



# Key Stage 5 Options Booklet

## The Hundred of Hoo Academy



**September 2020**

**A Guide to Subject Choices**

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## PASTORAL TEAM



**Mrs C Solly**  
Head of Year 12



**Mrs C Moss**  
Head of Year 13



**Ms J Brooks**  
Key Stage Welfare  
Support Assistant

**Key Stage 5 Office for general enquiries**

**E-mail: [keystage5office@hundrededofhooacademy.org.uk](mailto:keystage5office@hundrededofhooacademy.org.uk)**

**For non-urgent information the first point of contact is your child's form tutor.**





## OUR PLEDGE

We believe in the huge potential of our pupils and focus relentlessly on high aspirations and high achievement. Every child must be challenged, every gap to be closed and every learning opportunity is to be taken. The Hundred of Hoo Academy is committed to providing a world class education that covers a broad range of experiences, giving our pupils the tools to be successful in whatever they put their mind to. Our aim is that every pupil will go on to the best university or a career of their choice.

We provide excellent teaching, backed up with regular and robust assessment. We make sure we know every pupil well, so that we understand their needs and provide realistic and stretching goals. We are a disciplined Academy, where pupils thrive in a culture defined by mutual respect and exceptional behaviour. We see parents as our partners and work closely with families to secure the best possible outcomes for their children.

We have an uncompromising culture of no excuses, and we insist on high standards for staff and pupils. We mean this, we follow it and we refer to it every day because we believe in it. We make no excuses and we expect none from pupils, parents or staff. At the same time, The Hundred of Hoo Academy offers a caring and supportive learning environment that nurtures pupils development into positive, well rounded members of society. We strongly believe in aspiring to provide a world class education and we are proud of our pupils. Every pupil matters; every pupil can achieve; every lesson counts.

We ensure that the best guidance is given across each of our institutions. We strongly believe that the advice and guidance given to our pupils throughout their academic career is vital to ensuring their success in the future, whether that be further and higher education, apprenticeships or employment. Independent advice and guidance is given to all pupils prior to them choosing their subjects during transition phases; ensuring that they have the knowledge and vision to be able to make those difficult decisions about their future. Our belief is that no child should lack motivation and ambition to succeed, aiming to tackle permanent exclusion and increase employment opportunities because pupils understand the need to be educationally successful and have the desire to meet that need.

The Hundred of Hoo Academy combines the traditional values of strong discipline, smart uniform and good manners with the best of modern teaching. We believe passionately that education transforms lives, that there is no ceiling to achievement and we are extremely proud of the academic progress that our pupils make.

# RESULTS

A2 Subjects	Cohort	A* - A		A* - B		A* - C		A* - E		U/X	APS	
Art A2	2	0.0%	0	50.0%	1	50.0%	1	100.0%	2	0.0%	0	30
Biology A2	7	0.0%	0	0.0%	0	57.1%	4	100.0%	7	0.0%	0	24.29
Chemistry A2	6	16.7%	1	50.0%	3	100.0%	6	100.0%	6	0.0%	0	36.67
English Lit A2	7	0.0%	0	14.3%	1	85.7%	6	100.0%	7	0.0%	0	30
Extended Project	3	0.0%	0	0.0%	0	0.0%	0	66.7%	2	33.3%	1	4
Film Studies A2	10	0.0%	0	40.0%	4	90.0%	9	100.0%	10	0.0%	0	33
Geography A2	6	33.3%	2	66.7%	4	83.3%	5	100.0%	6	0.0%	0	38.33
Government & Politics A2	3	0.0%	0	0.0%	0	33.3%	1	100.0%	3	0.0%	0	16.67
History A2	16	0.0%	0	18.8%	3	62.5%	10	100.0%	16	0.0%	0	27.5
Mathematics A2	5	0.0%	0	20.0%	1	40.0%	2	100.0%	5	0.0%	0	26
Mathematics AS	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	100.0%	1	0
Media Studies A2	10	20.0%	2	70.0%	7	90.0%	9	100.0%	10	0.0%	0	38
Photography A2	1	0.0%	0	0.0%	0	0.0%	0	100.0%	1	0.0%	0	20
Physics A2	2	0.0%	0	0.0%	0	0.0%	0	100.0%	2	0.0%	0	20
Physics AS	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	100.0%	1	0
Sociology A2	18	5.6%	1	16.7%	3	66.7%	12	94.4%	17	5.6%	1	27.22
Spanish A2	3	0.0%	0	0.0%	0	0.0%	0	66.7%	2	33.3%	1	6.67

## Applied General

	Cohort	D* - D		D* - M		D* - P		U/X	APS	
Business Nat Cert	2	0.0%	0	100.0%	2	100.0%	2	0.0%	0	12.50
Business Nat Extended Cert	5	60.0%	3	100.0%	5	100.0%	5	0.0%	0	31.00
Digital Media Ext Cert	3	33.3%	1	66.7%	2	100.0%	3	0.0%	0	25.00
Health & Social Diploma	4	50.0%	2	100.0%	4	100.0%	4	0.0%	0	71.25
Health & Social Care Ext Cert	9	66.7%	6	100.0%	9	100.0%	9	0.0%	0	35.00
Performing Arts Nat Cert	1	0.0%	0	100.0%	1	100.0%	1	0.0%	0	12.50
Sport Extended Cert	2	0.0%	0	100.0%	2	100.0%	2	0.0%	0	25.00

## Tech Level

	Cohort	D* - D		D* - M		D* - P		U/X	APS	
Fitness Services	4	100.0%	4	100.0%	4	100.0%	4	0.0%	0	70.00
Travel & Tourism	6	100.0%	6	100.0%	6	100.0%	6	0.0%	0	50.00

## Other

	Cohort	D* - D		D* - M		D* - P		U/X	APS	
Public Services Cert	1	100.0%	1	100.0%	1	100.0%	1	0.0%	0	0.00
Public Services Sub Dip	11	100.0%	11	100.0%	11	100.0%	11	0.0%	0	50.00

## SUPPORTING CHOICES AS A PARENT/CARER

Dear Parent/Carer

At the Hundred of Hoo Academy it is our duty to ensure that every pupil has the opportunity to succeed academically, economically and socially; a duty that is shared by you, the parent/carer. Working together, we will provide our young people with the appropriate pathway to the future they deserve.

We recognise that making subject choices is a life-altering decision and, as such, the Academy ensures that the best guidance is given. We strongly believe that the advice and guidance given to our pupils throughout their academic career is vital to ensuring their success in the future, whether that be further and higher education, apprenticeships or employment. Independent advice and guidance is given to all pupils prior to them choosing their subjects for next year, ensuring that they have the knowledge and vision to be able to make those difficult decisions. Pupils will need to make their own choices from option blocks selected to suit them.

When supporting your child in the selection process, please ensure previous attainment and progress, future planning and enjoyment are considered. At this vital stage in your child's education, it is imperative that the correct personal choices are made.

This process is one that will ensure that every pupil will aspire to greatness, achieve their goals and excel in all that they do. Thank you for your continued support in ensuring that this Academy and its pupils move from strength to strength.

Yours sincerely



Mrs E Elwin  
**Head Teacher**

## 6TH FORM COMMUNITY PROGRAMME

6<sup>th</sup> Form life at The Hundred of Hoo Academy is about more than academic success; we believe in the development of well-rounded individuals ready to face the challenges of the world of work and life in modern Britain. The community programme has been developed to promote pupils moral and social values, whilst enhancing their esteem and performance. Pupils will develop new skills and enhance prospects for the future through enriching their CVs.

To ensure that pupils are given every opportunity to develop into individuals that understand the importance of the community, the people within it and the actions that we can take to make our lives, collectively, better.

Pupils will be enabled to:

- Support themselves and their peers
- Be enterprising and self-sufficient
- Develop and maintain healthy relationships
- Accept and use positive encouragement and constructive feedback
- Develop understanding of their moral position in wider society
- Understand and evaluate the importance of their work within the community
- Effectively manage their time
- Recognise the importance of a variety of activities, not just academic, to their next steps in education to Employment
- Enhance UCAS/College/Apprenticeship/Work Applications
- Enjoy a fulfilling, well-rounded educational, morally and socially developmental programme.

### Planned activities

- Peer mentoring – Pupils volunteer to support pupils in all year groups from Primary through to Year 11. This could take the form of weekly/fortnightly meetings, drop in sessions or other planned opportunities.
- Well-being team – Pupils volunteer to work as a team to support the development and promotion of positive mental and physical health. This includes incorporating the anti-bullying group.
- Prefect duties – Pupils are selected to represent the Academy at events and evenings. This should be developed and expanded to incorporate other duties, including the library, supporting duties for staff and a more succinct bus prefect team.
- Reading mentoring – Pupils volunteer to support pupils from Nursery, Primary and secondary phases. This should be to support with reading and comprehension.

- Nursery/Primary lunch duties – Pupils volunteer to support nursery children in the main canteen and primary children in the primary setting.
- TA support to lower key stages – Volunteers are designated to support in lessons (particularly focussed on subjects pupils may be undertaking for 6<sup>th</sup> Form).
- Event welcome – Pupils will be timetabled to support with parents evenings, futures evenings and rewards evenings.
- Event parking – Pupils will be timetabled to support with parents evenings, futures evenings and rewards evenings.
- Assembly welcome – Pupils have been timetabled to support assemblies where external visitors may be present, including rewards and remembrance assemblies.
- Volunteering for local charities, including Heart of Kent Hospice – pupils will volunteer time to support with fund raising.
- Volunteering for local institutions, such as Yew Tree Lodge – this is particularly aimed at Health and Social Care pupils.
- Support in PE/Games/Sport lessons – Particularly aimed at Sport pupils.

#### **Time Allocated**

- Pupils will be expected to commit different amounts of time based on the number of subjects and types of qualifications taken.
- Pupils with 20 hours not committed to lessons will be expected to commit 2 hours per week.



## THE CO-CURRICULUM (CLUBS & ENRICHMENT)

At The Hundred of Hoo Academy, we not only value education in the classroom, we believe our experiences define us. Pupils should be given a wealth of opportunities, alongside activities that they have the right to experience. Each and every year, pupils spend at The Hundred of Hoo Academy they will develop new skills, make new friends and be involved in life-affirming experiences. Every young person will have an entitlement to rich and fulfilling experiences both inside and out of the Academy walls.

At The Hundred of Hoo Academy we provide our pupils with a holistic curriculum; enhancing all aspects of their development and we firmly believe that a young person's future is dependent on the experiences they have in the present.

