



Sixth Form Prospectus

Launch the next stage of your life with us

Learning First...



Northern Star
Academies Trust

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Sixth Form Welcome

Continuing (or beginning) your education at Harrogate High School Sixth Form is a real experience. After overcoming the hurdle of your GCSEs, our exceptionally high standards of teaching and learning will be vital to support you in the next phase of your education. Our Sixth Form has developed a reputation for having a friendly, dedicated and studious environment which is coupled with a strong community spirit, allowing students to meet new people and establish lasting friendships. In turn, this allows our students to achieve to the very best of their ability and we are pleased to say that, once again, this is reflected in our most recent A level results.

Joining the Sixth Form will be the most dramatic and exciting change in your education since moving up from Primary School. You will be studying only your favourite subjects; you will wear business dress; you will have an active role within the school and in supporting younger students and staff and a positive working relationship with staff. Being in Sixth Form will be a highly enjoyable time in your education.

At Harrogate High School we treat every student as an individual and feel passionate about educating a whole person rather than manufacturing students that merely attain a set of qualifications. Our Sixth Form offers a wide range of academic and vocational courses, as well as many extra-curricular and enrichment opportunities. As part of this, we are incredibly excited about launching our brand new 'Shaping My Future' programme which will be essential in supporting students to develop the skills and qualities for the next stage in their lives. During this time we will focus on developing: employability skills, financial literacy, knowledge of sex and relationships, business and enterprise, applying for university and careers.

There is a vast array of opportunities available in the Sixth Form in which you will be able to participate enthusiastically. Only then will you be able to say, ultimately, that you made the most of all the chances that came your way.

Remember, what you get out of the Sixth Form will be in proportion to what you put in. Throw yourself into it; work hard; do the best you can.



Mr L Wilson
Head of Sixth Form



Mrs Reeve
Sixth Form Lead Learning Manager



Mrs Williams
Sixth Form Lead Learning Manager

Aspire with us



Jess Rowntree

Courses studied: History, Health and Social Care, Performing Arts (Dance).

Where do you plan to be in September and what will you be doing?

Studying Performing Arts or History at Newcastle University.

How has Harrogate High School helped you to develop?

I have learnt new skills and gained confidence. Driving theory lessons are also provided which is beneficial to my future. Learning Assistant time is great, it gives me an insight into teaching. I enjoy working one on one with students and being able to see them progress over time.

What opportunities have you had for learning outside the classroom?

Extra-curricular activities such as the school production allow me to extend my learning further. Our Sixth Form centre is a quiet space where I can get on with my work.



Lauren Metcalf

Courses studied: English Language, English Literature, History.

Where do you plan to be in September and what will you be doing?

I hope to be studying English Literature at University of Leeds, York or Newcastle.

How has Harrogate High School helped you to develop?

Harrogate High School has provided me with the skills required in order to pursue an English degree.

What opportunities have you had for learning outside the classroom?

I am currently the secretary of the Sixth Form Council. In this role I am responsible for sharing all communications with each member of the student council to ensure that meetings run smoothly. In addition to this I thoroughly enjoy my learning assistant hours where I work alongside students in lessons to assist them in their learning. This has helped me to develop my communication skills and my problem solving skills. These will both be essential in preparation for my future studies.



Mark Moore

Courses studied:

I have studied, BTEC Business, A Level Psychology and A Level Sociology.

Where do you plan to be in September and what will you be doing?

I plan to go into full time employment and manage a business store. This might be my own business or a franchise store.

How has Harrogate High School helped you to develop?

I believe Harrogate High School has helped me develop by building confidence and by making me not have stage fright anymore because in year 7, I was afraid to make public speeches but now I am able to perform in front of others and voice my experiences/opinions. They have also allowed me to build my communication skills with sessions like student council and shaping my future. I am now able to work better in a team and it is useful for my future.

What opportunities have you had for learning outside the classroom?

I have found a weekend job while in school. I have managed to balance my coursework with the job and they both are great because it shows me what full time employment is like which will help me prepare for my future. It has given loads of opportunities to learn about business structures and the retail world which makes me love it even more.

Aspire with us



Freya Godkin-Helm

Courses studied: Psychology, BTEC Science and Health and Social Care.

Where do you plan to be in September and what will you be doing?

I plan on studying criminal psychology at Newcastle University.

How has Harrogate high school helped you to develop?

I have learnt new skills and gained confidence. Learning assistant time is great, it gives me an insight into teaching. I am able to work one to one with students to help them with their learning and to see them progress over time.

