Lincoln Christ’s Hospital School

Educating in Lincoln since 1090

the Sixth Form

2022-23

CELEBRATING THE PAST, EMBRACING THE FUTURE

Head of Sixth Form Mrs L Jones
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Our philosophy at Lincoln Christ's Hospital School is that education should be about giving young people every opportunity to explore and learn about the world around them and this is particularly evident in our culture and ethos in the Sixth Form.

Working in partnership with parents, carers and the wider community, our aim is to help students in our Sixth Form fulfil their potential and become fully rounded individuals. Our students will be the model citizens of the future; young people who strive for excellence in all that they do, showing respect for one another, their communities and the world in which they live.

Our Sixth Form students are role models within the school community and embody these values, as they set the highest aspirations for themselves and we support them in pursuing their chosen future pathways. Learning is our core business and we are proud of our academic record. Our approach to education however is holistic. Excellent teaching is underpinned by the positive care and relationships that every student receives. This is linked with a vast array of opportunities both within the curriculum and as part of their Sixth Form experience that allow our students to grow and develop into well-rounded, articulate young adults and to support them in making informed decisions about their future.

What I hope is striking to anyone who walks around our school is the sense of how enthusiastic, engaged and lively our school community is. There is a tremendous community spirit among the students here, a tangible sense of pride in the school and a great feeling of mutual respect between staff and students. This is particularly visible in our Sixth Form students. Our Sixth Form is a hub of activity where our Sixth Form students are ambitious and engaged and happy in their work and keen to look to the future. I look forward to welcoming you to join us and be part of our school community during this next exciting phase of their educational journey.

Mr M McKeown

Welcome to the Sixth Form where achievement, personal development and reaching for your potential are paramount. You are at an exciting point in your education and planning for your post-16 studies, and future careers, starts here. We believe that Lincoln Christ's Hospital School is an excellent choice for you to achieve and flourish.

We have a dedicated and passionate team of well-qualified and highly-skilled staff who provide a wide range of A Level courses and Level 3 vocational qualification. Our staff are committed to your learning, progression and attainment in all subjects. High expectations, respect and being part of a stimulating and rewarding environment ensure that you will leave us equipped with a range of skills and knowledge to reach top universities, apprenticeships and career paths beyond.

We are about so much more than academic success and we pride ourselves on our wider curriculum offer: Throughout your time in the Sixth Form, you will be supported with outstanding pastoral provision in and beyond the classroom, through a vast network of careers, information and guidance and enrichment opportunities.

We hope that you choose the community of LCHS Sixth Form as the vital bridge to your future aspirations.

Mrs L Jones
PASTORAL ORGANISATION

At the present time, the Sixth Form is divided into 10 tutor groups of up to 25 students. Groups are in the charge of experienced tutors who are responsible for advising their students on the choice of vocational and A Level subjects in Year 12, and on applications for further education and careers in Year 13. The tutors prepare references on their students, for discussion with Mrs L Jones, Head of Sixth Form. Mrs Jones and the team are always available to give advice on courses and on applications. Great importance is laid on the personal approach to any needs and problems and to monitoring students’ personal development.

Head of Sixth Form: Mrs L Jones
SPS Supervisor: Mrs T Farrow
Student support service: Ms A N Cunningham

Tutor Team:
Mr A R Anderson Mrs J L Butler Dr S Rowland
Mrs S J Staunton Mrs C Turner Mrs Peel Mrs S Rowlett
Mr R Siddiquee Mrs V Blackburn Mrs R Hulley

CURRICULUM

We adopt a pattern of five main teaching blocks which offer an excellent range of academic and vocational courses. In addition, all students attend enrichment activities which could include the Extended Project Qualification (EPQ). All sixth formers are also encouraged to undertake work experience, to participate in sports and other extra-curricular activities, and to help in the lower school.

With so many different courses on offer, there is no set pattern of courses that students choose to study. Some examples of possible pathways in the Sixth Form are as follows:

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<th>Paul</th>
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<td>Year 12</td>
<td>3/4 A Levels</td>
<td>2 x BTEC Level 3 + 1 A Level</td>
<td>GCSE or STEM Pathway</td>
<td>GCSE or STEM Pathway</td>
<td>3 A Levels</td>
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<td>Year 13</td>
<td>3/4 A Levels</td>
<td>2 x BTEC Level 3 + 1 A Level</td>
<td>3 x BTEC Level 3</td>
<td>3 A Levels</td>
<td>2 A Levels + 1 AS Level</td>
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<td>Year 14</td>
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<td></td>
<td>3 x BTEC Level 3</td>
<td>3 A Levels</td>
<td>1 A Level, EPQ</td>
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Should you have any questions about the curriculum, please discuss them with Mrs L Jones (Head of Sixth Form) or Mr B Middleton (Assistant Head in charge of Curriculum).
THE A LEVEL PROGRAMME
Entry is generally a minimum of five GCSE grade 4 passes or equivalent, often with grade 5 in English and Mathematics, and grade 6 in the subject to be studied or a related subject. Students with five or more good passes (9 - 7) are able to undertake up to four subjects. Students with the minimum requirement will probably be advised to take three A Level subjects.

Students are also prepared for entrance to Oxford and Cambridge, for which there is a steady stream of successful students, as well as to other universities.

THE VOCATIONAL PROGRAMME
Entry requirements are decided on an individual basis, as is the level of the course undertaken. As a guide, Level 3 courses will usually require at least five passes at grade 4 or above, including English and Mathematics. The courses are designed to enable the student to actively participate in the assessment of their work. To enable this to happen, students will be expected to complete vocationally orientated assignments in consultation with their tutors. These assignments will demonstrate the students' depth of understanding of the course content. The focus of the courses will also be upon students using their initiative and working independently, qualities which are an essential preparation for higher education or employment.

THE GCSE AND STEM PATHWAYS
These courses are designed for those students who narrowly miss gaining sufficient GCSE grades 4 and above to work towards Level 3 courses. Entry requirements are generally 5 GCSE grades 3 (or equivalent) or above. Successful completion of one of these one year courses guarantees acceptance onto a Level 3 course in the following year.

GCSE COURSES
All students who have not achieved a grade 4 in English or Mathematics will have to continue to study these throughout their time in the Sixth Form. Lessons and assistance with revision are offered by the departments concerned.

EXTENDED PROJECT QUALIFICATION       Coordinator: Mrs J Butler
EPQ is an independent piece of research offering a unique opportunity to develop essential skills for higher education and the workplace in a subject area of the students’ own choice, giving them a high degree of control over their studies. Students have a free choice of project topic, so they can choose to explore a further aspect of a subject they're studying, another subject, or choose a topic in which they have a personal interest. They will gain valuable research and project management skills along the way.

The assessment covers both the process and the end product looking at how well students identify and use resources, carry out research, develop their ideas to realise an outcome and then reflect on the outcome and the process. It is a Level 3 qualification and carries the same UCAS points as half an A Level.

SPORTS LEADERS AWARD       Coordinator: Mrs S Stenton
The Sports Leaders UK Level 3 Award in Higher Sports Leadership is a nationally recognised qualification that is great for a personal statement and UCAS application (16 UCAS points). This course gives students the opportunity to learn the skills needed to plan and deliver sessions for specialist community groups and schools and to develop their knowledge on coaching/leading on different sports. It helps to develop confidence and the ability to communicate effectively with other people and peers. The course is of value to those who wish to further develop their coaching skills or progress onto a career involving any leadership.
The dedicated team in Student Services is available every day to help any student with the myriad of questions, requests or problems which can occur at any time. The service is a central point for information and advice for all students. Drop-in support is provided every morning, with booked appointments available at any time. All students are welcome to access the team, who aim to help students to succeed on their chosen courses. The team is based next to the Sixth Form Work Room and is easily accessible.

At the beginning of the autumn term, help is available on course choice. We try to match students’ interests and wishes to courses that are available, bearing in mind the ability of the student. This approach has helped to prevent students finding difficulties with their courses.

All Year 12, and many Year 13 students receive personal mentoring during the year. This can be accessed by self-referral or students can be recommended at any time by subject staff if they feel a student could benefit from one to one help. Subject specific mentoring is provided to many students. Progress grades are received from subject staff every term, and students who give rise for concern are targeted for help. Some students find the transition from Year 11 to Sixth Form difficult. They are expected to be far more independent, to do more research and reading around the subjects than they are used to and to plan their workload to ensure all deadlines are met. Help is available with this, and with the study skills necessary to work at this level. We ensure that students can access all the help they need to make the most of their studies.

Another aspect of the work of Student Services is to enable students to progress to the next stage of their careers. This includes help with personal statements and CVs and with the UCAS application process. Advice on choice of course, university, and information about funding their studies is also available. Students hoping to move into employment or to an apprenticeship are also able to access help and advice.

