

THE HIVE

Debden Park High School
Sixth Form



DEBDEN
PARK HIGH SCHOOL

Sixth Form

Prospectus

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DEBDEN PARK HIGH SCHOOL SIXTH FORM




Ofsted
Outstanding
Provider

The aim of Debden Park High School is to provide an excellent education in a safe, supportive learning environment, where people are valued and make positive contributions to the school community, and where students go on to become responsible, independent members of society.

In January 2017 Debden Park High School was recognised by Ofsted to be an Outstanding school. Our consistent focus on learning throughout the school and our constant academic drive enable students to achieve incredible results. We are very proud of our school, of our outstanding facilities and impressive surroundings, and it is a real privilege to work here.

At the heart of everything we do are our students. Our curriculum is student-centred and we aim for their education to be inspiring, stimulating and challenging. Our staff are appointed for their passion, their enthusiasm and their imagination in communicating with children to ensure that every single child in their classes is engaged, excited and challenged by the learning experience at all times.

Our vision is to empower students so that they are able to take control of their own future and have enhanced life chances as a result of learning with us. We are academically ambitious for our students and

with the opening of our Sixth Form in September 2015 and our fantastic new Sixth Form building, The Hive, in September 2016, we are excited at having the opportunity to nurture their love of learning into A Levels and beyond.

We want our students of all ages to become independent learners, who are critical in their thinking, informed in their choices and confident in their ability to succeed in the modern world, who are respectful and tolerant, driven and confident and who strive for the best. In addition to their academic lives, we also want our students to benefit from enrichment experiences in the arts, sport and culture which will help them become well rounded balanced adults.

Andrew Hogan
Head of School

Helen Gascoyne
Executive Head

Welcome to our Sixth Form. A message from the Executive Student BE Leaders...

When choosing what to do after GCSEs, I wanted to make sure I was somewhere that offered the opportunities for me to broaden my soft skills. Since the start of Year 12, I have joined countless societies, performed in school shows and speeches to all year groups. As a sixth former, I have enjoyed how active a role we play in the wider school through our Adopt A Team programme where we support in lessons as part of our enrichment, to the wide range of mentoring and peer support opportunities we have, which has allowed me to mentor students through their GCSEs and interview Year 9s in support of their options process. I wouldn't have been able to do any of those things on top of my A-levels if it wasn't for the incredible support here at Debden, whether you're having trouble academically or socially, the wellbeing team and all members of staff are always happy to help in any way they can.

My advice for future students who want to join this school would be to get involved with as many things as you can, as there are so many different opportunities that will help you to develop the skills needed to make a success of whatever future you have planned.

Stanley Shipp, Executive Student BE Leader

I completed my GCSEs at King Harold where I had stayed since year 7, and so not too long ago I was in a similar position to you, trying to decide where was the best fit for me. I was anxious, excited, apprehensive and unsure about leaving what I was comfortable with and what I knew, but within the first week I knew I had made the right choice. For me, I wanted an environment that was not only academically focused but somewhere that would give me opportunities, somewhere that would support me, somewhere that would motivate me, and somewhere that would push me to become the best version of myself.

One year later, I can tell you Debden has exceeded every expectation I had and empowered me to become the person I am today. Since joining Debden, I have been challenged in all of my subjects - whether through a debate with my History teacher, or discussion with my peers in English - and have found the continuous engagement to be a massive factor in my learning. By having a single conversation with the teachers, you can truly tell how much they care about the impact they have and the subjects they teach. We are lucky enough to see it every day. What makes Debden outstanding is how much the teachers care.

Ruby Gambrill, Executive Student BE Leader

“Leaders have successfully established a school where high aspirations and excellence are the norm, and where pupils and staff enjoy coming to work”

Ofsted 2017

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Be your own future

Since opening in 2015, Debden Park High School Sixth Formers have gone on to study at some of the most prestigious institutions in the world, including Russell Group Universities such as Oxford, Cambridge, Edinburgh, King’s London, Manchester, Bristol and UCL.

“Consistently high-quality teaching results from the school’s relentless focus on training and development”

Ofsted 2017



“Pupils receive highly effective feedback in different forms which helps them make rapid progress.”

Ofsted 2017

When the school started in 1999, we dreamed of having a Sixth Form. Since Mr Cavanagh started in February 2007, together with the Governors, he worked tirelessly to make that dream a reality and our Sixth Form was opened in September 2015.

By choosing Debden Park, you are choosing a Sixth Form that puts the future success of the student at the very centre of everything it does. At Debden Park High School, we have always aimed to give our students the best chance to fulfil their potential and go onto be a success in whatever future path they choose. Since the opening of our Sixth Form in 2015, we have been delighted to be able to build on our outstanding track record at GCSE and help take this even further by being the stepping stone from school to university and into careers. In the years that have followed, our excellent A Level results have allowed our Year 13s to do just that. Over these past few years, we have seen our students go on to study at some of the best employers and academic institutions in the country, including UCL, Exeter, Leeds, Manchester, Oxford and Cambridge universities.

Our wide ranging Sixth Form curriculum encourages students to develop all the skills, knowledge and independence required for success in the future. Through academic studies and a range of enrichment experiences, staff and students work together to prepare them to be their own future, whether that be at university, a degree-apprenticeship, or into the world of work.

Our purpose built Sixth Form centre - The Hive - as the name suggests, offers a dedicated learning environment buzzing with a sense of purpose and ambition. Sixth Form students have access to a suite of modern, well equipped classrooms, a dedicated learning resources room for silent study and a large common room. Alongside that, students have access to the highest quality facilities in specialist classrooms for Art, Drama, Science and our excellent sports facilities, including tennis courts and astro turf. The Hive is open from 8am to 6pm everyday to provide Sixth Formers with a place for study and support whenever they need it.

Sixth Form life stretches beyond academic studies. We are a community that looks beyond the walls of our Sixth Form building to the main school and into the wider community. Our aim is to ensure that our students develop and demonstrate a range of skills and attributes to make them independent learners, valued team members and effective employees. This is delivered through an underlying programme of enrichment that encourages students to reflect on the skills they want to exhibit in the future and provide them with a range of opportunities to develop these skills outside the classroom setting. Our Sixth Formers show a strong sense of loyalty to the Debden Park



High School community and play active roles across the lower years as part of their wider enrichment programme. They are encouraged to share their expertise through mentoring students from younger years, provide in class assistance lessons at GCSE as well as inspire their peers by running enrichment clubs for all ages, organising termly charity events or leading the school as performers in shows or sports teams. Beyond the school community, Sixth Formers are given the chance to give back to the wider world as part of their Duke of Edinburgh awards or on one of our annual charity expeditions with World Challenge, which has so far taken Debden Sixth Formers on trips to Sri Lanka, Swaziland and will see this year's cohort head off to Malaysia next summer.

We are extremely proud of the 7-year journey that our school provides, proud of our students and proud of what they go on to be. We look forward to working with you as part of our Class of 2026, and we hope you choose to be your own future with us.

Joe Simm

Director of Sixth Form

Be your own future

Be inspired...

Our Sixth Form building is named The Hive to reflect the feeling of industry, purpose and teamwork shown by the students and the staff at Debden Park High School. We understand how important the environment is to learning and how it makes a significant contribution to student success. These beliefs are what underpinned the design of the purpose built, dedicated Sixth Form accommodation.

The building is open for study from 8.00am to 6.00pm on a daily basis. During school holidays, arrangements are made for support classes and exam practice sessions.

There is space to learn, reflect and relax in The Hive. There are 8 bright, air conditioned classrooms where theoretical lessons take place, equipped with the latest flat screen technology and stylish office like furniture. The lessons which need more specialist facilities take place in the main school building.



At the heart of the Hive is the airy, spacious common room. This is the ideal spot for group work and peer to peer study sessions and time with friends. There are relaxing sofas and coffee tables, booths, meeting tables and chairs. There is a kitchen space for preparing and storing drinks and snacks.



We have two dedicated silent independent study rooms which provide sixth formers with the space they need to prep for upcoming lessons and assessments. The space is supervised by members of the Leadership and Sixth Form teams to encourage students in becoming motivated, independent learners. Both spaces are resourced with information about futures: UCAS, degree-apprenticeships, apprenticeships and careers and book shelves with copies of all relevant textbooks. There are current novels available and background texts to deepen knowledge understanding.

