



HAYDON SCHOOL

**Committed to individual excellence
in a caring community**

SIXTH FORM

Course Information 2012/13

**A High Performing Specialist School and designated
DfE Language College and Applied Learning Centre**



Who's Who in the 6th Form

Deputy Headteacher - 6th Form

Mrs. Caroline Whitehead

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Head of Year 12

Miss Sarah Mead

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Head of Year 13

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Assistant Head of Year 13

Ms Pauline Follows

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Head Girl

Georgia Russell

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OUTLINE OF COURSE**AS Level**

The AS level comprises two units – one set internally, one set externally. The internal unit develops students' knowledge of the formal elements of art and helps them to improve their understanding of the relationship between ideas and art and design practice. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

The examination board sets the second unit. This unit represents the culmination of the AS course. The paper consists of one broad-based theme. Students will be required to produce preparatory work related to the theme and then sit a timed examination (8 hours).

Disciplines will include painting and drawing, printmaking, sculpture and alternative media. Students will be required to work in one or more of the disciplines.

A2 Level

The A2 level also comprises two units – one set internally, one set externally. The internal unit incorporates two linked elements, each with separate final outcomes: Practical work and a personal study where students are required to investigate art and design practice through a technical, contextual or stylistic study.

The examination board sets the fourth and final unit. This unit represents the culmination of the A2 course. The paper consists of one broad-based thematic starting point. Students will be required to produce preparatory work related to the theme and then sit a timed examination (12 hours).

Disciplines will include painting and drawing, printmaking, sculpture and alternative media. Students will be required to work in one or more of the disciplines.

ASSESSMENT

All units are marked internally and are externally moderated. Internally set units are worth 30% of A2 or 60% of AS. Externally set units are worth 20% of A2 or 40% of AS.

FURTHER INFORMATION

Ms S Grealish sgrealish@hillingdongrid.org

OUTLINE OF COURSE

AS	Main content of the Unit	AS %	A2 %
F211	<u>Cells, Exchange and Transport</u> How a whole organism functions and the importance of cooperation between cells tissues, organs and organ systems. Cell division and transport in plants and animals.	30	15
F212	<u>Molecules, Biodiversity, Food and Health</u> Looks at the key groups of macromolecules essential for life, enzymes action, metabolic poisons and some drugs. The immune system, diseases and the study of habitats.	50	25
F213	<u>Practical skills in Biology 1</u> Students are assessed on their practical and investigative skills through a series of experiments under controlled conditions.	20	10

A2	Main content of the Unit	AS %	A2 %
F214	<u>Communication, Homeostasis and Energy</u> The nervous system, homeostasis, photosynthesis and respiration.	-	15
F215	<u>Control, Genomes and Environment</u> The structure of nucleic acids allows an understanding of their role in the storage of genetic information and the functioning of the cell. Cellular control and variation. How ecosystems work	-	25
F216	<u>Practical Skills in Biology 2</u> Students are assessed on their practical and investigative skills through a series of experiments under controlled conditions.	-	10

STYLE OF TEACHING AND GROUP ACTIVITIES:

Practical work forms an integral part of the course. Ideas are taught through mini research projects, group discussion, student presentations, question and answer sessions as well as teacher input.

LEADS TO CAREERS IN:

Agriculture, Biomedicine, Communications, Education, Environment, Food and Drink, Genetics, Healthcare, Horticulture, Marine Biology, Natural Resources
(Further information can be found at www.iob.org)

FURTHER INFORMATION

Mrs A Johnston (Acting) ajohnston1@hillingdongrid.org

Mrs R Hall (Maternity) rcotterell@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

At AS Level students learn about small businesses and how they are set up. They get an understanding of the structure of businesses and how they are financed. Students decide on a business that they would like to run and complete a business plan for that business.

Planning and Financing a Business**Unit 1 Starting a Business and Financial Planning**

In this unit students will learn about setting up a small business. There is a lot to think about as a new entrepreneur. Students will learn about setting up new businesses, how to finance it, who to employ, how to sell their products and where to set up.

Managing a Business**Unit 2 People, Operations Management, Finance and Marketing and Competition**

Once students have set their business up the entrepreneur then needs to consider how to improve the profitability and the growth of the business. This unit is broken down into four areas: Finance, Marketing, Human Resources and Operations. These areas will be investigated and an understanding of how to manage each area will help with business success.

A2 Level

At A2 level students learn about larger businesses. They will investigate how larger businesses operate in a very competitive environment. Business strategies form a key part of this unit and students will investigate how they impact on business success.

Strategies for Success**Unit 3 Financial and Accounts Strategies, Marketing Strategies, Operation Strategies, Human and Resources Strategies**

This unit builds on the work completed in Unit 2. Larger PLC businesses are investigated and an understanding of how directors form strategies to improve the business and increase shareholder value. Each area is looked at in more detail and strategies are suggested.

The Business Environment and Change**Unit 4 External Influences, Leadership, Corporation Culture, Ethnics and Managing Change**

When formulating a strategy the external trading environment needs to be understood. The macroeconomic environment is investigated and how this impacts on large businesses. It is also important for directors to be able to manage internal change. Students then need to consider and justify strategies that can be used to manage the business in relation to its internal and external environment.

All modules are examined

FURTHER INFORMATION

Mr T Boddington tboddington1@hillingdongrid.org

OUTLINE OF COURSE:

This course is equivalent to two A levels. Students can go to university or it is an excellent course to aid progression to employment and/or further training within the Commercial Sector through the development of knowledge, skills and understanding for work in this area. The course will also increase the knowledge and understanding of the Commercial sector through the investigation and evaluation of a range of services and organisations. This course also enhances their communication and independent working skills.

All assessment will be through portfolio work. There are no external exams.

Students will complete work placement whilst in this course.

ASSESSMENT: This will be through internally assessed portfolios and work experience evidence**Units:**

- Exploring Business Activity
- Investigating Business Resources
- Introduction to Marketing
- Effective People, Communication and Information
- Introduction to Accounting
- An Introduction to Market Research
- Investigating Internet Marketing
- Human Resource Management in Business
- Starting a Small Business
- Understanding Business Ethics
- Exploring Business and The Economic Environment
- Understanding Retailing

THIS COURSE INVOLVES:

Independent research, note taking, presentations and reports: Students will be expected to be able to work independently and will have deadlines throughout the course.

WAYS IN WHICH PARENTS CAN HELP:

Encourage students to take an interest in Commercial issues in the Media and monitor portfolio work.

WHAT NEXT?

