



Roundwood Park School
Sixth Form Prospectus



Headteacher's Welcome

Dear Parents/Carers

As many of you will be aware, there have been significant reforms nationally with A Levels.

Students commencing their studies in September 2020 will take three A Level or equivalent courses only, unless they are studying Further Maths, which can be taken as a fourth A Level. Students can expect the extra time gained from doing only three subjects to be filled with extra study, as subjects will want to deliver a broader and deeper curriculum.

Roundwood Park has a history of strong academic achievement at Key Stage 5. In recent years GCSE results have shown a consistent improvement. This has increased the number of students who have met the entry requirements for our Sixth Form to study A Levels. I am also pleased to inform you that in September 2020 we will continue to offer a selection of vocational courses which will be more appropriate for some students. More information on this can be found in the subject pages of this booklet.

If you have any further queries please do not hesitate to contact our Head of Sixth Form, Robert Mercel.

Yours sincerely



Headteacher



The Sixth Form at Roundwood Park School

You should be prepared for the next step. These are the main choices facing you: to stay at school, to go to college, or to seek employment usually involving training or apprenticeship.

This handbook outlines the opportunities on offer at Roundwood Park School's Sixth Form. These are primarily advanced level courses with a view to enabling application to Higher Education or degree level apprenticeship. We are, of course, happy to offer impartial advice on FE courses at college and routes into work.

Historically about 10% of our Sixth Form is made up from outside applicants. New students are given an extensive induction programme and made to feel welcome as part of our Sixth Form.

At Advanced Level Roundwood Park School's record speaks for itself. Our ALPS (A Level Performance System) three year score at A Level is a 3, which puts Roundwood Park within the top 25% of schools nationally.

After Advanced courses at Roundwood Park School, the majority of our students continue on to higher education and we boast a particularly strong record in placing our students in Oxbridge, Russell Group and Sutton Trust Group universities. Our enrichment and tutorial programmes guide students through the higher education application process. We offer a bespoke careers programme in Year 12, the first of its kind in the area.

Any course of study in the Sixth Form will be demanding and you must understand the commitment to hard work that will be expected of you. We only accept you into the Sixth Form at Roundwood Park School if you can demonstrate, through your progress to date, that you have the right approach and necessary attitude to succeed. Students who have not demonstrated this through Year 11 at Roundwood Park, or in their current school, may be advised that an alternative route would better suit their needs.

Further to this, the Sixth Form experience offers you opportunities for personal development beyond your studies. In Year 12 we offer the EPQ (Extended Project Qualification) at Level 3. This is recognised by Oxbridge, Medical and Veterinary Colleges, Russell Group and Sutton Trust Universities and all HE institutions. It is particularly beneficial in preparation for HE interviews. It involves a student-driven research project beyond your studies, which can demonstrate higher levels of academic thinking and advanced research skills. You may also choose between the CLSA (Sports Leaders), IFS (finance), Core Maths and MOOCs (Massive Online Open Course) courses. You will also participate in the Year 12 Enrichment Programme to develop key skills, take part in Games, support the lower school, and begin to make a contribution to the wider community, both within school and beyond. Employers and universities put a great deal of store on this kind of involvement and it is regarded as an essential indication that the candidate has developed as a whole person. We will encourage you to keep up your involvement in clubs, teams and societies at school, as well as taking on new responsibilities.

Finally, you will be part of a tutor group where your tutor will carefully monitor your progress and support you through your Sixth Form studies. The tutor will challenge, encourage and assist you to be the best that you can be during your time with us.



Robert Mercel
Head of Sixth Form



Alan Henshall
Headteacher

Entry Requirements

In order to join Roundwood Park School Sixth Form, students should achieve at least 9-5 grades. Students are expected to meet the overall Average Points Score (APS) thresholds below, as well as the subject specific requirements as outlined in the subject pages of this booklet.

How to calculate entry thresholds

Our entry thresholds are expressed in terms of average points score at GCSE.

To work this out, add together all the points for your grades, (remember that Double Science counts as two subjects), and divide by the total number of GCSE courses. For your application, you should do this calculation using your predicted grades. This will help you begin to decide the right level of course.

The points score for Creative iMedia and BTEC Health & Social Care:

	P1	M1	D1	P2	M2	D2	D*2
Creative iMedia	1.25	2	3	4	5.5	7	8.5
BTEC Health & Social Care							

Any final offer of a place in the Sixth form is dependent upon GCSE exam results.

Example:

The total points for the nine subjects are $9+8+6+6+6+5+8+7+5 = 60$

Your average GCSE points score is $60/9$ (number of subjects) = 6.6 points

The total points for the nine subjects are $5+4+4+5+6+5+4+4+4 = 41$

Your average GCSE points score is $41/9$ (number of subjects) = 4.5 points

The total points for the nine subjects are $D2(7)+4+4+5+6+5+4+4+4 = 43$

Your average GCSE points score is $43/9$ (number of subjects) = 4.8 points

The thresholds below which relate to entry into Year 12 have been thoroughly researched in schools and consortia beyond our own and are considered a fair and common basis for advice to students. They are not guarantees of success at any level, but serve to help decide the sort of course package that should be chosen.

All courses will be studied for two years. You will not be able to drop the subject at the end of Year 12.

APS GCSE: 5+ points or greater

3 A Level courses (4 if Further Maths is chosen). ALL courses must be completed once begun.
If you are considering studying maths, Biology, Chemistry or Physics we highly recommend an APS of 6+

APS GCSE: 4.5-4.9

For most students with this points score a mixture of vocational and A Level courses would likely lead to the best outcome at the end of Year 13.

e.g. BTEC s(Extended Certificates) in Health & Social Care and IT, and A Level Sociology

APS GCSE 4.0-4.5

Students with an APS of 4-4.5 would be best suited to taking only vocational courses.
(BTEC Diplomas = equivalent to 2 A levels; Certificate = equivalent to 1 A level)

e.g. BTEC (Diploma) Business and BTEC (Certificate) in IT

Whilst we will discuss any programme of study with students and parents, we will not place students on courses where, in our professional opinion, they are unlikely to succeed.

Level 2 English and Maths

Students who do not achieve at least a grade 4 in their GCSE English and/or Maths, but have gained entry onto three courses, will have to continue studying towards the GCSE in either English or Maths as necessary. This is compulsory.

APS GCSE below 4.0

Students with an APS of less than 4.0, we recommend you visit a local college who offer a wider range of vocational courses.



Subject Specific Entry Criteria for 2020

A LEVEL SUBJECT	Minimum Grades Required	
	Where subject studied at GCSE	Alternative where subject not studied at GCSE
Art – Fine Art	Grade 6 or above in GCSE Art or Textiles	Acceptance through a portfolio at the discretion of the Head of Department
Art - Photography		
Art - Textiles		
Biology	Grade 6 or above in GCSE Biology, Grade 6 or above in GCSE Maths and Grade 5 in GCSE English Language**	GCSE Grade 6-6 or above in Combined Science, Grade 6 or above in GCSE Maths and Grade 5 in GCSE English Language**
Business	Grade 6 or above in GCSE Business	Grade 6 or above in GCSE English Language and Maths
Chemistry	Grade 6 or above in GCSE Chemistry, Grade 6 or above in GCSE Maths and Grade 5 in English Language**	GCSE Grade 6-6 in Combined Science or above, Grade 6 or above in GCSE Maths and Grade 5 in GCSE English Language **
Computer Science	Grade 6 or above in GCSE Computer Science	At the discretion of the Head of Department
Drama	Grade 5 or above in GCSE Drama	Grade 5 or above in GCSE English Language
Economics	Grade 6 (preferable) in GCSE Economics and Grade 6 or above in GCSE English Language and Maths.	
English Literature	Grade 6 or above in GCSE English Literature and Language	
French	Grade 6 or above in GCSE French	
Geography	Grade 6 or above in GCSE Geography	Grade 6 or above in GCE English Language and Maths
German	Grade 6 or above in GCSE German	
History	Grade 6 or above in GCSE History	Grade 6 or above in GCSE English Language
Maths	Grade 7 or above in GCSE Maths	
Further Maths	Grade 7 or above in GCSE Maths Grade 8 recommended	
Music	Grade 6 or above in GCSE Music and the ability to perform Grade 5+	At the discretion of the Head of Department
Philosophy & Ethics	Grade 6 or above in GCSE RE (full course)	Grade 6 or above in GCSE English Language
Physical Education	Grade 5 or above in GCSE PE and suitable strength in ONE sport**	Grade 6 Science and English Language and suitable strength in ONE sport**
Physics	Grade 6 or above in GCSE Physics, Grade 6 or above in GCSE Maths and Grade 5 in GCSE English Language**	GCSE Grade 6-6 in Combined Science or above, Grade 6 or above in GCSE Maths and Grade 5 in GCSE English Language**
Design & Technology	Grade 6 or above in GCSE Design & Technology	At the discretion of the Head of Department
Psychology		Grade 6 or above in GCSE Science, English Language and Maths
Sociology		Grade 6 or above GCSE English Language
Spanish	Grade 6 or above in GCSE Spanish	

**See subject information page in the handbook for further guidance / speak to Head of Department

SUBJECT	Minimum Grades Required
BTEC Business Diploma BTEC Business Certificate *	Grade 4 in GCSE Maths and English Language. It is not a requirement to have studied GCSE Business as the course assumes no prior knowledge
BTEC Health & Social Care Certificate *	Grade 4 in English Language. It is not a requirement to have studied Level 2 BTEC Health & Social Care
BTEC IT Certificate	Grade 4 in GCSE Maths and English Language
Food Science & Nutrition Diploma *	GCSE Grade 5 or above in Design Technology OR Food Preparation & Nutrition Or Science

*Level 3 BTEC Certificate (IT / Health & Social Care) and Food Science Diploma are equal in size to a single A level programme

Please check the entry requirements carefully for subjects offered at Sir John Lawes and St George's school.

This information is available in the KS5 Prospectus.

GCSE Points Score for BTEC/Creative iMedia	P1	M1	D1	P2	M2	D2	D*2
Creative iMedia BTEC Health & Social Care	1.25	2	3	4	5.5	7	8.5

Focus on Success

Roundwood Park School is very keen to support students' success, and as such we use an aspirational target setting system called ALPS (A Level Performance System). This sets minimum targets against the top 25% of schools in the country.

Students who during Year 12 or Year 13 have significant unauthorised attendance issues, are not adhering to the ethos of the school, or are underachieving significantly due to a lack of effort and focus may be asked to consider alternatives to Roundwood Park. The reward and consequence system used in the Sixth form is the same as that used effectively in Years 7-11.

Study Periods

In both Year 12 and Year 13 every student will have a minimum of 2 supervised study periods on their timetable. This takes place in the Silent Study Room where students each have their own workspace with Wi-Fi access and power points in order that they can effectively study without distraction. Students have found this to be a rewarding use of their time and marked improvements in grades have been noted.

THE HARPENDEN CONSORTIUM

In order to increase the offer made to all the students in Harpenden schools, there has been collaboration between Roundwood Park, Sir John Lawes and St George's since September 2000. This means that students are able to study an increased range of subjects by attending another school for one of their choices.

There is further information about the courses on offer at Sir John Lawes and St George's in this handbook.



How to Apply

1

Complete your application form:

On the basis of your mock results and predicted GCSE grades, indicate three subjects in order of preference (or four if you are choosing further maths) plus a reserve subject.

The deadline for your application is Friday January 31st 2020

2

Guidance Meetings:

In March/April 2020 guidance meetings will be held with each student who has applied. The suitability of every individual's choices will be confirmed with them on a one to one basis.

The deadline for acceptance of an offer is Friday April 24th 2020

3

GCSE Results Day:

Once GCSE results are published all those holding an offer must complete a course confirmation form. For RPS students this will be in your results envelope, for those joining from another school this will be posted home in the summer term.

The completed Course Confirmation Form returned by midday on Friday August 21st.

Additional Information

We will endeavour to accommodate all students' subject combinations and are largely successful in this task. Where this is not possible we can usually accommodate students' subject choice within the Consortium. Should this situation arise we will advise and discuss this with you.

Some students feel that their original choices are no longer the right ones for a variety of reasons. Whilst we will try to accommodate students who wish to change their courses, it should be noted that this is not always possible due to timetable restrictions, so please make your choices carefully.

Sixth Form Courses

Art - Fine Art
Art - Graphics *
Art - Photography
Art - Textiles
Biology
Business
Business BTEC Extended Certificate (single award)
Business BTEC Diploma (double award)
Chemistry
Computer Science
Design & Technology
Drama and Theatre Studies
Economics
English Literature
IFS Certificate in Financial Studies
Food Science & Nutrition BTEC Diploma
French
Geography
German
Health and Social Care BTEC Extended Certificate (single award)
Health and Social Care BTEC Diploma (double award)
History
Information Technology BTEC Extended Certificate (single award)
Mathematics
Further Mathematics
Media Studies A Level *
Media Studies BTEC Extended Certificate *
Music
Philosophy & Ethics
Physical Education
Physics
Politics *
Psychology
Sociology
Spanish

** taught in consortium at St George's or Sir John Lawes Schools*



Specification: AQA

Subject Lead: Miss Durdey

Entry Requirement: Level 6 or above in Art or Textiles or acceptance through a portfolio at the discretion of the Head of Department

Introduction

A practical course for creative, enthusiastic, well-motivated and willing students. Students are given the chance to develop their skills considerably, building up a portfolio of high quality work. They are expected to visit galleries and exhibitions in order to see Artists' work first hand. Analysis, evaluation, exploration and self-motivation are all transferable life skills which the students develop within the subject. All the components of work are assessed internally and moderated externally by the board.

