



GREATFIELDS SCHOOL

Dream it. Believe it. Achieve it.

SIXTH FORM PROSPECTUS

greatfieldsschool.com

Welcome

স্বাগতম
Benvenuti
Sveiki atvykę
Witamy
Bem-vindos
ਜੀ ਆਈਆਂ ਨੂੰ
Bienvenue
Добро пожаловать
Bienvenidos
Karibuni

أهلاً وسهلاً

خوش آمدید

A very warm welcome
to Greatfields Sixth Form

I am really pleased to introduce to you Greatfields Sixth Form. This is an exciting time for you as you make the crucial decision about where to continue your studies after GCSEs.

Your Sixth Form journey promises to be a rewarding time that will ultimately shape your future.

Greatfields Sixth Form looks forward to helping you meet the rigorous demands of Sixth Form and achieve your potential through a combination of hard work, determination and resilience.

We look forward to welcoming you.

Ms C. Sterling
ASSISTANT HEADTEACHER (SIXTH FORM)

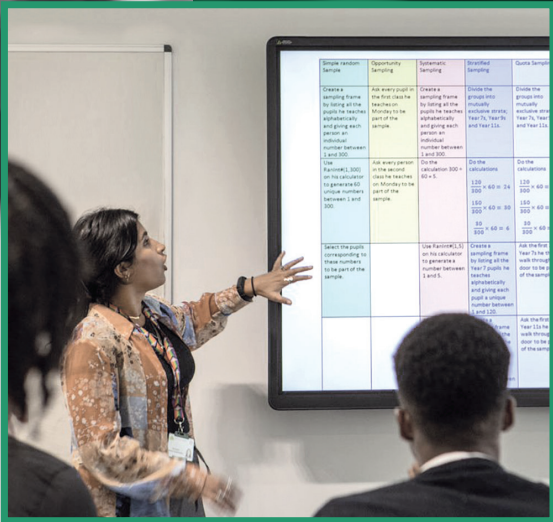


Dream it.
Believe it.
Achieve it.

Great vision.

Within our nurturing and positive environment, we pride ourselves on laying the foundations for students to move on to become successful, valued members of society. We will help our students to develop into confident young adults, believing there is no limit to a student's potential.

Our aim is to provide a Sixth Form that combines academic, vocational and enrichment opportunities within a supportive community. We will continue to provide exceptional levels of care, support and guidance for our students as they embark on their Sixth Form journey.



Our mission is to provide the young people of this community with a first class education and to equip them with the skills and knowledge they will need to achieve their future dreams.



Great community.

When you study with us we offer a supportive and positive working environment. You will be studying with like-minded students who want to work hard, do well and achieve.

A supportive and positive working environment

The step up from GCSEs can be daunting, but our Sixth Form team will ensure a smooth transition and provide you with the skills you need to succeed on your Sixth Form journey. Teachers are experts in their subjects, and we are proud of the excellent working relationships with students. We work hard to understand our students' strengths and how to get the best out of them.

Dedicated guidance for your next step

We offer high quality advice, guidance and support, including a dedicated careers lead, access to Unifrog, and links with outside agencies. Whether it's university, apprenticeships or employment you choose to pursue post Sixth Form, we have the resources and expertise to help you make the right choice.

Brand-new Sixth Form area

Students will have a dedicated Sixth Form area, which will include a separate study room and common room. You will have your own space for independent study and socialising out of lessons.

A fulfilling student life

The Sixth Form has its own unique identity but remains a key part of the wider Greatfields community. We will offer you opportunities to act as leaders and role models to our younger students and take on responsibilities as senior students. Our enrichment programme provides opportunities to learn new skills, try new things and embrace the Sixth Form community spirit.



Great support.

We are confident you will find life in our Sixth Form stimulating, enjoyable and rewarding. We know it is important that you experience a smooth transition to Sixth Form life.

Sixth Form induction

The Sixth Form induction period ensures a reassuring start to your new academic journey, with a range of settling in and team building activities, including a social trip as a year group.

Pastoral support

We have a very strong pastoral team. You will have a Head of Year 12, a personal tutor and a dedicated Sixth Form mentor. The systems in place will allow regular individual interviews between tutor and student to discuss progress and to offer help in dealing with any problems. The strong relationships between staff and students will also support with references for higher education and employment.

Academic support

The Head of Sixth Form and subject staff will discuss your work with you and help you to set ambitious targets for the future. Throughout the year, regular academic tutor reviews, reporting and mentoring will support you in being successful in your studies. In each academic year there is also a Sixth Form Parents' Evening, when you and your parents discuss your academic progress with subject staff.

Enrichment

Alongside your academic studies we offer a wide range of activities, talks, trips and opportunities to develop your potential and provide an enriching experience.

Greatfields enrichment programme provides a range of opportunities for students to try new things and enhance their personal statements. Clubs will be available for Sixth Form students within where their interests lie. Enrichment opportunities include:

- Employability workshops
- Cooking on a student budget
- Optional PE lessons
- Greatfields' Basketball Academy
- Mentoring
- Roles as Subject specific Teaching Assistants
- Science Technician roles
- Academic enrichment opportunities
- Duke of Edinburgh
- Sport Leaders
- Inspirational Speakers from leading UK companies

Students benefit from excellent careers advice and education. Pupils' understanding of the employment opportunities available to them is enhanced by regular visits to the school from outside speakers and trips.

OFSTED 2018

Great future.

We aim to give you as much support as you need, in order for you to make informed decisions about your future education and career. This will include:



- Regular support and advice from your tutor and the Sixth Form team.
- Detailed guidance and advice on university application procedures (UCAS), plus visits to university open days and Higher Education conferences.
- Careers advice to match your desired destination post Sixth Form, including guidance on apprenticeships, work experience and employment.
- Career information evenings for both students and their parents/guardians, to support our students to make informed choices about their future career pathways.
- Students are provided with a Unifrog account that supports the students with university searches, with personal statement writing and their UCAS application.
- We also offer Year 12 students the opportunity to take up a personal work experience placement.
- Various projects and workshops with different employers and employees from different career sectors.

