

**HUGH CHRISTIE**

**Sixth Form**

**PROSPECTUS**

# Hugh Christie Sixth Form

## WELCOME

### Welcome

Welcome to Hugh Christie Sixth Form. Many of you reading this will already be a student at Hugh Christie School. You will already know the benefits of being part of our community.

You will already be aware of the dedicated and committed staff that have gone above and beyond in supporting you during your time with us.

You will already be used to the modern and well-equipped facilities all under one roof.

You will already be part of unique opportunities like the Student Leadership Programme, designed to give you the edge when competing with others in the future.

You will already be valued as part of the proudly inclusive, tolerant and supportive union that makes Hugh Christie so special.

To those of you reading this who are not already part of Hugh Christie, I hope you will join us and contribute towards the committed and successful community in our Sixth Form.



### Learning and Achievement

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

The summary for the past 3 years is as follow:

#### A level Summary

A levels			
	2021	2022	2023
%A*-A	30	16	4
%A*-B	39	35	18
%A*-C	70	64	64
%A*-E	99	95	100

Vocational			
	2021	2022	2023
%D*-D	85	67	46
%D*-P	100	100	100

#### Overall Combined Achievement Summary

Combined (Overall)			
	2021	2022	2023
%A*-A	58	46	35
%A*-C	86	79	83
%A*-E	99	98	100



### **A Message From The Head Students**

At Hugh Christie, our Sixth Form is welcoming and respectful. Our Head Students Rob, Poppy, Aidan, Felix and Isaac are working to make it an even more exciting and vibrant place to study and socialise. Our Sixth form offers many opportunities and everyone is motivated to get involved with events, taking advantage of the support that this environment provides.

During your two years at Sixth Form there are many events and trips. Some are subject related, but there are also a variety of leisure trips to bring the Sixth Form closer together as a community.

At Sixth Form you will be treated like an adult; becoming a more self-motivated learner. This will prepare you for university or any other path you wish to take.

We can assure you that you will be welcomed and supported by the friendly approachable staff and students in the Sixth Form, whether you have been at Hugh Christie since Year Seven or are joining us in Year Twelve. In our community, everybody is valued.

We really hope that you will choose Hugh Christie. You will leave as an open minded, accomplished and motivated young adult, confident in yourself and ready to take the next step in your lives.

### **Support, Care and Guidance**

At Hugh Christie, we are proud of the pastoral support and guidance that we provide in the Sixth Form. All students are allocated an advisor (tutor) who acts as their key point of daily contact for messages, home contact, care and guidance. This helps develop and consolidate excellent relationships to facilitate progress and achievement.

The advisor helps monitor student's Service Learning experience. All students are required to take part in the CAS (Community, Activity, Service) Programme, where they contribute to the wider school or local community. This provides an opportunity for individuals to 'give back' to society through activities such as mentoring, sporting committees, organising events and supporting charities.

The Sixth Form is committed to providing students with practical and personalised advice to help them shape their future.

Students are given opportunities and support in preparing for their chosen route beyond the Sixth Form be that higher education, the world of work or an apprenticeship programme. Students have the opportunity to attend workshops, careers fairs, university taster days and attend school leaver networking sessions as part of the Sixth Form programme and are given considerable time and assistance to help complete UCAS application forms.

## Community

Hugh Christie has worked hard to create a sense of community for all its students and this continues in the Sixth Form.

The Sixth Form staff and students collaborate in organising a range of events and activities to help foster a sense of community and belonging. This includes a range of social visits and experiences including:

- Ice skating
- Bowling
- Crazy Golf
- Thorpe Park
- Alton Towers
- Winter Wonderland
- Christmas Fairs
- Obstacle course racing

In addition, weekend and residential have been organised such as visits to New York, Iceland, Kenya and Tanzania.



## Futures

The Sixth Form provides excellent support for students wanting to go on to university with a dedicated UCAS coordinator and a team of experienced tutors who are used to supporting students through the application process. We are proud that all students who have wanted to advance to higher education have been able to do so.

In addition, we are developing our futures support to take into account the expanding quality apprenticeships on offer with visits to the National Apprenticeships Show, Skills London and the development of links with local businesses.

All Sixth Form students are able to sign up to the Careers Pathway, which offers extensive support for students, whether they consider their future to be higher education, apprenticeships or the workplace.



# Hugh Christie Sixth Form

## LEARNING PATHWAYS

### Learning Pathways

At Hugh Christie, we offer three learning pathways.