Course Content

The course follows a similar structure to the GCSE course. It involves the further development of observational drawing techniques, experimenting with and learning to use new media, processes and techniques. Students will explore processes in oil painting, 3D and print, as well as digital photography and image manipulation. They will show their ability to sustain research and develop an idea into a final piece of work. Critical Studies is an integral part of the course and students use their increasing knowledge and experience of other artists' work to aid the development of their own ideas and outcomes.

The supporting studies for both components of work take the form of sketchbooks, mounted sheets, studies, maquettes, photographs, journals. This is presented in the form of an exhibition at the end of the course.



Assessment

A Level

Component 1 Coursework - Personal Investigation 60%

Students initially follow a set theme such as, the environment, structures, human form. Students produce a body of work which demonstrates their developing knowledge, skills and understanding. For the mid-course examination their project is developed into a final piece of work accompanied by supporting studies. Following this introduction to the course, students develop practical work based on an idea, issue, concept or theme of their choice leading to a finished outcome. This is supported by written work of approximately 1000 -3000 words, showing research, analytical skills, and the ability to reflect upon their own work and to identify the connections with the work of others.

The work produced during the course is submitted for the final assessment at the end of year 13.

Component 2 Externally set assignment 40%

A choice of 8 starting points set by the exam board in February of year13 provides the basis of a personal project. Research, observations, investigations and experiments are carried out for approximately 8 weeks, in order to develop a personal response. Students study the work of relevant artists and techniques in order to inform their own work. This is followed by a 15 hour (3 day) session unaided, when students bring their work to a conclusion, producing a finished piece of work. They are expected to demonstrate their ability to respond to a given stimulus within the specified time limit.

Visits/Costs

A possible Residential trip (optional)
Basic materials –sketchbooks, drawing/painting materials.
Visits to exhibitions



Art & Design - Graphics

Taught at St George's School

Specification: Edexcel

Entry Requirement: 5 full GCSEs or equivalent at grades 9-5, which would include English (Language or Literature) and Mathematics, with 3 of the passes at Grade 6 or above.

Introduction

Aims:

To develop students' awareness and appreciation of Graphic Design in their environment and its power to communicate.

To develop students' visual thinking skills (researching, conceptualising, creating, problem solving and reviewing) eventually to a sophisticated and highly rewarding level.

To enable students to achieve a result that will allow them to access further education at University or Art College (see Results analysis for affirmation).

To encourage students to work independently to produce original project work based on their acquired knowledge and experience.

Course Content

Component 1. Personal Investigation

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). This will require students to address each of the Assessment Objectives.

The component comprises:

Supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18. Work must cover all four Assessment Objectives.

Component 2. Externally set exam

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme. This will require students to address each of the Assessment Objectives.

The component comprises:

Two major elements: preparatory studies and the 15 hour period of sustained focus. Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment. During the 15 hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment. The Externally Set Assignment is released on 1 February in Year 13 and contains a theme and suggested starting points.

Students have from 1 February until the commencement of the final 15 hour period of sustained focus to develop preparatory studies.

Throughout Year 12 each brief will require students to research thoroughly, develop knowledge of artists and designers both past and present and relate this to their own emerging skills, to explore creative problems and are encouraged to take an experimental approach through media, drawing, photography, layouts, formatting and typography (explaining their thinking through annotations) into a successful series of graphic outcomes. Risk taking is positively encouraged for a lively response. The project allows for individual interests to be pursued into various forms of Graphic Design. The history of Graphic Design through to contemporary times is explored throughout this component.

Students will become familiar with the language of Graphic Design and will be expected to articulate their ideas and views using the subject specific vocabulary through regular group presentations. The A Level also requires extended writing and these skills will be built up through essay writing over the 2 years. Students are provided with a guidance book and week-by-week, page-by-page schedule to help them work independently.

Primary experiences are invaluable and all students should take advantage of the opportunities offered. We visit the Tate Galleries for a contemporary encounter that inspires ideas. The visit to Florence allows students to understand the emergence of Western culture from this pivotal time and how the Renaissance is relevant to art and design today.

Assessment

Component 1 culminates in January of Year 13.

Component 2, the externally set theme, takes place from February in Year 13 and generally the exams are in early May.

Personal Investigation 44%

Written Personal study 12%

Externally set assignment 44%

Students will be assessed according to a 4 part assessment matrix, which focuses on their ability to: record observations, select and use materials, develop ideas, realise intentions, making connections with the work of others.

The work is internally marked and externally moderated.

Each component requires the submission of a sketchbook and portfolio which will contain evidence of primary research and analysis, explorations of media, sustained idea development and visual and verbal evaluations. Students also produce outcomes beyond the portfolio (site specific).

Specification: AQA

Subject Lead: Miss Durdey

Entry Requirement: Level 6 or above in Art or Textiles or acceptance through a portfolio of work at the discretion of the Head of Department

Introduction

A practical course for creative, enthusiastic, well-motivated and willing students. Students are given the chance to develop their skills, focussing on the technical as well as the creative aspect of photography. Students will build up a portfolio of high quality work in preparation for Art/ Photography College applications. They are expected to visit galleries and exhibitions in order gain a broader appreciation of photography.

Course Content

The course involves developing formal and critical understanding of photography, learning camera techniques, experimenting and exploring Photoshop image manipulation as well as manual processes and experiments.

Critical Studies is an integral part of the course and students use their increasing knowledge and experience of other artists/ photographers to aid the development of their own ideas and outcomes.

The supporting studies for both components of work take the form of sketchbooks or electronic sketchbooks, mounted sheets, photographs and journals.

This is presented in the form of an exhibition at the end of the course.



Assessment

A Level

Component 1 Coursework - Personal Investigation 60%

Students initially follow set weekly themes such as: line, tone and colour. This helps them understand the basic elements of photography. As students progress they will be given themed projects such as portraiture, landscape or documentary work, through which they will make a more personal response. A final piece or pieces of work is accompanied by supporting studies which will include; experimentation of ideas, a range of photographic processes, research on the work of other relevant photographers and evidence of clear development of ideas. An end of year 12 examination will be set based on a range of themes which students must respond to.

Following this introduction to the course students develop practical work based on an idea, issue, concept or theme of their choice leading to a finished outcome. This is supported by written work of approximately 1000 -3000 words, showing research, analytical skills and the ability to reflect upon their own work and to identify the connections with the work of others.

All of the work produced during the course is submitted for the final assessment at the end of year 13.

Component 2 Externally set assignment 40%

A choice of 8 starting points set by the exam board in February of year 13 provides the basis for a personal project. Research, observations, investigations and experiments are carried out for approximately 8 weeks in order to develop a personal response. Students study the work of relevant photographers and techniques in order to inform their own work. This is followed by a 15 hour (3 day) session, unaided, when students bring their work to a conclusion, producing a finished piece of work. They are expected to demonstrate their ability to respond to a given stimulus within the specified time limit.

Visits/Costs

Digital SLR camera (this may include tripod, extra lenses etc.)
Memory cards for camera
Photo paper

Specification: AQA

Subject Lead: Miss Durdey

Entry Requirement: Level 6 or above in Art or Textiles or acceptance through a portfolio at the discretion of the Head of Department

Introduction

This is a practical course exploring a wide range of textile-based media for creative, enthusiastic and well-motivated students. The course will enable students to gain an understanding of methods and practices within constructed, dyed and printed textiles, building up a portfolio of high quality work in preparation for entry to Art College. Fashion and 'wearables', interior design fabrics and jewellery are all possible areas for individual study on the course. Students are expected to visit galleries and exhibitions to see the work of artists and designers first hand. All components of work are assessed internally and moderated externally by the board.

Course Content

The course follows a similar structure to the GCSE course. It involves the further development of observational drawing techniques, experimenting with and learning to use new media, processes and techniques. Students will explore screen-printing, batik, weaving, knitting, hand and machine embroidery, hand dying and fabric painting, felt making and image transfer processes. Critical studies is an integral part of the course and students use their increasing knowledge and experience of other artists' work to aid the development of their own ideas and outcomes. The supporting studies for both components of work take the form of sketchbooks, mounted sheets, studies, photographs and journals. This is presented in the form of an exhibition at the end of the course.

Visits/Costs

Possible residential trip (optional)
Basic materials
Sketchbooks
Some costs of fabrics

Assessment

A Level

Component 1 Coursework - Personal Investigation

60%

Students initially follow a set theme such as natural form, the environment or surfaces. As they progress, students develop this theme into their own areas of study. For the mid-course exam, a finished piece or pieces of work is accompanied by supporting studies.

Following this introduction to the course students develop practical work based on an idea, issue, concept or theme of their choice leading to a finished outcome. This is supported by written work of approximately 1000 -3000 words, showing research, analytical skills and the ability to reflect upon their own work and to identify the connections with the work of others.

All of the work produced during the course is submitted for the final assessment at the end of year 13.

Component 2 Externally set assignment

40%

A choice of 8 starting points set by the exam board in February of year 13 provides the basis of a personal project. Research, observations, investigations and experiments are carried out to develop a personal response. Students study the work of relevant Artists and techniques in order to enhance their own work. This is followed by a 15 hour (3 day) session unaided, when students bring their work to a conclusion, producing a finished of work. They are expected to demonstrate their ability to respond to a given stimulus within the specified time limit.



Specification: Biology Salters-Nuffield (8048) Board: Edexcel

Subject Lead: Mr M Connor

Entry Requirement: Grade 6 or above in GCSE Biology. or 6 6 or above in GCSE Combined Science. Plus 6 or above in Maths and Grade 5 or above in GCSE English Language.

Introduction

This course offers a wide range of biological principles from the microscopic structure of cells and the biochemistry within them to the interdependence of organisms in their environments. The Salter-Nuffield Biology course has a context-led approach. Topics are based on a storyline or contemporary issue such as risk and cardiovascular disease, rather than being based on themes like 'cell structure'. Biological principles are introduced when required to aid understanding of the context enabling students to make links between different areas of Biology and supporting the development of a bigger picture. There are also around 20 practical investigations to support understanding of key concepts, these practicals make up a proportion of the examinations

Course Content

In year 12 there are 4 units:

Unit 1 Lifestyle, Health and Risk - This topic builds on students' knowledge and understanding of the functioning of the circulatory system and the importance of lifestyle choices to health.

Unit 2 Genes and Health - This topic considers the genetic disease cystic fibrosis

Unit 3 Voice of the Genome - This topic follows the development of multicellular organisms from single cells to complex individuals.

Unit 4 Biodiversity and Natural Resources - The topic focuses on biodiversity and the wealth of natural resources used by humans.

In year 13 there are 4 units (as well as continued revision of the units above):

Unit 5 On the Wild Side - This topic builds an appreciation that photosynthesis is the primary process that underpins the majority of ecosystems.

Unit 6 Immunity, Infection and Forensics – Estimating time of death and the body is able to combat infections from pathogens.

Unit 7 Run for your Life - The physiological adaptations that enable animals and humans, particularly sports people, to undertake strenuous exercise.

Unit 8 Grey Matter - The topic demonstrates how an understanding of brain structure and function is relevant to issues such as the response to stimuli, the development of vision and learning.



Assessment

At the end of the second year all units from the A-Level course are assessed. This comprises of 3 exams all of 2 hours in duration. The first exam assesses units 1-6, the second assesses units 1-4 and 7+8 and the third assesses all units and has pre-release material.

Visits/Costs

There are a number of beneficial trips to Kew Gardens, Whipsnade Zoo at AS, Rothamsted Research centre and an Ecology field trip. Students are required to purchase work books to support the course, revision materials and a text book. An optional subscription to Biological Science Review magazine is available. Text books and practice question packs need to be purchased

Specification: BTEC (Pearson)

Subject Lead: Mrs Tattersall

Entry Requirement: Grade 4 or higher in Maths and English Language. It is not a requirement to have studied GCSE Business although the expectation that if taken at GCSE a Grade 6 or above will have been achieved. The ability to manage workload, undertake several tasks at once and meet set deadlines are essential.

Introduction

BTEC Business Extended Certificate is fundamentally, a learner-centred approach for students who are interested in learning about the business sector alongside other fields of study. This course brings together knowledge and understanding with practical and technical skills. Learners achieve through 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. The course entails flexible, unit-based structure and knowledge applied in project-based assessments. The focus of the qualifications is on a holistic development of the practical, interpersonal and thinking skills required to be able to succeed.

Course Content

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

In addition to the 3 mandatory units you will have 1 optional unit selected by the course team.



Assessment

1 unit of Controlled assessment marked by Pearson

1 unit: Written personal and business finance exam – marked by Pearson

1 mandatory and 1 optional unit: Assignment based – marked internally and externally verified by Pearson

Visits/Costs

BTEC students join A-Level Business and Economics students on a variety of trips depending on the offer that year e.g. New York. These are not run every year.

Students attend expert-led revision sessions in London in Year 13 and offer extra curricula activities such as business competitions and the chance to take part in the Young Enterprise Company Programme. Students are required to buy the set text book for the course which will be advised at induction.