Great courses.

Greatfields Sixth Form offers a mixture of academic and vocational courses. We expect all students to study at least three subjects in Year 12 and 13 this may be a mixture of A Levels, AS levels and/or vocational courses.

Choosing your courses

A Levels are two year courses.

Final examinations will take place at the end of the two year course (end of year 13).

Vocational Level 3 courses are the equivalent of A Levels, but with different assessment criteria. See course details for specific criteria.

Entry Requirements

In order to study A levels, you must achieve the following:

- A grade 5 in English and Maths
- Subject specific entry criteria for chosen A Level subjects

In order to study Vocational Courses, you must achieve the following:

- A grade 4 in English Language and Maths

A Level Art and Design - Fine Art

Exam board: AQA | Entry requirements: Grade 5 in GCSE Art

Course content

Component 1 : Personal Investigation

Portfolio of work must include:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study.
- At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.
- Critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background material. Evidence may be included from books, journals, moving images, photographs, digital presentations and the internet, as well as studies made during a residency, site, gallery or museum visit.
- Sketchbooks, workbooks, journals. Alternatively, students may wish to present a series of related images mounted on sheets.
- Where appropriate to the area of study, test pieces, samples, storyboards, models or maquettes.

Component 2 : Externally set assignment – 15 hours supervised time

Preparatory period:

- 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.
- In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

Course assessment

Two units are externally assessed.

Component 1: Personal Investigation (60%) – 96 marks

Component 2 : Externally set assignment (40%) 96 marks – Preparatory period - 15 hours supervised time

A practical endorsement will also need to be completed and this will have a pass / fail grade which is internally assessed and externally moderated.

Great career paths

A Level Art leads to careers in Advertising, Art Therapy, Art Gallery Management, Exhibition Design, Conservator, Fine Art and Graphic Design.

A Level Biology

Exam board: Edexcel | Entry requirements: Grade 77 in combined Science GCSE
Grade 7 in GCSE Biology (Triple Science)

Course content

Topic 1: Lifestyle Health and Risk

This topic builds on students' knowledge and understanding of the functioning of the circulatory system and the importance of lifestyle choices to health. The role of diet and other lifestyle factors in maintenance of good health is considered with particular reference to the heart and circulation and to cardiovascular disease (CVD). The structures and functions of some carbohydrates and lipids are also detailed within this context. Ideas about correlation, causation and the concept of risks to health are covered.

Topic 2: Genes and Health

This topic considers the following biological principles through the context of the genetic disease cystic fibrosis: the properties of and transport of materials, across cell membranes and gas exchange surfaces, DNA structure and replication, protein synthesis, enzymes and monohybrid inheritance through the context of the genetic disease cystic fibrosis.

Topic 3: Voice of the Genome

This topic follows the development of multicellular organisms from single cells to complex individuals. Cell structure and ultrastructure, cell division, the importance of fertilisation, the roles of stem cells, gene expression, cell differentiation and tissue organisation are all considered within this topic, as is the role of the genotype, epigenetics and the effect of environment on phenotype.

Topic 4: Biodiversity and Natural Resources

The topic focuses on biodiversity and the wealth of natural resources used by humans.

Topic 5: On the Wild Side

This topic builds an appreciation that photosynthesis is the primary process that underpins the majority of ecosystems, and provides students with an understanding of how ecosystems work. The topic continues by looking at whether climate change will lead to extinction of species or evolution by natural selection, and looks at the evidence for climate change and its effects on plants and animals.

Topic 6: Immunity, Infection and Forensics

This topic starts by looking at how forensic pathologists use a wide variety of analytical techniques to determine identity and the time and cause of death of an organism, including humans. It then considers how bacteria and viruses use a variety of routes into their hosts and how hosts have evolved barriers and internal mechanisms to combat infections. These protections are not always successful and many people in the world still die from infectious diseases. This topic also investigates the evolutionary battles that take place between invading pathogens and their hosts. The topic ends by looking at hospital acquired infections, their prevention and control.



Course content continued...

Topic 7: Run for your life

This topic is centred on the physiological adaptations that enable animals and humans, particularly sports people, to undertake strenuous exercise. It explores the links between an animal's physiology and its performance. The topic summarises the biochemical requirements for respiration and looks at the links between homeostasis, muscle physiology and performance.

Topic 8: Grey Matter

The scene is set by considering how the working of the nervous system enables us to see. Brain imaging and the regions of the brain are considered. The topic also demonstrates how an understanding of brain structure and functioning is relevant to issues such as the response to stimuli, the development of vision and learning. It investigates how imbalances in brain chemicals may result in conditions such as Parkinson's disease, which can be treated with suitable drugs. Students discuss the ethical issues raised by the Human Genome Project and the risks and benefits of using genetically modified organism

Course assessment

All 8 topics are externally assessed by Edexcel.

There will be three exams - each lasting 2 Hours:

- Paper 1 (33.3%) will cover Topics 1-6
- Paper 2 (33.3%) will cover Topics 1-4 and 7 & 8
- Paper 3 (33.3%) will cover Topics 1-8 plus a pre-released scientific article released 8 weeks before the examination underpinning one section of the paper

Practical skills will be assessed via the written exam and through a practical endorsement. A minimum of 12 practicals will be carried out throughout the A Level and students will be provided with a practical endorsement with a pass/fail grade.