BTEC Nationals are recognised by universities including Aston, Nottingham Trent University, Liverpool University and Manchester University to name but a few, these are all top universities. Students have also gained apprenticeships at Balfour Beatty and Barclays Bank.

FURTHER INFORMATION:

Mr T Boddington tboddington1@hillingdongrid.org

BTEC NATIONAL DIPLOMA IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT

EDEXCEL BOARD

OUTLINE OF COURSE:

The course aims to provide a specialist work related qualification in the Early Years sector (0-8). The course will cover practical and theoretical skills and knowledge required to work within the sector. The course lends itself to a creative delivery using students work experience as a focal point allowing learning to be as active, practical and work related as possible. As a result students will undertake two day or work placement in four different settings and three days in school. Students must complete a total of 800 hours of work experience to pass the course. If students successfully complete the course in addition to the BTEC qualification they will gain a professional license to practice. The course is entirely coursework based.

Unit Structure:

Core Units in Year 12 and 13 include:

- Positive relationships for children's care learning and development
- Positive environments for children's care learning and development
- Promoting children's development
- Reflecting on and developing practice for children aged 0-8 (work experience unit worth two units)
- Safeguarding children
- Promoting children's rights
- Children's learning activities and play

Specialist Units in Year 12 and 13 may include:

- Supporting children's literacy skills
- Psychological perspectives on children's behaviour
- Coaching and mentoring children
- Specific learning difficulties: Dyslexia and Dyspraxia
- Physical activities for children
- Supporting children's numeracy skills

FURTHER INFORMATION:

Mrs A Appleby aappleby1@hillingdongrid.org

Miss E Watts ewatts@hillingdongrid.org

Mrs Hitchman mhitchman@hillingdongrid.org

OUTLINE OF COURSE

AS	Main content of the Unit	AS %	A2 %
Unit 1	<u>Foundation chemistry</u> Builds on GCSE knowledge and introduces students to many of the core concepts in chemistry such as moles calculations, bonding, trends in the Periodic Table and some introductory organic chemistry. <i>Examined in Many/June 2012</i>	33	17
Unit 2	<u>Chemistry in action</u> Builds on the organic chemistry started in the 1 st unit and builds on GCSE topics such as energetic, reversible reactions and reaction rates. <i>Examined in May/June 2012</i>	47	23
Unit 3	<u>Investigative and Practical Skills in AS Chemistry</u> Pupils are assessed in class on their practical skills in an experiment. There will be an exam to test their skills based knowledge on the experiment. <i>Takes place during the course, parents will be notified.</i>	20	10

A2	Main content of the Unit	AS %	A2 %
Unit 4	<u>Kinetics, Equilibria and Organic Chemistry</u> Builds on unit 2, developing knowledge in organic chemistry, rates of reaction and reversible reactions as well as introducing new concepts such as pH. <i>There will be elements of the AS units in the exam.</i> <i>Examined in Jan 2013</i>		20
Unit 5	<u>Energetics, Redox and Inorganic Chemistry</u> Builds on the energetic work started in Unit 2 as well as starting new topics in inorganic chemistry. <i>There will be elements of the AS units in the exam.</i> <i>Examined in June 2013</i>		20
Unit 6	<u>Investigative and Practical Skills inn A2 chemistry</u> Pupils are assessed in class on their practical skills in an experiment. There will be an exam to test their skills based knowledge on the experiment. Pupils will have to be present for this exam and experiment. <i>Takes place during the course, parents will be notified.</i>		10

LEADS TO CAREERS IN:

Science Industry (Research and Development, Production, Marketing and Sales, Management), Commerce, Teaching and Lecturing, Science Journalism, Law (such as patent agents/solicitors), Accountancy. This is not exhaustive. **Chemistry is an essential A level for entry onto a medical degree, and is a desirable A level in some non-chemistry degree courses.**

Further information: www.rsc.org and www.chemsoc.org.

FURTHER INFORMATION:

Dr S Hoyle shoyle1@hillingdongrid.org

OUTLINE OF COURSE

The course offers students the opportunity to study a range of topics related to the culture and society of the ancient Greeks and Romans.

AS Level

Unit 1 (CC1) Homer's Odyssey and Society

Unit 2 (CC4) Greek Tragedy in its context: Aeschylus' Agamemmon, Sophocles' Ajax, Euripides', Medea and Trojan Women.

A2 Level

Unit 1 (CC8) Art & Architecture in the Greek World: Freestanding sculpture, architectural sculpture, vase painting and temple architecture.

Unit 2 (CC10) Virgil and the World of the Hero: Virgil's epic the Aeneid and parts of Homer's Iliad.

COURSEWORK

None

FURTHER INFORMATION

Miss S Clifford sclifford@hillingdongrid.org

OUTLINE OF COURSE

The qualification is an excellent preparation for both employment and higher education, where the need to understand and evaluate the different parts of a structured argument are required. This qualification is well received by the top universities and is designed to improve students essay/report writing skills, as their ability to evaluate and construct argument improves. The course has a highly conceptual content and is primarily aimed at students that achieve A*-B at GCSE.

AS**• Unit 1 – Introduction to Critical Thinking**

This unit explores the different elements to an argument, including reasons, conclusions, hypothetical reasoning, counter arguments, evidence and assumptions. Students are also taught, at a simple level, how to evaluate the use of reasons and evidence to support a main conclusion. This is done mainly through an understanding of credibility criteria. At the end of this module students will be confident at dissecting arguments and commenting on their strengths and weaknesses.

• Unit 2 – Assessing and developing an argument

In this unit students are asked to go into greater depth in the evaluation of their arguments. The concepts of analogies, principles, and advanced hypothetical reasoning are introduced. Added to this appeals to authority and examine the nature of different flaws in reasoning are also taught. The unit culminates with students being required to write their own argument on any current affairs matter, when provided with some source stimulus material. Students at the end of this module have a greatly enhanced reasoning capacity in application to their other subjects.

FURTHER INFORMATION

Mr N Reynolds nreynolds@hillingdongrid.org

Product Design – Graphic Products

The course is divided into four Units. Students will complete Units 1&2 for AS Level and Units 3&4 for A2 Level.

AS Level (50% of A2 Level)

UNIT 1 (60% Internally Assessed)**Port-portfolio of creative skills**

In this unit students will develop a port-portfolio of skills and knowledge focusing on the following areas.

Product Investigation:	Performance Analysis, Materials and Components, Manufacture and quality
Product Design:	Design and development and Communication
Product Manufacture:	Production Planning, Making and Testing

UNIT 2 (40% Externally Assessed)**Design and Technology in Practice**

In this unit you will develop your knowledge and understanding of Graphic products, their production methods, materials & components and systems.