What opportunities have you had for learning outside the classroom?

Extra-curricular activities such as the schools jazz band allows me to show my talent and have been able to go many places with the jazz band such as recently in June 2018, I had the opportunity to go to Tuscany, Italy for a week. Our sixth form centre have enabled me to have access to all the facilities, therefore I have been able to gain further knowledge in my subjects and to get all assignments in on time.



Caitlin Simmon

Courses studied: BTEC Science, A-Level Psychology, A-Level Sociology.

Where do you plan to be in September and what will you be doing?

I hoped to be starting university, where I will be studying Marine Biology. My ambition is to help Marine animals and to clean up our oceans and reduce the amount of plastic we use every day.

How has Harrogate High School helped you to develop?

Harrogate High School has helped me build up my confidence and my ability to work in a team and independently. These skills will help me with my future careers.

What opportunities have you had for learning outside the classroom?

Over the summer I completed a programme called NCS, which I learnt about through school. Also through shaping my future I have learnt about the different career pathways there are.



Helana Corbett

Courses studied: Business Studies, Health and Social Care, Performing Arts (Dance).

Where do you plan to be in September and what will you be doing? My ambition is to be a nursery teacher.

How has Harrogate High School helped you to develop? HHS has helped me with my confidence because I was quite shy when I started.

What opportunities have you had for learning outside the classroom? We get the opportunity to volunteer in lessons that will help benefit and shape our future. The extra curricular activities offered at HHS are very diverse. The school production has helped me to express my creativity in a safe and fun environment with like-minded people.

Sixth Form Student Council

Head of Council (Caitlin Gott)

I began my time at Harrogate High School in Year 7 in September 2012. Even from starting at the bottom of school I always knew I wanted to go to the Sixth Form here. This was certified when I was diagnosed with Leukaemia two weeks into starting in the September. The teachers were amazing as they did whatever they could to help me catch up on school work when I was in hospital and they helped me understand the work when I had missed lessons due to hospital visits. This continued into Sixth Form and the amazing support I get is overwhelming, my teachers stay behind after school to help me understand the work if I have missed it or just don't understand it. This creates a huge support system that stems from the teachers helping teachers right down to the students helping the other students within their studies and this is an amazing thing to see as the head of the student council as team work and unity is one of the most important aspects of the sixth form to me. Another part of Sixth Form I greatly enjoy is the small cohort of students. This improves my learning as the lessons are near enough on a one to one basis as there is such a small number of students in a class.

Being part of the student council is something that I am grateful of and extremely passionate about, as I feel it is a place where students can have a voice and be heard. Within my role as the Head of the Student Council I feel I can achieve this with every single student in the Sixth Form. The teachers within the Sixth Form environment are very helpful when it comes to expert advice on how to run events and speak to the right people, however they do leave us to the hard work as it allows us to develop our communication and leadership skills and makes us more independent students so we are prepared for the next step in our lives whether that is university, full time work or further training.

As a school Harrogate High has given me some amazing opportunities inside and outside of school. With the music department I have been all over Europe to Spain and Italy singing and playing musical instruments. These have all increased my potential within school as I feel like if I work hard I get the treats at the end of the year and this makes me work harder and harder every day to accomplish everything I want in life. I have also gone on many university trips to the University of York where I am involved on a high achievers program. This is where the university give me the opportunity to stay at a university and live like a student and complete taster sessions in subjects I am interested in studying at university.

Advanced Level Subjects

GCE and BTEC

Advanced Level Subjects

A Level and BTEC courses are Level 3 qualifications that take you beyond the Level 2 qualifications studied at GCSE. With a wide range of courses on offer, the Sixth Form provides a great deal of choice for students to construct a programme of study that suits their needs.

A Level

Under the new A Level specification students' final grades will be based on examinations taken at the end of a two year course.

BTEC

BTEC qualifications are equivalent to one A Level. Two years of study must be completed to obtain accreditation. Assessment will be ongoing through coursework along with an examination.

Your course

Students will be advised about taking particular combinations of subjects and those with specific career aspirations will be given guidance as to which subjects will be essential for further study. **Students will select three A Level subjects that you will study for two years.**



Entry Requirements

How to apply for a place in the Sixth Form

What courses are on offer?

We offer a wide variety of courses, some of which you will have studied up to Year 11 and others which are brand new and only available in the Sixth Form. In addition, we offer a number of advanced vocational courses. The A Level subjects that we offer have a traditional exam focus and culminate in examinations at the end of the second year of study. The BTEC courses that we offer have a greater emphasis on coursework which is assessed throughout the year. Due to new BTEC specifications it is vital to note that all BTEC courses are now examined. It is imperative that students make the right choices for their style of learning.