FINANCIAL ASSISTANCE
Student Services help with applications for financial assistance for students in the Sixth Form. The Government has provided the Bursary Fund which is targeted specifically towards helping students access continuing education at school. All students are welcome to apply, though we aim to provide most help to those whose need is greatest. This is generally those with a family income of less than £40,000.

Applications will be considered for help with the costs of transport to school, for meals during the day, for help with buying equipment and materials necessary for courses, for trips organised by subject areas, or for any other course related costs.

We also have access to a number of other funds and can provide the necessary documentation and advice for potential applicants.
ENRICHMENT ACTIVITIES
AND DRESS CODE

We are a very lively Sixth Form with a busy programme of activities. There are innumerable opportunities, both educational and social, in which members of the Sixth Form can become involved. Many subjects run educational visits and there are both residential and one-day conferences organised by universities to give students a sample of courses available and some knowledge of what to expect when they move on to further education. Sixth formers are encouraged to help with classes in the lower school and also to act as mentors to individual students. Students studying three A Level courses, or the equivalent, will be expected to undertake 5 Enrichment lessons, which could be extra study periods. Students are also encouraged to apply for various leadership positions.

The school has a national reputation for its ongoing international programme. We are the only secondary school to have continually held the international schools status numerous times, one of fewer than ten schools in the UK to do so. Many opportunities exist for linguists and non-linguists alike, including visits/exchanges to Spain, France and Germany. This year (2021/22) the ROTA exchange (with Belgian, Dutch, German and Spanish partners) will take place in the spring term.

Social activities are arranged by the sixth formers themselves. The Student Leadership Team are encouraged to plan social events, evening visits to concerts and other places of interest. There have been some splendid Proms at The Hilton Hotel and Hemswell Court, as well as fundraising events in recent years. The Student Leaders meet regularly to discuss suggestions regarding all aspects of Sixth Form life and the Sixth Form feature strongly in the student forum.

We ask for a contribution to the Sixth Form Fund of £5.00 per year. This enables us to provide newspapers and magazines in the Library, printing facilities and contributions towards various social activities including the leavers’ Prom.

DRESS

Sixth Formers are expected to dress in keeping with their place in a school where uniform is worn throughout Years 7 – 11. They are expected to show a good example to younger students. Students should be neat, smart and tidy, wearing clothes that are appropriate to their position in the school, which is a place of work as well as a place of study.

When a student is taking part in a practical subject or sports it may be necessary to wear overalls over their normal clothes, or to change into something more suitable.

Though it would not be possible or desirable to specify beyond the above what exactly is deemed appropriate, the following guidelines are applied:

- No clothing with offensive logos, symbols or texts
- No flip flops
- Tattoos are to be covered
- Underwear should not be visible
- Students are not permitted more than two facial piercings
- Shorts/skirts/jumpsuits etc. should be no shorter than 5 inches above the knee
- Tops must have straps that are a minimum of 2 inches thick
- Two piece outfits (e.g. top and trousers) must meet

Where a student is concerned about the appropriateness of their clothing choices, they should consult their tutor or Mrs Jones for guidance. Our dress code is not intended to be prescriptive, merely to indicate the ethos of the school and to support students through their Sixth Form years and prepare them for the world of work.

There are days when the dress code is relaxed, in particular for charity fund-raising events. Sixth Form students have made very generous contributions over the last few years for a variety of good causes.
EXAMINATIONS AND DESTINATIONS

EXAMINATIONS AND REPORTS
The new post-16 curriculum means that most students will have major external examinations in May and June of Year 13 after completing a two year course. Internal examinations take place in all subjects towards the end of Year 12. Students on BTEC courses are continuously assessed, but also have external examinations as part of their course. The Year 12 internal assessment results will provide future employers or universities with important indicators for the future and therefore will need thorough preparation.

Heads of Subjects and the year team make regular assessments of student progress, and Progress and Examination Reports are issued when appropriate. A full written report is issued towards the beginning of Year 13. This forms the basis of references for jobs and UCAS. Consultation meetings are held each year; where parents can meet the relevant subject teachers. The Head of Sixth Form is always willing to discuss with parents, by telephone or by appointment, problems connected with progress at the school. A great deal of time is spent with students and parents individually, thus contributing, we believe, to the ethos and success of our Sixth Form.

EXAMINATION ENTRY POLICY AND COURSEWORK
Coursework is a necessary part of many A Level, Vocational and GCSE courses. Where a student fails to submit coursework, it is most likely that s/he will not be allowed to sit the external examination in that subject. Obviously, regular attendance and careful planning should avoid any difficulties in this aspect of Sixth Form life. In the event that a student needs (or wants) to resit any examination, this will be paid for by the student, except for the first resit examination of GCSE English or Mathematics.

DESTINATIONS
A good number of Year 13 students go forward to establishments of Higher and Further Education including universities, colleges of education, nursing schools and other paramedical training institutions, secretarial and business schools, and colleges of art, and the performing arts. Students have been very successful in recent years securing places on their chosen courses.

A number of students have also been successful in obtaining apprenticeships in a variety of occupations including engineering, health, education and administration. Other students join the Armed Forces or enter employment/training needing higher level qualifications.

RECENT RESULTS
2021 was a record breaking year for Lincoln Christ’s Hospital School Sixth Form with students achieving academic success and going on to study at top universities around the country and internationally. The last externally reported Value Added Score (2019), calculated from the grades they gained at GCSE placed us in the top 3 schools in Lincoln and the surrounding area. In 2020 and 2021 our Value Added has continued to increase, reflecting the strong academic progress that students have made throughout their time at LCHS.

Our Headlines
An overall Average Points Score of 38.73 with an average grade of B
An A Level average points score of 40.42 with an average grade of a B
An Applied General average points score of 34.92 with an average grade of Distinction
An A Level pass rate of 97%
HOW TO APPLY
AND TRANSPORT

LCHS STUDENTS

Early in the Autumn Term, Year 11 students will receive general information about the Sixth Form from the Head of Sixth Form and specific information about courses from Heads of Subjects. Those wishing to join the Sixth Form will then be asked to complete application forms after the Sixth Form Convention in November and will thereafter be seen individually by the Head of Sixth Form or senior staff to discuss the courses they wish to follow.

EXTERNAL APPLICANTS

Year 11 students are invited to the school’s Sixth Form Convention which is held in November prior to the start of their Sixth Form courses. Many potential sixth formers then make an appointment to see the Head of Sixth Form with their parents on an individual basis. We encourage this approach.

Any parents wishing to discuss specific problems are most welcome to make an appointment to see the Head of Sixth Form by telephoning 01522 881144. All external application forms will be acknowledged. Application forms should normally be returned by the end of December 2021 but late applications are always considered.

The timetable is constructed in the spring by Mr Middleton, Assistant Headteacher, largely on the basis of student requests and staffing resources allocated by the Headteacher. It is inevitable that there will be some adjustments to the blocking arrangements to achieve ‘the best fit’. It should be noted that, whilst we will endeavour to run as wide a range of courses, as possible some courses might not run if there are very low numbers. We realise that students’ choice of courses may change following receipt of the GCSE results and we will make every effort to accommodate any changes at the Signing-On Fair in September 2022.

Successful applicants will receive an offer letter in April 2022 and will be invited to an Intake Day immediately after the final GCSE examinations have taken place.

TRANSPORT FOR SIXTH FORM

The County Council make a charge for post-16 students as a contribution towards the total cost of transport for which they have qualified under the normal policy (£570 per year in 2021/22). The County Council will provide transport to the designated or nearer Sixth Form provided the distance between your home and the school is more than 4827 metres (3 miles), using the shortest available walking route.

You will need to complete an application before a decision to provide transport can be made. Please do not assume that entitlement will continue in Year 12 if your son/daughter has already been attending and receiving transport to the school.

If your application is successful you will be sent a letter together with a form requesting payment. It is important to return the form and payment as soon as possible as travel passes will not be issued until your payment is received.

More details are available from School Transport (01522 782020).

Students from the Cherry Willingham, Horncastle and Gainsborough areas have the use of transport provided by the school for travel at the beginning and end of the day. There will be a charge for this, payable half-termly in advance, at the same rate as the Lincolnshire County Council transport.

Students who are eligible for Bursary funding can apply to have their transport costs covered by this fund.
MESSAGE FROM THE
STUDENT LEADERS

Dear Student,

On behalf of everyone in our Sixth Form we would like to welcome you. We hope that you enjoy our Sixth Form Convention Evening and meeting the hardworking teachers and students at our school.

As a student at LCHS Sixth Form, you will become a member of a supportive, friendly community, and you will learn many skills that will carry you forward in both your educational and personal development. The Sixth Form is supported by a great staff team that are always available to help students with any struggles or questions that they face in their time with us. The standard of teaching here at Lincoln Christ’s Hospital School is exceptional, with each teacher giving the highest level of support and guidance. The support offered by all teachers and staff at LCHS is first class. Alongside the teaching staff, Mrs Jones and Mrs Cunningham are ever-present if you require support outside of the classroom. Our A-level results reflect the hard work and dedication of both the students and teachers.