We have a suite of chromebooks available for students to use for research and independent study. In the common room the plasma screen keeps students up to date with events, deadlines and celebrations associated with Sixth Form life.



Be supported...

Joining the Sixth Form marks a big change in learning style to one that has a very strong focus on student independence. Students can only gain this level of independence in the knowledge that they are supported by an experienced team of teachers, tutors and pastoral staff.

We know the Sixth Form marks a big step up from studying at GCSE, both in the academic demands of their courses, and in the level of independence and self-discipline required of successful A Level students. Studying for A Levels challenges students to develop the self-discipline, inquisitiveness and resilience required of them to be successful at university and in the working world. While an essential trait of any successful A Level candidate, we recognise that students can only gain this level of independence with the support of an experienced team of teachers, tutors and pastoral staff.

Tutors spend four hours a fortnight with their tutees. Their time together is used to develop the characteristics associated with successful A Level students, from balancing workloads and managing your time to strategies for effective revision. There are termly progress sessions for students to compare their attainment with the grades they have targeted for themselves. They work with their tutors, reflecting on the feedback from subject teachers to develop an action plan for progress towards their chosen goals. Tutors use these action plans as the backdrop to academic reviews, monitoring the students' actions towards continuous improvement. The tutor relationship continues across both years of Sixth Form study, enabling tutors to get to know their tutees, mentor them through the A Level process and ultimately write the kind of well



informed, personal and eloquent references that are needed for successful applications for UCAS and employment.

Although not the only option for the future, university preparation is an important part of Sixth Form life. Students are given opportunities to attend conferences and open days to inform their course choices and destinations. There is a wide selection of literature available and our experienced staff invite in speakers from a range of colleges to inspire and generate awareness of the vast range of opportunities on offer in Higher Education. Our careers experts provide mock interviews and links to the worlds of industry and commerce and all students finish Year 12 with a work shadowing opportunity in a related field to their chosen career or studies.

Sometimes there is the need to talk on a more personal level during Sixth Form life and safeguarding students remains of utmost importance through these final years of school life and especially during the demands of A Level and Level 3 studies. Whether this is about emotional, academic or medical needs, Debden Park offers a full range of support for its students, from its dedicated Sixth Form team and tutors, to qualified members of staff in house to talk to and who can refer to other agencies when needed.

Be supported



Be involved

Be involved...

The leaders of the future are distinguishable by more than just their academic qualifications. At Debden Park High School Sixth Form we help students to learn about life skills through our diverse programme of enrichment opportunities.

Devolving Responsibilities

Our Student BE Team, headed up by our Executive BE Leaders, take on the leadership and management of a range of key events. These may be charitable, social or linked to academic life but each member of the team has a specified role and organisational responsibilities. Their responsibility is to promote the BE characteristics within the school and drive the BE Journey. They work with staff on the conception of ideas, the planning of strategies and the implementation of their own project. Whether this be managing revision sessions, running assemblies, getting involved in form time activities or rolling out a fundraising event, Sixth Form students are encouraged to take ownership of ideas and deliver a quality product.

Community Enrichment

At Debden Park High School, every student pledges to take part in at least one enrichment activity per week. For a Year 12, not only does this mean participating in extracurricular activities but this can also include becoming an Ambassador for a subject and helping to facilitate clubs for younger students. This is because we recognise our students as young adults with skills and strengths that can be shared with and used to motivate others. In Year 12, students are encouraged to use their independent study time to work and build ties with students from lower down the school. Primarily, this is achieved through our 'Adopt a Team' initiative where students spend at least an hour a week, working within that team, leading learning, encouraging progress

and becoming a Mentor. Subject Ambassadors can also be involved in arranging whole school activities & events, offering valuable suggestions and ideas about school life, and work alongside staff to strengthen the bridges between the lower school and sixth form. In addition to these exciting opportunities, Sixth Formers may mentor a Year 11 student through their final year.

As a school with a Performing Arts legacy, there is always a buzz around our presentations and productions. These would not be possible without the dedicated support of Sixth Form students who volunteer to run the sound and lighting desks, to help with make-up and costumes and to lead break out rehearsal groups.

Trips and Travel

Learning is deepest when an idea is seen in a real life application or delivered by an industry expert. As a result, students at Debden Park High School Sixth Form are given access to experiences outside of the classroom including trips to art galleries, plays, subject conferences, observatories, universities and legal establishments.

The key quality that employers are seeking is resilience. We encourage students to develop this characteristic throughout their time in Sixth Form, from the physical and cultural induction experience, to the multi-skilled Brighton Challenge and through to the chance to engage on an expedition further afield through the World Challenge organisation.



Be successful...

Our students are actively encouraged to “be their own futures”. Success is not something that is linked to our genes. Success is the result of vision, commitment and sound practice. It is the result of a partnership between students, school and parents/carers.



What students can expect from Debden Park Sixth Form:

- a learning environment within which students can reach their full potential.
- a knowledgeable teaching team that communicates, stimulates, challenges and supports.
- a friendly, caring, supportive environment.
- a tutor team which monitors progress, provides guidance and assistance in setting targets for improvement.
- an on-going monitoring process within which there will be parents' evenings, academic reviews, written reports and interim assessments as appropriate.

Sixth Form Dress Code

Sixth Form students are expected to set a good example to the rest of the school through their high standards of dress. Their attire should be smart business wear:

- **Business suit, shirt suit or trouser suit**
- **Collared shirt with tie, or smart blouse (no vests or camisoles)**
- **Suit trousers or suit skirt that must be at least knee length**
- **Optional suit blazer or button through cardigan**
- **Smart shoes (no trainers, high heels or other casual footwear)**

- the provision of suitable areas for private study.
- the opportunity to develop interpersonal skills.
- access to advice for careers, apprenticeships and university placements.
- access to targeted intervention as demonstrated by assessment feedback.

We expect our students to:

- be respectful to other students, staff and visitors.
- be determined to make the most of their time in the Sixth Form, producing high quality work and making exceptional progress.
- be dressed smartly in-line with our dress code.
- be independent learners, valuing time, effort and mastering strategies.
- make best use of and take good care of the facilities and resources provided.
- keep attendance above 95%.
- seek opportunities to develop the skills and attributes of future leaders.



Be successful

Be learning...

Choosing Sixth Form options is the last major decision students make in their school journey. Not everyone has a clear picture of where they would like to be when they finish that journey. At Debden Park High School, we work with students to visualise their futures, supporting this by offering a wide range of subjects and courses to study in Sixth Form. The courses we offer are:

- A Levels which are 2 year linear courses that are examined at the end of year 13.
- Level III BTEC Foundation Diplomas which are a combination of practical assessments and coursework with some examined modules. The courses take 2 years to complete.

Staff are also on hand to think about grouping subjects appropriately. If students are planning to go to university, we help them to recognise that universities often ask that students have at least one “facilitating subject”. These are key subjects like Maths, English, one of the Sciences, Languages and Humanities. Students are encouraged to ensure their options include at least one subject from this group. Students also need to consider whether their choices are within an appropriate group of subjects which have a recognisable theme, whether this be technological, arts-based or scientific. Teachers help students to identify where certain future pathways require a specialist combination; such as Medicine, Vet and Performing Arts courses.

The type of work covered in Sixth Form goes deeper and stretches students more than GCSE.

To further extend students’ skills and knowledge, we offer the opportunity to study for the Extended Project Qualification (EPQ) in a subject of the students’ choice. This is an opportunity to work to a deadline to produce written documents and oral presentations that become excellent topics for expert discussion at future interviews.

Choosing your A Levels

Your A Levels are going to be the passport to the university or career of your dreams in the future, so it’s important to make sure you are choosing the right ones for you to be as successful as you can in whatever it is you want to go onto do. Most importantly, your choices should be in something that you are likely to do well in and are going to enjoy studying. However, if you are interested in going to a particular subject at university, you might want to tailor your choices to reflect that.