Which course and combination of courses will be right for me?

The most important factor in achieving success at Sixth Form is selecting the most appropriate courses at the start of Year 12. We want all students to leave our Sixth Form having been successful in their subjects and being able to follow the university, apprenticeship or employment path of their choice. Formal careers meetings with Mrs Merson and meetings with Mr Wilson are essential to ensure that the correct choices are selected.



Induction/Application Process

Timeline and milestones

Our induction process for our current year 11 students (prospective year 12) began on Tuesday 5 September 2018. We understand the importance of this decision and feel that it is vital to start our work as soon as possible. Below you will see our application process overview which gives a summary of everything we do to support our students to make well informed decisions about their chosen subjects of study in the Sixth Form.

Ongoing	Visit to the Sixth Form Centre
WC 16 October	Visit to Sixth Form- Taster lesson Information/sign up
WC 06 November	Sixth Form Information Evening- Department stands
WC 12 November	Taster lesson week
<u>Friday 23 November</u>	<u>Deadline for option forms</u>
Friday 07 December	Option blocks finalised
Ongoing	Meetings with students regarding their next steps with Mr Wilson
Ongoing	Formal careers meetings with Mrs Merson
Ongoing	Visits to the Sixth Form Centre Presentations from current students –drop in sessions to learn more about each subject
September	Year 12 enrolment meeting post-GCSE results

Shaping My Future

Preparing for your next phase

At Harrogate High School every student is provided with a personalised support package to ensure that they are prepared for the next phase of their journey beyond post 16 study. In addition to the whole school 'Shaping My Future' (SMF) programme, our Sixth Form students also have a weekly timetabled SMF lesson which forms part of the Careers Advice and Independent Guidance programme that we offer. Speakers from a range of professions are also invited in to school to speak to students and they subsequently lead to bespoke workshops which help to stretch, challenge and embed understanding further.

An overview of some of the other topics which are covered as part of this programme can be seen below:

- Post 16 pathways (university, apprenticeships, college and the world of work)
- UCAS and the preparation of personal statements
- How to write a job application and write a CV
- Interview preparation and mock interviews
- Careers in different fields (including new and emerging fields/technologies and industries)
- Planning and preparation for work experience
- Financial literacy
- Online safety
- Driver Theory Test tuition
- Health and Wellbeing

Leadership Opportunities

Student Leadership Roles

Sixth Form Student Council: Head of Council

The Sixth Form Student Council work together to share the voice of students in the Sixth Form and also generate different ideas for developing their current provision. In addition to this, our students work alongside the KS3/4 Student Voice team to develop their confidence and leadership and work on initiatives throughout the school.

Learning Assistants

All Sixth Form students are expected to work as Learning Assistants for at least one hour a week. This requires them to work alongside a member of staff in a lesson with KS3/4 students. This is an incredibly valuable experience that supports our students to become more well rounded, resourceful and ready for the world of work.

Peer Mentors

Our Sixth Form students meet with students from the lower school during VMG time twice a week. These are one to one sessions where Sixth Form students work with their mentee to support them in their learning and development. This is a new and exciting programme that is growing rapidly.

Sixth Form Assistants

As a school, we believe that our Sixth Form students should be active members of the school community and feel that it is essential that they make a positive contribution to the school. As the oldest students in school it is essential they act as outstanding role models who can motivate and inspire younger students.

16-19 Bursary Fund

Who is eligible for the Bursary?

The 16 – 19 Bursary Fund is intended for students who are in most need of financial support. The funds are intended to assist with expenditure that is directly related to school life. The 16-19 Bursary Fund will be targeted at three qualifying groups:

- Students with a household income below £20,817.
- Students that are in care; care leavers; in receipt of income support or receiving both Employment Support Allowance and Disability Living Allowance.
- Students who qualify for Free School Meals.

How do I apply?

Students will be provided with the Bursary Fund application form on registration in September 2018. Additional information can also be gathered from the school website under the 'Sixth Form' tab.

These forms must be completed and submitted to the School Bursar along with any additional documentation that may be needed as evidence to support the application.

The School Bursar will process each Bursary Fund application and inform students of the outcome direct.