There is also the opportunity to become a peer mentor which gives students in the Sixth Form a chance to help younger students by listening and being a helping hand for them. The opportunity to become a member of the Sixth Form Leadership team is also available for all years, which is an opportunity to give yourself and peers a voice to express feelings and ideas towards the school. Students feel valued and listened to at LCHS Sixth Form. Student Leaders coordinate many of the extra-curricular activities that are provided and are ever changing. There’s fitness clubs including swimming, gym, football, table tennis and badminton. After school clubs include a debate club, board games club and end of term activities such as a Halloween movie night ensures that all tastes are catered for and something for everyone to enjoy.

At Lincoln Christ’s Hospital School, there is a vast variety of opportunities, experiences and workshops for students to get involved with, many helping future endeavours we will face. The most pertinent are careers day workshops, highlighting countless job paths that we could choose to follow. Access to career advisors and staff with considerable experience in university applications gives us students security, knowing that the help we need to make decisions important to our future is not hard to find. Throughout your studies with us, there are many exciting opportunities to broaden your collection of experiences, with offerings such as subject trips (including international excursions) and talks on different topics such as mental health or different career opportunities.

Studying at LCHS Sixth Form will enable you to reach your full potential by providing you with a safe environment to prosper and develop your academic knowledge and life skills, leading you into your desired career or higher education course. The supportive environment allows all pupils to feel safe and focus their energy on their academic and personal development during their time with us, taking advantage of all relevant opportunities we have to offer. We are driven by the bond we share with staff, always striving to better our experiences.

Thank you for taking the time to consider our school, we hope you enjoy finding out more about what we have to offer.

We wish you the best in finding out your exam results and we look forward to you joining our Sixth Form.

Best wishes,

The Sixth Form Student Leadership
**DESCRIPTION OF COURSE:**

The Pearson BTEC Level 3 National Diploma in Applied Science is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning. The qualification is wide-ranging and equivalent in size to two A Levels.

This qualification provides the knowledge, understanding and skills that underpin study of the applied science sector, and gives learners the opportunity to focus on different aspects of applied science. Learners will study a wide range of biology, chemistry and physics based units, such as:

- Principles and applications of Science;
- Practical Scientific procedures and techniques;
- Science investigation skills;
- Human physiology;
- Medical Physics;
- Laboratory techniques and their application;
- Investigative project.

**ENRICHMENT OPPORTUNITIES:**

A day is spent at the University of Lincoln, studying spectroscopy. Guest speakers are also invited in to talk about work in laboratories.

**WHY STUDY APPLIED SCIENCE?**

- Applied Science uses a combination of assessment styles to give students confidence so they can apply their knowledge to succeed in the workplace—and have the study skills to continue learning on higher education course and throughout their career;

- The range of vocational assessments—both practical and written—means students can showcase their learning and achievements to best effect when they take their next step supporting applications to higher education courses or potential employers;

- This course can lead to progression to Higher Education in the science field, when used in combination with other A level subjects.

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**QUALIFICATION:**
BTEC

**EXAM BOARD:**
Pearson Edexcel

**ASSESSMENT:**
EXAMINATION 46%
COURSEWORK 54%

**COURSE ENTRY REQUIREMENTS:**
Five GCSE grades 9-4 or equivalent including grade 4 in Mathematics and grade 4 in English

**STAFF CONTACT:**
Mrs K Smith

‘I chose this course because it’s a good mixture of Chemistry, Physics and Biology’

**APPLIED SCIENCE STUDENT**
DESCRIPTION OF COURSE:

Biology A Level is a fascinating course that covers a wide range of topics, exploring them in much more detail whilst maintaining a broad view of the bigger picture. The course aims to encourage learners to develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

Learners develop and demonstrate a deep appreciation of the skills, knowledge and scientific methods required to develop competence and confidence in a variety of practical, mathematical and problem solving skills.

ENRICHMENT OPPORTUNITIES:

DNA workshop at the University of Lincoln.

WHY STUDY BIOLOGY?

The study of Biology opens up exciting career possibilities. From conservation to cancer research, biologists are tackling important 21st Century challenges. Biology is also a great subject choice for people who wish to pursue a career in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science.

QUALIFICATION:
A Level

EXAM BOARD:
OCR

ASSESSMENT:
EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent including grade 5 in Mathematics and grade 6 in Biology or Combined Science

STAFF CONTACT:
Mr A Anderson

‘I chose to do Science at A Level because I think it’s interesting and so important to understand how things like the human body works, and how all the sciences are connected together.’

CHARLES COX
SCIENCES STUDENT
Biomedical Science

DESCRIPTION OF COURSE:

The Pearson BTEC Level 3 National Extended Diploma in Applied Science is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education courses. The qualification is wide-ranging and equivalent in size to three A Levels. This qualification provides the knowledge, understanding and skills that underpin study of the applied science sector, and gives learners the opportunity to focus on different aspects of applied science. Learners will study a wide range of units, such as:

• Principles and applications of Science;
• Practical Scientific procedures and techniques;
• Science investigation skills;
• Human physiology;
• Medical Physics;
• Disease and infection;
• Contemporary issues in Science;
• Microbiology;
• Laboratory techniques and their application;
• Biomedical Science;
• Genetics and genetic engineering.

ENRICHMENT OPPORTUNITIES:

Visits to pathology at Lincoln County Hospital and outside speakers from the Radiology department. A day is spent at the University of Lincoln, studying spectroscopy. Guest speakers are also invited in to talk about work in laboratories.

WHY STUDY BIOMEDICAL SCIENCE?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university to study courses such as:

• Nursing;
• Midwifery;
• Veterinary nursing;
• Dental nursing;
• Biomedical science;
• Pharmaceutical science;
• Biochemistry;
• Sport Science;
• Forensic Science;
• Paramedic Science;
• Health and exercise science;
• Health and Social care.

QUALIFICATION:

BTEC

EXAM BOARD:

Pearson Edexcel

ASSESSMENT:

EXAMINATION 30%
COURSEWORK 70%

COURSE ENTRY REQUIREMENTS:

Five GCSE grades 9-4 or equivalent including grade 4 in Mathematics and grade 4 in English.

STAFF CONTACT:

Mrs K Smith

‘I want to choose this course because it gives me pathways into careers I didn’t think were possible without choosing A Levels. The coursework approach also suits me better, as it’s not all exams’

Y11 STUDENT
DESCRIPTION OF COURSE:

For those students who thrive on a challenge, the A Level in Business Studies is an opportunity to explore a wide array of business concepts. Businesses do not just exist to make money; there are many reasons they exist. This course is an opportunity to explore the very nature and purpose of business to understand why their members cooperate and organize to achieve aims.

In the first year, you will explore the themes of Marketing and People, and Managing Business Activities which will cover concepts such as markets, supply and demand, leadership, entrepreneurship, break-even, budgets, liquidity and causes of business failure, employee motivation and management.

In the second year, we will explore the themes of Business Decisions, Strategy and Global Business. We will investigate strategy and how businesses determine their strategy, the science behind decision making, financial statements, performance assessment, international trade and marketing to name but a few!

This is a very broad curriculum which offers the opportunity to explore a wide range of business topics and leaves no stone left unturned in its exploration of these organizations we call businesses.

WHY STUDY BUSINESS STUDIES?

Business affects our lives in an infinite variety of ways and we are all affected by them, even though we may not think about or realize it.

The study of the A Level offers an ideal way to find out about the wide range of concepts that are encompassed in the use of the name ‘business’. This is a qualification that, through its breadth, offers the opportunity to develop a rounded understanding of the subject.

The course will provide you with the opportunity to learn how and why businesses do the things they do.

A Level Business Studies is assessed through examination and is an ideal choice for those students who prefer examinations to coursework. It is an excellent choice for students interested in the traditional route to higher education study.
DESCRIPTION OF COURSE:

This is a single or double A level equivalent which offers the opportunity to explore a range of current business topics. For those students who are interested in business this qualification is an excellent opportunity to develop that interest not just in the theory, but also the practical side of business. The specific topics available depend upon the particular course chosen, but some of the available options include:

- The English Legal System;
- Employment Law;
- Cost and Management Accounting;
- Market Research;
- Internet Marketing.

All students will study topics that explore the nature of business, business operations, marketing and marketing planning, and personal and business finance. There will also be opportunity to explore events planning, international business, principles of management and management decision making. This course provides you with a comprehensive introduction into how business operate, how they are managed and what makes them successful. This course offers solid grounding in business and the opportunity to explore key topics in greater depth.