Great career paths

A Level Biology leads to careers in Medicine, Teaching, Research, Dentistry, Nursing, Veterinary Science, Science Writing, Pharmaceuticals, Marine Biology or Zoology to name a few.

A Level Business

Exam board: AQA | Entry requirements: Grade 5 in GCSE Business

Course content

Unit 1 - What is business?

- Understanding the nature and purpose of business
- Understanding different business forms
- Understanding that businesses operate within an external environment

Unit 3 - Decision making to improve marketing performance

- Setting marketing objectives
- Understanding markets and customers
- Making marketing decisions: segmentation, targeting, positioning
- Making marketing decisions: using the marketing mix

Unit 7 - Analysing the strategic position of a business

- Mission, corporate objectives and strategy
- Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis
- Analysing the external environment to assess opportunities and threats: economic change
- Analysing the external environment to assess opportunities and threats: the competitive environment

Unit 10 - Managing strategic change

- Managing organisational culture
- Managing strategic implementation
- Problems with strategy and why strategies fail

Course assessment

Business Paper 1

Written exam: 2 hours /100 marks in total

Business Paper 2

Written exam: 2 hours /100 marks in total

Business Paper 3

Written exam: 2 hours /100 marks in total

Great career paths

A Level Business leads to careers in Marketing Management, Financial Services, Procurement Manager, Events Management, Human Resources, Business Management and other related areas in the business sector.

A Level Chemistry

Exam board: OCR | Grade 7-7 in GCSE combined Science
Grade 7 in GCSE Chemistry (Triple Science)

Course content

Content is split into six teaching modules:

Module 1: Development of practical skills in chemistry

Teaching of practical skills is integrated with the theoretical topics and they're assessed both through written papers and, for A level only, the Practical Endorsement. This is externally assessed, and the learner will sit an exam at the end of year 12.

Module 2: Foundations in chemistry

Students will build on their knowledge of chemistry at GCSE. They will learn about atoms, compounds, molecules, acid-base and redox reactions and electrons bonding and structure. This is externally assessed, and the learner will sit an exam at the end of year 12.

Module 3: Periodic table and energy

Students will learn about the periodic table in more detail and will focus on group 2, halogens, enthalpy changes and reaction rates. This is externally assessed, and the learner will sit an exam at the end of year 12.

Module 4: Core organic chemistry

Students will learn the different types of hydrocarbons including their properties, their reactions and how to name them. This is externally assessed, and the learner will sit an exam at the end of year 13.

Module 5: Physical chemistry and transition elements

Students will learn about physics chemistry which includes enthalpy, entropy and redox and electrode potentials. This is externally assessed, and the learner will sit an exam at the end of year 13.

Module 6: Organic chemistry and analysis

Students will explore organic chemistry in more depth by looking at a wide variety of hydrocarbons such as aromatic compounds, polymers and carboxylic acids. This is externally assessed, and the learner will sit an exam at the end of year 13.

Course assessment

All 6 units are externally assessed by OCR.

There will be three exams:

- Component 01 assesses content from modules 1, 2, 3 and 5. (37%)
- Component 02 assesses content from modules 1, 2, 4 and 6. (37%)
- Component 03 assesses content from all modules (1 to 6). (26%)

A practical endorsement will also need to be completed, which will have a pass / fail grade which is internally assessed and externally moderated.

Great career paths

A Level Chemistry leads to careers in Medicine, Teaching, Research, Chemical Engineering, Forensic Science and Toxicology to name a few.

A Level Computer Science

Exam board: OCR | Entry requirements: Grade 6 in GCSE Maths

Course content

Component 01: Content of Computer systems

Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.

Component 02: Algorithms and programming

This builds on component 01 to include computational thinking and problem-solving. It covers:

- What is meant by computational thinking (thinking abstractly, thinking ahead, and thinking procedurally).
- Problem solving and programming – how computers and programs can be used to solve problems.
- Algorithms and how they can be used to describe and solve problems.

Component 03: Programming project

Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science.

Course assessment

Component 01: Computer systems

2.5 hour exam
140 marks

Component 02: Algorithms and programming

2.5 hour exam
140 marks

Component 03: Programming project (NEA)

70 marks

Great career paths

A Level Computer Science leads to careers in Game Design, Games Development, Information Systems Management, IT Consulting, Software Engineering, Web Development, Applications Development, Cyber Security and Forensic Analyst.

A Level Economics

Exam board: Edexcel | Entry requirements: Grade 6 in GCSE Maths and English Language

Course content

Theme 1: Introduction to markets and market failure

- 1.1 Nature of economics
- 1.2 How markets work
- 1.3 Market failure
- 1.4 Government intervention

Theme 2: The UK economy - performance and policies

- 2.1 Measures of economic performance
- 2.2 Aggregate demand
- 2.3 Aggregate supply
- 2.4 National income
- 2.5 Economic growth
- 2.6 Macroeconomic objectives and policy

Theme 3: Business behaviour and the labour market

- 3.1 Business growth
- 3.2 Business objectives
- 3.3 Revenues, costs and profit
- 3.4 Market structures
- 3.5 Labour market
- 3.6 Government intervention

Theme 4: A global perspective

- 4.1 International economics
- 4.2 Poverty and inequality
- 4.3 Emerging and developing economies
- 4.4 The financial sector
- 4.5 Role of the state in the macroeconomy

Course assessment

Paper 1: Markets and business behaviour

- Questions drawn from Theme 1 and Theme 3
 - 100 marks, 2 hours 35% of qualification
- Section A: multiple-choice and short-answer questions
Section B: one data response question
Section C: one extended open response question (choice of one from two)

Paper 2: The national and global economy

- Questions drawn from Theme 2 and Theme 4
 - 100 marks, 2 hours 35% of qualification
- Section A: multiple-choice and short-answer questions
Section B: one data response question
Section C: one extended open response question (choice of one from two)

Paper 3: Microeconomics and macroeconomics

- Questions drawn from all themes
 - 100 marks, 2 hours 30% of qualification
- Two data response questions broken down into several parts, each including one extended open response question (choice of one from two for extended open response questions)

Great career paths

A Level Economics leads to careers in Accountancy, Business Journalism, Financial Advice, Engineering, Teaching, Market Research Analyst and Stockbroker.