Degree subject	Typical requirements	Complementing subjects
Architecture	Art, Maths or Physics	
Biology	Biology and another Science or Maths, especially Chemistry	
Chemistry	Chemistry and another Science or Maths	
Computer Science	Computer Science and Maths	
Dentistry	Chemistry and one or two other Sciences	
Engineering	Maths and Physics (or Maths and Chemistry for Chemical Engineering)	
Law	No set subjects, but should include essay writing subjects such as English Literature or History	Philosophy & Ethics, Politics, Sociology.
Maths	Maths	Further Maths
Medicine	Chemistry and Biology	Maths
Modern Language	Your chosen language	English Literature
Music	Music	
Nursing	Biology and another Science	Psychology, Sociology.
Physics	Physics and Maths	
Veterinary Sciences	Chemistry and one or two more Sciences	

Minimum Entry Requirements

We require students to have achieved a minimum of 5 grade 5 GCSEs, including Maths and English. In addition, each subject has its own entry requirements:

Subject	Minimum essential grades required where subject studied at GCSE	Alternative where subject not studied at GCSE
Art & Design (Fine Art)	Grade 6 in GCSE	
Biology	Grade 6 in GCSE Combined Science or Grade 6 in Biology and Grade 6 in Maths	
Business Studies	Grade 6 in GCSE	Grade 6 in GCSE Maths and English
Chemistry	Grade 6 in GCSE Combined Science or Grade 6 in Chemistry and Grade 6 in Maths	
Computer Science	Grade 6 in GCSE Computer Science	Grade 6 in GCSE Maths and English
Economics	Grade 6 in GCSE	Grade 6 in GCSE Maths and English
English Literature	Grade 6 in English Literature	
French	Grade 6 in GCSE	
Film Studies	Grade 6 in GCSE Media Studies	Grade 6 in GCSE English
Further Mathematics	Grade 8 in GCSE Mathematics	
Geography	Grade 6 in GCSE	
History	Grade 6 in GCSE	
Mathematics	Grade 7 or above in GCSE	
Music Performance	Grade 5 in GCSE or Merit in BTEC	Portfolio of evidence
Performing Arts: Acting	Grade 5 in GCSE or Merit in BTEC	Portfolio of evidence
Performing Arts: Musical Theatre	Grade 5 in GCSE or Merit in BTEC	Portfolio of evidence
Physical Education	Grade 6 in GCSE (with Grade 6 on the theory paper)	
Philosophy & Ethics	Grade 6 in GCSE Religious Studies	Grade 6 in GCSE English
Physics	Grade 6 in GCSE Combined Science or Grade 6 in Physics and Grade 6 in Maths	
Politics		Grade 6 in GCSE English and Grade 6 in any humanities GCSE
Psychology	Grade 6 in GCSE	Grade 6 in English and either a Grade 6 in Maths or Science
Sociology		Grade 6 in GCSE English
Spanish	Grade 6 in GCSE	

Further details on our admissions policy can be found on our school website. Please visit www.debdenparkhighschool.org/policies for more information.



Art & Design (Fine Art)

Course structure

2 year course

Component 1: Personal investigation

Component 2: Externally set unit

Students go on to be:

- Animators
- Art gallery curators
- Fashion designers
- Graphic designers
- Interior designers
- Stylists
- Set designers
- Web designers
- Architects
- Art therapists
- Fine artists
- Illustrators
- Photographers
- Product designers
- Visual merchandisers

“ Be inspired and explore your creativity! Fine art requires engagement with artistic and intellectual concepts through a range of materials, techniques and processes, for the purpose of self-expression. ”

Subject works well with:

Film Studies
English
Psychology
Performing Arts

Assessment Objectives

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Examination Board: Edexcel

Web link to Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html#tab-0>

Teacher Contact:

Kiri Bradbury,
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Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy.

Interpersonal skills

- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, inter-cultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving.

Minimum Entry Requirements

Grade 6 in GCSE Art



Biology

Course structure

- 2 Year Course
- 3 Terminal Exams
- Practical Assessment

Students go on to be:

- Research scientists
- Doctors
- Vets
- Physiotherapists
- Nurses
- Teachers
- Conservationists
- Environmentalists

“Biology is: The chance to discover and understand how living things on earth interconnect with each other. To analyse the workings of the human body at a molecular level in order to co-ordinate our day to day responses. New discoveries in Biology are allowing our medical system to advance, saving more and more lives each day and this course allows you to look in detail at how these new techniques are discovered and used.”

Subject works well with:

- Maths
- Chemistry
- Physics
- PE

Examination Board: OCR

Web link to Specification:

<http://www.ocr.org.uk/Images/171736-specification-accredited-a-level-gce-biology-a-h420.pdf>

Teacher Contact:

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Paul Greendale, paul.greendale@debden-tkat.org
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Manon Davies, manon.davies@debden-tkat.org

Assessment Objectives

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgments and reach conclusions.

Transferable Skills

- Research
- Precision
- Analysing data
- Using computer software to model new concepts
- Understanding complex ideas

Minimum Entry Requirements

Grade 6 in GCSE Combined Science or
Grade 6 in Biology component of Triple
Science
Grade 6 in Maths



Business Studies

Course structure

2 year course covering :

1. Marketing and People
2. Managing Business Activities
3. Business Decisions and Strategy
4. Global Business

The A-Level course comprises of 3 exams across the 4 themes.

Students go on to be in:

- finance
- retail
- product management
- the public sector
- the charitable sector

“You will be successful at this subject if you...

Would like to know more about how the real business world works, from the corner shop to a multimillion pound global organisation.

Work closely with your peers to investigate how businesses plan for now and the future, how they are structured and managed. Most importantly Business Studies A level give you context and “real business” cases to use and develop ideas. A practical subject with flexibility for future career and education choices. ”

Subject works well with:

Psychology
Geography
Economics
Maths

Examination Board: Edexcel

Web link to Specification:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>

Teacher Contact:

Cassie Brown, cassie.brown@debden-tkat.org
Randhirsingh Rana, randhirsingh.rana@debden-tkat.org

Assessment Objectives

AO1: Knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues.

AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.

AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences.

AO4: Evaluate qualitative and quantitative evidence to make informed judgments and propose evidence-based solutions to business issues.

Transferable Skills

Throughout the course you will develop:

- Numeracy
- Communication
- An understanding of the business environment
- Commercial awareness

Minimum Entry Requirements

Grade 6 in GCSE or Grade 6 in GCSE Maths and English where subject not studied at GCSE



Chemistry

Course structure

- 2 Year Course
- 3 Terminal Exams
- Practical Assessment

Students go on to be:

- Doctors
- Medical Professionals
- Pharmacist
- Vets
- Chemists
- Biochemists
- Food scientists/ Nutritionists
- Forensic scientists
- Opticians
- Engineers
- Software engineers
- Microbiologists
- Accountants
- Bankers

“ Chemistry allows you to understand the structure of the Universe from the very smallest subatomic particles to the largest planetary compositions. The world's biggest problems can only be solved through advances in Chemistry. The most exciting discoveries are still waiting to be made. ”

Subject works well with:

- Maths
- Biology
- Physics
- Social Sciences

Examination Board: OCR

Web link to Specification:

<http://www.ocr.org.uk/Images/81089-specification.pdf>

Teacher Contact:

Mike Curno,
michael.curno@debden-tkat.org

Assessment Objectives

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgments and reach conclusions
- develop and refine practical design and procedures.