ENRICHMENT OPPORTUNITIES:

There will be opportunities to plan, conduct and analyse market research and explore personal finance management.

WHY STUDY BUSINESS STUDIES?

Business influences all aspects of our lives and no matter the career path we choose, we will join a business. You will receive a unique perspective of key business topics and influences.

The BTEC is an ideal alternative to the A Level, as it is largely coursework based and offers an excellent opportunity to enter higher education or employment when the qualification is complete.
DESCRIPTION OF COURSE:

The course challenges the understanding of Chemistry covered at GCSE and applies new understanding to a variety of contexts used in everyday life. Year 12 widens the understanding of new theory that is used in many contexts at Year 13.

Course content Year 1:
• Foundations in chemistry;
• Periodicity;
• Reaction rates and equilibrium;
• Electrons and bonding;

Course content Year 2:
• Alkanes and Alkenes;
• Spectroscopy;
• Acids, Bases and pH;
• Redox and electrode potentials.

ENRICHMENT OPPORTUNITIES:

Students visit the University of Lincoln for a ‘Spectroscopy in a suitcase’ workshop.

WHY STUDY CHEMISTRY?

Chemists are currently working to solve current issues such as climate change and fuel production. It could lead to progression to higher education to study medicine, agriculture, materials science, pharmacy and biochemical engineering. The skills that are used in the course are extremely valuable for many future jobs or university courses.
DESCRIPTION OF COURSE:

Who’s not interested in crime? Few issues attract more attention than crime and its offenders and victims. From crime types and explanations to the courtroom and treatments, this area of study is both relevant and engaging. Criminology is a scientific study of criminality, criminalisation and social control. Through the four units, students will gain a breadth of knowledge and understanding of key areas in criminology. In Unit 1 changing awareness of crime, students will explore how crime reporting affects the public perception of crime and criminals. This will include how campaigns are used to bring about change as well as the design of a new campaign. Unit 2 will expose students to various criminological theories that have been put forward to explain why crime occurs. Students will critically evaluate these theories, developing their analysis skills. Unit 3 students are introduced to the wide-ranging personnel involved in the process of criminal investigations as well as the prosecution of suspects and review of criminal cases. Finally, Unit 4 investigates crime and punishment which covers aspects of the criminal justice system and the types and purposes of punishment in England and Wales.

ENRICHMENT OPPORTUNITIES:

Visit to Crown Court; Criminology Conference and university visits & speakers.

WHY STUDY CRIMINOLOGY?

Criminology provides a fundamental understanding of the complexities of crime and the criminal justice system. Furthermore, this qualification will provide transferrable knowledge and skills such as the ability to learn independently, the ability to research actively and methodically, and the ability to give presentations and be active group members. In addition, the course will provide a vocational context through which students can develop knowledge and skill including reading technical texts, effective writing, analytical skills, creative development and preparation for assessment methods used in a degree course. Criminology is applicable to many careers within the criminal justice sector, social and probation work, sociology and psychology. It facilitates degree courses such as Criminology, Criminology & Law and Criminology & Psychology/Sociology.
DESCRIPTION OF COURSE:

The BTEC National in Dance has been developed to-

• Provide education and training for those interested in Dance;
• Provide opportunities for dance artists to achieve a nationally recognised level 3 vocationally-specific qualification;
• Provide learners with the opportunity to enter employment in the dance sector or progress to vocational qualifications;
• Provide learners with the opportunity to develop an extensive range of skills and techniques, personal skills and expertise that are essential for a professional career in performing arts.

This qualification aims to provide a wide educational foundation for further training, education and employment within the performing arts sector. The qualifications will develop learners abilities through the knowledge, experience and skills learned.

ENRICHMENT OPPORTUNITIES:

Students have the opportunity to visit theatres showing professional works, and have the chance to assist in teaching Dance lessons in Key Stage 3 and 4. Students will also be able to perform in LCHS performances, and participate in workshops led by professional practitioners.

WHY STUDY DANCE?

Students’ progress from performing arts courses to work connected to the arts, specifically: television, radio, theatre, music production, lighting and sound, costume, set design and photography. They also progress into wider career options that utilise their creativity and inter-personal skills including marketing and advertising, counselling, journalism, media, design, sales, law, teaching and business.
DESCRIPTION OF COURSE:

The A level in Drama covers a wide variety of different dramatic styles and prepares the student for further opportunities within the industry.

In year one, we explore a devising project focusing on a specific style of theatre and this is explored thoroughly within workshops before the exploration process in groups and this process is documented within a working notebook.

In year two, a variety of plays are explored practically and this culminates in a final assessed practical performance of one of the plays studied. This is shown to an examiner and is accompanied by a reflective report of the practical journey.

Alongside the two years of study, we also explore two set texts which prepares the students for their written examination and this is combined with honing skills of responding to live theatre, which is also included in the written examination.

The course is a busy, energetic and varied diet of theatrical content and is hugely rewarding for those studying.

ENRICHMENT OPPORTUNITIES:

Annual London theatre trip during February half term
Local theatre trips
Theatre workshops on different styles

WHY STUDY THEATRE STUDIES?

To study Drama allows you to first and foremost improve and hone your practical and analytical skills as a performer. However, it is much more than just that. Wide ranging social, cultural and historical content is covered which promotes interesting and varied responses and discussions. Team-building and confident delivery in all aspects of presenting is required and a useful grasp of inspirational and thought-provoking storytelling is covered in abundance.

QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

ASSESSMENT:
EXAMINATION 40%
COURSEWORK 60%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent, including Mathematics and English with a GCSE or BTEC in Drama or Performing Arts favourable.

STAFF CONTACT:
Mr A Austin

‘The support and guidance you receive is really helpful and you explore some really interesting theatre. London is amazing too!’

DRAMA STUDENT
DESCRIPTION OF COURSE:

This is a single A Level equivalent that is an excellent choice if you are interested in working in an Engineering related role of profession.

You will study the following mandatory units:

- Engineering Principles;
- Delivery of Engineering Processes Safely as a Team;
- Engineering Product Design and Manufacture.

These units explore topics which will form the basis of your engineering understanding. Your studies will explore the scientific ideas that are used to solve electrical, electronic and mechanical engineering problems. They will also include an exploration of the role of teams, how teams operate and how they deliver engineering and manufacturing processes. This includes how the safety of the team is maintained. You will also investigate the design and manufacturing processes that ensure products achieve their function and how this can be met sustainably with the available materials in a given form. The choices we make as Engineers are ever more dictated by the condition of our planet and you will learn how to source responsibly with sustainability at the heart of your decision making.

ENRICHMENT OPPORTUNITIES:

Visits to local Engineering companies Visiting speakers

WHY STUDY ENGINEERING?

Everywhere you look, you see things that have been designed and made. The car you drive to work in, the bike you ride at the weekend, your electronic alarm clock that wakes you in the morning, the building you live in. We take these products for granted but they exist because of Engineers.

The world we live in is populated with amazing technological advances. These help us in our daily lives, keep us safe, give us shelter and help us to recover from illness. The work of an engineering is fascinating and exciting and can take you anywhere in the world – or, indeed into space.

You will learn about scientific principles which determine how materials and electronic components function. You will have the opportunity to operate a variety of pieces of equipment in the engineering workshops, including the 3D printers, laser cutter, lathes and milling machines. In addition to this, you will become proficient in the use of a variety of types of CAD Software which can build and simulate 3 dimensional products and functioning electronic circuits.

Should you wish to move on to higher education, you could study for a degree in Engineering, Electronics Engineering or Aerospace Engineering. It is possible that you could be the next Elon Musk or James Dyson.

‘Scientists investigate that which already is, Engineers create that which has never been…’

ALBERT EINSTEIN
DESCRIPTION OF COURSE:

Have you ever wondered why people speak in a particular way: how our own patterns of speech might be shaped by our gender, ethnicity, occupation or social class? Have you ever wondered how babies learn to talk, read and write? Have you noticed how language keeps changing and evolving over time, and wondered how and why that happens? Do you want to understand how we are controlled and manipulated by people in power?

English Language A Level gives you the frameworks and tools to analyse language and begin to answer these questions.

The A Level is very different from GCSE English Language. It consists of two written exams and one coursework unit. In the first year we study ‘Language, the Individual and Society’ in which we compare language use in an individual and societal context. Here, students are introduced to methods of language analysis. We also study the spoken and written language acquisition of children from 0-11 years old.

In the second year we study ‘Language Diversity’ in which students study a range of examples of language in use and compile research data to inform their study of diversity: texts using different sociolects, dialects and texts from different periods from 1600 to the present day.

Through the course, students also complete two pieces of coursework. The first is an independent investigation into an aspect of language of their choice; the second is a piece of original writing and a commentary.

ENRICHMENT OPPORTUNITIES:

University lectures
Visits to school/nursery settings to explore childrens’ language.