Academic Pathway	Vocational Pathway	Tonbridge Angels Academy Pathway
<p>The traditional route for more academic students who perform well in examinations. Students normally study three Advanced Levels (more capable students can select four).</p>	<p>The vocational route for students who favour courses linked to particular professions with a combination of examinations and coursework. Students normally study the equivalent of three courses.</p>	<p>This pathway is provided in collaboration with Tonbridge Angels Football Club. It enables students to study BTEC Sport and take part in football training and games with the club. Students can also study other courses as well as, or instead of BTEC Sport. This pathway can include a work placement.</p>
<p>Art and Design            Biology            Chemistry            English Literature            Fashion and Design            Geography            German            History            Mathematics            Creative Media            Further Maths            Photography            Physics            Product Design            Sociology</p>	<p>Applied Criminology            Business            Health and Social Care            Law            Sport &amp; Physical Activity</p>	<p>Grades required will be dependent upon the combination of subjects that applicants would like to study.</p> <p>Applicants need to have a passion for and be skilled in football.</p>
<p>5 x Grades 5 to 9, including English and Maths at Grade 5, plus individual subject requirements.</p>	<p>5 x Grades 4 to 9, including English and Maths at Grade 4, plus individual subject requirements.</p>	<p>5 x Grades 4 and above.</p>

Students can opt for a combination of subjects from a range of pathways.

- **All subjects are offered subject to a sufficient number of students wanting to study a specific course.**
- **Where there are not enough students interested in a course, it may not be possible to timetable the subject.**
- **While we will always strive to meet the option preferences of students, sometimes timetabling**

# Academic Pathway

## ART AND DESIGN (A Level)

### About the Course

**Board:** AQA

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

Drawing from observation is a fundamental requirement of the course and underpins everything at A-Level. Sketchbooks will allow you to record the development of artwork and to refine your skills

As you progress through the course you will find ways of developing your own interests and personal style informed by your understanding of other artists and designers' work.

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

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

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

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

### Entry Requirements

Five Grades 9 to 5 at GCSE. Students should have a Grade 5 or above in GCSE English Language and a Grade 6 or above in GCSE Art and Design. Students who have not previously studied Art may be accepted if they can demonstrate key skills in a comparable subject.

**Subject Contact:** Mr Nick Blackwell

**Email:** nblackwell@tonbridgefederation.co.uk

### Units of Study

#### Component 1

##### **The Personal Investigation (60% of A level)**

The personal investigation consists of coursework with no time limit and is worth 60% of the marks. Students develop work based on an idea, issue, concept or a series of related outcomes. It must be supported by a piece of in-depth personal written work of between 1,000 and 3,000 words. This should be informed by first hand experience of the work studied

#### Component 2

##### **Externally Set Assignment (40% of A Level)**

The question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

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

### About the Course

**Board:** AQA

Biology is a course that is key to a huge array of careers. Put simply, Biology is the study of life. It has close links with Mathematics and Chemistry.

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

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

### Course Content

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

### Entry Requirements

Students should have achieved at least two grades of 6 or above in Combined or Triple Science Questions in the examinations will require Maths to at least a GCSE Grade 6 standard.

**Subject Contact:** Miss Nichola Underwood

**Email:** [nunderwood762@tonbridgefederation.co.uk](mailto:nunderwood762@tonbridgefederation.co.uk)

### Units of Study

#### Paper 1

##### What's assessed?

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

#### Paper 2

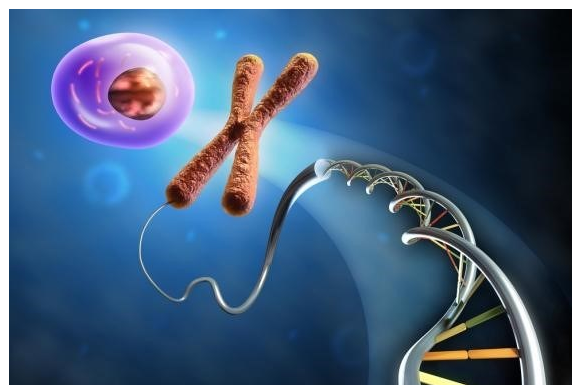
##### What's assessed?

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

#### Paper 3

##### What's assessed?

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



### About the Course

#### Board: OCR (A)

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

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

Chemistry is also always helping us to develop new products and processes. In the car industry, for example, companies are working on fuel cells to power your car more efficiently, new fuels from plant material and new alloys to make vehicles lighter. Studying Chemistry would complement A levels such as Biology, Physics, History, Geography, English and Modern Languages.

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

#### Entry Requirements

Students should have achieved at least two grades of 6 or above in Combined or Triple Science Questions in the examinations will require Maths to at least a GCSE Grade 6 standard

**Subject Contact:** Miss Amy Mulligan

**Email:** [sftmulligana@tonbridgefederation.co.uk](mailto:sftmulligana@tonbridgefederation.co.uk)

### Units of Study

#### Module 1 – Development of practical skills

- Skills of planning, implementing, analysis and evaluation

#### Module 2 – Foundations in chemistry

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

#### Module 3 – Periodic table and energy

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

#### Module 4 – Core organic chemistry

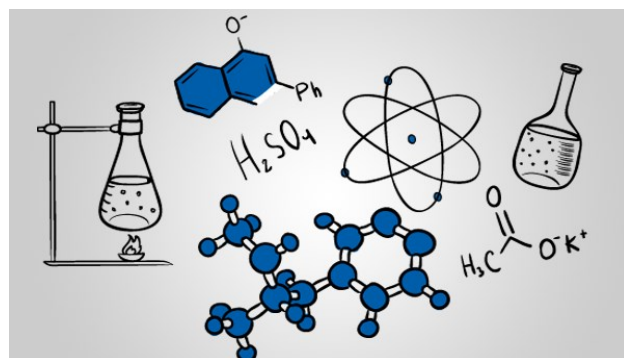
- Basic concepts and Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR, MS).

