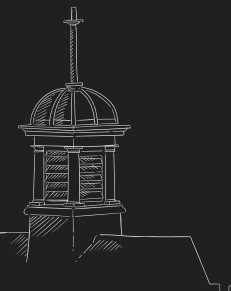




CHIPPING NORTON  
SCHOOL

# SIXTH FORM PROSPECTUS



# WELCOME TO CHIPPING NORTON SCHOOL SIXTH FORM

“

**OUR OUTSTANDING SIXTH FORM IS THE JEWEL IN THE CROWN AT THIS SCHOOL. TRANSFORMED FACILITIES, TALENTED TEACHERS, WRAP-AROUND SUPPORT, WIDE-RANGING ADDITIONAL OPPORTUNITIES AND OF COURSE EXCELLENT OUTCOMES AND DESTINATIONS. ALL OF THIS ENSURES OUR STUDENTS RECEIVE AN UNRIVALLED AND VERY SPECIAL EXPERIENCE.**

*Barry Doherty, Headteacher*

”

The Sixth Form motto of 'Enjoy and Achieve' underpins the core aim of post 16 study at Chipping Norton School. We provide a wide range of challenging and exciting courses; our students achieve the highest possible standards and go on to universities, colleges or employers of their choice.

We are very proud of our Sixth Formers. High expectations encourage independent learning, self-discipline, willingness to take responsibility and commitment to giving something back to our community. The learning is lively, enjoyable and rewarding for those recognising the value of hard work and determination. Sixth Form students are fully involved in a wealth of activities in school, including leading sports, debating, playing in a team, mentoring younger students, and supporting Science or Performing Arts events. A significant proportion of our sixth formers participate in the Duke of Edinburgh Award Scheme and act as sports, languages, science and arts leaders for our primary schools. All students are encouraged to develop leadership skills, supported by a team of senior students who regularly meet with the Head of Sixth Form.

Our exceptionally strong results in Sixth Form make us one of the top performing schools in Oxfordshire. The Sixth Form moved to a refurbished and expanded centre in January 2020. Our facilities now include a sixth form library,



multiple learning spaces, kitchen, garden area, and a dual use common room that provides a comfortable space for students to both study and relax.

While Sixth Form students are an integral part of the school community, the Sixth Form Centre is for the exclusive use of the senior students of the school. We offer 22 subjects, including the vocational courses that are in partnership with Abingdon and Witney College.

Chipping Norton Sixth Form is a high performing, happy and caring community where all students are encouraged to achieve their potential. Whatever interests, career ambitions and subject choices our students have, we look forward to working with them to realise their ambitions.

*Peter Ward, Head of Sixth Form*  
*Clare Davison, Assistant Head of Sixth Form*

# AMBITIONS AFTER SCHOOL

“ I’m Jordan. I studied Maths, Further Maths and Physics and secured a place at Cambridge to study Aeronautical Engineering. To get to university, it wasn’t just about my academic ability but the whole person. Chipping Norton School gave me support and lots of opportunities. I was photographed for the prospectus in Year 7 when my ambition was to be an Aeronautical Engineer. I’m chuffed that school got me there.

”



## SUPPORT NETWORK

Our aim is to provide challenging courses, exciting opportunities and academic success. At Chipping Norton School we provide learning environments where achieving at the highest level is the overall aim.

Support is an important factor in students achieving their potential and is an area in which we place great emphasis in Sixth Form. Students will have many avenues for support, including tutors, Careers Advisor, subject teachers, Key Stage 5 Pastoral Support, and Head of Sixth Form. All students have access to our 1:1 mentoring programme with their tutor.

The well-being of our students is always a priority. A network of professionals works very closely together to advise and guide students in making appropriate decisions about their future.

Our brand new Sixth Form Centre will boast; sixth form library, multiple learning spaces, kitchen, garden area and a dual use common room that will provide a comfortable space for students to both study and relax.

## ENRICHMENT OPPORTUNITIES

These activities always form an important part of the student’s extra-curricular profile which contributes to references for Higher Education and employment.

- |  |                            |
|--|----------------------------|
| Arts/Dance/Science and Languages Leaders | Youth Speaks               |
| Charity work                             | Duke of Edinburgh Award    |
| Clubs and Societies                      | Sixth Form Leadership Team |
| Community Volunteering                   | Speaker Period             |
| Community Sports Leader Award            | Tutorial programme         |
| Work Experience                          | Residential courses        |
| Geography and Biology field trips        | Trips abroad               |
| Sports Tours abroad                      | School musicals            |
| Regular European exchanges               | Young Enterprise           |
| Extended Project Qualification           |                            |



## WHAT OUR PARENTS SAY

“

THE CLINIC SYSTEM IS EXCELLENT AND VERY HELPFUL. TEACHING IS VERY STRONG AND RELATIONSHIPS ARE EXCELLENT.

HER TUTOR IS DELIGHTFUL AND CARING AND IT IS SO OBVIOUS THAT ALL HER TEACHERS KNOW HER WELL. WE FEEL VERY LUCKY!

A VERY SMOOTH TRANSITION TO A LEVELS. HAVING HAD OUR TWO OTHER CHILDREN GO TO DIFFERENT SCHOOLS WE WOULD SAY THIS WAS A PARTICULAR STRENGTH OF CNS.

”



Ronan Kennedy at recent National Healthcare Weekend conference

We believe our students deserve the best guidance possible as they move beyond our Sixth Form. While we understand that some students will know exactly what they want to do, others will be less sure of what the future might hold.

The good news is that we treat every single one of our students as an individual. Our personalised support ensures that each of our students has a clear sense of where they are in their sixth form trajectory, where they would like to go and how they are going to get there.

Students showing particular aptitude for Oxford and Cambridge universities, and students eligible to medicine, dentistry and veterinary medicine must meet the UCAS early application

deadline of the 15 October. As part of our Spires programme for students applying to highly competitive courses, these students will be offered additional sessions to guide them through the preparation, application and interview process.

In addition, our prospective Medical students run the Sixth Form Medical Society with the help of the school and the national Medic Mentor advisory body.

The school supports students in finding relevant work experience and visits such as a day at Antony Nolan Laboratory in London where students had the opportunity to see cutting edge research in action. Students are also given additional support with interview techniques and admissions tests.

“

LEARNERS ARE MOTIVATED TO DO WELL IN THEIR CHOSEN AREAS OF STUDY.

LEARNERS GET INVOLVED IN THE WIDER COMMUNITY THROUGH A RANGE OF ACTIVITIES, INCLUDING SUPPORTING SPORTING EVENTS FOR YOUNGER CHILDREN, ACTING AS SENIOR LEADERS AT SOCIAL EVENTS AND SUPPORTING CHARITIES. THIS CONTRIBUTES STRONGLY TO THEIR DEVELOPMENT AS RESPONSIBLE CITIZENS.

SUPPORT FOR APPLICATIONS TO PRESTIGIOUS UNIVERSITIES, THE SPIRES INITIATIVE AND REGULAR VISITING SPEAKERS, ARE PARTICULARLY VALUED BY LEARNERS AND HELP THEM TO BE WELL PREPARED FOR THE FUTURE.

*Ofsted*

”



LOUISA – EPQ

I am undertaking the 'Extended Project Qualification' to develop my understanding of International Relations and also to demonstrate my research and writing skills. With the aid of staff mentors from around the school, I am completing a dissertation about 'The Impact of Immigration on Security in the United Kingdom'. Taking part in the EPQ has allowed me to improve my independent research skills as well as fostering my interest in the subject I wish to study at university. The project has also been particularly useful as it demonstrates my ability to write up a dissertation where my non-essay-focussed A Level subjects cannot, consequently helping to broaden the range of skills I can offer when applying to university.

*Louisa*



JJ AND GEORGIE: DRAMA

I want to be an engineer. Not a profession that you'd normally associate with a Drama A Level student. I think that it is a great subject for this as it gives me the confidence to speak publicly and provides a creative break from maths, physics and computer science. I am developing a creative mind to help solve problems. JJ

I'm studying Drama, English Literature and Psychology A Level. My ambition is to achieve a BA in acting at drama school, and to go on to pursue acting as a career. As you may know these aspirations are not easily obtained and the industry is extremely tough with incredibly high levels of competition. However the school has continued to inspire me and keep me focussed. I have a particular passion for theatre and have been involved in many of the showcases in school including the musicals Sweeney Todd and Return to the Forbidden Planet, which has given me the opportunity to play a huge range of characters and thoroughly develop my skill.

*Georgie*





## ART & DESIGN

### Pearson Edexcel

#### COURSE AIMS

- Develop intellectual, imaginative and creative thinking
- Develop investigative, analytical, experimental, practical and expressive skills
- Experience working with a broad range of media including new technologies
- Develop an awareness of art historical contexts

#### ENTRY REQUIREMENTS

Students will need to achieve a Grade 6 in GCSE Art & Design.

Further details:

Speak to: Mrs E Corley  
(Head of Art & Design)  
[ecorley@chippingnortonschool.org](mailto:ecorley@chippingnortonschool.org)

[edexcel.com/quals/gce/gce08/art/Pages/default.aspx](http://edexcel.com/quals/gce/gce08/art/Pages/default.aspx)

#### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

The course comprises of 2 components completed over the course duration.

##### COMPONENT 1:

Coursework and Personal Study.

##### COMPONENT 2:

Externally Set Assignment.

##### ASSESSMENT

60% for Component 1 and 40% for Component 2 – all internally marked and externally moderated.

##### EXAM DURATION

15 hour examination at the end of the second year of the course.

##### COMPONENT 1:

Each student will follow a personal exploration based on a given theme

This unit comprises preparatory studies, a written study of between 1500 – 3000 words and a final piece(s).

##### COMPONENT 2:

The exam board will provide the theme in February. Preparatory Studies will commence in February. These will include critical studies, observation and experimentation. Students will produce a final piece(s) during a 15 hour exam in April/May.