WHY STUDY ENGLISH LANGUAGE?

English Language develops language skills required by employers, so will be valuable for whatever you go on to do next.

English Language is accepted as a sound preparation for a wide range of degrees because it develops skills in the areas of research, analysis and writing, as well as the acquisition of a specific body of knowledge.
DESCRIPTION OF COURSE:

The A Level encourages independent study of poetry, drama and prose texts through history from 1500 to the modern day.
In the first year, we study ‘Love through the Ages’, as a shared context. We examine various aspects of love common to narratives, such as unrequited love, adultery, marriage and sex - against the background in which they were written. Then we consider them in the light of our modern day sensibilities.
In the second year, students embark on an independent coursework project where they examine two texts they have chosen which are connected by an idea or theme of their own choice.
We also study ‘World War One and its Aftermath’ examining such themes as imperialism, nationalism, propaganda, slaughter; heroism, cowardice, masculinity, life on the home front, peace and memorials.

ENRICHMENT OPPORTUNITIES:

Trip to the Bronte Parsonage in Haworth, Yorkshire; University lectures locally and in London; Theatre and cinema visits.

WHY STUDY ENGLISH LITERATURE?

Proust said, ‘every reader is, while he is reading, the reader of his own self.’
To study English Literature is to study what it is to be human. A good deal of literature focuses on our mistakes. Literature can help, because it shows us what is going on in our own minds, that we maybe cannot articulate. Of course, we don’t just learn about ourselves, but we are shown the minds of strangers – often those we could not ordinarily meet. We can travel to far-flung places, survive war, have passionate affairs, without any real risk.

QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

ASSESSMENT:
EXAMINATION 80%
COURSEWORK 20%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent including grade 5 in Mathematics and grade 6 in English language and English Literature.

STAFF CONTACT:
Mrs E Peel

‘The great thing about reading so many different and interesting texts is you learn so much about other people’s perspectives.’

ENGLISH STUDENT
DESCRIPTION OF COURSE:

This is an exciting course which is based around the creative exploration of a wide range of textile materials and techniques. In Year 12, students undertake a preparatory ‘Developing Skills’ course, which typically includes the study of garment design and pattern making, as well as processes such as dyeing, print, working with resists, batik, stitch, and experimental textiles. Throughout the course, students will have the opportunity to experiment with traditional methods as well as new approaches and technologies. Drawing is taken as a starting point, using a variety of methods and media. Students also develop their understanding of fashion design through critical and contextual studies, analysing and responding to the work of fashion designers and textile artists. For the A Level award, students present a portfolio of assessed work for each component. This typically includes sketchbooks and journals that record ideas, research and experimentation. Students also make a wide range of textile samples in preparation for one or more final outcomes. The Personal Investigation includes a written element of 1000-3000 words. Students undertaking this qualification must be prepared to give extra time to studies outside normal lesson time. The ability to demonstrate enthusiasm and commitment to fashion and textiles is essential. However, it is not necessary to have taken creative subjects at GCSE level. Dedication and the desire to produce the very best are both essential.

ENRICHMENT OPPORTUNITIES:

Visits to local exhibition venues (the Collection, the Usher Gallery);
Visits to major exhibitions and galleries, such as the Knitting and Stitching Show and the V&A Museum.

WHY STUDY FASHION AND TEXTILES?

The creative industries are one of the fastest growing economic sectors in the UK. The textile industry has many commercial applications with opportunities for employment in sectors such as fashion, costume design for film and television, textile technology and interior design. Fashion and textile design students develop many skills that are in demand with employers, including independent decision making, planning projects, collaborating with colleagues and developing organisational skills. Making successful textile work requires attention to detail and the ability to solve problems creatively. Studying Fashion and Textiles can help students to develop confidence and self-expression as well as offering many career opportunities.

QUALIFICATION:
A Level

EXAM BOARD:
OCR

ASSESSMENT:
Two Components (H604/01 Personal Investigation and H604/02 Externally Set Task), marked by the centre and externally moderated by OCR.

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent.

STAFF CONTACT:
Ms S Maltman

‘Fashion is not something that exists in dresses only. Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening’

COCO CHANEL
DESCRIPTION OF COURSE:

The A Level Fine Art course is centred around drawing and painting. Throughout the course, students will also have the opportunity to experiment with a wide range of materials, processes and techniques. These include a range of drawing and painting techniques, printmaking, 3D sculpture, mixed media, photography and textiles-based techniques.

During the course, students are expected to explore topics visually and develop ideas creatively. Observational studies from primary sources (real objects, people and places) are a key element of the course. Students also develop their understanding of Art and Design through critical and contextual studies, analysing and responding to the work of other artists. In Year 12, students undertake a preparatory ‘Developing Skills’ course. For the A Level award, students present a portfolio of assessed work for each component. This typically includes sketchbooks and annotated study sheets as well as experimental artwork using a range of media and one or more final outcomes. The Personal Investigation includes a written element of 1000-3000 words.

Students taking the A Level award must be prepared to give extra time to studies outside normal lesson time. The ability to demonstrate enthusiasm and commitment to creative subjects is essential, although it is not necessary to have taken Fine Art at GCSE level. Dedication and the desire to produce the very best are both essential qualities.

ENRICHMENT OPPORTUNITIES:

Workshops and events;
Visits to local exhibition venues and major regional galleries.

WHY STUDY FINE ART?

The creative industries are one of the fastest growing economic sectors in the UK and Fine Art students develop many skills that are in demand with employers. Successful students make independent decisions, setting the parameters for their own projects. Making a substantial piece of artwork requires dedication, attention to detail and effective organisational skills. Students constantly test and explore ideas, learning as much from unexpected outcomes as they do from success. Fine Art can help students to develop confidence, self-esteem and the ability to solve problems creatively.

QUALIFICATION:
A Level

EXAM BOARD:
OCR

ASSESSMENT:
Two Components (Personal Investigation and Externally Set Task), marked by the centre and externally moderated by OCR.

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent.

STAFF CONTACT:
Ms S Maltman

‘Life is about using the whole box of crayons’

ANONYMOUS
DESCRIPTION OF COURSE:

At Lincoln Christ’s Hospital School, we believe that languages should appeal to all students. The new A Level in French has been developed to inspire students to have an appreciation of the language, literature, film and culture of the French-speaking world. Students will gain an advanced level of knowledge and understanding of the French language, the culture of France and other francophone countries, as well as practical and valuable language and transferable study skills. These skills will help to prepare students for higher education and enhance their employability profile.

There are 4 themes to be covered for the full A-Level. Each theme also covers several sub-topics. The main themes are:

• Aspect of French-speaking society: current trends;
• Artistic-culture in the French-speaking world;
• Aspects of French-speaking society: current issues;
• Aspects of political life in the French-speaking world.

Students will be required to study a film and a piece of literature for the A Level. Currently, A Level students are studying the film “La Haine” by Mathieu Kassovitz and the book “L’étranger” by Albert Camus.

ENRICHMENT OPPORTUNITIES:

Trip to Paris;
Lectures and courses locally and in London;

WHY STUDY FRENCH?

French is one of the main European Languages and as such is valued in combination with many other skills and subject areas, including science, technology, the arts and commerce. Students with a good pass at A Level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with many opportunities for travel and work both in the UK and around the world.

QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

ASSESSMENT:
EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent, including grade 6 in French

STAFF CONTACT:
Mrs J Butler

‘A different language is a different vision of life’

FEDERICO FELLINI
DESCRIPTION OF COURSE:

This course encourages students in Mathematics to develop a much richer understanding and enjoyment of the subject; any student contemplating an Engineering, Science or Mathematics course at university should think very seriously about doing this course.

YEAR 12 CONTENT

Pure Mathematics - including complex numbers, matrices, further algebra and functions, further calculus, further vectors polar coordinates and hyperbolic functions; students will then follow two of the three options: Mechanics, Statistics and Discrete.

YEAR 13 CONTENT

Pure Mathematics - including differential equations, trigonometry, numerical methods and coordinates geometry; students will then follow two of the three options: Mechanics, Statistics and Discrete.

ENRICHMENT OPPORTUNITIES:

United Kingdom Mathematical Trust (UKMT) Team and Individual Challenges.

WHY STUDY FURTHER MATHEMATICS?

Further Mathematics is advantageous for students intending to progress to university courses in Medicine, Mathematics, Engineering and the Sciences and is highly respected by university admission staff.

QUALIFICATION:

AS and A level

EXAM BOARD:

Edexcel

ASSESSMENT:

EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:

Five GCSE grades 9-4 or equivalent, including grade 7 in Mathematics
A Level Mathematics must be studied alongside Further Mathematics

STAFF CONTACT:

Mrs S Keys

“ The study of mathematics, like the Nile, begins in minuteness but ends in magnificence.”