A2 Level**UNIT 3 (20% Externally Assessed)****Designing for the Future**

In this unit, students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues.

UNIT 4 (40% Internally Assessed)**Commercial Design**

In this unit, students are given the opportunity to apply the skills they have acquired and developed throughout this course of study, and to design and make a product of their choice that complies with the requirements of a graphics project.

ASSESSMENT

60% Coursework

40% Examination

FURTHER INFORMATION

Mr N Taylor ntaylor4@hillingdongrid.org

Mr S Knowles sknowles@hillingdongrid.org

Ms S Tannk staank@hillingdongrid.org

OUTLINE OF COURSE**AS Level (8DR01)**

Unit 1: Exploration of Drama and Theatre (60 marks).

The practical exploration of a range of plays texts to develop an understanding of how playwrights use form and structure. Students submit written coursework on the chosen texts. Students are also required to analyse a Live Production by a professional theatre company.

Unit 2: Theatre Text in Performance (80 marks)

Students undertake a role within the production of a play. They will also perform a monologue or duologue from a different play. This unit is externally examined.

A2 level (9DR01)

Unit 3: Exploration of a Dramatic Performance (60 marks).

Students devise, rehearse and perform an original piece of theatre to the audience and submit written coursework.

Unit 4: Theatre Text in Context (80 marks)

Students will be required to study two plays in depth and answer questions on their understanding of them and their historical contexts in a two and a half hour written exam.

FURTHER INFORMATION

Miss M Pennell mpennell@hillingdongrid.org

OUTLINE OF COURSE

This course will enable students to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that effect everyday life.

AS Level**Unit 1 Markets in Action**

Students will learn the reasons for individuals, organisations and societies having to make choices. They will explore how competitive markets work and how markets fail and the role of the government in the economy.

Unit 2 The National and International Economy

Students will learn about the macroeconomic problems of an economy and the objectives of government economic policy and indicators of national economic performance. Students will also learn about international trade and arguments for and against free trade.

A2 Level**Unit 3 Transport Economics**

Students will learn about transport trends and competitive behaviour in transport markets. Students explore the nature of government intervention in transport markets and evaluate transport policy initiatives.

Unit 4 The Global Economy

Students will learn about trade and integration, development and sustainability and the economics of globalisation.

Assessment: External examination (no coursework)

FURTHER INFORMATION:

Mr R Jones rjones@hillingdongrid.org

Mrs C Whitehead cwhitehead@hillingdongrid.org

Mr L Higgins lhiggins@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

The course introduces students to the study of language, language usage in different social contexts. It also includes an original writing coursework unit.

Module 1 – CATEGORISING TEXTS.

Students learn to investigate both spoken and written language through the systematic application of descriptive frameworks. These might be lexical, grammatical, phonological, semantic and pragmatic. Students also consider the use of language in different social contexts. The topic areas will be language and technology, language and gender and language and power. Students will study examples of data (both written and spoken), which exemplifies language use in the above contexts.

Module 2- ORIGINAL WRITING COURSEWORK

Original writing either to entertain, persuade, inform or advise / instruct. At AS level students are required to complete two pieces of work and to accompany their pieces with a commentary.

A2 Level**Module 3 - DEVELOPING LANGUAGE**

Two aspects of language development are explored: the acquisition of language by children and the growth and changes in English over time. This module is synoptic and will enable pupils to develop a broader and deeper understanding of the course as a whole.

Module 4 - INVESTIGATING LANGUAGE

The aim of this unit is to encourage candidates to apply their knowledge gained at AS level to a small research project on a chosen aspect of spoken or written English in use. Some examples might be an exploration of stylistic features of popular media, or an analytical study of some differences between spoken and written English.

FURTHER INFORMATION

Miss A Alexander aalexander8@hillingdongrid.org

OUTLINE OF COURSE

This course encourages students to develop their interest and enjoyment in literary studies through reading widely, independently and critically. They become confident and reflective readers, able to express their opinions effectively through speech and writing.

AS Level**Module 1 - ASPECTS OF NARRATIVE**

This examined part of the course requires students to study four texts (two novels and the work of two poets) from the perspective of their narrative technique, so addressing issues of plot, voice, location, setting, character and theme.

Module 2- DRAMATIC GENRES: TRAGEDY

This coursework unit requires students to study two plays ('Othello' and 'Cat on a Hot Tin Roof') in terms of their position within a genre, in this case the genre of tragedy. They are required to produce two essays exploring the qualities that make these plays tragic.

A2 Level**Module 3 - TEXTS AND GENRES**

This examined unit requires students to study four texts which relate to the gothic tradition, and to think about these texts as demonstrating or rejecting the conventions of that genre.

Module 4 - This coursework unit requires students to compare two texts, and think about different critical approaches to reading texts.

FURTHER INFORMATION

Miss A Alexander aalexander8@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

The course aims to develop the ability to understand and use French effectively across the four skill areas. A number of topics are covered, including travel and tourism, sport and pastimes, advertising and the media, education and training.

Students' understanding of grammar will be developed as will their awareness of the nature of language learning.

A2 Level

In Year 13 students continue to develop their skills in French and will study topics such as society, the environment, science and technology, culture.

Greater use of ICT facilities including the language lab and Internet help students' access to resources in French. There will also be an opportunity to take part in a work experience placement to learn French in a genuine business environment.

COURSEWORK

Will no longer be an option. Students will take a Speaking, Listening, Reading and Writing paper in Year 12 and in Year 13.

FURTHER INFORMATION

Mrs H Sidhu hsidhu@hillingdongrid.org

OUTLINE OF COURSE

The qualification is an excellent preparation for both employment and higher education, where a range of problems and conflicting perspectives will be considered and reconciled. Through this process students will develop highly-valued study and communication skills. Students will also have a chance to gain a broader picture of the world, and to connect ideas and information from different disciplines.

AS**• Unit 1 – Challenges for Society**

This unit explores the challenges facing society, whether they are scientific, technological or moral. It looks at such issues as nuclear power, genetic, climate change and global warming and asks what makes a humane society.

• Unit 2 – The Individual and Society

This unit explores the individual in society and asks what influences behaviour and where values and opinions come from. It looks at such issues as developments in travel and new communication systems, peer groups, multi-culturalism, media influences, bloggers.

A2**• Unit 3 – Change and Progress**

This unit explores the nature of change and progress in different fields of human experience: art, science and technology. It looks at such issues as education, industrialisation, and employment, changes in male and female roles, equality, inequality, migration and human rights.

