

SIXTH FORM CURRICULUM BOOKLET

2024-2026



THE ADEYFIELD ACADEMY

LEARNING WITHOUT LIMITS





INVITATION TO THE SIXTH FORM OPEN EVENING

THURSDAY 30 NOVEMBER 2023, 5.00PM

Dear Students,

We would like to welcome you to the next stage of your education. Making the right choices at Post 16 is crucial in ensuring the best possible future prospects. At The Adeyfield Academy we pride ourselves on providing a breadth of opportunities to help you achieve your success in the future.

We offer a range of subjects and personalised pathways, tailored towards your aspirations, strengths and abilities to help you shape your future. We are proud of our Sixth Form, and the warm, welcoming atmosphere which allows students to be themselves and to be successful.

Students are guided and supported throughout the transition into Sixth Form and beyond, whether that be to attend university, to gain apprenticeships or to enter employment.

On the evening there will be an opportunity to find out more about the wide range of subjects that we offer. There will also be opportunities to hear from current sixth form students and subject leaders about each of the subjects that are offered.

The subjects that you choose will allow you to benefit from the breadth of staff experience and expertise and be given the opportunities to develop confidence and leadership skills which are so essential for future success.

We look forward to your attendance at our Open Evening and look forward to welcoming you into our Sixth Form in September 2024.

Yours sincerely,

Mr C Cook
Head of Sixth Form

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SIXTH FORM ENTRANCE PROCEDURE

DATE	EVENT
October 2023	Year 11 Mock Examinations
Monday 27th November 2023	External Applicant Open Morning 1 at 9.15am
Thursday 30th November 2023	Sixth Form Open Evening
Early December 2023	6TH form Taster Days
Wednesday 10th January 2024	Year 11 Parents' Evening
Friday 12th January 2024	Sixth Form Application Deadline for Adeyfield Students
Thursday 18th January 2024	External Applicant Open Morning 2 at 9.15am
Monday 12th - Wednesday 14th February 2024	Internal Applicant Interviews (Adeyfield Students)
W/C 26th February 2024	Year 11 Mock Examinations
Friday 29th March 2023	Sixth Form Application Deadline for External Students
April 2024	External Applicant Interviews
April 2024	Sixth Form offer letters issued
May / June / July 2024	GCSE Examinations Individual meetings with Sixth Form Team to discuss application and course choices (if necessary)

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SIXTH FORM COURSE CHOICE AND OPPORTUNITIES

QUALIFICATION NEEDED	OPPORTUNITIES AFTER YEAR 11		PROGRESSION
LEVEL 3: ACADEMIC	<p>COURSE ENTRY REQUIREMENTS - A LEVELS</p> <p>Minimum academic entry requirements to study A Levels are:</p> <p>Students must have achieved at least 40 GCSE points, calculated as follows, from their best 8 GCSE results:</p> <p>Grade 9 or 8=8 points, Grade 7=7 points, Grade 6=6 points, Grade 5=5 points etc.</p> <p>See individual subject requirements for entry grades to study A Levels.</p>	<ul style="list-style-type: none"> •Full time programme •You study 3 A Level options 	<p>Employment</p> <p>Degree course at university</p> <p>Apprenticeship</p>
LEVEL 3: VOCATIONAL	<p>COURSE ENTRY REQUIREMENTS - BTECS</p> <p>Minimum academic entry requirements to study BTECS are:</p> <p>Students must have achieved at least 36 GCSE points, calculated as follows, from their best 8 GCSE results:</p> <p>Grade 9 or 8=8 points, Grade 7=7 points, Grade 6=6 points, Grade 5=5 points etc.</p> <p>See individual subject requirements for entry grades to study BTECS.</p>	<ul style="list-style-type: none"> •Full time programme •You study 3 BTEC options 	<p>Employment</p> <p>Degree course at university</p> <p>Apprenticeship</p>
LEVEL 3: VOCATIONAL & ACADEMIC	<p>Students can study a combination of A Level and Vocational subjects if they have achieved at least 36 GCSE points.</p>		<p>Employment</p> <p>Degree course at university</p> <p>Apprenticeship</p>

All students will continue to study Maths and / or English if they do not achieve Grade 4 or above at GCSE

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COURSE ENTRY REQUIREMENTS: LEVEL 3 QUALIFICATIONS

SUBJECT	ENTRY REQUIREMENT
Art & Design (A Level)	Grade 5 in Art GCSE
Biology	Grade 6-6 or better in Combined Science (Trilogy) or GCSE Biology. At least a Grade 5 (preferably 6) in GCSE English Language and Mathematics.
Business BTEC (single & double)	Grade 4 or higher in GCSE English Language or Level 2 Merit in BTEC Business.
Chemistry	Grade 6-6 or better in Combined Science (Trilogy) or GCSE Chemistry. At least a Grade 5 (preferably 6) in GCSE English Language and Mathematics.
Core Maths	A strong Grade 4 or higher in GCSE Mathematics.
Criminology	Grade 5 in GCSE English.
Education and Childcare T Level	5 GCSEs at Grade 4 or higher, including Maths and English.
English Literature	A strong Grade 4 in GCSE English Language and GCSE English Literature. It is preferable that these subjects are Grade 5.
Extended Project Qualification (EPQ)	Grade 4 or higher in GCSE English Language.
Design & Technology	Grade 5 or higher in GCSE Maths, a 4 in English, and 4 in either DT or Art.
Geography	Grade 5 in GCSE Geography.
Health and Social Care	Grade 5 in GCSE English Language or English Literature.
History	Grade 5 in GCSE English Language or Literature and Grade 5 in History. If History was not taken at GCSE; Grade 6 in GCSE English Language or Literature.
Mathematics	Grade 7 in GCSE Mathematics.
Media	Grade 4 in GCSE English Language.
Physical Education (P.E.)	Grade 4 in GCSE English or a Level 2 Distinction in BTEC Sport or equivalent
Physics	Grade 6-6 or better in Combined Science (Trilogy) or GCSE Physics. At least a Grade 5 (preferably 6) in GCSE English Language and Mathematics.
Politics	Grade 5 in GCSE English Language. Grade 5 in GCSE Humanities subject.
Psychology	Grade 5 in GCSE English Language. Grade 5 in GCSE Mathematics.
Religion, Ethics and Philosophy (REP)	Grade 6 in GCSE RE and English Literature or English Language
Sociology	Grade 5 in GCSE English Language.
Sport	Grade 4 in GCSE English Language or Science or Level 2 Merit in BTEC Sport.
Travel & Tourism	Grade 4 in GCSE English Language. Grade 5 in GCSE Geography.