ART/Photography (A Level)

About the course

Component 1 (Personal investigation)

This unit incorporates two elements: practical work on a chosen theme and a personal study (essay). The practical work will be in sketchbooks and will show a range of materials and media. Students will be required to study the work of artists and designers relating to their theme. After planning and experimenting in sketchbooks students will have to create a personal response (final piece). Students can work in two or more of the specialisms below:

Fine Art, Graphic communication, Textile design, 3D design. Photography.

The personal study consists of a written component of **1000-3000** words to support the chosen theme/ artists.

Component 2 (Externally Set Assignment)

The externally set assignment represents the culmination of the A level course. The paper consists of one broad based thematic starting point. Candidates then respond independently in sketchbook preparation and planning for their controlled assessment which is a 15 hour final piece.

Assessment

Component 1 - 60% of the A level marks and will be set and marked internally and moderated externally.

Component 2 - Externally Set Assignment -40% of the A Level marked internally and moderated externally.

Entry Requirements

Five GCSEs at grade 5 or above are required with at least a level 5 in GCSE Art. It is not essential to have Art at GCSE level but it is recommended.

Career Opportunities

A level Art can lead to many careers including:

Animation, Architecture; Art Therapy, Fashion Design, Graphic Design, Illustration, Photography, Product Design, Tattoo Art, Teaching, Textile Design, Video Game Design, Web Design.

BIOLOGY (A LEVEL)

About the course

There are four units in AS Biology, which all build upon your learning of GCSE Biology

Unit 1: Biological molecules

Unit 2: Cells

Unit 3: Exchange of substances

Unit 4: Genetic information and relationships between organisms

A2 Biology, taken in Year 13, also comprises of four units;

Unit 5: Energy transfers in and between organisms

Unit 6: How organisms respond to changes in their internal & external environment

Unit 7: Genetics, populations, evolution & ecosystems

Unit 8: The control of gene expression

Method of Assessment:

Assessment is by written examinations that assess your knowledge and application of biological concepts alongside your understanding of practical work within Biology.

Practical Endorsement:

A separate endorsement of practical skills will be taken alongside the A level. This will be assessed by your teachers and will provide you with experience of apparatus and techniques that are common to all A Level Biology specifications.

Special Features:

Students will carry out a number of biological investigations throughout the course, including dissections and fieldwork at the East coast.

Assessment

AS Biology: Each paper has an equal weighting for the AS course and relevant practical skills will be assessed.

Paper 1/2: Any content from topics 1–4.

A2 Biology (Paper 1 and 2 contribute 35% each to A2 Biology and 30% is from Paper 3).

Paper 1/2/3: Content from topics 1–8.

Entry Requirements

The minimum qualifications required are one of the following: two grade 5s in Double Award GCSE Science or grade 6 in Biology GCSE. Grade 5 or above in GCSE Mathematics.

Career Opportunities

The study of biology will give students detailed scientific knowledge and understanding of living organisms, as well as learning valuable practical skills.

Biology is very often a specific requirement for entry onto courses such as: Medicine, Dentistry, Optometry, Pharmacy and Biochemistry. It is valued for entry onto a wide range of other higher education courses, too.

BUSINESS STUDIES (BTEC L3)

About the course

Year 1 units

Unit 1: Exploring Business.

In this unit, students study the purposes of different businesses, their structure, the effect of the external environment and how they need to be dynamic and innovative to survive.

Unit 2: Developing a Marketing Campaign

In this unit students will gain skills relating to and an understanding of how a marketing campaign is developed

Year 2 units

Unit 3: Personal and Business Finance

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

Unit 8: The Recruitment and Selection Process

Students explore how the recruitment process is carried out in a business. The unit gives them the opportunity to participate in selection interviews and review their performance.

Assessment

Unit: 1 Internally assessed.

Unit 2: Externally assessed.

(3 hour case study).

Unit: 3 External exam (2 hours).

Unit: 8 Internally assessed.

Entry Requirements

It is not necessary for students to have studied Business previously. Aspiration and commitment are required.

Career Opportunities

Students could progress onto a BTEC HND/HNC, Foundation Degree, Bachelors Degree course at a college or university. A business qualification can open the door to many career routes such as marketing, banking and human resources.

CHEMISTRY (A Level)

About the course

AS/A2 Chemistry focuses on the three main areas of Chemistry: Physical, Organic and Inorganic.

Method of Assessment:

Assessment is by written examinations that assess your knowledge and application of Chemistry concepts alongside your understanding of practical work within Chemistry. There are two written papers in AS Chemistry, which all build upon your learning of GCSE Chemistry.