This course requires determination and a genuine enjoyment of Art. Students need to be willing to accept the demands of work that is technically and conceptually more complex than at GCSE level. Students must be prepared to think independently and to investigate their own ideas.

#### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

- A Foundation course in Art and Design.
- A degree in Art and Design.
- A job within the arts industry.





## BIOLOGY AQA

### COURSE AIMS

- To develop essential knowledge and understanding of different areas of Biology and how they relate to each other
- To appreciate how society makes decisions about scientific issues and how Biology contributes to the success of the economy and society
- To demonstrate a deeper appreciation of the skills, knowledge and understanding of science

### ENTRY REQUIREMENTS

Grade 6 in GCSE Biology or Grade 6 in Combined Science, and a Grade 5 in GCSE Maths

Further details:

Speak to: Mrs S Heath  
sheath@chippingnortonschool.org

[aqa.org.uk/subjects/science/as-and-A-level/biology-7401-7402](http://aqa.org.uk/subjects/science/as-and-A-level/biology-7401-7402)

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

- Units covered in the first year of Sixth Form will cover the year 1 content and six of the 12 required practical experiments.
- Additional units will be covered in year 2, as well as the six further required practical experiments. Examinations at the end of this year will cover the content of both the year 1 and year 2 course.
- There is also a non-exam assessment of practical skills which is reported separately to the A Level grade.

#### COURSE CONTENT

##### YEAR 1

Topics extend the work covered at GCSE and underpin the understanding of biology, biological molecules, cells, how organisms exchange substances with their environment and genetic information and variation. In addition there will be a lesson per fortnight focussing on the development of practical skills.

##### YEAR 2

The year 2 course builds on content learned in year 1. These topics include energy transfers in and between organisms, how organisms respond to changes in their internal and external environment and the control of gene expression. In addition to these there will be a lesson per fortnight on the development of practical skills.

#### ASSESSMENT

- At the end of Year 12 students will sit an assessment of the course topics covered so far.
- The A Level examination will consist of three papers (including Year 12 content) at the end of Year 13.
- For A Level candidates there is a separate, non-examinable Practical Endorsement which is assessed throughout the two years of the course.

#### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Studying A Level Biology and going on to university gives you all sorts of exciting career options, including:

- Doctor, clinical molecular geneticist, nature conservation officer, pharmacologist, research scientist, vet, secondary school teacher, marine biologist, dentist.

“

**LEADERS PURSUE EXCELLENCE AND HAVE A CLEAR AND PRAGMATIC VISION THAT ALLOWS THEM TO ACHIEVE IT. THEY KNOW STUDENTS REALLY WELL. ALL STUDENTS ARE ENCOURAGED AND SUPPORTED TO ACHIEVE THEIR ASPIRATIONS**

”





## BUSINESS STUDIES

### Edexcel

#### COURSE AIMS

- To create and develop an understanding of how business operates and the external influences on them
- Through the study of case study material students will be encouraged to develop enterprising and creative solutions to business problems and issues

#### ENTRY REQUIREMENTS

Grade 5 GCSE Maths and English.

Further details:

Speak to: Mr S Burgess  
[sburgess@chippingnortonschool.org](mailto:sburgess@chippingnortonschool.org)

[edexcel.com/quals/gce/gce15/business/Pages/default.aspx](http://edexcel.com/quals/gce/gce15/business/Pages/default.aspx)

#### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

##### COURSE STRUCTURE

Four Themes taught over two years, Themes 1 and 2 in Year 12, Themes 3 and 4 in Year 13.

##### COURSE CONTENT

###### THEME 1 MARKETING AND PEOPLE

The market, marketing mix and strategy managing people, entrepreneurs and leaders.

###### THEME 2 MANAGING BUSINESS ACTIVITIES

Raising finance, financial planning, managing finance, resource management, external influences.

###### THEME 3 BUSINESS DECISIONS AND STRATEGY

Business objectives and strategy, business growth, decision making techniques, influences

on business decisions, assessing competitiveness, managing change.

###### THEME 4 GLOBAL BUSINESS

Globalisation, global markets and business expansion, global marketing, global industries and companies (multinational companies).

##### ASSESSMENT

###### PAPER 1

35%. 2 hour written paper based on Themes 1 and 4 - 100 marks.

###### PAPER 2

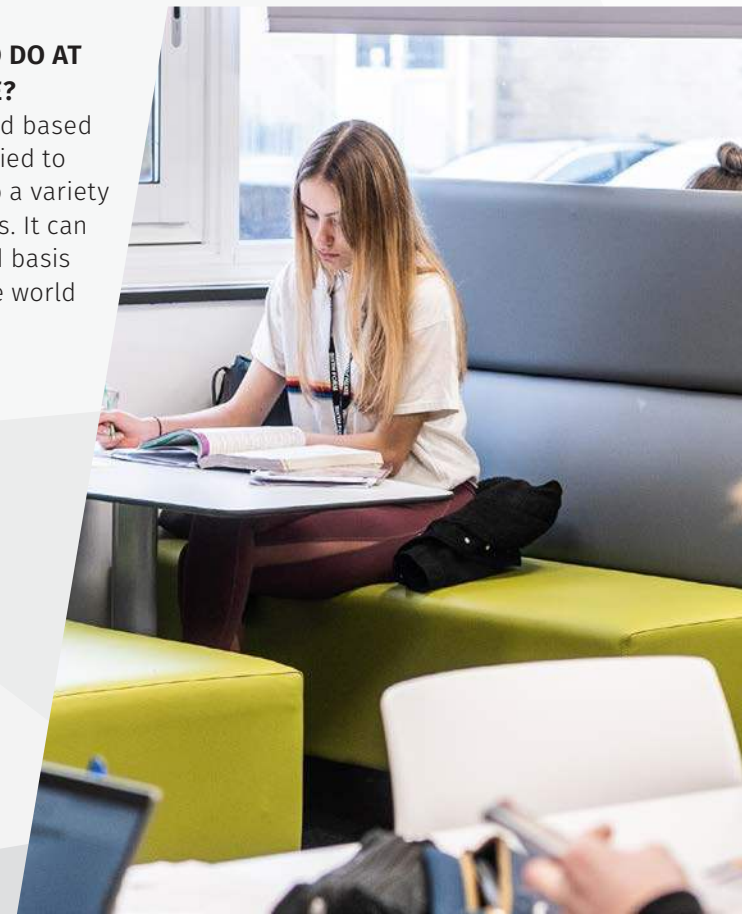
35%. 2 hour written paper based on Themes 2 and 3 - 100 marks.

###### PAPER 3

30%. 2 hour written paper based on all 4 themes using a pre-release theme - 100 marks.

#### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Business Studies is a broad based subject which can be studied to degree level, or lead on to a variety of business-based degrees. It can also be considered a good basis for the introduction to the world of work.







## CHEMISTRY AQA

### COURSE AIMS

- To develop essential understanding and knowledge of different areas of Chemistry and how they relate to each other
- To appreciate how society makes decisions about scientific issues and how Chemistry contributes to the success of the economy and society
- To demonstrate a deeper appreciation of the skills, knowledge and understanding of Science

### ENTRY REQUIREMENTS

Grade 6 in GCSE Chemistry or Grade 6 in Combined Science, and a Grade 5 in GCSE Maths.

It is an advantage to follow an A level Mathematics course, although not essential.

Further details:

Speak to: Mr P Blois

[pblois@chippingnortonschool.org](mailto:pblois@chippingnortonschool.org)

[aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405](http://aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405)

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

- Units covered in the first year of Sixth Form will cover the year 1 content of the A level course and six of the 12 required practical experiments.
- Additional units will be covered in year 2, as well as the six further required practical experiments. Examinations at the end of the year will cover the content of both the year 1 and year 2 course.
- There is also a non-exam assessment of practical skills which is reported separately to the A level grade.

#### COURSE CONTENT YEAR 1

Topics extend the work covered at GCSE and underpin the understanding of Chemistry eg. the structure of atoms, bonding and structures, reactions and equations, and amounts of substance. In addition we will look at the periodic table, groups 2 and 7, reaction rates and equilibrium. Carbon chemistry, including the properties, synthesis, reactions and analysis of hydrocarbons, alcohols and halogen alkanes, will also be covered. In addition there will be a lesson per fortnight focussing on the development of practical skills.

#### YEAR 2

The year 2 course includes a more quantitative treatment of rates, energetics and equilibria, pH and buffers, electrode potentials and the properties and reactions of the

transition metals. The chemistry of carbon is developed to cover aromatic compounds, carbonyl compounds, carboxylic acids and esters, and polymers. Further analytical techniques, such as NMR, are also covered. In addition to these there will be a lesson per fortnight on the development of practical skills.

#### ASSESSMENT

- At the end of Year 12 students will sit an assessment of the course topics covered so far.
- The A level examination will consist of three papers covering all content at the end of Year 13.

For A level candidates there is a separate, non-examinable Practical Endorsement which is assessed throughout the two years of the course

#### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

As well as Chemistry and Chemistry-related degrees, Chemistry is essential for veterinary medicine, medicine and, frequently, dentistry. Employers and universities recognise that A Level Chemistry involves a high level of conceptual thinking and numerical literacy. Therefore, chemists are sought after in a wide range of fields, such as accountancy, biochemistry, pharmacy, chemical engineering, law, forensic science and ecology.



# COMPUTER SCIENCE OCR (H446)

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

### COURSE STRUCTURE

The key features of this specification encourage:

- emphasis on problem solving using computers.
- emphasis on computer programming and algorithms.
- emphasis on the mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and algorithm comparison.

### COURSE CONTENT COMPONENT 1

- The characteristics of contemporary processors, input, output and storage devices.

- Software and software development.
  - Exchanging data.
  - Data types, data structures and algorithms.
  - Legal, moral, cultural and ethical issues.
- ### COMPONENT 2
- Elements of computational thinking.
  - Problem solving and programming.
  - Algorithms to solve problems and standard algorithms.
  - Programming Project.