A Level English Literature

(Specification A)

Exam board: AQA | Entry requirements: Grade 5 in both GCSE English Language and English Literature

Course content

4.1 Love through the ages

The aim of this topic is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts.

Students will study Shakespeare's play *Othello* to examine how representations of love are shown through the genre of tragedy. The AQA anthologies of love poetry through the ages will allow students to encounter a range of different types of poems as they study representations of love over time.

4.2 Texts in shared contexts

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time.

Students will take the end of WW2 as an historical starting point and explore both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

4.3 Independent critical study: Texts across time

In Texts across time, students write a comparative critical study of two texts. Texts across time provides a challenging and wide-ranging opportunity for independent study.

Course assessment

Paper 1: Love through the ages

- Written exam: 3 hours
- Open book in Section C only
- 75 marks
- 40% of A level

Paper 2: Texts in shared contexts

- Written exam: 2 hours 30 minutes
- Open book
- 75 marks
- 40% of A level

Non-exam assessment: Independent critical study: texts across time

- 50 marks
- The word count is 2,500 words
- 20% of A level
- Assessed by teachers
- Moderated by AQA

Great career paths

English qualifications are useful for many careers, but particularly for working in Journalism and Publishing, Education and Training, Counselling and Social Services, Marketing Sales and Advertising, and Management.

A Level Geography

Exam board: OCR | Entry requirements: Grade 5 in GCSE Geography

Course content

Component 1: Physical systems

Landscape systems

Students will explore how the landscape can be viewed as a system, how landforms developed within their chosen landscape and the influences of both climate and human activity on this.

Earth's life support systems

Students will explore how important water and carbon are to life on earth through their cycling, stores and processes. The influence of human activity is explored through the tropical rainforest and arctic tundra. Physical changes in these cycles occur over time at a range of scales as well as global management strategies to protect these cycles.

Component 2: Human interaction

Changing spaces; making places

Students explore the relationships and connections between people, the economy and society and how these contribute to creating places

Global connections

Students explore the processes and flows that occur at a global level, and the ways in which these influence people, places and institutions. They must choose two options from: Trade in the contemporary world, Global migration, Human Rights, Power and Borders.

Component 3: Geographical debates

Students study two of the following five topics in-depth, gaining an understanding of the issues and reflecting critically on them. The topics are: Climate change, Disease dilemmas, Exploring oceans, Future of food and Hazardous Earth.

Component 4/5: Investigative geography

Students carry out an independent investigation into an area of interest to them, related to any aspect of the specification. They produce a written report of around 3000 words. Through their investigation students develop valuable transferable skills

Geographical and fieldwork skills are integrated into all aspects of the subject, helping students to 'think geographically'.

Course assessment

Physical System:

- Written exam: 1 hour 30 minutes
- Marks: 66
- 22% of A Level

Human Interaction:

- Written exam: 1 hour 30 minutes
- Marks: 66
- 22% of A Level

Geographical debates:

- Written exam: 2 hour 30 minutes
- Marks: 108
- 36% of A Level

Investigative geography:

- Coursework
- Marks: 60
- 20% of A Level

Great career paths

A Level Geography leads to careers in Cartography, Commercial/ Residential Surveying, Environmental Consultancy, Planning and Development Surveying, Teaching and Town Planning.

A Level History

Exam board: AQA | Entry requirements: Grade 5 in GCSE English language and History

Course content

Breakdown of modules/units with some description

This course is equivalent in size to one A Level. The course comprises of two topics taught at year 12 and 13 along with a written piece of coursework in year 13. Students will be studying **The British Empire, c1857–1967** (British history) and **The American Dream: reality and illusion, 1945–1980** (world history).

The British Empire, c1857–1967

Year 12 Part one: The High Water Mark of the British Empire, c1857–1914

- The development of Imperialism, c1857–c1890.

Year 12 Part two:

- Imperial consolidation and Liberal rule, c1890–1914.

Year 13 Part one: Imperial retreat, 1914–1967.

- Imperialism challenged, 1914–1947.

Year 13 Part two:

- The winds of change, 1947–1967

The American Dream: reality and illusion, 1945–1980

Year 12 Part one: prosperity, inequality and Superpower status, 1945–1963.

- Truman and Post-war America, 1945–1952
- Eisenhower: tranquillity and crisis, 1952–1960
- John F Kennedy and the ‘New Frontier’, 1960–1963

Year 13: Challenges to the American Dream, 1963–1980

- The Johnson Presidency, 1963–1968
- Republican reaction: the Nixon Presidency, 1968–1974
- The USA after Nixon, 1974–1980

Year 13 coursework component:

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations.

The Historical Investigation must:

- be independently researched and written by the student.
- be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words.
- draw upon the student’s investigation of sources (both primary and secondary) which relate.
- to the development or issue chosen and the differing interpretations that have been placed on this.
- place the issue to be investigated within a context of approximately 100 years.
- be an issue which does not duplicate the content of Components 1 and 2.

Course assessment

Exam Paper one:

The British Empire, c1857–1967
exam weight 40%

Exam Paper two:

The American Dream: reality and illusion, 1945–1980
exam weight 40%

Coursework weight 20%

Great career paths

A Level History leads to careers in Secondary School Teaching, Journalism, Civil Service Administration, Archaeology, Curating, Heritage Management, Academic Librarian, Broadcast Journalism, Civil Service Administration, Editorial Assistant, Human Resources, Information Officer, Marketing Executive as well as a career as a Solicitor.