A2 Chemistry, taken in Year 13, has three written papers and includes reviewing all work covered at AS Chemistry.

Practical Endorsement:

A separate endorsement of practical skills will be taken alongside the A level. This will be assessed by your teachers and will provide you with experience of apparatus and techniques that are common to all A Level Chemistry specifications.

Special Features:

Students are given their own set of chemistry apparatus and have the opportunity to carry out most experiments individually. This allows students to develop their practical skills to a high standard.

Assessment

AS Chemistry: Equal weighted papers.

Paper 1/2: Inorganic/Organic/ physical chemistry.

A2 Chemistry: (Paper 1 and 2 contribute 35% each to A2 Chemistry and 30% is from Paper 3).

Paper 1/2: Inorganic/ Organic and physical chemistry.

Paper 3: Synoptic paper.

Entry Requirements

The minimum qualifications required are one of the following: two grade 5s in Double Award GCSE Science or grade 6 in Chemistry GCSE. Grade 5 or above in GCSE Mathematics.

Career Opportunities

The study of chemistry will give detailed scientific knowledge and understanding, and students will also learn valuable practical skills. Chemistry is very often a specific requirement for entry onto courses such as Medicine, Dentistry, Optometry, Pharmacy and Biochemistry. It is valued for entry onto a wide range of other higher education courses, too.

ENGLISH LANGUAGE (A Level)

About the course

This specification will enable candidates to explore the fundamental structures and functions of writing, speech and conversation and how language functions in different social contexts. Students' own writing skills will be developed in a critical way.

Language and the individual

This unit covers the introductory aspects of the study of language, using a variety of texts for the basis of this study. The aim of this part of the subject content is to introduce students to language study, exploring textual variety. This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation.

Language varieties

Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students will study varieties of English within the British Isles. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity. The specification further explores the nature and functions of language.

Language, the individual and society

The aim of this part of the subject content is to introduce students to language study, exploring textual variety and children's language development. Students will consolidate their study of the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change.

Language, diversity and change

Students will consolidate their study of the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change.

Assessment

Paper 1: Language, the Individual and Society (40% of A level grade).

Paper 2: Language Diversity and Change (40% of A level grade).

Coursework:

Language investigation, original writing (20% of A level).

Entry Requirements

GCSE at grades 5 and above in English Language. A willingness to expand general knowledge and investigate various elements of the way our language is used.

Career Opportunities

A Level English Language will enable you to develop a range of critical and analytical skills which can be used in a wide variety of career areas including: journalism, law, business and industry, public services, teaching, banking, marketing and police work.

ENGLISH LITERATURE (A Level)

About the course

For this specification students study two literary genres: **'Aspects of Tragedy'** in Year 1 and **'Elements of Political and Social Protest Writing'** in Year 2.

Students will study a range of drama, prose and poetry texts.

Examinations at the end of Year 2:

Paper 1: 'Aspects of Tragedy'. A closed book exam.

Paper 2: 'Elements of Political and Social Protest Writing'. An open book exam based on the study of three further texts, and an unseen passage.

Non Exam Assessment during Year 2:

Students study the AQA Critical Anthology and apply it in the analysis of poetry and a prose text not listed as any exam set text.

Special Features:

Among the many benefits, this new specification is designed to encourage candidates to:

- ◇ develop interest in and enjoyment of English Literature through reading widely, critically and independently, across centuries, genre and gender, and through experience of an extensive range of views about texts and how to read them.
- ◇ develop as an informed, independent reader reaching an understanding of meaning through close study of the primary text, knowledge of the context of the text and of the narrative structure.
- ◇ develop informed personal responses and criticism of literary texts.

Assessment

Paper 1: Literary Genres- Aspects of Tragedy (40% of A level grade).

Paper 2: Texts and Genres- Political and Social Protest Writing (40% of A level grade).

Coursework: Two essays based on prose/poetry and the Critical Anthology (20% of A level grade).

Entry Requirements

GCSE at grade 5 and above in English Literature. A willingness to expand general knowledge and to read a variety of fiction texts.

Career Opportunities

A Level English Literature will enable you to develop a range of critical and analytical skills which can be used in a wide variety of career areas including journalism, law, business and industry, public services, teaching, banking, marketing and police work.

Government & Politics

About the course

In the era of “fake news”, the Government and Politics A-Level provides students with the opportunity to critically assess the world around them. Throughout the course students learn about the UK and USA Political Systems as well as ideologies that have shaped our modern-day society.

It is a wide ranging and engaging course that covers contemporary issues of the day as well as assess previous key moments in political history.