Some subjects may be taught as part of the Atlas Trust at St Albans Girls' School.

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ART & DESIGN

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

AIM OF COURSE:

By studying Art & Design at A level students aim to develop their intellectual, imaginative, creative and intuitive capabilities. Through their own independent research and experimentation they are able to develop practical skills and knowledge within the formal elements through a more in depth study of art. The course should allow students to nurture their interest and enthusiasm for art. Building on from GCSE students continue to experience working with a broad range of media.

We aim to understand the relationships between art, craft and design processes and bring an awareness of the contexts in which they operate and how they fit with real-world contexts and, where appropriate, links to the creative industries.

COURSE CONTENT:

Students begin with workshops in a broad range of specialist areas within Art & Design and allows them to explore. Students will create samples in response to workshops and record their research and insights in response to a selected theme.

In the Spring term they then begin to work on their Personal Investigation (Component 1), which comprises practical work and a written piece (1,000 – 3,000 words). Their project explores a theme through practical work; referring to artists and inspirations and provide context for their ideas. They will complete their project with a final outcome or series of outcomes which is personal to them and responds to their theme.

In year 13 students also complete an Externally Set Assignment (Component 2). Students follow a similar process to that of Component 1 to structure a project which responds to a topic set by the Examination Board. Students create preparatory studies in class and independently with support and guidance from tutors. The final outcome or series of outcomes, is created in 15 hours supervised time under examination conditions.

MODE OF ASSESSMENT:

Both components make up the final grade within Art. The work is first marked internally before being moderated externally. Component 1 (Practical and Written work integrated into a whole) is worth 60% of the final grade and Component 2 being worth 40%. Both units are worth 96 marks each.

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BIOLOGY

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

DESCRIPTION:

Biology is the study of living organisms and how these interact with each other and their environments. Biology is really a multidisciplinary subject that is made of many different and independent fields. Biology explores how living systems are constructed, as well as how they develop, communicate, interact, reproduce, defend themselves and shape the biophysical environment around them.

At A Level, the subject is made up of major core components such as cell biology, biochemistry, physiology, microbiology, genetics, ecology and evolution. Biology is the science that is undergoing an incredible and exciting revolution in our understanding, one that started in the 20th Century with the elucidation of the structure of DNA, and now continues in the 21st Century with the completion of the Human Genome Project, and the emergence of disciplines such as proteomics, genomics, and synthetic biology. The subject of biology is never static. For example, there is incredible excitement and anticipation around projects such as the USA's BRAIN Initiative and the EU's Human Brain Project, both of which seek to unravel the brain's neuronal map.

Students who study biology at A Level learn the fundamentals of the cell, biochemistry, ecology, physiology and other key elements that can allow progression on to study subjects at degree level such as agriculture, biochemistry, biomedical science, genetics, ecology, medicine, dentistry, neurology, physiology and zoology. Whatever you study, biology at Advanced Level will be hard work, but always fascinating, engaging and relevant to you, and above all, this planet.

There are 6 units:

MODULE

1	Development of practical skills in biology
2	Foundations in biology
3	Exchange and transport
4	Biodiversity, evolution and disease
5	Communication, homeostasis and energy
6	Genetics, evolution and ecosystems

MODE OF ASSESSMENT:

Components assess the content from different modules as outlined below. All components contain synoptic assessment.

ASSESSMENT TITLE	MODULES ASSESSED	LENGTH OF PAPER	ASSESSMENT VALUE
Biological processes (01)	1,2,3 and 5	100 marks (2hours 15 minutes)	37%
Biological diversity (02)	1,2,4 and 6	100 marks (2hours 15 minutes)	37%
Unified biology (03)	1-6	70 marks (1 hour 30 minutes)	26%
Practical endorsement in biology (04)	Throughout course	N/A	Reported separately

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BUSINESS

TYPE OF QUALIFICATION: BTEC

LEVEL OF COURSE: 3

AIM OF COURSE:

This course will support students to develop their knowledge of various Business topics in a vocational context. It will develop transferable business skills including researching and selecting information, writing skills, working independently as well as in teams, decision-making, problem solving, being creative, analytical and evaluative skills.

For over thirty years, the BTEC has seen more students progressing to higher education than ever before; in 2013, over three times more students started UK higher education courses with a mix of A Levels and BTEC Nationals than in 2008. Employers also seek out BTEC-qualified students: four out of five BTEC students who progressed into employment considered BTEC as an important stepping stone towards their dream job.