A Level Mathematics

Exam board: Edexcel | Entry requirements: Grade 7 in GCSE Mathematics

Course content

Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)

Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)

Content overview

- Topic 1: Proof
- Topic 2: Algebra and functions
- Topic 3: Coordinate geometry in the (x, y) plane
- Topic 4: Sequences and series
- Topic 5: Trigonometry
- Topic 6: Exponentials and logarithm
- Topic 7: Differentiation
- Topic 8: Integration
- Topic 9: Numerical methods
- Topic 10: Vectors

Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)

Content overview Section

A: Statistics

- Topic 1: Statistical sampling
- Topic 2: Data presentation and interpretation
- Topic 3: Probability
- Topic 4: Statistical distributions
- Topic 5: Statistical hypothesis testing Section

B: Mechanics

- Topic 6: Quantities and units in mechanics
- Topic 7: Kinematics
- Topic 8: Forces and Newton’s laws
- Topic 9: Moments

Course assessment

Paper weightings etc.

Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)

Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)

Each paper is:

- 2-hour written examination
- 33.33% of the qualification
- 100 marks

Assessment overview

- Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
- Students must answer all questions.
- Calculators can be used in the assessment.

Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)

- 2-hour written examination
- 33.33% of the qualification
- 100 marks

Assessment overview

- Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.
- Students must answer all questions
- Calculators can be used in the assessment.

Great career paths

A Level Mathematics leads to careers in Accountancy, Architecture, Biomedical Sciences, Engineering, Teaching, Aeronautical Engineering and Retail Management.

A Level Photography

Exam board: AQA | Entry requirements: Grade 5 in GCSE Photography

Course content

Component 1 : Personal Investigation

Portfolio of work must include:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study. Students are required to work in one or more areas of photography such as: portraiture, landscape photography (working from the urban, rural and/or coastal environment), still life photography (working from objects or from the natural world), documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation, moving image (video, film, animation). These can be combined or worked on singly.
- At least one extended personal project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.
- Critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background material. Evidence may be included from books, journals, films, digital presentations and the internet, as well as studies made during a residency, site, gallery or museum visit.
- Digital portfolio. Students present their work in a digital portfolio even where analogue techniques have been used (for example, a film image is scanned or photographed for their digital portfolio)

Component 2 : Externally set assignment – 15 hours supervised time

Preparatory period:

- Following receipt of the paper students should consider the starting points and select one. Preparatory photo shoots, analogue experiments or any written work are all uploaded to the digital portfolio.
- In the 15 hours students must produce a finished image or a series of related finished images, informed by their preparatory work.

Course assessment

Two units are externally assessed.

- Component 1 : Personal Investigation (60%) – 96 marks
- Component 2 : Externally set assignment (40%) 96 marks – Preparatory period - 15 hours supervised time

A practical endorsement will also need to be completed and this will have a pass / fail grade which is internally assessed and externally moderated.

Great career paths

A Level Photography leads to a broad range of creative industry careers in: Web Design, Games Design, Interior Design, Studio Photography, Sports and News Photography, Photo Journalism, Architecture, Illustrating, Advertising, Gallery Management, Exhibition Design and Graphic Design.

A Level Psychology

Exam board: AQA | Entry requirements: Grade 6-5 in GCSE combined Science
Grade 6 in GCSE Biology (triple Science)

Course content

Introductory Topics in Psychology:

- Social Influence
- Memory
- Attachment
- Psychopathology
- Quantitative and qualitative methods of research and mathematical skills.

Psychology in Context:

- Approaches in Psychology
- Biopsychology
- Research Methods (Scientific processes, Data Handling and Analysis, inferential testing)

Issues and Options in Psychology:

- Issues and debates in Psychology
- Gender
- Cognition and development
- Schizophrenia
- Eating behaviour
- Stress
- Aggression
- Forensic psychology
- Addiction
- Quantitative and qualitative methods of research and mathematical skills.

Course assessment

Introductory Topics in Psychology:

- 2 hour written exam
- 96 marks

Psychology in Context:

- 2 hour written exam
- 96 marks

Issues and Options in Psychology:

- 2 hour written exam
- 96 marks

Great career paths

A Level Psychology leads to careers in Social Work, Psychotherapy, Counselling, Teaching, Research Roles and Media Roles.



A Level Physics

Exam board: OCR | Grade 7-7 in GCSE Combined Science
Physics GCSE Grade 7 (Triple Science)

Course content

Content is split into six teaching modules:

Module 1: Development of practical skills in Physics

- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

Module 2: Foundations of Physics

- Physical quantities and units
- Making measurements and analysing data
- Nature of quantities

Module 3: Forces and motion

- Motion
- Forces in action
- Work, energy, and power
- Materials
- Newton's laws of motion and momentum

Module 4: Electrons, waves and photons

- Charge and current
- Energy, power and resistance
- Electrical circuits
- Waves
- Quantum physics

Module 5: Newtonian world and astrophysics

- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology

Module 6: Particles and medical physics

- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging

Course assessment

All 6 units are externally assessed by OCR.

There will be three exams:

- **Component 01** assesses content from modules 1, 2, 3 and 5. (37%)
- **Component 02** assesses content from modules 1, 2, 4 and 6. (37%)
- **Component 03** assesses content from all modules (1 to 6). (26%)

A practical endorsement will also need to be completed, which will have a pass / fail grade which is internally assessed and externally moderated.

Great career paths

A Level Psychology leads to careers in Engineering, Medicine, Nuclear Physics, Geophysics, Astronomy, Actuary and Investment Banking.