The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem.
- Design of the solution.
- Developing the solution.
- Evaluation

## COURSE AIMS

- The aims of this qualification are to enable learners to develop:
- An understanding of, and ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity for thinking creatively, innovatively, analytically, logically and critically

- The capacity to see relationships between different aspects of computer science
- Mathematical skills
- The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

## ENTRY REQUIREMENTS

Grade 6 in GCSE Computer Science, and a Grade 5 in GCSE Maths. It is an advantage to follow an A level Mathematics course, although not essential.

Further details:

Speak to: Mrs Faulkner  
afaulkner@chippingnortonschool.org

[tinyurl.com/nx68ln9](http://tinyurl.com/nx68ln9)

## ASSESSMENT COMPONENT 1:

Computer Systems (40% of course) – Written paper.

## COMPONENT 2:

Algorithms & programming (40% of course) – Written paper.

## PROGRAMMING PROJECT

(20% of course) – Coursework.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

The qualification will provide learners with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as learners progress through the learning and assessment programme.





## DANCE Edexcel

BTEC LEVEL 3 NATIONAL EXTENDED  
Certificate in Performing Arts

### COURSE AIMS

- Extend academic knowledge of dance & performance pieces
- Understand and use performance analysis systems effectively
- Improve performance skills
- Choreograph with confidence
- Incorporate a variety of Dance styles in Choreography

### ENTRY REQUIREMENTS

Sixth form entry requirements

Further details

Speak to: Mrs Du Cros  
[aducros@chippingnortonschool.org](mailto:aducros@chippingnortonschool.org)

[qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html](https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html)

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE:

##### UNIT 1:

Investigating practitioners' work.

##### UNIT 2:

Developing skills and techniques for live performance.

##### UNIT 3:

Group performance workshop.

##### UNIT 11:

Street Dance technique.

#### YEAR 12

##### UNIT 1: INVESTIGATING PRACTITIONERS' WORK

This unit allows students to explore performance analysis and put their knowledge and understanding into practice through an externally assessed written project. We look at

a range of Dance practitioners from a prescribed list, giving students the opportunity to learn from professional work and use this in their practical work for other units.

##### UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

This is an internally assessed unit, where students will learn how to choreograph and will use the creative process to develop a significant piece of performance work.

##### CSLA

In Year 12 you will also undertake a Sports Leaders Award where you will plan and lead dance workshops with primary school students. You will receive a nationally recognised award on completion of this one year course which school will pay for.

#### YEAR 13

##### UNIT 11: STREET DANCE TECHNIQUE

This unit allows students to explore a different style of dance, and to develop their skills through a variety of practical and written projects.

##### UNIT 3: GROUP PERFORMANCE WORKSHOP

Students will receive a set stimulus for a group performance and must work collaboratively to choreograph an effective performance piece.

##### ASSESSMENT

Units 1 and 3 are externally assessed through both written and practical work. Units 2 and 11 are internally assessed by the teacher and moderated by an external moderator, assessment work is both written and practical.

### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

There are numerous Performing Arts pathways that students could take after this course. This qualification produces students who are skilled in planning, group work, analysis, problem solving and organisation as well as the core skills of Choreography, Performance and Analysis.

#### POSSIBLE CAREERS:

Teacher (both school and private), performer, choreographer, Arts administrator, Community Dance Practitioner, rehearsal director, Youth Dance Co-ordinator, dance therapist.



## DESIGN & TECHNOLOGY PRODUCT DESIGN AQA

### COURSE AIMS

- This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of creative careers
- They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice

### ENTRY REQUIREMENTS

GCSE Design and Technology Grade 6

Further details:

Speak to: Mr K Newton

[knewton@chippingnortonschool.org](mailto:knewton@chippingnortonschool.org)

[aqa.org.uk/subjects/design-and-technology/as-and-A-level/design-and-technology-product-design-7552](http://aqa.org.uk/subjects/design-and-technology/as-and-A-level/design-and-technology-product-design-7552)

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

##### UNIT 1

Properties of materials. Industrial and commercial practice and systems, CAD/Cam and marketing. Year 12 & 13.

##### UNIT 2

Design and make project, Year 12.

##### UNIT 3

Design and make project, Year 13.

#### COURSE CONTENT

##### YEAR 1: UNIT 1

Students will learn about the properties of materials, processes through theory, product analysis and visits to local industries.

##### UNIT 2

Students will design and make a small project in order to learn the skills necessary to undertake a larger scale project in Year 13. This work will also reinforce the work undertaken in the theory part of the course.

##### YEAR 2: UNIT 3

- Students will continue to develop their knowledge of materials and process through product analysis.
- Students start their design and make project.

#### ASSESSMENT

##### PAPER 1

Written exam: Technical principles, 30% of A level.

##### PAPER 2

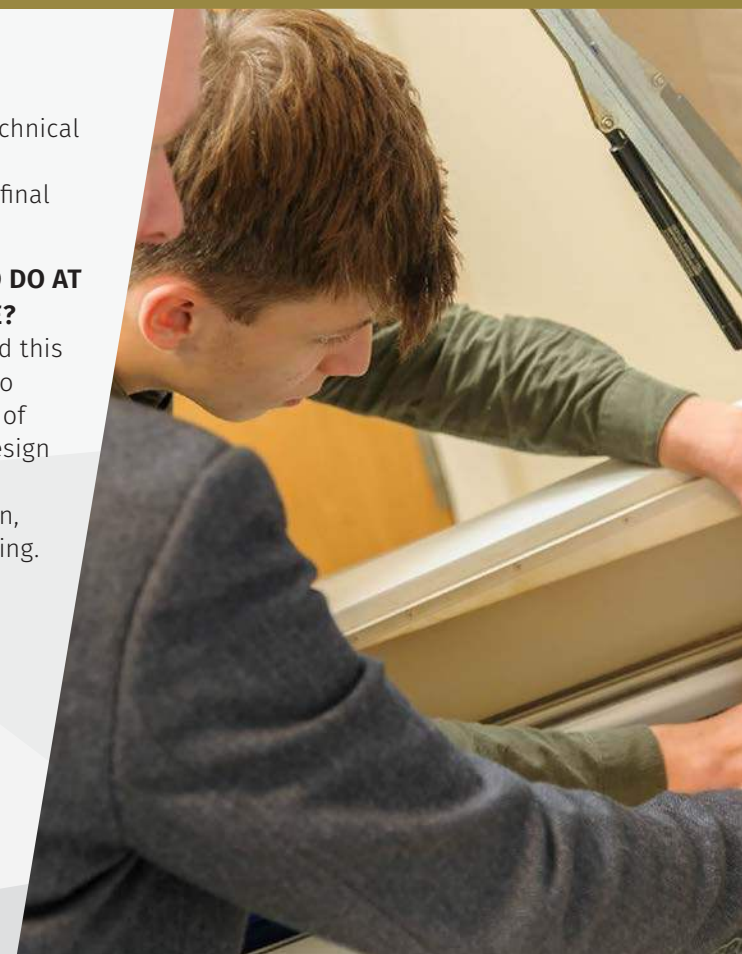
Written exam: Designing and making principles, 20% of A level.

##### PAPER 3

Practical application of technical principles. Portfolio and photographic evidence of final prototype. 50% of A level.

### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Students who have studied this course have continued into Higher Education at some of the top Universities for Design and Engineering. Popular courses are product design, architecture and engineering. Many students have also gained employment and training at BMW Mini and Jaguar/Land Rover for example.







## D & T PRODUCT DESIGN: TEXTILES AQA

### COURSE AIMS

- Product Design Textiles helps students take a broad view of Design and Technology
- The specification also helps them develop their capacity to design and make products and appreciate the complex relations between design, materials, manufacture and marketing

### ENTRY REQUIREMENTS

Grade 6 in Textiles or Design and Technology.

Further details:

Speak to: Mrs J Drinkwater  
jdrinkwater@chippingnortonschool.org

[aqa.org.uk/qualifications](http://aqa.org.uk/qualifications)

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

##### UNIT 1

Materials, Components and Application.

##### UNIT 2

Learning Through Design & Making.

##### UNIT 3

Design & Manufacture.

##### UNIT 4

Design & Making Practice.

#### COURSE CONTENT:

##### UNIT 1: MATERIALS, COMPONENTS AND APPLICATION, (WRITTEN EXAMINATION PAPER)

All candidates will have the opportunity to study and work with a variety of textile materials to enable them to understand the working characteristics, physical properties,

cost and availability which influence the choice of materials in design situations. Knowledge will be required of a wide range of components used in the making of textile products and manufacturing systems.

##### UNIT 2: LEARNING THROUGH DESIGNING & MAKING

This is a design and make unit where knowledge of the subject content is applied to design and make projects producing a portfolio of work. Students start with a brief, gather and analyse research, produce a range of designs and finally model and test their ideas. Examples of projects completed in the past include recycled textiles garments, pattern drafting, pattern adaptation, bags and accessories and theatre costumes.

##### UNIT 3 DESIGN & MANUFACTURE, (WRITTEN EXAMINATION PAPER)

This content enables candidates to further develop their knowledge and understanding of materials and components, design and market influences and processes and manufacture. The synoptic assessment will focus particularly on knowledge of materials and components in relation to the context of application, market demands and processes, and manufacture.

##### UNIT 4 DESIGN AND MAKING PRACTICE

Students design and make a product of their choice made from textiles. They are encouraged to gain 'expert' advice and solve a design problem.

#### ASSESSMENT

##### UNIT 1

Examination 2 hour written paper.

##### UNIT 2

Coursework (internally assessed, externally moderated).

##### UNIT 3

Examination 2 hour written paper.

##### UNIT 4

Coursework (internally assessed, externally moderated).

#### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

After gaining an A level in this subject, previous students have gone on to University to study subjects that include Art and Design, Fashion Design, Textile Design, Marketing, Media Studies, Fashion management, often gaining places at the top universities for their particular chosen subject.