COURSE CONTENT:

The course emphasises vocational, practical contexts with a range of areas to study.

There are three mandatory units which are:

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance

There are a number of optional units such as:

- Work Experience
- Customer Service
- Market Research in Action
- Recruitment and Selection
- Accounting

There may be opportunities to study two further units to claim the 1 1/2 A Levels for students wishing to further expand their Business knowledge (the Foundation Diploma). These options can include event management, accounting, pitching and law. Work experience can also be built into the Foundation Diploma to extend students' practical skills in the workplace. We can also offer the Double in Business which is the equivalent of 2 A Levels. You would study events management, international business and management in this qualification.

MODE OF ASSESSMENT:

Students create a series of tasks set in a work-related scenario which is tailored to local industry needs. Students complete these in controlled conditions, a task tackling an everyday challenge; some tasks also draw on pre-released information. There is also one externally assessed test to increase the rigour of the BTEC course.

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CHEMISTRY

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

AIM OF COURSE:

Imagine a world without anaesthetics, detergents, painkillers, dyes for fabrics, shampoos and anti-oxidants in jams and fruit squashes, PVC insulation for copper electrical wiring, bleaches, fuels, insecticides... unthinkable and undesirable in equal measure. At The Adeyfield Academy our approach to the teaching of Chemistry is to present it as a dynamic, exciting and intellectually stimulating subject, whilst at all times paying full attention to the demands of the relevant examination specifications. Attention to detail and academic rigour have become by-words for these courses.

Students study Chemistry in order to gain entry to careers in medicine, dentistry, pharmacy and many other fields not involving Chemistry directly, but in which students benefit from having been exposed to the intellectual discipline and logic of the subject.

Our teaching style attempts to combine the best aspects of traditional and modern approaches enhanced by numerous teacher demonstrations which are in addition to the practical work which is undertaken by the student. Chemistry - like classical music - is an acquired taste and it is our belief that successful, fulfilled students of the subject are those who enjoy their Chemistry rather than endure it. We do everything possible to promote this feeling amongst the students we teach. Our Chemistry team make the maximum possible use of past paper questions as the basis for worked examples, regular written homework assignments and, most important of all, timed tests which are staged regularly. In addition, full scale trial examinations are set at the appropriate times of the academic year.

TOPICS INCLUDED:

- Module 1 - Development of practical skills in chemistry
- Module 2 - Foundations in chemistry
- Module 3 - Periodic table and energy
- Module 4 - Core organic chemistry
- Module 5 - Physical chemistry and transitional elements
- Module 6 - Organic chemistry and analysis

COMPONENT	MARKS	DURATION	WEIGHTING	MODULES ASSESSED
Periodic table, elements and physical	100	2hours 15 minutes	37%	1,2,3 and 5
Synthesis and analytical techniques	100	2hours 15 minutes	37%	1,2,4 and 6
Unified chemistry (03)	70	1 hour 30 minutes	26%	1-6
Practical endorsement in chemistry	-	-	-	Throughout course

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CORE MATHS

TYPE OF QUALIFICATION: LEVEL 3

LEVEL OF COURSE: 3

AIM OF COURSE:

This is a new qualification that is based on the higher tier GCSE. All pupils should be able to continue their love of maths; it is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. The use of real life scenarios will appeal to students who prefer a less academic approach and appreciate the value of everyday maths and problem-solving skills. It is a qualification that

- is relevant to real life
- is modern
- is accessible to students
- applies to all careers

The course can be adapted to the students that sit it and their interest in real life mathematics

COURSE CONTENT:

There are 4 compulsory areas of study;

- **3.1 Analysis of data** - Students will be expected to understand apply the statistical techniques, interpreting data and drawing conclusions in the solution of problems. Including; sampling data techniques, mean and averages, standard deviation.
- **3.2 Maths for personal finance** - Students will be expected to find solutions to problems relating to personal finance. Including; interest rates, repayments and the cost of credit, taxation.
- **3.3 Estimation** - Students will learn about the modelling cycle and Fermi estimation.
- **3.4 Critical analysis of given data and models** - Students will learn about critical analysis and logical and reasoned arguments.

OPTIONAL CONTENT

- **3.5 The normal distribution**
- **3.6 Probabilities and estimation**
- **3.7 Correlation and regression**
- **3.8 Critical path and risk analysis**
- **3.9 Expectation**
- **3.10 Cost benefit analysis**
- **3.11 Graphical methods**
- **3.12 Rates of change**
- **3.13 Exponential functions**

Based on the pupils we can decide together what they would like to study.

HOW IS THE COURSE ASSESSED?

This course is assessed only through written examinations. There are two exams. Both of which are 100% calculator allowed. The first exam is the compulsory component of the course and is 1.5 hours long. The second exam is a choice of 3, each is 1.5 hours long.

- **2A Statistical techniques:** 3.4, 3.5, 3.6, 3.7
- **2B Critical path and risk analysis:** 3.4, 3.8, 3.9, 3.10
- **2C Graphical techniques:** 3.4, 3.11, 3.12, 3.1

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CRIMINOLOGY

TYPE OF QUALIFICATION: WJEC LEVEL 3 DIPLOMA

LEVEL OF COURSE: 3

DESCRIPTION:

Not all types of crime are alike. What different types of crime take place in our society? How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What happens to those who commit a crime? Why and how do we punish people? What organisations do we have in our society to control criminality?

An understanding of criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers. With their critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside the criminal justice sector in areas such as social research and politics.