CHARLES CALEB COLTON
DESCRIPTION OF COURSE:

This A Level encourages independent study and synoptic thinking with a range of different geographical topics, supported by residential fieldwork in Norfolk.

In the first year, we study ‘Changing Spaces, Making Places’ where we explore the concept of place, focusing on how and why places and their representations change over time.

We also take an in-depth look at plate tectonics in when we study ‘Hazardous Earth’. Here we investigate how our Earth is ever changing, what hazards this presents us and whether wealth plays a part in how we mitigate ourselves against these hazards.

In the second year, we look into the water and carbon system in our topic ‘Earth’s Life Support Systems’. Here, students learn how they are essential to life and will go on to understand how they impact the wider world. Students will go on to explore the contemporary issues of global migration and human rights through studying geopolitical pattern between these two topics.

We end our journey by studying the geography of disease in ‘Disease Dilemmas’. We research the distributions of diseases, the reasons behind these and how we are dealing with the global threat of epidemics.

Students will undertake a five-day residential fieldwork trip to Norfolk where they will collection date for an independent investigation of their choosing at the end of Year 12.

ENRICHMENT OPPORTUNITIES:

Becoming a member of the Lincolnshire Geographical Association and attending relevant lectures at Bishop Grosseteste University.

WHY STUDY GEOGRAPHY?

Studying Geography, opens up a number of many different career fields

• Cartographer;
• Surveyor;
• Geographic information systems manager;
• Landscape Architect;
• Town and country planner;
• Water conservation officer;

STAFF CONTACT:

Mrs M Gelder

‘Geography is the most vital subject you can study at A Level.’

GEOGRAPHY STUDENT

‘Geography is the subject which holds the key to our future’

MICHAEL PALIN
At Lincoln Christ’s Hospital School, we believe that languages should appeal to all students. The new A Level in German has been developed to inspire students to have an appreciation of the language, literature, film and culture of the German-speaking world. Students will gain an advanced level of knowledge and understanding of the German language, the culture of Germany and other German-speaking countries, as well as practical and valuable language and transferable study skills. These skills will help to prepare students for higher education and enhance their employability profile.

There are 4 themes to be covered for the full A-Level. Each theme also covers several sub-topics. The main themes are:

- Aspects of German-speaking society;
- Artistic culture in the German-speaking world;
- Multiculturalism in German-speaking society;
- Aspects of political life in German-speaking society.

Students will be required to study a film and a piece of literature for the A Level. Recent A Level students have studied the film, “Das Leben der Anderen” and the novel “Der Vorleser” by Bernard Schlink.

**ENRICHMENT OPPORTUNITIES:**

- Bi-annual German Department trip - recent trips have included Berlin and Munich
- Lectures and courses locally and in London
- Theatre and cinema visits.

**WHY STUDY GERMAN?**

German is the most widely spoken language of the European Union and is spoken by over 100 million people worldwide. It is valued in combination with many other skills and subject areas, including science, technology, the arts and commerce. Students with a good pass at A Level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with many opportunities for travel and work both in the UK and around the world.
DESCRIPTION OF COURSE:
A level History at LCHS consists of the study of three fascinating periods in the rich histories of Britain, Russia and the United States of America. The seminal seventeenth century in England is the first unit of study. This was a crucial epoch in the development of the relationship between the Monarchy and parliament and has enormous resonance for our day, where Brexit has exposed some of the constitutional anomalies and contradictions that lay at the heart of the British system of government. Students aspiring to understand the country in which they will become adults will benefit inestimably from a close examination of this era. Russia too looms large in the 21st century world and a close study of the revolutionary period of that country, one which had dramatic implications for the post WW1 international scene and beyond, will enable students to contextualise the role of Russia today and endeavour to understand the historical developments which underpin its governance and how it acts on the global stage. Moreover, the coursework element of History A Level will build upon this unit by looking closely at the role of Stalin in the early decades of the Soviet Union. Finally, we will examine how the heinous institution of slavery came to an end in the USA, only to be replaced by an equally prejudiced society in which African Americans were subjugated to all manner of abuse and discrimination before fighting for and achieving real civil rights a century after their emancipation. Much of what we study in this course is relevant for today. It offers an insight into some of the most dramatic episodes in the last 500 years and will undoubtedly enhance each student’s comprehension of the world in which he or she lives.

ENRICHMENT OPPORTUNITIES:
Trip to Nottingham University; Guest speakers; Visit to London

WHY STUDY HISTORY?
Studying A Level History gives students the opportunity to study forces that have irrevocably shaped the modern world. The subject is informative and analytical providing useful skills for higher education and the workplace. Moreover, the subject matter is challenging and can also be inspiring if students engage fully with the personalities, events and developments central to the course. Studying History would also prove invaluable to those students interested in a career in the law, the media or in business. The course also equips students well for higher education, or any type of work which involves human interaction, communication or analysis.

QUALIFICATION:
A LEVEL

EXAM BOARD:
Edexcel

ASSESSMENT:
EXAMINATION 80%
COURSEWORK 20%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 including Maths and English, or a grade 6 in English if History has not been studied at GCSE

STAFF CONTACT:
Mr J Robinson

‘True genius resides in the capacity for evaluation of uncertain, hazardous and conflicting information’

WS CHURCHILL
DESCRIPTION OF COURSE:
Studying Law gives students an understanding of the role of Law today and raises their awareness of the rights and responsibilities of individuals.
By learning about legal rules and how and why they apply to real life, students develop their analytical ability, decision making, critical thinking and problem-solving skills. These skills are highly sought after by higher education and employers.
A Level Law is a dynamic course that offers an insight into the English legal system, how laws are made, and how and why they change over time. They will develop skills in how to construct a legal argument in a clear, reasoned, and logical way.
Students will study various aspects of law. The nature of law and the English legal system examines how laws are made, the work of judges, and how the court system operates.
Criminal law focuses on offences such as murder, manslaughter, and assault, along with other offences such as theft and robbery. Here, students learn how to formulate and apply legal arguments, and consider a variety of defences available to a defendant.
Tort law covers negligence, the rules and principles concerning liability and fault in actions concerning negligence, understanding of public policy factors which cover the topic, along with the duty of care principles.
The law of contract examines the rules and principles of contract law. Students will learn, amongst other things, how a contract is formed, the governing principles of contract law and the rights of consumers and remedies available to them for breach of contract.
ENRICHMENT OPPORTUNITIES:
Lectures and masterclasses by universities, visiting Solicitors and Barristers. Visits to the local Crown Court and Magistrates’ Court, with opportunity to visit the Supreme Court in London. Students will also have the chance to take part in local and national mock trial ‘mooting’ competitions.
WHY STUDY LAW?
The rule of law is the foundation of any just and fair society. If you are curious about how society functions, how rules are made, changed and enforced, then studying Law can grow this curiosity. Students with a good A Level pass will demonstrate key skills such as the ability to research, critically evaluate and reason, and problem solve, and lead to entry in many fields of higher education, such as law, economics and politics.

QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

ASSESSMENT:
EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent, with preferably a grade 6 in English

STAFF CONTACT:
Mr R Siddiquee

‘Studying Law makes you rethink everything! It’s thrilling, intriguing and challenging. I have been inspired to study Law at university’

LAW STUDENT 2021
DESCRIPTION OF COURSE:

The A level will enable students to understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment, and provides a strong foundation for progress to further study.

Over the two years, students will study Pure Mathematics. This consists of topics such as trigonometry, differentiation, integration, exponentials, and logarithms. Students will also study Statistics and Mechanics. This consists of statistical hypothesis testing and distributions, kinematics, forces and Newton’s laws.

ENRICHMENT OPPORTUNITIES:

United Kingdom Mathematics Trust (UKMT) Team and Individual Challenges.

WHY STUDY MATHEMATICS?

A Level Mathematics is an interesting and challenging course which extends and develops skills previously learned. These skills are transferable across a range of other subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology and Business Studies.

Studying Mathematics enables you to develop resilience and an ability to think in a logical, analytic, and strategic way.

Mathematics offers an excellent choice of career, with a huge demand from the fields of science, engineering, finance and business.

QUALIFICATION:
A LEVEL

EXAM BOARD:
AS AND A LEVEL

ASSESSMENT:
EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent, including grade 7 in Mathematics (grade 6 will be considered based on prior performance).

STAFF CONTACT:
Mrs S Keys

‘How can it be that mathematics, being after all a product of human thought which is independent of experience, is so admirably appropriate to the objects of reality?’

ALBERT EINSTEIN
DESCRIPTION OF COURSE:

Media Studies at A Level is an opportunity to question what media is, what role it plays in society, and the influence it has on our day-to-day lives. The course is built around a series of set texts including film, games, TV programmes, newspapers, magazines, music videos, radio shows and vintage advertisements, all of which have to be studied in detail but which also provide a springboard to further study including genre and narrative. We study a fascinating range of media theory and look at the people, ideas and institutions that have shaped the way media works... and thus the world around us. There is also a coursework element in which students have to produce two pieces of work that are linked in some way, such as a trailer for a new movie and a magazine feature about the same film.