Transferable Skills

- Problem solving
- Working in a team
- Oral and written communication skills
- Planning and organising
- Initiative
- Independent learning skills

Minimum Entry Requirements

Grade 6 in GCSE Combined Science or
Grade 6 in the Chemistry component of
Triple Science
Grade 6 in Maths

Ni Nickel 58.693 2-8-16-2	Cu Copper 63.546 2-8-18-1	Zn Zinc 65.39 2-8-18-2
Pd Palladium 106.42 2-8-18-18	Ag Silver 107.87	Cd Cadmium

Be learning... Chemistry

Be learning... Computer Science

Computer Science

Course structure

2 components in year 12

3 components in year 13

Students go on to be:

- Teachers
- Engineers
- AI developers
- Gaming developers
- In Cyber Security
- Database architects

“ Focus on programming, building on our GCSE Computing and emphasise the importance of computational thinking as a discipline. ”

Subject works well with:

ICT

Maths

Physics

Further Maths

Examination Board: OCR

Web link to Specification:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/>

Teacher Contact:

Rony Rahman,

rony.rahman@debden-tkat.org

Transferable Skills

- Communication
- Evaluation
- Analysis
- Presentation
- Problem solving
- Enhance computational thinking

Minimum Entry Requirements

Grade 6 in GCSE Computing

Grade 6 in GCSE Computer Science



Economics

Course structure

Over the course of the two years students will study 4 themes:

1. Introduction into markets and market failure
2. The UK Economy: Performance and Policies
3. Markets and Business behaviour
4. The national and global economy

The A-Level course comprises of 3 exams:

Paper 1: Markets and Business behaviour
2hrs Worth 35% of A-Level Content
taken from Themes 1 and 3

Paper 2: The national and global economy
2hrs Worth 35% of A-Level Content
taken from Themes 2 and 4

Paper 3: Microeconomics and
Macroeconomics 2hrs Worth 30%
of A-Level Content taken from
Themes 1, 2, 3 and 4

Students go on to be:

- Economists
- Accountants
- Analysts
- Statisticians
- Bankers
- Lawyers

“ You will be successful at this subject if you...

- Question the world around you
- Have an interest in what the government spends taxes on and why
- Are a competent mathematician
- Can write to persuade and support your written arguments with evidence ”

Subject works well with:

Maths
Geography
Business Studies
Government and Politics
History
Sociology

Examination Board: Edexcel

Web link to Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

Teacher Contact:

Cassie Brown, cassie.brown@debden-tkat.org
Randhirsingh Rana,
randhirsingh.rana@debden-tkat.org

Assessment Objectives

The aims and objectives of the Economics A Level are to enable students to:

- develop an interest in, and enthusiasm for, the subject
- appreciate the contribution of economics to the understanding of the wider economic and social environment
- develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- understand that economic behaviour can be studied from a range of perspectives
- develop analytical and quantitative skills.

Transferable Skills

Throughout the course you will develop:

- Questioning
- Numeracy
- Theorising
- Your ability to formulate arguments based upon sound evidence
- Interpret data beyond the headline figures

Minimum Entry Requirements

Grade 6 in GCSE Maths and English



Be learning... English Literature

English Literature

Course structure

- American Literature 1880-1940 (exam)
- Hamlet, Nineteenth Century Poetry and A Doll's House (exam)
- The poetry of Wilfred Owen (coursework)
- A comparison of twentieth and twenty-first century literature (coursework)

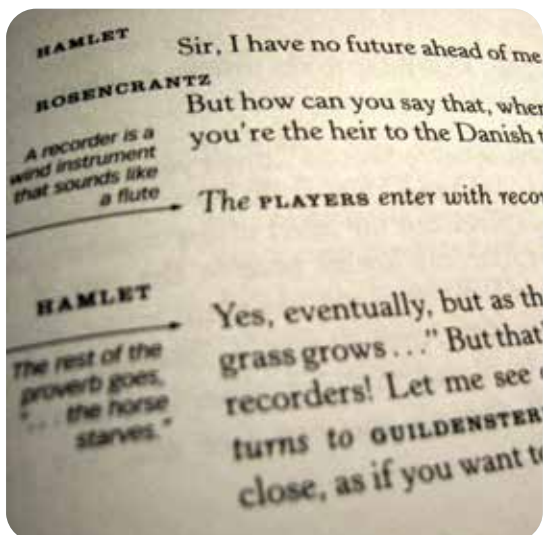
Students go on to be:

- Journalists
- Editors / Publishers
- Civil Servants
- Writers
- Sales and Marketing Professionals
- Lawyers
- Academics
- Teachers
- PR Specialists
- Librarians

“ Studying English Literature means you not only enjoy, examine and critique the literary form, but you also open your mind to new ideas and new perspectives, studying the complexities of human nature and the great philosophical questions. ”

Subject works well with:

- History
- Maths
- Sciences
- Film Studies
- Acting
- Art



Examination Board: OCR

Web link to Specification:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/>

Teacher Contact:

Rebecca Flint,

rebecca.flint@debden-tkat.org,

Sarah Avery, sarah.avery@debden-tkat.org

Assessment Objectives

AO1: Making a 'point' - At A level, the expectation will not be that you will offer a series of 'points' or 'answers', rather that you will develop an overall 'argument' in response to a particular question or idea.

You will also be assessed on the quality of your expression. The expectation will be that you write fluently and refer to critical concepts and employ terminology throughout.

AO2: Evidence and analysis - You will be expected to 'discuss' the effects of language, structure, and form. Underdeveloped comments on evidence are unlikely to lead to high marks.

These exams are closed book. While in some of the exams you will be given a short extract, you will be expected to recall a vast array of evidence; these should be blended skilfully into discussions.

AO3: Context - You will be expected to discuss the significance and influence of the context. Consistently developed and detailed understanding of the significance and influence of the contexts needs to be discussed, particularly in terms of when literary texts are both written and received.

AO4: Drawing links across texts - In some of the questions, you will be expected to draw detailed connections between texts and across an author or poet's body of work.

AO5: Interpretations - In some of the questions, you will be expected to understand how other people (academics, performers or directors) have interpreted the text and evaluate these interpretations in relation to your own.

Transferable Skills

- Analysis and Evaluation
- Constructing Arguments
- Organising ideas
- Written communication
- Critical thinking

Minimum Entry Requirements

Grade 6 GCSE English Literature

French

Course structure

- 2 Year Course
- 3 Terminal Exams
- Individual Research Project

Subjects go on to be:

French students go on to work in:
ANY FIELD THEY WANT!

- Education
- European Parliament
- Business
- Interpreter
- Research
- Politics
- Science
- Translator
- ... You name it!

“ French will:

Enhance your linguistic skills, promote and develop your capacity for critical thinking. It will develop your ability to interact effectively with and mediate between cultures and between speakers of the language. Your knowledge about matters central to the society and culture of the country or countries where the language is spoken will be greatly enriched.

Linguists are:

- Autonomous and resourceful
- Creative and great communicators
- Analytical and critical thinkers ”

Subject works well with:

- English
- History
- Geography

Examination Board: AQA

Web link to Specification:

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

Teacher Contact:

Federica Di Paolo,
federica.di-paolo@debden-tkat.org

Assessment Objectives

AO1: Understand and respond

- In speech to spoken language including face-to-face interaction

- In writing to spoken language drawn from a variety of sources.

AO2: Understand and respond

- In speech to written language drawn from a variety of sources

- In writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and responds critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Transferable Skills

- Communication
- Critical thinking
- Research skill
- Creativity
- Versatility

Minimum Entry Requirements

Grade 6 in GCSE French



Further Mathematics

Course structure

FM is assessed in 4 papers.

A level - 2 pure papers, 2 applied papers (at DPHS we learn Decision maths and further statistics 1) each 90 mins in duration.

AS level - 1 pure paper, 1 applied paper (same as the A level however only half the content of Decision and further statistics is covered)

Students go on to be:

Studying for degrees and work placements involving computer science, engineering, physics, sciences, and of course maths!



A love of maths that offers students the chance to delve deeper into concepts, theories and ideas introduced at GCSE. FM provides a stimulating and challenging course that develops analytical, reasoning and problem solving skills fundamental to all areas of study and wider employment.”

Subject works well with:

Mathematics (essential!)