The WJEC Level 3 Diploma in Criminology has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

- In **Changing Awareness of Crime**, learners develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes provides an understanding of the complexity of behaviours and the social implications of such crimes and criminality.
- **Criminological Theories** enables learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. Learners explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.
- **Crime Scene to Courtroom** provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
- In **Crime and Punishment**, learners apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

QUALIFICATION STRUCTURE AND CONTENT (4 MANDATORY UNITS):

Unit Number	Unit Title	Assessment	GLH
1	Changing Awareness of Crime	Internal	90
2	Criminological Theories	External	90
3	Crime Scene to Courtroom	Internal	90
4	Crime and Punishment	External	90

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DESIGN AND TECHNOLOGY

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

AIM OF COURSE:

A Level Design and Technology is an exciting and practical course which opens the door to a wide range of careers in the creative and manufacturing industries including architecture, interior design, engineering, furniture, graphic or product design. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. The knowledge and skills that students learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. Students will also develop skills, such as teamwork and time management which are highly prized by employers. The aim of the course will be to immerse students in the design world, linking practical experience of live design projects, with the theoretical aspects which underpin them. This course encourages students to be innovative and creative thinkers who will be fully equipped to take to Higher or Further Education.

COURSE CONTENT: The course is divided into 2 units:

Design Project: Content Overview

Students will produce a substantial design, make and evaluate project which consists of a portfolio and a prototype. The portfolio will contain approximately 40 sides of A3 paper (or electronic equivalent). There are four parts to the assessment:

Part 1: Identifying and outlining possibilities for design Identification and investigation of a design possibility, investigation of client/end user needs, wants and values, research and production of a specification

Part 2: Designing a prototype Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas

Part 3: Making a final prototype Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy

Part 4: Evaluating own design and prototype Testing and evaluation

Theory: Content Overview

Topic 1: Materials	Topic 7: Potential hazards and risk assessment
Topic 2: Performance characteristics of materials	Topic 8: Features of manufacturing industries
Topic 3: Processes and techniques	Topic 9: Designing for maintenance and the cleaner environment
Topic 4: Digital technologies	Topic 10: Current legislation
Topic 5: Factors influencing the development of products	Topic 11: Information handling, Modelling and forward planning Topic
Topic 6: Effects of technological developments	Topic 12: Further processes and techniques.

MODE OF ASSESSMENT

The Pearson Edexcel Level 3 Advanced GCE in Design and Technology (Product Design) consists of one externally-examined written paper and one non-examined assessment component. Each component is 50% of the qualification. Students must complete all assessment in May/June in any single year.

Component 1 Principles of Design and Technology (Paper code:9DT0/01) - 2.5 hours exam (120 marks).

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EDUCATION AND CHILDCARE T LEVEL

TYPE OF QUALIFICATION: T LEVEL

LEVEL OF COURSE: 3

LOCATION: ST ALBANS GIRLS SCHOOL

DESCRIPTION:

The purpose of this T Level technical qualification is to ensure students have the knowledge, skills and behaviours needed to progress into skilled employment or higher level technical training or study in the Education and Childcare sector. The outline content has been produced by T Level panels on the same standards as those used for apprenticeships.

The two-year programme is a combination of classroom-based knowledge development and 750 hours in a real setting to develop occupational skills (organised by the school). It is a Level 3 qualification that follows on from GCSEs and is the equivalent to three A Levels with UCAS points. The technical qualification is split into two component parts:

COURSE CONTENT:

1. The core component: the knowledge and underpinning concepts, theories and principles as well as core skills in:

- The education and childcare sector from ages 0 to 19
- Child development
- How to support children and young people's education
- Safeguarding, health and safety and wellbeing
- Understanding and managing behaviour
- Observing and assessing children and young people
- Equality and diversity
- Special educational needs and disability
- English as an additional language
- Working with parents, carers and wider families
- Working with agencies and services that support children, families and carers
- Reflective practice and other forms of professional development

2. The occupational specialism is spread over the two years, by learners completing 750 hours in a real childcare setting. This section provides students with knowledge and skills required to enter employment or further study in the specific occupational area.

MODE OF ASSESSMENT:

- Two written examinations (Paper A and Paper B)
- An employer-set project (ESP) - a supervised project, devised and set by the awarding body NCFE

After completing the two-year course, students will gain a 'licence to practise' ready to enter the workforce as competent Early Years Practitioners. Some students may choose to go on to further education to study courses closely linked to childcare and education. Others may have opportunities to be offered job roles in many nursery and school settings in the local area.

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ENGLISH LITERATURE

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

DESCRIPTION:

The aim of the course is to enable students to gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretation and become confident, autonomous readers. Students are then not only equipped with the knowledge and skills needed for both exams and non-exam assessment, but also experience a rich challenging and coherent approach to English Literature that fosters a love and passion for the subject and that also provides an excellent basis for studying the subject at university.

THE A LEVEL CONTENT IS AS FOLLOWS:

- Paper 1 - Drama
Section A is based on the reading of one Shakespeare play.
Section B is based on reading a further play of the same genre.
- Paper 2 - Prose
Students study two prose texts from a chosen theme. At least one text must be pre-1900.
- Paper 3 - Poetry
Students study a selection of post 2000 specified poetry.
A named poet from within a literacy period.
- Non-exam assessment
One 2500-3000 word assignment based on the reading of two prose texts.

HOW IS THE COURSE ASSESSED?