ENRICHMENT OPPORTUNITIES:

Visits and workshops.
Media production opportunities.
Movie screenings.

WHY STUDY MEDIA STUDIES?

Journalist, broadcaster and author David Aaronovitch wrote an article some years ago in which he suggested Media Studies should be a core subject in schools. He said it should be studied by everybody because it is so important in our understanding of the world. Gaining insights into the Media allows us to recognise its central role in forming our opinions, lifestyles, social systems, even identities. Its impact on our lives should not be underestimated and as Aaronovitch suggested, if we do not have the ability to evaluate the Media and its effects, we really don’t understand the world at all.

QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

ASSESSMENT:
EXAMINATION 70%
COURSEWORK 30%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent including grade 5 in Mathematics and grade 5 in English Language and English Literature.

STAFF CONTACT:
Mr M Lyon

‘Media Studies is my favourite subject. It opens your eyes’

MEDIA STUDENT
DESCRIPTION OF COURSE:

This academic A-Level course is focused on the study of Philosophy, Religion and Ethics. The course enables students to develop an enthusiasm for the study of philosophy, gaining knowledge and understanding using an enquiring, critical and empathetic approach. The course does not assume or require any previous study of the subject. If students are interested in modern issues, discussions and debate, then they will find this course challenging and inspiring. Some of the topics covered in the course include:

• Ancient Greek Philosophy;
• Medical Ethics;
• Feminism;
• Liberation Theology;
• Problem of Evil;
• Pluralism and Society;
• Secularism;
• Political Philosophy.

ENRICHMENT OPPORTUNITIES:

We organise regular trips to visit different Philosophy departments, including the University of Cambridge and Sheffield University. There is also the possibility for a trip to Rome as part of the course.

WHY STUDY PHILOSOPHY, RELIGION AND ETHICS?

Philosophy, Religion and Ethics is highly regarded by universities and employers as it proves that you are able to think, discuss and evaluate. It is an academic course and one that allows deep thought and reflection. It particularly prepares students for careers in legal and medical professions, journalism, education and social work, film and media sector, and politics.

QUALIFICATION:
A LEVEL

EXAM BOARD:
OCR

ASSESSMENT:
EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 including at least a 5 in either full course Religious Studies or English Literature

STAFF CONTACT:
Mrs R Fearns-Davies

‘I am currently studying at the University of Oxford and can honestly say that the Philosophy, Religion and Ethics A-level course has allowed me to have a head start with my degree. It is a fabulous course’

SIXTH FORMER 2020
DESCRIPTION OF COURSE:
Students will be introduced to a range of photographic media, techniques and processes. They will explore the work of other photographers and a range of wider contextual sources, including historical and contemporary photographic work from a range of cultures. This includes portraiture, landscape photography, documentary photography, experimental imagery and photographic installations. Some traditional darkroom techniques are taught, as well as digital editing using programs such as Photoshop. It is recommended that students have access to their own digital camera, preferably a DSLR. In Year 12, students undertake a preparatory ‘Developing Skills’ course where they will explore elements of visual language. For the A Level award, students present a portfolio of assessed photographic work for each component. The Personal Investigation includes a written element of 1000-3000 words. Imaginative and skilful presentation of a portfolio of photographic work is essential.

Students taking the A Level award must be prepared to give extra time to studies outside normal lesson time. The ability to demonstrate enthusiasm and commitment to creative subjects is essential, although it is not necessary to have taken Photography at GCSE level. Dedication and the desire to produce the very best are both essential qualities.

ENRICHMENT OPPORTUNITIES:
Visits to local exhibition venues (the Collection, the Usher Gallery) and major galleries; Workshops in collaboration with local arts organisations and the University of Lincoln.

WHY STUDY PHOTOGRAPHY?
The creative industries are one of the fastest growing economic sectors in the UK. Photography has many commercial applications with opportunities for employment in sectors such as advertising, illustration, web design, film and television. Photography students develop many skills that are in demand with employers, including independent decision making, planning projects, collaborating with colleagues and developing organisational skills. Making successful photographic work requires attention to detail and the ability to solve problems creatively. Studying Photography can help students to develop confidence and self-expression.
Description of Course:

The course takes a content-led approach. This is a flexible approach where the specification is divided into topics, each covering different key concepts of Physics. As learners progress through the course, they’ll build on their knowledge of the laws of physics, applying their understanding to areas from sub-atomic particles to the entire universe.

The course aims to develop essential knowledge and understanding of different areas of the subject and how they relate to each other; develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods; develop competence and confidence in a variety of practical, mathematical and problem solving skills; develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

Course Content Year 1:
• Foundations of Physics;
• Motion;
• Work, Energy and Power;
• Laws of motion and momentum.

Course Content Year 2:
• Waves;
• Quantum physics;
• Gravitational fields;
• Astrophysics.

Enrichment Opportunities:

External speaker from Lincoln County Hospital Radiology department.

Why Study Physics?

Studying Physics will broaden your understanding of how the world works and the universe. Physicists are currently working on developing new structures for the 21st century, such as electronic design as well as continuing to work on the current unknowns of space. It can lead to entry into higher education in the fields of physics, engineering, aeronautics and space technology.

‘I chose Physics to heighten my understanding on the workings of existence’

Dylan Jones
Physics Student
DESCRIPTION OF COURSE:

During the Product Design A level Course, you will learn a wide variety of skills – both in terms of graphical presentation techniques and manufacturing processes and tools. For your independent design and make project, you will be expected to conduct research into a problem which will be identified in consultation with your teacher and your chosen client. You will then be expected to produce a variety of design ideas using various different graphical presentation techniques such as:

- 3D sketches
- Model making
- CAD images
- Photographs

You will then develop your ideas to produce a detailed final design which you will need to manufacture to a high standard using a combination of hand tools, machining processes and Computer Aide Manufacturing techniques such as 3D printing and the laser cutter. There is also the optional opportunity to included electronics in your product.

The course consists of:

- **Component 1**: Principles of Design and Technology 50% of the Grade
  - Written paper 2 hours 30 minutes
- **Component 2**: Independent Design and Make Project 50% of the Grade
  - Component 2: Independent Design and Make Project

ENRICHMENT OPPORTUNITIES:

- Trip to the Design museum in London
- Visiting speakers

WHY STUDY PRODUCT DESIGN?

The Product Design A level will help you to develop in your ability to think and problem solve independently. You will learn a variety of graphical presentation techniques and develop your dexterity with a range of practical applications including machine tools, hand tools and CAD CAM equipment such as 3D printing and the laser cutter. You will attain a high level knowledge of commercial manufacturing techniques, the ability to apply mathematical principles to solve given problems and an awareness of new and emerging technologies.

This course can open doors to opportunities such as studying Product Design or Engineering at university. In the long term, in can be the opening gambit to careers such as Architecture, Engineering and Graphic Design. You will find a friendly and supportive environment where you will be encouraged as you grow in your ability to innovate and create.

‘It’s through mistakes that you actually can grow. You have to get bad in order to get good’

PAULA SCHER
FIRST FEMALE PRINCIPLE OF PENTAGRAM DESIGN COMPANY
DESCRIPTION OF COURSE:

We are all psychologists by our very nature. The drive to understand human behaviour is unrelenting and unwavering. We seek this understanding in order to navigate our world, to facilitate our interactions, and to explore what it means to be human. This course is designed to foster an interest in academic research and scientific methodology. Through the varied content, A Level Psychology covers research methods which includes conducting, analysing and reporting psychological research across a range of experimental and non-experimental techniques; psychological themes through core research studies that introduces five central areas, such as biological, cognitive and social psychology, to demonstrate the diverse field of psychology; and applied psychology through which students are exposed to the key, relevant topics of issues in mental health, criminal psychology and environmental psychology.

ENRICHMENT OPPORTUNITIES:

Psychology conference; University visits and speakers.

WHY STUDY PSYCHOLOGY?

Psychology is an exciting, engaging subject. It provides an opportunity to broaden viewpoints and perspectives and to challenge the multifaceted explanations for human behaviour. Additionally, this course provides a number of valuable transferrable skills including verbal and written communication using appropriate language effectively, the collection, interpretation and critical analysis of scientific data, and to critically evaluate academic research. Psychology similarly supports the development of strong literacy and numeracy skills. This course facilitates progression to Higher Education for degree courses in many faculties such as the sciences, social sciences, law and practical degree courses such as physio/occupational therapy, midwifery, nursing and policing.