BTEC National Level 3 Diploma in Business (Equivalent to 2 A Levels - Double course)

Specification: BTEC (Pearson)

Subject Lead: Mrs Tattersall

Entry Requirement:

Grade 4 or higher in Maths and English Language. It is not a requirement to have studied GCSE Business although the expectation that if taken at GCSE a Grade 6 or above will have been achieved. The ability to manage workload, undertake several tasks at once and meet set deadlines are essential.

Introduction

BTEC Business is designed for applied learners, it brings together knowledge and understanding with practical and technical skills. Designed to be a fundamentally learner-centred approach and a substantive part of 16-19 study. Learners achieve through 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. This course entails flexible, unit-based structure and knowledge applied in project-based assessments. The focus of the qualifications is on a holistic development of the practical, interpersonal and thinking skills required to be able to succeed.

Course Content

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance
- Managing an Event
- International Business
- Principles of Management

In addition to the 6 Mandatory units you will have 2 Optional units selected by the course team

Assessment

2 units of Controlled assessment marked by Pearson

1 unit: Written personal and business finance exam – marked by Pearson

5 units: Assignment based – marked internally and externally verified by Pearson

Visits/Costs

BTEC students join A-Level Business and Economics students on a variety of trips depending on the offer that year e.g. New York. These are not run every year.

Students attend expert-led revision sessions in London in Year 13 and offer extra curricula activities such as business competitions and the chance to take part in the Young Enterprise Company Programme.



Specification: Pearson Edexcel

Subject Lead: Mr Desborough

Entry Requirement: Grade 6 or higher in Maths and English Language. It is not a requirement to have studied GCSE Business or Economics as we teach all required knowledge, however it is a requirement that if you have studied either at GCSE you should have passed them with at least a grade 6.

Introduction

A-Level Business is a gateway to a fantastic career anywhere in the business world. The course content is dynamic, engaging and adopts a holistic approach to the subject. You will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment. You could progress onto higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business. Following this or via apprenticeship you could join a wide range of careers ranging from banking, sales, product management and general management to working in public sector organisations or charities.

Course Content

We teach the course with a holistic approach, so do not deliver the themes in order. But the four themes we study are:

Theme 1: Marketing and people. Here students develop an understanding of meeting customer needs, the market, the marketing mix and strategy, managing people and understanding of entrepreneurs and leaders.

Theme 2: Managing business activities. Students discover about raising finance, financial planning, managing finance, resource management and external influences.

Theme 3: Business decisions and strategy. We develop knowledge and understanding of business objectives and strategy, growth, decision-making techniques and influences on business decisions, assessing competitiveness and managing change.

Theme 4: Global business. We look at how to manage a business in an increasingly globalized society and examine globalization, global markets and business expansion, global marketing, global industries and companies (multinational corporations).



Assessment

The assessments are through three, two-hour papers. These are based on the four themes and one has a prerelease with market and sector information to be researched. There are questions between 4 and 20 marks with a large percentage using quantitative skills.

Visits/Costs

Students attend expert-led revision sessions in London in year 13 and offer extra curricula activities such as business competitions and the chance to take part in the Young Enterprise Company Programme.

Students are required to buy the set text book for the course which will be advised at induction.

Specification: OCR A

Subject Lead: Head of Chemistry

Entry Requirement: A minimum of 6 in Chemistry or 66 in Combined Science, 6 or above in Maths and minimum Grade 5 in English Language.

Introduction

This is a stimulating and challenging course which give you an insight into the contemporary world of chemistry. It brings school chemistry up to date by looking at the frontiers where the latest developments are taking place. You will learn about chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life. You will learn to investigate and solve problems in a range of contexts. Emphasis throughout the course is on developing knowledge, competence and confidence in practical skills and problem solving. Chemistry opens up a range of possibilities for further study and careers associated with the subject.

Course Content

The course is divided into six modules and a series of chapters, each of which covers a topic familiar to students. The chemical concepts at the beginning of Year 1 are built upon as the course progresses in to the second year.

Year 1: (Module 1-4) Content covered includes: atoms, compounds, molecules and equations; amount of substance; acid-base and redox reactions; electrons, bonding and structure; the periodic table; reaction rates and equilibrium; organic chemistry; enthalpy; analytical techniques.

Year 2: (Modules 1,5,6) Concepts introduced previously are developed further in Year 2, along with the study of other topics including transition metals, organic synthesis and electrode potentials.

There is no coursework element but students will be assessed on practical skills within each written examination. There is also a certificate of Practical Endorsement which is recognised by Universities. This is assessed throughout the course.

Assessment

Periodic table, elements and physical chemistry 2 hours 15 minutes exam
(Modules 1,2,3,5)

Section A is multiple choice

Section B is structured questions

Synthesis and analytical techniques 2 hours 15 minutes exam
(Modules 1,2,4,6)

Section A is multiple choice

Section B is structured questions

Unified chemistry 1 hour 30 minutes exam
(Modules 1-6)

Structured questions and extended response

Practical endorsement for chemistry

Non-exam assessment which is reported separately

Visits/Costs

Textbook £32

Revision guide £10

Exam question booklet £5

AS/A2 conference in Autumn term costing about £35 (Year 12 students)



Specification: OCR

Subject Lead: Mr Jones

Entry Requirement: 6 in Computer Science if studied at GCSE. If not studied at GCSE, Grade 6 in Maths.

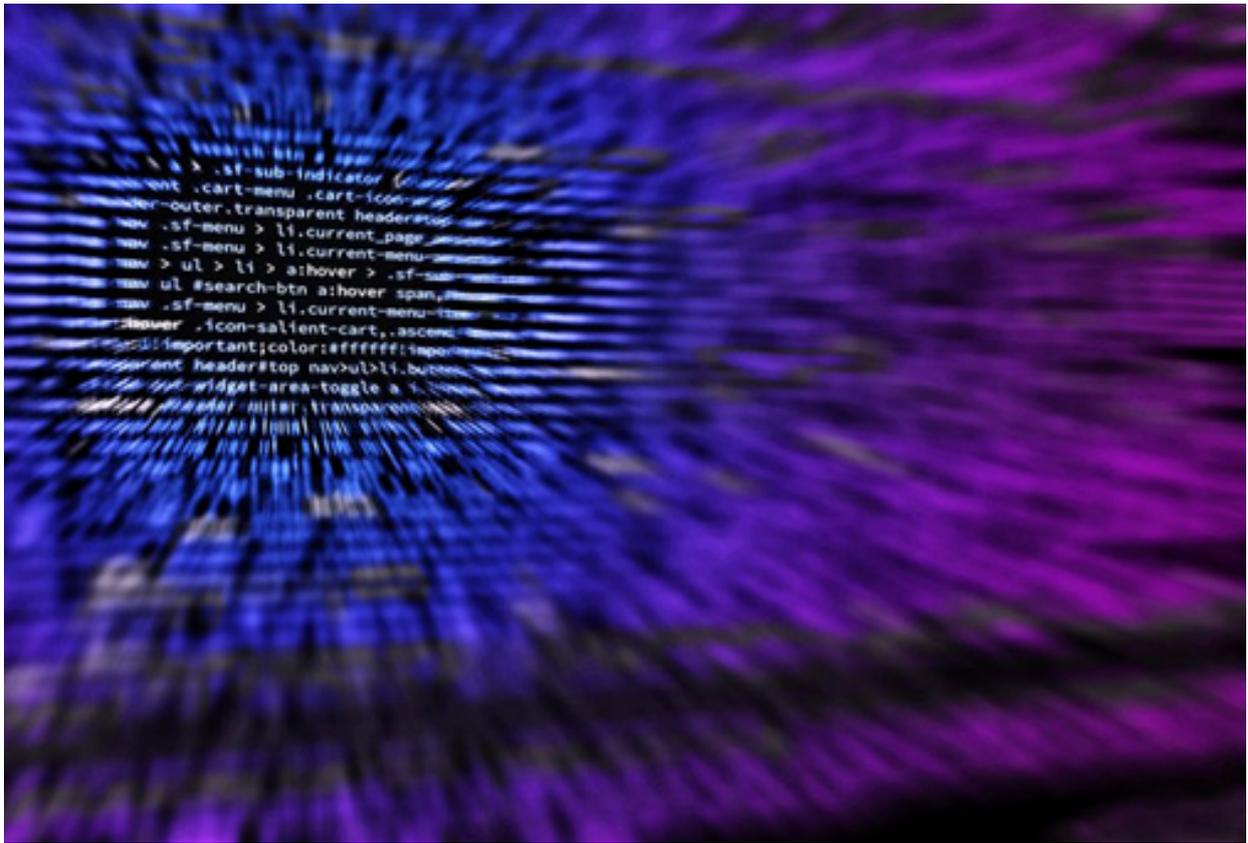
Introduction

The study of computing at this high level will enable students to learn about the science behind computers, how software is made and the principles of computer programming, in a range of programming languages, along with universal programming principles, to enable students to make their own programs. Students will learn the mathematical fundamentals that enable computers to work and develop understandings on how networks

Course Content

The aims of these specifications are to encourage candidates to develop:

- an understanding of and ability to apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.



Assessment

Comp 1	Comp 2	Comp 3
2.5 hour written exam	2.5 hour written exam	Programming Project
40%	40%	20%

Visits/Costs

Two text books:

HEATHCOTE, P. (2016). OCR AS and A Level Computer Science. PG Online Limited, 978-1910523056
and CRADDOCK, G. (2016). Essential Maths Skills for AS/A- Level Computer Science. Banbury, Oxfordshire:
Philip Allan for Hodder Education, 978-1471863578.

Approx £40.

Specification: OCR H406

Subject Lead: Miss O'Coy

Entry Requirement: GCSE Grade 5 or above in either: Design and Technology, Textiles(Art), Art and Design or Food Preparation and Nutrition.

Introduction

Inspiring a future in Design & Technology – Drawing on authentic design practice and contemporary technologies students will be free to explore design possibilities that excite and engage them, giving a strong foundation for further study and developing thinking and design skills that will support them in any future direction

Course Content

A non-examined 'Iterative Design Project' is a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. It is worth 50% of the A Level qualification. Learners are required to identify a design opportunity or problem from a context of their own choice, and create a chronological portfolio supported by real-time evidence of a project's development. Innovative approaches will be required resulting in a final prototype that can be tested against the user and the market.

The Principles examination paper is worth 27% of the A2 qualification and assesses analysis of existing products, technical knowledge and understanding of materials, product functionality, manufacturing processes and techniques and allows learners to demonstrate understanding of design thinking and wider social, moral and environmental issues that impact on the design and manufacturing industries. The paper is 1 hour 30 minutes long.

The Problem Solving paper is worth 23% of the A Level qualification and focuses on the application of a learner's knowledge, understanding and skills of designing and manufacturing prototypes and products through a set design task, then reflecting on their design solution in relation to wider factors and other theoretical knowledge. The paper is 1 hour 45 minutes long.



Assessment

Iterative Design Project = 50%

Principles Examination = 27%

Problem Solving = 23%

Visits/Costs

£75 minimum to include trips, textbooks.

Prices will fluctuate depending on resources students require to build their final product designs.

The students will make the final decision on their product choice.

Specification: Edexcel

Subject Lead: Mr Garbutt

Entry Requirement: GCSE Grade 5 or above in Drama or Grade 6 or above in English if Drama was not taken for GCSE

Introduction

The Advanced GCE in Drama and Theatre Studies deliberately focuses on working with published and performed plays and work being influenced by key theatrical practitioners. The focus is on students working towards creating and understanding performance in all its facets. They will be asked to practically study and devise plays from the point of view of director, designer, performer and critic. The qualification is designed to enable students to acquire a knowledge and understanding of the language of drama and theatre as well as to develop their performance and analytical skills. Students need to operate at a highly intellectual level and show a very rounded theatrical skills base.

The course demands practical, creative, analytical and communication skills in almost equal measure. It is useful to have taken Drama at GCSE level but not essential. You also need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, directing, writing, or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally, you should be interested in going to the theatre to see plays performed by different theatre companies.



Course Content

Component 1 Devised Performance (Internally assessed)

This unit requires the creation of a unique and original piece of theatre which takes influence from a drama practitioner. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience and a portfolio of creative evidence.

Component 2 Group and Monologue Performance (Externally assessed)

This unit offers students the chance to demonstrate skills in a performance environment. Students will take part in both a monologue and group performance. taken from a complete and substantial play text and directed by the drama teachers.

Component 3 Theatre Makers in Practice (Externally assessed)

This externally examined written unit is divided into 3 sections. Students will have to study 2 set texts in practical sessions, developing and shaping their ideas for a proposed production of the play from the perspective of a director.

Section A is a live theatre evaluation.

Section B is a realisation of one key extract from a performance text.

Section C is about directing one complete performance text, taking influence from a key practitioner and presenting it to a modern audience.

Assessment

(all to be confirmed by the exam board)

Component 1 Devised Performance (Internally assessed) 40% of A level

20 marks on student performance and 60 marks on the 2500 word process portfolio.

Component 2 Group and Monologue Performance (Externally assessed) 20% of A level 24 marks for the monologue and 36 marks for the group piece.

Component 3 Theatre Makers in Practice (Externally assessed) 40% of A level
60 marks in total

Visits/Costs

- TBC

Specification: Pearson Edexcel

Subject Lead: Mr Desborough

Entry Requirement: Grade 6 or above in English Language and Maths regardless of GCSE Economics grade if taken. It is not a requirement to have studied GCSE Economics as the course assumes no prior knowledge, however if it has been studied at GCSE it is expected that a minimum of a Grade 6 is achieved.