Throughout their Academy career, pupils will be entitled to attend a variety of trips, as well as having the opportunity to be involved in others. The cultural development supported by trips, along with their academic benefits, ensures that trips are a vital aspect of our young people's growth and progress.

The Academy offers a range of trips both locally and abroad, with pupils having the opportunity to visit as close as Rochester and as far afield as France. Nearly 50 trips took place in the 2018-19 academic year alone. We truly embrace the fact that pupils' learning is not confined to the classroom, but happens in any and every aspect or walk of life.

We are an Academy with a proud sporting heritage. Our committed staff body gives every pupil the opportunity to participate in a plethora of activities at lunch time and at the end of the Academy day. Taking part in sporting activities has benefits beyond improved fitness; communication, team-work and leadership, to name but a few.

Our Sixth Form pupils, in particular, have access to a wealth of pastoral and CV-enriching activities throughout their two year programme. Pupils will be entitled to involvement in social events and their organisation, a range of sporting or creative talents, development of work-based skills and qualities which will develop their leadership potential. Opportunities to volunteer and work within the wider community, as well as in the immediate Academy community through the prefect system and pupil leadership, will ensure that our pupils are fully prepared to play a self-assured and active role as citizens in modern Britain.

## VESPA COACHING MODEL

Coaching is fast becoming a professional tool to support the development and wellbeing of others and to create a space and time in which the focus is solely on the coachee. Within a coaching model there is not the expectation that answers to problems will be given, rather it a time and a space to have open conversations about current attainment, or challenges within school, and to start to use questions and personal reflections to build achievable goals and strive to make change where change is needed.

This year, as a Sixth Form, we will be embracing a model of coaching within our form time to begin to offer you as young adults an opportunity to reflect on your current strengths and areas for development, but most importantly start to give you the tools you need to be successful within the academic as well as working world.

Coaching this year will be something that will **be undertaken on a termly basis**, using weekly slots and opportunities for conversations to take place with your Form Tutor (FT). Within these conversations your FT will be asking you to take stock and to discuss your current academic and personal progress. You will be asked to reflect and consider how these may go hand-in-hand, and we will work with you using the VESPA model to begin to build strategies for your own development. Not every session has to be about what you are currently being challenged with academically, and these coaching conversations will give you a dedicated and safe place to discuss and being to proactively manage your workload.

The VESPA model places emphasis on the personal reflection and review of your circumstances to begin to build and shape your own journey to greater success.

For us as a community here at Hundred of Hoo, this model is to support you, to build with you, a range of strategies to be the very best you can be, and to arm you with lifelong strategies of how to manage your successes – and most importantly overcome any failures with a clear sense of what you've learnt from it; what to do more of and what to do less of.

**“I think the most important thing about coaching is that you have to have a sense of confidence about what you’re doing”**



## INTERVENTION

We firmly believe that pupils should have every opportunity to make progress both in and out of timetabled lessons. Our pupils greatly benefit from these opportunities which broaden their knowledge, allow them to discover new skills and support them to make the very best use of their time.

To embed vital knowledge and skills and make time for further enrichment we are open at weekends and during academy holidays; offering revision and master classes as well as residential stays, day trips and summer schools. The Hundred of Hoo Academy ensures that every hour of every day is devoted to children learning and no time is wasted. We dedicate one hour at the end of every day to provide a multitude of intervention and enrichment activities that allow pupils to extend their skills and knowledge, thereby ensuring they make rapid progress even when lessons are complete. Every subject provides these opportunities throughout the year. This means that there are a broad range of sessions on offer which cater for a range of different individual pupils. Sessions are personalised by class teachers to meet the specific needs of every pupil.

Pupils can also attend enrichment sessions throughout holidays and on Saturdays in the lead up to the Examination season. Sessions are advertised regularly through teachers, our website and via personalised timetables.

Intervention is a significant part of our Sixth Form study programmes and it is an expectation that pupils attend every session they are designated to. For pupils, a bespoke programme is developed for individuals to ensure that they have maximum time and opportunity to develop in the lessons that they need it most. Robust and regular assessment informs well-planned interventions that are responsive to need and are on an ever-changing cycle that is tailored to individuals and their requirements.

Our pupils fully appreciate the importance of this area of their working week and, as a result, work hard to make the most of this additional time and secure the best results.

# UNIVERSITY

University education is more than just the next level in the learning process; it is a critical component of human development worldwide. It enables individuals to expand their knowledge and skills, express their thoughts clearly in speech and writing, grasp abstract concepts and theories, and increase their understanding of the world and their community.

It provides not only the high-level skills necessary for every labour market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies.

A university education exposes pupils to a rich cultural and social environment. This gives every pupil a chance to interact with people from varying geographical, social and financial backgrounds. In the act of meeting new people, you learn new things and new ways of learning.

Higher education improves an individual's quality of life. Studies show that, compared to high school graduates, college graduates have longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, more prestigious employment and greater job satisfaction, less dependency on government assistance, greater knowledge of government, greater community service and leadership, more volunteer work, more self-confidence, and less criminal activity and incarceration.

An educated society is vital in today's world, with the impacts of globalization, the increasing importance of knowledge as a main driver of growth, and the information and communication revolution. Knowledge accumulation and application have become major factors in economic development and are increasingly at the core of a country's competitive advantage in the global economy.

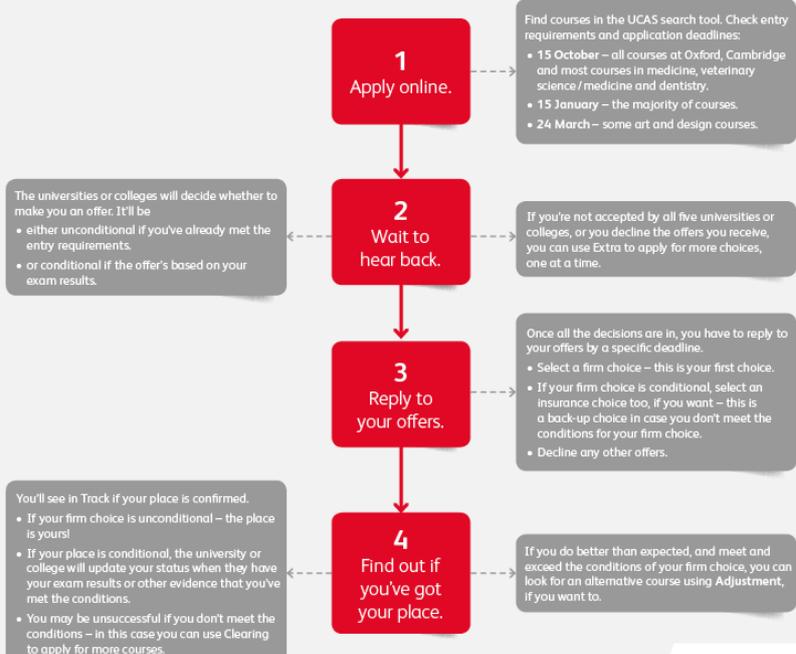
# CAREERS - ADVICE & GUIDANCE

If pupils are to be successful throughout their academic career and in their chosen field of employment, it is essential that they have ambition coupled with the guidance to help them realise those ambitions. The Hundred of Hoo Academy prides itself on creating highly driven young people that have a clear pathway to their chosen goals, supported through a knowledgeable careers service. Careers interviews from the age of 12 onwards will give pupils the advice they require to make suitable decisions surrounding their subjects through each transition phase and will motivate them to achieve.

The Hundred of Hoo Academy has a shared goal that all pupils will have access to the best universities in the world. Our extensive advice and guidance will give our pupils an appreciation of the criteria and expectations of every institution available to them. All pupils will have access to an Employability skills programme, Work Experience, CV writing, application and interview, and UCAS applications.

## Applying for university and college

### How it works: applying to a UK university or college



UCAS

# UNIFROG - ADVICE & GUIDANCE

In keeping with our commitment to provide pupils with outstanding careers guidance and tailored support when choosing their next step after school, we will now be using Unifrog; an award-winning, online careers platform. All pupils in Years 7, 8, 9, 10, 11, 12 and 13 now have access to this excellent website.

Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes, MOOCs and every college at Oxford and Cambridge. This make it easy for pupils to compare and choose the best university courses, apprenticeships or further education courses for them. They can also explore exciting opportunities further afield by looking at English taught undergraduate programmes available in Europe and the USA.

Additionally, the platform helps pupils successfully apply for these opportunities by writing their personal statement, applications and CVs and guiding them through the process, allowing teachers to give live feedback.

**Pupils access the tool for the first time using a sign-up code which is unique to their form group.**

They then login using their email address and password and they can do so from any computer, tablet or smartphone. We would encourage you to use the platform with your child so you can support them through the process of deciding their next step.

We have also set up a parent login so that you can use Unifrog as if you were a pupil yourself, allowing you to truly support your child.

## Search Unifrog to find the best university courses for you

Select courses below  
Pick the best courses for you by ranking, filtering and searching. Click next when you're done.

Rank ▼ Filter ▼ Search ▼

Aspirational (95) Top of your range	Solid (113) In the middle	Safe (169) At the bottom
<ul style="list-style-type: none"><li>Law - 3FT LLB Oxford Brookes University A Level: BBC-BBB</li></ul>	<ul style="list-style-type: none"><li>Law - 4FT LLB (Hons) Abertay University A Level: BCC</li></ul>	<ul style="list-style-type: none"><li>Economics - 4FT BA (Hons) Manchester Metropolitan University A Level: 200-180 Foundation year</li></ul>
<ul style="list-style-type: none"><li>Law with Criminology - 3FT LLB St Mary's University, Twickenham UCAS Points: 112</li></ul>	<ul style="list-style-type: none"><li>Law - 3FT/SPT LLB (Hons) Sheffield Hallam University UCAS Points: 104</li></ul>	<ul style="list-style-type: none"><li>Law - 4FT LLB (Hons) Manchester Metropolitan University A Level: BB Foundation year</li></ul>
<ul style="list-style-type: none"><li>European Law with French - 4FT + Abroad LLB (Hons) Bangor University UCAS Points: 112</li></ul>	<ul style="list-style-type: none"><li>Law with Criminology - 3FT LLB (Hons) Sheffield Hallam University UCAS Points: 104</li></ul>	<ul style="list-style-type: none"><li>Law - 4FT BA (Hons) University of Central Lancashire Foundation year UCAS Points: 80</li></ul>
<ul style="list-style-type: none"><li>Law with Criminology - 3FT LLB (Hons) Bangor University UCAS Points: 112</li></ul>	<ul style="list-style-type: none"><li>Law with Criminology - 3FT LLB (Hons) University of Salford UCAS Points: 104</li></ul>	<ul style="list-style-type: none"><li>Law - 4FT LLB (Hons) University of Central Lancashire</li></ul>

next: 4 courses ▶ or go back

# EMPLOYABILITY SKILLS

Employability skills are the skills that pupils have developed as a result of their academic study, work experience, employed work, hobbies and/or completion of other qualifications.

