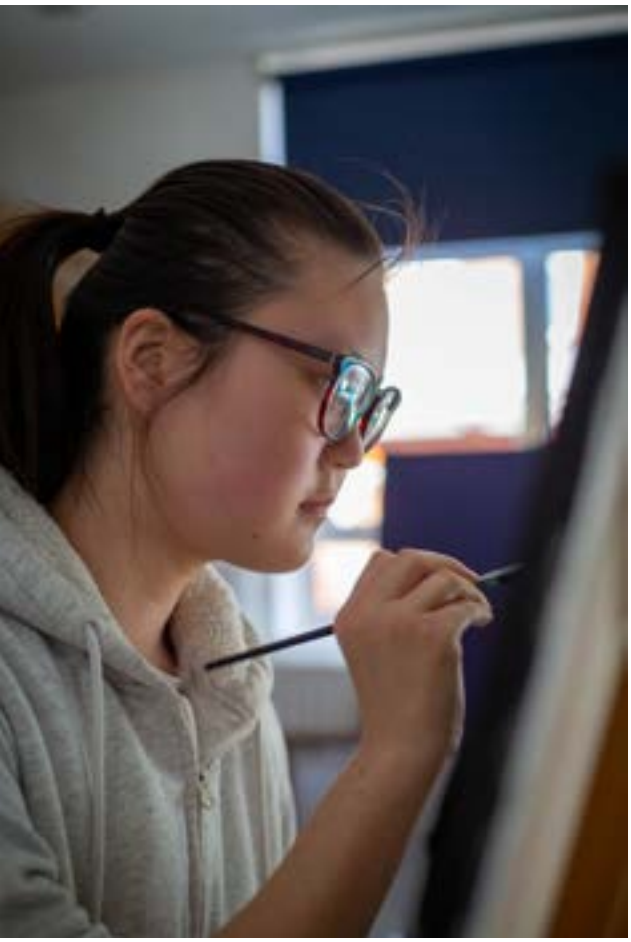
Course content and outline

Year 12

- A series of workshops aimed at introducing students to a new, more mature approach to working.
- Exploration of various themes and media, including a more in-depth understanding of the formal elements.
- Substantial guided learning about artists, artistic disciplines and movements; students develop their critical thinking and analytical skills and have the opportunity to study and learn from artists and movements that particularly interest them.
- Participation in workshops run by various galleries in London
- Working to complete a comprehensive themed project.

Year 13

- Continue working on themed project
- Exam



What are the major assessments this year?

The Pearson A-level in Art and Design is conceived as a two-year, linear qualification. Assessment incorporates three major elements: supporting studies, practical work, and a personal study.

Component 1: Personal Investigation, making up 60% of the qualification; this is internally assessed, and externally moderated.

Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 2000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18.

Component 2: Externally Set Assignment, making up the remaining 40% of the qualification; this is internally assessed and externally moderated.

Whom should I contact for further advice or information?

Head of Art & Design and Technology, Mr Brown:
jbrown@carshaltongirls.org.uk

Biology

What will students study in Biology?

In the first year, students will study: Biological molecules, cells, how organisms exchange substance with their environment and genetic information, variation and relationships between organisms.

In the second year students will build on the content taught in the first year. Students will study Energy transfers in and between organisms, organisms response to changes in their internal and external environments, genetics, populations, evolutions and ecosystems and the control of gene expression.

There is a large practical component to A-level Biology and students will complete regular practical work throughout the course where their ability to follow complex instructions, risk assess, analyse, evaluate and research will be greatly enhanced.

What are the major assessments this year?

Students will sit in-school exams at the end of each term, as well less formal ongoing assessments within lessons.

External exams (A-level exams) will be sat at the end of the Year 13 in the Summer Term.

What do assessments test?

The in-school assessments will assess the content that has been taught up till that point in the course.

The Final exams consist of three separate exams:

Paper 1 assesses content taught in the first year
Paper 2 assess content taught in the second year
Paper 3 assess content from both years

Whom should I contact for further advice or information?

Curriculum Leader of Biology,
Mr Kart: akart@carshaltongirls.org.uk

Business

What will students study in Business A-level at KS5?

In Year 12, students will start learning Business A-level following the Edexcel syllabus. There will be two Themes running at the same time during the year, Theme 1 and Theme 2. While Theme 1 – Marketing and People, will focus on developing students' understanding of meeting customer needs, the market, marketing mix and strategy and managing people; Theme 2 – Managing Business Activities will delve into raising finance, financial planning, managing finance, resource management and external influences.

In Year 13, students will move onto the next two Themes to complete their A-level studies. In Theme 3, students will build on their knowledge of resource management and external influences from Theme 2 by learning about how businesses grow, various decision-making techniques, assessing competitiveness and managing chance in an organisation. Theme 4 is a continuation of Theme 1 and students develop an understanding of globalisation, global markets and business expansion, global industries and multinational corporations.

What are the major assessments at KS5?

In Year 12, students will have teacher assessments, which will come in the form of end of topic assessments as well as a mock exam at the end of Autumn term and end of year mock in the Summer term.

In Year 13, in addition to the teacher assessments that consist of end of topic as well as mock assessments in the Spring term, there will be three external examinations in May/June exam series. The external examinations will contribute to the overall A-level grade as follows:

Paper 1: Marketing People and Global Businesses – 35% of the total qualification.

Paper 2: Business activities, decisions and strategy – 35% of the total qualification.

Paper 3: Investigating business in a competitive environment – 30% of total qualification.

Each exam paper is 2 hours in length and move from shorter written responses to essays.

What do assessments test?

Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued by the Exam Board in November of the previous year. The context will focus on a broad context, such as an industry or market in which businesses operate.

Whom should I contact for further advice or information?

Head of Business, Economics & Enterprise, Mr Stockwell: jimstockwell@carshaltongirls.org.uk

Chemistry

In the first year of the course students will build on their knowledge and understanding of the fundamental principles in Chemistry from GCSE. Students will become fluent in carrying out chemical calculations and link ideas about kinetics and energetics to chemical reactions. They will develop a secure understanding of the arrangement of the Periodic Table and use this to predict unfamiliar chemical behaviours. Students will study the intricate mechanisms of organic chemical reactions and build a wider picture of the methods used in chemical synthesis and analysis.

Throughout the second year of the course, the mathematical basis of the kinetics and energetics of chemical reactions will be studied in depth. The nature of acids and bases will be investigated, including calculation and use of pH and its links to neutrality. Students will learn about transition metal complexes, and how to synthesise intricate organic molecules, including aromatic compounds. Results from analytical methods used in chemical industry will be deciphered and related to the structure of molecules.

There is a heavy focus on practical work throughout the course and students will be assessed on their competency during investigations. They will display skills required of chemists including the ability to follow complex instructions, risk assess activities, and analyse and evaluate methods.