Introduction

Economics is a challenging, highly regarded and well established A Level requiring strong analytical skills and enthusiasm for a debate. Students will be encouraged to read widely and contribute actively to class discussion and group research activities. Many of the top 200 UK companies employ Economists to help formulate business strategy. Successful Economics graduates are highly sought after and enjoy well paid and rewarding careers. Economists work as advisors, consultants and analysts in a great variety of professions and industry sectors: Chartered Accountancy, Banking, Actuarial, Law, Insurance and Government to name but a few.

Course Content

Year 1 Components:

Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of: nature of economics, how markets work, market failure and government intervention.

Theme 2: The UK economy – performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of: measures of economic performance, aggregate demand, aggregate supply, national income, economic growth and macroeconomic objectives and policy.

Year 2 Components (in addition to the above)

Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: business growth, business objectives, revenues, costs and profits, market structures, labour market and government intervention.

Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: international economics, poverty and inequality, emerging and developing economies, the financial sector and role of the state in the macroeconomy.

Assessment

Paper 1 (2 hrs): This will assess microeconomics and questions will be drawn from Themes 1 and 3. The exam will comprise of a range of multiple-choice and short-answer questions, one data response question broken down into a number of parts and choice of extended open-response questions; students select one from a choice of two. (35% of total A Level qualification)

Paper 2 (2 hrs): This will assess macroeconomics and questions will be drawn from Themes 2 and 4. The exam will comprise of a range of multiple-choice and short-answer questions, one data response question broken down into a number of parts and a choice of extended open-response questions; students select one from a choice of two. (35% of total A Level qualification)

Paper 3 (2 hrs): This paper is synoptic in nature and assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes. The exam will comprise of one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two. (30% of total A Level qualification)

Visits/Costs

There are opportunities for overseas visits such as New York. Students will attend expert-led revisions sessions in London in year 13 and there will be opportunities to attend lectures at the London School of Economics. Students are encouraged to enter economics competitions to expand their knowledge of the subject in a practical environment. They can also take part in Young Enterprise Company programme to look at Economics in the business world.

Students will be required to sign up to the package EzyEconomics and it is recommended that they subscribe to The Economist – both will be organised through the school's ParentPay system at the beginning of the year. They will be required to purchase the set text book, which will be advised at induction.



Specification: Eduqas

Subject Lead: Mrs Hill and Mrs McMahon

Entry Requirement: GCSE Grade 6 or above in English Literature (predominant) and in English Language.

Introduction

Studying English Literature at A Level gives you the opportunity to explore and respond to a variety of engaging texts from different genres and across different time periods. You will explore the writers' ideas and attitudes; reader responses over time; the historical context and the form, structure and language of the writing in seminar type lessons. The course builds on your skills from GCSE English Literature, but also encourages you to become a more independent learner. The coursework particularly allows you to extend and develop your ideas and make independent choices and connections. In order to do well on this course, you should be a keen reader, enjoy analysing and be prepared to offer your own ideas in discussions and presentations. You will develop the skills needed to analyse closely, think critically and structure your ideas convincingly - all skills that are vital for further study and employment. In particular, as English Literature is a facilitating subject, it supports a number of other A level subjects and prepares you for a range of academic Higher Education courses.

Course Content

A level The Advanced GCE is made up of four components in total:

Component 01: Poetry

Section A: Poetry Pre-1900 Section B: Poetry Post-1900

Component 02: Drama

Section A: Shakespeare Section B Drama Pre and Post 1900

Component 03: Unseen Texts

Section A: Unseen Prose Section B: Unseen Poetry

Component 04: Prose Study

2500 – 3500 work coursework assignment based on the reading of two texts: One pre-2000 and one post-2000.



Assessment

A level Component 01 – externally assessed written examination, open book (clean copy) 30% of the marks for A Level.

A level Component 02– is an externally assessed written examination, closed book, 30% of the marks for A Level.

A level Component 03 – is an externally assessed written examination, analysing unseen passage/poem, 20% of the marks available for A Level.

A Level Component 04 – is an internally assessed piece of coursework, 20% of the marks available for A Level.

Visits/Costs

Each of the set texts should be bought so that you can fully annotate your own and will cost from £2 – £10.

Theatre visits are arranged for drama texts where possible and ticket costs range from £20 -£30.

Lectures or visits to places connected to writers or genres may be arranged, with the costs from £30 to £200.

There will also be a number of free events organised by the English department throughout the year, such as literary lectures with visiting speakers, film nights and live theatre screenings.

Specification: WJEC EQDAS

Subject Lead: Miss O'Coy

Entry Requirement: GCSE Grade 5 or above in either: design and technology, food preparation and nutrition or science.

Applied Diploma in Food Science and Nutrition complements other A Level courses such as Biology, Physical Education and Health and Social Care. It is not a prerequisite to have a GCSE in a food related subject. An enquiring mind and a genuine interest in looking in depth at where food comes from, food choices and the science behind nutrition is a distinct advantage.

Introduction

Students will gain an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, through on-going practical sessions. They will gain practical skills to produce quality food items to meet the needs of individuals.

The course is designed to offer exciting, interesting experiences that focus on the learning through applied learning i.e. through the acquisition of knowledge and understanding in purposeful, work related contexts, linked to the food production industry. This course explores the relationship between food, nutrition and health and offers the opportunity for creative, investigative and analytical study.



Course Content

Course Outline

Unit 1: meeting nutritional needs of specific groups

Part 1: Theory test. 90minutes. Looks at nutrition in detail and developing practical skills. Exam marked externally. There will be a mixture of short and long response questions on hygiene and nutrition, and a section to analyse a person's diet which will need improving.

Part 2: Coursework. 9.5 hours. This includes a practical exam based on a scenario given by the exam board. It will need to be planned for creating a time plan and justifying choice of dishes and why they are suitable to the task, showing a detailed understanding of nutrition and hygiene.

Unit 2: Ensuring food is safe to eat

It is assessed by a written assignment, which has 8 hours for completion. It will include a risk assessment/HACCP charts for a set of given recipes and training materials for staff at a food based event for example a food festival or a burger van.

Either: Unit 3: Experimenting to solve food production problems

Internally assessed. The aim of this unit is to use understand the properties of food in order to plan and carry out experiments.

Or: Unit 4: Current issues in food science and nutrition

This unit students will carry out research on current issues relating to food science and nutrition

Assessment

Unit 1 in Year 12 has both 50% coursework plus 50% exam.

External Assessment is a 90 minute examination with three sections out of 90 marks.

- Section A – short answer questions
- Section B – Extended answer questions
- Section C – relates to a case study

Exam Assessment areas on:

- Understand the importance of food safety
- Understand the properties of nutrients
- Understand the relationship between nutrients and the human body
- Be able to plan for different people's nutritional requirements

Students will be graded as Level 3 Pass, Level 3 Merit and Level 3 Distinction

Visits/Costs

Students are expected to provide their own ingredients on a weekly basis.

Textbook £25

Revision guide £20

Specification: AQA

Subject Lead: Mrs Phillips

Entry Requirement: GCSE French Grade 6 or above.

Introduction

In an increasingly international society, the importance of Modern Languages in our society cannot be overstated. There is a wide variety of career opportunities available to students of a foreign language, either in the category of those directly using languages or, increasingly, where a foreign language is an additional required skill – for example in accountancy, law, insurance, marketing, banking, tourism and secretarial work.

Course Content

The course aims to:

- Develop your understanding of written & spoken forms of French in a variety of styles.
- Encourage you to communicate confidently, clearly and effectively in French using increasingly accurate and complex French.
- Help you to develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries where French is spoken.
- Provide you with a suitable foundation for further study of French as well as being an extremely highly regarded course for those who do not intend to study French at university.

Topics include:

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work
- Immigration, integration & racism
- Poverty & the marginalised
- Crime and Punishment
- 1 literary text and 1 film, or 2 literary texts
- An individual project

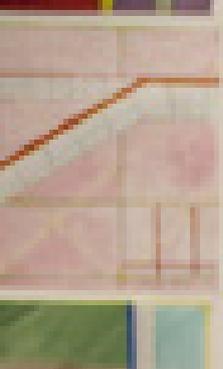


Assessment

- Paper 1 – Listening and Reading – based on topics covered (50% of A level)
- Paper 2 – Writing – analysis of a French film & novel studied (20% of A level)
- Paper 3 – Speaking exam – discussion and conversation (30% of A level)

Visits/Costs

- Grammar book: approximately £8 and course books approximately £25 per year.
- Copy of the set text(s): approximately £5 each.
- Optional copy of the set film on DVD: approximately £8.
- Students can also organise work experience abroad.





Specification: Edexcel

Subject Lead: Mrs Eburn

Entry Requirement: GCSE Grade 6 or above Geography (as the course builds on knowledge gained through the GCSE course, as well as investigating new themes). If you have not studied Geography at GCSE Grade 6 in English and Maths.

Introduction

This course offers a wide variety of subject matter that is designed to provide an awareness of topical geographical issues and the interconnections between people and the environment. This course will appeal to students who are interested in topics such as climate change, economic growth, migration, natural hazards, regeneration and coastal geography. Emphasis is placed on how people interact with their environment and pupils will study sustainable solutions to the problems which arise. This is an innovative and exciting course that supports an enquiry based approach to learning, allowing students to develop decision making, analytical and fieldwork skills.

Course Content

In Year 12 are 2 units:

Unit 1 Dynamic Landscapes. Topic 1 looks at the issues posed by global tectonic hazards and the impacts these have on people. Topic 2 coastal landscapes and change will involve the study of physical and human processes and will be accompanied by coastal fieldwork.

Unit 2 Dynamic Places. This is again divided into two topics, the first tackles the concept of globalisation and how it has created a two-speed world. The second topic investigates regeneration in different locations and involves fieldwork to be carried out in an area that has experienced regeneration.

In Year 13 there are two further units of study:

Unit 3 Physical Systems and Sustainability. The following 3 themes are covered: Water insecurity, the carbon cycle and energy security and climate change futures.

Unit 4 Human systems and Geopolitics. This involves looking into geographies of power, the rise of India and China, as well as investigating global development and migration.

The full A Level will also involve a challenging synoptic section that tests students' understanding of the interconnections between units of study when investigating a particular geographical issue.

At A2 there is also a piece of coursework that equates to 20% of the course.



Assessment

The full A Level involves three exams overall. There are 2 exams of 1 hour 30 minutes that focus on units of study which are both worth 30% of the overall grade – the first will assess content from units 1 & 3 and the second will assess students' understanding of units 2 & 4. However, at this level there is also a third exam of 1 hour 45 minutes that equates to 20% of the overall grade and will challenge students to investigate a pre-selected geographical issue relating to the course. This is where students can show off their understanding of how all four units interlink and their geographical skills. The A Level also contains a piece of coursework that is worth 20% of the overall grade. This will involve individual and group investigations during a four-day fieldtrip and the write-up work is completed at the start of year 13.

Visits/Costs

Fieldwork will also be organised to support the A Level individual coursework project at the end of year 12. This will be conducted in a coastal location and an area in which regeneration has taken place. There may also be a field trip to Iceland to support the course content. Text books, revision guides and Geography Review magazine are optional resources, some of which can be purchased at a reduced rate through the Geography Department.

Specification: AQA

Subject Lead: Mrs Davies

Entry Requirement: GCSE Grade 6 or above in German

Introduction

The importance of Modern Languages in our society cannot be overstated, especially in view of the increasingly globalised economy and workplace. There is a wide variety of career opportunities available to students of a foreign language, either in the category of those directly using languages or, increasingly, where a foreign language is an additional required skill – for example in accountancy, law, insurance, marketing, banking, tourism and PA work.

Course Content

The course aims to:

- develop your understanding of written and spoken forms of German in a variety of styles.
- encourage you to communicate confidently, clearly and effectively in German using increasingly accurate and complex German.
- help you to develop critical insights into, and contact with, the contemporary society, cultural background and heritage countries where German is spoken.
- provide you with a suitable foundation for further study of German as well as a highly regarded course for those who do not intend to study German at University.



Assessment

Paper 1 – Listening and Reading – based on topics covered (50% of A level)

Paper 2 – Writing – analysis of a German film & novel studied (20% of A level)

Paper 3 – Speaking exam – discussion and conversation (30% of A level)



Visits/Costs

Grammar book approximately £5 and course book approximately £25. Literature for Cultural Topic at A2 approximately £5. A visit to a German speaking country or as part of an exchange during your study is advisable, although not a requirement. Students can also organise work experience abroad.

Level 3 BTEC Health & Social Care National Extended Certificate

Specification: BTEC (Pearson)

Subject Lead: Mrs Glennie

Entry Requirement:

Certificate - Grade 4 in English Language, an overall Grade of a 4 or higher in English. It is not a requirement to have studied GCSE BTEC Health & Social Care.

Introduction

BTEC Nationals in Health and Social Care offer up-to-date, vocational content, a practical approach to assessment and have high credibility with higher education and employers.

BTEC Nationals require applied learning that 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.

This course uses a combination of assessment styles to give students confidence to apply their knowledge to succeed in the workplace and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments – both practical and written – mean students can showcase their learning and achievements to best effect when they take their next steps.



Course Content

- Human Lifespan Development
- Working in Health and Social Care
- Enquiries into Current Research in Health & Social Care
- Meeting Individual Care and Support Needs
- Principles of Safe Practice in Health and Social Care
- Promoting Public Health
- 2 additional units to select from a wide range of optional units from Child development, nutritional health to mental well-being.