#### Module 5— Physical Chemistry and transition elements

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

#### Module 6 – Organic chemistry

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





## About the Course

**Board:** AQA

English Literature is the academic study of texts from different genres. The course is suited to those students who enjoy engaging in critical debates and arguments, analytical essay writing and most importantly, reading for pleasure. Students will learn why texts have been written and received in particular ways over a wide time period, studying texts from medieval through to modern day. The course includes the theme of 'Love through the Ages' as well as literature from our thematic option. As part of the course, students will study Shakespeare, poetry, prose and drama texts. Students will also undertake wider critical reading as well as enjoying texts independently and deliver termly presentations about what they have read.

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

### Entry Requirements

5 Grades 9-5 at GCSE. Students should have a Grade 6 in both English Language or English Literature.

It is essential that students enjoying reading in their own time as part of the exam is based on independent wider reading.

### Subject Contact:

Miss Georgina Stevens/Miss Sarah Jacobson

### Email:

sftstevensg@tonbridgefederation.co.uk

sjacobson@tonbridgefederation.co.uk

## Units of Study

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

- In this unit, students will study three texts: one poetry and prose text, of which one must be written pre-1900, and one Shakespeare play. The unit explores how the theme of love has been presented over time, from medieval through to modern literature. Students will consider contextual influences.
- Examination will include two unseen poems.
- Assessment: Written exam - 3 hours (Answer one question from each section)

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

- In this unit, students will study three texts: one prose, one poetry and one drama, all of which are either based on the theme of the struggle for Modern Identity Post 1945.
- Examination will include unseen prose.
- Assessment: Written exam – 2 hours 30 minutes (Answer 3 essay based questions)

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

- Students plan and write an extended essay of 2500 words comparing two texts, one of which must have been written pre-1900. Students choose their own title.

### About the Course

**Board:** Edexcel (9GEO)

Geography is literally all around us. It is the study of the world we live in at all different levels from microscopic processes, the local places we call 'home', the countries we are proud to belong to and the global communities we often forget we are part of. Geography is about how the world got to be like it is, how it is changing and what it will be like in the future. Geography is multidisciplinary (geographers tend to be interested in a huge range of topics). Geography is about issues, arguments and debates; whose side are you on? Geography is topical and relevant, just about every news event of every day will have a geographical context and issue to be explored.

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

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

### Entry Requirements

A genuine enthusiasm for news and current affairs is essential. Grade 6 in Geography, Grade 5 in English and Maths.

### Exams

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

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

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

**Subject Contact:** Mr Justin Sheppard

**Email:** [jsheppard@tonbridgefederation.co.uk](mailto:jsheppard@tonbridgefederation.co.uk)

### Units of Study

#### Tectonic Hazards

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

#### Coastal Landscapes

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

#### Globalisation

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

#### Regenerating Places

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

#### Water Cycle and Water Insecurity

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

#### Carbon Cycles and Energy Security

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

#### Superpowers

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

#### Migration, Identity and Sovereignty

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

#### Independent Investigation

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

### About the Course

#### Board: AQA

Studying German at A-Level will not only improve your reading, listening, writing and speaking ability, but it will provide you with knowledge of culture, literature and film from German-speaking countries, both historically and contemporary.

Having a base knowledge of the language will provide you with opportunities to take a gap year in German-speaking countries, study or even work abroad. Germany is the world's largest exporter of goods, including vehicles, chemical products and metals, as well as being a leading political voice on the European stage.

Apart from the obvious advantages of being able to speak German, there are many other academic benefits of being able to communicate in the tenth most widely spoken language in the world. If you have an interest in studying music, philosophy, religion or physics, having a base knowledge of the German language will enhance your enjoyment, given its rich culture and the history in these subjects.

Through the A-Level course, you will advance your ability to communicate in German and address audiences, understand what German speakers are saying by picking up on the subtleties of the language. You will be able to watch German films, TV shows and listen to podcasts. You will also be able to read and discuss books in their original format as well as study and analyse magazine and newspaper articles.

#### Entry Requirements

A grade 6 or above in GCSE German, in addition to a strong work ethic and an enthusiasm to study independently to further your vocab acquisition and the study of grammar.