Employers and Universities want to know that pupils have the relevant employability skills for the jobs/courses that they are providing and more importantly want pupils to explain how they have developed them.

## **PLANNING AND ORGANISATIONAL SKILLS**

The ability to identify and set objectives, manage and prioritise your workload and other resources, and monitor performance against objectives.

## **TEAM WORKING SKILLS**

The ability to interact and co-operate with a group of people to achieve a goal. It involves hands-on working together, as well as the processes of organisational planning, decision-making and development.

## **NEGOTIATION SKILLS**

The ability to discuss an issue with one or more people to determine ways to reach agreement and mutual satisfaction.

## **INTERPERSONAL SKILLS**

The ability to relate to and get along with others, build trust, empathise and see things from different perspectives.

## **LEADERSHIP SKILLS**

The ability to influence and motivate others to achieve a common purpose or goal.

## **INDEPENDENT LEARNING SKILLS**

The ability, motivation and drive to complete tasks independently that benefit your learning and outcomes.

## **RESILIANCE**

The ability to continue to work hard and remain motivated after facing setbacks.

## **COMMUNICATION**

The ability to give and receive information - both verbally and in writing that is clear, well-structured and targeted to the intended audience.

## **PROBLEM SOLVING SKILLS**

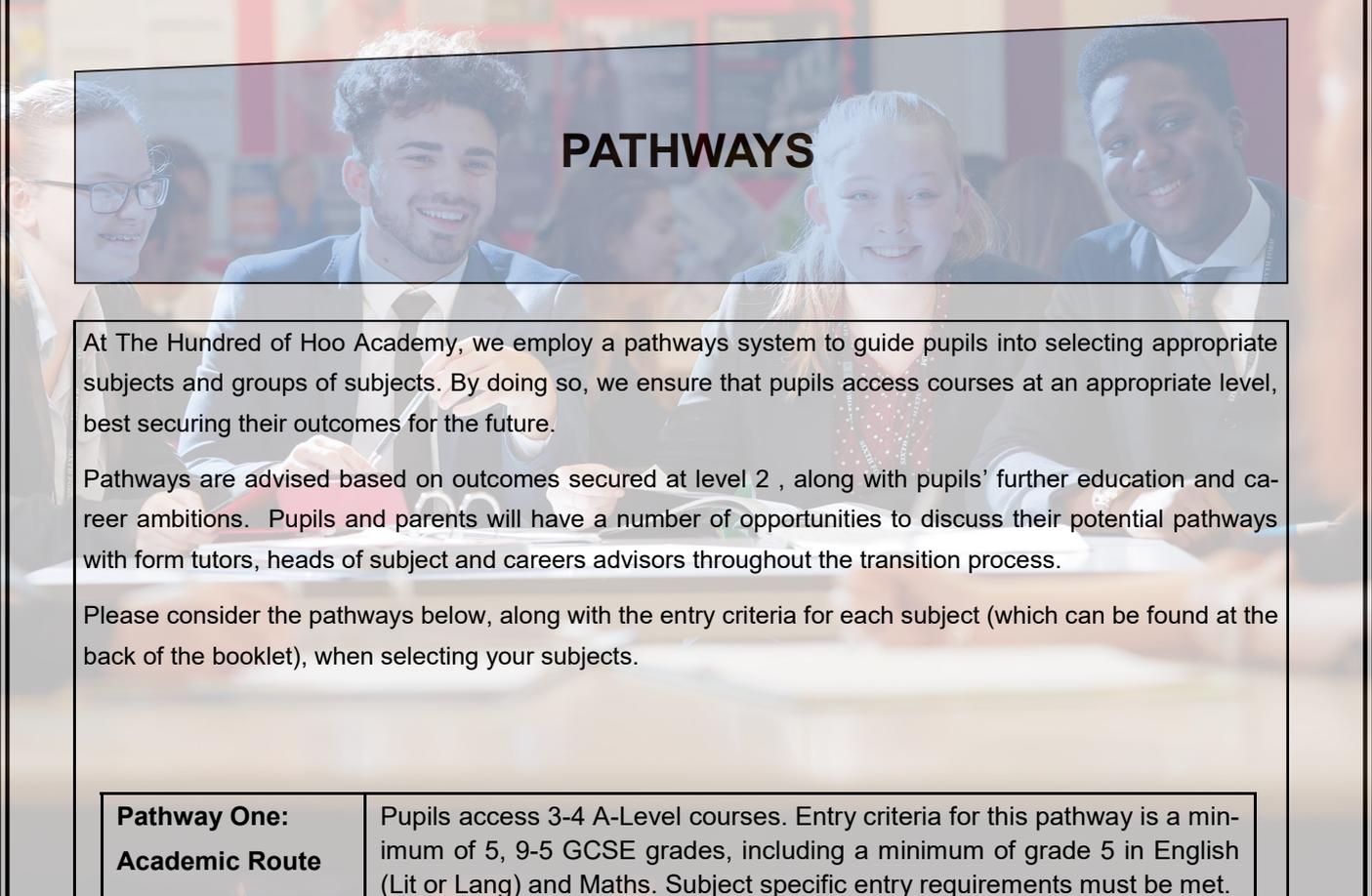
The ability to approach problems faced with a positive and solution based attitude.

## **LITERACY SKILLS**

The ability to effectively use and communicate a high level of written and spoken English, in a formal and accurate manner.

## **COMPUTING SKILLS**

The ability to use a range of ICT systems to communicate and process data.



## PATHWAYS

At The Hundred of Hoo Academy, we employ a pathways system to guide pupils into selecting appropriate subjects and groups of subjects. By doing so, we ensure that pupils access courses at an appropriate level, best securing their outcomes for the future.

Pathways are advised based on outcomes secured at level 2, along with pupils' further education and career ambitions. Pupils and parents will have a number of opportunities to discuss their potential pathways with form tutors, heads of subject and careers advisors throughout the transition process.

Please consider the pathways below, along with the entry criteria for each subject (which can be found at the back of the booklet), when selecting your subjects.

<b>Pathway One: Academic Route</b>	Pupils access 3-4 A-Level courses. Entry criteria for this pathway is a minimum of 5, 9-5 GCSE grades, including a minimum of grade 5 in English (Lit or Lang) and Maths. Subject specific entry requirements must be met.
<b>Pathway Two: Combined Route</b>	Pupils access 4 Level 3 courses which will be a combination of A Level and Btec subjects. Entry criteria for this pathway is a minimum of 5, 9-5 grades including a minimum of grade 4 in English (Lang or Lit) and Maths. Subject specific entry requirements must be met.
<b>Pathway Three: Vocational Route</b>	Pupils access 3 Level 3 BTEC courses. Entry criteria for this pathway is a minimum of 5, 9-4 grades, including grade 4 in English (Lit or Lang) and Maths. Subject specific entry requirements must be met.

Acceptance onto courses is usually made on the minimum entry requirements, although applications are considered on an individual basis.

Please note that all courses may change for the following reasons:

- **Staffing changes**
- **Insufficient numbers**
- **Exam board changes**
- **Accreditation of subject being removed**





## KEY STAGE 5



**LEVEL 3**

**A LEVEL**

**SUBJECTS**

# SUBJECT: ART



## Vision Statement

At the Hundred of Hoo, we nurture talent and ensure that pupils' creativity knows no limits. The Art department offers a range of courses that enable pupils to explore a range of different media, processes and techniques ensuring that pupils gain valuable opportunities to develop and display thought processes that lead to incredible artistic and photographic results. The opportunity to produce a portfolio of work that can support progression for prospective employers or to use to help secure a place in Higher Education. The course provides pupils with a wide range of creative, exciting and stimulating opportunities and to explore their interests in ways that are both personally relevant and developmental in photography. Pupils develop their ability to actively engage in the processes of Art, to build creative skills through learning and practical workshops, to develop imaginative and intuitive ways of working and developing knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

## Course Outline/Assessment Methods

**A-LEVEL ART:** The AQA A-Level Art course has the following four Components:

**A-Level: Component 1: 60% of A-Level.** *Internally assessed and moderated by examiner visit to centre.*

### Personal Investigation:

Students will complete one unit of work based on a personal investigation. Students will research a broad range of Artists who focus on these areas and develop their own artistic skills within Art using a variety of processes and techniques. Students must also complete an essay to support their portfolio of work.

**A-Level: Component 2: 40% of A-Level.** *Internally assessed and moderated by examiner visit to centre. Supervised time:15 hours.* Students will choose a project form a list of options and complete an independent study of the topic with a 15 hour exam focussing on a final outcome.

## Examination Board:

AQA

## Entry Criteria:

Art GCSE at Grade 6 or above

## Skills for Success:

- Develop observational drawing and tonal skills
- Develop an artistic vocabulary
- Analyse and evaluate contextual studies

## Future Course/Career

### Opportunities:

- Designers
- Architects
- Illustrators
- Painters
- Sculptors,

## Departmental Performance:

### A-Level

2017-18: A\*-D = 100%

2018-19: A\*-E = 100%

## Contact

Curriculum Leader – Miss N Mitchell

natalie.mitchell

@hundredofhooacademy.org.uk



# SUBJECT: ENGLISH LITERATURE



## Vision Statement

English Literature is more than just the study of poems, plays and novels. Through close reading and the appreciation of these texts, English Literature A Level allows pupils to explore and understand different places, people and periods in history. Pupils come to appreciate more about humanity, discovering how writers use Literature to reflect and present their views on life, both personal, political and cultural.

In English Literature lessons, pupils will be challenged to further the skills they developed at GCSE. They will continuously extend their literary evaluation skills through group discussion, annotation, independent analysis, and extended writing. By the end of their two years of study, English Literature pupils leave Year 13 confident critical readers, able to express themselves thoughtfully, cogently and with clarity; skills that are essential for their future.