Assessment

Diploma:

6 Core Mandatory units of which:

- 2 Core units: Written exam – set and marked by Pearson
- 1 Core unit: Task set and marked by Pearson
- 3 Core units: Assignment set and marked internally

2 Additional units: Assignment set and marked internally

The styles of assessment used for qualifications in Health and Social Care are:

- Examinations – all learners take the same written assessment at the same time under exam conditions
- Set tasks – Students complete a practical or written task tackling a vocational challenge. It will be carried out in controlled conditions during a defined window.
- Assignment- internally set assignment brief where students carry out set tasks, creating evidence to support a work-related scenario.

Certificate:

4 Core Mandatory units of which:

- 2 Core units: Written exam – set and marked by Pearson
- 2 Core units: Assignment set and marked internally
- 2 Additional units: Assignment set and marked internally

The styles of assessment used for qualifications in Health and Social Care are:

- Examinations – all learners take the same written assessment at the same time under exam conditions
- Assignment- internally set assignment brief where students carry out set tasks, creating evidence to support a work-related scenario.

Visits/Costs

Diploma - Students are expected to take part in minimum 100 hours work experience. In addition, during the course all will take part in trips to local primary schools and care homes.

Certificate - Students are expected to take part in minimum 50 hours work experience. In addition, during the course all will take part in trips to a wide range of health and social care settings from local primary schools to hospitals and care homes.

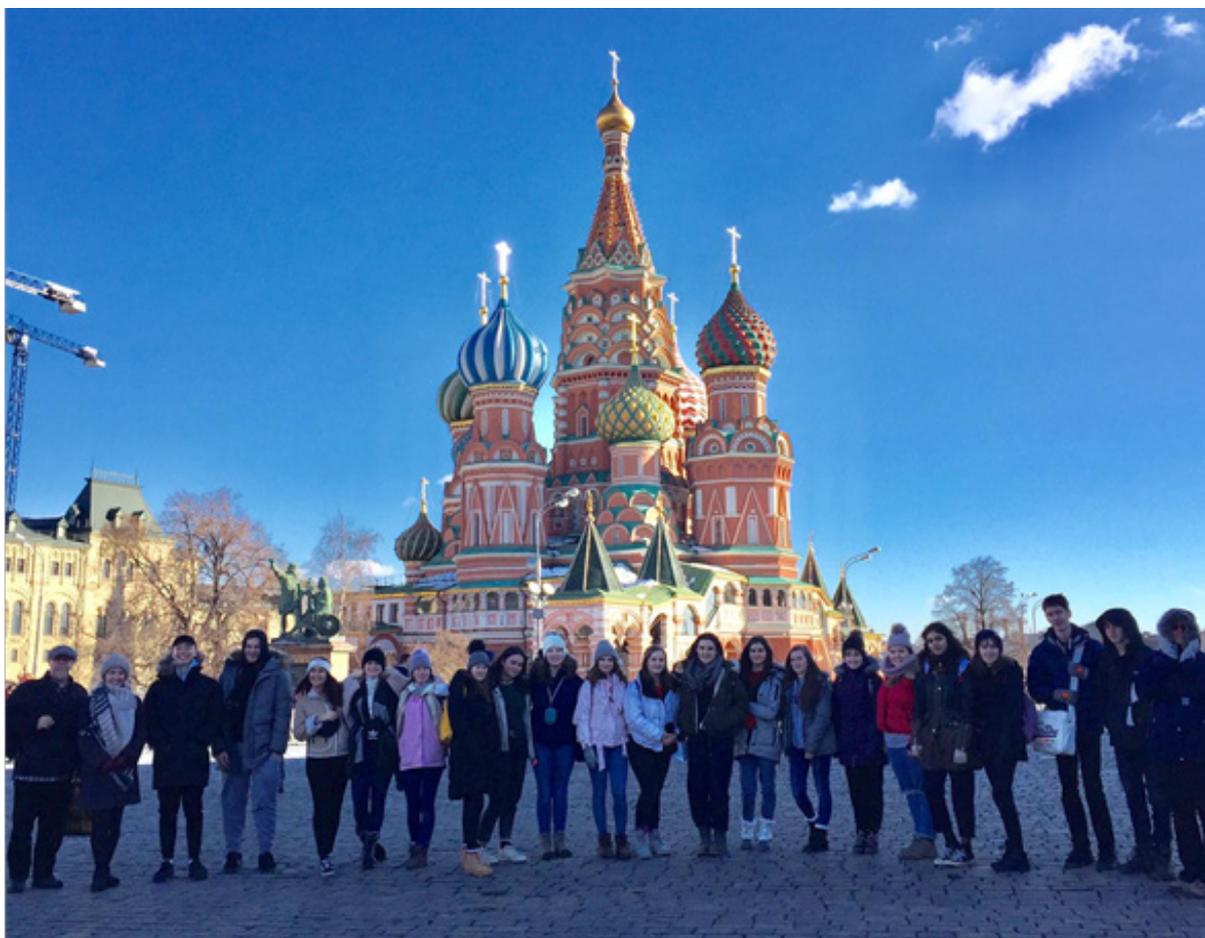
Specification: OCR

Subject Lead: Mrs Upton

Entry Requirement: GCSE Grade 6 or above in History or 6 or above in English Language (if History not taken).

Introduction

It is not necessary to have studied history at GCSE in order to start the A level course in history. Many of the topics covered in 6th Form history will be new to most students. It is more important that you have an enquiring mind, an interest in the past and its relevance to current affairs and an ability to communicate your ideas effectively. The course tries to give the student a taste of both Early Modern and Modern history to provide contrasts and cater for a variety of interests.



Course Content

Year 12 modules

British period study and Enquiry: England 1485–1558: The Early Tudors.

This module will cover the reigns of Henry VII to Mary 1st. It will focus on the key events of each monarch's reign while also examining the overall stability of the monarchy, the religious changes introduced and what rebellion and unrest existed during this period.

Non-British period study: The French Revolution and the rule of Napoleon 1774–1815.

This module will cover the causes of the French revolution and the different types of government that existed after the Bourbon monarchy was overthrown. The module will also focus on the rise of Napoleon and how he took and then lost control of France.

Year 13 modules

Thematic study and historical interpretations: Russia and its Rulers 1855–1964

This module is a thematic study of a period of at least 100 years. It focuses on the nature of Russian government and its impact on the Russian people and society. Students will be taught the similarities and differences between the autocratic rule of the Tsars to 1917 and the subsequent Communist dictatorship until Khrushchev's fall in 1964.

Non exam assessment:

The Y100 Topic based essay is an independently researched essay of 3000–4000 words in length. It can be on any time period or event that the student wants to research. The work will be marked by the school and moderated by OCR.

Assessment

The A level course has 3 exams which will all be taken in Summer 2019 and 1 coursework module.

- England 1485–1558: The Early Tudors = 25%
- The French Revolution and the rule of Napoleon 1774–1815 = 15%
- Russia and its rulers 1855–1964 = 40%
- Coursework module = 20%

Visits/Costs

Textbooks for all 3 courses. These books cost roughly £15 each.

Level 3 BTEC IT Extended Certificate (Single Course)

Specification: Pearson

Subject Lead: Mr Jones

Entry Requirement: Grade 4 in GCSE Maths and English Language.

Introduction

The Pearson BTEC Level 3 National Extended Certificate in Information Technology is intended as an Applied General qualification, equivalent in size to one A Level. It is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

Course Content

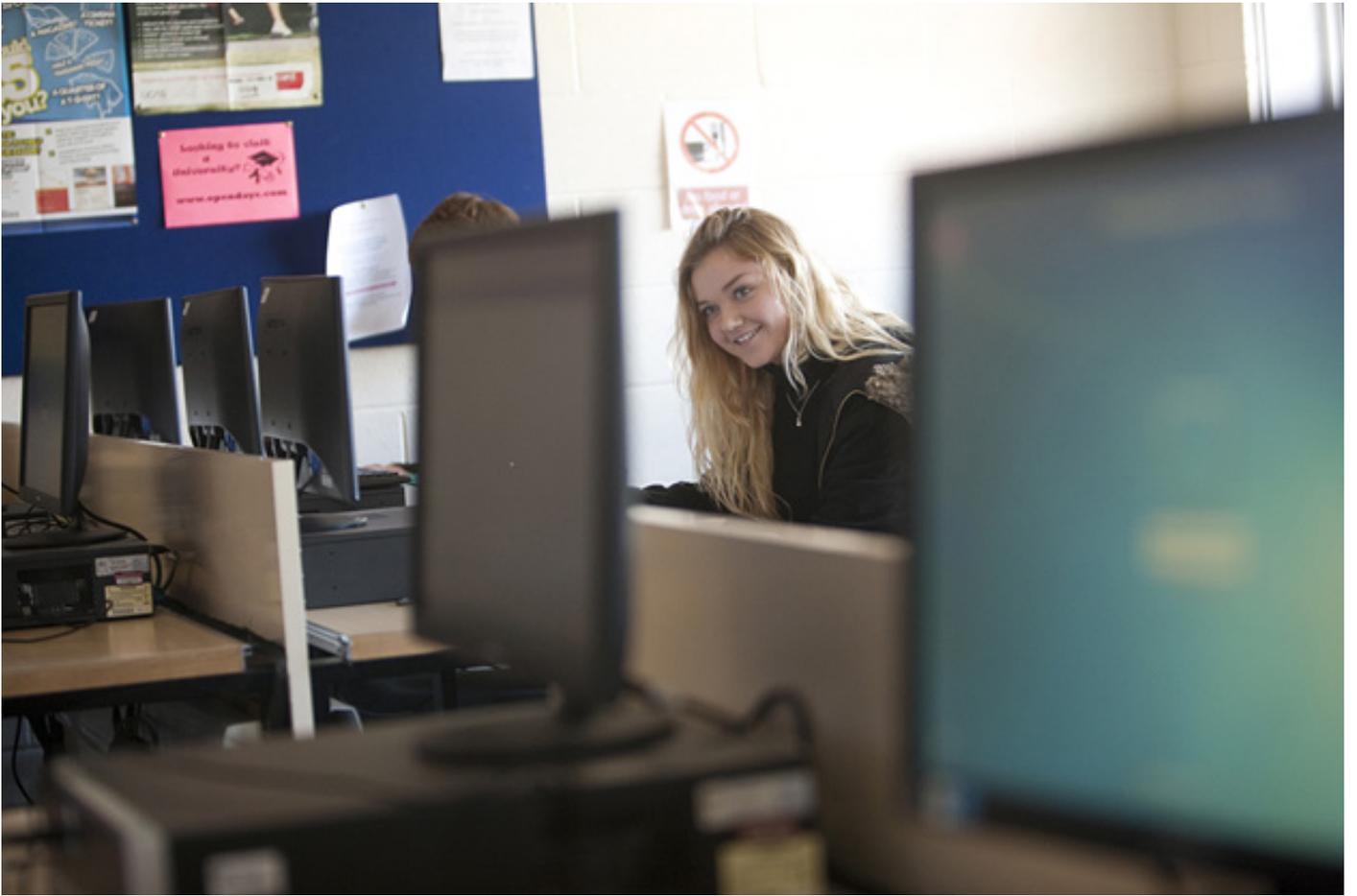
The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. This will enable learners to progress to further study in the IT sector or other sectors. Learners will study three mandatory units:

- Unit1: Information Technology Systems
- Unit2: Creating Systems to Manage Information
- Unit3: Using Social Media in Business.

This qualification includes a choice of optional units, including:

- Unit5: Data Modelling

This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications.



Specification: OCR

Subject Lead: Dr Belghitar

Entry Requirement:
GCSE Grade(s) 7 or above in Mathematics at Higher tier.

Introduction

Mathematics is a subject that can be studied for one of two reasons. It can be followed as a subject in its own right or it can be taken to give support to other subjects studied at Advanced level. It is a highly respected A Level and helps students who study it open more doors to different career pathways including medicine, sciences, engineering and accounting. It is also becoming increasingly more popular in careers involving ICT and research for its problem solving and thinking skills.

Course Content

The course builds on the work already studied at Higher Tier GCSE and is split into 3 main areas of study – Pure Mathematics, Statistics and Mechanics.