• Unit 4 – Beliefs, Values and Responsibilities

This unit explores the unifying themes of values and beliefs that societies develop to guide the behaviour of individuals and groups. It looks at such issues as religious belief, social norms, antisocial behaviour, deviance and creativity.

FURTHER INFORMATION:

Miss S Mead smead@hillingdongrid.org

OUTLINE OF COURSE

The course focuses on the interaction between the human and physical environments.

At AS there are two units:**Unit 1 – Global Challenges (Examination) – 60% of AS**

This unit poses questions which seek to explore the meaning, causes and impacts of a number of headline global issues. It gives students the opportunity to evaluate existing attempts to manage the problems they bring and challenges us to find solutions for the 21st century.

Unit 2 – Geographical Investigations (Examination) – 40% of AS

Fieldwork, research and practical work are all seen as a part of the wider investigation process. Students study one physical topic which poses questions which explore how we might best manage some of the challenges we face from the natural world, while the human topics focus on our need to better manage rural and urban places in the 21st century. This gives students the opportunity to look at issues at a local or small scale, relating these to their own lives and experiences as well as comparing their research areas to a wider world context.

At A2 there are two units:**Unit 1 – Contested Planet (Examination) – 60% of A2**

The use and management of resources is a key issue for geography and today's world. Consumption patterns highlight stark inequalities between regions, countries and groups of people. Many resources are finite, and rising consumption means that difficult decisions over the use of resources will have to be taken more frequently.

Unit 2 – Geographical Research (Examination) – 40% of A2

Students must select and study **one** research option from the above list that reflects their geographical interests.

Options in this unit range from those with a strong physical geography focus, to those concerned more with environmental, social and cultural geographies. The options are designed to expose students to a range of geographical information in a variety of forms, namely books, journals, video and the internet.

FURTHER INFORMATION:

Miss A Hulme ahulme@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

The course aims to develop the ability to understand and use German effectively across the four skill areas. A number of topics are covered, including travel and tourism, sport and pastimes, advertising and the media, the arts (film and theatre), education and work, food and drink, human-interest news items.

Students' understanding of grammar will be developed as will their awareness of the nature of language learning.

A2 Level

In Year 13 pupils continue to develop their skills in German and will study topics such as social issues, the environmental, politics and technological and scientific advancements.

Greater use of ICT facilities including the Internet help students' access sources in German. There will also be an opportunity to take part in a work experience placement to learn German in a genuine business environment.

COURSEWORK

Will no longer be an option. Students will take a Speaking, Listening, Reading and Writing paper in Year 12 and in Year 13.

FURTHER INFORMATION

Mr A Robertshaw arobertshaw@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

The course will focus on two areas of study, one of which will include a substantial element of British history (1483 – 1529) and the other will provide an element of European/World history (Life in Nazi Germany). Through study and wider reading, students are encouraged to extend their knowledge and develop their historical skills.

A2 Level

During the A2 course students consolidate and extend their understanding of key historical issues by continuing their study of a period of British History (The Triumph of Elizabeth 1558 – 1603). This will be academically demanding with strong emphasis on reading, note taking and essay writing.

COURSEWORK

In Year 13 students are expected to complete a piece of coursework of approximately 3500 words. This coursework must analyse a historical issue or problem (The British Empire and India, 1833-1947) and should demonstrate an understanding of change over a period of at least 100 years.

FURTHER INFORMATION

Mrs L Hall lhall42@hillingdongrid.org

OUTLINE OF COURSE

This course is designed to produce effective, discerning ICT users who might wish to further their studies at University or opt for work-based training.

Year 12

Students study three modules, two of which are assessed by course work and the third by a practical examination.

- Unit 1** The Information Age – Students will investigate the impact that the Information Age has had on the world we live in.
- Unit 2** The Digital Economy – Students will learn about various aspects of e-commerce.
- Unit 3** The Knowledge Worker – Students will learn how ICT can be used to solve assorted problems.

Year 13

Students study three modules, two of which are assessed by coursework and the third by a practical examination.

- Unit 7** Using Database Software – Students will learn how to design and create a database.
- Unit 8** Managing ICT Projects – Students will use ICT to plan and manage the creation of a multimedia product from an initial idea through to completion.
- Unit 10** Using Multimedia Software – Students will design, develop and create a multimedia product using ICT.

COURSEWORK

Units 1, 2, 8 and 10 are all coursework

FURTHER INFORMATION

Mr A Thawley athawley@hillingdongrid.org
Mr S McTiernan smctiernan@hillingdongrid.org
Miss A Patel apatel12@hillingdongrid.org
Mr P Dua-Brown pduabrown@hillingdongrid.org
Mr A Bennett abennett12@hillingdongrid.org
Miss C Lawrence clawrence1@hillingdongrid.org
Miss R Patel rpatel101@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

The course aims to develop the ability to understand and use Italian effectively across the four skill areas. A number of topics are covered, including travel and tourism, sport and pastimes, advertising and the media, the arts (film and theatre), education and work, social issues and relationships. Students' understanding of grammar will be developed. There will also be an opportunity for students to go on a one week work experience placement in Year 12.

A2 Level

In Year 13 pupils continue to develop their skills in the Italian language, and will study topics such as customs, traditions, belief and religious, national and international events, literature and the arts. They will also study one literary text or an Italian based topics area in depth.

FURTHER INFORMATION

Ms E Kilburn ekilburn@hillingdongrid.org

Mr T Bowen tbowen@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

Unit 1 Law Making and the Legal System: Explores the Sources of Law from Parliament, Europe and Judges. Students consider the effect of judicial interpretation of statute law and the differing outcomes. Students will also examine the work of those involved in solving disputes like the legal profession and Judges.

Unit 2 The Concept of Liability: This unit is concerned with how disputes are solved through the courts and introduces the basis of Criminal law (non fatal offences) and Civil Law (the tort of negligence). For this unit students will examine the criminal offences of Assault, Battery, ABH and GBH/Wounding and be able to apply the relevant facts to a given scenario in the exam.

A2 Level

Unit 3 Criminal Law (Offences against the Person): This module looks at the fatal offences of murder and involuntary manslaughter. Students will also critically evaluate the current law on murder and be able to offer proposed alternatives from the Government. This module also revisits the non fatal offence such as Assault and GBH (which students covered at AS) as well some defences such as Self Defence, Intoxication, and Insanity.