## Course Outline/Assessment Methods

EDUQAS A Level English Literature Specification (2015 onwards)		
<b>Component 1: Poetry</b> Written exam: 2 hours 30% of the qualification	<b>Section A: Poetry pre-1900</b> <i>(open book, clean copy)</i> - <u>Christina Rossetti Selected Poems</u>	<b>Section B: Poetry post-1900</b> <i>(open book, clean copy)</i> - <u>Phillip Larkin The Whitsun Weddings</u> <u>Carol Ann Duffy Mean Time</u>
<b>Component 2: Drama</b> Written exam: 2 hours 30% of the qualification	<b>Section A: Shakespeare</b> <i>(closed book)</i> - <u>King Lear</u>	<b>Section B: Drama</b> <i>(closed book) e.g.</i> - <u>Lady Windermere's Fan, Oscar Wilde</u> <u>Betrayal, Harold Pinter</u>
<b>Component 3: Unseen texts</b> Written exam: 2 hours 20% of the qualification	<b>Section A: Unseen prose</b> One question from a choice of two, analysing an unseen passage of prose	<b>Section B: Drama</b> One question from a choice of two, analysing an unseen poem, or poetry extract.
<b>Component 4: Prose Study</b> Coursework 20% of the qualification	One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000, nominated by the centre.	

## Examination Board:

EDUQAS (WJEC)

## Entry Criteria:

English Literature at Grade 6 and Literature at Grade 5 or above

## Skills for Success

- Wide and varied vocabulary
- Have an open mind when evaluating
- Analytical and creative thinking.
- Good planning and proof reading strategies.
- Confident in own interpretations, eager to discuss and consider both their own views and those of others.

## Future Course/Career

### Opportunities:

- Editor
- Journalist
- Publisher
- Marketing executive
- Writer

## Departmental Performance:

2017/18: A\*-D = 100%

A\*-C = 85%

2018/19: A\*-D = 100%

A\*-C = 85%

## Contact

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# SUBJECT: FILM STUDIES



## Vision Statement

From viewer to director to critic, if you have a passion for film and a critical eye to cast, then you will certainly enjoy and excel in Film Studies. It is our aim to introduce pupils to a diverse range of films, allowing them to develop their filmic knowledge and cultural understanding. Pupils are encouraged to be open-minded about the films they watch and to appreciate a variety of genres, directors and techniques, which will form the basis for a variety of tasks as well as regular independent research and study to develop a level of autonomy that will be required for future study and careers. Lively discussion and debate, where pupils have the opportunity to discuss new releases alongside classical film-making, along with independent research and writing tasks allows pupils to hone their skills in a number of different ways. Pupils will study a range of culturally significant films as well as considering what makes blockbuster films popular.

## Course Outline/Assessment Methods

**Component 1: American and British Film** - Written examination 35% of qualification - 120 Marks

Pupils must study: One film from the classical Hollywood period (1940s and 1950s), two Hollywood films produced since the 1960s, one contemporary American independent film (produced after 2010), two British films, one produced between 1930 and 1960 and the other more recent.

**Component 2: Varieties of film** - Written examination 35% of qualification - 120 marks

Pupils must study: Two films representing different film movements, including at least one silent film option, one documentary film, two international, non-English language films, one European and one from outside Europe, one compilation of short films.

**Component 3: Production** - Non-exam assessment 30% of qualification - 60 Marks

Pupils produce either a short film (4-5 minutes) or a screenplay for a short film and a digitally photographed storyboard of a key section from the screenplay and an evaluative analysis. The production brief will offer four options, of which one must be chosen. With two options based on narrative elements and two options based on character-led elements of the short film.

## Examination Board:

WJEC

## Entry Criteria:

**English GCSE at Grade 4 or above**

## Skills for Success:

- Pupils will need to demonstrate a love of film and a keen interest in their place in society
- A wider filmic knowledge; pupils will be encouraged to view a range of films both within lessons and at home
- Pupils will develop their essay writing skills to complete a written examination

## Future Course/Career

### Opportunities:

- Media and Film Production
- Journalism
- Teaching
- Media Sales and Communications
- Nursing

## Departmental Performance:

**A-Level**

**2017/18 A\*-C—90%**

**2018/19 A\*-C—100%**

## Contact

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# SUBJECT: GEOGRAPHY



## Vision Statement

Our ever-changing, communication and trade driven world has changed how we live; every day we read newspaper articles, watch television programmes and hear stories of how the world is changing or the impacts of climate both physical and economic. Studying Geography will enable pupils to acquire and apply knowledge and understanding of physical and human processes; also interactions and outcomes over space and time through the study of places and environments.

Development of higher order skills including critical understanding of how the physical environments interact with human activities to produce unique dynamic patterns from a very local area to global scales, will challenge and stimulate. In a rapidly changing world, Geography will ensure that all pupils have a greater understanding of their place within it and the skills to evaluate global situations. This will broaden their knowledge to make them an exceptional member of society.

The department is passionate about fulfilling the Academy's ethos of promoting and developing holistic learners that understand the world around them. We want to develop modern British citizens that have an understanding and appreciation of the wider-world around them.

## Course Outline/Assessment Methods

**Paper 1 (Paper code: 9GE0/01)** 2 hours and 15 minutes

- **Section A:** Tectonic Processes and Hazards
- **Section B:** Topic 2: Landscape Systems, Processes and Change. This includes two optional sub-topics from which students choose one: 2A Glaciated Landscapes and Change or 2B Coastal Landscapes and Change.
- **Section C:** Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security.

**Paper 2 (Paper code: 9GE0/02)** 2 hours and 15 minutes

- **Section A:** Topic 3: Globalisation.
- **Section B:** Topic 7: Superpowers.
- **Section C:** Topic 4: Shaping Places. Two optional sub-topics from which students choose one: 4A Regenerating Places or 4B Diverse Places.
- **Section D:** Topic 8: Global Development and Connections. Two optional sub-topics from which students choose one: 8A Health, Human Rights and Intervention or 8B Migration, Identity and Sovereignty.

**Paper 3 (Paper code: 9GE0/03)** 2 hours and 15 minutes

- Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

## Examination Board:

EDEXCEL

## Entry Criteria:

**Grade 6 in Geography and Grade 5 in English Language**

## Skills for Success:

- The ability to communicate effectively both orally and in writing
- To complete research, data analysis and fieldwork enquiry
- The ability to analyse and process information from a range of sources
- Project management skills, including effective time management

## Future Course/Career Opportunities:

- Carers
- Social Worker
- Lawyer
- Storm Chaser
- Travel Agent
- Town Planner
- Conservationist

## Departmental Performance:

**2017/18: A\*-D = 100%**

**A\*-C = 83%**

## Contact

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# SUBJECT: HISTORY



## Vision Statement

At the Hundred of Hoo Academy we believe that History is not just the study of the past, but an essential subject in helping us to understand what is happening in the world today and gives us an insight into how our future will develop. Even though we live in an ever-changing world, our future is clearly connected to events in the past that have shaped British History and World History, which are still shaping our world today.

Our aim is to ensure that pupils are well prepared for the future by ensuring that they understand the journey that the world has taken over the past five hundred years. Our enthusiastic team provide the support and challenge to pupils and the resources to excel in leading their learning of the past and its impact on today. Our pupils display a thirst for knowledge, matched by that of our staff, and develop a lifelong curiosity for the world around them, ensuring that History is one of the most popular subjects selections at A Level.

## Course Outline/Assessment Methods

We follow the OCR specification at Key Stage 5 and pupils will study the full A Level across two years with all units examined at the end of Year 13.

**Unit 1:** England 1445 – 1509, Lancastrians, Yorkists and Henry VII. This examination is worth 25% of the final AS grade and is an essay and source based examination paper.

**Unit 2:** International Relations, 1885-1941. This examination is worth 15% of the final A2 grade and is an essay based paper.

**Unit 3:** Civil Rights in the USA—Women, Native Americans, Trade Unions and African-Americans. This examination is worth 40% of the final grade and is an interpretations and essay based paper.

**Unit 4:** Independent enquiry of the pupils choice. Pupils can chose to investigate a period in History that is of interest to them and will be assessed through a 3000 - 4000 word essay. This is worth 20% of the final grade.

## Examination Board:

OCR

## Entry Criteria:

History GCSE at Grade 6 or above

## Skills for Success:

- To be interested in the past and be motivated and driven by a desire to understand it
- To be able to work individually and as part of a team and to be able to effectively carry out research
- To have a critical eye and be able to make links
- To make reasoned arguments

## Future Course/Career

### Opportunities:

- Government
- Education
- Research
- Journalism
- Media.

## Departmental Performance:

2017/18: A\*D = 94%

2018/19: A\*-D = 95%

## Contact

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# SUBJECT: MATHEMATICS A/S



## Vision Statement

Mathematics is one of the most important areas of human development, forming the basis for logical thought and ensuring that everyday problems can be approached with confidence. Apart from the obvious use of counting the cans of baked beans when you are in your kitchen, or figuring out how far you can stretch your last £20, Mathematics is a skill which can be applied to so many areas. If you find *Pi* as easy as pie, and have contemplated studying Mathematics at a higher level, but still need a little more convincing, think about the following facts: it increases your employability, statistically you have a higher chance of starting on a higher salary and gives society one more person that could influence new technology or medicine.

The Mathematics curriculum at the Hundred of Hoo Academy is one which prepares pupils for success at A Level and beyond; designed to support the development of fundamental and functional mathematical skills that not only prepares pupils for Higher Education courses, but also for adult life.

The Mathematics Department firmly believes that every pupil will achieve to the best of their ability; every pupil will leave the Academy with the skills and attributes that will ensure they are successful as they move to the next stages of their Academic career or employment.

## Course Outline/Assessment Methods

Qualification	Component	Overview	Assessment
A level Mathematics	<b>Paper 1:</b> Pure Mathematics 1	AS content assessed at A level standard	🕒 2 hours ⚖️ 100 marks
	<b>Paper 2:</b> Pure Mathematics 2	Remaining pure content which builds on and incorporates AS content.	🕒 2 hours ⚖️ 100 marks
	<b>Paper 3:</b> Statistics and Mechanics	Section A: Statistics (50 marks) Section B: Mechanics (50 marks)	🕒 2 hours ⚖️ 100 marks
AS level Mathematics	<b>Paper 1:</b> Pure Mathematics	Content aligned to Paper 1 of A level Maths, assessed at AS level standard	🕒 2 hours ⚖️ 100 marks
	<b>Paper 2:</b> Statistics and Mechanics	Section A: Statistics (25 marks) Section B: Mechanics (25 marks)	🕒 1 hour ⚖️ 50 marks

\*Subject to accreditation by Ofqual

## Examination Board:

AQA

## Entry Criteria:

Maths GCSE at Grade 7 or above

## Skills for Success:

- A desire and a natural curiosity for Mathematics.
- Problem solving and analytical skills are a real advantage.
- Highly motivated and committed to learning.