- Exam Paper 1 - Drama
Written exam: 2 hours 15 mins. Open book. 30% of A Level.
- Exam Paper 2 - Prose
Written exam: 1 hour. Open book. 20% of A Level.
- Exam Paper 3 - Poetry
Written exam: 2 hours 15 mins. Open book. 30% of A Level.
- Non-exam assessment
20% of A Level.

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EXTENDED PROJECT QUALIFICATION (EPQ)

TYPE OF QUALIFICATION: A LEVEL (HALF)

LEVEL OF COURSE: 3

AIM OF COURSE:

To achieve the Level 3 Extended Project Qualification learners undertake a self-directed project.

Students choose and design a project under the guidance of a supervising teacher. They choose to produce either a research essay on a topic of interest to them or create an artefact (for example a painting, a short film, a piece of music, a fashion item, an event or a computer program) which they research, design and make.

MODE OF ASSESSMENT:

On completing the project, learners give a presentation to a non-specialist audience using media that is appropriate of the type of project.

Students are also required to write up their project and throughout the course will complete a log which is also assessed.

For the research essay students are required to write 5,000 words. If students produce an artefact they will produce an accompanying report of between 1,000 and 5,000 words.

ADDITIONAL INFORMATION:

The course supports students to become more independent in their learning. Students will develop and apply problem-solving skills. They are encouraged to demonstrate creativity, initiative and enterprise.

The extended project is valued highly by employers and universities alike.



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GEOGRAPHY

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

EXAM BOARD: AQA

“Geography is a subject which holds the key to our future” (Michael Palin)

AIM OF COURSE:

Geography at A-Level continues to excite students' minds about the human and physical world and develop them into knowledgeable, analytical and empathetic individuals. Geography is one of the most employable subjects and it has numerous links across the curriculum which will help students study other subjects within the Humanities and Sciences in particular. Through studying Geography at A-Level, students will be well equipped for studies at university and future employment.

COURSE CONTENT:

Component 1: Physical geography

- Water and Carbon Cycles
- Coastal systems and landscapes
- Hazards

Component 2: Human geography

- Global systems and global governance
- Changing places
- Contemporary urban environments

Component 3: Geography fieldwork investigation

- Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

MODE OF ASSESSMENT:

Component 1: Physical geography

- Written exam: 2 hours 30 minutes
- 120 marks (40% of A Level)

Component 2: Human geography

- Written exam: 2 hours 30 minutes
- 120 marks (40% of A Level)

Component 3: Geography fieldwork investigation

- 3,000-4,000 words
- 60 marks (20% of A Level)
- Marked by teachers, moderated by AQA

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HEALTH & SOCIAL CARE

TYPE OF QUALIFICATION: BTEC LEVEL 3 EXTENDED CERTIFICATE

LEVEL OF COURSE: 3

EXAM BOARD: PEARSON

LIKELY AREA OF STUDY:

A broad basis of study for the health and social care sector. This course comprises of 4 units of study with 2 exams and 2 pieces of coursework. This course is for learners who are interested in learning about the health and social care sector as part of a balanced study programme. It is equivalent in size to one A Level. The mandatory content of the qualification incorporates topics relevant across the health and social care sector:

- Human Lifespan Development
- Working in Health and Social Care
- Meeting Individual Care and Support Needs

EXPECTATIONS OF STUDENTS:

Health and social care students are required to take a proactive approach to lessons and their wider study, completing all homework and coursework to meet the deadlines. Students should read and research extensively around the topics and gain a vocational understanding of a variety of settings and confidently apply knowledge to case studies within the Health and Social Care sector. Students are also encouraged to seek and undertake a work placement within a Health and Social Care setting. BTEC Nationals have always required applied learning which brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

LEARNING METHODS:

Lessons will contain a variety of teaching and learning methods, concept mapping, paired talk and group discussions. You will be encouraged to research and apply your learning to a wide range of case studies and investigate different Health and Social Care settings.

The styles of external assessment (58%) used for qualification in the Health & Social Care suite are:

- Examinations - all learners take the same assessment at the same time, normally with a written outcome.

The styles of internal assessment (42%) are in line with the requirements and guidance given by BTEC. This ensures that learners are assessed using a variety of styles to help them a broad range of transferable skills. Learners could be given opportunities to:

- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations

CAREER IMPLICATIONS:

The qualification carries UCAS points and is recognised by higher education institutes in meeting admission requirements and to many relevant courses. It can be taken alongside, for example:

- A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing
- A Levels in English and History, which could lead to a BA (Hons) in Primary Education.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

SIXTH FORM CURRICULUM



HISTORY

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

EXAM BOARD: EDEXCEL

AIM OF COURSE:

History is a widely respected A Level choice with a variety of transferable skills that prepare students effectively for further study at university or for entering a range of jobs. The course explores a range of issues affecting different countries in times of change, focusing on the development of Fascism and Dictatorship in Europe in the 20th Century and the changing political, economic and social landscape of Europe. In the second year of the course students move on to study the Russian Revolution of 1917 as their research based coursework, which familiarises students academic works and prepares them for extended research based writing. Students also study Rebellion and Disorder under the Tudors which focuses on the difficulties the Tudor monarchs faced controlling a nation undergoing huge social, economic and religious change.

The new A Level course builds effectively on written and analytical skills that students will find invaluable in a range of subjects at A Level and beyond. Students will develop critical reasoning skills, plan and conduct research effectively, learn to effectively analyse evidence, think creatively to solve problems and to construct an argument which can be delivered persuasively. Students will also engage with historical problems and gain the confidence to undertake independent learning which will further prepare them for study or work after sixth form. The study of History also allows students the opportunity to investigate other cultures and the development of the world to better understand the current climate in international relations and the culture of the state we live in. History often leads students into careers including: journalism, law, education, civil service, publishing, archaeology, archiving and heritage, business, politics, marketing and advertising.