**Subject Contact:** Miss Kat Bird

**Email:** SFTBirdK@tonbridgefederation.co.uk

### Units of Study

#### Paper 1: Listening, reading and writing

What is assessed? (50% of A-Level)

- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Multiculturalism in German-speaking society
- Aspects of political life in German-speaking society
- Grammar

#### Paper 2: Writing

What is assessed? (20% of A-Level)

- One text and one film.
- 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.
- Approximately 300 words per essay.

#### Paper 3: Speaking

What is assessed? (30% of A-Level)

- Individual research project— identifying a subject or key question which is of interest to you and which relates to a country or countries where German is spoken. You will be able to initiate and conduct individual research by analysing and summarising your findings, in order to present and discuss them in the speaking assessment.
- One of four themes—Discussion of a sub-theme with the discussion based on a stimulus card.

### About the Course

**Board:** OCR

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

Advanced Level History is a two year course and all students will be entered for the qualification at the end of Year 13.

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

Students, who study at this level will need to have a genuine interest in the subject, really enjoy reading and writing and have a strong work ethic. Additional assets include debating ideas and evaluating the opinions of others.

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

### Entry Requirements

Students must have either a 6 or above in GCSE History and/or a 6 in English Literature.

**Subject Contact:** Mrs Laura Jackson

**Email:** [ljackson@tonbridgefederation.co.uk](mailto:ljackson@tonbridgefederation.co.uk)

### Units of Study

#### Year 1

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

(25% of A Level)

Students will begin the course with the enquiry topic which focuses on the political problems facing the Conservatives and Liberals up to 1914, New Liberalism and welfare reforms, Home Rule in Ireland, women’s suffrage, the impact of the First World War and the 1916 split in the Liberal party.

This is followed by the **period study** which will include: British economic, political and social issues. Topics range from the General Strike 1926, the Great Depression, the Abdication Crisis, Britain and the Home Front and the Attlee government and the beginning of the welfare state.

**Assessment:** 1 hour and 30 minutes examination

One source based question analysing and interpreting historical interpretations based on the Enquiry topic and then one essay focused period study.

**Unit 2: The Cold War in Asia 1945-1993**

(15% of the A Level)

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

**Assessment:** 1 hour examination

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

#### Year 2

**Unit 3:** (40% of the A Level)

**Thematic Study: Rebellion and Disorder under the Tudors, 1485-1603**

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

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

**Assessment:** 2 hours and 30 minutes examination

One depth study source based interpretation question followed by two thematic study essay questions.

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

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

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

Previous topics have included:

- Votes for Woman
- Battle of the Somme
- Battle of Britain



### About the Course

**Board:** Edexcel

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

The course develops problem solving and logical thinking and improves ability to process information accurately.

Mathematics A-Level provides pathways to banking and finance, accountancy, economics, commerce, business consultancy, insurance and risk and statistical consultancy. It supports engineering, computing, car design and aerodynamics, medicine and the sciences. It is also useful for the military, architecture, archaeology and broadcasting as well as many other careers and courses.

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

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

### Entry Requirements

GCSE Mathematics grade 7 (Grade 6 entry is possible with teacher recommendation). It is left to the discretion of the class teacher to recommend students for the A Level course.

**Subject Contact** Mr Matthew Wright

**Email** [smtwrightm@tonbridgefederation.co.uk](mailto:smtwrightm@tonbridgefederation.co.uk)

### Units of Study

#### Advanced Subsidiary Assessment Units

The course is divided into two units: one pure mathematics unit and one applied (mechanics and statistics).

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

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

Assessment in June: 1 x 2 hour exam (Pure maths) and 1 x 1 hour 15 minute exam (Statistics and Mechanics)

#### Advanced Level Assessment Units

In addition to the content studied at AS Level the A Level course goes into much greater depth.

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

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

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

### About the Course

**Board:** AQA

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

A-level Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

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

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

### Entry Requirements

Five grades 9-4 at GCSE including grade 6 in English.

An interest in a variety of media texts

**Subject Contact** Mrs Melanie Davies

**Email** [sftd Davies M@tonbridge federation.co.uk](mailto:sftd Davies M@tonbridge federation.co.uk)

### Units of Study

#### Unit 1:

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

- advertising and marketing
- music video

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- radio
- Newspapers
- film (industries only)

#### How it's assessed

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

#### Questions

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

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

#### Unit 2:

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

#### How it's assessed

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

#### Questions:

One medium length unseen analysis question

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

#### Non-exam assessment: Creating a cross-media production

Application of knowledge and understanding of theoretical framework

Ability to create media products

#### How it's assessed

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

60 marks / 30% of A-level

Assessed by teachers / Moderated by AQA

#### Tasks

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

# Academic Pathway

## FURTHER MATHS (A Level)

### About the Course

**Board:** Edexcel

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

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

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

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

### Entry Requirements

GCSE Mathematics grade 7. Students are required to have shown their ability to cope with the workload at AS level and to study independently. It is left to the discretion of the class teacher to recommend students for the Further maths course. Pupils need to be very self-motivated as this is a predominately self-led independent course (with support from tutors as appropriate).