## Future Course/Career

### Opportunities:

- Financial Sector
- Accountancy
- Engineering
- Computer Science
- Health Care
- Aerospace

## Departmental Performance:

2017/18:

Maths A-Level: 100% A\*-D

2018/19

Maths A-Level: 100% A\*-D

Maths A/S: 83% A\*-C

## Contact

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# SUBJECT: CORE MATHEMATICS



## Vision Statement

Mathematics is one of the most important areas of human development, forming the basis for logical thought and ensuring that everyday problems can be approached with confidence. Apart from the obvious use of counting the cans of baked beans when you are in your kitchen, or figuring out how far you can stretch your last £20, Mathematics is a skill which can be applied to so many areas. If you find  $\pi$  as easy as pie, and have contemplated studying Mathematics at a higher level, but still need a little more convincing, think about the following facts: it increases your employability, statistically you have a higher chance of starting on a higher salary and gives society one more person that could influence new technology or medicine.

The Mathematics curriculum at the Hundred of Hoo Academy is one which prepares pupils for success at A Level and beyond; designed to support the development of fundamental and functional mathematical skills that not only prepares pupils for Higher Education courses, but also for adult life.

The Mathematics Department firmly believes that every pupil will achieve to the best of their ability; every pupil will leave the Academy with the skills and attributes that will ensure they are successful as they move to the next stages of their Academic career or employment.

The purposes of this qualification are to consolidate and build on students' mathematical understanding, and develop further mathematical understanding and skills in the application of mathematics to authentic problems.

We expect students to build a broader base of mathematical understanding and skills in order to support the mathematical content in other Level 3 qualification, for example GCE A Level Biology, Geography, Psychology, BTEC Applied Science, Business, Health and Social Care.

We prepare students for the range of varied contexts that they are likely to encounter in vocational and academic study, future employment and life.

## Course Outline/Assessment Methods

The Level 3 Certificate in Mathematics in Context consists of two externally examined papers. Each paper is 1 hour and 40 minutes in length. The content areas covered in this qualification (across both papers) are:

- Applications of statistics
- Probability
- Linear programming
- Sequences and growth

The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra, ratio, proportion and rates of change, together with 20% of content drawn from beyond and above GCSE content.

## Examination Board:

AQA

## Entry Criteria:

Maths GCSE at Grade 6 or above

## Skills for Success:

- Develop competence in the selection and use of mathematical methods and techniques
- Develop confidence in representing and analysing authentic situations mathematically, and in applying mathematics to address related questions and issues
- Build skills in mathematical thinking reasoning and communication

## Future Course/Career Opportunities:

Actuary  
Accountancy  
Data Analyst  
Teacher  
Software engineer  
CAD Technician  
Financial Trader  
Meteorologist  
Quantity surveyor

## Departmental Performance:

2017/18: A\* - D = 100%

2018/19: A\* - E = 83%

## Contact

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# SUBJECT: MEDIA STUDIES



**Examination Board:**  
**EDUQAS**

### Entry Criteria:

**Maths GCSE at Grade 4 or above**

### Skills for Success:

- Essay writing skills when they start the course and these will be developed throughout the year to focus on what is required in a Media essay.
- Pupils will develop analytical skills to approach any text and consider why it has been constructed in that way, for who and by whom?
- They will also require creative skills in order to complete the practical course-work.

### Future Course/Career Opportunities:

- Media and Film Production
- Journalism
- Teaching
- Media Sales and Communications

### Departmental Performance:

**2017/18: A\*-C—90%**

**2018/19: A\*-C—100%**

### Contact—Miss Brown

**Kirsty.brown**

**@hundredofhooacademy.org.uk**

### Vision Statement

The media has so much influence on our everyday lives, from local to national news, advertising and television to our use of mobile phones and apps - the media is everywhere. Media Studies is an exciting subject that enables pupils to consider audiences, purpose and the influence the media has on society. Within Media Studies we encourage all pupils to review a variety of media texts in order to expand their knowledge of society and why texts are constructed in certain ways, developing critical analysis which is a fantastic transferrable skill. Pupils will complete increase their ability to work as independent learners, accessing challenging tasks both in and out of the lesson settings. Media Studies stimulates debate, analysis and discussion on a range of media texts that the pupils may not have experienced before and will test both their creative and evaluative thinking.

Media Studies is a fantastic course, with transferrable skills developed in abundance and compliments a range of subjects that will support future academic and employment pathways.

### Course Outline/Assessment Methods

#### **Component One: Meanings and Representations in the Media** Written examination - 30% - 80 Marks

This component covers all of the following media forms: music videos, video games, advertising, film marketing, newspapers and radio news/ current affairs programmes. The examination consists of three sections:

Section A: Media Language and Meanings

Section B: Representations and Meanings

Section C: Contextual Study – Representations. Pupils will answer an extended answer question for each.

#### **Component 2: Media Forms and Products in Depth** Written examination - 40% - 90 Marks

This component assesses knowledge and understanding of media language, representation, industry and audiences. The examination consists of three sections:

Section A – Television in the Global Age

Section B – Magazines: Mainstream and Alternative Media

Section C – Media in the Online Age

#### **Component 3: Cross-Media Production** Non examination assessment - 30% of qualification - 50 Marks

An individual cross-media production based on two forms in response to a choice of briefs set by WJEC. These include: Television, Advertising and Marketing: Music or Film and Magazines. The course is structured into three components with two examinations and one coursework task. The course involves the study of a range of media texts and the representations of people, places and events within these.



# SUBJECT: PHOTOGRAPHY



## Vision Statement

The Photography department has an excellent reputation for offering a range of courses and providing high quality teaching.

Our courses enable students to explore a range of different media, processes and techniques ensuring that there is something suitable for all interests. Photography gives students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in Higher Education. The courses provide students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental to Photography. Students develop their ability to actively engage in the processes of Photography to build technical skills through learning and practical workshops, to develop imaginative and intuitive ways of working and developing knowledge and understanding of cameras, editing techniques and technologies in historical and contemporary contexts, societies and cultures. The new dark room provides a welcome addition to the current digital photography course and provides students with an understanding of the core techniques and processes that were used before the digital era. Many students have not experienced the use of film or use of a darkroom, and it will provide a valuable insight into a range of techniques and process. The process of creating exciting prints will be a rewarding process that will reveal new horizons in students photography abilities.

## Course Outline/Assessment Methods

The AQA A-Level Photography course has the following two units:

**A-Level: Component 1: 60% of A-Level.** *Internally assessed and moderated by examiner visit to centre.*

### Personal Investigation:

Students will complete one unit of work based on a personal investigation. Students will research in depth a broad range of Photographers who focus on these areas and develop their own photographic skills within photography using a variety of camera and editing techniques. Students must also complete an essay to support their portfolio of work.

**A2: Unit 4: 40% of A-Level.** *Internally assessed and moderated by examiner visit to centre. Supervised time:15 hours.*

Students will choose a project form a list of options and complete an inde-

## Examination Board:

AQA

## Entry Criteria:

**Photography GCSE at Grade 6 or above**

## Skills for Success:

- Develop advanced skills in photography techniques and processes
- Develop and in depth photographic vocabulary
- Analyse and evaluate contextual studies
- Develop skills producing high quality photographs using a range of editing techniques
- Engage in discussions and debates

## Future Course/Career

### Opportunities:

- Fashion photographers
- Forensic photographers,
- Freelance photographers
- Journalist photographers

## Departmental Performance:

### GCSE

2017/18: 9-4 = 74%

2018/19: 9-4 = 92%

## Contact

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# SUBJECT: POLITICS



## Vision Statement

From taxes and education to the Holocaust and Syria, they all have two things in common; different forms of government and the policies that they implement. At the Hundred of Hoo Academy we believe that understanding how our Government works, and the rights we have, is vital in helping us to understand what is happening in the world today and the global impacts of political decisions. Knowledge of the evolution of our rights and the importance that politics has on our day to day lives is essential. Our aim is to ensure that pupils are well prepared for modern Britain by ensuring that they understand how politics works and the factors that affect it. Our enthusiastic team provides the support and challenge to pupils and the resources to excel in leading their learning of the development of our Government in the UK and the USA.

We want all of our pupils to become thoughtful, articulate and responsible, developing their confidence in public speaking and giving them the tools to effectively make decisions that will affect their own, and their community's, everyday lives.

## Course Outline/Assessment Methods

We follow the Edexcel specification at Key Stage Five. This is the new specification from 2017 and pupils will study the full A Level across two years. All units will be assessed at the end of Year 13.

The content includes:-

**Unit 1:** Politics in the UK – This looks at political parties in the UK, Pressure groups, the UK voting system and Political beliefs including Conservatism, Liberalism and Socialism. This examination is worth 33% of the final grade and is a source and essay based paper

**Unit 1:** Government in the UK – How our Government works, how it runs, what powers and rights we have and Political beliefs including Anarchism, Nationalism and Feminism. This examination is worth 33% of the final grade and is a source based examination paper.

**Unit 3:** Government and Politics in the USA – This looks at how the President is chosen, Political parties in the USA, The US Congress and Supreme court and Civil Rights in the USA. This examination is worth 33% of the final grade and is an essay based paper.

## Examination Board:

AQA

## Entry Criteria:

Grade 6 in History or English Literature

## Skills for Success:

- Have a keen interest in politics
- Share reasoned opinions
- Work independently and as part of a team
- Effectively carry out research and presentation of those findings.
- To have a critical eye and be able to make links between policies and impacts

## Future Course/Career Opportunities:

- Government and local politics
- Journalism
- Teaching
- Media
- Research

## Departmental Performance:

2017/18: A\*E—100%

2018/19: A\*-E—100%

## Contact

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# SUBJECT: PSYCHOLOGY



## Vision Statement

At the Hundred of Hoo Academy, we place great emphasis on offering a broad curriculum that encompasses the academic and the social development of our pupils. Psychology is a subject that develops both the academic and personal understanding of those that study it.

Psychology is the scientific study of the mind and behaviour. Year 12 students start their Psychology studies by learning about the different ways in which psychologists choose to study the mind and behaviour, such as the biological, psychodynamic, behavioural, cognitive and positive approaches. Students will encounter ideas as diverse as the nature of the unconscious mind, whether the mind works like a computer and the ethics of neuroscience. This is a very contemporary course: positive psychology is currently a growth area in the field of Psychology, with psychologists turning their attention towards enhancing positive psychological experiences; as such, students will have the opportunity to study what it means to be happy and how to achieve self-actualisation.

