



Roundwood Park School

Sixth Form Prospectus

2025-27



Headteacher's Welcome

Dear Parents/Carers

Students commencing their studies in September 2025 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 2025 we will continue to offer a selection of vocational courses, which will be more appropriate for some students. All our Level 3 courses provide the foundations for further study at university, degree apprenticeships or employment. 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 Assistant Headteacher in charge of Key Stage 5, Mrs Tess Tweeddale.

Yours sincerely



Alan Henshall
Headteacher



The Sixth Form at Roundwood Park School

It is important for all students to prepare for the next step. Whether you choose to stay at school, go to college, or seek employment usually involving training or apprenticeship, it is important to plan ahead.

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 too, should you want to consider a number of different options.

Our Sixth Form is enhanced by new students joining us from other schools in our local area. Newcomers are given an extensive induction programme and made to feel welcome and part of our large and thriving diverse Sixth Form.

Roundwood Park School's academic KS5 record is excellent and we are very proud to be the Sunday Times Parent Power Comprehensive School of the Year 2024 (South East). Our recent "Outstanding" OFSTED report highlighted the excellence of our sixth form and the high quality of education.

After Advanced courses at Roundwood Park School, the majority of our students continue on to higher education but we support all students with their applications to find the right fit for them - whether that is apprenticeships, university or employment. We run bespoke support via our Competitive Apprenticeship Programme, as well as supporting our Early Applicants with applications to Oxford, Cambridge, Medicine, Veterinary Science and Dentistry. Our enrichment and tutorial programmes guide students through the higher education application process. We offer a bespoke careers programme in Year 12, supporting students with their Post-18 decisions, and students take part in work experience and practice interviews.

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 welcome students who demonstrate, through progress to date, that they have the right approach and a positive attitude to succeed. We expect a lot from our students - as such they become the role models for our community, both in and out of the classroom.

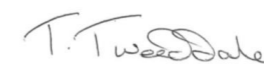
Further to this, the Sixth Form experience offers you opportunities for personal development beyond your studies. In Year 12 we offer the EPQ (Extended Project Qualification) and Core Maths at Level 3. Both of these qualifications are recognised by Higher Education institutions. The EPQ involves a student-driven research project beyond your studies, which can demonstrate higher levels of academic thinking and advanced research skills, and Core Maths give students the opportunity to enhance their academics with real-life, applicable and discussion-based maths. You may also choose between Financial Studies, AS Further 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 emphasis on this kind of involvement and it is regarded as an essential indication that the candidate has developed as a rounded individual. Our Community Award, a programme designed to support students in extending their experiences beyond the classroom, does just that. 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 and House - your tutor will carefully monitor your progress and support you through your Sixth Form studies, and your House will provide opportunities for fundraising, community, competition and leadership. Your tutor team, House and our Sixth Form Team will support, encourage and challenge you to be the best that you can be during your time with us.

Our responsibility is to help you make the decision that is right for you. Talk to your teachers, talk to the Sixth Form Team, or talk to any of the senior members of staff. This is an important decision for you and you need to seek as much advice as possible to help you make the right choice.

We look forward to having many of you with us next year in our Sixth Form.

Tess Tweeddale
Assistant Headteacher KS5



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 listed opposite, 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 Combined 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.

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

Examples:

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 seven GCSEs and a Pass (Level 2) in BTEC Health & Social Care are:
 $5+5+3+4+4+5+4+4(\text{Pass Level 2}) = 43$
Your average GCSE points score is $34/8$ (number of subjects) = 4.25 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.

The points score for Level 1/2 BTEC Information Technology and BTEC Health & Social Care:

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

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

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 on to three courses, will continue studying towards the GCSE in either English or Maths as necessary. This is compulsory.

Enrichment

All Sixth Form students are required to engage in the Sixth Form enrichment programme. During Year 12, this includes one hour per week of physical activity in PE, the tutorial programme and one of the following:

- *Extended Project Qualification (AS)*
- *Massive Open Online Courses (Future learn / Open learn)*
- *Level 3 Mathematical Studies (Core Maths, one-year course)*
- *Foundations in Financial Studies*

APS GCSE: 5.0 points or greater

Students with an APS of 5+ can choose any three A Level courses (Further Maths may be chosen as a fourth A Level).
If you are considering studying Maths, Biology, Chemistry or Physics we highly recommend an APS of 6+

APS GCSE: 4.5-4.9

Students with an APS of 4.5-4.9 should choose a mixture of vocational and A Level courses.
e.g. Food Science & Nutrition (Applied Diploma), BTEC (National Extended Certificate) Health & Social Care and Psychology A Level

APS GCSE 4.0-4.5

Students with an APS of 4.0-4.5 would be best suited to taking BTEC/Diploma subjects only. (BTEC National Diplomas = equivalent to 2 A levels; BTEC Foundation Diplomas = equivalent to 1.5 A levels; BTEC Extended Certificate = equivalent to 1 A level)
e.g. BTEC (National Diploma) Business and BTEC (National Extended Certificate) in Health & Social Care

APS GCSE 3.99 or below

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

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.



Subject Specific Entry Criteria for 2025

A LEVEL SUBJECT	Minimum GCSE Grades Required	
	Where subject studied at GCSE	Alternative where subject not studied at GCSE
Art – Fine Art	Grade 6 in Art or Textiles	By agreement of the Head of Department, following a portfolio assessment
Art - Textiles		
Biology	Grade 6 in Biology, Grade 6 in Maths and Grade 5 in English*	Grade 66 in Combined Science, Grade 6 in Maths and Grade 5 in English*
Business	Grade 6 in Business	Grade 6 in English Language and Maths
Chemistry	Grade 6 in Chemistry, Grade 6 in Maths and Grade 5 in English*	Grade 66 in Combined Science, Grade 6 in Maths and Grade 5 in English*
Computer Science	Grade 6 in Computer Science	By agreement of the Head of Department
Design & Technology	Grade 6 in Design & Technology	By agreement of the Head of Department, following a portfolio assessment
Drama	Grade 6 in Drama	Grade 6 in English and by agreement of the Head of Department
Economics	Grade 6 in Economics and Grade 6 in English Language and Maths.	Grade 6 in English Language and Maths.
English Literature	Grade 6 in English Literature and Language	
French	Grade 6 in French	
Geography	Grade 6 in Geography	By agreement of the Head of Department
History	Grade 6 in History	Grade 6 in English
Maths	Grade 7 in Maths	
Further Maths (A/AS)	Grade 8 in Maths	
Music	Grade 6 in Music and the ability to perform Grade 5+	By agreement of the Head of Department
Philosophy & Ethics	Grade 6 in RE (full course)	Grade 6 in English
Physical Education	Grade 6 in PE and suitable strength in ONE sport*	Grade 6 in ONE Science (Triple) or Grade 66 in Combined Science and Grade 6 in English and suitable strength in ONE sport*
Physics	Grade 6 in Physics, Grade 7 in Maths and Grade 5 in English. Must be studied alongside Maths A Level*	Grade 66 in Combined Science, Grade 7 in Maths and Grade 5 in English. Must be studied alongside Maths A Level*
Psychology	Grade 6 in Psychology	Grade 6 in Science, English and Maths
Sociology	Grade 6 in Sociology	Grade 6 in English
Spanish	Grade 6 in Spanish	

*See subject information page in this prospectus for further guidance / speak to Head of Department

Please check the entry requirements carefully for subjects offered at Katherine Warrington, Sir John Lawes and St George's Schools. This information is available in the KS5 Prospectus.