A Level Sociology

Exam board: AQA | Entry requirements: Grade 5 in GCSE English language

Course content

1. Education with Theory and Methods:

- The role and functions of the education system, including its relationship to the economy and to class structure
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- Relationships and processes within schools
- The significance of educational policies
- The impact of globalisation on educational policy
- Quantitative and qualitative methods of research, research design

2. Topics in Sociology (Families and Beliefs in Society):

- Culture and Identity
- Families and Households
- Health
- Work, Poverty and Welfare
- Beliefs in Society
- Global Development
- The Media
- Stratification and Differentiation of social class

3. Crime and Deviance with Theory and Methods:

- Crime, 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
- Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies
- Quantitative and qualitative methods of research, research design

Course assessment

Education with Theory and Methods:

- 2 hour written exam
- 80 marks

Topics in Sociology (Families and Beliefs in Society):

- 2 hour written exam
- 80 marks

Crime and Deviance with Theory and Methods:

- 2 hour written exam
- 80 marks

Great career paths

A Level Sociology leads to careers in Social Work, Advertising, Policing, Marketing, Journalism, Law and Teaching.



AS Level Spanish

Exam board: AQA | Entry requirements: Grade 6 in GCSE Spanish

Course content

3.1 Social issues and trends

Students must study the themes and sub-themes below in relation to at least one Spanish-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

3.1.1 Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
- Los cambios en la familia
- Actitudes hacia el matrimonio/el divorcio
- La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
- La influencia de internet
- Las redes sociales: beneficios y peligros
- Los móviles inteligentes en nuestra sociedad
- Equal rights (La igualdad de los sexos)
- La mujer en el mercado laboral
- El machismo y el feminismo
- Los derechos de los gays y las personas transgénero

3.1.2 Multiculturalism in Hispanic society

- Immigration (La inmigración)
- Los beneficios y los aspectos negativos
- La inmigración en el mundo hispánico
- Los indocumentados - problemas
- Racism (El racismo)
- Las actitudes racistas y xenófobas
- Las medidas contra el racismo
- La legislación anti-racista
- Integration (La convivencia)
- La convivencia de culturas
- La educación
- Las religions

3.2 Political and artistic culture

3.2.1 Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
- Cantantes y músicos
- Estrellas de televisión y cine
- Modelos
- Spanish regional identity (La identidad regional en España)
- Tradiciones y costumbres
- La gastronomía
- Las lenguas
- Cultural heritage (El patrimonio cultural)
- Sitios turísticos y civilizaciones prehispanicas: Machu Picchu, la Alhambra, etc
- Arte y arquitectura
- El patrimonio musical y su diversidad

3.2.2 Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Los jóvenes y su actitud hacia la política : activismo o apatía
- El paro entre los jóvenes
- Su sociedad ideal
- Monarchies and dictatorships (Monarquías y dictaduras)
- La dictadura de Franco
- La evolución de la monarquía en España
- Dictadores latinoamericanos
- Popular movements (Movimientos populares)
- La efectividad de las manifestaciones y las huelgas
- El poder de los sindicatos
- Ejemplos de protestas sociales (eg El 15-M, las Madres de la Plaza de Mayo, ...)

AS Level Spanish

Course content continued...

3.3 Grammar

AS and A Level students will be expected to have studied the grammatical system and structures of the language.

3.4 Works

3.4.1 Literary texts and films

Students must study either one text and one film or two texts

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet.

Course assessment

Paper 1: Listening, reading and writing

- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A Level

Paper 2: Writing

- Written exam: 2 hours
- 80 marks in total
- 20% of A Level

Paper 3: Speaking - Individual research project

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A Level

Great career paths

A Level Spanish leads to careers in Teaching, Translating and interpreting, Travel and tourism, and Marketing/PR.

An A Level in Spanish can be useful with any career path you choose to take, as knowing an additional language will allow you to communicate with Spanish speakers around the world. This will increase your opportunities of travelling for work or improve your experience if you travel for leisure.



Vocational BTEC Level 3 National Extended Diploma in Business

Exam board: Pearson Edexcel | Entry requirements: Grade 4 in GCSE English and Maths

Course content

This course includes 13 units, which you will study over the course of 2 years. The mandatory units are outlined below:

Unit 1 - Exploring Business

In this introductory unit, learners 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.

Unit 2 - Unit 2: Developing a Marketing Campaign

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

Unit 3 - Personal and Business Finance

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

Unit 4 - Managing an Event

Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained.

Unit 5 - International Business

Learners study how UK businesses develop strategies to trade globally. Learners will also consider the factors that influence the implementation of these strategies.

Unit 6 - Principles of Management

This unit enables learners to understand how the role of management and leadership in the workplace contributes towards business success.

Unit 7 - Business Decision Making

Learners study skills relating to business concepts, processes and data developed in earlier mandatory units to enable the formulation of business decisions and solutions.

Course assessment

Variety of units assessed through coursework which include:

- Unit 1 - A report that examines the features of two contrasting businesses.
- Unit 4 - Learners must take an active part in staging and managing an event.
- Unit 5 - A presentation examining the strategies and resources used by a business operating internationally.

A variety of units assessed through written exams which include:

- Unit 2 - Three hours /70 marks
- Unit 3 - Two hours /80 marks
- Unit 6 - Three hours/88 marks
- Unit 7 - Three hours/70 marks

Great career paths

BTEC level 3 in Business leads to careers in Marketing, Administration, Finance, Procurement, Events Management, Human Resources, Business Management, International Business and other related areas in the Business Sector.

Vocational RSL Level 3 Diploma in Creative and Performing Arts (Acting pathway)

Exam board: RSL | Entry requirements: Grade 5 or above in GCSE Drama or equivalent

Course content

Learners apply a range of skills, knowledge and understanding in preparation for employment/further study. For example, units provide learners with knowledge and understanding of advanced concepts such as the style and context of performance genres, audition techniques, planning, repertoire, rehearsal schedules, the nature of performances, collaborating with others, health and safety, technical requirements and reviewing/analysis of performances.