**Subject Contact** Mr Matthew Wright

**Email** [smtwrightm@tonbridgefederation.co.uk](mailto:smtwrightm@tonbridgefederation.co.uk)

### Units of Study

#### **Advanced Subsidiary Assessment Units**

The course is divided into two types of units: Compulsory Core Pure Mathematics. The second unit can be on a variety of different topics (such as Further Pure Maths, Further Statistics, Further Mechanics and Decision Maths).

Assessment in June: 2 x 1 hour 40 min exams (1 Core, 1 Option)

#### **Advanced Level Assessment Units**

For the full A Level students continue their studies of the AS content. But the depth and breadth of knowledge gained is much greater

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

One area of discrete mathematics is graph theory, which includes solving problems such as:

What would be the most efficient route for delivering post around a network of streets? This topic uses algorithms which are vital in computer science.

In addition to two Core Pure Mathematics modules, students will have the option to extend their studies in two of the following areas: Statistics, Mechanics, Decision Maths and Further Pure Mathematics

Assessment in June (Year 13) 4 x 1 hour 30 min exams (2 Core and 2 Options)

# Academic Pathway

## PHOTOGRAPHY (A Level)

### About the Course

**Board:** AQA

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

The course is centred around the Advanced Level, two year course however, there is an option to sit an exam at the end of the first year and achieve an AS level qualification in the subject. This will be at the discretion of the course leader and will need to be discussed with them before applying for the course.

#### Entry Requirements

5 grade 4-9 at GCSE including Grade 5 for English. A Grade 6 or higher in a creative subject (not necessarily Photography). Students will need access to a suitable digital camera throughout the course and contributions for some specialist resources will be expected to maintain and expand on the resources directly offered to students.

**Subject Contact:** Mr Ross McPherson

**Email** [rmcpherson@tonbridgefederation.co.uk](mailto:rmcpherson@tonbridgefederation.co.uk)

### Units of Study

Coursework Portfolio:

Initial exploration

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

Personal Investigation

60% of the full A-Level

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

Controlled Assessment:

40% of the full A-Level

Students are given an exam paper provided by the AQA board in February of their final year and are required to build a project around one of the questions on it in line with the assessment criteria. There will be a 15 hour examination at the end of the two month exam period where students will have to work independently under controlled conditions and create their final piece which is expected to form part of their exhibition.



### About the Course

**Board:** Pearson

Physics is a challenging but very interesting course for those students who love Science and want to explore it to a much higher level.

In summary, Physics is the study of how everything works. It has close links with Mathematics, Chemistry and Biology

The Physics course is very practical with lots of opportunities to carry out experiments and investigations. You will also learn to work as part of a team.

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

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

### Entry Requirements

Students should have achieved at least two grades of 6 or above in Combined or Triple Science Questions in the examinations will require Maths to at least a GCSE Grade 6 standard.

**Subject Contact:** Mr C Clark

**Email** [smtclarkc@tonbridgefederation.co.uk](mailto:smtclarkc@tonbridgefederation.co.uk)

### Units of Study

#### Advanced Subsidiary (one year course)

##### Unit 1:

- Mechanics – mathematics of motion, vectors, projectiles, forces, Newton's Laws of motion, energy, power and efficiency
- Electric Circuits – current, charge, potential difference, resistance, solving circuit problems, resistivity, power, potential dividers, electromotive force and current flow in microscopic terms
- Assessment is by a paper lasting 1 hour 30 minutes consisting of 80 marks (50%).

##### Unit 2:

- Materials – density, upthrust, Hooke's Law, stress, strain, Young Modulus and strain energy.
- Waves and particle nature of light – wave definitions, interference, standing waves, diffraction, refractive index, critical angle, lenses, polarisation, pulse-echo techniques, photoelectric effect, Einstein's equation, atomic line spectra.
- Assessment is by a paper lasting 1 hour 30 minutes consisting of 80 marks (50%).

#### Advanced Level (two year course)

In addition to the topics above the following are also studied in the second year of the course.

##### Unit 1:

- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Assessment is by a paper lasting 1 hour 45 minutes consisting of 90 marks (30%).

##### Unit 2:

- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations
- Assessment is by a paper lasting 1 hour 45 minutes consisting of 90 marks (30%).

In addition, students will sit a third assessment lasting 2 hours 30 minutes consisting of 120 marks (40%). This paper will ask questions from the entire specification.