SUBJECT	Minimum GCSE Grades Required
BTEC Business National Diploma BTEC Business Foundation Diploma	Grade 4 in 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 Extended Certificate	Grade 4 in English Language. It is not a requirement to have studied Level 2 BTEC Health & Social Care
AAQ BTEC Extended Certificate in IT	Grade 4 in Maths and English Language
Food Science & Nutrition Diploma	Grade 5 or above in Design Technology or Food Preparation & Nutrition or Science

Level 3 AAQ BTEC Extended Certificate (IT / Health & Social Care) and Food Science Diploma are equal in size to a single A level programme. In Business, BTEC Foundation Diploma is equal to 1.5 A levels and BTEC National Diploma is equal to 2 A levels.

GCSE Points Score for BTEC	P1	M1	D1	P2	M2	D2	D*2
BTEC Information Technology 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 two supervised study periods on their timetable. This takes place in either the Silent Study Room or the Common 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, and we are very pleased to welcome Katherine Warrington Sixth Form from September 2024. 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 the other schools within 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 7th February 2025

2

CURRENT RPS STUDENTS

In March/April 2025 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, and offers made.

NEW STUDENTS

All new applicants will hear back in March/April, with offers made based on their predicted grades. All those receiving an offer must attend our Offer Holder Evening on 24th April 2025 to keep their offer open.

The deadline for acceptance of an offer is Friday 18th April 2025

3

INDUCTION DAYS

All Offer Holders, both current students and new, must attend our mandatory Induction Day on 1st July 2025 in order to keep their offer open. This will introduce you to Sixth Form life and give you a taster lesson in the subjects and Enrichment option you have chosen.

A mandatory Induction Day will be held on 1st July 2025

4

CURRENT RPS STUDENTS

Results Day: Current RPS students holding an offer must complete the Course Confirmation Form found in your results envelope.

NEW STUDENTS

Results Day: Students joining from another school must visit us in person to speak with our team and complete your Course Confirmation Form.

Course Confirmation Form returned by midday on Friday 22nd August 2025

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 choices 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 & Design - Fine Art
Art & Design - Textiles
Biology
Business BTEC Foundation Diploma (single award)
Business BTEC National Diploma (double award)
Business
Chemistry
Chinese *
Computer Science
Design & Technology
Drama and Theatre Studies
Economics
English Literature
Food Science & Nutrition BTEC Diploma
French
Geography
German *
Health and Social Care BTEC Extended Certificate (single award)
History
Information Technology AAQ BTEC Extended Certificate (single award)
Mathematics & Further Mathematics (A level and AS level)
Core Mathematics
Media Studies A Level *
Music
Performing Arts BTEC Level 3 * (single award)
Philosophy & Ethics
Physical Education
Physics
Politics *
Psychology
Sociology
Spanish
Sport & Physical Activity CTEC * (single award)
Enrichment Subjects

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



Art & Design - Fine Art

Specification: AQA

Subject Lead: Miss Durdey

Entry Requirement: Grade 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 and journals. These are presented in the form of an exhibition at the end of the course.

Assessment

A Level

Component 1	Coursework - Personal Investigation	60%
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Students initially follow a set theme such as the environment, structures, human form. Students produce a body of work that 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.

All work produced for this component is submitted for the final assessment at the end of Year 13.

Component 2	Externally Set Assignment	40%
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A choice of eight 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 for approximately eight 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

Art materials – sketchbooks, drawing/painting materials, paints, brushes, pens etc.
Visits to exhibitions.



Specification: AQA

Subject Lead: Mrs Jenkins

Entry Requirement: Grade 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

Basic materials
Sketchbooks
Some costs of fabrics
Visits to exhibitions
Your own sewing machine is a desirable requirement

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 eight 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 piece of work. They are expected to demonstrate their ability to respond to a given stimulus within the specified time limit.



Biology

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

Subject Lead: Mr M Connor

Entry Requirement: 6-6 or above in GCSE Combined Science, plus 6 or above in Maths and 5 or above in English Language, **OR** 6 or above in GCSE Biology plus 6 or above in Maths and 5 or above in English Language. English is an important component of Biology due to extended responses in exams.

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 18 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 how 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 3 exams, each 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.

BTEC Level 3 National Foundation Diploma in Business (Equivalent to 1.5 A levels, single 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 is that if taken at GCSE a Grade 4 or above will have been achieved. The ability to manage workload, undertake several tasks at once, and meet set deadlines is essential.

Introduction

This course is an excellent progression from GCSE Business, where students are already used to a course that places heavy weight on understanding theory and relating it to real time businesses. By following the same exam board at both levels, students find that this course builds on what they already know and while to vocation tasks built into the course develops the student's ability to present to boards, plan and execute events to a high standard, while grounding the theory in the business world that they love within these om hand tasks and through the submission of assignments. Students with grade 4 or above in GCSE Business may take this qualification. Those not studying GCSE Business, could consider the course if they can demonstrate suitability through other courses (as detailed in the Sixth Form prospectus). While some opt for BTEC Business because it's a must for a future career, many take the subject because they love business, enjoy knowing more and see it as one of their best opportunities to open up a multitude of possibilities when looking at options which will help them progress to the next stage of their life.

Course Overview

BTEC Business is designed for applied learners who may prefer a balance between exams and assignment work. It brings together knowledge and understanding with practical and technical skills. It is designed to be a learner-centred approach. 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 qualification is on a holistic development of the practical, interpersonal and thinking skills required to be able to succeed.

It is important to highlight that assessment is throughout the course and the first assessed work begins within weeks of starting in Year 12. This course therefore suits learners who are good independent learners at the outset. Please note that during this course, we offer enough units for students to achieve the BTEC Level 3 National Foundation Diploma, which is the equivalent of one and a half A levels. However, if students do not achieve the correct units to be awarded the Foundation Diploma, they will instead achieve the BTEC Level 3 Extended Certificate in Business, equivalent to one A Level.