Assessment

AS Units Include:

Unit 1: UK Politics: (Democracy, Political Parties, Electoral Systems, Voting Behaviour and the Media)

Including three core political ideas: Liberalism, Conservatism and Socialism

Unit 2: UK Government (Constitution, Parliament, Prime Minister and relations with the Supreme Court)

Including the non-core political idea of Feminism.

A-Level: Comparative Study

Unit 3: USA Politics (Constitution, Congress, Presidency, Supreme Court and Democracy)

Entry Requirements

Five GCSEs at Grade 5 or above. A GCSE in History is not required however is recommend due to the skills required on the paper.

Career Opportunities

The Government and Politics A-Level is well respected, rigorous qualification. It allows students to wider their horizons and opportunities, especially in fields such as; Journalism, local government, public affairs, civil service and research.

HEALTH & SOCIAL CARE (BTEC L3)

About the course

The course consists of 4 units over two years. Contrary to what many people think, Health and Social Care is not just for girls who want to be nurses. The course allows you to build skills as well as technical knowledge. It gives a broad base of understanding in a wide range of areas of Health and Social Care.

The units of study include:

Year 1

Unit 1 - Human Lifespan Development

This unit covers physical, intellectual, emotional and social development across the human lifespan and the factors affecting development and the effects of ageing.

Unit 2 - Meeting Individual Care and Support Needs

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

Year 2

Unit 3 - Working in Health and Social Care

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

Unit 4 - Physiological Disorders and their Care

Students explore types of physiological disorders, the procedures for diagnosis and the development of a treatment plan and provision of support for service users.

Assessment

A variety of assessment methods are used on this course:

Units 1 & 3: assessed by written examination.

Unit 2: assessed by coursework.

Unit 4: assessed by controlled assessment.

The qualification is graded as Pass, Merit or Distinction).

Entry Requirements

It is not necessary to have studied BTEC First Award in Health and Social Care at Key Stage 4.

Career Opportunities

The course should appeal to students who want to go into a wide range of occupations, from managerial jobs to practical social care like social work and probation work. The broad areas of study offer a great opportunity to explore different areas before deciding on any particular career path.

HISTORY (A Level)

About the course

During the course students will gain an insight into some of the events, people and ideas from the last 500 years that have caused the world to be the way it is today. Modules have been carefully selected to spark and ensure students' interest but also give students the advantage by building on some content knowledge studied at GCSE. The course includes important events and aspects of British History as well as European and World History. Units are designed so that students can make sense of the past through historical enquiry, historical significance and understanding why historians disagree on the past with units based on historical interpretations.

Units include :

- ♦ England 1547-1603: the Later Tudors
(Enquiry Topic: Mid Tudor Crisis)
- ♦ Democracy and Dictatorships in Germany 1919-1963
- ♦ Civil Rights in the USA 1865-1992
- ♦ Topic Based Essay

Assessment

Assessment is by examination at the end of the second year in May/ June and a topic based essay in Year 13 which is internally marked and then moderated by external examiners.

Entry Requirements

Five GCSEs at grade 5 or above are required with at least a 6 in History. It is not essential to have History at GCSE level but it is recommended in order to be able to access the skills paper.

Career Opportunities

The subject is valued as a discipline by universities and employers. History can open doors to many careers such as: law, journalism, media, business, the civil service, government and many more. The literacy, problem solving and decision-making skills that students gain will be of life-long benefit.

HOSPITALITY (BTEC L3)

About the course

The course requires that students have an aspiration and commitment to work consistently over a two year period, as all tasks contribute to the final assessment. Students should be dedicated to **both** the **practical** and **theoretical** aspects of hospitality. This course is offered as a natural progression for students having studied GCSE Hospitality.

Course Content:

The course consists of studying 7 units over two years.

The compulsory units of study are:

1. The Hospitality Industry
2. Principles of Supervising Customer Service Performance
3. Providing Customer Service in Hospitality

Plus optional units from a list:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Food and Drinks Service • European Food • Asian Food | <ul style="list-style-type: none"> • Contemporary World Food • Principles of Nutrition for Healthier Food and Special Diets • Hospitality Business Enterprise • E-Business for Hospitality • Human Resources in Hospitality • Planning and Managing a Hospitality Event • Accommodation Operations in Hospitality • Industry-related Project in Hospitality |
|--|---|

Assessment

All units are internally assessed. There is no exam but each unit will come with a piece of coursework or an assignment. A variety of assessment methods are used including case studies, work based assessments, assignments, projects, practical observations and time-constrained assessments.