# DRAMA & THEATRE STUDIES AQA

## COURSE AIMS

- Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- Develop an understanding and appreciation of how social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- Understand the practices used in 21st century theatre making
- Experience a range of opportunities to create theatre, both published text-based and devised work

- Participate as a theatre maker and as an audience member in live theatre
- Understand and experience the collaborative relationship between various roles within theatre
- Develop and demonstrate a range of theatre making skills
- Develop the creativity and independence to become effective theatre makers

## ENTRY REQUIREMENTS

Grade 6 in GCSE English and/or Drama

Further details:

Speak to: Mrs Du Cros

aducros@chippingnortonschool.org  
or

Mr Franklin [lead drama teacher]  
jfranklin@chippingnortonschool.org

aqa.org.uk/subjects/drama/A level/  
drama-and-theatre-7262

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

### COURSE STRUCTURE COMPONENT 1: DRAMA AND THEATRE 40% OF A LEVEL

You are assessed on your knowledge and understanding of drama and theatre through the study of two set plays, *Antigone*-Sophocles and *Our Country's Good*-Timberlake Wertenbaker. Students must analyse and evaluate the work of a live performance.

#### HOW IT IS ASSESSED

Written exam: 3 hours, open book (you have a copy of the script).

#### QUESTIONS

##### SECTION A:

One question (from a choice) on one of the set plays from List A (25 marks).

##### SECTION B:

One three part question on a given extract from one of the set plays from List B (30 marks).

##### SECTION C:

One question (from a choice) on the work of theatre makers in a single live theatre production (25 marks).

### COMPONENT 2: CREATING ORIGINAL DRAMA

Students engage in the process of devising a piece of theatre as a performer, director or designer. Their performance must be in the style and influence of an existing theatre practitioner. They will keep a working notebook during the process which will be submitted along with their performance.

### COMPONENT 3: MAKING THEATRE

Select and perform 3 different extracts to an examiner. One of your extracts must be performed

in the style of a practitioner and then complete a reflective report for all 3 extracts.

### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Drama develops key skills that cater for all types of professions in and outside of performing arts. Creativity, confidence-building skills and skills

for performance are valued as much on the stage as they are in business presentations, leadership roles and the creative industries. Previous students who have opted for a performing arts career have pursued acting, teaching, technical theatre, stage management, theatre administration and theatre in education roles.





# ENGLISH LANGUAGE AND LITERATURE AQA

## COURSE AIMS

- This course provides students with an integrated literary and linguistic study of English
- A demanding course, it combines stylistic analysis of texts of all types and genres with a creative element where students produce their own texts based on the ideas and/or styles of established writers

## ENTRY REQUIREMENTS

GCSE English Language Grade 6 AND  
GCSE English Literature Grade 6

Further details:

Speak to: Mrs R Millar  
rmillar@chippingnortonschool.org

[aqa.org.uk/qualifications](http://aqa.org.uk/qualifications)

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

To enjoy this course and be successful you must enjoy reading a wide range of texts – fiction, poetry and non-fiction.

You will need to share your ideas about texts with other people and be prepared to get to grips with grammar. To succeed, you will need to be confident when writing analytically about texts, and you will also write, perfect and comment on your own creative writing – this is your opportunity to read as a writer, and to write as a reader.

### COURSE STRUCTURE

You will begin with an introduction to the linguistic concepts that form the basis of the course, and will

then move on to study the Paris Anthology and The Handmaid's Tale.

In year 1 you will also study poetry, and The Great Gatsby.

In year 2 you will study Othello, the coursework element, and spend time revising the content from year 1.

### PAPER 1: TELLING STORIES

You analyse study Atwood's The Handmaid's Tale, an anthology of fiction and non-fiction texts about Paris, and a collection of poetry.

### PAPER 2: EXPLORING CONFLICT

You will study Shakespeare's Othello and read F. Scott Fitzgerald's The Great Gatsby, learning to write in his style.

### COURSEWORK

You will choose two texts you are interested in – one literary and one non-literary – and compare their use of language

## ASSESSMENT:

### PAPER 1

40% of A level.

### PAPER 2

40% of A level.

### COURSEWORK

20% of A level.

Coursework is assessed internally by the English Department and a sample selected by AQA for external moderation.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

A significant number of students choose to go into Higher Education where they will be well equipped with the analytical and communication skills developed during their study of English. Careers range from journalism, publishing and the legal professions to finance, management, administration and education. Some students, of course, will become writers and actors.



# ENGLISH LITERATURE AQA

## COURSE AIMS

- This course will provide students with lively and interesting study of literary texts
- It is a demanding course which encourages independent study of novels, plays and poetry. Students will explore a variety of critical approaches to texts and widen their independent reading

## ENTRY REQUIREMENTS

GCSE English Language Grade 6 AND  
GCSE English Literature Grade 6

Further details:

Speak to: Mrs R Millar  
rmillar@chippingnortonschool.org

[aqa.org.uk/qualifications](http://aqa.org.uk/qualifications)

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

You need to be a person who enjoys reading avidly from a wide range of texts, discussing books and issues within a group, and writing analytically about texts. You will also learn to pick out the subtleties of meaning and technique in poems, plays and stories you have never read before – and to engage with the ideas of writers from different cultures and periods of time. You will be expected to read contemporary and classical texts as well as critical texts to supplement the course content

### COURSE STRUCTURE

In year 1 you will begin the study of the tragic genre through reading and analysing Othello, Death of a Salesman and John Keats' poetry.

You will also begin a study of social and political protest writing through reading The Kite Runner, The Handmaid's Tale, and poetry by William Blake.

In year 2 you will complete your coursework, while studying for the unseen element of the exam, alongside revising content from year 1.

### PAPER 1: LITERARY GENRES

You will study Othello, Death of a Salesman, and John Keats' poetry.

### PAPER 2: TEXTS AND GENRES

You will study Khaled Hosseini's The Kite Runner, Margaret Atwood's The Handmaid's Tale, a collection of Blake poetry, and an anthology of 'Political and Social Protest' writing.

### COURSEWORK

Two essays which focus on different interpretations of two texts, i.e.

Marxist, Feminist or Post-Colonial criticism.

### PAPER 1

40% (Examination)

### PAPER 2

40% (Examination)

### COURSEWORK

20%

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Many students go into Higher Education where they will be well equipped with the analytical and communication skills developed during their study of English Literature. Careers range from journalism, publishing, the legal professions, finance, management and administration to education. Some students will become writers and actors.

“

**STUDENTS ENJOY A WIDE RANGE OF ENRICHMENT ACTIVITIES. ALL STUDENTS VOLUNTEER FOR AN HOUR A WEEK IN SCHOOL OR THE LOCAL COMMUNITY. THEY MAKE A VERY VALUABLE CONTRIBUTION TO SCHOOL LIFE, FOR EXAMPLE BY MENTORING YOUNGER PUPILS, ORGANISING CHARITY EVENTS AND LEADING ASSEMBLIES.**

”



# FURTHER MATHEMATICS Edexcel



## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

### COURSE STRUCTURE

A level Further Mathematics studies additional elements from Pure Mathematics, Decision Mathematics and Mechanics that are not covered by the Mathematics A level and is taught as a separate but parallel A level course.

### CONTENT AND ASSESSMENT:

The course is assessed with four written examination papers

Paper 1: Core Pure Mathematics 1

Paper 2: Core Pure Mathematics 2

Paper 3: Further Mechanics 1 (option C).

Paper 4: Decision Mathematics 1 (option D).

Each paper is 1 hour and 30 minutes' written examination and represents 25% of the qualification.

Core Pure Content – Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations.

Mechanics content – Momentum & Impulse, Work, Energy & Power, Elastic Springs & Strings, Elastic collisions in 1D & 2D.

Decision content – Algorithms & Graph Theory, Algorithms on Graphs (eg Dijkstra's, Prim's, Kruskal's, Floyd's, Chinese Postman problem),

## COURSE AIMS

- Develop an understanding of processes, logical reasoning and how to construct mathematical proofs
- Extend range of skills and techniques to use in more difficult unstructured problems
- Develop an understanding of coherence and progression in mathematics
- Refine the relationship between 'real world' problems and mathematical models
- To use technology effectively and to be aware of limitations

- Develop an awareness of the relevance to other fields of study, work and to society in general

## ENTRY REQUIREMENTS

GCSE Mathematics at Grade 7. You should also be studying the Mathematics A level in parallel to this course.

Further details:

Speak to:

Mr J Thrower

jthrower @chippingnortonschool.org

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-AlevelFurtherMathematics>

Critical Path Analysis, Linear Programming.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Apprenticeships and further education courses in mathematics, engineering, computing, economics, accountancy, medicine, physical sciences, biological sciences, environmental sciences or other STEM courses.





## GEOGRAPHY AQA

### COURSE AIMS

- The course provides a balance between Physical and Human Geography
- Students develop an understanding of the inter-relationships between people and their environments
- Environmental Geography is central to the course and students will develop their own values and attitudes in relation to geographical issues and questions

### ENTRY REQUIREMENTS:

GCSE Geography Grade 6. Fieldwork is an essential part of the course and students must be committed to participating in the fieldwork activities. Numerous day visits will be made in the local area. Students are also expected to attend a four or five day residential in Year 12 costing approximately £400. (Students may qualify for support through the 16-19 Bursary)

Further details:

Speak to: Mr M Johnson  
[mjohnson@chippingnortonschool.org](mailto:mjohnson@chippingnortonschool.org)

[aqa.org.uk/subjects/geography/as-and-A-level/geography-7037](http://aqa.org.uk/subjects/geography/as-and-A-level/geography-7037)

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

##### COMPONENT 1: PHYSICAL GEOGRAPHY

- Water and Carbon Cycles,
- Either hot desert, coastal or glacial systems and landscapes.
- Either hazards or Ecosystems under stress

2 hour 30 min paper – 40% of A level

##### COMPONENT 2: HUMAN GEOGRAPHY

- Global systems and global governance
- Changing places
- Either contemporary urban environments, population and

the environment or resource security.