Course Content

- Exploring Business
- Developing a Marketing Campaign
 - Personal and Business Finance
- Recruitment and Selection Process
 - Managing an Event
 - Pitching a Business

Assessment

- 1 Unit of Controlled Assessment in exam conditions - marked by Pearson
- 1 Unit: Written Personal and Business Finance exam - marked by Pearson
- 4 Units: Assignment based - marked internally and externally verified by Pearson

Visits/Costs

Students may wish to buy a course text book and revision guides for units.

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

We are likely to have our New York visit available to all Business, Economics and Computer Science students during their time in Sixth Form.

BTEC Level 3 National 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 GCSES. It is not a requirement to have studied GCSE Business, although the expectation is that if taken at GCSE, a Grade 4 or above will have been achieved. The ability to manage workload, undertake several tasks at once and meet set deadlines is essential.

Introduction

BTEC Business is designed for applied learners who may prefer a balance between exams and assignment work. It brings together knowledge and understanding with practical and technical skills. It is designed to be a learner-centred approach and a substantive part of 16-19 study where the diploma will be a double option. 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 qualification is on a holistic development of the practical, interpersonal and thinking skills required to be able to succeed.

It is important to highlight that assessment is throughout the course and the first assessed work begins within weeks of starting in Year 12. This course therefore suits students who are good independent learners at the outset.

Course Content

Mandatory Units

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

Optional Units

In addition to the 6 Mandatory units you will have 2 Optional Units selected by the course team. Currently these are:

- Pitching a Business
- The Recruitment and Selection Process

Assessment

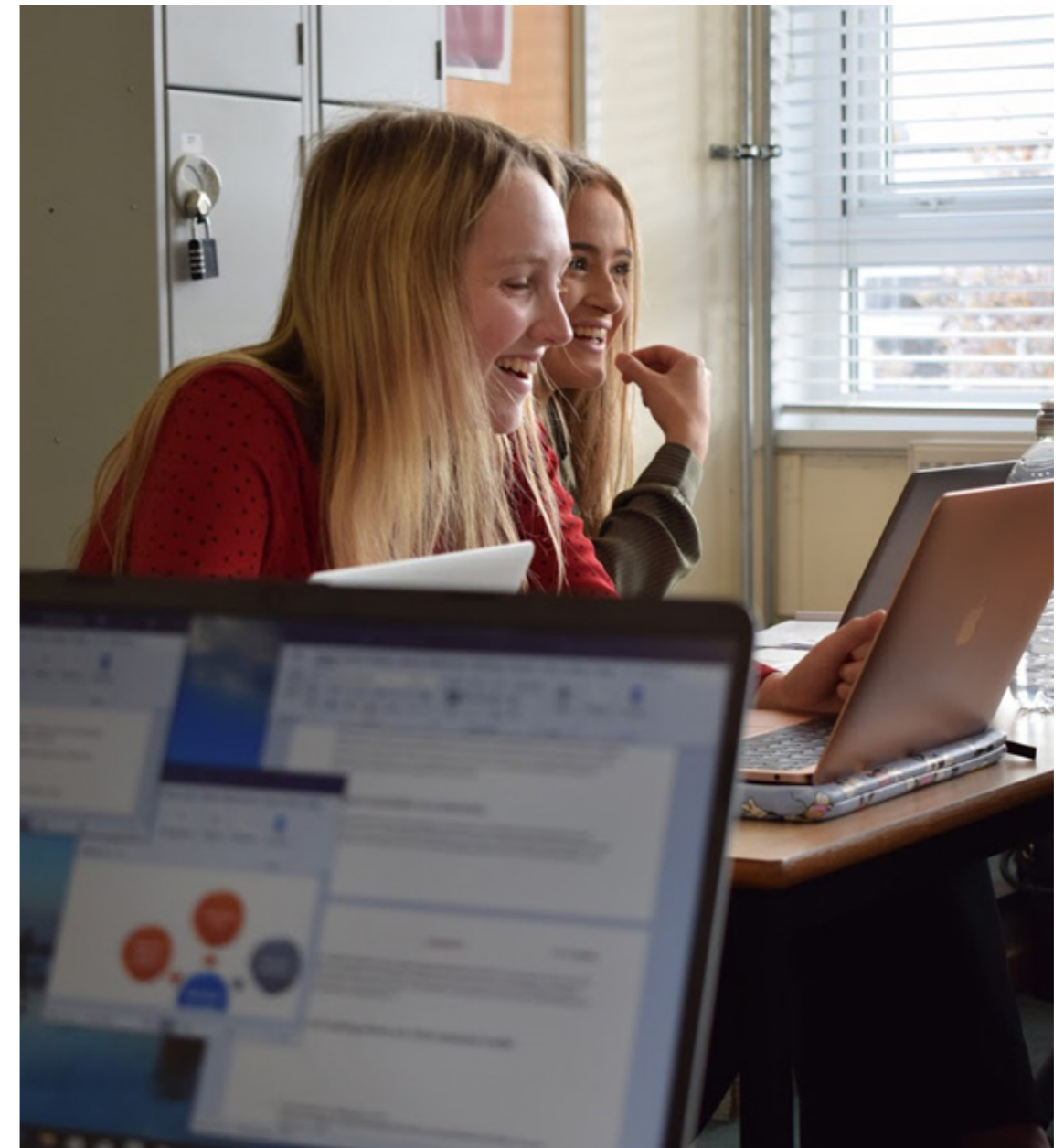
2 Units of Controlled Assessment in exam conditions - marked by Pearson
1 Unit: Written Personal and Business Finance exam – marked by Pearson
5 Units: Assignment based – marked internally and externally verified by Pearson

Visits/Costs

Students may wish to buy a course text book and revision guides for units.

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

We are likely to have our New York visit is available to all Business, Economics and Computer Science students during their time in Sixth Form.



Specification: Pearson Edexcel

Subject Lead: Mr M 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 on to 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, law, 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. 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; one has a prerelease with market and sector information to be researched. There are questions between 4 and 20 marks with a significant percentage using quantitative skills.

Visits/Costs

Students attend expert-led revision sessions in London in Year 13 and offer extra curricular 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, and sign up for the EZY Business system.

We are likely to have our New York visit is available to all Business, Economics and Computer Science students during their time in Sixth Form.

Chemistry

Specification: OCR A

Subject Lead: Miss H Budarkiewicz

Entry Requirement: A minimum of Grade 6 in GCSE Chemistry or 6-6 in Combined Science, Grade 6 or above in GCSE 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

Textbooks: £26 (Year 1 book), £26 (Year 2 book)

Lab coat and goggles £15 approx

Revision guide £10

A Level revision conference Year 13 £30 approx (TBC)

University outreach – chemistry laboratory experience day £20 approx (TBC)



Chinese

Taught at Katherine Warrington School

Specification: Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/
spoken Cantonese) (9CN0)

Subject Lead: Mr D Kral

Entry Requirement: GCSE Grade 7 in Mandarin. The course is suitable for
both Cantonese and Mandarin speakers.