### About the Course

**Board:** AQA

Product Design is a creative subject, which has been designed to encourage students to broaden their understanding of a range of materials, components and manufacturing techniques. They will have the opportunity to develop their design skills through a range of imaginative and innovative methods and produce a portfolio of evidence to support the development of a final prototype. In addition, students will learn to produce creative and innovative products that meet the needs of a range of clients and consumers. This course is suited to individuals with a creative flair for designing and those who enjoy developing ideas through sketching, modelling and CAD. It is also an excellent choice for those who enjoy practical subjects and want to develop their technical skills in the workshop through the development of models and prototypes. A range of graphics techniques and ICT, including CAD/CAM will be used to help generate, develop, model and communicate students design proposals.

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

### Entry Requirements

Grade 4 or above at GCSE. Students should have a grade 5 or above in GCSE English Language and a 5 or above in GCSE Product Design/Resistant Materials.

**Subject Contact:** Mr Paul Thomas

**Email** pthomas239@tonbridgefederation.co.uk

### Units of Study

#### Paper 1

##### What's assessed

Technical principles

##### How it's assessed

- Written exam: 2 hours and 30 minutes
- 120 marks

30% of A-level

##### Questions

Mixture of short answer and extended response

#### Paper 2

##### What's assessed

Designing and making principles

##### How it's assessed

- Written exam: 1 hour and 30 minutes
- 80 marks

20% of A-level

##### Questions

Mixture of short answer and extended response questions.

##### Section A:

- Product Analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s).

##### Section B:

- Commercial manufacture: 50 marks
- Mixture of short and extended response questions

#### Non-exam assessment (NEA)

##### What's assessed

Practical application of technical principles, designing and making principles.

##### How it's assessed

- Substantial design and make project
- 100 marks

50% of A-level

##### Evidence

Written or digital design portfolio and photographic evidence of final prototype.

# Academic Pathway

## Fashion and Textiles (A Level)

### About the Course

Board: WJEC Eduqas

This WJEC EDUQAS A level specification in Design and Technology- Fashion and Textiles provides opportunities for learners to follow a course that allows its learners to be creative, innovative and solve problems that they have realised themselves and use the iterative design process in making real products that solve real problems identified by the individual.

The specification will enable learners to:

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

### Entry requirements

5 grade 4-9 at GCSE. Students should have a 5 or above in GCSE English language and GCSE Design technology/Textiles

**Subject Contact:** Mr. Paul Thomas

**Email:** [pthomas239@tonbridgefederation.co.uk](mailto:pthomas239@tonbridgefederation.co.uk)

A Level course is made up of two components:

Component 1 - Written paper - 3 hours - 100 marks- 50% of qualification

- Exam on chosen endorsed area
- A mix of short answer structured questions and extended writing questions
- Questions can come from any part of the specification - core or in-depth knowledge and understanding, core or in-depth design and make project

Component 2 - Design and make project NEA - 80 hours 100 marks- 50% of qualification

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

### About the Course

Board: AQA (A Level)

Sociology is a social science that focuses on society, human social behaviour, patterns of social relationships and of social interaction

Sociological approaches form the basis of all that will be taught and the approaches will be applied to topics on education, research methods and crime and deviance.

You will gain a greater understanding of the roles and function of the education system, you will examine how to use qualitative and quantitative methods of research and gain a greater understanding of crime, deviance, social order and social control.

There will also be an opportunity to study additional topics in sociology including families, culture and identity and global development to name a few.

The qualification carries UCAS points and if it is taken alongside other qualifications as part of a two-year programme of learning then it is recognised by higher education providers as contributing to meeting admission requirements for many courses. It will support entry to many higher education courses, depending on the other qualifications learners have taken. The qualification can also support progression to employment directly or via an Apprenticeship

### Entry Requirements

Five Grades 9 to 5 at GCSE including Grade 6 in English.

**Subject Contact:** Mr Matt Goss

**Email** [mgoss@tonbridgefederation.co.uk](mailto:mgoss@tonbridgefederation.co.uk)

### Units of Study

*Paper one: Education with Theory and Methods*

*You will explore relationships and processes within schools, the significance of educational policies and explore the role and function of the education system. This is a written exam.*

*2 hours*

*Externally assessed*

*Paper two– Topics in Sociology*

*This is a written exam where you will be expected to foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course .*

*2 hours*

*Externally assessed*

*Paper 3– Crime and Deviance with Theory and Methods*

*You are expected to be familiar with sociological explanations of crime and deviance, social order and social control, the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime, globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. This is a written exam*

*2 hours*

*Externally assessed*



### About the Course

Board: EDUQAS/WJEC (Level 3)

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology. The Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology.

This is an Applied General qualification, which means it is designed to support learners progressing to university. Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

It has been designed to offer exciting and interesting experiences that focus on applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

The qualification carries UCAS points and if it is taken alongside other qualifications as part of a two-year programme of learning then it is recognised by higher education providers as contributing to meeting admission requirements for many courses. It will support entry to many higher education courses, depending on the other qualifications learners have taken. The qualification can also support progression to employment directly or via an Apprenticeship.

The qualification is graded A\*-E.