Pure Mathematics

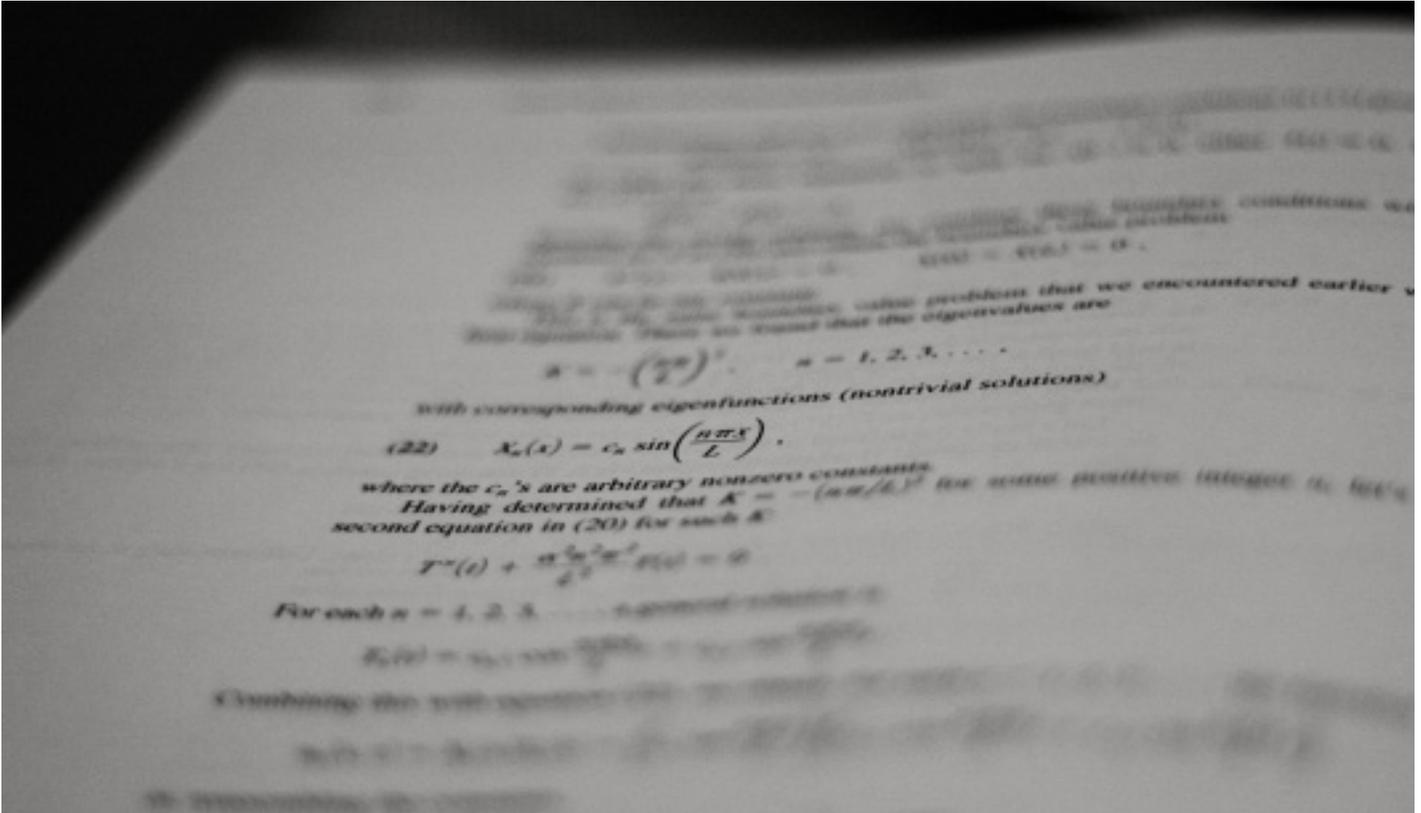
Some of these topics will be familiar from Higher GCSE studies and will be built on throughout the A Level. Quadratic equations, rules of indices, trigonometry and coordinate geometry are four such areas. Additionally, new topics are introduced, such as differentiation to find gradients at points on a curve and integration to find areas under curves.

Mechanics

Mechanics is often considered as the area where mathematics and physics meet and many of the topics covered in this section may be familiar to you from GCSE science. Topics covered in this part of the course include forces, Newton's laws of motion, kinematics and momentum.

Statistics

In this section of the syllabus, GCSE work on probability is extended to consider areas such as permutations and combinations and new probability models such as the binomial and geometric distributions are introduced. Additionally, work on handling large data sets is developed.



Assessment

Exam board is OCR. All exams to be taken at the end of the 2 year course and will consist of 3 two hour papers. Calculators (including graphics calculators) may be used for the A level exams. There is no coursework component.

Visits/Costs

Students will be required to purchase a copy of the textbook as well as a calculator for the course in order to deal with the new aspects of statistics. It is recommended that students a graphical calculator, more details of make and model will be given out in the first maths lessons in September.

Specification: OCR

Subject Lead: Dr Belghitar

Entry Requirement: GCSE Grade 7 or above in Mathematics at Higher tier (however an 8 is highly recommended).

Introduction

Students that wish to take Mathematics as a double A level can opt for this course. Currently in Year 12 and Year 13 students have both their A level mMaths and Further Maths lessons as a separate group.

Course Content

Further Mathematics A Level is designed for students who wish to study beyond an A Level in Mathematics, and provides a solid foundation for progression into further study particularly in mathematics, engineering, computer science, the sciences and economics. It consists of 3 main areas of study – further pure maths, further statistics and further mechanics.

Further Pure Mathematics -

This is a mandatory element to the course and looks at topics that are completely new such as Complex Numbers, Matrices and Sigma Notation. It will also cover further algebra and functions as well as further calculus and vectors.

Further Statistics

This builds on skills from the single maths course (see Mathematics page), which include discrete and continuous random variables and hypothesis testing. Completely new ideas such as Chi – squared and non – parametric tests will also be developed.

Further Mechanics:

To include dimensional analysis, centre of mass and motion in a circle as well as further dynamics and kinematics.

Assessment

Exam board is OCR. All exams to be taken at the end of the 2 year course and will consist of 4 ninety minute papers. Calculators (including graphics calculators) may be used for the A level exams. There is no coursework component.

Visits/Costs

Students will be required to purchase a copy of the further maths textbooks (one for each component of the course and an additional book in Year 13). More details of this will be given out in the first further maths lessons in September. Please view the single maths page for details of textbooks and calculators for the single maths course.



Level 3 Certificate in Mathematical Studies (Core Maths)

Specification: AQA

Subject Lead: Dr Belghitar

Entry Requirement: Grade 5 or higher in Maths, though a Grade 6 or higher is strongly recommended

Introduction

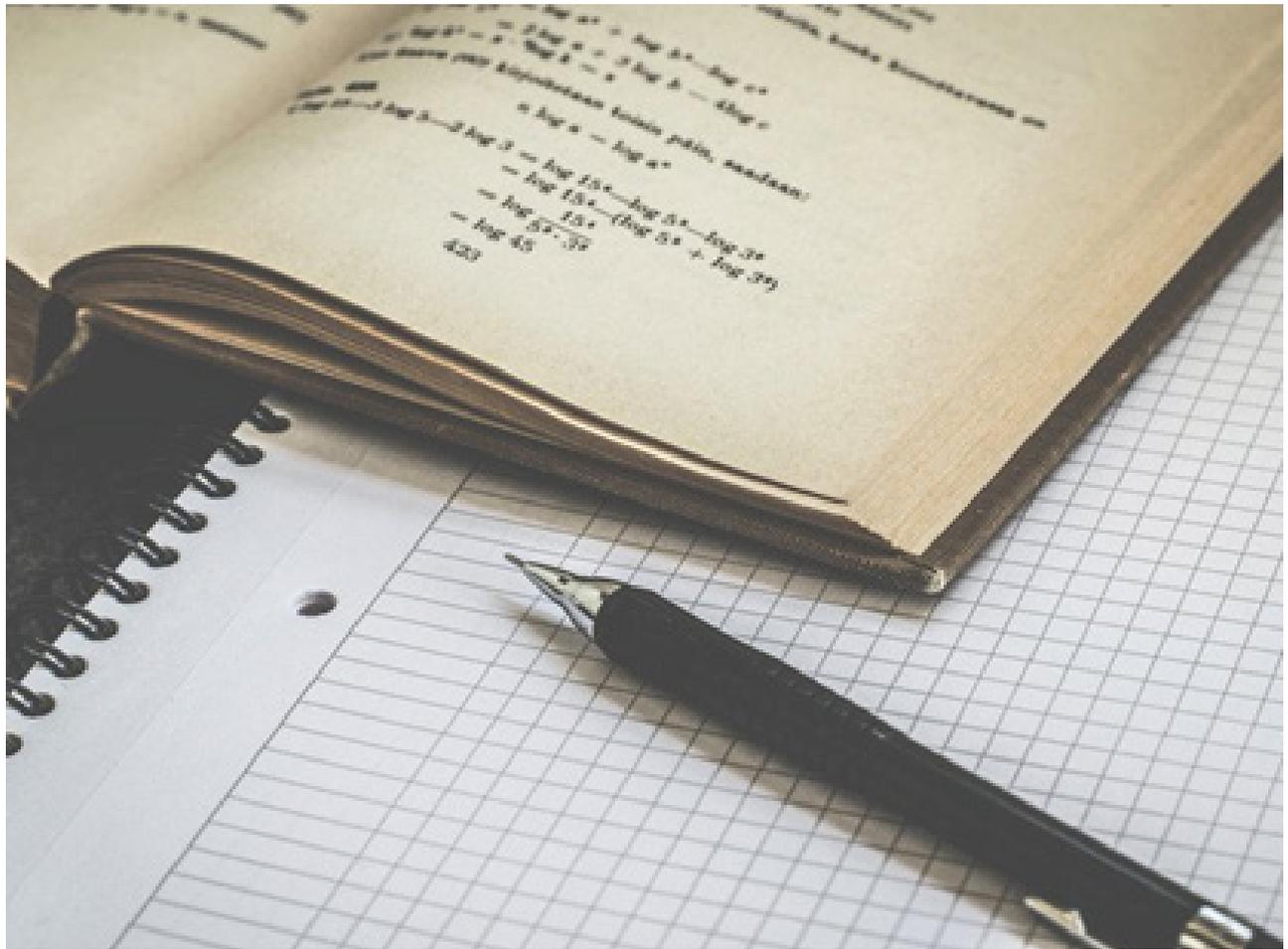
Core Maths forms part of the Enrichment offer at Roundwood Park School. The Certificate in Mathematical Studies (Core Maths) aims to deepen students' competence in the selection and use of mathematical methods and techniques; develop their confidence in representing and analysing authentic situations mathematically and in applying mathematics. It also builds skills in mathematical thinking, reasoning and communication. This Level 3 qualification aims to support the quantitative and interpretative skills of students whose main interest lies in the Humanities or who may be studying psychology, geography, biology or business at A-level.

Course Content

The course consists of a core content which builds on GCSE mathematics material, but emphasizes applications to personal finance, modelling and representation of data, and a statistics unit, which focuses on the critical analysis of data and the use of statistical techniques in real life contexts. The focus throughout the course is on applications and real-life scenarios.

Assessment

The course is assessed over two papers, each one hour and a half long. One paper covers the core content, while the other focuses on the statistics. This is a linear qualification, assessed at the end of Year 13 and is UCAS-point equivalent to an AS-level.



Visits/Costs

Students will be required to purchase a suitable calculator for the course in order to deal with aspects of statistics. More details of make and model will be given out in the first maths lessons in September.

Media Studies - A Level

Taught at Sir John Lawes School

Specification: Eduqas

Subject Lead: Mrs Smyth - esmyth@sjl.herts.sch.uk

Entry Requirement: Grade 6 in English Language. See Introduction

Introduction

To do Media Studies A level, you do not need to have studied Media Studies at GCSE level. Therefore, no previous experience is required as everyone starts at the same point, although obviously an interest in the media, its construction and influence, is essential.

Course Content

Component 1

Students will study towards a 2 hour 15 minute exam that will test them on:

Genre and media form, Construction of representations in the media over time, Relationships between Audience, Text and Institution as well as studying the contexts in which texts are made. Key areas including advertising, film marketing, newspapers, music videos and computers games will be covered.

Component 2

Students will learn about 3 areas of the media in depth; TV in the Global Age, Magazines (Mainstream vs. alternative) and Media in the Online Age. They will be required to study 2 texts in depth and comparatively, which are set by the exam board. The exam is 2 ½ hours long in which students need to write 3 essays.

Both exams will be sat at the end of the 2 year course.



Assessment

Components 1 and 2 are externally assessed. 70% externally assessed exam work; Paper 1 – 30%; Paper 2 = 40%.

Non-Exam Assessment (NEA)

Individually, students will need to respond to a brief set by the board. They will need to produce a cross-media response. For example, the brief may ask students to produce a music video for an independent artist that lasts up to 3 minutes, along with a front cover and a double page spread for a new magazine to accompany the promotion of the video.

Students will also have full access to our facilities; Film/TV studio, industry standard cameras (moving image and SLRs), Apple Macs with Adobe Premier Pro and Photoshop.

30% Individually assessed Non-Exam Assessed (NEA) work (this will consist of a cross-platform production – ie. A moving image and print piece.

Level 3 BTEC National Extended Certificate in Creative Digital Media Production

Taught at Sir John Lawes School

Specification: Pearson Edexcel

Subject Lead: Mrs Smyth - esmyth@sjl.herts.sch.uk

Entry Requirement: Grade 6 in English Language. See Introduction

Introduction

To do the Level 3 BTEC National Extended Certificate in Creative Digital Media Production, you do not need to have studied Media Studies at GCSE level. Therefore, no previous experience is required as everyone starts at the same point, although obviously an interest in the media, its construction and influence, is essential.

Students undertake 4 different units exploring the media, researching, producing media products and evaluating their success.

Course Content

Unit 1 – Media Representations

Students will look at a range of different media texts studying their construction of representations of people, places and events. Students will need to analyse their effect on audiences as well as consider contextual implications.

Unit 4 – Pre-production

Students will research and write a report about the pre-production processes used in the film industry. They will then work together in small groups to plan and produce pre-production materials for their own film production.

Unit 8 – Responding to a Commission

Students work individually to work on a range of briefs for a range of media productions; they will need to research, discuss ideas and consider limitations for their hypothetical production.

Unit 10 – Film Production

A continuation from Unit 4, students will research into film genres discussing how they are constructed and appeal to target audiences, before then moving on to making their own film opening in groups.