Course Content

Year 12 Themes:

Family, Education and Work, Chinese Culture and Cultural Activities

Year 13 Themes:

Transformations, Sino-British Relationships, Communication & Technology, Economy and Environment

Assessment

Listening, reading and responding to texts (60 marks)
Translating between English and Chinese (40 marks)
Written response to a literary text and a film (100 marks)
Discussion of a stimulus card (30 marks)
Presentation and discussion of an individual research project (42 marks)

Future Opportunities

With 1.3 billion speakers of Chinese and 1.35 billion speakers of English, you'll open doors to communicate with one third of the planet. Pathways include careers in all fields such as Business, International Relations, Finance, Travel & Tourism, Education, Translation, Government & Entrepreneurship.



Computer Science

Specification: OCR

Subject Lead: Miss Darby

Entry Requirement: Grade 6 in Computer Science if studied at GCSE, or Grade 6 in Maths, and a Python programming test will be set if not studied at GCSE

Introduction

The study of Computer Science 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 of how networks operate and are built.

Course Content

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

- An understanding 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 to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills



Assessment

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

Design & Technology

Specification: OCR H406

Subject Lead: Mr A Libberton

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 and 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

A2 Unit

Iterative Design Project = 50%

Principles examination = 27%

Problem Solving = 23%

Visits/Costs

£75 minimum to include trips, textbooks.

Prices may alter slightly depending on the resources required by individual students during the prototype modelling stages of the final major project. All students have the final decision on their choice of product.

Specification: Edexcel

Subject Lead: Mr Garbutt

Entry Requirement: GCSE Grade 5 in Drama or Grade 5 in English and interview with Head of Department 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.

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 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.

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

To be confirmed

Specification: Pearson Edexcel

Subject Lead: Mr E Wilkinson

Entry Requirement: Grade 6 or above in English Language **and** Maths. 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 behavior 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 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, as well as trips to the Bloomberg offices in London and an Economic Conference of Speakers. 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 the 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 textbook, which will be advised at Induction.



English Literature

Specification: Eduqas

Subject Lead: Miss McMahon and Mrs Hill

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 need to enjoy analysis and be prepared to offer your own ideas in discussions and presentations. There is a lot of wider reading involved, so you should be prepared to read widely and often in order to develop your knowledge of wider context.

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

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

Component 01: Poetry

This is split into two sections: Poetry pre-1900 (Christina Rossetti) and poetry post 1900 (Larkin and Duffy)

Component 02: Drama

This is split into two sections: Shakespeare (Hamlet or The Tempest) and Drama pre and post 1900 (The Duchess of Malfi and A Streetcar Named Desire)

Component 03: Unseen Texts

This is split into two sections: Analysis of an extract from an interwar text and analysing an unseen poem.

Component 04: Prose Study Pre and Post 2000

This is the coursework component, analysis and comparison of two different texts, one pre 2000 (The Color Purple) and one post 2000 text (Student choice).



Assessment

A level Component 01 - is an externally assessed written paper in a clean text exam. 30% of marks for A Level.

A level Component 02 - is an externally assessed written paper in a closed book exam. 30% of marks

A level Component 03 - is an externally assessed written paper. Closed book, but unseen extracts provided. 20% of marks.

A Level Component 04 - internally assessed essay. 20% of marks.

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-£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

Subject Lead: Miss O'Coy

Entry Requirement: GCSE Grade 5 or above in either: Design & Technology, Food Preparation & Nutrition, or Science.

The Applied Diploma in Food Science and Nutrition complements other A Level courses such as Biology, Physical Education and Health & 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.

Food is one of the fastest growing industries, with many varied jobs on offer. Food Science & Nutrition offers further study on many food related degree programs: BSC Human Nutrition, BSC Public Health & Nutrition, BSC Food & Consumer Management. Please come and talk to Miss O'Coy for more details.



Course Content

Year 12

Unit 1: Meeting nutritional needs of specific groups

Part 1: Theory exam. 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 analysing a person's diet.

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.

Year 13

Unit 2: Ensuring food is safe to eat (external assessment)

This is assessed by a written assignment which has eight 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.

Unit 3: Experimenting to solve food production problems (12 hours)

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

Assessment

Year 12 -Unit 1 has 50% controlled assessment plus 50% exam.

Year 13- Unit 2 &3 are controlled assessments.

Unit 1- 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 £30

Revision guide £20

Trip (TBC)

Food is one of the fastest growing industries, with many varied jobs on offer. Food Science & Nutrition offers further study on many food related degree programs: BSC Human Nutrition, BSC Public Health & Nutrition, BSC Food & Consumer Management. Please come and talk to Miss O'Coy for more details.

French

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 are 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 and 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 and racism
- Poverty and the marginalised
- Crime and punishment
- Contemporary francophone music
- Study of one literary text and one film
- An individual research project



Assessment

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

Visits/Costs

- Grammar book: approximately £8
Course books approximately £25 per year.
Copy of the set text: approximately £6 each.
Optional copy of the set film on DVD: approximately £10.
A visit to a French speaking country is advisable, although not a requirement
Students may choose to organise work experience abroad.



Geography

Specification: Edexcel

Subject Lead: Ms Mooney

Entry Requirement: GCSE Grade 6 or above in Geography. Students who have not studied Geography at GCSE may be permitted to study the course should they have a very strong set of GCSE results and be prepared to work hard to catch up on their studies. Such applicants would be considered on an individual basis.

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 there are 2 units of study:

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 field trip 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.

German Taught at Sir John Lawes School

Specification: AQA

Subject Lead: Visit SJL website for full details

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.



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.

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)

Level 3 BTEC Health & Social Care Certificate

Specification: Pearson BTEC Level 3 National Extended Certificate

Subject Lead: Mrs Glennie

Entry Requirement:

Grade 4 or higher in English Language. It is not a requirement to have studied Level 2 BTEC Health & Social Care.

Introduction

NB Information on this course will soon be updated following the government's recent policy communication regarding BTEC/AAQ qualifications

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

Students will develop an understanding of physical, intellectual, emotional and social development of individuals and how the health & social care sector provide for a wide range of needs.

They will develop skills and knowledge of working in the sector through visits and external speakers, research tasks and case studies.

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 & Social Care
- Meeting Individual Care and Support Needs
- One optional unit selected from a wide range from Physiology to Children with Additional Needs



Assessment

3 Core Mandatory units of which:

2 Core units: Written exam set and marked by Pearson

1 Core unit: Assignment set and marked internally

1 Additional unit: Assignment set and marked internally

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

Examinations - learners take the same written assessment in exam conditions

Assignment - internally set assignment brief where students carry out set tasks, creating evidence to support a work-related scenario

Visits/Costs

Students are encouraged 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 & social care settings from local primary schools to hospitals and care homes.