What are the major assessments this year?

Students will sit internally assessed examinations; three in Year 12 and two in Year 13. The course culminates with external examinations in the Summer term of Year 13.

What do assessments test?

Internal assessments will examine content taught up to the assessment point. Students will also sit end of topic tests in class at the end of each unit.

External examinations consist of three separate exams.

Paper 1 assesses knowledge and understanding of the Periodic table, elements, and physical chemistry.

Paper 2 assesses knowledge and understanding of synthesis and analytical techniques.

Each of these papers is 2 hours and 15 minutes in length and worth 37% of the final A-level grade.

Paper 3 is a synoptic examination assessing how well students can link ideas from all areas of Chemistry. This paper is 1 hour and 30 minutes in length and worth 26% of the final A-level grade.

Whom should I contact for further information?

Director of Chemistry, Mrs McCready:
hmccready@carshaltongirls.org.uk

Computer Science

What will students study in Computer Science?

Sixth form students will start their A-level course. The course offered is the OCR A-level in Computer Science, specification H446. The course covers fundamentals of programming including the concept of data type, including primitive data types and complex data structures, following and writing algorithms, methods of capturing, selecting, exchanging and managing data to produce information for a particular purpose.

In addition, students will develop the following skills; problem solving, design, write and test programs to either a specification or to solve a problem, articulate how a program works, arguing for its correctness and efficiency using logical reasoning, test data, and user feedback, use abstraction effectively and to appropriately structure programs into modular parts with clear well documented interfaces to model selected aspects of the external world in a program and apply computing-related mathematics.

What are the major assessments this year?

Students will be assessed at the end of each unit of study, this will usually be half termly, although units do vary in length so some may be assessed after a term. Students will also sit practice examinations in accordance with the whole school assessment calendar.

At the end of Year 13:
Component 1 – Computing Principles
40% of A-level

Component 2 – Algorithms and Problem solving
40% of A-level

Component 3 – Non-Exam Assessment assesses student's ability to use the knowledge and skills gained through the course to solve a practical problem.
20% of A-level

What do assessments test?

Assessments target three Assessment Objectives set out in the exam board specification.

AO1: Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

AO2: Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms.

AO3: Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions. Assessments will test application of knowledge, understanding and skills through a variety of multiple choice, short sentence answers and long answers.

Whom should I contact for further advice or information?

Head Of Computer Science, Mrs M Ononogbu: mononogbu@carshaltongirls.org.uk

Drama & Theatre

What will students study in Drama?

In Year 12, students will deepen the level with which they make connections between dramatic theory and practice. This will be exemplified within the devised unit in which they will create a devised performance in a response to a play extract and the methodology of the theatre company Frantic Assembly. Students will also explore the Section B and Section C written exam texts.

In Year 13, students will attend a production of a play and put together a set of preparation notes to support their evaluation in Section A of the written exam. Students will also develop their ability to perform or design scripted drama. Finally, students will develop their ability to interpret and realise the performance texts That Face and Woyzeck.

What are the major assessments this year?

Component 1: devising - practical performance and written coursework (40%).

Students devise an original piece of theatre using one key extract from a performance text and a theatrical practitioner as a stimulus.

Component 2: scripted performance - assessed by visiting examiner (20%)

Students prepare and perform a key extract from a performance text as a group. Students also perform either a monologue or a duologue of a key extract from a second, different performance text.

Component 3: written examination - 2 hours and 30 minutes on set texts and live performance (40%):

- Section A - Live Theatre Evaluation question.
- Section B - Page to stage- practical exploration and study of a complete play text – students will be examined on their response to an extract of the play in examination conditions.
- Section C - Interpreting a Performance Text- practical exploration and interpretation of another complete play text in light of a chosen practitioner and thinking about how the text could be reimagined for a contemporary audience.

What do assessments test?

Devised performance – This is testing a student's ability to apply theatrical skills to realise artistic intentions in live performance (AO2)
Devising portfolio – This is tests a student's ability to create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice (AO1) and their ability to analyse their own work and the work of others (AO4)
Scripted performance - This is testing a student's ability to apply theatrical skills to realise artistic intentions in live performance (AO2)
Written exam:

- Section A – Live Theatre Evaluation - Tests a student's ability to analyse the work of others (AO4)
- Section B – Page to Stage (That Face by Polly Stenham) This is testing a student's ability to demonstrate knowledge of how drama and theatre is developed and performed (AO3)
- Section C- Interpreting a Performance Text (Woyzeck by Georg Buchner / Practitioner: Brecht) This is testing a student's ability to demonstrate knowledge of how drama and theatre is developed and performed (AO3).

Whom should I contact for further advice or information?

Curriculum Leader of Drama, Mr Boulter: hboulter@carshaltongirls.org.uk

Economics

What will students' study in Economics?

A-Level Economics gives students an opportunity to look at and analyse the economic output of entire countries, asking questions such as: What is their position in the international marketplace? How they allocate their limited resources to build growth? It also focuses on the individual and industries, looking at the buyer and seller, what impacts demand, and how people and companies respond to price changes.

Students also gain an idea of how economists reach decisions, how observations are converted into theories and models, how these are tested, and whether they have practical value. Economics involves the analysis of quantitative data and evidence, so sound mathematical ability is required to study economics successfully.

Students should also have an interest in the workings of individual industries and the policy decisions of governments, as the A-Level looks at both of these. Students will be expected to keep up-to-date with economic changes and trends, so an interest in watching or reading current affairs is helpful

The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4.

Theme 1: Introduction to markets and market failure This theme focuses on microeconomic concepts. Students will develop an understanding of: ● nature of economics ● how markets work ● market failure ● government intervention.	Theme 2: The UK economy – performance and policies This theme focuses on macroeconomic concepts. Students will develop an understanding of: ● measures of economic performance ● aggregate demand ● aggregate supply ● national income ● economic growth ● macroeconomic objectives and policy.
Theme 3: Business behaviour and the labour market This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: ● business growth ● business objectives ● revenues, costs and profits ● market structures ● labour market ● government intervention.	Theme 4: A global perspective This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: ● international economics ● poverty and inequality ● emerging and developing economies ● the financial sector ● role of the state in the macroeconomy.

What are the major assessments this year?

Students will undertake 3 exam papers

- **Paper 1: Markets and business behaviour** – 2 hour exam worth 100 marks
- **Paper 2: The national and global economy** – 2 hour exam worth 100 marks
- **Paper 3: Microeconomics** – 2 hour exam worth 100 marks

Whom should I contact for further advice or information?

Curriculum Leader for Business, Economics and Enterprise, Mr Stockwell: jimstockwell@carshaltongirls.org.uk

English Literature

What will students study in English at KS5?