Unit 4 Criminal Law (Property Offences) and Concepts of Law: This module explores the most common property offences such as Theft, Burglary, Robbery, Fraud, and Blackmail as well as some theoretical themes in Law such as Justice and the role of Judges in Law making.

COURSEWORK

None

FURTHER INFORMATION

Ms C O'Neill coneil@hillingdongrid.org

OUTLINE OF COURSE

The course is offered to students who will be likely to achieve an A* at GCSE and wish to take both Mathematics and Further Mathematics at A-Level. The Further Mathematics course is highly recommended for students who wish to take mathematics or a mathematically related subject at degree level. **Some top Universities are now only accepting applications for Mathematics for students who have taken both Mathematics and Further Mathematics.**

Year 12

The course follows the EDEXCEL syllabus. It is a modular course that requires the completion of six modules in Mathematics and Further Mathematics. The modules taken are Core Maths1 (C1), Core Maths2 (C2), and Mechanics1 (M1) or Statistics1 (S1) – forming the standard AS mathematics course. The additional units for Further Mathematics AS are Decision Maths1 (D1) and Further Mathematics 1 (FP1) and Mechanics1 (M1) or Statistics1 (S1). This qualifies for the award of an AS-Level in both Mathematics and Further Mathematics.

Year 13

The course builds upon the work completed in Year 12. Students will take four more Pure Mathematics modules and two more applied mathematics modules. This qualifies for the award of an A-Level in both Mathematics and Further Mathematics.

COURSEWORK

None

FURTHER INFORMATION

Miss L Emerson lemerson2@hillingdongrid.org

OUTLINE OF COURSE

This course is intended primarily for students who wish to support their studies in subjects that may make use of Mathematics. This course is appropriate for students who achieve at least a grade B at GCSE. Whilst the minimum requirement is a B at GCSE, **significant additional personal study** will be required if a student has not achieved at least an A grade at GCSE. In addition, **all students must pass** an entrance exam in algebra before they can start the course. This exam will also be used to identify students who will need to attend an additional, compulsory 'Essential Skills' class every week.

There will be a Curriculum Evening to support students in understanding the entrance requirements and demands of this course. The date of this evening is to be confirmed.

AS Level

The course follows the London board Edexcel Syllabus. It is a modular course that requires the completion of three modules. The modules taken are Core Maths1 (C1), Core Maths2 (C2) and an applied maths module (Mechanics1 or Statistics1). Each module looks at a specific area of maths, which builds on and develops the concepts learnt from the GCSE Higher course.

A2 Level

The A2 course builds upon the work completed at AS and students will take two more Core Maths modules (C3 and C4) and a second applied maths module. The full A level is awarded for the completion of six modules.

COURSEWORK

None

FURTHER INFORMATION

Miss L Emerson lemerson2@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

The course introduces students to Media through a mixture of theoretical study and practical work.

Coursework (25%): Unit G321 – Students will produce a piece of practical work consisting of a new Music Magazine. This will culminate in the production of a DVD displaying all work as well as two documentaries showing how the work was created.

Exam: Unit (25%) G322 – Students will be required to analyse a moving image text (TV Drama) as well as a question based on the study of the film industry.

A2 Level

Coursework (25%): Unit G323- Students will produce one main, and two supporting pieces of practical work using a range of media. Typically this will include a Music Video, TV Advert, Film Trailer, Short Film or Animation.

Exam: Unit (25%): G324 – In section A of this paper, students answer two questions analysing and evaluating their coursework. In section B they will answer one question based on 'Contemporary Media Issues'

FURTHER INFORMATION:

Mr T Daley tdaley@hillingdongrid.org

Mr M Fisher mfisher@hillingdongrid.org

BTEC Level 3

Diploma in Creative Media Production (Film and TV)

EDEXCEL BOARD

OUTLINE OF COURSE

This course offers is a double award (equivalent to two A-Levels) which deals with making moving image texts in a vocational context. The course broadly involves:

- (1) Researching and Analysing Film and Television texts
- (2) Developing technical skills in terms of camera work, editing and sound
- (3) Producing and evaluating a range of moving image texts

PLEASE NOTE THE FOLLOWING

- a) This course is worth two advanced courses and so takes up two option pools
- b) It will take two years to complete the course
- c) It CANNOT be taken alongside AS/A2 Media Studies
- d) It is intended for those students who wish to specialise in film and television production, ideally in preparation for a career in that industry
- e) Students numbers on this course will be limited to 15 maximum. If there are more than 15 students, the Head of Faculty for Performing Arts and Media will determine entry on an individual basis.

Unit Structure

Core Units include

- Research Techniques for the Media Industries
- Pre-Production Techniques for the Media Industries
- Production Management Project
- Working to a Brief in the Media Industries

Specialist Units include

- Understanding the Television and Film Industries
- Film and Video Editing Techniques
- Single Camera Techniques
- Writing for Television and Video
- TV Idents
- Music Video Production
- Interview Techniques for Media Production
- Stop Motion Animation Production

These units will be assessed through six major pieces of practical work

FURTHER INFORMATION

Mr T Daley tdaley@hillingdongrid.org

Mr M Fisher mfisher@hillingdongrid.org

OUTLINE OF COURSE

This course offers is a single award (equivalent to one A-Levels) which deals with making print texts in a vocational context. The course broadly involves:

- (4) Researching and Analysing Print texts
- (5) Developing technical skills in terms of photography and Photoshop
- (6) Producing and evaluating a range of print texts

PLEASE NOTE THE FOLLOWING

- f) This course is worth one A-Level advanced course and so takes up one option pool
- g) It will take two years to complete the course
- h) It CANNOT be taken alongside AS/A2 Media Studies
- i) It is intended for those students who wish to specialise in print production, ideally in preparation for a career in that industry
- j) Student numbers on this course will be limited to 15 maximum. If there are more than 15 students, the Head of Faculty for Performing Arts and Media will determine entry on an individual basis.