2 hour 30 min paper – 40% of A level

##### COMPONENT 3: GEOGRAPHICAL FIELDWORK INVESTIGATION

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

3,000 – 4,000 words, 20% of A level, marked by teachers and moderated by AQA.

##### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

As one of the most employable degree choices possible, Geography

links with many careers and further education courses, e.g. planning, tourism and leisure studies, surveying and cartography, and is recognised as a good foundation for many other degrees such as politics, sociology, accountancy, computer studies. Geography is recognised by

most universities as both an Arts and a Science subject.

Students studying Geography become critical and reflective learners, inspired by the world around them, with an awareness of their own role and responsibilities as future global citizens.

“

AS A RESULT OF THE EXCELLENT EXPERIENCE THEY HAVE IN SIXTH FORM, STUDENTS ARE VERY WELL PREPARED FOR THEIR FUTURES. THE COMPREHENSIVE PROGRAMME OF WORK-RELATED ACTIVITIES, INCLUDING THE INVOLVEMENT OF LOCAL BUSINESSES, COMBINES EFFECTIVELY WITH PERSONALISED CAREERS ADVICE.

”





## HISTORY OCR

### COURSE AIMS

- To provide a fantastic curriculum for students to ignite their passions and interests and enable them to develop high quality historical thinking and academic study skills
- The coursework element enables students to explore a topic in History in which they have an interest
- The A Level course enable students to develop as learners and as individuals, providing an outstanding

basis for progression to university and the workplace

### ENTRY REQUIREMENTS:

GCSE Grade 6 History.

Further details:

Speak to: Mrs Walker  
twalker@chippingnortonschool.org

ocr.org.uk

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

This is a linear course with all assessment taking place at the end of two years of study.

Pupils will do all assessments at the end of the two year course. The Independent research essay will be launched in the summer term of Year 12 with a deadline for the following March.

#### UNIT 1: BRITISH PERIOD STUDY AND ENQUIRY

British History 1930-1997 and an Enquiry on Churchill 1930-1951

#### UNIT 2: NON-BRITISH STUDY

Russia 1894-1941.

#### UNIT 3: THEMATIC STUDY AND HISTORICAL INTERPRETATION

The Changing Nature of Warfare 1792-1945.

#### UNIT 4: NON-EXAM ASSESSMENT

Pupil choice; Independent Coursework essay 3,000-4,000 words.

#### ASSESSMENT

Unit 1: 25% A level.

Unit 2: 15% A level.

Unit 3: 40% A level.

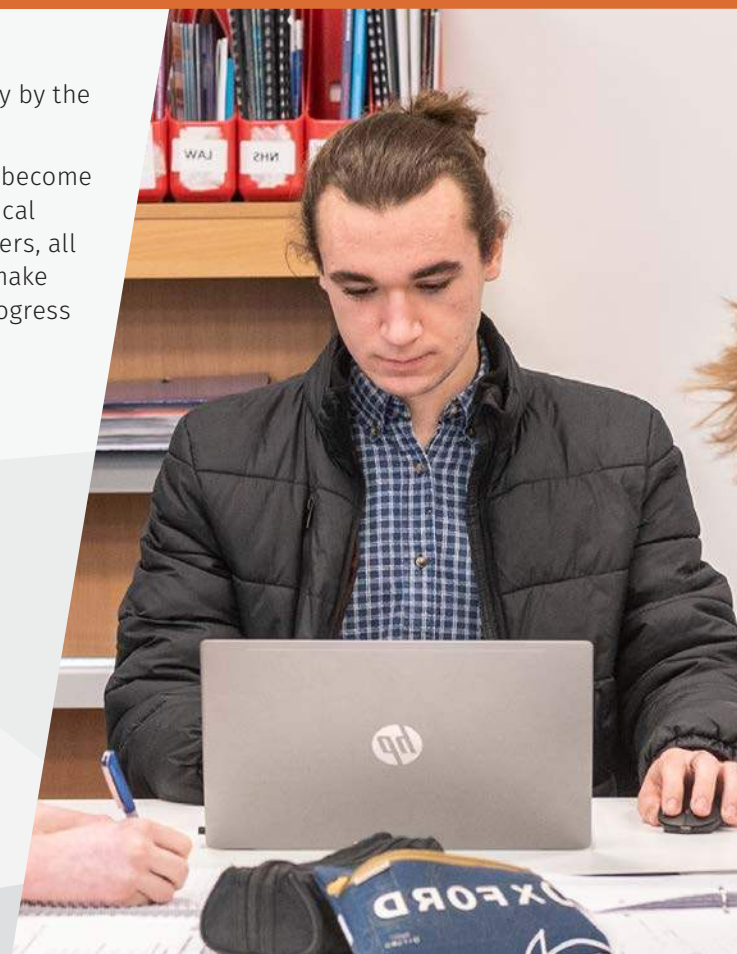
Unit 4: 20% A level.

#### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

History links with many careers and further education courses, e.g. tourism and leisure studies, media, law, archaeology, medicine, English Literature and all sciences. History is recognised by most universities as a

leverage subject, especially by the Russell Group.

Students studying History become independent learners, critical thinkers and decision-makers, all personal assets that can make them stand out as they progress to higher education or the workplace.





# MATHEMATICS

## Edexcel

### COURSE AIMS

To develop problem solving and analytical skills with a qualification that is well regarded, facilitating entry to a wide range of careers and further education courses.

To further develop logical reasoning skills and the ability to construct mathematical proofs.

To use technology effectively to analyse data and to be aware of its limitations.

Refine and improve the relationship between mathematical models and the real-life situations they represent.

### ENTRY REQUIREMENTS:

GCSE Mathematics at Grade 6.

Further details: Speak to:  
Mr Thrower  
[jthrower@chippingnortonschool.org](mailto:jthrower@chippingnortonschool.org)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

A level Mathematics studies elements from pure mathematics, statistics and mechanics.

Pure Mathematics deepens knowledge of algebraic techniques, geometry, trigonometry and calculus. These concepts and techniques are fundamental to further study in a variety of subjects, especially STEM careers.

Understanding statistics allows mathematicians to make predictions about future events. Many subjects make use of statistical information and techniques to analyse data from studies such as psychological or medical trials. An understanding of probability and risk is important

in careers like insurance, medicine, engineering and the sciences.

Mechanics is a branch of mathematics involving modelling and analysing the physical world around us, including the study of forces and motion. Mechanics is especially useful to students studying physics and engineering.

#### ASSESSMENT

The course is assessed with three written examination papers, each lasting 2 hours and each paper having equal weighting.

#### PAPER 1 PURE

#### PAPER 2 PURE

#### PAPER 3 MECHANICS & STATISTICS

**Pure Content** – Proof, Algebra and functions, Coordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation,

Integration, Numerical methods, Vectors.

**Mechanics Content** – Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

**Statistics Content** – Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing.

### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Apprenticeships and further education courses in mathematics, engineering, computing, economics, accountancy, medicine, physical sciences, biological sciences, environmental sciences or other STEM courses.

“

STUDENTS APPRECIATE TEACHERS' INCLUSIVE FEEDBACK WHICH THEY ACT ON TO IMPROVE THEIR WORK. THIS NURTURES A CULTURE OF AMBITION AND CHALLENGE

”



# MODERN LANGUAGES AQA

## COURSE AIMS

The new A level French and German course has been designed to give you a profound understanding of your chosen language and you will not only learn about the mechanics of the language, for example, the grammar and vocabulary, but also how people live and use the language on a day to day basis.

## ENTRY REQUIREMENTS:

Grade 6 in French or German.

Further details:

Speak to: Mrs J Brocklebank  
jbrocklebank@chippingnortonschool.org

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

### COURSE STRUCTURE EXAM 1

1. Listening and reading comprehension.
2. Translation tasks.

### EXAM 2

Two essays, one literary text and one film.

### EXAM 3

Speaking exam: individual research project and conversation on one sub theme from specification.

### YEAR 1:

1. Social issues and youth culture.
2. Artistic culture.
3. A film or a literary text from the specification.

### YEAR 2:

1. Current social issues.
2. Aspects of political life.
3. A film or a literary text from the specification.

## ASSESSMENT

### EXAM 1

40% 2 ½ hour exam.

### EXAM 2

30% 2 hour exam.

### EXAM 3

30% 20 minute exam plus preparation time.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Apart from being beneficial at a personal level, an A Level in a Modern Foreign Language can help with many career paths. There are many opportunities in the travel and tourism industry and a foreign language has become an increasingly important skill for jobs in commerce and industries from engineering to law and marketing to computing.

For those who wish to specialise in language, there is translation or teaching. Competence in a language demonstrates an ability to communicate and organise ideas logically and will give you broader career options.



# MUSIC EDUQAS

## COURSE AIMS

To develop the core skills in Music of Performance, Composition, Listening and Appraising to a high standard.

## ENTRY REQUIREMENTS:

GCSE Music Grade 6 and/or Grade 5 or equivalent in chosen instrument.

You eventually need to be proficient on at least one instrument, to an equivalent of Grade 6 standard. You must be able to read musical notation

(at least treble clef fluently), and you need a basic level of keyboard skills. You will be expected to develop your music theory knowledge to at least Grade 5 by the time you reach Year 13. You will need to become an immersive part of the Music Department, via ensemble or solo work

Further details:

Speak to: Mr C S Brown

[cbrown@chippingnortonschool.org](mailto:cbrown@chippingnortonschool.org)

[eduqas.co.uk/qualifications/music/as-A-level/](http://eduqas.co.uk/qualifications/music/as-A-level/)

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

There are three main components in the A level course, Performing, Composing and Listening and Appraising, some of which can be weighted differently.

### PERFORMANCE EITHER 35% (OPTION A) OR 25% (OPTION B)

This is a recital of pieces performed to a visiting external examiner in the second year of the course. Pieces need to be of at least Grade 6, with scores for the examiner to follow. Timings are between 6-8 minutes for Option B, and 10-12 minutes for Option A.