At A-level, students have two teachers, each preparing them for two separate sides of the course: Love Through the Ages (a thematic study of the literature of love from 16th century to present day) and Modern Times (a synchronic study of 20th century literature) following the AQA syllabus. In addition, A-level scholars will undertake an independent coursework study (NEA) comparing a text of their choice to 'Frankenstein'. English Literature develops reading for meaning skills. To demonstrate blossoming scholarship students will be instructed and coached on how to write like an academic.

As they read with increasing insight, rigour and appreciation, they produce sophisticated work that analyses and comments on the art of 'meaning-making', with instruction on unseen prose and poetry analysis as well as the set texts. English teachers want students to become independent critical thinkers. Lessons will take shape in formats that are familiar but also some which, to begin with, will be unfamiliar: seminars with vigorous, high-level discussions; lectures which develop listening and note-taking skills; tutorials of 1:1 dialogue with teachers about coursework. There will even be opportunities to make presentations to peers of independent studies. All students contribute to a digital wider reading blog, sharing reviews and musings and also keep a personal Lit Log journal to record close reading of set texts. It is a source of pride to us, as a department, that our English scholars go on to university (whichever subject they choose) well prepared for the variety of learning formats they will experience.

In Year 12, Othello, A Streetcar Named Desire, The Great Gatsby, Unseen poetry skills, Love Through the Ages anthology (14 pre-1914 poems), The Handmaid's Tale, Unseen prose skills are the units set for study.

In Year 13, the Frankenstein NEA coursework study and Feminine Gospels are the final components to complete the A-level English Literature course before an extensive revision programme begins in March.

What are the major assessments this year?

Every fortnight during ACU timetabled lessons, there will be timed essays using exam-style questions, bringing together components into the complex set required for exams. There are three termly summative assessments in Year 12 and two in Year 13 which are regarded as mocks.

What do assessments test?

Students will be assessed regularly and informally in tasks that break down smaller component skills during lessons. The ACU assessments are regarded as formative assessments, used to gauge gaps in knowledge which will be addressed in forthcoming lessons. Termly assessments will address all the assessment objectives of the exams.

Whom should I contact for further advice or information?

Curriculum Leader of English, Mrs Bhatt:
nbhatt@carshaltongirls.org.uk

Film Studies

What do I need to know or be able to do before taking this course?

The most important qualities you need to take this course are a lively and enquiring mind, a genuine interest in film, a willingness to explore new ideas and to communicate effectively and a willingness to work hard. It is necessary to have at least a grade 5 in GCSE English Language or a 6 in Media Studies as well as 5x 9 - 5 grades in total.

How have we done in the past?

We are the only school in the area that offers A-level Film Studies and our results are consistently outstanding, last year alone 86% of students got A*-B grades. Students regularly exceed their predicted grades in the subject.

What will I learn on this course?

This course is designed to develop your interest in, and appreciation of, cinema, specifically through studying the film industry, films themselves and how films are "read" by their audiences. You will gain a detailed understanding of the history of film and study films from around the world through a range of film case studies. You will also learn film making techniques that you will use to create your own short films.

What kind of student is this course suitable for?

You will need a genuine interest in and passion for film and a willingness to look beneath the surface, analyse and write about the films that you are studying. You will need to be able to work independently but a willingness to engage in group work and debate is important and teamwork is particularly important for film production and demands commitment, flexibility and reliability. You must also be aware of the academic demands of the course. Film Studies is hugely interesting and rewarding but it involves a lot of hard work!

What is the course content and how is it assessed?

- You will study films from a range of film movements and study world cinema alongside the British and American film industries.
- You will study films and film movements from the earliest days of cinema to the present day.
- 70% of your final grade will be based on your performance in examinations at the end of Year 13.
- 30% of your final grade is from a coursework project which will involve you planning and making a short film.

What could I go on to do at the end of my course?

You can progress to a film or media related degree course or vocational training. Film Studies also provides you with a very broad range of transferable skills, both creative and academic, that would be of use in any number of career or higher education choices. Many of our past students have gone on to degree courses in Film and Media and into jobs in the media, television or film industries.

Whom should I contact for further advice or information?

Curriculum Leader of Media, Mr M Nott: mnott@carshaltongirls.org.uk

Geography

What will students study in Geography at Key Stage 5?

At A-level Geography, students will have an increased focus on the interaction between people and the environment. They will develop their understanding of physical systems, but also the way that they interact with human activity, and how they are reliant on other processes with which they are interdependent.

In Year 12, students study three concurrent units. This helps to build the synopsis across the specification and builds in the skills required for their NEAs. Water and Carbon Cycles focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.

Year 12 Geography students also study Contemporary Urban Environments, which focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. This unit examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for Geography students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability.

The third unit for Year 12 is Changing Places, where students will focus on their and other peoples' engagement with places, their experience of them and the qualities they accredit to them, all of which are of fundamental importance in their lives. Students will be able to acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

In Year 13, our Geographer's will study three further units. Hazards focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. In Global Systems and Global Governance students will focus on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. The final unit Glacial Systems and Landscapes focuses on glaciated landscapes. These are dynamic environments in which landscapes continue to develop through contemporary processes, but which mainly reflect former climatic conditions associated with the Pleistocene era.

What are the major assessments this year?

Pre-unit assessments are set on MS Forms to inform teacher planning of each unit's lessons. They will identify the prior knowledge students should have and provide a basis for bridging work to close any gaps to enable full access to the A-level content. Assessments also build on these skills, from single exam questions, to mini exam paper Mid-Unit Assessments, culminating in full unit examination End of Unit Assessments. Cumulative End of Term Assessments also allow students opportunities to develop key geographical knowledge, understanding, evaluation and skills.

What do assessments test?

Assessment structure is taught and built on across Year 12 and 13. Each unit of work will build on the knowledge and understanding, application and skills assessment objectives assessed. Assessment questions range from short 4 mark paragraphs, through 6 mark analysis of resources and application of knowledge linked to stimulus material, through to longer prose 9 and 20 mark essays.

Whom should I contact for further advice or information?

Acting Curriculum Leader of Geography, Miss Hutchinson: ehutchinson@carshaltongirls.org.uk

Government and Politics

What will students study in Politics?

In Year 12, students study the government and politics of the UK. The units examine both the systems of government and the different ways in which people participate in UK politics. Students are expected to develop knowledge of the government of the UK, focusing on the British constitution, the UK Parliament, the prime minister and cabinet, the judiciary and devolution. Students are also expected to develop knowledge of UK politics, covering democracy and participation, elections and referendums, political parties, pressure groups and the European Union.