Unit Structure

Core Units include

- Research Techniques for the Media Industries
- Pre-Production Techniques for the Media Industries

Specialist Units include

- Magazine Design
- Graphic Narratives
- CD Designs
- Designing Promotional Material for Films
- Advertising

These units will be assessed through a series of major pieces of practical work

FURTHER INFORMATION

Mr T Daley tdaley@hillingdongrid.org

Mr M Fisher mfisher@hillingdongrid.org

OUTLINE OF COURSE**AS Level****Unit 1: Performing**

Candidates are required to perform one or more pieces of a Grade 5 standard as a soloist and/or as part of a small ensemble in one five to six minute assessed performance (15%)

Unit 2: Composing

Candidates develop their composition skills by writing a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how they developed their ideas (15%)

Unit 3: Developing Musical Understanding

Assessment is through a 2 hour examination paper that tests listening, knowledge of classical music styles, and understanding of chords and harmony (20%)

A2 Level**Unit 4: Extended Performance**

Candidates are required to perform one or more pieces of a Grade 6 standard as a soloist and/or as part of a small ensemble in one 12 to 15 minute assessed performance (15%)

Unit 5: Composition and Technical Study

Students must complete two tasks in this unit choosing from *either* one composition and one technical study *or* two compositions *or* two technical studies (15%)

Unit 6: Further Musical Understanding

Assessment is through a 2 hour examination that tests aural analysis, knowledge of music history, and understanding of trends and developments in classical instrumental music (20%)

FURTHER INFORMATION

Mr J Sloan jsloan@hillingdongrid.org

OUTLINE OF COURSE**AS Level:****Unit 1: Portfolio**

Students use Cubase 5 and Reason 4 to learn arranging, sequencing, and multi-track recording techniques as they develop the skills to complete three set tasks. Candidates must submit an audio CD of the three pieces and complete a log book (35%)

Unit 2: Listening and Analysing

Students study popular music styles from 1910 through to the present day, including the development of jazz and rock styles. Assessment is through a 1 hour 45 minute listening examination (15%)

A2 Level**Unit 3: Portfolio 2**

This part of the course builds on skills acquired in Unit 1, and extends these to include composition. Candidates also study the development of technology based music. Candidates sequence an integrated performance, produce a composition, and make a multi-track recording (30%)

Unit 4: Analysing and Producing

Candidates are tested on their musical understanding, their ability to manipulate and correct recorded music and produce a balanced stereo mix during a 2-hour examination (20%)

FURTHER INFORMATION

Mr J Sloan jsloan@hillingdongrid.org

OUTLINE OF COURSE**AS LEVEL****THE PHILOSOPHY OF RELIGION**

This module examines the process of philosophy and the various questions posed by key thinkers:

- Ancient influences on philosophy of religious
- Judeo-Christian influences on philosophy of religious
- Traditional arguments for the existence of God
- Challenges to religious belief

RELIGIOUS ETHICS

This module examines how to apply different theories of ethics from Ancient Greeks to modern thinkers.

- Aristotle and Natural Law
- Aquinas and Reason
- Kant
- Ethical issues such as abortion, euthanasia and war
- Examination of Jewish ethics

A2 LEVEL**THE PHILOSOPHY OF RELIGION**

This module examines philosophical theories concerning religious and ethical issues.

- Experience and religion
- Nature of God
- Miracles
- Religious Language
- Life and death

ETHICS

This module seeks to examine how to apply ethics using language, reasoning and situations.

- Meta-ethics
- Free will and determinism
- Role of the conscience
- Virtue ethics
- Applied ethics

NO COURSEWORK**FURTHER INFORMATION:**

Mr A Berg (Head of KS5 RE) aberg2@hillingdongrid.org

Mrs K Gajparia kgajparia@hillingdongrid.org

OUTLINE OF COURSE**AS LEVEL**

The AS level comprises two units – one set internally, one set externally. The internal unit develops students' knowledge of the formal elements of art and helps them to improve their understanding of the relationship between ideas and art and design practice. Work in photography – lens and light based media should form a means of personal enquiry and expression involving the selection and manipulation of images. Students must employ creative approaches which go beyond mere observation and recording.

The examination board sets the second unit. This unit represents the culmination of the AS course. The paper consists of one broad-based theme. Students will be required to produce preparatory work related to the theme and then sit a timed examination (8 hours).

Disciplines will include film based photography and digital photography. Students will be required to work in one or more of these disciplines.

A2 LEVEL

The A2 level also comprises two units – one set internally, one set externally. The internal unit incorporates two linked elements, each with separate final outcomes: Practical work and a personal study where students are required to investigate art and design practice through a technical, contextual or stylistic study.

The examination board sets the fourth and final unit. This unit represents the culmination of the A2 course. The paper consists of one broad-based thematic starting point. Students will be required to produce preparatory work related to the theme and then sit a timed examination (12 hours).

Disciplines will include film based photography and digital photography. Students will be required to work in one or more of these disciplines.

ASSESSMENT

All units are marked internally and are externally moderated. Internally set units are worth 30% of A2 or 60% of AS. Externally set units are worth 20% of A2 or 40% of AS.

FURTHER INFORMATION

Ms S Darwish sdarwish1@hillingdongrid.org

OUTLINE OF COURSE**AS Level****UNIT 1**

Section A – Applied Exercise Physiology

Section B – Skill Acquisition

Section C – Opportunities for Participation

60% of the total AS mark – 2 hour written paper

(30% of A' Level)

The exam is made up of 7 questions – all of which are compulsory – (2 per section A-C), and 1 extended essay in which students have to be able to show that they can apply their knowledge and understanding to practical situations.

UNIT 2

40% of the total AS mark – practical

(20% of A' Level)

Candidates perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as a performer, coach and/or official in two sports.

A2 Level**UNIT 3**

Section A – Applied Physiology

Section B – Psychological Aspects

Section C – Evaluating Contemporary Influences

(30% of A' Level)

The exam is made up of 3 questions – all of which are compulsory. Students have to answer the first question (essay question) in each section (14 marks). They have to choose 2 questions from 3 from each of the 3 sections.

UNIT 4

20% of A' Level

Candidates need to use the knowledge and understanding that they have gained from the whole course (AS and A2) in order to improve their own personal performance in one sport, as a performer, coach or official.

FURTHER INFORMATION:

Mrs M Wall mwall1@hillingdongrid.org

COURSE DESCRIPTION

AS	Main content of the Units	AS %	A2 %
Unit 1	PHYA1 Particles, Quantum Phenomena and Electricity This module involves two contrasting topics in physics: particle physics and electricity.	40	20
Unit 2	PHYA2 Mechanics, Materials and Waves This AS module is about the principles and applications of mechanics, materials and waves.	40	20
Unit 3	PHA3T Investigative and Practical Skills in AS Physics Centre Marked Route T – 50 marks Practical Skills Assignment (PSA – 9 raw marks) Investigative Skills Assignment (ISA – 41 raw marks)	20	10
A2	Main content of the Units	AS %	Total GCE Mark %
Unit 4	PHYA4 Fields and Further Mechanics The first section advances the study of momentum and introduces circular and oscillatory motion and covers gravitation. Electric and magnetic fields are covered, together with basic electromagnetic induction.	40	20
Unit 5	One of Units PHA5A, PHA5B, PHA5C, PHA5D Nuclear Physics ,Thermal Physics and an Optional Topic Section A: Nuclear and Thermal Physics Section B one of the following options Each paper has 4/5 structured questions and 35 marks. Options: A - Astrophysics B - Medical Physics C - Applied Physics D - Turning Points in Physics	40	20
Unit 6	PHA6T, Investigative and Practical Skills in A2 Physics Centre Marked Route T – 50 marks Practical Skills Assessment (PSA – 9 marks) Investigative Skills Assignment (ISA – 41 marks)	20	10

STYLE OF TEACHING AND GROUP ACTIVITIES:

Practical work forms an integral part of the course. Ideas are taught through mini research projects; group discussion; problem solving tasks; question and answer sessions, as well as teacher input. This course draws on a range of established material and skills. It is designed to allow students to make a responsible transition from GCSE Science into this advanced, specialist course.