Entry Requirements

A grade 5 or above in GCSE Hospitality or Catering is essential. Students are also required to have a job in the Hospitality or Catering industry.

Career Opportunities

Over the past five years, employment in the hospitality sector has increased faster than the economy overall. But there remain significant skills gaps, particularly in the following areas: customer service; interpersonal skills; supervisory skills; finance; and employability skills.

MATHS (A Level)

About the course

The course aims to develop the ability to model real life situations using mathematics and developing mathematical techniques for use in a wide variety of higher education courses and careers. Statistics is a useful tool for other A level subjects and prepares students for Statistics content post-18. Students studying Physics will find the mechanics element of the course useful due to the cross-curricular content.

Course Content:

Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors, Numerical methods, Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing, Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

There is an option to study the course to AS level as Year 1 of the A level covers the AS specification but the intention of OFQUAL is to encourage students to study the course for two years by awarding the AS level a UCAS point tally of 40% of a full A level.

Assessment

There will be three 2 hour papers each worth 33.3% of the overall marks.

The Edexcel specification will be assessed by: a Pure 1 paper, Pure 2 paper and an Applied Mathematics paper

Entry Requirements

Five GCSEs at grade 5 or above are required with at least a grade 6 in GCSE Mathematics.

Career Opportunities

A Level Mathematics makes you richer. Both graduates and non-graduates who took Maths A-level ended up earning on average 10 per cent more than those of similar ability and background who did not.

Jobs include: Engineering, Finance, Teaching, Analyst, Statistician.

MUSIC (A Level)

About the course

The course is based on 3 different components:

1. Listening
2. Performing
3. Composing

Component 1: Listening (40%)

This is a written exam. You will study Baroque Solo Concertos, The Operas of Mozart, Musical Theatre or Jazz, Romantic Piano Music and Pop Music.

Component 2: Performing (35%)

Solo and/or ensemble performing as an instrumentalist or vocalist for a minimum of 10 minutes

Component 3: Composing (25%)

Compose two compositions. One must be from a brief given by the exam board and another is a free composition. They must be a minimum of four and a half minutes combined.

Assessment

Component 1: Written exam with unfamiliar listening tests, analysis and essays.

Component 2: Performance (externally marked).

Component 3: Composition (externally marked).

Entry Requirements

Five GCSEs at grade 5 or above are required along with a minimum of grade 4 on your instrument/voice.

Career Opportunities

- Professional musician
- Songwriter
- Music Producer
- Music Teacher
- Music Therapist
- Music Journalist

MUSIC (BTEC L3)

About the course

Course Content:

The BTEC Level 3 National Extended Certificate in Music is broadly equivalent to 1 A Level.

The BTEC National is designed for learners who wish to pursue a vocationally relevant qualification in the music sector. This sector is a dynamic area of the performing arts and many of its skills are transferable between the different areas of the larger genre.

This specification aims to give learners the opportunity to gain understanding and practical skill in a variety of areas of this complex industry. Students will learn about the industry, which will enable learners to see the different roles and options that are available to them. There is also the opportunity for learners to gain an understanding of the different working patterns within the industry, especially working as a freelancer.

Special Features:

All music courses are offered with free tuition from the peripatetic service.

Assessment

It is a 360-guided-learning hour qualification that consists of four units of which three are mandatory plus one optional unit.

Mandatory Units:

1. Practical Music Theory and Harmony (assignment set and marked internally)
 2. Professional Practice in the Music Industry (set and marked by Pearson)
 3. Ensemble Music Performance (set and marked by Pearson)
- Optional Unit** – depends on the cohort of students (assignment set and marked internally)

Entry Requirements

Pupils, who wish to take Music, may do so with a C grade or above in GCSE Music or GCSE Performing Arts

Career Opportunities

Career opportunities for people working, or wishing to work, in the music industry are wide and varied. Careers in the sector range from singing with a pop band to music publishing with many different options in between.

PSYCHOLOGY (A LEVEL)

About the course

Psychology is the scientific study of human behaviour and mental processes. Psychologists are concerned with how our experience and understanding of the world influences our behaviour. There are 3 units, all assessed by external examination. Throughout the course students will complete several practicals including experiments, surveys and observations.

Year One:

Unit 1 Research Methods - you will study the main methods that psychologists use to investigate human behaviour and the theories that help to explain behaviour.