Specification: Edexcel

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

If you love learning about past events then History is the perfect choice for you. The range of topics studied is varied and will develop your knowledge on the witch craze in Britain, Europe and North America, c1580–c1750, British political history and America from 1920 - 1950s.



Course Content

Year 12 modules

Paper 1: Britain Transformed 1918 – 1997

This module explores the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–97. Students will examine social and political changes as well as the rise of popular culture and the changing role of women. This topic includes a depth study on the impact of Thatcher's policies.

Paper 2: The USA 1920 - 1955, boom, bust and recovery

This module examines in depth the economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945. Students will gain an detailed understanding of economic change and its long-term effects, the growing demands by black Americans for social equality, and the cultural changes driven by individuals and by technological change.

Year 13 modules

Paper 3: The witch craze in Britain, Europe and North America, c1580–c1750

This option gives students the opportunity to explore the ways in which beliefs in magic and sorcery led to the cruel hounding of thousands of both women and men on the charge of witchcraft in this period. Many areas in Europe and North America were afflicted. The German-speaking lands were the scene of 20,000 executions, half of all those meted out. Within the British Isles, Scotland showed the most enthusiasm for hunting out the 'Devil's followers' with a thousand executions, twice that of England which had a far larger population.

Non exam assessment

An independently researched essay of 3000–4000 words in length. The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue. The coursework will be marked in school, and moderated by Edexcel.

Assessment

The A level course has three exams, which will all be taken at the end of the two-year course, and one coursework module.

- Britain Transformed, 1918 - 1997 = 30%
- The USA 1920 - 1955, boom, bust and recovery = 20%
- The witch craze in Britain, Europe and North America, c1580–c1750 = 30%
- Coursework module = 20%

Visits/Costs

Textbooks for all three modules. These books cost roughly £20 each.

Level 3 AAQ BTEC Extended Certificate in IT (Single)

Specification: Pearson

Subject Lead: Mr Hamilton

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

Introduction

The Pearson Level 3 Alternative Academic Qualification BTEC National in Information Technology (Extended Certificate) allows students to study the fundamental knowledge of Information Technology covering the role and implications of using Information Technology systems and cyber-security threats and how to manage attacks. Students will also develop important skills for creating websites to meet a specific purpose and to manage data through the development of a relational database solution.

There are two examined units and two internally assessed units where students will engage in practical tasks to develop their Information Technology skills and knowledge.



Course Content

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT systems, Cyber Security and Incident Management, Website Development and Relational Database Development. This will enable students to progress into higher education as a pathway to employment. Learners will study four mandatory units:

• Unit 1: Information Technology Systems

External unit assessed by a 2-hour exam with 90 marks available

You will explore the relationships between the hardware and software that form an IT system, how systems work individually and together, and the relationship between the user and the system. You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals. This unit will give you a fundamental understanding of all areas of IT, supporting your progression to an IT-related higher education course.

• Unit 2: Cyber Security and Incident Management

External unit assessed by a 2-hour exam with 90 marks available

In this unit, you will examine the many types of cyber security attacks, the vulnerabilities in networked systems and the techniques that can be used to defend an organisation's networked systems. You will examine scenarios and explain appropriate protection measures for networked systems. You will also look at the forensic methods used to investigate cyber security incidents and analyse the suitability of those methods for a given scenario.

• Unit 3: Website Development

Internal assessed assignment

In this unit, you will explore how existing websites use the principles of website development to appeal to their intended audience and meet their specific purpose. You will plan, design and develop a website in response to a client brief by applying website development tools, techniques and processes. You will also reflect on the usability, functionality and fitness for purpose of the website using a testing and review process. Many software developers, database experts and systems managers need web-client development skills as an integral part of their overall portfolio of expertise.

• Unit 4: Relational Database Development

Internal assessed assignment

In this unit, you will examine the structure of data and how an efficient data design follows through into an effective, useful database. You will investigate database management systems (DBMS) and apply practical skills in designing and developing a database within a given DBMS.



Mathematics

Specification: Edexcel

Subject Lead: Mrs C Davies

Entry Requirement:

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

Introduction

Following the Edexcel specification, this course builds on many GCSE maths concepts such as coordinate geometry and trigonometry, whilst introducing new topics such as calculus. It also covers the applied mathematical disciplines of statistics and mechanics. For those with good algebraic fluency it offers a rewarding and satisfying option.

This course is taught in 5 x 1 hour lessons a week, usually across 2 teachers. Students are expected to undertake an additional hour of study (either independently or on work set by the class teacher) for each hour taught. It is recommended that students wishing to take A Level Mathematics have a GCSE grade of 7 or higher.

A Level Mathematics is a standalone subject that complements any combination of A Levels studied. Students often choose it alongside traditional pairings such as one of the sciences, however a need to study Physics is not required to understand the mechanics content of the course and many find the statistics content beneficial in social science subjects or geography. Remember, some of the greatest mathematicians historically were also philosophers or musicians!

An A Level in Mathematics will usually be required in order to undertake any STEM subject degree. It is also useful for computing pathways and financial careers and it will be regarded highly by any future employer. However, greater success is usually achieved by those who choose the subject simply because they enjoy it and appreciate the beauty of the perfection of mathematics. When you solve a mathematical problem, there is no better sense of satisfaction!