In Year 13, students study the government and politics of the USA. The main purpose of this section of the course is twofold: firstly to provide students with an in-depth study of US government and Politics and secondly to enable students to make comparisons between the British and American political systems. Students study the mechanics of the US system of government, starting with the US Constitution and then studying the three branches of government. This is followed by a study of elections, political parties, pressure groups and civil rights.

Over both years, students will study the major political ideologies of: liberalism, socialism and conservatism, in addition to a focus on an optional ideology of feminism. The main purpose of this section of the course is to provide students with a sound, ideological framework for their parallel studies of government and politics in the UK and USA, consistent with the synoptic aims of the specification. Each of the three 'core' political ideologies cited in the specification – liberalism, socialism and conservatism should take into account the effect they have upon political developments in other countries.

What are the major assessments this year?

In addition to their end of term exams, students will be set exam-style questions in their three units of work. Students will complete routine knowledge tests to ensure they are able to recall and retrieve knowledge from previous units of work.

What do the assessments test?

Assessments target three Assessment Objectives set out in the exam board specification. These are as follows: Demonstrating knowledge and understanding of political institutions, processes, concepts, theories and issues (AO1) Analysing aspects of politics and political information, including in relation to parallels, connections, similarities and differences (AO2) Evaluating aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions (AO3)

Whom should I contact for further advice or information?

Curriculum Leader of Politics, Ms Lagess alagess@carshaltongirls.org.uk

History

What will students be studying in History this year?

Sixth Form historians study three discrete units of work concurrently. Unit 1 focuses on the Early Tudors, England 1485-1547, while Unit 2 focuses on Russia, 1894-1941. Unit 3 is a thematic study which focuses on Civil Rights in the USA, 1865-1992.

In their study of England 1485-1547, students will begin by investigating the government and foreign policy of Henry VII. They will then go on to study the reign of Henry VIII and the role of Wolsey. Students will also consider the process of religious change and opposition after 1529. As part of this unit of work, students will also complete a depth enquiry of a mid-Tudor crisis between 1547-1558, focusing on the stability of the monarchy, religious change or rebellion and unrest.

In their study of Russia, 1894-1941, students will study the 1905, February 1917 and October 1917 revolutions, which includes the fall of Nicholas II, the last Tsar of Russia and the creation of the world's first communist state. This is then followed by a study of Stalin's rise to power and the impact of his policies on the Russian people. The focus of this unit is on the issue of significance and students will be required to evaluate the significance of key people, including Rasputin, Lenin and Trotsky, and events, such as the First World War and the introduction of the NEP.

Finally, in their study of Civil Rights in the USA, 1865-1992, students will study four key American civil rights movements: African Americans, Native American Indians, the Trade Union movement and the Women's Rights movement. As part of their study, they will investigate a range of interpretations on the degree of progress made during 1875-1895, the impact of the New Deal and the impact of Malcolm X and the Black Power movement.

During Year 13, students will also complete a further unit of work called a topic-based essay. This is a piece of coursework which is based on one of their other units of study. As part of the process of producing this, students will receive mentoring and guidance from one of their A-level History teachers.

Students in Year 12 and Year 13 have nine History lessons per fortnight and this time is divided equally among their three units of study. They continue to follow an enquiry-based approach. This means that learning is organised through rigorous and engaging investigative enquiries, such as 'Why did the Provisional Government fail?' Based around historical concepts of cause and consequence, interpretations, evidence, significance and change, these enquiries are tailored towards the required content set out in the exam specification and mirror the approach which is so central to the historian's craft and support the development of students' skills of historical reasoning.

What are the major assessments this year?

In addition to their end of year exam, students will be set exam-style questions in their three units of work. For Year 13, the topic-based essay will form a considerable element of their final assessment, accounting for 20% of their overall grade.

What do the assessments test?

Assessments target three Assessment Objectives set out in the exam board specification. These are as follows: Using knowledge and understanding to analyse causation, consequence, change, continuity, similarity and difference (AO1), analysing and evaluating sources (AO2) and analysing and evaluating interpretations (AO3). Through these assessment objectives, students' factual knowledge is measured, alongside the development of their skills of historical reasoning.

Whom should I contact for further advice or information?

Curriculum Leader of History, Mr Godman: sgodman@carshaltongirls.org.uk

Law

What will students study in Law this year?

We study AQA Law 7162- In Year 12 students will have nine periods of Law over a two-week timetable. We begin the year by looking at the nature of Law and the English legal system, this gives students an overview of Law and how the legal system in the UK works. In the Autumn term, we look at Criminal and Civil Law and explore the role that Law plays in society. Students then go onto to study parliamentary Law making. In the Spring and Summer terms students study Criminal Law focusing on fatal offences against the person, non-fatal offences against the person, crimes against property and defences to criminal offences.

In Year 13 students continue to have nine periods of Law over a two-week timetable- and we cover the final part of the A-level Law course. In the Autumn term we will study Tort Law, including negligence and occupier's liability. In the Spring term we look at Human rights focusing on the right to life, the right to liberty and security of person, the right to private and family life, right to freedom of expression and we conclude with the right to freedom of peaceful assembly. The summer term is an opportunity for us to revisit A-level content, and prepare for the examinations.

What are the major assessments this year?

Students in Year 12 will sit mock exams in the Autumn, Spring and Summer terms. Students in Year 13 will sit 3 formal exams at end of Year 13. As well as being tested on past questions and papers in lesson.

What do assessments test?

Students will be tested on their subject knowledge for Law, as well as their ability to apply knowledge and evaluate the issues in the Law.

Whom should I contact for further advice or information?

Curriculum Leader of Law, Mrs J Burton: jburton@carshaltongirls.org.uk

Maths

What will students be studying in Maths?

Year 12 begin their two year journey through A-level Maths with a review of Higher Tier GCSE key skills in the Summer of Year 11. We provide students with the Sparx Year 11 to 12 Transition booklet, as well as links to video clips that will help if there is a gap in year 11 knowledge that needs to be filled. This content is essential prior knowledge material for the start of Year 12. We follow a programme designed to deliver the A-level Maths curriculum over two years, with a focus on building the skills and techniques essential for success as the year progresses. The topics and the times allocated to teaching them can be found on the Sixth Form pages of chsgmaths.com.

What do we expect of the students in the classroom?

Students will be expected to bring in their calculator to every lesson. It is essential that they have the Casio Class W12 FX-991EX calculator.

They should actively listen in class, take notes and most importantly if there is a problem with any of the material that they ask for assistance. A-level Maths moves at pace, and each lesson builds on the last, so it is essential to make sure that they understand everything we cover in class. We are available after school for help and support if needed.

What homework are they set?

A-level Maths students will be expected to continue with their classwork at home for 1 hour for every hour they are in class. This will mainly focus on students completing exercises started in class, practising skills and problem-solving, or completing an online Section Test.

What are the major assessments this year?