Learners will study 2 core units and 5 optional units from the list below:

Acting Pathway

Learners must pass both core units, and five optional units.

Unit Type	Unit Code and Title	TQT
External Core	304 Performance Preparation	300
Internal Core	306 Planning Career in the Creative and Performing Arts	150
Optional Unit	307 Acting for Camera	100
Optional Unit	309 Ancient Greek Roman Theatre	100
Optional Unit	310 Approaches to Acting	100
Optional Unit	311 Audition techniques (Acting)	100
Optional Unit	313 Contemporary Theatre	100
Optional Unit	314 Drama in the community	100
Optional Unit	315 Elizabethan and Jacobean Theatre	100
Optional Unit	320 Vocal Techniques – Acting	100
Optional Unit	321 Working with Masks or Puppetry	100

Learners will develop a solid grounding of practical/ technical skills that will prepare them for employment or be developed in further studies. Core units also enable learners to make connections between units, combining elements of their learning through requiring them to demonstrate understanding and skills developed in their optional unit.

Course assessment

Paper weightings etc.

- 7 units (2 units mandatory – 47%)
- 1 Unit is externally assessed by the exam board. External assessment (31%).
- 6 Units are internally assessed.

Great career paths

RSL Level 3 in Performing Arts leads to careers in Performing, Acting, Theatre Directing, Arts Administrating, Broadcasting Presenting, Drama therapy, Screenwriter Teaching, Theatre Stage Management, Film Directing and Talent agency.



Vocational BTEC Level 3 National Extended Diploma in Health & Social Care

Exam board: Edexcel | Entry requirements: Grade 4 in GCSE English, Maths and Science

Course content

This course includes 13 units, which you will study over the course of 2 years. The mandatory units are outlined below, there are a further 5 optional units which you will also 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.

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

Unit 3 - Anatomy and Physiology for Health and Social Care

Learners cover the structure, organisation and function of the human body, and anatomical and physiological systems and medical research related to disorders affecting these systems.

Unit 4 – Enquiries into Current Research in Health and Social Care

Learners explore the methodologies of contemporary research and investigate the implications for health and social care practice and services

Unit 5 – Meeting Individual Care and Support Needs

Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

Unit 6 - Work Experience in Health and Social Care

Learners explore the benefits of work experience. They carry out and reflect on a period of work experience, and plan for personal and professional development.

Unit 7 - Principles of Safe Practice in Health and Social Care

Learners explore the importance of safe working practices, safeguarding procedures and responding to emergency situations in health and social care settings.

Unit 8 - Promoting Public Health

Learners explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.

Course assessment

- Written coursework
- External examination
- Case Study
- Work experience

A variety of units assessed through written exams include:

- Unit 1 - 90 Minutes – 90 Marks
- Unit 2 - 90 Minutes – 80 Marks
- Unit 3 - 90 Minutes – 90 Marks
- Unit 4 - Case Study – 65 Marks

Great career paths

BTEC level 3 Health & Social Care leads to careers in Physiotherapy, Midwifery and Nursing, Speech and Language Therapy, Podiatry, Occupational Therapy, Child Care, Social Work and Paramedic Science.

Vocational BTEC Level 3 National Extended Diploma in Sport

Exam board: Edexcel | Entry requirements: Grade 4 in GCSE English and Maths

Course content

This course includes 14 units, which you will study over the course of 2 years. The 10 mandatory units are listed below, there are a further 4 optional units which you will also study.

Unit 1 - Anatomy and Physiology

Learners will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Unit 2 - Fitness Training and Programming for Health, Sports and Wellbeing

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

Unit 3 - Professional Development in the Sports Industry

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

Unit 4 - Sports Leadership

Learners study what makes a good leader, the different capacities of this role and the leadership skills and techniques necessary when leading activities in different roles.

Unit 7 - Practical Sports Performance

Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

Unit 8 - Coaching for Performance

Learners will develop the techniques, personal knowledge and ability to deliver coaching sessions.

Unit 9 - Research Methods in Sport

Learners cover the importance of research, factors affecting the quality of research, an introduction to research and the different methods commonly used in sport-based research.

Unit 19 - Development and Provision of Sports and Physical Activity

Learners study the development and provision of sport in the UK and its relationship with global sport, including understanding what is needed to write a proposal for a sports development project.

Unit 22 - Investigating Business in Sports and the Active Lifestyle Industry

Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business.

Unit 23 - Skills Acquisition in Sport

Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills.

Optional Units - 4 Units will be chosen from the selection listed below

Application of fitness testing, Sports Psychology, Sports Event Organisation, Research Project in Sport, Sports Injury Management, Work Experience in Active Leisure, Leisure Management, Sports Performance Analysis, Rules, Regulations and Officiating in Sport, Technical and Tactical Demands of Sport.

Course assessment

- Written coursework
- External examination
- Practical performance
- Coaching and Leadership

Great career paths

BTEC level 3 in Sport leads to careers in Sports Science, Teaching, Sports Coaching, Physiotherapy, Personal Training, Sports Development, Sports Marketing, Sports Therapy, Sports Nutrition, Sports Journalism, Sports and Leisure Management and Sports Psychology.

Additional Qualifications

Extended Project Qualification

Exam board: AQA | Entry requirements: Grade 5 in English Language

What is the EPQ?

The EPQ is an exciting opportunity to investigate any topic that you are passionate about and gain valuable research skills in the process. Students get to plan and carry out research on a topic that they've chosen and isn't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

The EPQ is worth half an A-level (28 UCAS points) and is nationally recognised by universities and employers.

As long as you demonstrate that your idea is appropriate and achievable then this really could be on anything!