Physics

Computer Science

Examination Board: Edexcel

Web link to Specification:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-13-further-mathematics-specification.pdf>

Teacher Contact:

Chris Dukes, chris.dukes@debden-tkat.org

Assessment Objectives

AO1: Use & apply standard techniques

AO2 : Reason, interpret & communicate mathematically through proof, deduction & mathematical arguments

AO3 : Solve problems within mathematics through interpreting non-mathematical context & the use & evaluation of mathematical models

Transferable Skills

Problem solving

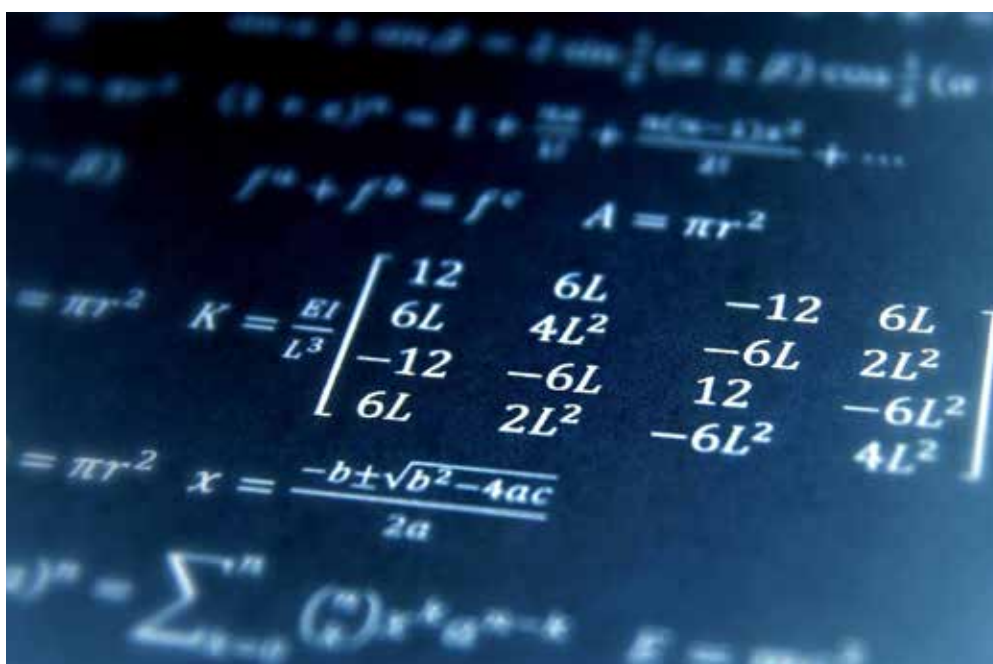
Analytical skills

Advanced

Minimum Entry Requirements

Grade 8 in GCSE Maths for A Level

Must be taken in combination with A Level Maths



History

Course structure

3 final exams + coursework

Russia 1917 -1991: from Lenin to Yeltsin (30%)

Mao' China 1949-1976 (20%)

Britain gaining and losing an Empire 1763 -1914 (30%)

Coursework - an independent study that focuses on a controversy and investigates how and why historians interpret the past in different ways. (20%)

Students go on to be:

- Lawyers
- Teachers
- Academics
- Archaeologists
- Archivists
- Civil servants
- Analysts
- Business consultants

“Studying history at A Level opens your mind, and your options. You will be pushed to consider a range of perspective on the past, and to form your own arguments about how key events in history unfolded. Studying history develops your academic ability, but also fundamentally helps form your world view”

Examination Board: Edexcel

Web link to Specification:

https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366_GCE_2015_A_HIST.pdf

Teacher Contact:

Kelly Lattimore,

kelly.lattimore@debden-tkat.org

Subject works well with:

English

Geography

Government & Politics

Philosophy

Assessment Objectives

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgments and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Transferable Skills

- Using evidence
- Assessing the value of evidence
- Constructing arguments
- Analysing evidence/arguments
- Developing reasoned judgments
- Evaluation of conceptual ideas
- Independent thinking
- Independent study

Minimum Entry Requirements

Grade 6 in GCSE History



Be learning... Mathematics

Mathematics

Course structure

Both are assessed in 3 papers learned over 2 years. The papers cover a range of pure & applied Maths in the form of Statistics & Mechanics

Students go on to be:

- Employable in most commercial or industrial applications
- Financial management
- Engineers
- Architects
- Accountants
- Actuarial Scientists

“Mathematics and Further Mathematics offer a chance to delve deep into concepts, theories and ideas first introduced at GCSE. Through looking at increasingly complex mathematical ideas in both abstract and applied modules, Mathematics provides a stimulating and challenging course that develops analytical, reasoning and problem solving skills fundamental to all areas of study and wider employment. ”

Subject works well with:

Physics
Biology
Chemistry
Computing
Geography
Psychology
Economics
Business Studies

Examination Board: Edexcel

Web link to Specification:

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

Teacher Contact:

Chris Dukes, chris.dukes@debden-tkat.org

Assessment Objectives

AO1: Use & apply standard techniques (50% of A Level)

AO2 : Reason, interpret & communicate mathematically through proof, deduction & mathematical arguments (25% of A Level)

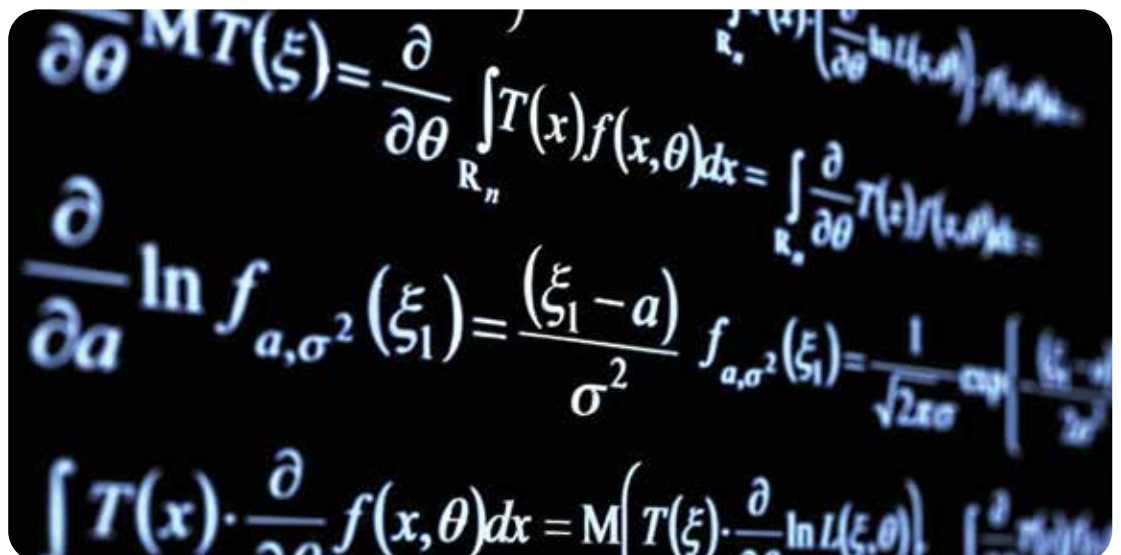
AO3 : Solve problems within mathematics through interpreting non-mathematical context & the use & evaluation of mathematical models (25%)

Transferable Skills

- Problem solving
- Reasoning and logical thinking
- Resilience

Minimum Entry Requirements

Grade 7 in GCSE Mathematics



Music Performance

BTEC Level 3 Extended Certificate

Course Structure:

Equivalent in size to 1 A Level.

4 mandatory units

2 internally assessed units and 2 externally assessed units

Students go on to be:

- Performers
- Composers
- Arrangers
- Sound technicians
- Publicists
- Tour managers
- Producers
- Musical directors
- Teachers
- Music editors
- Journalists

“

An exciting course that is designed to reflect the demands of a truly modern and evolving Music Industry. The Extended Certificate in Music Performance is a combination of performing, arranging, songwriting and ensemble work with theory work in place to enhance the practical music making

”

Subject works well with:

- Art
- Music
- Acting
- Dance
- English
- Media



Examination Board: Edexcel

Web link to Specification:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music/2017/Specification/9781446928110_BTEC_Nat_ExtCert_Music_Spec_prepubfinal.pdf

Teacher Contact:

Emily Russell,
emily.russell@debden-tkat.org

Georgia Edmondson,
georgia.edmondson@debden-tkat.org

Assessment Objectives

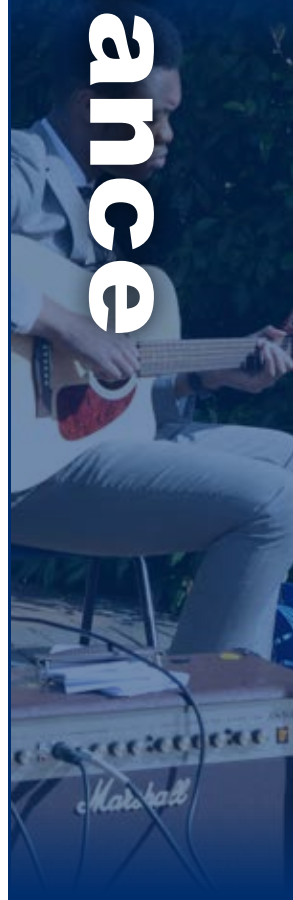
- Practical Music Theory and Harmony
- Professional Practise in the Music Industry
- Solo Performance
- Ensemble Performance

Transferable Skills

- Performance
- Communication
- Evaluation
- Analysis
- Presentation
- Organisation
- Cooperation
- IT skills
- Problem Solving

Minimum Entry Requirements

Grade 5 in GCSE Music or the ability to play a musical instrument is desirable.