LEADS TO CAREERS IN:

Physician (doctor), Power Engineers, Reactor Operator, Research Scientist, Science Writer, Solar Physicist, Hydrologists, Industrial Physicist, Materials Scientist, Mathematical Physicists, Mathematicians, Mechanical Engineers, Medical PhD, Meteorologists, Mineralogists, Nuclear Physicists, Oceanographers (more information at <http://dutch.phys.stratch.ac.uk>).

FURTHER INFORMATION:

Mrs C Saeeb csaeeb@hillingdongrid.org

OUTLINE OF COURSE**AS Level**

The course introduces students to the UK political system.

Unit 1

Students will study the factors that may affect why people vote for a particular party during election time. This part of the course is a sociological analysis of the factors that may affect how one votes for example, class, media, economy. Students will also gain an understanding of our electoral system and be able to analyse it. Students then study political parties and pressure groups, their functions, their power and whether they enhance democracy.

Unit 2:

This unit focuses upon the institutions that govern Britain. Students will study the Constitution and the Judiciary and its ever changing role. Students will also study the Prime Minister and his/her relationship with other Cabinet Ministers and the subsequent powers and constraints he/she may exercise. The final topic is on the Westminster Parliament and the other assemblies/parliaments within the United Kingdom

A2 Level (route A)

This course is an introduction into the American political system and follows the same topics of study from AS.

Unit 3

The Politics of the USA: Investigation into how American elections operate, voting behaviour of the American public, Pressure groups, and Political Parties.

Unit 4

The Government of the USA: The unit covers the main institution of US Government, the presidency (including cabinet and EXOP), Congress, Supreme Court and the Constitution.

COURSEWORK

None

FURTHER INFORMATION

Ms C O'Neill coneil@hillingdongrid.org

OUTLINE OF COURSE**AS Level****Unit 1: Cognitive Psychology, Development Psychology and Research Methods**

Cognitive psychology investigates the processes and functioning of memory. It looks at the different types of memory through research. The critical issue to consider in this part of the course is eyewitness testimony. Development psychology considers the attachment process which forms between an infant and their primary caregiver. Again, through research, we consider the long-term consequences for the child if this bond is disrupted or never existed.

Research methods teach students how psychology carries out research in the real world and in laboratories. It also considers the ethical issues of carrying out such research and all the design decisions that are needed.

The 1.5 hour exam consists of a mixture of short answer and extended essay questions based on all the above. The exam takes place in the summer (May / June).

Unit 2: Biological Psychology, Social Psychology and Individual Differences

Biological Psychology looks at the physiology and psychology of stress. It evaluates research that looks at the link between stress and illness. Social psychology considers the individual in a social / group setting. It discusses and evaluates research on majority influence, minority influence and obedience. Individual differences explore the world of abnormal behaviour. It outlines the major approaches in Psychology that attempt to explain the roots of abnormality and related treatment methods.

The 1.5 hour exam consists of a mixture of short answer and extended essay questions based on all the above. The exam takes place in the summer (May / June).

A2 Examination**Unit 3: Biological Rhythms & Sleep, Aggression and Eating Behaviour**

A2 content starts with an in-depth look at eating behaviours, biological rhythms (including sleep) and theories of aggression. Biological and psychological theories and research are considered for each.

The 1.5 hour exam consists of three extended essay questions based on the above. The exam takes place in January.

Unit 4: Psychopathology, Psychology in Action and Research Methods

Psychopathology takes an in-depth look at schizophrenia. For Psychology in Action, students will be presented with scenarios to apply their knowledge relating to the psychology of addiction. Research methods will test the students' knowledge of psychological investigation formed over the two years of study.

The two hour exam will consist of extended essay writing as well as short answer questions as is examined in the summer (June).

Each unit is worth 25% of the overall A' level

FURTHER INFORMATION

Mr C Telford ctelford@hillingdongrid.org

Specification - http://web.aqa.org.uk/qual/gce/psychology_a_new.php

OUTLINE OF COURSE**AS****Unit 1 – Families and Households**

This unit will develop student's understanding of changing patterns within the family and the growth of family diversity. The nature and extent of changes in relation to gender roles and power relationships. The nature of childhood and demographic changes in the UK since 1990, and issues surrounding domestic abuse.

Unit 2 – Education and Sociological Methods

This unit will develop understanding of the purpose of education, why different social groups have different levels of achievement. The relationships and process within schools with emphasis on teacher pupil relationships, pupils subcultures and the hidden curriculum. The signification of educational policies. The unit will also focus on the role of research methods in the Sociology of Education.

A2**Unit 3 – Beliefs in Society**

This unit explores the nature of different ideologies including science and religion; The relationship between religious belief and social change, including Fundamentalism; The structure of religious organisations including cults and sects; The relationship different social groups have to religious and spiritual organizations; The significance of religiosity in the contemporary world.

UNIT 4 – Crime and Deviance and Theory and methods

This unit explores different theories of Crime and Deviance; The social distribution of Crime and Deviance; Globalisation and Crime in Contemporary Society, the media and crime, green crime, human rights and state crime. Crime control, prevention and punishment; The sociological study of suicide; The connections between Sociological Theory and methods and the study of Crime and Deviance.

FURTHER INFORMATION

Mrs A Appleby aappleby1@hillingdongrid.org

SPANISH

AS/A2 LEVEL

OCR BOARD

OUTLINE OF COURSE

AS Level

The course aims to develop the ability to understand and use Spanish effectively across the four skill areas. A number of topics are covered, including daily life, leisure and entertainment, communication and media, education and training.

Students' understanding of grammar will be developed as will their awareness of the nature of language learning.