Course Content

Pure Mathematics

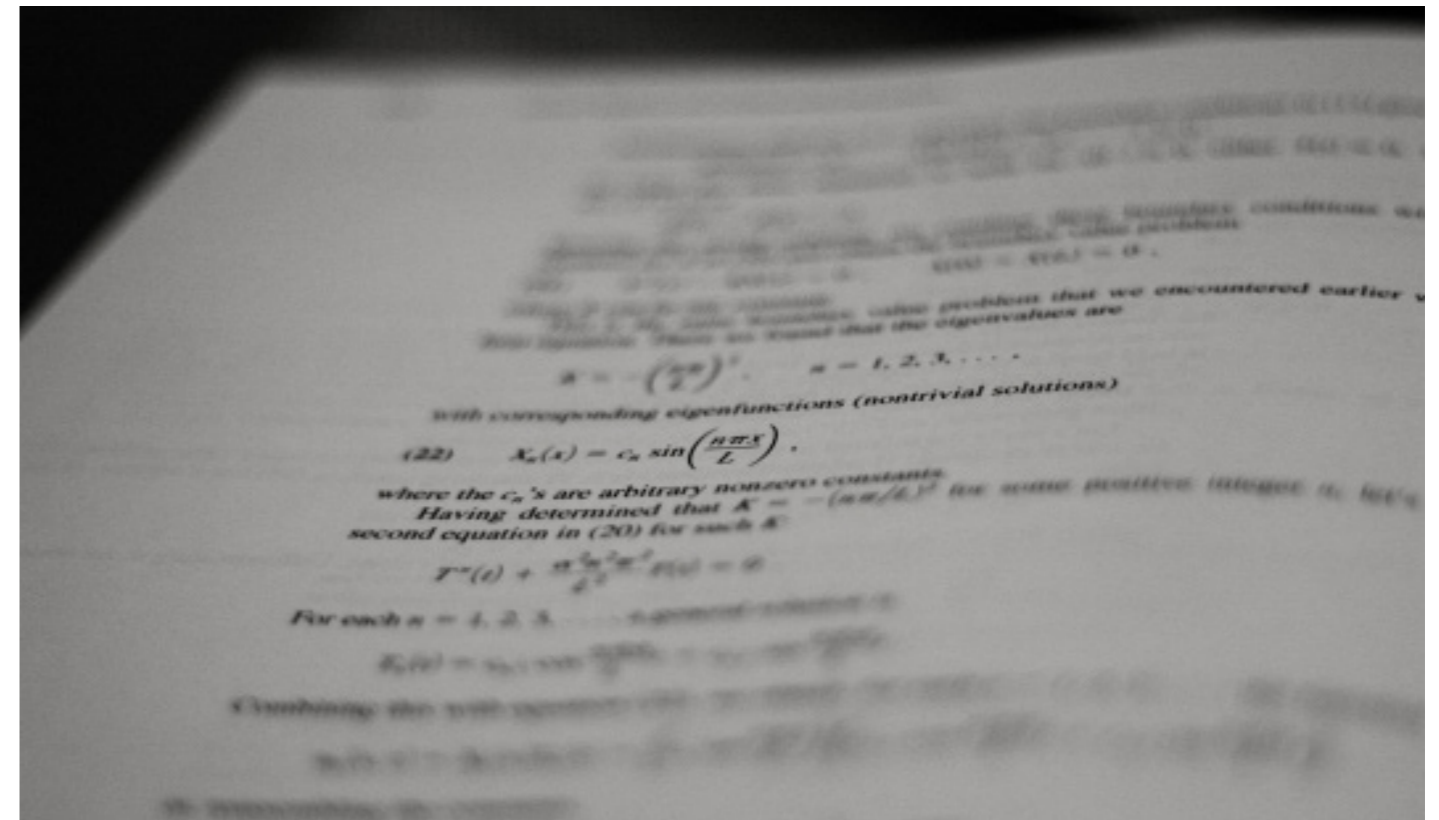
Functions, Proof, Exponentials & Logarithms, Trigonometry, Surds/Indices, Algebraic Manipulation, Calculus, Sequences & Series, Vectors, Parametric Equations, Numerical Methods.

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 Sampling, Data Presentation & Interpretation, Probability, Distributions, Hypothesis Testing, Correlation & Regression.



Assessment

All exams to be taken at the end of Year 13 and will consist of three two-hour papers. Calculators (including graphics calculators) may be used for the A level exams. There is no coursework component.

Exam 1 – Pure Mathematics 33.3%

Exam 2 – Pure Mathematics 33.3%

Exam 3 – Statistics & Mechanics 33.3%

Visits/Costs

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

Mathematics & Further Mathematics A Level & AS Level

Specification: Edexcel

Subject Lead: Mrs C Davies

Entry Requirement: GCSE Grade 8 or above in Mathematics at Higher tier.

A Level Further Mathematics Introduction

Following the Edexcel specification, this course builds on key A Level Mathematics concepts such as calculus and series, whilst introducing new topics such as matrices and complex numbers. Just like A Level Mathematics it also covers the applied mathematical disciplines of statistics and mechanics, but to a higher level. For those with a real flair and love of mathematics it offers a satisfying challenge.

Students who undertake Further Mathematics will be taught in a separate class to the Single Mathematicians.

Both the two Mathematics A Levels will be taught together in 9 x 1 hour lessons a week, usually across 3 teachers. Students are expected to undertake an additional hour of study (either independently or on work set by the class teacher) for each hour taught. It is recommended that students wishing to take A Level Further Mathematics alongside A Level Mathematics have a GCSE grade of 8 or higher.

The A-level in further mathematics is aimed at students who have a keen interest in furthering their understanding of mathematics. This is a course designed to stretch and challenge our most determined mathematicians and is delivered by teachers who are both passionate about their subject and hugely experienced. This qualification will usually be required for a degree in mathematics, especially at a Russell Group university. Whilst not essential, it has also proven a real bonus feature on the UCAS application for many students applying for STEM subject or financial degrees.

Course Content

Further Pure Mathematics

Proof; Complex numbers; Matrices; Further algebra and functions; Further calculus; Further vectors; Polar coordinates; Hyperbolic functions and Differential equations.

Further Statistics

Discrete probability distributions; Poisson & binomial distributions; Geometric and negative binomial distributions; Hypothesis Testing; Central Limit Theorem; Chi Squared Tests; Quality of tests and Probability generating functions

Further Mechanics

Momentum and impulse; Work, energy and power; Elastic strings and springs and elastic energy; Elastic collisions in one dimension and Elastic collisions in two dimensions.

Assessment

All exams to be taken at the end of Year 13 and will consist of four ninety-minute papers. Calculators (including graphics calculators) may be used for the A level exams.

There is no coursework component.

Exam 1 – Pure Mathematics 25%

Exam 2 – Pure Mathematics 25%

Exam 3 – Statistics 25%

Exam 4 – Mechanics 25%

Visits/Costs

Students will be required to purchase a copy of the Further Maths textbooks (one for each component of the course). 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.

AS Level Further Mathematics Introduction

Following the Edexcel specification, this course builds on key A Level maths concepts such as calculus and series, whilst introducing new topics such as matrices and complex numbers. Just like A Level Mathematics it also covers the applied mathematical disciplines of statistics and mechanics, but to a higher level. For those with a real flair and love of mathematics it offers a satisfying challenge.

Students who undertake A/S Further Mathematics will be taught in a separate class to the Single Mathematicians. Both the two Mathematics A Levels will be taught together in 7 x 1 hour lessons a week, usually across 3 teachers. Students are expected to undertake an additional hour of study (either independently or on work set by the class teacher) for each hour taught. It is recommended that students wishing to take A/S Level Further Mathematics alongside A Level Mathematics have a GCSE grade of 8 or higher.