Be learning... Performing Arts: Acting

Performing Arts: Acting

BTEC Level 3 Foundation Diploma in Performing Arts

Course structure

Equivalent in size to 1.5 A Levels.
4 mandatory units plus 2 optional units
Mixture of internal and external assessment
Practical Performances
Regular theatre visits
Professional industry links

Students go on to be:

- TV, theatre or film performers
- Journalists
- Presenters
- Backstage production crew
- Front of house staff
- Events management
- Teachers

“ The Btec Acting course allows students to create theatre through devising and script work. You will explore a variety of practitioners and styles in rehearsal and performance for a range of target audiences, as well as regularly watch live performances. The course is predominantly practical with written reflections and evaluations ”

Subject works well with:

Music
Film Studies
Sociology
English Literature
Psychology

Examination Board: Edexcel

Web link to Specification:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938348_BTEC_Nat_Cert_PA_Spec_Iss2C.pdf

Teacher Contact:

Emily Mitchell,
emily.mitchell@debden-tkat.org

Assessment Objectives

Compulsory units: Investigating Practitioners' Work, Developing Skills and Techniques for Live Performance, Group Performance Workshop, Performing Arts in the Community

Optional units include: Physical Theatre, Acting Styles, Classical and Comedy

Transferable Skills

- Communication
- Evaluation
- Analysis
- Presentation
- Organisation
- Co-operation
- Vocal skills
- Movement skills

Minimum Entry Requirements

Grade 5 in GCSE Drama or alternative evidence that you are suitable to study the course if you did not study Drama at GCSE.



Performing Arts: Musical Theatre

BTEC Level 3 Foundation Diploma in Performing Arts

Course structure

Equivalent in size to 1.5 A Levels.
4 mandatory units plus 2 optional units
Mixture of internal and external assessment

Examination Board: Edexcel

Web link to Specification:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>

Teacher Contact:

Sasha Sherwood
sasha.sherwood@debden-tkat.org

Students go on to be:

- Dancers
- Journalists
- Presenters
- TV/Theatre/Film performers
- Backstage and front of house
- Events managers
- Teachers

Assessment Objectives

Compulsory units: Investigating Practitioners' Work, Developing Skills and Techniques for Live Performance, Group Performance Workshop, Performing Arts in the Community

“An exciting vocational course which prepares you for working in the arts industry. Various routes include different dance units and develops students performance skills at an advanced level from GCSE. The foundation diploma is for learners wishing to take it alongside another area of contrasting or complementary study as part of a 2 year full time study programmes.”

Transferable Skills

- Performance
- Communication
- Evaluation
- Analysis
- Presentation
- Organisation
- Cooperation
- Vocal skills
- Movement skills

Subject works well with:

Art
English Literature

Minimum Entry Requirements

Grade 5 in GCSE Dance, or alternative evidence that you are suitable to study the course if you did not study Dance at GCSE.



Be learning... Philosophy & Ethics

Philosophy & Ethics

Course structure

2 year course

3 examinations each worth 33%

Paper 1 : Philosophy

Paper 2 : Ethics

Paper 3 : Development in Christian thought

Students go on to be:

- Lawyers
- Teachers
- Social workers
- Journalists
- Doctors

“ Have you ever really questioned the world around you? Want the chance to ask the questions you have always wanted to? Philosophy and Ethics gives you the opportunity to question and explore ideas about the world and human behaviour, but be prepared there are not necessarily any answers! ”

Subject works well with:

- Sociology
- Politics
- English Literature
- Psychology

Minimum Entry Requirements

Grade 6 in GCSE English or Grade 6 in GCSE Religious Studies

Examination Board: OCR

Web link to Specification:

<http://www.ocr.org.uk/Images/242912-specification-accruited-as-level-gce-religious-studies-h173.pdf>

Teacher Contact:

Sobia Amin, sobia.amin@debden-tkat.org

Assessment Objectives

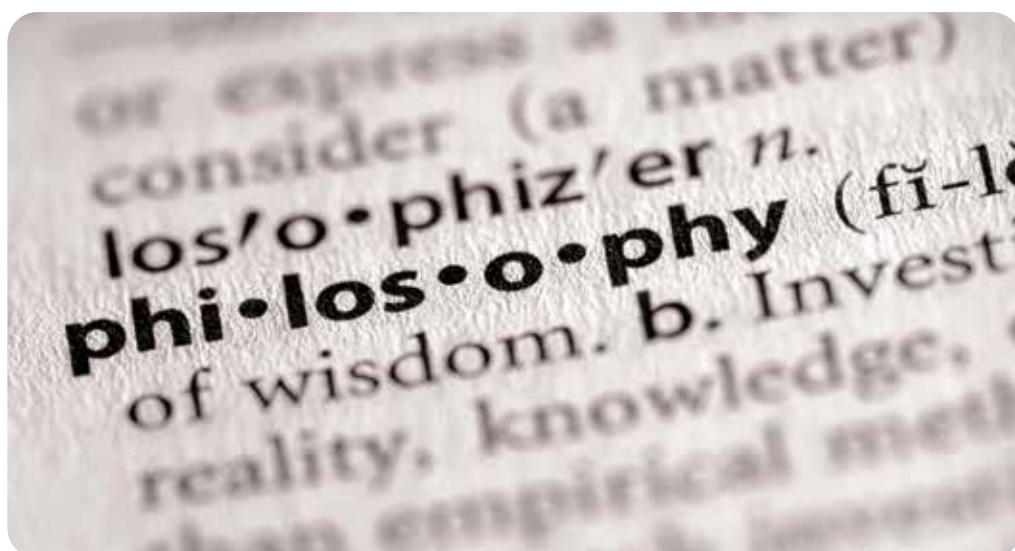
AO1: Demonstrate knowledge and understanding of religion and belief, including:

- religious, philosophical and/or ethical thought and teaching
- influence of beliefs, teachings and practices on individuals, communities and societies
- cause and significance of similarities and differences in belief, teaching and practice
- approaches to the study of religion and belief.

AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

Transferable Skills

- Intellectual skills
- Communication skills (written and oral)
- Organisational skills
- Inter-personal skills
- Research Skills



Physical Education

Course structure

2 year course

3 written exams (70%)

1 practical moderation & 1 piece of coursework (30%)

Students go on to be:

- Teachers
- Coaches
- Physiotherapists
- In the armed forces
- Medicine
- Sports psychologists
- Sports therapists
- Sports journalists
- Statisticians

“Physical Education is...

Where we immerse ourselves in the world of sport and delve into the mechanics and psychology of how and why of physical activity and sport. ”

Subject works well with:

Biology

Psychology

Minimum Entry Requirements

Grade 6 in GCSE PE with a Grade 6 on the theory paper

Students must be able to either perform at a high level or coach in minimum of one sport

Examination Board: OCR

Web link to Specification:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/>

Teacher Contact:

Hannah Carr,

hannah.carr@debden-tkat.org

Assessment Objectives

AO1: Candidates should demonstrate knowledge and understanding of physical activity.

AO2: Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.

AO3: Candidates should demonstrate the ability to analyse and evaluate critically physical activity.