Psychology is clearly a fascinating subject, but it is also a challenging and demanding A-Level and has now classified as a full Science A-Level. As such, students will be assessed on their mathematical skills and scientific research methods and statistics are taught throughout the course. At the end of Year 12, students will be able to plan and carry out two pieces of their own research. In Year 13, the emphasis shifts to the applications of Psychology, such as Stress, Forensic Psychology and Autism. The A-Level examination is sat at the end of Year 13 and comprises three written examination papers.

## Course Outline/Assessment Methods

The A-Level examination is sat at the end of Year 13 and comprises three written examination papers, each is 2 hours 15 minutes and worth 1/3 of the total A-Level.

### Component 1: Psychology Past to Present

The five approaches to Psychology, including assumptions, therapy, classic study, and debate:

### Component 2: Investigating Behaviour

Principles of research, Social and Developmental Psychology, Personal investigations, Application of research methods to a novel scenario

### Component 3: Implications in the Real World

Applications: Stress, Autism, Criminal Psychology

Controversies: Cultural bias, Ethics, Non-human animals, Scientific status

Sexism

## Examination Board:

EDUQAS

## Entry Criteria:

English grade 6 and Science grade 5-6

## Skills for Success:

- analytical thinking
- improved communication
- problem solving
- planning and conducting scientific investigations
- analysing and interpreting data

## Future Course/Career Opportunities:

- Marketing
- Business Development
- Accountancy
- Human Resources
- Forensic Psychology
- Occupational Therapy
- Nursing

## Departmental Performance:

First teaching in 2019/20

## Contact

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# SUBJECT: RELIGIOUS STUDIES



## Vision Statement

Religious Studies allows pupils to enhance their interest in religion through a rigorous study of belief and relate this to the wider world. Throughout the course pupils will become specialists in Christianity, developing an understanding of religious thought and its contribution to individuals, communities and societies. Pupils will adopt an enquiring, reflective and critical approach to the study of religion, with opportunities to develop their own values, opinions and attitudes as a result of their Spiritual and Moral study.

## Course Outline

The A-Level course is split into three core sections; The study of a World Religion, philosophy of religion and religion and ethics. Through section one pupils will analyse Christianity, analysing religious figures and sacred texts. Within this section pupils will also consider historical developments of the religion. Section two is also broken down into 4 key themes; arguments for and against the existence of God, challenges to religious belief, religious belief and religious language. The final section of study focuses on ethical thought, deontological ethics and free will.

## Assessment Methods

The Religious Studies A-Level is assessed through three examinations, all completed at the end of study in year 13.

Each of the three components will be a 2 hours examination, split into two sections. Pupils have a choice of which question to answer, but must pick one 20mark and one 30 mark question from each section.

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification

## Examination Board:

Eduqas

## Entry Criteria

Grade 6 at GCSE

**Skills for Success:** Pupils will need to be able to present an argument in a clear and coherent manner. They will also need to be able to critically analyse sources of wisdom and make connections between topics of study.

## Future Course/Career Opportunities:

- Teaching and further education
- Journalism
- Public services; such as medical care and the police force
- Charitable foundations
- Counsellor
- Community development

## Departmental Performance:

This will be the first year of running the Religious Studies A-Level.

## Contact—Mr Carey

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## SUBJECT: SCIENCES (Multiple options)



### Vision Statement

The Science department is a true strength of the Hundred of Hoo Academy which has demonstrated consistently high KS4 and KS5 outcomes for a sustained period of time. In the 2018 summer exams our pupils achieved exceptional results at the 9-4 grade boundaries, with 94% achieving this in Biology, 87% in Chemistry and 82% in Physics. The GCSE curriculum which we provide ensures that pupils are equipped with the essential skills and knowledge for continuing to study the sciences at KS5.

At KS5 we develop scientific minds even further, with a view for pupils to embark on a journey of first studying A Levels and then successfully taking opportunity to grow at the university of their choice. We provide challenging and motivating scientific experiences that instil a lifelong interest in, and appreciation of, Science while accommodating the diversity of backgrounds, abilities, and interests of our pupils which could include being inspired to follow careers such as those linked to Pharmaceuticals, Engineering, Architecture, Zoology, Medicine, Physiotherapy and Genetics. Previous pupils have moved on to university to study Veterinary Science, Forensics, Biochemistry, Biomedicine and a Chemistry Masters degree.

We guide our pupils in developing scientific literacy, including the ability to: observe the natural world; pose and pursue questions; evaluate data using logic and an understanding of methods in data collection and analysis; read with understanding Science articles in the popular press; critically analyse sources of scientific information; clearly communicate information orally and in writing; use scientific knowledge to inform reasoned judgments and sound decision making. Within a teaching environment that responds swiftly to the challenges of the 21st century and a high standard for excellence in all that we do, we are seeking pupils who are knowledgeable in Biology, Chemistry and Physics, and can think critically and aspire to be the best that they can be.

### Examination Board:

**OCR or AQA**

### Skills for Success:

- Enquiry and problem solving skills.
- Strong literacy skills in order to develop longer answers to explain Scientific concepts in detail.
- Apply understanding to unfamiliar contexts and use numeracy skills to answer data and graph questions.

### Departmental Performance:

#### 2017/18

**Biology: A\*-E—100%**

**Chemistry: A\*-C—100%**

**Physics: A\*-D—100%**

#### 2018/19

**Biology: A\*-E—100%**

**Chemistry: A\*-D—100%**

**Physics : A\*-D—83%**

### Contact

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## Biology Course

### KS5 Biology Course Content and Assessment

All pupils will follow the new OCR A Level Biology (Biology A) course. This is a concept led approach to teaching where pupils are taught the key concepts and ideas in a logical sequence before learning to then apply them to a range of contexts.

In A2 Biology pupils will sit three papers. Two of these papers test the common themes from both the AS and A2 course synoptically. The third paper will assess content from any unit across the two year course.

AS-level	A-level
<i>Paper 1 – 1.5 hours, 50% of AS– Level</i> Foundations in Biology Exchange and Transport Biodiversity, evolution and Disease Relevant practical skills	<i>Paper 1 – 2 hours, 37% of A Level</i> Foundations in Biology Exchange and Transport Communication, Homeostasis & Energy Relevant practical skills
<i>Paper 2 – 1.5 hours, 50% of AS Level</i> Foundations in Biology Exchange and Transport Biodiversity, evolution and Disease Relevant practical skills	<i>Paper 2 – 2 hours, 37% of A Level</i> Foundations in Biology Biodiversity, evolution and Disease Genetics, Evolution and Ecosystems Relevant practical skills
	<i>Paper 3 – 1.5 hours, 26% of A Level</i> Practical skills All content

In addition to sitting three examinations in A Level Biology there is a separate endorsement of practical skills. This is assessed by the teachers and will be based on direct observation of pupils' competency of skills linked to twelve different practical's throughout the two years. While this has no affect on a pupils final grading for A Level Biology, this endorsement may be taken into consideration when applying for University courses. *There is no practical endorsement in AS Biology.*

#### Examination Board:

OCR

#### Entry Criteria

Grade 7 at GCSE

## Chemistry Course

### KS5 Chemistry Course content and Assessment

All pupils will follow the new AQA A Level Chemistry course. This is a concept led approach to teaching where pupils are taught the key concepts and ideas in a logical sequence before learning to then apply them to a range of contexts.

This specification provides numerous opportunities to use and develop practical skills to link theory to reality, and equip pupils with the essential practical skills they need.

20% of the overall assessment of A Level Chemistry will contain Mathematical skills equivalent to GCSE or above.

At least 15% of the overall assessment of A Level Chemistry will assess knowledge, skills and understanding in relation to practical work.

AS-level	A-level
<i>Paper 1 – 1.5 hours, 50% of AS Level</i> Inorganic chemistry, with relevant physical chemistry	<i>Paper 1 – 2 hours, 35% of A Level</i> Inorganic chemistry, with relevant physical chemistry Relevant practical skills
<i>Paper 2 – 1.5 hours, 50% of AS Level</i> Organic chemistry, with relevant physical chemistry Relevant practical skills	<i>Paper 2 – 2 hours, 35% of A Level</i> Organic chemistry, with relevant physical chemistry Relevant practical skills
	<i>Paper 3 – 2 hours, 30% of A Level</i> Practical skills All content

In addition to sitting three exams in A Level Chemistry there is a separate endorsement of practical skills. This is assessed by the teachers and will be based on direct observation of pupils' competency of skills throughout the two years. While this has no effect on a pupils final grading for A Level Chemistry, this endorsement may be taken into consideration when applying for University courses. *There is no practical endorsement in AS Chemistry.*

#### Examination Board:

AQA

#### Entry Criteria

Grade 7 at GCSE

## Physics Course

### KS5 Physics Course Content and Assessment

All pupils will follow the new AQA A Level Physics course. This is a concept led approach to teaching where pupils are taught the key concepts and ideas in a logical sequence before learning to then apply them to a range of contexts.

This specification provides numerous opportunities to use and develop practical skills to link theory to reality, and equip pupils with the essential practical skills they need.

40% of the overall assessment of A Level Physics will contain Mathematical skills equivalent to GCSE or above.

At least 15% of the overall assessment of A Level Physics will assess knowledge, skills and understanding in relation to practical work.

AS-level	A-level
<i>Paper 1 – 1.5 hours, 50% of AS Level</i>	<i>Paper 1 – 2 hours, 34% of A Level</i>
Measurements and their errors	Measurements and their errors
Particles and radiation	Particles and radiation
Waves	Waves
Mechanics and materials	Mechanics and materials
Electricity	Electricity
<i>Paper 2 – 1.5 hours, 50% of AS Level</i>	<i>Paper 2 – 2 hours, 34% of A Level</i>
Measurements and their errors	Further mechanics and thermal physics
Particles and radiation	Fields and their consequences
Waves	Nuclear physics
Mechanics and materials	
Electricity	
	<i>Paper 3 – 2 hours, 32% of A Level</i>
	Practical skills and data analysis
	Astrophysics

In addition to sitting three examinations in A Level Physics there is a separate endorsement of practical skills. This is assessed by the teachers and will be based on direct observation of pupils' competency of skills throughout the two years. While this has no effect on a pupils final grading for A Level Physics, this endorsement may be taken into consideration when applying for University courses.