Assessment

Unit 1 – Media Representations

Students will look at a range of different media texts studying their construction of representations of people, places and events. Students will need to analyse their effect on audiences as well as consider contextual implications.

Unit 4 – Pre-production

Students will research and write a report about the pre-production processes used in the film industry. They will then work together in small groups to plan and produce pre-production materials for their own film production.

Unit 8 – Responding to a Commission

Students work individually to work on a range of briefs for a range of media productions; they will need to research, discuss ideas and consider limitations for their hypothetical production.

Specification: Eduqas

Subject Lead: Mrs Dale

Entry Requirement: GCSE 6 Grade(s) or above in Music. Grade 5+ or equivalent on your instrument (voice included).

Introduction

The Eduqas specification is designed to allow learners to pursue their own musical interests. This qualification will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

This qualification will also allow students to develop particular strengths and interests, encourage lifelong learning and provide access to higher education and university degree courses in music and music-related subjects, as well as music-related and other careers.



Visits/Costs

£40

Course Content

Students can specialise in either performing or composing. Learners may choose to apportion 10% of their assessment to either performing or composing as an in-depth study.

Performance

This will consist of a public performance of one or more pieces, performed as a recital.

The performance will consist of a performance consisting of two or three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both

Composition and Technical Study

Two or three compositions one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC.

One composition must be a free composition.

Listening & Appraising

This paper will cover three areas of study:

Section A: The Western Classical Tradition

Area of study B: Rock and Pop

Area of study C: Into the Twentieth Century

Questions will consist of:

Set work analysis with a score 2.

Extended responses on wider context

Unprepared extracts of music with and without a score.

Comparison questions

Assessment

For this specification learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All learners must study Component 3.

Component 1: Performing Option A: Total duration of performances: 10-12 minutes

Option A: 35% of qualification

Option B: Total duration of performances: 6-8 minutes

Option B: 25% of qualification

Component 2: Composing Option A: Total duration of compositions: 4-6 minutes

Option A: 25% of qualification

Option B: Total duration of compositions: 8-10 minutes

Option B: 35% of qualification

Component 3

Appraising Written examination:

2 hours 15 minutes (approximately)

40% of qualification

Specification: OCR A Level

Subject Lead: Mrs Harvey

Entry Requirement: 6 or above in PRE (If taken), or 6 or above in English Language (If PRE not taken)

Introduction

Philosophy and Ethics is an engaging and challenging A level that allows students to explore life's 'big questions' and develop highly valued skills such as analysis and evaluation. It is a well thought of A level at university due to the skills it develops in students, but more importantly students find the topics and debate highly interesting. Philosophers and theologians throughout history have asked questions which still challenge minds today and in Philosophy and Ethics students will continue to explore and question these. During the Philosophy element of the course students concentrate on key philosophers and learn about their theories, debating their merit and value for today. In Ethics they will evaluate different ethical theories and then apply those to practical ethical situations. In the Development of Religious Thought students investigate how religious beliefs, values and teachings have shaped society and why these become a source of wisdom and authority in communities.

Course Content

Philosophy of Religion:

Ancient philosophy of Plato and Aristotle. Traditional arguments for the existence of God. Challenges to religious belief from the Problem of Evil. The nature and impact of religious experience. The nature of the soul, mind and body. The possibility of life after death. Ideas about the Nature of God. Issues in religious language.

Religion and Ethics:

Normative ethical moral theories. The application of ethical theory to two contemporary Issues of importance. Ethical language and thought. Debates surrounding the significant ideas of conscience and free will. Divine command theory.

Developments in religious thoughts:

Human nature and the purpose of life, The self and immortality. Knowledge and revelation of God. Pluralism in theology, pluralism in society, gender in society and in theology.



Assessment

Three 2 hour papers, for each paper candidates select two questions. Each paper has equal weighting.

Visits/Costs

Approximately £30 for textbooks, and prices for off-site visits can vary.

Specification: OCR

Subject Lead: Mr Hunter

Entry Requirement: 5 or above in GCSE PE and suitable level of performance in one chosen sporting activity.

Those not taking GCSE PE would be considered with a grade 6 in Science and English as well as a suitable performance level in one chosen sporting activity.

Discussions should take place between student and PE department if a student is considering A-level PE without GCSE PE.

Introduction

Studying A-level PE will give you an insight into the world of sports performance. Not only will you have chance to demonstrate, and receive marks for, your performance or coaching ability – into which you are likely to have invested much time and money over the years, but you will also develop a wide ranging knowledge of the how and why associated with physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity to study something you have real interest in and learn about the concepts which link to it. You can perform practically, as well as pull things from the theory content, which will not only interest you but further inform your sports participation.

Is Physical Education suitable for me?

With three distinct areas of study (physiological, psychological and socio-cultural), all pupils will be able to find areas which most interest them and with which they can fully engage. The concept of sport and exercise underpins all of the theory and therefore students with good sports knowledge are able to provide practical examples and up to date analysis. While the practical assessment criteria are more challenging than GCSE PE, being assessed in only one activity allows students to be rewarded for their ability in a main specialism. You will need to be involved in sport outside school in order to gain good coursework marks. Some A-level PE students go on to study sports science, physiotherapy, sports management, sports technology or other sports related careers, however more often students have gone on to study unrelated degrees/courses using their PE grade and the skills developed through A-level PE to assist them on their chosen path.

How will I learn?

Lessons will involve class-based discussion; group, paired and individual work developing the knowledge and experience you already have. A variety of resources will be used: VLE, course textbooks, handouts, videos etc. Some lessons will involve both the classroom and practical elements to enable you to gain theoretical knowledge through practical experience. Many tasks will be guided, but this is certainly a course that you will need to study rather than simply attend. Those who are driven and enthused by knowing more are the most successful.

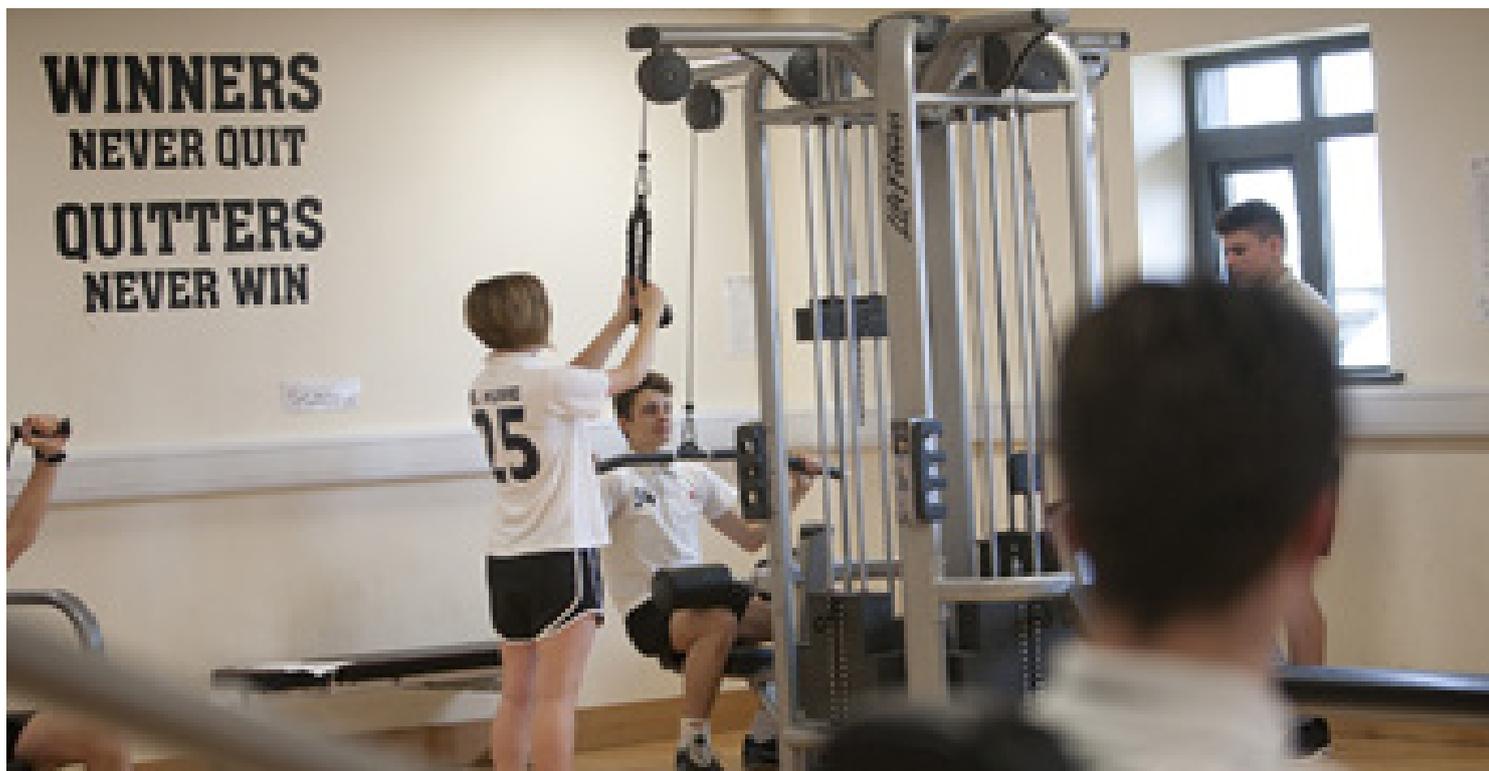
As part of your course you will also prepare for an oral based assessment linked to your chosen practical activity, applying theoretical knowledge and implementing and evaluating an action plan to improve a person's overall performance. Students have found this challenging task to be very developmental and enjoyable in the past, they have also suggested that it has helped with public speaking skills moving forward.

Course Content

- Applied anatomy and physiology, exercise physiology, biomechanics.
- Skill acquisition, sports psychology.
- Sport and society, contemporary issues in activity and sport
- Performance or coaching, evaluation and analysis of performance for improvement

Assessment

Level	Assessed	Duration	Worth
A	Applied anatomy and physiology, exercise physiology, biomechanics	2 hour (90 marks)	30%
A	Skill acquisition, sports psychology	1 hour (60 marks)	20%
A	Sport and society, contemporary issues in activity and sport.	1 hour (60 marks)	20%
A	Performance or coaching, evaluation and analysis of performance for improvement.	Non-exam assessment (60 marks) 1 sport and verbal presentation	30%



Visits/Costs

Compulsory: Two core text books (around £25.00 each)
Suggested: Revision guides linked to course (around £20.00)

Specification: Physics B (Advancing Physics) H157, H557

Board: OCR

Subject Lead: Mrs Robbins

Entry Requirement: 6 6 or above recommended in GCSE Combined Science plus 6 or above in Maths and Grade 5 in English Language,
OR 6 or above in GCSE Physics plus 6 or above in Maths and Grade 5 in English Language.

Introduction

Physics A Level is one of the most universally accepted qualifications for progression to university. The course content covers the basis of how things work, from the constituent parts of atoms to the extent of the universe. You will integrate the concepts studied with a range of practical experiments throughout each topic giving the course both an academic and practical focus. You will learn to apply your knowledge of the key concepts to solve problems with an emphasis on contexts and applications.

OCR Physics B (Advancing Physics) is the leading alternative physics specification, with its origins in a collaboration between the Institute of Physics and the Institution of Engineering and Technology. It places knowledge and understanding firmly in the context of problem solving of real applications of physics and technology.

Course Content

Year 12

The Year 12 course is split into four modules:

Module 1: Development of practical skills.

Module 2: Fundamental data analysis.

Module 3: Physics in action. (Imaging, Signalling, Electricity and Materials)

Module 4: Understanding processes. (Mechanics, Waves, Quantum Behaviour)

Year 13

As well as continued revision of modules 1 to 4 there are 2 further modules covered in Year 13:

Module 5: Rise and fall of the clockwork universe (Gravitational fields, Astrophysics, Simple Harmonic Motion, Thermal Properties of Matter)

Module 6: Field and Particle Physics (Electromagnetic Forces, Forces in Atoms, Fundamental Particles, and Ionising Radiation)



Assessment

The examinations in Physics B are all synoptic, meaning that they cover all the content of the course. At the end of the second year all units (1 to 6) are assessed. This comprises 3 papers with a total of 6 hours of examination:

- **Fundamentals of Physics** (2 hr 15 mins). This paper consists of multiple choice and structured questions.
- **Scientific literacy in Physics** (2 hr 15 mins). This includes structured questions and extended response questions covering theory and practical skills. The paper includes questions on an Advance Notice article for candidates to apply their knowledge to new and exciting contexts in physics.
- **Practical skills in Physics** (1hr 30mins) Comprising structured questions, problem solving, calculations, and extended response questions with a focus on the assessment of theory and practical skills within practical contexts.

There is also an assessment of practical competence: Practical Endorsement for Physics. Throughout the 2 year course candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance is reported separately to the A Level grade. This element is assessed as pass or fail.

Visits/Costs

There are trips to the National Space Centre in Year 12, and to CERN in Geneva in Year 13. Students are required to purchase the A Level textbook (£36 approx) to support the course and revision materials. An optional subscription to Physics Review magazine is available.

Politics

Taught at St George's School

Specification: AQA

Entry Requirement: 5 full GCSEs or equivalent at grades 9-5, which would include English (Language or Literature) and Mathematics, with 3 of the passes at grade 6 or above in History or English Literature and in 2 further subjects.