Unit 2 Core Studies - you will study 20 of the most interesting and influential psychological investigations ever carried out. By doing this you will find answers to many interesting questions, including whether the average person is willing to give a lethal electric shock to a complete stranger, how our environment affects our memory and why children become aggressive.

Year Two:

Unit 3 Applied Psychology - you will study three popular areas of psychology:

- ◊ Forensic psychology focuses on the ways psychologists help police to understand, apprehend and rehabilitate criminals.
- ◊ Clinical psychology focuses on how psychologists can diagnose, explain and treat psychological illnesses.
- ◊ Environmental psychology focuses on how the physical environment affects people's behaviour.

Assessment

All assessment is through examinations. There will be three exams, one for each unit, at the end of Year 13.

The demands of the course require students to write effective essays, evaluate research, conduct practicals and analyse data mathematically. Students will need a variety of skills, including a good command of English and a systematic and scientific approach to data collection.

Entry Requirements

Five GCSEs at grade 5 or above are required. It is not essential to have Psychology at GCSE level, but it is recommended.

Career Opportunities

A-Level Psychology is useful for gaining acceptance onto many higher education courses. Careers specific to Psychology include: clinical psychology, teaching and educational psychology, health psychology and social work. Psychology also has application to many other careers including management, advertising, personnel and careers in the legal system.

SCIENCE (BTEC L3)

About the course

The course is assessed through internally and externally assessed units.

Course Content

There are two units in Year 1, which all build upon your learning of GCSE Science:

Unit 1: Principles and Applications of Science (covers Biology, Chemistry and Physics to AS standard). This unit includes an external examination.

Unit 2: Practical Scientific Procedures. This unit includes internal assessment of four learning aims through assignment work.

Year 2, taken in Year 13, also comprises two units:

Unit 3: Science Investigation Skills—two supervised assessments to be completed and marked externally.

A further optional unit with three assignments to complete.

Assessment

Unit 1: Examination in May/June 2019, can resit once.

Unit 2: Four assignments to be completed within assignment dates.

Unit 3: Supervised assignments to be completed within periods provided.

Optional Unit: Three assignments to be completed within assignment dates.

Entry Requirements

The minimum qualifications required are one of the following: two grade 5s in Double Award GCSE Science or grade 5 in Biology, Chemistry or Physics GCSE. Grade 5 or above in GCSE Mathematics is essential.

Career Opportunities

There are many career opportunities available, supporting very many areas. Students could have a rewarding future in the field of nursing, laboratory or field as a technician, research or analytical scientist. Or they could apply their skills and knowledge outside the lab to other areas, such as commerce and management.

SPORT (BTEC L3)

About the course

The course consists of 4 units over two years.

The units covered are:

Unit 1 - Anatomy and Physiology (externally assessed written exam)

Unit 2 - Fitness Training and Programming for Health, Sport and Well-Being (externally assessed task)

Unit 3 - Professional Development in the Sports Industry (internally assessed assignment)

Unit 4- Sports Leadership (internally assessed assignment): 60 Guided Learning Hours

Method of Assessment:

The BTEC National in Sport uses a combination of assessment styles to allow students to apply their knowledge gained across a range of units. Assessments will take the form of assignments, which are set and marked internally, tasks, which are set and marked by Pearson and written exams, which are set and marked by Pearson. Students' work is graded as Pass, Merit or Distinction (roughly equivalent to E, C or A grades at A-Level respectively).

Special Features:

BTEC Nationals are qualifications that are designed to provide specialist work-related qualifications in Sport. They give students the knowledge, understanding and skills that they need to prepare them for higher education and/or employment. They take an innovative and practical approach.

Assessment

1 x Externally assessed written exam.

1 x Externally assessed task (set and marked by Pearson).

2 x Internally assessed assignments.

Entry Requirements

The course requires an aspiration and commitment to work consistently over a two-year period, as all tasks contribute to final assessment. Students should be dedicated to both the practical and theoretical aspects of sport.

Career Opportunities

- Fitness Instructor
- Leisure and Sport Manager
- FE Teaching Professional
- Secondary Education Teacher
- Physiotherapy
- Youth and Community Worker
- Sport Coaches and Officials
- Vocational and Industrial Trainers

Succeed with us

HHS Sixth Form has a superb track record when it comes to students accessing their chosen course at university. Last year we sent our students to eighteen different higher education institutions across the country some on which you can see below.



NOTES



Harrogate High School

Ainsty Road, Harrogate, North Yorkshire, HG1 4AP

T: 01423 548800

E: Lwilson@harrogatehighschool.co.uk