AO4 : Candidates should demonstrate skills & techniques in physical activity & sport, as well as analysing & evaluating performance

Transferable Skills

- Analytical skills
- Evaluation
- Team work
- Communication
- Leadership
- Research skills
- Initiative
- Commitment
- Written communication
- Verbal communication
- Mathematical processing



Be learning... Physics

Physics

Course structure

2 Year Course

3 Terminal Exams

Practical Assessment Endorsement

Students go on to be:

- Research scientists
- Engineers
- Architects
- Computer scientists
- Accountants
- Product designers

“Physics is...

The chance to dig for scientific gold. Discovering new rules in the microscopic world whilst pushing to see even further into our universe. Physics lets you go head to head with the toughest questions and see science at the cutting edge as long accepted theories are finally made law.

Physicists enjoy:

- Asking deep questions
- Solving problems
- Being Challenged
- Boasting about Physics! ”

Subject works well with:

Maths

Chemistry

Biology

Social Sciences

Minimum Entry Requirements

Grade 6 in GCSE Combined Science or
Grade 6 in the Physics component of Triple
Science

Grade 6 in Maths

Examination Board: OCR

Web link to Specification:

<http://www.ocr.org.uk/Images/171726-specification-accredited-a-level-gce-physics-a-h556.pdf>

Teacher Contact:

Debbie Blain,

debbie.blain@debden-tkat.org

Assessment Objectives

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

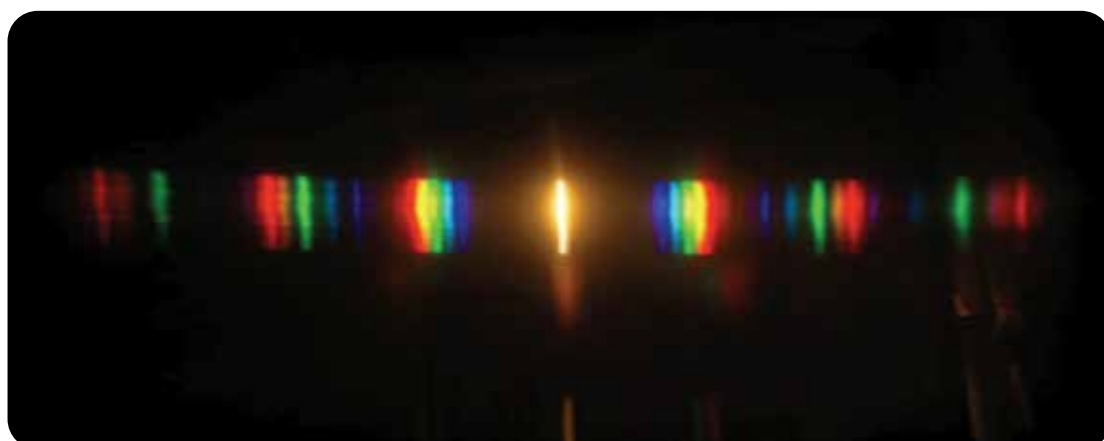
- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgments and reach conclusions
- develop and refine practical design and procedures.

Transferable Skills

- Precision
- Identifying trends
- Communicating complex ideas
- Modelling abstract idea
- Mathematical processing
- Manual dexterity
- Problem solving



Politics

Course structure

2 Year Course

3 Terminal Exams

Students go on to be:

- Lawyers
- Politicians
- Civil Servants
- Social Researchers
- Journalists
- Analysts
- Diplomats
- Public relations
- Charity officers
- Stockbrokers
- Marketing executives

“ Politics is:

The study of power and how a country works. It is the study of political beliefs central to our understanding of the modern world. It is the study of current affairs - why things have happened and why people have reacted in different ways.

Politics students enjoy:

- Debating
- Analysing
- Listening
- Problem solving ”

Subject works well with:

History
Philosophy & Ethics
Economics
Sociology
Psychology
English
Geography

Minimum Entry Requirements

Grade 6 in GCSE English & Grade 6 in any Humanities subject studied.

Examination Board: Edexcel

Web link to Specification:

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

Teacher Contact:

Kelly Lattimore,
kelly.lattimore@debden-tkat.org

Topics Studied

- UK Politics
- Core Ideologies
- UK Government
- Comparative Politics - USA vs UK.
- Non-core ideologies

Assessment Objectives

AO1: Knowledge and understanding of political institutions, processes, concepts, theories and issues.

AO2: Analyse aspects of politics and political information, including parallels, connections, similarities and differences.

AO3: Evaluate aspects of politics and political information including constructing arguments, making judgements and drawing conclusions.

Transferable Skills

- Debating
- Analysing
- Communicating complex ideas
- Writing
- Critical Thinking
- Researching



Sociology

Course structure

Year 1: Wealth, Poverty, welfare
Education
Research Methods

Year 2: Crime and Deviance
Global Development
Theory and Methods

Students go on to be:

- Teachers
- Journalists
- Researchers
- Nursing
- Doctors
- Academics

Such as:

- Michelle Obama (FLOTUS)
- Martin Luther King (Civil Rights Leader)
- Richard Osman (Pointless, writer)

“ Study sociology and turn ‘common-sense’ upside down! ”

Subject works well with:

English
History
Politics
Economics
Philosophy & Ethics

Examination Board: AQA

Web link to Specification:

<http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-2190>

Teacher Contact:

Richard Birmingham,
richard.birmingham@debden-tkat.org

Assessment Objectives

AO1: Identify

AO2: Outline and explain

AO3: Evaluate

Transferable Skills

- Critical thinking
- Literacy
- Evaluating data
- Reading social trends
- Predicting social trends
- Debating
- Team work
- Information technology
- Presentations
- Seeing things from other people's perspectives

Minimum Entry Requirements

Grade 6 in GCSE English



Spanish

Course structure

- 2 Year Course
- 3 Terminal Exams
- Individual Research Project

Students go on to be:

- Education
- European Parliament
- Business
- Interpreter
- Research
- Politics
- Science
- Translator
- ... You name it!

“ Enhance your linguistic skills, promote and develop your capacity for critical thinking. It will develop your ability to interact effectively with and mediate between cultures and between speakers of the language. Your knowledge about matters central to the society and culture of the country or countries where the language is spoken will be greatly enriched.

Linguists are:

- Autonomous and resourceful
- Creative and great communicators

- Analytical and critical thinkers ”

Transferable Skills

- Communication
- Critical thinking
- Research skill
- Creativity
- Versatility

Examination Board: AQA

Web link to Specification:

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

Teacher Contact:

Federica Di Paolo,
federica.di-paolo@debden-tkat.org

Subject works well with:

English
History
Geography

Assessment Objectives

AO1: Understand and respond in speech to spoken language including face-to-face interaction

In writing to spoken language drawn from a variety of sources.

AO2: Understand and respond in speech to written language drawn from a variety of sources

in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Minimum Entry Requirements

Grade 6 in GCSE Spanish



In recent years our Sixth Formers have gone onto study degree-apprenticeships with some of the world's leading companies, including Goldman Sachs, Jaguar-Land Rover, Hill and Ford.

A LEVEL RESULTS 2023

SUBJECT	A* - B	A* - E
ART	67%	100%
BIOLOGY	27%	93%
BUSINESS STUDIES	85%	100%
CHEMISTRY	40%	100%
COMPUTER SCIENCE	75%	100%
ECONOMICS	89%	100%
ENGLISH LITERATURE	69%	100%
FILM STUDIES	60%	100%
GEOGRAPHY	53%	100%
HISTORY	45%	100%
MATHS	44%	94%
PHILOSOPHY & ETHICS	29%	100%
PHYSICAL EDUCATION	33%	100%
PHYSICS	63%	100%
POLITICS	25%	100%
PORTUGUESE	100%	100%
PSYCHOLOGY	50%	100%
SOCIOLOGY	59%	100%
SPANISH	25%	100%
TURKISH	100%	100%

UCAS DESTINATIONS 2023

Last year our students went on to study at:

Anglia Ruskin University, Bath Spa University, Birmingham City University, Brunel University London, City, University of London, Coventry University, Keele University, King's College London, University of London, Kingston University, Leeds Beckett University, LMA, Queen Mary University of London, Royal Holloway, University of London, Swansea University, Teesside University, Middlesbrough, The London Institute of Banking & Finance, University of Bath, University of Brighton, University of Essex, University of Exeter, University of Gloucestershire, University of Greenwich, University of Kent, University of Leeds, University of Nottingham, University of Reading, University of Southampton, University of Surrey, University of Westminster, London, Writtle University College.