The A/S level in Further Mathematics is aimed at students who have a keen interest in furthering their understanding of mathematics but don't want to undertake a full A level in Further Mathematics. This is a course designed to stretch and challenge our most determined mathematicians and is delivered by teachers who are both passionate about their subject and hugely experienced. This qualification will usually be required for a degree in mathematics, especially at a Russell Group university. Whilst not essential, it has also proven a real bonus feature on the UCAS application for many students applying for STEM subject or financial degrees.

Topics covered

Pure Mathematics: Proof; Complex Numbers; Matrices; Further Algebra and Functions; Further Calculus; Further Vectors

Statistics: Discrete probability distributions; Poisson & Binomial Distribution; Chi Squared Test

Mechanics: Momentum and Impulse; Work/Energy/Power, Elastic collisions in one dimension

Assessment

2 x 1hr 40min exams at end of Yr 13
(No Coursework)

Exam breakdown

Exam 1 – Pure Mathematics 50%

Exam 2 – Further Statistics 25% and Further Mechanics 25%

Level 3 Certificate in Mathematical Studies (Core Maths)

Specification: AQA

Subject Lead: Mrs C Davies

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 12, 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 (A680QS)

Subject Lead: Mrs R Hench

Entry Requirement: 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.

We would expect you to achieve a grade 6 or above in GCSE Media or Film Studies, or grade 6 or above in English (if Media or Film have not previously been studied). All students must have an APS of 4.5 or above.

Course Content

Paper 1

Students will study towards a 2 hour 15 minute exam that will test them on how media texts use media language, construct representations and the contexts that influence them. They will cover contemporary identities, representation of gender, ethnicity and reality as well as explore the positioning of audiences and institutional influences across a range of different platforms including advertising, film marketing, video games, music videos and newspapers.

Paper 2

Students will learn about three areas of the media in depth; TV in the Global Age (case studies include Black Mirror and The Returned or Peaky Blinders and The Bridge - TBC), Magazines (Mainstream, Vogue vs alternative, Big Issue) and Media in the Online Age (case studies include Zoella and Attitude Magazine). They will be required to study two texts in depth and comparatively, which are set by the exam board. The exam is 2 hours 30 minutes long, in which students need to write many extended answers.

Both exams are sat at the end of the two-year course.

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 sequence of 2½ – 3 minutes from a new TV drama as well as produce an accompanying magazine front page and double page spread helping to promote it in a TV lifestyle magazine. 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 software.



Assessment

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

70% externally assessed exam work: Paper 1 = 35%; Paper 2 = 35%.

Specification: Eduqas

Subject Lead: Mrs Dale

Entry Requirement: GCSE Grade 6 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

BTEC Level 3 National Diploma in Performing Arts Taught at Katherine Warrington School

Specification: Pearson

Subject Lead: Mr J Bullock

Entry Requirement: GCSE Grade 4 in English, plus evidence of commitment to performing through involvement in shows and productions.

Introduction

This course is designed to complement a choice of two other A Levels or BTECs and offers a rounded education in the Performing Arts with a focus on working in the industry, the creation of new works alongside developing your own discipline from a choice of Musical Theatre, Acting and Dance.

Course Content

You will study a range of modules which are compulsory but then you have a choice of some optional modules which can be related to your chosen disciplines.

Assessment

The course is assessed through a mixture of assignments some of which are internally assessed and externally moderated as well as fully externally assessed components.

Future Opportunities

This course can lead on to further training in either the performing arts or University courses related to other course choices.

Core Modules	Specialist Modules*
<ul style="list-style-type: none">Investigating practitioners work	<ul style="list-style-type: none">Theatre directingInterpreting classical texts for performance
<ul style="list-style-type: none">Developing skills and techniques for live performance	<ul style="list-style-type: none">Musical theatre techniquesSinging techniques for performance
<ul style="list-style-type: none">Group performance workshop	<ul style="list-style-type: none">Healthy dancerContemporary dance technique
<ul style="list-style-type: none">Performing Arts in the community	*Indicative modules

Philosophy & Ethics

Specification: OCR A Level

Subject Lead: Mrs Harvey

Entry Requirement: Grade 6 or above in GCSE RE, if taken, or Grade 6 or above in GCSE English Language if RE not taken.

Introduction

Philosophy & 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 & 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.

Students should enjoy being challenged in their thinking and like to be engaged in debate, sharing their thoughts and ideas. Students will be encouraged to think for themselves and to express their evaluations of the Philosophers they study.

A level Philosophy & Ethics is open to students taking both Full and Short Course GCSE.

Assessment

Three 2-hour papers; for each paper candidates select three questions. Each paper has equal weighting.



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.

Visits/Costs

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

Physical Education

Specification: OCR

Subject Lead: Mr Hunter

Entry Requirement: Grade 6 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 one 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 a 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 (approx £40)
Suggested: Revision guides linked to course (approx £20)

Physics

Specification: AQA Physics A level (7408)
Board: AQA

Subject Lead: Mr Jacquinot

Entry Requirement: 6 6 or above required in GCSE Combined Science plus 7 or above in Maths and 6 in English Language **OR** 6 or above in GCSE Physics plus 7 or above in Maths and 6 in English Language. Furthermore, the study of full A level Maths alongside is strongly recommended.

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.

AQA is the leading A-level physics specification in England, taken by more than 50% of students nationally, and is an exciting, knowledge rich specification that tackled all the main pillars of advanced physics. 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 five topics:

Measurement and their errors
Particles and radiation
Waves
Mechanics and materials
Electricity

Year 13

The Year 13 course has three further compulsory topics, as well as a chosen optional topic:

Further mechanics and thermal physics
Fields and their consequences
Nuclear physics
Turning points in physics



Assessment

The examinations in AQA Physics are taken at the end of the two-year course, comprising of three two-hour papers as follows:

Paper 1 (2 hr). This paper consists of multiple choice, short and long answer questions covering the five Year 12 topics as well as the first Year 13 topic (further mechanics and thermal physics).

Paper 2 (2 hr). This includes all topics covered over the two-year course except the chosen option. It consists of multiple choice questions, short and long answer questions.

Paper 3 (2hr). Comprising of short and long answer questions only, this paper focuses on testing the practical and data analysis skills developed over the duration of the two-year course, as well as the turning points in the physics option topic.

There is also an assessment of practical competence: Practical Endorsement for Physics. Throughout the two-year course candidates complete 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, as well as a Cambridge University Engineering department visit, and to CERN in Geneva in Year 13.

Students are required to purchase the A Level textbook in electronic format. **DO NOT BUY THIS INDIVIDUALLY**, we will do a heavily discounted bulk order in September (about £25).

This also provides a number of electronically marked support materials. Additionally, students are required to purchase an inhouse practicals and exams booklet (about £10), which is vital for students to perform to their potential.