Introduction

Aims:

- To provide students with knowledge of the processes and practices of Government in the UK and put it into context by comparison with the Government of the USA.
- To explain the roles of the Prime Minister, Cabinet and Parliament and allow students to understand the way that law-making is carried out.
- To root current political ideas within a tradition of ideological debate.
- To develop students' skills of argument and explanation in areas where debate and communication are important.

Course Content

Paper 1

UK Government and Politics

This module looks at the theory and practice of democracy. It examines the various systems that can be used to carry out elections. It explains the problems of the first past the post system and considers the effectiveness of the alternatives. The module goes on to look at how people become involved in Politics at a deeper level, through political parties and pressure groups. We look at how such organisations work and the role they play. Why do people scale the wall of Buckingham Palace dressed as superheroes? What do the political parties stand for? We also examine political institutions and structures: the apex of power in the UK. This unit examines the workings of the constitution and the different parts of the machinery of Government, particularly how laws are made and implemented. We examine the different levels of governing institutions, such as local/regional assemblies and contrast them with Parliamentary and European approaches. We assess the function of the Prime Minister, Cabinet and the Civil Service. In addition, candidates will be asked to keep their own political passport of the year. It will be expected that they keep up to date with current affairs and take an interest in news items relevant to the course.

Paper 2

US and Comparative Government and Politics

Is America the "Land of the Free"? We investigate how effectively the electoral process and direct democracy work to represent the people. To what extent does money do the talking? We also examine the political parties and the attitudes and values of the enormously diverse American nation, from the liberal margins of California and New York to the traditional Mid-West and the southern Bible Belt. This module offers an insight into what makes a fascinating and unique country tick.

We look at the constitutional framework and how well the theory translates into reality. How effective is Congress? Is the Presidency Imperial or Imperilled? What does the Supreme Court do? How are the rights of citizens protected? The Civil Rights of American is also studied in depth and contextualised within a nation of diverse ethnicity, and entrenched constitutional rights such as the freedom to assemble and the freedom of speech. The structures and main issues of American politics are then explored and contrasted with that of the UK, in a comparative section of the examination.

Paper 3

Ideologies

The study of British Politics is very much enhanced through the examination of three key political ideological movements: Socialism, Liberalism and Conservatism. Key ideological positions on issues such as the state, society, the economy and the notion of human nature will be explored. Tensions both between and within these ideological movements will be analysed and key thinkers studied: from Mary Wolstencraft, John Stuart Mill, Rosa Luxembourg to St George's School's very own Michael Oakeshott! British political ideological trends will then be contrasted with a broader, more internationalist movement: Feminism. The growth and development of Feminism across the twentieth century will be studied, as well as the divergence of the movement into radical and liberal groups. The history of Feminism will be supported through reference to key thinkers – from Simone de Beauvoir to Kate Millet.

Assessment

At the end of the A Level course, there will be 3, 2 hour exams, on each of the three units. Questions will be mainly knowledge-based, and will require analysis, precise recall of detail, as well as interpretative and evaluative skills of writing. Students should expect to be proficient at essay writing and be able to juggle all sorts of arguments.

Other Information

The course will appeal to all those with an interest in Politics and current affairs. It will be particularly suited to students who enjoy debate and show skills at communicating in written form. We have found that all sorts of students enjoy the course and do well so we tend to have an eclectic mix in our classes. Some Scientists will want to add an Arts or Humanities subject to their Core Science diet; other students combine Politics with English or Economics, Philosophy and Ethics or Psychology.

Specification: Edexcel

Subject Lead: Mrs Gallagher

Entry Requirement: GCSE Grade 6 or above in combined science or Grade 6 or above in Biology and Grade 6 or above in English and Maths.

Introduction

- Psychology is the science of behaviour and mental processes.
- In Y12, students will develop a broad knowledge and understanding of key aspects of the core areas within Psychology.
- In Y13, students will apply this knowledge to areas including Criminal and Clinical Psychology.

Course Content

In Year 12 students will study four topics that cover the foundations of Psychology:

1. Social Approach: students will learn about why we may blindly obey an order from an authority figure and how prejudice arises and may be reduced.
2. Cognitive Approach: students will investigate how we remember and why we forget, including influences on the accuracy of eye-witness testimony.
3. Biological Approach: students will study the biological factors that affect the development of aggression.
4. Learning Approach: students will examine how reinforcement and punishment shape our behaviour, including the development of phobias.

In Year 13 students will study applications of Psychology and learn to use their psychological knowledge to understand issues and debates in society:

5. Clinical Psychology: students will learn about diagnosing abnormality, understanding schizophrenia & unipolar depression and will learn about different treatments for psychological disorders.
6. Criminological Psychology: Students will understand influences on jury decision making, eye-witness testimony and the possible causes and treatments of crime.
7. Issues and Debates: students will draw on their knowledge from all sections of the A Level to discuss possible explanations for behaviour or events in society.

Across both years there is an emphasis on how science works, including statistical analysis and research methods.

Assessment

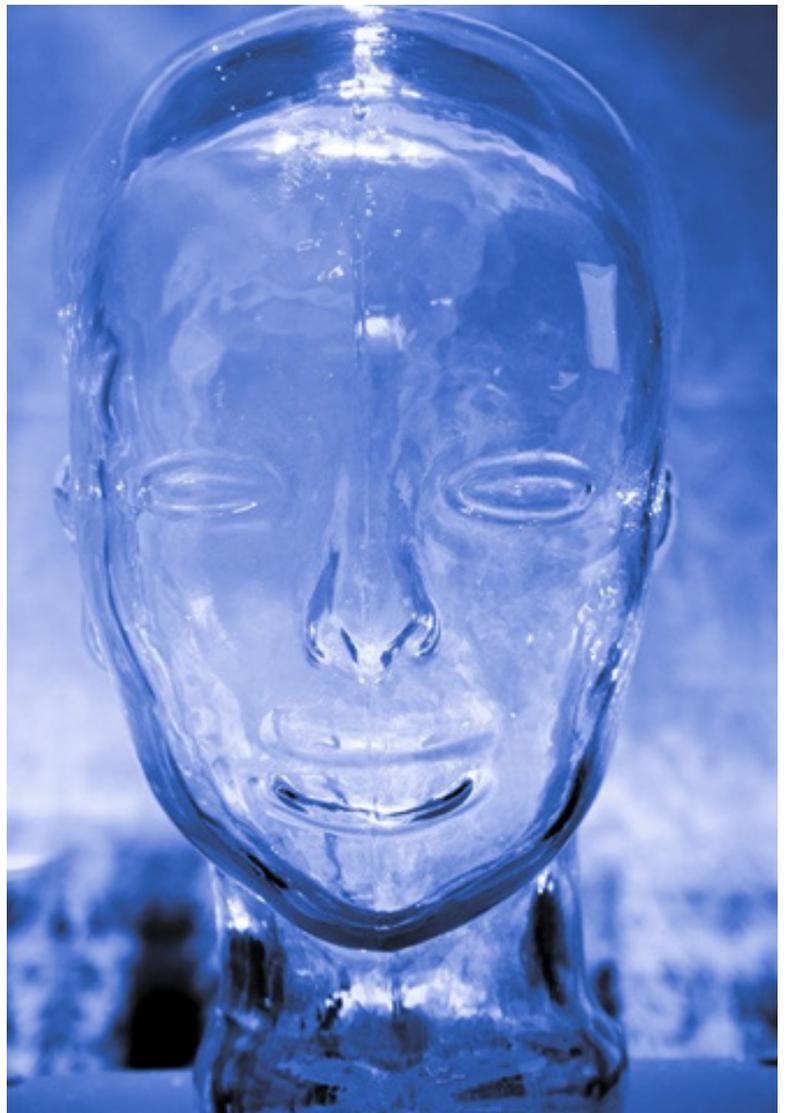
The course is assessed through three written exams in Y13. There is no coursework.

Visits/Costs

In school workshops or external revision workshops attended.

Costs kept to a minimum.

2 x text books at approx £30 each.



Specification: AQA

Subject Lead: Mrs Bridgman

Entry Requirement: GCSE Grade(s) 6 or above in English.

Introduction

Sociology is an exciting and relevant subject that allows students to understand and analyse the world in which we live. At the heart of the subject is the debate as to whether individuals, as opposed to structures in society, determine the course of our lives. Other key themes are concerned with the extent of consensus versus conflict in society and which methodological approach is best for studying sociological issues.

Course Content

Education with Methods in Context

For this unit students will study among other topics:

Relationships and processes within schools, including pupil subcultures

Differing educational achievement due to social class, gender and ethnicity in contemporary society

The application of sociological research methods to the study of education

Families and Households

Below are some of the topics covered as part of this unit:

Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures

Gender roles, domestic labour and power relationships within the family in contemporary society

The Media

This looks at the role of the media in society and topics include:

The new media, globalization and popular culture

Representation of the body: gender, sexuality and disability

Crime and Deviance with Theory and Methods

The study of the topics in this paper should encourage students in theoretical debate while encouraging an active involvement with the research process.

The topics include:

Deviance and control theories

Patterns of crime

Gender issues and offending, ethnicity and crime and the criminal justice system



Assessment

At the end of the two-year course there will be three written exams. Each paper is two hours in length. Most of the questions on the exam papers require essay style answers. In addition, there will be ongoing in-class assessments focused on exam questions, allowing both the teacher and student to track development and progress.

Visits/Costs

The core text book is purchased by you and costs approximately £20. There are separate text books for Y12 and Y13. Other resources and revision guides will be recommended during the course. In year 13 we attend a Sociology in Action Conference where students get to hear from esteemed speakers. Past speakers have included Germaine Greer, Professor Danny Dorling, Baroness Warsi and Sir Tom Shakespeare.



Specification: AQA

Subject Lead: Mrs Pimm

Entry Requirement: GCSE Grade 6 or above in Spanish

Introduction

The importance of Modern Languages in our society cannot be overstated, especially in view of the increasingly globalised economy and workplace. There is a wide variety of career opportunities available to students of a foreign language, either in the category of those directly using languages or, increasingly, where a foreign language is an additional required skill – for example in accountancy, law, insurance, marketing, banking, tourism and PA work.

Course Content

The course aims to:

- Develop your understanding of written and spoken forms of Spanish in a variety of styles.
- Encourage you to communicate confidently, clearly and effectively in Spanish using increasingly accurate and complex language.
- Help you to develop critical insights into, and contact with, the contemporary society, cultural background and other countries where Spanish is spoken.
- Provide a suitable foundation for further study of Spanish as well as a highly regarded course

Assessment

Paper 1 – Listening and Reading – based on topics covered (40% of A level)
Paper 2 – Writing – analysis of a Spanish film & novel studied (30% of A level)
Paper 3 – Speaking exam – discussion and conversation (30% of A level)



Visits/Costs

Grammar book approximately £5 and course text book approximately £25.

Literature for Cultural Topic at A2 approximately £5.

A visit to a Spanish speaking country or taking part in an exchange during your study is advisable.

Students can also organise work experience abroad.

Subject Lead: Mrs J Hall

Extended Project Qualification AQA

The Extended Project is a Level 3 qualification. It is highly prized by universities as students will develop the skills needed for independent study at degree level.

The Extended Project will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student(s) and agreed as appropriate by the centre

Course Content

120 hours of guided learning involving extended autonomous work by the student.

The student will:

- Identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives.
- Obtain, critically select and use information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic.
- Select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes.
- Evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

Costs (including off-site visits, textbooks, courses)

£16 for e-text book and access to Project Q.

(Please speak to us if the cost is an issue)

Materials to create artefact if this option is chosen

Level 2 Sports Leader Award

The Level 2 Sport Leader Award will give learners the chance to develop their organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings.

Course Content

39 hours (including 10 hours demonstration of leadership) of guided learning

The Level 2 Sport Leader Award specification is divided into four units which are as follows:

1. Developing Leadership Skills
2. Plan, lead and evaluate sport/physical activity sessions
3. Assist in planning and leading a sports/physical activity event
4. Lead sport/physical activity sessions linked with the centre

Costs

£32 (Set by Sports Leaders UK)

Massive Online Open Courses

MOOCs are free online courses offered by universities and specialist organisations around the world. Courses last between two and ten weeks so students will often complete several different MOOCs over the course of the year. The wide variety of topics to study may be used to support A level courses or extra-curricular interests and are a valuable demonstration of independent learning for university applications.

Course Content

Students will be encouraged to choose courses which relate to their current courses or future plans. Future Learn courses are divided into weeks. These contain various activities that should be completed within each week, building knowledge through a sequence of straightforward steps to aid learning.

Costs (including off-site visits, textbooks, courses)

There are no costs for this course.

Core Mathematics

See pages 58-59

Financial Studies (LIBF)

The Certificate in Financial Studies (CeFS) is primarily designed for students aged 16–19 and provides a comprehensive introduction to personal finance. Its purpose is to prepare students for further study through the development of the core skills of critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.

Course Content

- Importance of financial capability in the immediate, short, medium and long term.
- Financial services and products, including sources of help and advice.
- Borrowing, budgeting, financial planning and cash flow forecasting.
- The impact of external influences at different stages in the personal life cycle.
- Risk and reward in managing personal finance.

Costs (including off-site visits, textbooks, courses)

£120 deposit, returnable on completion of course.



Roundwood Park School
Roundwood Park
Harpenden
AL5 3AE

01582 765344
sixthform@roundwoodpark.co.uk

www.roundwoodpark.co.uk