### COMPOSITION EITHER 25% (OPTION A) OR 35% (OPTION B)

This is creating and developing music, some of which follow a brief set by the exam board. There are three pieces to compose for Option B, or two for Option A.

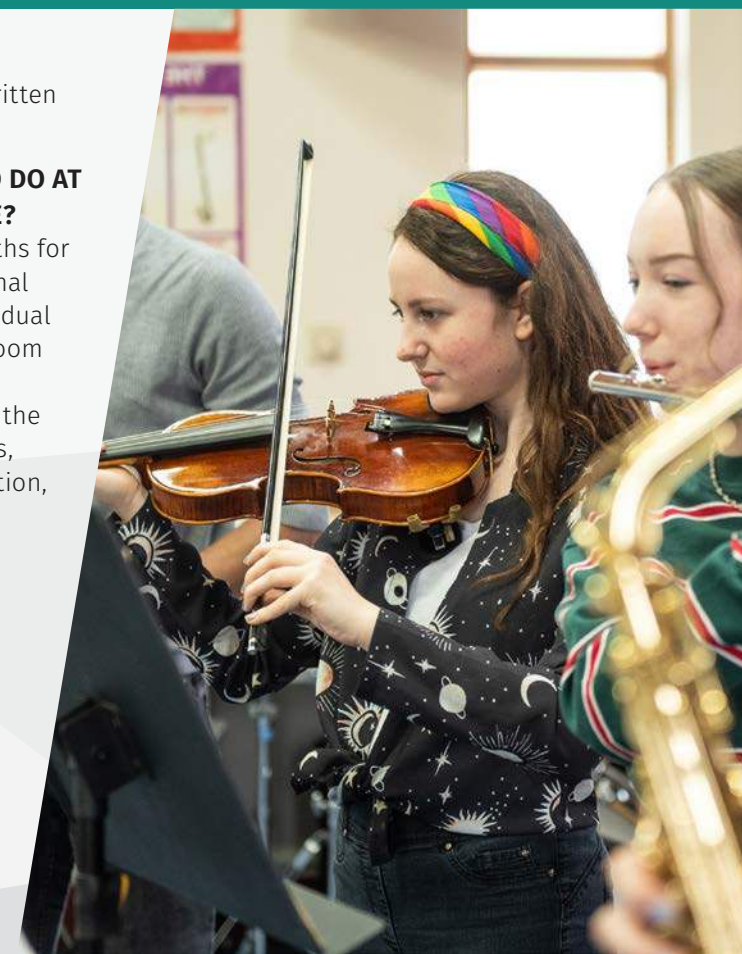
### LISTENING AND APPRAISING – 40%

Students study pieces from three Areas of Study. The exam is 2 hours and 15 minutes, and divided into 3 parts. Area A is two Symphonies by Hadyn and Mendelssohn. Area C (from a choice of B,C,D) is Musical Theatre and a focus on six composers (Rodgers, Bernstein, Sondheim, Schonberg, Lloyd-Webber and Schwartz). Area E (from a choice of E or F) is Music of the 20th Century, including pieces by Debussy and Poulenc. These pieces are analysed and used in the exam,

both from an aural and written perspective.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

There are many career paths for musicians, be it professional gig work to teaching individual instruments or full classroom teaching. It can be a springboard to working in the music industry, in theatres, music technology, production, event management and various media.





# PHYSICAL EDUCATION OCR

## COURSE AIMS

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport
- Refine the ability to perform effectively in physical activity and sport
- Develop the ability to analyse and evaluate performance in order to improve.

## ENTRY REQUIREMENTS:

Grade 6 GCSE Physical Education preferred. If PE GCSE is not studied then Grade 6 in GCSE Science is required. Students need to be playing sport regularly at school and/or club level and have the ability to perform their selected coursework activity.

Further details:

Speak to: Mr J Thomas  
jthomas@chippingnortonschool.org

[ocr.org.uk/qualifications/subjects/physical\\_education](http://ocr.org.uk/qualifications/subjects/physical_education)

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

### COURSE STRUCTURE COMPONENT 1

Physiological factors affecting performance.

### COMPONENT 2

Psychological and socio-cultural themes in PE.

### COMPONENT 3

Socio-Cultural issues in physical activity and sport.

### COMPONENT 4

Practical performance in PE.

70% of the total mark is from 2 x 1 hour (60 marks) and 1 x 2 hour written exam. (90 marks).

### COMPONENT 4

30% of the mark is for the improvement of effective

performance and the critical evaluation of practical activities in Physical Education. In this part the candidates will be assessed in one sport and perform an observational analysis of a live performance (EAPI)

### COMPONENT 1

2 hour written exam paper – 90 marks.

### COMPONENT 2

1 hour written exam paper – 60 marks.

### COMPONENT 3

1 hour written exam paper – 60 marks.

### COMPONENT 4

Practical performance and evaluation and analysis of performance – 60 marks.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

This course provides an excellent foundation for students intending to pursue careers in teaching, coaching, physiotherapy, sports research and many others. PE will also supplement any other A level course towards Higher Education courses, as its wide content makes it compatible with many areas.





## PHILOSOPHY, ETHICS AND BUDDHISM OCR

### COURSE AIMS

- This qualification is designed to nurture the development of critical and reflective thinking with the aim of developing a greater understanding and appreciation of Buddhist beliefs and teachings, as well as the disciplines of ethics and philosophy
- Emphasis is placed on critical analysis and the construction of balanced, informed arguments within the context of religious, philosophical and ethical awareness

### ENTRY REQUIREMENTS:

GCSE Grade 6 in RE and Grade 5 in English.

Further details:

Speak to Mr J Dye

[jdye@chippingnortonschool.org](mailto:jdye@chippingnortonschool.org)

[aqa.org.uk/subjects/religious-studies/as-and-A-level/religious-studies-7062](http://aqa.org.uk/subjects/religious-studies/as-and-A-level/religious-studies-7062)

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

Philosophy is an academic subject which involves analysing and evaluating concepts that students would not necessarily have thought about before. The course is demanding and as such requires a lot of work from each of its students. You will need to be organised, motivated and enthusiastic and most importantly open to new ideas and concepts.

#### UNIT 1:

Ancient philosophical influences, soul mind and body, arguments for and against God's existence, religious experience and language, the problem of evil, immortality.

#### UNIT 2:

Normative ethical theories, the application of normative theories to four modern day issues, ethical language and thought, debates about conscience and freewill,

#### UNIT 3:

Buddhist beliefs, values and teachings and their relation to the contemporary world, sources of religious wisdom and authority, practices, plus social and historical developments in theology and Buddhist thought.

#### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Philosophy and Ethics opens up a world of opportunities. Students often study a degree in Philosophy, PPE, Theology, or Physics and Philosophy which are available to study at all major universities. Graduates go on to work in politics,

the media, law, medical ethics, publishing, civil service, marketing, recruitment consultation, HR, public service and education.







# PHYSICS AQA

## COURSE AIMS

• Physics is behind the technology that put man on the Moon, made the internet possible and revolutionised surgery, and also the technology that will shape tomorrow's world: quantum computers, nuclear fusion or perhaps the means to colonise the solar system. The Sixth Form programme develops the pupils' practical, analytical and mathematical skills so that they can progress into any technical discipline

## ENTRY REQUIREMENTS:

Grade 6 in GCSE Physics or Grade 6 in Combined Science, and a Grade 6 in GCSE Maths.  
It is an advantage to follow an A level Mathematics course, although not essential.

Further details:

Speak to: Mrs L Eakins or Mr M Turvey  
[leakins@chippingnortonschool.org](mailto:leakins@chippingnortonschool.org)

[aqa.org.uk/subjects/science/as-and-A-level/physics-7407-7408](http://aqa.org.uk/subjects/science/as-and-A-level/physics-7407-7408)

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

### COURSE STRUCTURE

- Themed units of work divided into topics which are taught over two years for the A level examined at the end of Year 13.
- Half of the units taught during the first year in preparation for continuation to A level at the end of Year 12.

### YEAR 1

#### TOPICS INCLUDE:

Particles and Radiation, Waves, Mechanics and Materials, Electricity.

### YEAR 2

#### TOPICS INCLUDE:

Further Mechanics, Nuclear Physics, Thermal Physics, Fields, Astrophysics.

## ASSESSMENT

Practical investigation and application of Physics taught throughout Year 12 and Year 13.

### YEAR 1

In-house examinations throughout and at the end of Year 12, a practical skills verification.

### YEAR 2

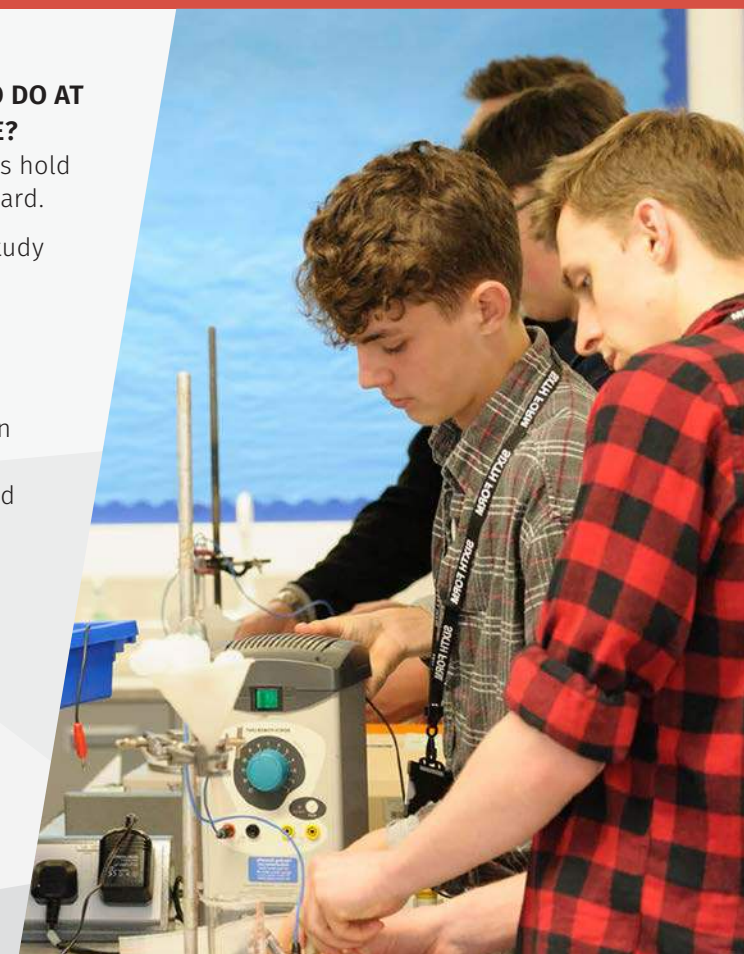
100% public examination (includes all content) at the end of Year 13 with practical skill verification.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Employers and universities hold Physics A level in high regard.