### Entry Requirements

Five Grades 9 to 4 at GCSE including Grade 4 in English.

### Units of Study

#### Unit 1 – Changing Awareness of Crime

This unit will enable learners to demonstrate an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. The purpose of this unit is for learners to plan campaigns for change relating to crime—*Internally assessed*

#### Unit 2 – Criminological Theories

This unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. The purpose of this unit is for 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 policy.—*Exam*

#### Unit 3 – Crime Scene to Courtroom

This unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.—*Internally assessed*

#### Unit 4 – Crime and Punishment

In this unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy. The purpose of this unit is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.—*Exam*

### About the Course

**Board:** Pearson (BTEC Level 3)

Business is a two-year course leading to a single (equivalent to one A Level) or qualification.

The BTEC Extended Certificate provides opportunity for students to develop skills demanded for by employers. The qualification offers student the opportunity to:

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

### Entry Requirements

Experience studying Business at Key Stage 4 is an advantage but is not essential. Five Grades 9 to 4 at GCSE including Grade 5 in English and Maths. Grade 6 / Merit in Business if taken at Key Stage 4.

**Subject Contact:** Miss Janet Hudson

**Email** [jhudson@tonbridgefederation.co.uk](mailto:jhudson@tonbridgefederation.co.uk)

### Units of Study

Students complete:

- 3 Mandatory Units
- 1 Optional Unit

### Mandatory Units

#### Exploring Business

- Internal assessment

#### Developing a Marketing Campaign

- External assessment A task set and marked by Pearson and completed under supervised conditions · 70 marks

#### Personal and Business Finance

- External assessment Written examination set by Pearson.
- 2 hours · 100 marks.
- under supervised conditions · 88 marks.

### Optional Units

- 8 Recruitment and Selection Process
- 9 Team Building in Business
- 10 Recording Financial Transactions
- 11 Final Accounts for Public Limited Companies
- 12 Financial Statements for Specific Businesses
- 13 Cost and Management Accounting
- 14 Investigating Customer Service
- 15 Investigating Retail Business
- 16 Visual Merchandising
- 17 Digital Marketing
- 18 Creative Promotion
- 19 Pitching for a New Business
- 20 Investigating Corporate Social Responsibility
- 21 Training and Development
- 22 Market Research
- 23 The English Legal System
- 24 Employment Law
- 25 Aspects of Civil Law affecting Business
- 26 Aspects of Criminal Law impacting on Business and Individuals
- 27 Work Experience in Business

### About the Course

**Board:** Pearson (BTEC Level 3)

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

As part of the course you will:

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

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

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

### Entry Requirements

Five Grades 9 to 4 at GCSE.

**Subject Contact:** Mr Matt Goss

**Email** [mgoss@tonbridgefederation.co.uk](mailto:mgoss@tonbridgefederation.co.uk)

### Units of Study

#### First Year - Certificate

##### Unit 1 - Human Lifespan Development

Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.

*Externally assessed*

*1.5 hours*

*90 marks*

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

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

*Internally assessed*

#### Second Year – Extended Certificate

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

Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

*Externally assessed*

*1.5 hours*

*80 marks*

##### Unit 14- Physiological Disorders and their Care

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

*Internally assessed.*

### About the Course

Board: Pearson (BTEC Level 3)

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

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

The qualification carries UCAS points and if it is taken alongside other qualifications as part of a two-year programme of learning then it is recognised by higher education providers as contributing to meeting admission requirements for many courses. It will support entry to many higher education courses, depending on the other qualifications learners have taken. The qualification can also support progression to employment directly or via an Apprenticeship.

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

### Entry Requirements

Five Grades 9 to 4 at GCSE including Grade 4 in English.

**Subject Contact:** Mr Matt Goss

**Email** [mgoss@tonbridgefederation.co.uk](mailto:mgoss@tonbridgefederation.co.uk)

### Units of Study

#### Unit 1 – Dispute Solving in Civil Law

Learners explore how civil disputes are resolved, both in the courts and by alternative means. They will examine the making and working of precedent and its application in the law of negligence. A task set and marked by Pearson and completed under supervised conditions

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

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

*Internally assessed*

#### Unit 3 – Applying the Law

Learners examine the law related to specific crimes, including homicide and offences against property. They will explore the police procedures for dealing with such offences. A task set and marked by Pearson and completed under supervised conditions

#### Unit 7 – Aspects of Tort

Learners explore how the law of tort protects people and the enjoyment of their property. They will examine compensation for loss, damage and injury in aspects of negligence, nuisance and occupiers' liability cases.

*Internally assessed*

### About the Course

**Board:** OCR (Cambridge Technical Level 3)

Sport is one of the fastest growing industries in the UK and it is not just about being a professional performer. There's a huge range of professions within sport, from grassroots through to international level, covering areas such as nutrition, marketing, therapy and coaching. This course offers students; an exciting, inspiring and challenging qualification that develops transferable skills essential to the work place or for further study.