COURSE CONTENT:

- Paper 1: Germany and West Germany, 1918-1989
- Paper 2: The Rise and Fall of Fascism in Italy, 1911-1946
- Paper 3: Rebellion and Disorder under the Tudors
- Coursework: 1917 Russian Revolution

MODE OF ASSESSMENT:

- Paper 1: Germany, 1918-89. 1x 2hr15 exam, 3 essay questions, 30% of the A Level
- Paper 2: Italy, 1911-46. 1 x 1hr30 exam, 1 source question, 1 essay question, 20% of the A Level
- Paper 3: Britain, 1780-1939. 1x 2hr15 exam, 1 source question, 2 essay questions, 30% of A Level
- Coursework: Russian Revolutions; 4000 word research based essay, 20% of the A Level.

All exams to be sat at the end of Year 2.

SIXTH FORM CURRICULUM



MATHEMATICS

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

EXAM BOARD: EDEXCEL

AIM OF COURSE:

In all new specifications for Mathematics, the emphasis is on providing a strong foundation for progress to further study. Importance is placed on representing situations mathematically, using models to investigate problems in context and being able to justify solutions. The enjoyment of tussling successfully with a complex mathematical problem cannot be underestimated.

Many of the topics studied in the course link to other subjects, such as forces in Physics, correlation in Geography and genetic probability in Biology.

The skills gained from this course are sought after for entry to a wide range of university courses, not just Mathematics or Accountancy. The Russell group universities feel that it is a sound basis for all their courses and look favourably on applicants with A Level Maths. The analytical side of the subject is recognised as useful in many areas of employment too. It is a good stepping stone to the next life stage whatever you choose to do.

COURSE CONTENT:

There are three main areas of study; core mathematics, mechanics and statistics. The core elements build on knowledge and skills gained at GCSE such as algebra, graphs and trigonometry. Topics from Mechanics include Newton's laws, friction and moments. In Statistics, work is based around a large data set, for example weather data from a number of weather stations. Diagrams, statistical tests, analyses and inferences are covered in the context of the data and there is an expectation that the statistical functions of both the calculator and spreadsheet software will be utilised effectively.

MODE OF ASSESSMENT:

The course is assessed only through written examinations. There are three exams, each of which is two hours long.



SIXTH FORM CURRICULUM



MEDIA

TYPE OF QUALIFICATION: BTEC (CREATIVE DIGITAL MEDIA PRODUCTION)

LEVEL OF COURSE: 3

DESCRIPTION OF BTEC:

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

QUALIFICATION	SIZE & STRUCTURE	SUMMARY
Pearson BTEC Level 3 National Extended Certificate in Film and Video Production	360 GLH (480 TQT) Equivalent in size to 1 A Level Mandatory content (50%) External assessment (33%)	This qualification is designed to provide a technical introduction to digital film and video production. This qualification is for post 16 learners who are looking to progress to higher or degree apprenticeships, employment or to further education and training.

HOW IS THE COURSE ASSESSED?

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

GRADING:

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U).

COURSE CONTENT:

The content of this qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that the qualification fully supports entry to the relevant range of specialist degrees. There are two mandatory units, which cover the following aspects of digital film and video production:

- Film production (fiction)
- Digital media skills

In addition to the mandatory content, learners take three optional units:

- Scriptwriting
- Editing techniques
- Stop-Motion Animation

SIXTH FORM CURRICULUM



PHYSICAL EDUCATION (PE)

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

AIM OF COURSE:

This course aims to develop the students knowledge of a range of factors associated with physical activity and sports performance. This includes areas such as anatomy and physiology, biomechanics, sports psychology, and the role of sport in modern society.

The A-level in physical education is an attractive course for those students aiming to progress into higher education to study courses such as physiotherapy, sports therapy and sports science.

COURSE CONTENT:

The course covers a broad and thorough range of topics during the course.

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

MODE OF ASSESSMENT:

Students must complete two externally assessed exams. Both exams are 2 hours and have a maximum of 105 marks totalling 35% each of the overall a-level. Both papers comprise of multiple choice, short answer and extended writing questions.

Paper 1: Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology (35 marks)

Section B: Skill acquisition (35 marks)

Section C: Sport and society (35 marks)

Paper 2: Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics (35 marks)

Section B: Sport psychology (35 marks)

Section C: Sport and society and technology in sport (35 marks)

Practical performance in physical activity and sport:

All students must be assessed as a performer or coach in a full sided version of one activity and also complete a written / verbal analysis of performance.

This section is internally assessed and externally moderated and totals 90 marks which is 30% of the overall A-level.

SIXTH FORM CURRICULUM



PHYSICS

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

AIM OF COURSE:

Physics is a course designed for people who have an interest in problem solving, how the world works and those who relish a practical approach to their studies. At The Adeyfield Academy, the teaching of Physics enables students to study diverse topics from Medical Physics to the entire Universe, each covering key skills and concepts.

By studying Physics, students will learn to think in an analytical way, learn how to structure logical argument, develop their powers of expression both orally and on paper. The subject provides an excellent opportunity for students to gain experience dealing with unfamiliar instrumentation and further enhance their mathematical and IT skills. Teaching Physics involves a wide variety of techniques to help all students of all abilities gain the necessary skills. The delivery of a comprehensive practical endorsement programme ensures pupils learn about managing uncertainties in experiments and methodologies of improving experiments to yield accurate and precise results.