A2 Level

In Year 13, students continue to develop their skills in the Spanish and will study topics such as society, the environment, science and technology, culture. Additionally, students will learn to develop research skills in spoken presentations and coursework essays.

Greater use of ICT facilities including the language lab and Internet help students' access to resources in Spanish. There will also be an opportunity to take part in work experience placement to learn Spanish in a genuine business environment.

COURSEWORK

Will no longer be an option. Students will take a Speaking, Listening, Reading and Writing paper in Year 12 and in Year 13.

FURTHER INFORMATION

Mrs K Daley kdaley@hillingdongrid.org

**Edexcel BTEC Level 3 Diploma in Sport
(Development, Coaching and Fitness)**

EDEXCEL BOARD

COURSE OUTLINE:

The BTEC in Sport course is equivalent to two A-levels. Students can go to university or it is an excellent course to aid progression to employment and/or further training within the Sport Sector through the development of knowledge, skills and understanding for work in this area. The course will also increase the knowledge and understanding of the Sport and Leisure sector through the investigation and evaluation of a range of differing areas. This course also enhances their communication and independent working skills, through coaching of different sports and leadership qualities. All assessment will be through portfolio work. There are no external exams.

ASSESSMENT:

13 Units (7 core and 6 optional)

- 1. The Principles of Anatomy and Physiology in Sport:** To understand the structure and function of the skeletal, muscular, cardiovascular, respiratory and energy systems.
- 2. The Physiology of Fitness:** To know the bodies acute and long term response to exercise.
- 3. Assessing Risk in Sport:** To know the key factor, carry out risk assessments and plan activities that influence health and safety in sport.
- 4. Fitness Training and Programming:** To understand the requirements, plan and monitor a fitness training programme.
- 5. Sports Coaching:** To understanding the roles, responsibilities and skills of a coach and to implement them while planning and delivering a coaching session.
- 6. Sports Development:** Key concepts of Sports development are explored along with the various roles of the different sporting organisations.
- 7. Fitness Testing for Sport and Exercise:** To understand, research, prepare, conduct and analyse appropriate fitness tests for a client.
- 8. Practical Team/Individual Sports:** Students need to select and apply their knowledge, skills and techniques in two selected sports. They need to demonstrate their understanding through officiating and reviewing their performance.
- 9. Outdoor and Adventurous Activities (OAA):** To know about organisation, provision and safety considerations of OAA, to participate and review own performance in OAA.
- 10. Sports Injuries:** To understand how to prevent and identify a range of common injuries. To apply methods of treatment and to plan and construct a treatment and rehabilitation programme for two common injuries.
- 11. Leadership in Sport:** To plan and lead a sports activity demonstrating knowledge of the key qualities and characteristics of an effective sport leader.
- 12. Instructing Physical Activity and Exercise:** Understanding, plan, lead and review an exercise programme.
- 13. Sports Nutrition:** To develop understanding of nutritional values for elite and amateur athletes, looking at varying diets and nutritional strategies.

THIS COURSE INVOLVES:

Independent research, note taking, presentations, coaching, practical sport and report writing: Students will be expected to be able to work independently and will have deadlines throughout the course.

FURTHER INFORMATION: Mr C Jepsen cjepsen@hillingdongrid.org

OUTLINE OF COURSE

Over the two years of the A' level course there are four main study topics, and students take two of those study topics each year.

AS Level

Unit 1 is titled 'Materials, Components and Application.' It introduces students to subjects like understanding materials, production processes and the impact of cost and design. This is the academic part of year one.

Unit two is titled 'Learning through Designing and Making' and is the practical, coursework part of year one. Students work on their own design with a range of materials and media.

A2 Level

Unit 3 is titled 'Design and Manufacture.' This develops holistic appreciation of the relationship between design and technology, or form and function. It is the academic part of year two.

Unit 4 is titled 'Design and Making in practice' and is the practical, coursework part of year two. Students will create a textile project and record the processes they went through.

ASSESSMENT

The AS level comprises two units – In the first year student have two assessments. A two hour written paper covers Topic 1 and accounts for 25% of the total A' level marks. The coursework and design portfolio from Topic 2 account for another 25% of the total A' level marks. A pass in year one is recognised at AS level.

Year two is the same. A two hour written paper covers Topic 3 and accounts for 25% of the total A' level marks. The coursework and design portfolio from Topic 4 account for the final 25% of A' level marks.

FURTHER INFORMATION

Miss M Fedrick mfedrick@hillingdongrid.org

TRAVEL AND TOURISM

AS/A2 LEVEL

SINGLE AWARD

OUTLINE OF COURSE

This is an applied GCE course, which in a vocational context will provide students with a knowledge, experience and understanding of the Travel and Tourism Industry.

At AS there are three equally weighted units:

Unit 1 Introducing Travel and Tourism (Examination)

Unit 2 Customer Service in Travel and Tourism (Coursework)

Unit 3 Travel Destinations (Coursework)

At A2 there are three equally weighted units:

Unit 9 Tourism Development (Examination)

Unit 10 Event management (Coursework)

Unit 12 Ecotourism (Coursework)

The course is assessed through a combination of examinations and coursework and students have the opportunity to participate in visits to travel and tourism organisations and destinations.

FURTHER INFORMATION

Ms R Money rmoney1@hillingdongrid.org

**MEDIA
(ONE YEAR)**

BTEC Level 2 DIPLOMA in Creative Media Production

OUTLINE OF COURSE

BTEC Level 2 Diploma is equivalent to **4 GCSEs** and deals with making media texts in a vocational context. The course broadly involves:

1. Researching and Analysing media texts
2. Developing technical skills in terms of print and video production
3. Producing and evaluating a range of texts

PLEASE NOTE THE FOLLOWING

This course is a one year course which can only be taken with GCSE Maths/English resits. Success in this course can lead to taking AS Levels/BTEC National courses the following year.

Unit Structure

Core Unit

Research for Media Production/Media Industries/Media Audiences

Students will develop initial skills in research techniques, concentrating on research methods and techniques, how to identify sources of information and how to use them to gather relevant material as well as looking at who produces and who consumes the media

Specialist units

Video Production

Introduces learners to the techniques and technology of video-based production work.

Print Production

Students will develop learners' understanding of print production techniques and technology.

Advertising Production

Students will develop and produce their own advertising campaign

These units will be assessed through a series of practical projects with supporting evidence.

FURTHER INFORMATION

Mr T Daley tdaley@hillingdongrid.org

Mr M Fisher mfisher1@hillingdongrid.org