*There is no practical endorsement in AS Physics.*

**Examination Board:**

**AQA**

**Entry Criteria:**

**Grade 7 at GCSE**

# SUBJECT: SOCIOLOGY



## Examination Board:

Eduqas

## Entry Criteria:

English Literature at Grade 6

## Skills for Success:

- Appreciation of the complexity and diversity of social situations
- Applying sociological theory to society's organisations
- Researching, judging and evaluating complex information
- Making reasoned arguments
- Knowledge and understanding of research methods, analysis and statistical techniques
- Developing opinions and new ideas on societal issues

## Future Course/Career Opportunities:

- Advice Worker,
- Community Development Worker,
- Further Education Lecturer,
- International Aid/Development Worker, Social Researcher,
- Social Worker,

## Departmental Performance:

2016/17: 80% A\*-C

2017/18: 89% A\*-D

## Contact

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## Vision Statement

At the Hundred of Hoo Academy, we place great emphasis on offering a broad curriculum that encompasses the academic and the social development of our pupils. Sociology is a subject that develops both the academic and social understanding of those that study it.

Sociology is the study of the social part of us, the pattern of interaction with other people which is necessary to our very existence. It has been described as 'the scientific study of human group behaviour' and 'the application of scientific methods of inquiry to the puzzles of social life'. Whilst others believe that we are too complex and the impacts of our thoughts, feelings and emotions are too impactful for us to be studied in the same ways as Science.

We all participate in any number of social groups, many of which overlap. Sociologists study how and why these groups interact with each other and how the interactions affect their members. Such analyses not only yields a clearer understanding of society and its components, but also allow sociologists to see both the causes and the possible remedies for our social problems. The department is looking for inquisitive young minds with a keen interest in how society works and the view of others regarding how and why we interact.

## Course Outline/Assessment Methods

Sociology is an A Level only course that covers a range of topics and is examined at the end of the two year course.

	Content	Assessed
Paper 1: Education with Theory & Methods	The role and functions of the education system and how it impacts on different social groups. How sociologists conduct their studies and the positive and negative aspects of different types of research. How these directly	2 hour written examination 80 Marks 33.3% of A Level
Paper 2: Topics in Sociology	<b>Culture and Identity</b> The structure and relationships of the individual and cultural identities. The Media The impacts of The Media on cultural development, ideologies and understanding of	2 hour written examination 80 Marks 33.3% of A Level
Paper 3: Crime and Deviance with Theory & Methods	Explanations of crime, deviance and social order, the social distribution of crime and how it is surveyed by the government. How sociologists conduct their studies and the positive and negative aspects of different types of research. How these directly impact on the study of crime.	2 hour written examination 80 Marks 33.3% of A Level

# SUBJECT: TEXTILES



## Vision Statement

At the Hundred of Hoo, we nurture talent and ensure that pupils' creativity knows no limits. The Textiles department offers a range of courses that enables pupils to explore a range of different media, processes and techniques ensuring that pupils gain valuable opportunities to develop and display thought-processes that lead to incredible artistic results. One opportunity is to produce a portfolio of work that can support progression higher education. The course provides pupils with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in Textiles. Pupils develop their ability to actively engage in the processes of Textiles to build creative skills through learning and practical workshops, to develop imaginative and intuitive ways of working and developing knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

## Course Outline/Assessment Methods

**A-Level Textiles:** The AQA GCSE Art course has the following two units.

**A-Level: Component 1: 60% of A-Level.** *Internally assessed and moderated by examiner visit to centre.*

### Personal Investigation:

Students will complete one unit of work based on a personal investigation. Students will research a broad range of Textiles Artists who focus on these areas and develop their own skills within Textiles using a variety of processes and techniques. Students must also complete an essay to support their portfolio of work.

**A-Level: Component 2: 40% of A-Level.** *Internally assessed and moderated by examiner visit to centre. Supervised time:15 hours.* Students will choose a project form a list of options and complete an independent study of the topic with a 15 hour exam focussing on a

## Examination Board:

AQA

## Entry Requirements

Grade 6 in Textiles or Art GCSE

## Skills for Success:

- Use textile design techniques and processes for example: weaving, felting, stitching,
- Use media and materials, for example: inks, yarns, threads, fibers
- Develop an artistic vocabulary
- Analyse and evaluate contextual studies
- Develop skills using a range of materials and media

## Future Course/Career

### Opportunities:

- Textiles & Fashion design
- Textiles artists
- Textiles designers
- Print makers
- Fashion designers

## Departmental Performance:

### GCSE

2017/18: 100% 9-4

2018/19: 100% 9-3

## Contact

Curriculum Leader – Miss N Mitchell

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## KEY STAGE 5



## LEVEL 3

## VOCATIONAL

## SUBJECTS

# SUBJECT: APPLIED SCIENCE



## Vision Statement

The Applied Science qualification will provide pupils with a broad understanding of the application of vocational sciences to modern everyday contexts and in the working world. It is suitable for studying alongside substantial academic science qualifications, such as other A-level sciences.

Through the completion of this course, pupils will develop their knowledge and understanding of scientific principles across Biology, Chemistry and Physics. This qualification will importantly develop transferable skills such as problem-solving, research and communication as part of the learning.

The teaching of this course has been designed so that pupils will deepen their understanding of KS4 knowledge, as well as learn new concepts.

Through the completion of practical activities, pupils will apply this knowledge and understand to understand how they relate to today's advances in Science and industry.

The completion of this course will enable pupils to apply for university courses, further education, apprenticeships or directly into the world of work.

## Course Outline

Cell structure, Organic transport, The heart, Homeostasis, Breathing and respiration and Photosynthesis.

Atomic structure, Periodic table, Quantitative chemistry, Bonding and structure, Enthalpy.

Energy and efficiency, Electricity and circuits, Dynamics.

## Assessment Methods

Examinations (50%)

Taught content is examined in January and June of each year of the course.

Coursework (50%)

Teacher assessed portfolio demonstrating that pupils are proficient in completing a range of experimental techniques and investigation skills throughout the course.

## Examination Board:

AQA

## Entry Criteria

Grade 6-6 in Combined Science

## Skills for Success:

Pupils will develop their enquiry and problem solving skills.

They will need to have strong literacy and numeracy skills.

## Future Course/Career

### Opportunities:

Zoology, Medicinal Sciences, Physiotherapy, Genetics and Ecology.

Forensic Analyst, Scientific journalist and Chemical Engineer.

Energy and climate, Engineering, Sports, Gaming, Finance and Transport.

## Departmental Performance:

94% A\*-E grades in 2019 summer exams for A-Level Sciences.

All pupils successfully going to their chosen career paths.

## Contact

Head of Department: Miss Walkin

# SUBJECT: BUSINESS STUDIES



## Vision Statement

The Business Studies department has exceptionally high standards and aims to provide pupils with the skills and knowledge required in an ever changing economic society. With a focus on unlocking the potential of what could be the most exceptional business minds in the country, we provide a challenging and stimulating curriculum that will develop and support the next Richard Branson or Karen Brady.

With strong links to Enterprise across the Academy, the Business Department gives all pupils the opportunity to work with others to develop ideas, and challenge themselves both logically and creatively. Universities and employers are not simply interested in academic performance, they are interested in those that have demonstrated a wide-ranging engagement in community life and activities outside of the classroom. This is something that Business and Enterprise will certainly ensure.

We strongly believe that the fundamental aspects of business underpin any work place, be it in financial, education or manual occupations such as plumbers or electricians. We give every pupil a strong footing and ensure that they have the vital skills to be successful in the future.

## Course Outline/Assessment Methods

Units 1 & 2 are completed in Year 12

Units 3 & 8 are completed in Year 13

<u>Unit</u>	<u>Title</u>	<u>Assessed</u>	<u>Weighting</u>
Unit 1	Exploring Business	Internal Coursework	25%
Unit 2	Developing a Marketing Campaign	External Coursework	25%
Unit 3	Business Finance	External Exam	33.33%
Unit 8	Recruitment in Business	Internal Coursework	16.67%

**Examination Board:**

**PEARSON**

**Entry Criteria**

**Level 2 Merit at GCSE**

**Skills for Success:**

- A keen interest in business and current economic affairs
- The ability to problem solve in practical and creative ways
- An ability to work independently and within teams
- An understanding of and to be able to interpret financial data, interview skills, effective communication, creative and critical thinking
- A grade 5 or above in both English and Mathematics at Level 2 is pre-

**Future Course/Career**

**Opportunities:**

Accounting,  
Banking  
Financial Advising

**Departmental Performance:**

**National Certificate**

**2017/18: D\*-M = 100%**

**2018/19: D\*-M = 100%**

**Extended Certificate**

**2017/18: D\*-P = 100%**

**2018/19: D\*-P = 83%**

**Contact**

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# SUBJECT: CRIMINOLOGY



**Examination Board:**  
**PEARSON**

**Entry Requirements**  
**Grade 5/6 in English GCSE**

### Skills for Success:

- Researching, judging and evaluating complex information
- Making reasoned arguments
- Knowledge and understanding of research methods, analysis and statistical techniques
- Developing opinions and new ideas on societal issues
- Working collaboratively
- The ability to understand, scrutinise and re-assess common perceptions of the social world

### Future Course/Career Opportunities:

- Uniformed Services,
- Forensics,
- Advice Worker,
- Community Development Worker,
- Further Education Lecturer,
- International Aid/Development Worker, Social Researcher,
- Social Worker,
- Youth Worker

### Departmental Performance:

**No previous data**

### Contact

**Emma.marsden**  
**@hundredofhooacademy.org.uk**

### Vision Statement

The purpose of the WJEC Level 3 Applied Certificate in Criminology is to provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with other relevant qualifications, such as Psychology and Sociology, it develops the understanding to support entry to higher education courses in the humanities sector.

Within the Changing Attitudes to Crime unit, pupils will be guided to consider how not all types of crime are alike. Therefore, what different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? Within the Criminological Theories unit, pupils question how do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? The crime scene to courtroom unit interrogates the criminal trial process. Finally, the Crime and Deviance unit develops skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.

### Course Outline/Assessment Methods

Criminology is an A Level only course that covers a range of topics and has two examined units as well as two Controlled Assessment units.