Many students go on to study physics, astrophysics or engineering at university.

This can lead to careers in areas as diverse as: research science, radiation protection, meteorology, banking, aerospace, oil and gas, space exploration, telecommunications.







## PSYCHOLOGY AQA

### COURSE AIMS

- Psychology is the study of mind, behaviour and experience and this course offers a demanding but interesting opportunity to explore the scientific study of brain and behaviour
- Diverse teaching methods ensure that all learning styles are catered for. Our aim is for each student to develop both subject knowledge and confidence within the world of Psychology

### ENTRY REQUIREMENTS:

GCSE Grade 5 in English, Science and Maths required. An enquiring and curious mind is essential.

Further details:

Speak to Mrs B Gray

[bgray@chippingnortonschool.org](mailto:bgray@chippingnortonschool.org)

[aqa.org.uk/subjects/psychology/as-and-A-level/psychology](http://aqa.org.uk/subjects/psychology/as-and-A-level/psychology) -7181-7182

### SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

#### COURSE STRUCTURE

##### UNIT 1

Psychopathology, Social Influence, Memory, and Attachment.

##### UNIT 2

Approaches in Psychology, Biopsychology, Research Methods.

##### UNIT 3

Issues and Debates, Addiction, Schizophrenia, Cognition and Development.

#### COURSE CONTENT

##### YEAR 1: UNIT 1

Social Psychology including influence, obedience and independent behaviour. We examine the nature of psychological abnormality, its causes and therapies. Attachment, its stages,

cultural variations, the theory of maternal deprivation and the influence of early attachment on later relationships. Memory and theories of forgetting, Eye witness testimony, cognitive models of memory.

##### UNIT 2

Approaches in Psychology, including the history of Psychology, Psychodynamic, Behaviourism, Cognitive and Biological. In addition we study Biopsychology with Research Methods.

##### YEAR 2: UNIT 3

- Issues and Debates in Psychology.
- Cognition and development.
- Schizophrenia.
- Addiction.

### ASSESSMENT

#### PAPER 1

2 hour written exam, four compulsory sections – 33.3% of A level.

#### PAPER 2

2 hour written exam, three compulsory sections – 33.3% of A level.

#### PAPER 3

2 hour written exam one compulsory question and three optional questions – 33.3% of A level.

### WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Universities consider Psychology a science subject and it is one of the most popular undergraduate courses, leading to careers in criminology, education, HM Prison Service, or with further study, clinical and/or forensic

psychology. The criminal justice system encourages employees at all levels to have some understanding of Psychology. Studying Psychology will enable you to develop critical thinking and debating skills and provide you with a springboard to a diverse range of employment opportunities.



# SOCIOLOGY AQA

## COURSE AIMS

Sociology is a vibrant and exciting subject that will require you to think differently about the society in which we live. In this course we will look at social patterns and problems, challenge orthodox views, and examine the interesting and complex workings of society. You will learn the fundamentals of Sociology and develop skills valued by higher education and employers, including critical analysis, independent thinking and research

Instead of thinking 'What has happened?' think 'Why did that happen and what can be done to solve it?'

## ENTRY REQUIREMENTS:

GCSE English Grade 6

Further details:

Speak to Mrs B Gray

[bgray@chippingnortonschool.org](mailto:bgray@chippingnortonschool.org)

[aqa.org.uk/subjects/sociologyY](http://aqa.org.uk/subjects/sociologyY)

## SUMMARY OF COURSE STRUCTURE, CONTENT AND ASSESSMENT:

### COURSE STRUCTURE

This is a linear course with all assessment taking place at the end of two years of study.

Pupils will do all assessments at the end of the two year course.

### UNITS OF STUDY:

- Education - Exploring the role of education in society, inequalities within education, and social policies to amend these with in-depth review of sociological methods in context.
- Research methods.
- The Family - Examining the formation of the family and the relation to the social structure, the

nature of childhood and changes in the family.

- Global Development - Exploring global development and whether it is possible to achieve. We examine the role of the West, and the processes of economic, political, and cultural globalisation.
- Crime and Deviance - Examining crime and deviance from its historical origins to modern and postmodern ideologies. The theories of crime and deviance, globalisation, crime control, state crime, mass media and crime, the role of the Criminal Justice System.
- Sociological theory - Exploring structural, interpretivist and postmodern approaches to understanding society as well as debating key questions in sociology such as value freedom, sociology

as a science and the relationship between sociology and social policy.

## ASSESSMENT

### PAPER 1:

Education with Theory and Methods.

### PAPER 2:

Options in Sociology (The Family and Global Development).

### PAPER 3:

Crime and Deviance with Theory and Methods.

Each Paper is an equally weighted two hour written exam.

## WHAT COULD I GO ON TO DO AT THE END OF THE COURSE?

Sociology is a well-respected academic discipline linking to many careers and higher education courses, e.g. politics and economics, anthropology, social policy, the media, the criminal justice system, social work, social research, English literature and geography.

## BLENDDED OFFERS

### CREATIVE MEDIA PRODUCTION, UAL Level 3 Diploma

**Contact:** Kevin Howick, Abingdon & Witney College  
kevin.howick@abingdon-witney.ac.uk

**Exam Board:** University of the Arts London Awarding Body (UAL) Level 3 Diploma in Creative Media Production and Technology (equivalent to 1.5 A levels)

#### COURSE STRUCTURE

The Level 3 Diploma in both Creative Media Production and Photography is a two-year programme that is 100% coursework based, which will give you the equivalent qualifications to one and a half A levels. You will achieve a Pass, Merit or Distinction Grade at the end of the course that equates to 36, 60 or 84 UCAS tariff points respectively.

These courses are a good balance of practical and theory and are project-based and industry-focussed and you will complete 8 units over the 2 years. To enable you to respond to the exciting project briefs we are extremely well resourced with professional HD cameras, edit suites, a radio studio and a television studio, professional DSLR cameras, photographic studio and a darkroom at the Abingdon campus (we minibuss you across at points in the year).

#### HOW WILL YOU LEARN?

##### (INVESTIGATIONS, COURSE WORK, ETC.)

The structure of the qualification allows you to combine newly acquired practical skills with theoretical knowledge and understanding as you explore your strengths and ambition. These courses are very 'holistic', meaning that the areas of learning combine to improve your work overall. This reflects how you work in the industry too; in a project-based way.

#### ASSESSMENT METHODS

This qualification will be internally assessed and internally and externally moderated against the unit outcomes and assessment criteria. Assessment evidence will be diverse and will be appropriate for the type of work produced, for example: reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, and presentations. There are no external exams. The final grade awarded is based on unit 8 as you will have developed this skills and experience by this stage to achieve the best grade possible.

### PHOTOGRAPHY (ART & DESIGN) UAL Level 3 Diploma

**Contact:** Lewis Saunders, Abingdon & Witney College  
lewis.saunders@abingdon-witney.ac.uk

**Exam Board:** University of the Arts London Awarding Body (UAL) Level 3 Diploma in Art & Design/ Photography (equivalent to 1.5 A levels)

#### SKILLS YOU WILL NEED

- A desire to investigate creative media further
- A critical interest in media and communications
- An enquiring and questioning mind
- A good level of digital literacy
- Ability to communicate effectively verbally and in writing
- A creative approach
- A passion for, and critical interest in, photography
- Dedication, hard work and motivation
- Creative thinking skills
- Ability to demonstrate skills through practical application

#### CAREER STEPS

The Level 3 Diplomas in Creative Media Production & Technology or photography are designed to provide students with the knowledge, skills and understanding necessary to access

and progress to degree level study or employment in the media or art and design sector.

#### POSSIBLE CAREERS INCLUDE:

Multimedia Production, Interactive Media, Film Editing, Computer Games Design, Animation, Radio Production, Film Production, Researcher, Broadcasting, Copywriter, Script writing, Art Director. Photographer, Illustrator, Advertising, Web Designer, Interior Designer, Graphic Designer, Product Designer, Fashion Designer, Artist, Computer Games Designer, Architect.

You can combine the UCAS tariff points gained on this course with other A levels to access a broader range of degree courses; the UAL course is highly reputable and well recognised by both universities and employers.



# BLENDed OFFERS

## BTEC LEVEL 3 NATIONAL EXTENDED Certificate in Health & Social Care

**Contact:** Heidi Jordison (Curriculum Manager, Health & Care) Abingdon & Witney College: Tel: 01235-216388

**Exam Board:** Pearson. The course is graded from P (pass) to D\* (Distinction\*) and is equivalent to one A Level.

### COURSE STRUCTURE

#### AS UNIT 1

Human Lifespan Development  
(externally assessed).

#### AS UNIT 5

Meeting Individual Care and Support  
Needs.

#### A2 UNIT 2

Working in Health Social Care.

#### A2 UNIT 14

Physiological Disorders and their Care.