Alongside the main school assessment calendar, we assess students at the end of each half-term. These assessments are in the student handbook and will be based on topics taught so far. These will build up a picture of each student's performance and understanding of topics, and will help inform our predictions of how they will do in the final exam. At the end of Year 13 they will sit their final A-level examinations.

Whom should I contact for further advice and information?

Curriculum Leader of Maths, Mrs Foley: cfoley@carshaltongirls.org.uk

Music

What will students study in Music this year?

Students follow the Eduqas A-level in Music. The course is divided into three strands: Performance, Composition and Listening. Students can choose to specialise in Performance or Composition according to their interests. All elements of the course are taught throughout Years 12 and 13.

Performance (25% or 35% depending on specialism)

Students will perform live in front of a visiting examiner in the spring term of Year 13. The performance will be 8-12 minutes long depending on the student's specialism. The expected standard for A-level performance is Grade 6 by the time of the Year 13 exam. Students will do regular mock recitals in class throughout Year 12 and 13 to prepare them for this.

Composition (25% or 35% depending on specialism)

Students will write two or three pieces of music lasting between 6-10 minutes depending on their specialism. One of these compositions will be completed in Year 13 to a brief set by the exam board. These compositions will be notated on Musescore and one of them must be in a Western Classical style. Students will receive regular composition lessons and guidance throughout the course.

Listening and Appraising (40%)

Students will sit one exam in the summer of Year 13. The exam content will be taught over the two-year course and covers the following topics:

- AoS A – The Development of the Symphony - students will study the symphony from 1750-1900, including one set work, Haydn's Symphony No.104.
- AoS C – Musical Theatre - students will study a range of musicals focusing on the development of the genre and the works of six key composers.
- AoS E – Into the Twentieth Century - students will study music from the years 1900-1930, including one set work, Poulenc's Trio for Piano, Oboe and Bassoon.

What do we expect of A-level Music students?

It is expected that students will be regularly practicing their instruments outside of lessons. Students should be proactive and take up opportunities to perform in ensembles and individually. Students need to be strong notation readers for Music A Level and are encouraged to make use of music department theory resources to build on their skills. Across the course students will gain a critical understanding of music throughout a variety of genres and time periods and will find a love for music and styles which they may not have come across before. They are expected to read and listen around their subject. A range of trips and events will be organised by the Music department and it is highly recommended that students participate in these.

What are the major assessments this year?

Students will sit a listening exam each term in line with school examination timetables testing their appraising skills on music they have studied that term. Students will submit termly compositions and performances and receive regular feedback on how to improve these.

Whom should I contact for further advice or information?

Head of Music, Miss Gravenor: egravenor@carshaltongirls.org.uk

Philosophy

What will students be studying in Philosophy this year?

The Philosophy A-level course runs over two years, with students studying 50% of the course material in Year 12, and the remaining 50% in Year 13. The department follows the AQA specification which gives learners an invaluable opportunity to gain transferable skills for future careers and courses demanding analysis, evaluation and clarity of expression.

Students study for two papers – paper one in Epistemology and Moral Philosophy, and paper two in the Metaphysics of God and the Metaphysics of Mind. In paper one, students consider the origins of knowledge, the nature of knowledge, and the limits of human knowledge. We also evaluate normative ethical theories such as Utilitarianism, Kantian Ethics and Aristotelean Virtue. Students apply their knowledge of ethical theory to contemporary ethical questions such as 'Can stealing ever be justified?', 'Is eating meat acceptable?' and 'Is it always right to tell the truth?'. In paper two, students explore the concept and nature of 'God', arguments relating to the existence of God, the problem of evil (i.e. can an all-powerful, all-loving God exist when there is evil and suffering in the world?), and questions of religious language, such as whether religious language statements have meaning. The final area of study explores questions such as 'What do we mean by 'mind'?', 'Are our minds and bodies separate entities?' and 'Can we have knowledge of other people's mental states?'.

Students in Year 12 and Year 13 have nine Philosophy lessons per fortnight and this time is divided equally among their two units of study. The course is aimed at those who are prepared for an open-minded exploration of the big questions, in particular philosophical 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.

Philosophy A-level is for anyone to undertake, but students should be prepared to grapple with complex questions and to approach the course with maturity to often controversial issues. Those who wish to ask the impossible questions about life, the world and the universe, and explore some of the answers offered by the philosophers and scholars are likely to feel at home being challenged by, and challenging others, on this course.

What are the major assessments this year?

In addition to their end of year exam, students will be set exam-style questions in their two units of work. At the end of Year 13 students will sit two external papers: one in Epistemology and Moral Philosophy, and one in the Metaphysics of God and the Metaphysics of Mind. Each paper is three hours long and contains five questions in each section, ranging from three to twenty-five marks.

What do the assessments test?

Assessments target two Assessment Objectives set out in the exam board specification. Students are assessed on their ability to demonstrate knowledge and understanding of the core concepts and methods of Philosophy (AO1), and on their analysis and evaluation of philosophical arguments to form reasoned judgements (AO2).

Whom should I contact for further advice or information?

Curriculum Leader of Philosophy, Religion and Ethics, Ms Copeland: pcopeland@carshaltongirls.org.uk

Photography

What will students study in Photography this year?

The Key Stage 5 curriculum encourages creativity, sustained investigation, analysis, experimentation, and practical making as a means of developing technical skills and fluency of expression. It guides learners through a programme of study which draws upon their experiences of the world and honours their personal interests while also developing imagination and critical and reflective thinking. Students learn to think critically and analytically; they are supported to experiment and take risks and as a result most will progress and achieve far more in two years than they would have thought possible.

Course content and outline

Year 12

- A series of workshops aimed at introducing students to a new, more mature approach to working.
- Exploration of various themes and media, including a more in-depth understanding of the formal elements.
- Substantial guided learning about artists, artistic disciplines and movements; students develop their critical thinking and analytical skills and have the opportunity to study and learn from artists and movements that particularly interest them.
- Participation in workshops run by various galleries in London
- Working to complete a comprehensive themed project

Year 13

- Continue working on themed project
- Exam

What are the major assessments this year?

The Pearson A-level in Photography is conceived as a two-year, linear qualification.
Assessment incorporates three major elements: supporting studies, practical work, and a personal study.
Component 1: Personal Investigation, making up 60% of the qualification; this is internally assessed, and externally moderated.
Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 2000 words. The personal study comprises 12% of the total qualification and is marked out of 18.
Component 2: Externally Set Assignment, making up the remaining 40% of the qualification; this is internally assessed and externally moderated.

What do assessments test?

- AO1: Develop ideas through sustained and focused investigations, informed by contextual sources and other references, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal, informed and meaningful response to the theme that realises intentions and, where appropriate, makes connections between visual and other elements.

Whom should I contact for further advice or information?