	Content	Assessed
Unit 1: Changing Awareness of Crime	The purpose of this unit is for learners to plan campaigns for change relating to crime.	Internal Controlled Assessment  25%
Unit 2: Criminological Theories	The purpose of this unit is for learners to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set policy.	External exam  25%
Unit 3: Crime Scene to Courtroom	Through this unit, learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.	Internal Controlled Assessment  25%

# SUBJECT: HEALTH & SOCIAL CARE



**Examination Board:**

**PEARSON**

**Entry requirements**

**Level 2 Merit at GCSE**

**Skills for Success:**

- the ability to learn independently
- the ability to research actively and methodically
- the ability to think critically and evaluate the health of individuals and the nation
- being able to give presentations and being active group members
- the ability to research and reference work at a degree level

**Future Course/Career Opportunities:**

- Nursing
- Midwifery
- Care sector
- Childcare
- Support Worker

**Departmental Performance:**

**National Extended Cert**

**2017/18: D\*-M = 100%**

**2018/19: D\*-M = 100%**

**National Diploma**

**2017/18: D\*-D—100%**

**2018/19: D\*-M—100%**

**Contact**

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**@hundredofhooacademy.org.uk**

## Vision Statement

The Health and Social Care department has an excellent reputation for providing a range of courses and providing high quality teaching in one of the fastest growing industries in the UK.

Lessons are planned thoroughly using data and assessment in lesson to reflect learning and progression. Continuous and rigorous marking include specific targets. Health and Social Care is very popular and numbers are excellent. Enrichment sessions are available to all pupils after school which has enabled the department to focus on ensuring pupils obtain or exceed their target grade.

High expectations are consistently communicated so that all pupils get the best learning experience possible. Results demonstrate year on year sustained improvement.

## Course Outline/Assessment Methods

BTEC Level 3 courses in Health and Social Care are highly specialised work-related courses that will give you the knowledge, understanding and skills that are needed to prepare for employment in the Health and Social Care Sector and provide a good basis to go onto more advanced work related qualifications. You learn by completing projects and assignments that are based on realistic workplace situations and activities. The BTEC Level 3 Extended Certificate is equivalent to one GCE A Level and a BTEC Level 3 Diploma is equivalent to two GCE A Levels.

**In the Extended Certificate you will study the following units:**

### Year 12

**Unit 5**—Meeting Individual Care and Support Needs, internally assessed

**Unit 1**—Human Lifespan Development, externally assessed, 1.5 hours

### Year 13

**Unit 11**—Psychological Perspectives, internally assessed

**Unit 2**—Working in Health and Social Care, externally assessed, 1.5 hours

### Diploma (Double Award)

**Unit 7**—Principles of Safe Practice in H&SC, internally assessed

**Unit 8**—Promoting Public Health, internally assessed

**Unit 14**—Physiological disorders and their care, internally assessed

**Unit 4**— Enquiries into Current Research in H&SC, external, 3 hour exam



# SUBJECT: ICT DIGITAL MEDIA



## Vision Statement

The ICT department is an inspirational department with high expectations to ensure that you achieve/ exceed your potential. We are wholly dedicated in preparing you for your future, be it Higher Education and University or the world of work,

The course entails a number of Units that will prepare you for the ever evolving technological world and ensure you have the tools needed to for the changing workforce, we value and praise hard work and encourage you to explore new concepts.

This course is not just about results, it's about educating learners in the knowledge and skills required for employment, University and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.. The course entails refreshing and exciting content, that's up-to-date, engaging, You will develop professional and social skills through interaction with performers, clients and peers; as well as theoretical and technical knowledge and understanding to underpin these skills. This will allow their creativity and flair to be harnessed in the design and production of media and ICT products used within the industry .

## Course Outline/Assessment Methods

Units 1 & 2 are completed in Year 12

Units 3 & 8 are completed in Year 13

<u>Unit</u>	<u>Title</u>	<u>Assessed</u>	<u>Weighting</u>
Unit 1	Media products and audiences	Externally	25%
Unit 2	Pre-production and planning	Externally	25%
Unit 3	Create a media product	External Coursework	25%
Unit 6	Social media and globalisation	External Coursework	25%

## Examination Board:

OCR

## Skills for Success:

- A keen interest in ICT and Media, with up to date knowledge of emerging technologies.
- The ability to problem solve using algorithms
- An ability to work independently and within teams
- To be willing to expand your creativity and initiative to further projects.
- A grade 5 or above in both English and Mathematics at Level 2 is preferred.

You will also have a passion to learn how different businesses and organisations in the media and ICT sector work. You will learn about the variety of opportunities

## Future Course/Career

### Opportunities:

Graphic Designer  
Web Developer  
Project Manager  
Systems Analyst  
Software Engineer  
Computer Games Tester

## Contact

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# SUBJECT: PERFORMING ARTS



## Vision Statement

At the Hundred of Hoo we believe that all pupils should have the opportunity to develop their creative talents alongside their academic interests. In the Performing Arts department we are proud of our ability to nurture and develop these two skill sets side-by-side, with a teaching staff who still regularly perform and direct in the local community as well as within the Academy environment. We are proud of our ability to instill a love of learning, and a passion for the subject, that extends far beyond the classroom and ensures pupils are prepared for whatever surprises lie in their future.

The course provides many and varied opportunities for pupils to explore a range of texts (both classical and contemporary), practitioners and performance styles, as well as multiple chances to perform in front of an audience and receive instant feedback from their reactions.

Pupils develop their ability to work under pressure to meet deadlines, to work with a range of different people and within a range of group sizes, from individual research and performance roles, to large scale ensemble performances. Learning about the social and historical context of texts will also instill a breadth of knowledge that will open doors to even greater learning opportunities and experiences.

## Course Outline/Assessment Methods

The Level 3 National Diploma is a 720 Guided Learning Hour course which provides a qualification of equivalent value to two A-levels. Pupils opting for this course will study it alongside two other subjects. Pupils will study 8 units, 3 of which are externally assessed (making up 46% of the total grade). Work will be presented as performances, reports, presentations and essays at various points during the course.

**Unit 1:** Investigating Practitioners' Work (externally assessed)

**Unit 2:** Developing Skills and Techniques for Live Performance

**Unit 3:** Group Performance Workshop (externally assessed)

**Unit 4:** Performing Arts in the Community

**Unit 5:** Individual Performance Commission (externally assessed)

**Unit 6:** Final Live Performance to an Audience

**Unit 18:** Interpreting Classical Texts for Performance

**Unit 19:** Acting Styles

## Examination Board:

**PEARSON**

## Entry Requirements

**Level 2 Merit at GCSE**

## Skills for Success:

- Acting skills (vocal and physical)
- Willingness to take risks and face challenges with a positive attitude
- Using self reflection and constructive criticism to make positive changes and improve practice
- Research and presentation skills
- Ability to analyse and apply research findings to develop practice.

## Future Course/Career Opportunities:

- Presenter
- Journalist
- Critic
- Teaching
- Law

## Departmental Performance:

**2017/18: D\*-M—100%**

**2018/19: D\*-M—100%**

## Contact

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# SUBJECT: SPORT STUDIES



## Vision Statement

Sport is one of the driving forces in modern society, whether it be the social and economic successes of hosting sporting events such as the Olympics or the scandals of drug in sport, such as Lance Armstrong, sport has a huge impact on every aspect of modern life. The Sports team provides all pupils with the knowledge, skills and understanding of Sport and Fitness so that they can make informed choices of activities that they will participate in during, and following, their time within the Academy. We believe that physical activity plays a crucial role in the development of young people, and the positive impacts that a healthy lifestyle can have on an individual are not to be underestimated.

With a curriculum that both challenges and stimulates, all pupils that choose to undertake Sport at Level 3 will enjoy both the academic and practical elements, developing them as well-rounded individuals. We want every child in the local community to be enthused by sport and want to see them all live happier, healthier and longer lives full of success.

## Course Outline/Assessment Methods

### Year 12

Pupils will undertake two units focussing on the anatomy and physiology of the body, developing their understanding of how the body works and responds to exercise. They will also study methods of fitness testing and health and safety in sport.

### Year 13

Pupils will participate with a practical sports unit that focuses on either team or individual sports. The unit choice is determined by the size, abilities and interests of the cohort in order to ensure that the learning is tailored towards the individual pupils. They will study psychological aspects of sports performance including aggression, arousal and anxiety, personality and motivation. They will also undertake a personal exercise programme, using facilities at the Hundred of Hoo Leisure Centre in order to develop their knowledge and understanding of their personal fitness and how to develop this further.

Following successful completion of the course pupils will receive the

## Examination Board:

EDEXCEL

## Entry Criteria

Level 2 Merit at GCSE

## Skills for Success:

- A keen interest in sport
- Be willing to participate regularly in a variety of sports as this will ensure they have the practical skills required to incorporate skills into game situations
- Should be aware that the course involves written coursework, and is not a purely practical subject.
- May wish to combine the subject with Biology to gain a greater insight to the workings of the human body; however the combination of subjects is not essential.

## Future Course/Career

### Opportunities:

- Teaching
- Physiotherapy
- Fitness Instruction
- Leisure Centre Attendants
- Coaching
- Officiating

## Departmental Performance:

2017/18: D\*-M—100%

2018/19: D\*-M—100%

## Contact

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# SUBJECT: TRAVEL & TOURISM



## Vision Statement

If pupils have ever wondered about the world we live in, dreamt about countries in far flung places and thought about how they can travel the world, Travel and Tourism is the option for you. With the travel industry being one of the fastest growing in modern Britain, an understanding of the concept of travel and tourism, the economic benefits and the impact on local and international communities is vital. When selected in conjunction with other courses such as Business or Languages, Travel and Tourism will create experts in the field and support any pupil that wishes to follow a pathway to the travel industry.

With transferable skills that will improve any learner, we prepare pupils to be confident in exploring different cultures and promoting travel to different destinations around the world. Our enthusiastic team provide the support and challenge to pupils and the resources to excel in leading their learning of the world around them.

## Course Outline/Assessment Methods

This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects.

The Extended certificate comprises of 3 mandatory units:

1. The World of Travel and Tourism
2. Global Destinations
3. Principles of Marketing in Travel and Tourism

The fourth unit will be chosen from one of the following:

Visitor Attractions  
Events, Conferences and Exhibitions

Units 1 and 2 will be externally assessed components.

## Examination Board:

Pearson Edexcel

## Entry Criteria

Grade 6 in Geography GCSE

## Skills for Success:

- Interest in different countries and cultures and what motivates people to travel the world around them.
- Literacy and presentation skills
- Independent with the ability to work as part of a team and
- Effectively carry out research.

## Future Course/Career

### Opportunities:

Air Cabin Crew

Hotel manager

Tour office manager

Tour Manager

Tourist information Centre Manager

## Departmental Performance:

2016/17: D\*-D = 94%

D\*-M = 100%

## Contact

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