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

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

### Entry Requirements

Five Grades 9 to 4 at GCSE. Students must have studied PE or Sport at GCSE or Level 2 and have achieved at least a Grade 4.

**Subject Contact:** Mr Matt Gregory

**Email** [mgregory@tonbridgefederation.co.uk](mailto:mgregory@tonbridgefederation.co.uk)

### Units of Study

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

2 x 90 GLH units, 1 x 60 GLH and an appropriate combination of 30 GLH and 60 GLH units – two externally examined units and a choice of centre assessed units moderated by OCR). Learners will take between five and six units made up of mandatory and optional units:

#### Everybody will study the following mandatory units:

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

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

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



### About the Course

**Board:** BTEC Nationals Level 3 in Sport  
 Pearsons

If you have serious aspirations about playing football at a higher level whilst furthering your academic studies, apply for a place at Tonbridge Angels Football Academy.

Tonbridge Angels is in partnership with Hugh Christie School offering a range of academic and vocational qualifications including A-Levels & BTEC Nationals level 3 in sport.

*First team manager Jay Saunders said: 'We have staff managing the scheme that have a proven track record of developing players both academically and in football and we are delighted that they are working at our academy in association with Hugh Christie School'*

*'Whether it's playing or coaching, we've got great facilities (a brand new 3G) and opportunities to make sure it's a rewarding two years and a good stepping stone into a career in sport'*

### Entry Requirements

**BTEC Nationals Level 3 in Sport**

Four GCSEs at Grade 4 or above including English and Maths and pass the football trial.

**Subject Contact:** Mr Parkinson

**Email** tafacademy@outlook.com  
 smtparkinson@tonbridgefederation.co.uk

### Units of Study

#### SPORT OPTIONS

BTEC Nationals Level 3 in Sport Diploma (2 A level equivalent)

#### Units within the BTEC Courses;

- Anatomy Physiology (Exam)
- Fitness Training and Programming (exam)
- Professional Development in the sports industry
- Sports Leadership
- Application of Fitness Testing
- Practical Team Sports
- Investing Business in the sport and active leisure industry
- Skill Acquisition in sport
- Rules, Regulations and Officiating in sport

#### Year 14 Option

- Level 3 in Gym instructing and personal training (to become a fully qualified personal trainer)

#### FOOTBALL

Students will undertake 6 hours of football training with UEFA 'A' Licenced coaches outside of their academic timetable, on Monday, Tuesday and Fridays after school at the 1st team ground.

Wednesday afternoons are matches for Tonbridge Angels Football Club in the National u19 Youth league or Kent Academies League (Wednesday afternoons).

#### Achievements in last 2 years

- Double National u19 League winners
- 1 player signing professionally for Wycombe Wanderers
- 8 1st team debuts within the last 2 years-
- Players going to university and scholarships in America



# THE EXTENDED PROJECT QUALIFICATION (LEVEL 3)

## About the Course

**Board:** AQA

### What is the EPQ?

- It is a free-standing qualification equivalent to half an AS Level (half an A Level) and it is graded A\* to E.
- You choose, plan and design a project.
- You get to explore a further aspect of an A-level subject that you are already studying, or choose a topic that you have a personal interest in.
- The finished project can be a purely written report, a performance, a piece of art, a community project, a DVD or a piece of computer software.
- The project is finally presented to a non-specialist audience.

### Advantages to the student

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

### Entry Requirements

This is available to all students studying an A level curriculum pathway.

**Subject Contact** Mr J Sheppard

**Email** [jsheppard@tonbridgefederation.co.uk](mailto:jsheppard@tonbridgefederation.co.uk)

## Units of Study

### How is the EPQ assessed?

**The EPQ is assessed in four key areas:**

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

### Reviewing the project

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

### How is the EPQ taught?

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

### Examples of EPQ project titles:

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

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

**University of Manchester**

### Applications

All applications should be made directly to the school using the application form on the school website.

A paper copy of the form can be obtained by contacting the school.

### Visits and Tours

In addition to the open evening in November, applicants who would like a tour of the school, a taster day or more information about a particular subject can make arrangements by contacting us at [sixthform@tonbridgefederation.co.uk](mailto:sixthform@tonbridgefederation.co.uk)

### Timeline

- We ask for all applications to be submitted by **Friday 8th December**. Meeting this deadline will provide you with the best chances of us being able to meet your subject requirements; as we will use these applications to create the option blocks.
- However, we will continue to accept applications up until 31st August 2024.
- For students who meet the December deadline, we aim to inform most applicants of offers by the end of February 2024.
- Where there are complications surrounding applications, students and parents might be invited in for an interview prior to a conditional offer being made.
- We ask for all applicants to confirm their place on the enrolment days in August 2024 (Dates to be confirmed)
- Term starts on Wednesday 4th September 2024.