Head of Art & Design and Technology, Mr Brown: jbrown@carshaltongirls.org.uk

Physics

What will students study in Physics this year?

In Year 12, you will learn about measurements and their errors, particles and radiation, waves, mechanics and materials and electricity.

In Year 13, you will study further mechanics and thermal physics, fields and their consequences, nuclear physics, options, astrophysics, medical physics, engineering physics, turning points in physics, electronics.

What are the major assessments this year?

- Paper 1: Sections 1 to 5 and 6.1 (Periodic motion). Written exam: 2 hours, 85 marks, 34% of A- level Questions, 60 marks of short and long answer questions and 25 multiple choice questions on content.
- Paper 2: Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1 Written exam: 2 hours, 85 marks, 34% of A-level Questions, 60 marks of short and long answer questions and 25 multiple choice questions on content.
- Paper 3: Section A Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13. Written exam: 2 hours, 80 marks, 32% of A-level Questions, 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.

Next steps?

Degree in Physics, Engineering, Medicine, Biophysics, Geophysics

To quote Vishanti Lall from the Institute of Physics “Everyone knows that with a Physics degree on your CV, the world is your oyster”.

Whom should I contact for further advice or information?

Director of Physics, Mr Elstone: kelstone@carshaltongirls.org.uk

Psychology

What will students study in Psychology this year?

Year 12

No prior subject knowledge is required. In Unit 1, students will be introduced to the main schools of Psychological thought. Namely, the Psychodynamic, Behavioural, Biological, Cognitive and Positive approaches. They will learn the core assumptions of each approach, as well as classical evidence and therapeutic strategies.

Year 13

We will cover key topics, such as Crime, Schizophrenia and Bullying behaviour. Advanced study techniques will also be embedded in this year.

What are the major assessments this year?

Year 12

A range of mock exams will be taken at three points in the year

Year 13

Mock exams that cover year 1 and 2 of the course will be undertaken.

What do assessments test?

All assessments are directly tied to final exam assessment objectives, such as describing knowledge, evaluating theory and dealing with applied questions.

Whom should I contact for further advice or information?

Curriculum Leader of Psychology, Mr Gowar: mgowar@carshaltongirls.org.uk

Sociology

What will students study in Sociology this year?

In Year 12, students study the topic of education, with a particular focus on applying sociological research methods to the study of education. The purpose of this unit is to develop knowledge of the roles and functions of the education system from a variety of sociological perspectives. Students also study the topic of families and households, investigating the nature of childhood, changing patterns of marriage and divorce, and gender roles within the family in contemporary society.

In Year 13, students study the media, exploring media representations of age, social class, ethnicity, gender, sexuality and disability, as well as the processes of selection and presentation of the content of the news. The final topic is Crime and Deviance. Students analyse methods of crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world

What are the major assessments this year?

In addition to their end of term exams, students will be set exam-style questions in their four units of work. Students will complete routine knowledge tests to ensure they are able to recall and retrieve knowledge from previous units of work.

What do the assessments test?

Assessments target three Assessment Objectives set out in the exam board specification. These are as follows: Demonstration of knowledge and understanding of: sociological theories, concepts and evidence, sociological research methods (AO1) Application of sociological theories, concepts, evidence and research methods to a range of issues (AO2) Analysis and evaluation of sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements and draw conclusions (AO3)

Whom should I contact for further advice or information?

Curriculum Leader of Sociology, Miss N Winders: nwinders@carshaltongirls.org.uk

Spanish

What will students study in Spanish this year?

We follow the AQA syllabus (7692). The content is divided into four areas of interest: Aspects of Hispanic society, Artistic culture in the Hispanic world, Multiculturalism in Hispanic society, Aspects of political life in Hispanic society. Although we follow the OUP textbooks and have the Kerboodle online resource, the A-level course is based on current affairs, and therefore we work with present-day news, videos, documentaries, interviews or any document that can enhance the topics we are covering. This ensures an up to date, very rich and enjoyable curriculum.

During the first term of the A-level course, we dedicate a lot of attention to grammar. The grammar at A-level is considerably more demanding than in previous years which is the reason why we put an emphasis on it in the early stages.

We will also be studying a film and a book. The film that we have chosen is *El Laberinto del Fauno (Pan's Labyrinth*) and the book is *Como Agua para Chocolate*.

Finally, each student will be researching a topic of their choice, but related to the subject, in preparation for the A-level speaking exam. This topic is chosen in agreement with the subject teacher.

What are the major assessments this year?

Students will be tested at the end of each unit and at the end of each term. We will cover six units at the end of each year. The A-level exam consists of 3 papers:

Paper 1: Listening, reading and writing. It is 2 hours 30 minutes long. It is 50% of the final grade, with 100 marks. Material will include complex factual and abstract content and questions will target main points, gist and detail. There are also two translations.

Paper 2: Writing. It is 2 hours long, with 80 marks in total and 20% of the final grade. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied. Students are advised to write approximately 300 words per essay.

Paper 3: Speaking. 21–23 minutes (including 5 minutes preparation time). It is 30% of the final grade, with 60 marks in total. There is a discussion based on a stimulus card (5–6 minutes); a 2-minute presentation, and a discussion (9–10 minutes) of individual research project. It will be conducted by the teacher but marked by an AQA examiner.

What do assessments test?

Paper 1 assesses: Aspects of Hispanic society, Artistic culture in the Hispanic world, Multiculturalism in Hispanic society, Aspects of political life in Hispanic society, and Grammar.

Paper 2 assesses: The understanding of one text (*Como Agua Para Chocolate*) and one film (*El Laberinto del Fauno*). Grammar is also assessed.

Paper 3 assesses: The oral skills based on the individual research project, as well as the general cultural understanding.

Whom should I contact for further advice or information?

Curriculum Leader of Modern Foreign Languages, Mr Castro: jcastro@carshaltongirls.org.uk

Criminology

Level 3 Diploma in Criminology

What will students study in Criminology this year?

Criminology students study four units across the course. Unit 1 and 2 are completed in Year 12 and Unit 3 and 4 are completed in Year 13.

Unit 1 focuses on a changing awareness of crime, where learners are expected to plan a campaign for change relating to crime. Students study a variety of methods used by agencies to raise awareness of crime so it can be tackled effectively.

Unit 2 requires learners to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set social policy.

Unit 3 develops the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Lastly, Unit 4 focuses on the criminal justice system in England and Wales and how it operates to achieve social control. Students will evaluate the effectiveness of the process of social control in delivering policy in different contexts.

What are the major assessments this year?

Students will complete a controlled internal assessment in Year 12, worth one quarter of their final grade. Students will also take an external examination in the summer of their first year. Year 13 students follow the same structure, taking one internal assessment and one external examination in their final year of the course.