People with Physics qualifications are found in a wide variety of occupations. Physics is used in engineering (aeronautical, civil, electronic, electrical and mechanical), medical areas such as optics and scanners, meteorology, geo-physics, computing, aerospace, alternative energy, development of new materials and more.

TOPICS INCLUDE:

- **Module 1:** Development of practical skills in Physics
- **Module 2:** Foundations of Physics
- **Module 3:** Forces and motion
- **Module 4:** Electrons, waves and photons
- **Module 5:** Newtonian world and astrophysics
- **Module 6:** Particles and medical physics

MODE OF ASSESSMENT:

COMPONENT	MODULES ASSESSED	MARKS	LENGTH OF PAPER	WEIGHTING
Modelling Physics	1,2,3 and 5	100	2 hours and 15 minutes	37%
Exploring Physics	1,2,4 and 6	100	2 hours and 15 minutes	37%
Unified Physics	1-6	70	1 hour and 30 minutes	26%
Practical Endorsement in Physics	Throughout Course	-	-	-

SIXTH FORM CURRICULUM



POLITICS

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

EXAM BOARD: EDEXCEL

AIM OF COURSE:

Politics enables students to develop knowledge of an informed understanding of contemporary political structures, both within the United Kingdom (UK) and globally. The course simultaneously allows students to develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes as well as an understanding of the influences and interests which have an impact on decisions in government and politics. Students cover a wide range of topical and engaging areas within politics to develop knowledge and an understanding of the rights and responsibilities of individuals and groups to foster an interest in, and engagement with contemporary politics. There are several avenues of further education open to students with an A Level in Politics from law, journalism, politics, teaching, psychology and other social sciences. If you like asking questions of the answers, then this course is for you.

COURSE CONTENT AND MODE OF ASSESSMENT:

- **Component 1: UK Politics - 33.3% of A Level, 2 hour written paper**
Political Participation: democracy and participation, political parties, electoral systems, voting behaviour and the media
Core Political Ideas: conservatism, liberalism, socialism
- **Component 2: UK Government - 33.3% of A Level, 2 hour written paper**
UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches
Optional Political Ideas: one idea from the following: anarchism, ecologism, feminism, multiculturalism and nationalism
- **Component 3: Global Politics- 33.3% of A Level, 2 hour written paper**
State and globalisation, global governance, power and developments, regionalism and the EU.



SIXTH FORM CURRICULUM



PSYCHOLOGY

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

AIM OF COURSE:

Have you ever wondered why people do things they don't really agree with just because friends do? Or why some people seem to find it easy to make friends and have happy relationships while others always struggle? Maybe you are interested in how your memory works or the cause and treatment of psychological illnesses. These are just some of the questions that psychology tries to answer in a scientific manner and we begin to think about them in the first year of the A Level course.

Psychology is the scientific study of human behaviour, mind and experience. It aims to discover truths by carrying out objective, systematic and verifiable research and it takes a number of different perspectives. For example, behaviour can be explained at the most basic level by considering its biological basis or from a much wider perspective by considering how we function in social groups. Because it is a science, all psychology courses involve a substantial portion of study of research methods; it also involves precise learning, the application of facts and the development of essay writing and evaluation skills.

Students may study psychology because they want to follow a career which is directly related to it, such as clinical or counselling psychology, educational psychology or operational psychology. Others find it useful as a basis for a career in human resources, probation work or advertising and the media. Still more students study psychology just because it is interesting and because it helps to develop a range of transferable skills which are useful in any future career.

TOPICS INCLUDE:

- | | |
|-----------------------------|-----------------------|
| 1. Social Influence | 7. Research Methods |
| 2. Memory | 8. Issues and Debates |
| 3. Attachment | 9. Relationships |
| 4. Psychopathology | 10. Schizophrenia |
| 5. Approaches in Psychology | 11. Addiction |
| 6. Biopsychology | |

MODE OF ASSESSMENT:

The four units are assessed by external examination consisting of a mixture of short and long answer questions at the end of the second year.

ASSESSMENT TITLE	TOPICS ASSESSED	LENGTH OF PAPER	WEIGHTING
Introductory Topics in Psychology	1,2,3 and 4	96 marks - 2 hours	33.3%
Psychology in Context	5,6 and 7	96 marks - 2 hours	33.3%
Issues and Options in Psychology	8, 9, 10 and 11	96 marks - 2 hours	33.3%

SIXTH FORM CURRICULUM



RELIGION, ETHICS AND PHILOSOPHY (REP)

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

EXAM BOARD: OCR

This course is delivered at ST Albans Girls' school as part of The Atlas Trust

LIKELY AREA OF STUDY:

There are 3 units studied, these are:

- Philosophy of Religion H573/01
- Religion and Ethics H573/02
- Development in Christian Thought H573/03

EXPECTATIONS OF STUDENT:

To succeed in the study of Religious Studies students must enjoy asking complex questions. An inquisitive mind and an interest in challenging concepts is expected of our students at Sixth Form level. Students must attend all lessons fully prepared to engage in class discussions and to contribute to the learning of others. Students will be given reading tasks every week and will be expected to complete these in their own time.

LEARNING METHODS:

Debates play an integral role in the learning of REP at A Level. Skills of analysis and evaluation, as well as speaking and listening, are developed through the examination of arguments in group discussion. Essay writing skills are developed in class, self-study and through rigorous teacher and peer assessment. Extensive reading is promoted throughout the course and students are encouraged to link their learning with other subjects such as Science, History, Literature or Psychology. Additional learning methods offered to students are Philosophy for Children/Communities (P4C), opportunities to prepare lessons for others, group work, use of ICT and other media sources and investigations of the extensive books, journals and resources in the department and the school library.