### HOW WILL YOU LEARN?

#### (INVESTIGATIONS, COURSE WORK, ETC.)

Our learning depends on a variety of lesson techniques including:

- Reading and note taking
- Individual research skills
- Observations
- Role play and practical activities
- Debate and discussion
- Presentations
- Case studies and scenarios

### ASSESSMENT METHODS

Unit 1 and 2 are externally assessed via written exams including short-answer questions and extended essay answers. Unit 5 and 14 are internally assessed via coursework.

### SKILLS YOU WILL NEED

- Effective communication skills which will enable you to work with peers in class and group discussion.
- Independent study skills.
- Willingness to ask questions and participate in discussion in class.
- Ability to analyse information critically.
- A genuine interest in working with a range of people in a supportive capacity.
- Awareness of contemporary issues within the Health & Social Care sector.
- Willingness to think critically about the world around you.
- A keen interest in writing essays and the ability to think.

### CAREER STEPS

- Nursing – Children, Adult, Disability, • Midwifery
- Occupational Health
- Youth Work
- Social Work
- Caring/Nursing Assistant
- HND in Health & Social Care Teaching Assistant
- Primary School Teaching

# BLENDed OFFERS

## BTEC LEVEL 3 NATIONAL EXTENDED Certificate in Applied Science

**Contact:** Dr Fiona Dallas, Abingdon & Witney College  
Fiona.dallas@abingdon-witney.ac.uk

**Exam Board:** Pearson. The course is graded from P (pass) to D\* (Distinction\*) and is equivalent to one A Level.

### COURSE STRUCTURE

#### YEAR 1

##### UNIT 1: PRINCIPLES AND APPLICATIONS OF SCIENCE I

This unit provides the knowledge and understanding that underpins progression in the science sector and includes topics on:

- Periodicity and properties of elements.
- Structure and function of cells and tissues.
- Waves in communication.

##### UNIT 2: PRACTICAL SCIENTIFIC PROCEDURES AND TECHNIQUES

This unit introduces quantitative laboratory techniques including:

- Undertaking titration & colorimetry to determine the concentration of solutions.
- Undertaking calorimetry to study cooling curves.
- Undertaking chromatographic techniques to identify components in mixtures.

- Reviewing personal development of scientific skills for laboratory work.

#### YEAR 2

##### UNIT 3: SCIENCE INVESTIGATION SKILLS

This unit covers the skills needed in planning a scientific investigation:

- Data collection, processing and analysis/interpretation.
- Drawing conclusions and evaluation.
- Enzymes in action.
- Diffusion of molecules.
- Plants and their environment.
- Energy content of fuels.

##### UNIT 8: PHYSIOLOGY OF HUMAN BODY SYSTEMS

This unit focuses on the physiological make up of three human body systems:

- Understanding the impact of disorders of the musculoskeletal system and their associated corrective treatments.
- Understanding the impact of disorders on the physiology of the lymphatic

system and the associated corrective treatments.

- Exploring the physiology of the digestive system and the use of corrective treatments for dietary-related diseases.

##### HOW WILL YOU LEARN? (INVESTIGATIONS, COURSE WORK, ETC.)

The focus of this course is to understand science through the development of practical skills and therefore there is a strong emphasis on practical experimentation.

However, there will also be theory sessions and an expectation to gain further knowledge by independent research.

##### ASSESSMENT METHODS

Unit 1 is assessed externally by a written paper of short-answer questions; Unit 3 will be assessed externally by a practical exam and write-up.

Units 2 and 8 will be assessed internally by written assignments as well as practical skills assessments.

### SKILLS YOU WILL NEED

- A desire to investigate science further.
- An enquiring mind.
- The ability to read and follow instructions
- The ability to communicate effectively both verbally and in writing.
- The ability to utilise effectively the mathematical skills acquired in GCSE Maths.
- An awareness of personal health & safety and that of others.

### CAREER STEPS

In conjunction with other A Level qualifications, you could progress to higher education courses in the biomedical sciences, biochemistry, chemistry, forensic science and biology. This could then lead to career opportunities in biomedical research, sports science and environmental management, etc.

## A LEVEL SUBJECT ENTRY REQUIREMENTS

The minimum entry requirements for Sixth form are 7 GCSEs Grades 4-9, plus the required grade for your chosen A level subjects

Art	Grade 6
Biology	Grade 6 in Biology or Combined Science, and Grade 5 in Maths
Business Studies	Grade 6 in Business Studies or (Grade 5 in Maths & English)
Chemistry	Grade 6 in Chemistry or Combined Science, and Grade 5 in Maths
Computer Science	Grade 6 GCSE Computer Science and Grade 5 GCSE Maths
Dance	Sixth form entry requirements
Design Technology	Grade 6
Drama & Theatre Studies	Grade 6 English and/or Drama
English Language & Literature	Grade 6 in both English courses
English Literature	Grade 6 in both English courses
Geography	Grade 6
History	Grade 6
Maths with Mechanics/Statistics	Grade 6
Further Mathematics	Grade 7
Modern Languages	Grade 6 in French/German
Music	Grade 6 and/or Grade 5 (or equivalent) in chosen instrument
Philosophy & Ethics	Grade 6 in RE and Grade 5 English
Physical Education	Grade 6 in GCSE PE preferred or Grade 6 in Science
Physics	Grade 6 in Physics or Combined Science and Grade 6 in Maths
Psychology	Grade 5 in English, Science & Mathematics
Sociology	Grade 6 in English
Textiles Technology	Grade 6

## BLENDED OFFER

Students also have the option to enrol on a blended offer in conjunction with Abingdon & Witney College where they choose to study 2 A level subjects at CNS and a BTEC subject at Witney College. The BTEC subjects that have been offered in the past are:

- Media
- Photography
- Health & Social Care
- Applied Science

Please note that the BTEC subjects to be offered for September 2021 entry are yet to be confirmed by the college.

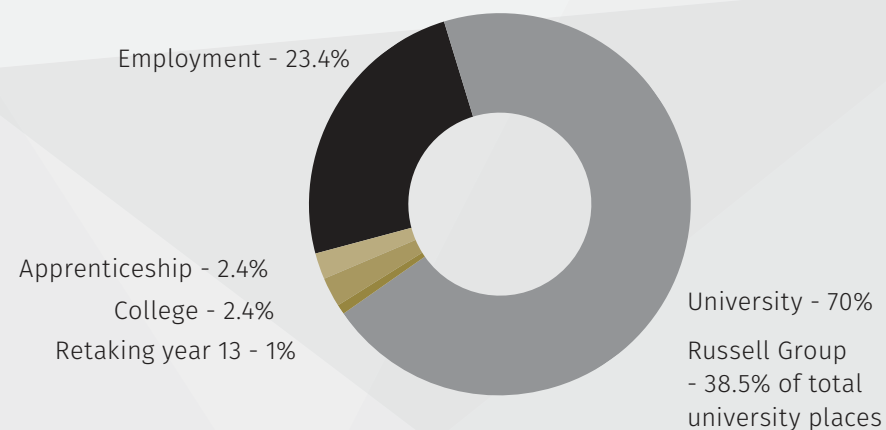
PLEASE NOTE:

The BTEC subjects that Witney College offer will vary each year and are dependent on sufficient number of students wishing to enrol. Therefore subjects cannot be confirmed until enrolment in September.

Students are therefore advised to have an alternative plan in place. Students should be aware that whilst we endeavour to avoid timetabling clashes, unavoidable timetabling constraints mean that students enrolling on the Blended Offer may miss one or more of their A level lessons.

Students are responsible for arranging transport to and from College.

## YEAR 13 Destinations 2020





## HOW TO APPLY

Students wishing to apply need to visit the school website [www.chipping-norton.oxon.sch.uk](http://www.chipping-norton.oxon.sch.uk) and click on the Joining Sixth Form.

### EXPRESS YOUR INTEREST

We ask applicants to register their interest in the subjects they wish to study at A level between 10 December 2020 and 8 January 2021. This process enables us to maximise student choice and develop our subject columns around you, the student. **Please note that this is NOT an application for a place in Sixth Form, it just provides school with an indication of interest in each subject. You will still need to complete the online application form.**

### APPLY ONLINE

Option Blocks and the student application form go live on the school website on Friday 22 January 2021 and close on Monday 22 February 2021 (although applications received after this date will be considered).

### INTERVIEWS

These will take place in the week beginning Monday 8 March 2021. External student interviews will be held after school on Wednesday 10 March 2021. These meetings will be a chance for you to ask questions and clarify any matters regarding your application, as well as for us to ascertain your suitability for Chipping Norton Sixth Form.



## CONTACT US

If you would like to know more please contact us.

Head of Sixth Form

Mr P Ward  
[pward@chippingnortonschool.org](mailto:pward@chippingnortonschool.org)

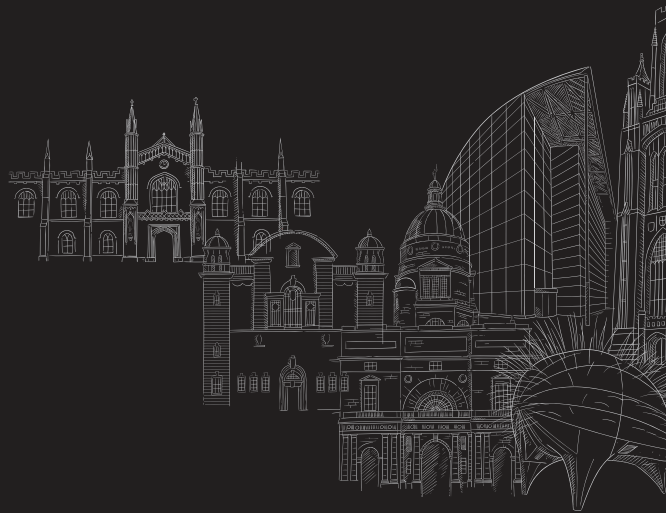
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## CHIPPING NORTON SCHOOL



Chipping Norton School is in partnership with the River Learning Trust which is an exempt charitable company limited by guarantee registered in England and Wales with registered company number 7966500 and its registered office is  
c/o The Cherwell School, Marston Ferry Road, Oxford OX2 7EE