Last year our students went on to study degrees in:

Accounting and Finance, Acting and Performance, Acting and Theatre Arts, Bioengineering (Regenerative Medicine), Biomedical Science, Building Surveying, Business and Management, Business Management, Computer Science, Criminology, Drama with Acting, Electrical and Electronic Engineering with professional placement, English and Creative Writing, Equine Studies, Finance and Investment with a Year Abroad, Finance, Investment & Risk, Games Design and Development, Geography, History, History and Sociology, History with Film Studies, Interior Design, International Relations, Law, Law and Politics, Mathematics, Medical Science, Midwifery, Modern Languages with Business, Philosophy, Physics, Politics and International Relations, Primary Education (5-11) with Qualified Teacher Status, Sociology, Spanish and Global Communication, Spanish and International Relations, Sport and Exercise Science, Theatre and Performance, Zoology with Professional Experience

Last year our students also went onto to roles such as:

**Trainee Solicitor Apprenticeship with Osbourne Clarke LLP
Level 4 Acturarial Technician with Willis Tower Watson
Technical Coordinator Degree-apprenticeship with Hill**

ALUMNI DESTINATIONS

Our alumni students have gone on to study at:

Anglia Ruskin, Bangor University, Bath, BIMM, Birkbeck, Birmingham City, Bishop Grosseteste, Bournemouth, Brighton, Bristol, Brunel, Cambridge, Canterbury Christ Church, Cardiff, Cardiff City, Cardiff Met, Chichester, City University London, Colchester, Coventry, De Montfort, Derby, Durham, Edinburgh, Essex, Exeter, Fashion Retail Academy, Goldsmiths, Greenwich, Hertfordshire, Hull, Keele, Kent, King's College London, Lancaster, Leeds, Leicester, Lincoln, Liverpool John Moores, London Institute in Paris, London South Bank, Loughborough, Manchester, Manchester Metropolitan, Middlesex, Newcastle, Northampton, Nottingham, Nottingham Trent, Oxford, Oxford Brookes, Plymouth, Plymouth Marjon Ravensbourne, Portsmouth, Queen Mary London, Reading, Roehampton, Royal Holloway London, Royal Veterinary College, Sheffield, SOAS, Southampton, Surrey, Sussex, Swansea, Swansea University, University of East Anglia (UEA), University of South Wales, University of the Arts London, University of the Creative Arts, Westminster, Warwick, West London, Winchester, York.

Our alumni have gone on to study degrees in:

Accounting, Acting and Performance, Aeronautical Engineering, Aerospace Engineering, Air Transport Management with Air Transport Pilot Licence, American Studies, Animal Biology, Animation, Archaeology, Architecture, Artificial Intelligence, Biological Sciences, Biomedical Science, Building Surveying, Business, Business Management with Marketing, Chemistry, Computer Animation Art & Design, Computer Science, Conflict and Modernity, Construction Engineering Management, Creative Writing and English Literature, Crime and Investigative Studies, Criminology, Criminology and Psychology, Criminology and Sociology, Criminology with Psychology, Data Science and Analytics, Digital Television Production, Drama, Drama and Creative Writing, Drama and Film, Drama and Theatre Arts, Early Childhood Studies, Earth and Environmental Science, Economics and Politics, Economics with Psychology, Education, Electronic and Computer Engineering, English, English and American Literature, English and Film Studies, English Literature and Creative Writing, Fashion Design and Technology, Fashion Journalism and Content Creation, Film, Financial Economics, Fine Art, Forensic Psychology, French Studies with International Relations, Geography, Geography and International Development, Global Studies, History, History of Art, Human Geography, Humanities: War, Interior Architecture and Design, International Business with Placement, Italian and Spanish, Journalism, Law, Law with Criminology, Life Science, Mathematics, Mechanical Engineering, Medicine, MORSE, Music Recording and Production, Musical Theatre, Neuroscience, Nursing, Paramedic Science, Pharmacy, Philosophy, Physical Education and Development, Physical Education with QTS (Secondary), Physics, Politics and International Relations, Politics and Sociology, Politics Philosophy and Economics (PPE), Primary Education, Product Design, Professional Policing, Psychology, Quantity Surveying and Commercial Management, Scandinavian Studies and History, Social and Community Work, Social Sciences, Sociology, Songwriting, Sport and Exercise Science, Sport Development, Sport Psychology, Sports Journalism, Veterinary Biosciences, Welfare and Ethics, Zoology.

TKAT Sixth Form Ambition

'Inspiring learners, changing lives'

TKAT's ambition is that our Sixth Form education provides an excellence that supports you to be truly aspirational, ensuring you have the opportunity to meet your full potential. Our Sixth Forms are accessible to all students who wish to study level 3 courses such as A levels and Vocational Courses such as BTECs. Each Sixth Form provides an environment of aspiration, respect and openness, enabling all students to thrive.

By joining a TKAT Sixth Form you will be joining an ambitious, forward thinking Sixth Form that will offer you a wide range of opportunities alongside challenging curriculum pathways which are led by highly qualified staff. Students from TKAT Sixth Forms will be fully supported throughout their curriculum pathway to ensure that they make excellent progress and are able to access their ambitious future destinations, whether they be apprenticeships or other vocational pathways, employment, or further college and university study.

By joining a TKAT Sixth Form in 2024 we will aim to ensure that you receive the following:

Challenging curriculum pathways

Respectful and inclusive learning environments

High quality teaching

Pastoral provision that focuses on supporting your health and well being

Preparation for 'beyond sixth form' and the wider world of work

Excellent UCAS and Oxbridge preparation

Excellent preparation for Apprenticeships and other vocational destinations

Access to 'aspire' events that provide you with high quality careers information

Access to a Trust wide delivered Extended Project Qualification (EPQ)

The decision you make for your Post-16 education is so important and will pave the way to your future. Choose to be part of a community of learners who share the mindset of success and are driven by the prospect of opportunity for all.

Be part of us...

STEP ONE

Visit our Open Evening to find out more about the subjects you are interested in and all aspects of Sixth Form life!

STEP TWO

Complete your online application form giving as much detail as you can. You'll need to pick 3 A Level Subjects or BTECs or a combination of each. The closing date for application is 1st February 2024.

STEP THREE

The Sixth Form Team will read each application and invite shortlisted applicants to interview. Successful applicants will receive offer letter for Year 12 conditional on meeting the minimum entry requirements in your final GCSE exams.

STEP FOUR

All students holding offers are expected to attend the Springboard to Sixth Form event in June 2024. This will help you prepare for the changes in learning ahead of you and you will receive your summer work to complete in each of your subjects.

STEP FIVE

On GCSE results day, all students are expected to come to Debden Park High School where enrolment for Sixth Form will take place in The Hive. Students already studying here will come in the morning and external students will come after they have received their results at their home schools. A clinic will be available throughout the day for students who need to review their choice of courses.

APPLY ONLINE

[HTTPS://WWW.DEBDENPARKHIGHSCHOOL.ORG/APPLICATION-FORM](https://www.debdenparkhighschool.org/application-form)

GOT A QUESTION?

SIXTHFORM@DEBDEN-TKAT.ORG



BE YOUR OWN FUTURE DEBDEN PARK HIGH SCHOOL SIXTH FORM

DEBDEN PARK HIGH SCHOOL

Willingale Road
Loughton
Essex
IG10 2BQ

Tel: 0208 508 2979
Fax: 0208 418 1234
Email: sixthform@debden-tkat.org
www.debdenparkhighschool.org

Debden Park High School is easy to find. Buses 20, 575 and 804 will drop you virtually on our doorstep. Buses 43, 250 and 397 will bring you to Debden Broadway.

Alternatively, take the Central Line to Debden Underground Station on the Broadway. The school is a short walk away.