The A Level Course will comprise of 3 x 2 hour exams on each module at the end of Year 13. Each exam is worth 33.3% of the A2 and are 120 marks each.

CAREERS IMPLICATIONS:

Religious Studies provides an excellent grounding for further study in Philosophy, Politics, Economics, Law, Medicine, Education, History, Journalism, Sociology, Cultural Studies, Theology, Business and Management. The subject enables students to develop skills of evaluation, analysis and critical thinking while encouraging independent thought. REP also provides a good opportunity for students to improve speaking and listening skills which will benefit any further study.

SIXTH FORM CURRICULUM



SOCIOLOGY

TYPE OF QUALIFICATION: A LEVEL

LEVEL OF COURSE: 3

EXAM BOARD: AQA

AIM OF COURSE:

Sociology is the study of Society and how people interact with each other. It builds knowledge and a critical understanding of the social pressures and structures in the world, as well as an appreciation about the different theories and concepts of how people view life. Studying Sociology enables students to reflect their own experience of life in an academic concept.

Throughout the course students will be able to develop their reasoning and analytical skills and will be able to think critically about the institutions of society such as families and the criminal justice system. Studying Sociology produces students with a wide range of transferable skills for careers including law, social work, journalism, politics and counselling.

COURSE CONTENT:

- The core themes of study are:
- Socialisation, Culture and Identity
- Social Differentiation, Power and Stratification
- Social Structure and Social Mobility
- The Sociological Approach
- Social Processes
- Social Issues
- The Role of Values
- Research Methods

The structure of the course is broken into three equally weighted papers of 2 hours each. They are:

- Paper 1: Education with Theories and Methods
- Paper 2: Families and Households and Media
- Paper 3: Crime and Deviance with Theories and Methods

MODE OF ASSESSMENT:

All 3 papers are worth 80 marks each and each represent one third of the total marks. All questions are a mixture of short answer questions plus extended answers.

Students are tested on their ability to be able to do the following:

- Demonstrate knowledge with evidence
- Apply sociological theories to issues
- Present arguments, make judgement, evaluate and make conclusions

SIXTH FORM CURRICULUM



SPORT

TYPE OF QUALIFICATION: BTEC EXTENDED CERTIFICATE

LEVEL OF COURSE: 3

EXAM BOARD: EDEXCEL

DESCRIPTION:

You will study the course for two years. This will give you the equivalent of an A Level. The Edexcel Level 3 BTEC Extended Certificate in Sport comprises of 360 guided learning hours (GLH) for the complete qualification.

Students will study four units over the two-year course. These units are:

- | | |
|---|-----------|
| • Anatomy and Physiology | (120 GLH) |
| • Fitness and Training and Programming for Health, Sport and Well-being | (120 GLH) |
| • Professional Development in the Sports Industry | (60 GLH) |
| • Fitness Testing | (60 GLH) |

HOW IS THE COURSE ASSESSED?

- **Unit 1: Anatomy and Physiology** - This will be assessed by a written exam with short and long answer questions assessing understanding of anatomy and physiology and how different systems of the body can affect sports performance.
- **Unit 2 - Fitness Training and Programming for Health, Sport and Well-being** - This is a Pre Release task. Students will interpret lifestyle factors and health screening data to create and justify a fitness training programme for a client. This will be externally assessed.

All other units (Unit 3 and Unit 5) will be assessed through the completion of assignments in the second year. As you complete each unit you will be given a pass, merit or distinction grade.

ADDITIONAL INFORMATION:

This qualification is aimed at learners looking to progress to employment in the sports sector. It is designed for entry to roles such as gym instructor or fitness instructor, and is appropriate for progression to Level 3 Personal Trainer qualification or degree programmes.

If you decide to go to university or college you could take a degree or BTEC Higher National in subjects such as Personal Training, Teacher Training and Fitness Programming.

SIXTH FORM CURRICULUM



TRAVEL AND TOURISM

TYPE OF QUALIFICATION: BTEC EXTENDED CERTIFICATE

LEVEL OF COURSE: 3

AIM OF COURSE:

The objective of the qualification is to support progression to higher education. The content of this qualification has been developed in consultation with higher education providers to ensure that it supports this progression. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice.

The qualification includes three mandatory units covering the following content areas:

- The travel and tourism industry - the travel and tourism industry in the UK is growing and is of 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.
- Different types of destinations and their importance - learners will investigate the features and appeal of global destinations
- Principles of marketing in travel and tourism - learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

COURSE CONTENT AND MODE OF ASSESSMENT:

Student will be assessed in 4 unit from the following list:

- The World of Travel and Tourism - assessed by examination
- Types of Travel and Tourism; Types of Travel and Tourism organisations; Interrelationships in the Travel and Tourism Industry; importance of UK as tourism destination; factors affecting the industry
- Global Destinations - assessed by examination
- Geographical awareness; advantages and disadvantages of global travel; travel planning (including costs and itineraries); consumer trends and factors influencing those trends
- Principles in Marketing in Travel and Tourism - assessed by internal assessment
- Developing own marketing plan; researching effective marketing; importance of meeting consumer need; development of viable business case
- Events Conferences and Exhibitions - assessed by internal assessment
- Exploring range, scale and potential impact of events, conference and exhibition; develop and review a proposal for a local, national or international event conference or exhibition to meet client requirements

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