QUALIFICATION:  
A LEVEL

EXAM BOARD:  
OCR

ASSESSMENT:  
EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:  
Five GCSE grades 9-5 including grade 5 in Maths and grade 6 in English

STAFF CONTACT:  
Dr S Rowland

‘All human actions have one or more of these seven causes: chance, nature, compulsions, habit, reason, passion, desire’

ARISTOTLE
DESCRIPTION OF COURSE:
Sociology is the study of human social relationships and institutions. The areas of focus for Sociology are diverse. In the first year, topics range from the family to the state. We also study the role of education. We answer key questions such as, ‘Are there divisions of race and social class?’ In the second year, we look at the impact of the mass media in contemporary society, also crime and deviance— who are the criminals really? Students will also engage in debate. How far is our behaviour driven by nature (biology) and how much do we learn from the environment (nurture)?

ENRICHMENT OPPORTUNITIES:
Trip to Criminology Conferences; University lectures locally.

WHY STUDY SOCIOLOGY?
We live in a society where change is possible and is happening all around us every day. This makes it more important than ever to study Sociology. Sociology asks the big questions and examines connections within society. We live in a world where big changes happen on a daily basis and by studying Sociology we can start to explore why some of these changes take place and what the implications are for the rest of our world.

Thank you for encouraging me to continue to question the society we live in, and to see that what is normal isn’t necessarily right

Sociology Student
DESCRIPTION OF COURSE:

At Lincoln Christ’s Hospital School, we believe that languages should appeal to all students. The new A Level in Spanish has been developed to inspire students to have an appreciation of the language, literature, film and culture of the Spanish-speaking world. Students will gain an advanced level of knowledge and understanding of the Spanish language, the culture of Spain and other Hispanic countries, as well as practical and valuable language and transferable study skills. These skills will help to prepare students for higher education and enhance their employability profile.

There are 4 themes to be covered for the full A-Level. Each theme also covers several sub-topics. The main themes are:

• Aspects of Hispanic society;
• Artistic culture in the Hispanic world;
• Multiculturalism in Hispanic society;
• Aspects of political life in Hispanic society.

Students will be required to study a film and a piece of literature for the A Level. Currently, A Level students are studying the film “Ocho Apellidos Vascos” by Emilio Martínez-Lázaro and the play “La Casa de Bernarda Alba” by Federico García Lorca.

ENRICHMENT OPPORTUNITIES:

Annual Spanish Department trip to Andalucía or Cataluña;
Lectures and courses locally and in London;
Theatre and cinema visits.

WHY STUDY SPANISH?

Spanish is one of the main European languages and is the third most widely spoken language in the world. It is valued in combination with many other skills and subject areas, including science, technology, the arts and commerce. Students with a good pass at A Level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with many opportunities for travel and work both in the UK and around the world.

QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

ASSESSMENT:
EXAMINATION 100%

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 9-4 or equivalent, including grade 6 in Spanish

STAFF CONTACT:
Mrs J Butler

‘One language sets you in a corridor for life.
Two languages open every door along the way’

FRANK SMITH
PSYCHOLINGUIST
DESCRIPTION OF COURSE:
The course is made up of several units, including written external examinations, practical assessment and written coursework. Wherever possible, unit content will be delivered practically to allow for application within the sporting context. As part of the course, students will be required to plan and lead activities as well as be able to show practical sports skills and the ability to officiate. The scheme of work will include some of the following modules:
- Body systems and the effect of physical activity;
- Sports coaching and activity leadership;
- Sports organisation and development;
- Practical skills in sport and physical activity;
- Organisation of sports events

ENRICHMENT OPPORTUNITIES:
University lectures and practicals locally;
Officiating at school and district sports events
Outdoor activities trip;
Guest lectures;
Assisting in lower school lessons;
Primary school festival and coaching.

WHY STUDY SPORTS STUDIES?
The Cambridge Technical in Sport will equip learners with the knowledge, understanding and practical skills required for success in current and future employment in sport and related industries. We actively encourage practical participation in sport, both in and out of school, as well as provide opportunities for coaching and officiating outside of lesson time, to allow learners to develop and gain as much experience as possible to prepare them for life after Sixth Form.
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The course will follow the same five units as the single award option and build upon what has been taught for the sports coaching route, but will also cover wider aspects of sport and improving performance, including:
• Sports Psychology
• Sports Injuries and Rehabilitation
• Performance analysis
• Fitness testing for sport and exercise

ENRICHMENT OPPORTUNITIES:
University lectures and practicals locally;
Officiating at school and district sports events
Outdoor activities trip;
Guest lectures;
Assisting in lower school lessons;

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DESCRIPTION OF COURSE:

This qualification is designed to support learners who want to study travel and tourism as the main element alongside another subject as part of a two-year, full-time study programme. The qualification would support progression to higher education or moving into the work environment.

Units of work studied:

- The world of travel & tourism - learners will understand the travel industry and its major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.
- Global destinations - learners will research the features and appeal of different types of global destinations and their importance.
- Principles of marketing - learners will focus on how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage customers.
- Managing the customer experience - learners will explore and apply ways of managing internal and external customer experience to support organisational success and they will also develop their own customer service skills.
- Visitor attractions - learners will look at the popularity of visitor attractions both in the UK and overseas. Why they are so successful, how they attract customers and how important they are to their local and national economies.
- Travel & tourism businesses enterprises - learners will carry out research to identify a gap in the market for a new travel and tourism enterprise. They will develop a plan and marketing strategy and organise a pitch of the new idea to generate interest.
- Researching current issues and trends within the travel & tourism industry - learners will investigate current travel trends and current key issues and develop research skills as part of a research proposal looking at a key travel trend and a key issue in the travel and tourism industry.
- Recruitment and selection for the industry - learners will look at the requirements for working within the travel industry. They will participate in the recruitment and selection process that would be used by a selection of travel companies including international airlines.

ENRICHMENT OPPORTUNITIES:

There are many enrichment opportunities to enhance the student experience. There are trips to various UK attractions, Butlins, East Midlands Airport, The Lincolnshire Show and the Lincoln Christmas Market. Industry guest speakers are invited into class to talk about working in the industry. We also visit Lincoln University to have a typical tourism lecture.

WHY STUDY TRAVEL AND TOURISM?

As the Head of Subject, I have over 10 years industry experience working for some of the biggest airlines as an on board manager, recruiting and interviewing potential cabin crew and training new pilots and crew. Bringing my passion, enthusiasm and specialist industry knowledge to the Level 3 BTEC in Travel and Tourism will give students the skills and confidence they need to either progress into a vibrant, exciting career in one of the world’s largest industries or to move onto higher education; studying one of many tourism related degree courses at university.
GCSE and STEM Pathways

DESCRIPTION OF COURSE:
This course is designed for students who have not achieved the entry requirements for studying A Level or Level 3 Vocational qualifications. Students who enrol on this intensive one year course do so with the determination to achieve 5 or more GCSE grade 4s or equivalent including English and Mathematics. This is an excellent option for students who are likely to achieve grade 3 at GCSE and who want to benefit from all the advantages of studying a Level 2 course in our fantastic Sixth Form facilities.

There are two separate Pathways offered:
The GCSE Pathway is designed for students who want to improve their grades in their core subjects in order to access A Level courses or other vocational courses in the next academic year. As part of this pathway, students will undertake the Higher Project Qualification. This, while it is a stand-alone GCSE qualification, also teaches students to become more effective independent learners and addresses the study skills which will help them to be more successful in their other subjects. Creative Arts is an Art and Design based subject which allows students to work in a variety of different mediums.
The STEM Pathway offers the opportunity to study Engineering alongside the Applied Science course. Students who have already studied Engineering at Key Stage Four can still take this course.

ENRICHMENT OPPORTUNITIES:
Workshops and masterclasses with local universities are offered throughout the year.

WHY STUDY PATHWAYS?
Studying either of these two pathways gives students the opportunity to attain the entry requirements for Level 3 study. Students who successfully complete this course will be guaranteed a place in the Sixth Form to follow a two year Level 3 course.

QUALIFICATION:
GCSE / STEM PATHWAY

EXAM BOARD:
VARIED

ASSESSMENT:
EXAMINATION AND COURSEWORK

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 3 or equivalent

STAFF CONTACT:
Mr B Middleton

QUALIFICATION:
GCSE / STEM PATHWAY

EXAM BOARD:
VARIED

ASSESSMENT:
EXAMINATION AND COURSEWORK

COURSE ENTRY REQUIREMENTS:
Five GCSE grades 3 or equivalent

STAFF CONTACT:
Mr B Middleton

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Lincoln Christ’s Hospital School
Wragby Road Lincoln Lincolnshire LN2 4PN
Email: education@lchs.eu
www.christs-hospital.lincs.sch.uk
Telephone: 01522 881144  Fax: 01522 882100

Headteacher:
Mr M E Mckeown