Examples of previous EPQs include:

- How has social media altered our brains since its inception?
- How do psychological factors influence performance in sport?
- How has medieval fashion influenced our outfits today?
- Can anything be art?

Course assessment

In addition to the project itself (a 5,000 word essay or a 1,000 essay alongside an artefact), students must produce a completed Production Log including a project proposal form and requires a final presentation of their findings.

Core Maths

Exam board: AQA | Entry requirements: Grade 5 in GCSE Maths

What is Core Maths?

Core Maths is intended for students who have passed GCSE Mathematics at grade 4 or better, but who have not chosen to study A level Mathematics. This engaging and relevant qualification will improve your mathematical knowledge and show you how to apply it in real-world contexts. It will prepare you for professional training or higher education courses, or equip you to apply for employment or higher apprenticeships in a wide range of industry sectors.

Choosing to study Core Maths gives you the opportunity to:

Deepen the mathematical learning already required by other A level qualifications, such as Psychology, Biology and Geography. It also equips you with skills for the next stage of your life, whether that be following an academic or vocational pathway. Many leading universities endorse Core Maths and some even make reduced offers for Core Maths students.

Course assessment

Two exam papers sat at the end of the year.

Paper one:

- Analysis of data, Maths for personal finance, Estimation

Paper two:

- Critical analysis of given data and models, The normal distribution, Probability and estimation
- Correlation and regression



Great Basketball Academy

Greatfields' Basketball Academy is led by Coach Stephane Marcel. This is an exciting Post 16 provision supporting the aspirations of Student-Athletes in our sixth form, through basketball.

We currently have two teams to give our students more opportunities to play and develop within basketball. Our teams compete in the College basketball league (CBL) and Association of College (AoC) league, alongside the Dynamik National Cup. We also aim to develop a female basketball academy for the future.

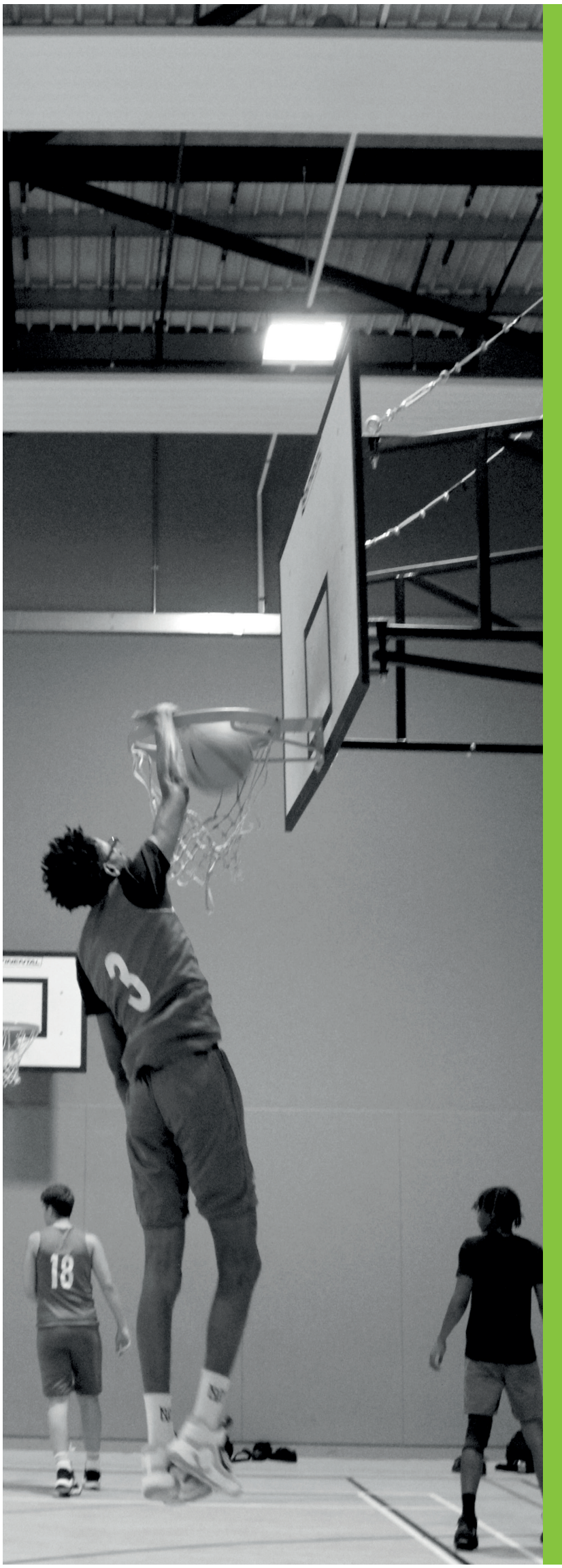
Student-Athletes will have the opportunity to be a part of a unique basketball program, that supports their future aspirations in progressing on and off of the basketball court, whilst maintaining the required balance and time management skills to be a success in the classroom.

Players will have the opportunity to receive a variety of basketball contact time that includes:

- Team training sessions
- Individual development sessions
- Strength and Conditioning sessions
- Competitive games for both Male and Female players in leading Nationally recognized leagues and tournaments
- Performance analysis sessions – Team and Individual

With an emphasis placed on academics and progression after Sixth Form, student athletes will have access to a support team, inclusive of teachers and support staff ensuring that Student Athletes are pushing their passions both on and off the court.

We look forward to welcoming you to Greatfields Sixth Form Academy.



Great communication.

If you decide to apply for one of our courses, rest assured we will be with you every step of the way. Our application process is as follows:





GREATFIELDS SCHOOL

Dream it.
Believe it.
Achieve it.

greatfieldsschool.com

E: office@greatfieldsschool.com