What do the assessments test?

Students are provided with assessment criteria for each unit. The internal controlled assessments test the students' ability to meet each assessment criteria in relation to a brief.

The external examinations include short and extended answer questions based around three scenarios. These questions are also based around specific assessment criteria and require students to describe, analyse and evaluate criminological theories and methods of social control.

Whom should I contact for further advice or information?

Curriculum Leader of Criminology, Miss N Winders: nwinders@carshaltongirls.org.uk

Health & Social Care

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)

What will students study in Health and Social Care this year?

The BTEC Extended certificate is equivalent to one A-level. Health and Social Care students learn key concepts which are essential knowledge for those working in the vocational field. The whole course is based around contemporary health and social care services and jobs. The work covered in Health and Social care is a combination of assignments and exam-based assessments. BTEC Health and Social Care is well regarded for entry into university for a wide range of degree courses, and particularly for the allied health professions. The course is also a pathway into a range of degree-level apprenticeships.

The units studied are:

- Unit 1: Human Lifespan and Development - external exam
- Unit 2: Human Biology and Health External - external exam
- Unit 3: Principles of Health and Social Care Practice-assignment
- Unit 6: Safe Environments in Health and Social Care-assignment

What are the major assessments this year?

All students will take two external examinations in May of their first year – Unit 1 and Unit 2

All units receive a grade of either Distinction, Merit or Pass, or Near Pass level. These grades combine to produce an overall qualification grade of Distinction*, Merit or Pass, which converts into UCAS points for entry into University.

What do the assessments test?

Internal assessment are tests of students' ability to apply their knowledge and understanding of key health and social care concepts to scenario-based tasks, which are presented as assignment briefs. The assignment briefs cover a range of assessment criteria with differing levels of demand, including higher order skills such as evaluation and justification. Internal assessment requires strong academic research skills.

What are the expectations of my child in HSC?

This course requires excellent time-management skills and adherence to strict assignment deadlines.

Whom should I contact for further advice or information?

Curriculum Leader of Health & Social Care, Miss N Kenny: nkenny@carshaltongirls.org.uk

Medical Science

Medical Science: BTEC Nationals Medical Science (AAQ)

What will students study in Medical Science this year?

The BTEC Extended Certificate is equivalent to one A-level. Students learn key concepts, which are essential knowledge for those working in the field. The whole course is based around contemporary medical science services and jobs. The work is assessed through a combination of assignments and examinations. BTECs are well regarded for entry into university for a wide range of degree courses. The course is also a pathway into a range of degree-level apprenticeships in roles in laboratory sciences and allied health professions.

The units studied are:

1. Principles of Human Physiology, Anatomy and Pathology
2. Health Issues and Scientific Reporting
3. Practical Microbiology and Infectious Diseases
4. Diseases, Disorders, Treatments and Therapies

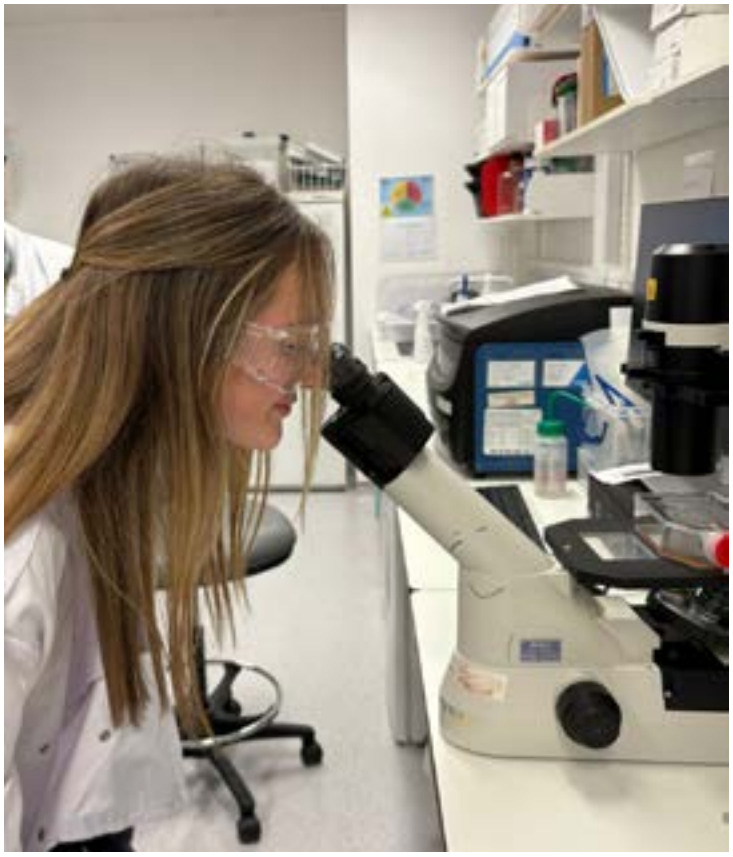
What are the major assessments this year?

All students will take two external examinations in May of their first year – Unit 1 and Unit 2. The other units are assessed via internal assignments.

All units receive a grade of either Distinction, Merit or Pass, or Near Pass level. These grades combine to produce an overall qualification grade of Distinction*, Merit or Pass, which converts into UCAS points for entry into University.

What do assessments test?

Internal assessments are tests of students' ability to apply their knowledge and understanding of key health and social care concepts to scenario-based tasks, which are presented as assignment briefs. The assignment briefs cover a range of assessment criteria with differing levels of demand, including higher order skills such as evaluation and justification. Internal assessment requires strong academic research skills and practical skills.



What are the expectations of my child in Medical Science?

This course requires excellent time-management skills and adherence to strict assignment deadlines.

Whom should I contact for further advice or information?

Director of Science, Biology: Mr Kart: akart@carshaltongirls.org.uk

(Co-taught between Science and Vocational Department)

Sport

BTEC Sport

What will students study in BTEC Sport this year?

Students follow the Edexcel course.

They will study three mandatory units:
Unit 1: Anatomy and Physiology
Unit 2: Fitness Training and Programming for Health, Sport and Well-being
Unit 3: Professional Development in the Sports Industry

There is one optional unit which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

Optional units:

- Sports leadership
- Application of fitness testing
- Sports Psychology
- Practical Sports Performance

Learners will explore the following:

- How the skeletal, muscular, cardiovascular, and respiratory systems function and the fundamentals of the energy systems
- Client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being

The knowledge and skills required for different career pathways in the sports industry. They will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Year 12: Unit 1 and Unit 3

Year 13: Unit 2 and one optional unit

What are the major assessments this year?

At the beginning of each topic, students will be asked to complete a small initial assessment to understand their knowledge of a topic to aid teacher planning. At the end of each unit of work students will be assessed on their knowledge and understanding through exam questions. Students will re-complete the initial assessment to assess learning from each unit. Your child will also complete 3 written assessments in line with the school calendar at the end of each term.

What do assessments test?

The written assessment will test Students' knowledge and understanding of key theory concepts.

Whom should I contact for further advice or information?

Curriculum Leader of PE, Miss Marshall: jmarshall@carshaltongirls.org.uk

Accounting & Finance

V Level Accounting & Finance (Level 3)

V Levels are new vocational qualifications that sit alongside A Levels. They are for you, if you want vocational learning, real-world skills and the flexibility to keep your options open. They provide a flexible, career-focused alternative at Level 3 –they combine applied learning with sector-based knowledge and transferable skills, linked to real jobs, that employers and higher education value.

What will students study in Accounting and Finance this year?

Accounting and Finance is for students who are interested in how organisations use financial information to make decisions. Students develop applied skills in interpreting, analysing and communicating financial and accounting information in realistic organisational contexts.

The core content includes:

Use financial information to support decisions:	How different types of business organisations use sources of financial and accounting information to make decisions that will help achieve objectives.
Analyse financial position and performance:	Interpreting financial statements using financial ratios to compare performance and trends over time.
Evaluate financial decision-making:	Using budgets, contribution and margin analysis and investment appraisal techniques to evaluate decisions
Communicate financial information:	Communicating financial and accounting information clearly and transparently to a range of different stakeholders.

This V Level will take you forward onto these pathways:

Higher education degrees linked to finance and business, such as Accounting and Finance, Business, Marketing, Business Analytics or Project Management

Apprenticeships in areas such as Accounting, Financial Services, Marketing, Business Administration, Project Management or Operations Management

Careers in accounting, finance, banking, business analysis, financial services and professional services

What are the major assessments this year?

40% Examination
60% Non-examination assessment

What are the expectations of my child in Accounting and Finance?

This course requires excellent time management skills and adherence to assignment deadlines.

Whom should I contact for further advice or information?

teacher of Maths, Mr Jeyasothy: aJeyasothy@carshaltongirls.org.uk

Education & Early Years

V Level Education (Level 3)

V Levels are new vocational qualifications that sit alongside A Levels. They are for you, if you want vocational learning, real-world skills and the flexibility to keep your options open. They provide a flexible, career-focused alternative at Level 3 –they combine applied learning with sector-based knowledge and transferable skills, linked to real jobs, that employers and higher education value.

What will students study in Education this year?

Education is for students who are interested in how people learn, develop and achieve, from Early Years onwards. You will develop applied knowledge and skills in learning and development, supporting learners, understanding educational settings, and exploring the factors that influence educational outcomes in a range of real-world contexts.

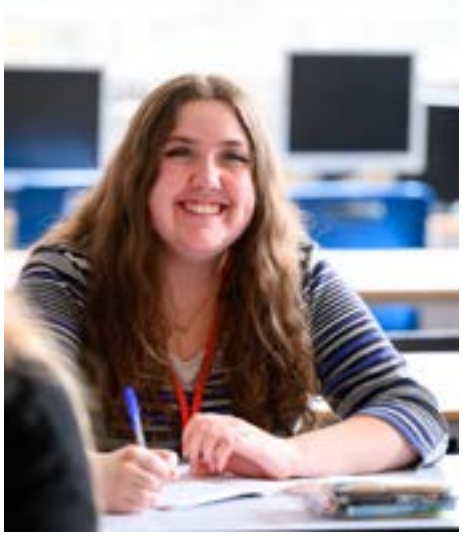
The core content includes:

- **Planning learning** – creating well-structured sessions with clear objectives, appropriate activities, resources and opportunities to assess progress.
- **Pedagogy and learning** – understanding different teaching approaches, learning activities and physical, virtual and hybrid learning environments.
- **Assessment** – using assessment information, records and data to evaluate progress, set individual learning goals and provide feedback.
- **Inclusion and adaptive teaching** – identifying barriers to learning and recommending adaptations that improve access, participation and progress.
- **Communication** – working purposefully with students, parents, families, carers, colleagues and other professionals.
- Health, safety and safeguarding – understanding relevant responsibilities and planning and completing risk assessments for learning activities.
- **Child and young person development** – considering how cognitive, physical, social and emotional development can influence learning.

This V Level will take you forward onto these pathways:

Higher education degrees linked to education and child development subjects, such as Education Studies, Primary Education, Early Childhood Studies, Childhood and Youth Studies, Special Educational Needs and Inclusion, Psychology, Sociology, Social Policy and Child Development.

Apprenticeships in early years education, teaching assistance, community education, childcare, learning support and youth work.



Careers in teaching, educational psychology, mental health support, digital learning consultation, youth work, community education and education leadership.

What are the major assessments this year?

40% Examination
60% Non-examination assessment

What are the expectations of my child in Education?

This course requires excellent time management skills and adherence to assignment deadlines.

Whom should I contact for further advice or information?

Head of Vocational Education, Miss Kenny: nkenny@carshaltongirls.org.uk

Extended Project Qualification

What is the Extended Project Qualification (EPQ)?

The Extended Project is a qualification taken during the Sixth Form, from January of Year 12 to January of Year 13. It is a qualification that encourages independent learning, research skills, and dedicated work in an area of specific, individual interest.

There are two options for an EPQ: a 5000-word report, or a handmade artefact which is handed in alongside a shorter written report. The topic of each project is determined entirely by students so they can tailor the qualification to their own interests.

Students who undertake the EPQ work largely independently, though they are guided by a supervisor throughout. The entire process is assessed and not just the final project. Students are assessed on a range of skills including planning and monitoring progress, finding and critically analysing resources, problem-solving, presentation skills and evaluating their work.

What are the Benefits of Doing an EPQ?

An EPQ is worth up to 28 UCAS points - this is the equivalent of half an A-level. It is highly respected by universities who value the independent learning skills an EPQ develops. Many universities, including Birmingham, Leeds and Southampton give out lower entry offers to students completing an EPQ and it helps make applications to Oxbridge and other similar universities stand out.

Research from the University of Southampton also suggests that you are more likely to complete your degree course if you have taken the EPQ as you have already developed lots of the essential skills necessary to thrive at university.

Employers are similarly enthusiastic about the EPQ. Good presentation skills, time management, independent thinking and taking the initiative are essential in many workplaces and developing these skills whilst still at school makes you more employable.

Perhaps the most obvious benefit of taking an EPQ is that you get to study a topic you love in detail. You can tailor your learning to what interests you and develop a substantial set of skills along the way. Completing an EPQ is a real achievement and previous students are enormously proud of the projects they have produced.

Whom should I contact for further advice or information?

EPQ Centre Coordinator,
Miss Gravenor: egravenor@carshaltongirls.org.uk

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