Politics

Taught at St George's School

Specification: A level course code 7152
<https://www.aqa.org.uk/subjects/politics/as-and-a-level/politics-7152>
Board: AQA

Subject Lead: James Ellis, jellis@stgeorges.herts.sch.uk

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

Introduction

This course offers exciting opportunities for lively debate and demands clear thinking and analysis. The course 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.

Students with a keen interest in current affairs thrive on this course, along with those who are independent-minded and prepared, within reason, to argue their point in debate. Above all, this course is well-suited to independent learners because it is uniquely dependent on having a knowledge of events as they unfold, meaning that to some extent, the content of what will be relevant has not happened at the start of the course. A background in essay-writing is a benefit but not a prerequisite to do well.

Assessment

There is no NEA component – but students will sit three two-hour exam papers:

1. UK Politics
2. US and Comparative Politics
3. Political Ideas

Course Content

Paper 1 – UK Government and Politics

This module studies how elections are held, and alternatives to the UK system. It evaluates the role and impact of political parties and pressure groups.

It examines the UK constitution and Parliament, studying how laws are made and implemented. We study government at different levels, including local government and the impact of leaving the EU.

This module looks in depth at the role and function of the Prime Minister, cabinet and Civil Service.

Paper 2 – US and Comparative Government and Politics

This module follows a similar pattern to the first in examining the nature and set-up of the constitution of the USA. It looks at the different elements of the Federal Government – the Presidency, Congress, and the Supreme Court, considering their roles and effectiveness. The issue of Civil Rights is studied in some depth. Major issues in US politics are considered in detail, including how money influences the decisions made.

This part of the course then compares these institutions with those in the UK.

Paper 3 – Ideologies

This paper covers political movements: Socialism, Liberalism and Conservatism. The ideas of these movements and their writers will be considered. These British movements are then compared with a more international movement – Feminism.

Other Information

All students will be asked to keep their own political record 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.

We offer a number of opportunities outside of the classroom, including outside speakers such as local MPs, journalists and other relevant political figures. We offer a House of Commons and Supreme Court trip, which provides an enriching and immersive experience for Politics students. We also offer a biennial trip to New York and Washington DC which provides students an opportunity to immerse themselves in U.S. politics.

Psychology

Specification: Edexcel

Subject Lead: Mrs Gilpin

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 Year 12 students will develop a broad knowledge and understanding of key aspects of the core areas within Psychology.

In Year 13 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 how this knowledge might be used to help individuals with Dementia.
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 & Anorexia Nervosa 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 Year 13. There is no coursework.

The Psychology Department at Roundwood Park has a superb track record of results, sitting within the top 25% value added within the country.

Psychology is a science, highly regarded by many top universities for a variety of courses.



Sociology

Specification: AQA

Subject Lead: Mrs Bridgman

Entry Requirement: GCSE grade 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.

Why study Sociology?

It is all about social interactions

Very few of us live a solitary existence - most of us have regular contact with others and interact with people in groups such as families and friends, and through various organisations, such as schools, work places, sports clubs or religious groups.

It looks at how social structures affect our attitudes, actions and opportunities

Groups • Organisations • Communities • Social categories eg. class, gender, ethnicity

• Social institutions eg. family, media, education

It gets us to ask questions

How are you influenced by your peers and the media?

How does your gender, religion, and ethnic background open up or close down opportunities in your life?

What makes people behave the way they do?

Why is the number of years you can expect to live linked to the job you do?

It affects social policy

Sociologists work to bring into the open some of the serious social issues that are challenging our society, such as the cost of living crisis or the long-term impacts of the Covid pandemic.

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.



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

Visits/Costs

The core text book is purchased by you and costs approximately £25. There are separate text books for Year 12 and Year 13. 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.

Spanish

Specification: AQA

Subject Lead: Miss Harris

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.

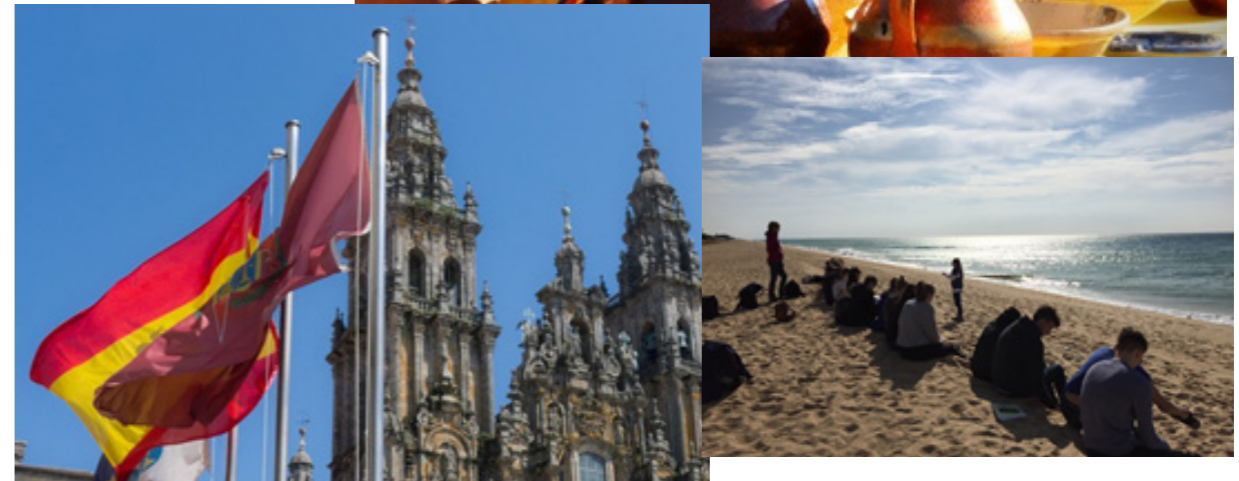
Course Content

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 for those not wishing to continue to University level.

Topics include:

- The changing nature of family
- The 'cyber-society'
- Regional Identity
- Immigration, integration and racism
- The Influence of Idols
- Cultural Heritage
- Monarchies and Dictatorships
- Study of one literary text and one film
- An individual research project



Assessment

- Paper 1: Listening and Reading** – based on topics covered (50% of A level)
Paper 2: Writing – analysis of a Spanish film and 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 text book approximately £25.
Literature for Cultural Topic at A2 approximately £10.
A visit to a Spanish speaking country or taking part in an exchange during your study is advisable, but not a requirement.
Students can also organise work experience abroad.

CTEC Sport and Physical Activity Taught at Katherine Warrington School

Specification: OCR

Subject Lead: Mr J Alexander

Entry Requirement: GCSE Grade 4 in Physical Education and English, or if not taken, GCSE Grade 4 in Science (Biology) and a keen interest in sport.

Introduction

This qualification is not just about being able to play sport; it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management.

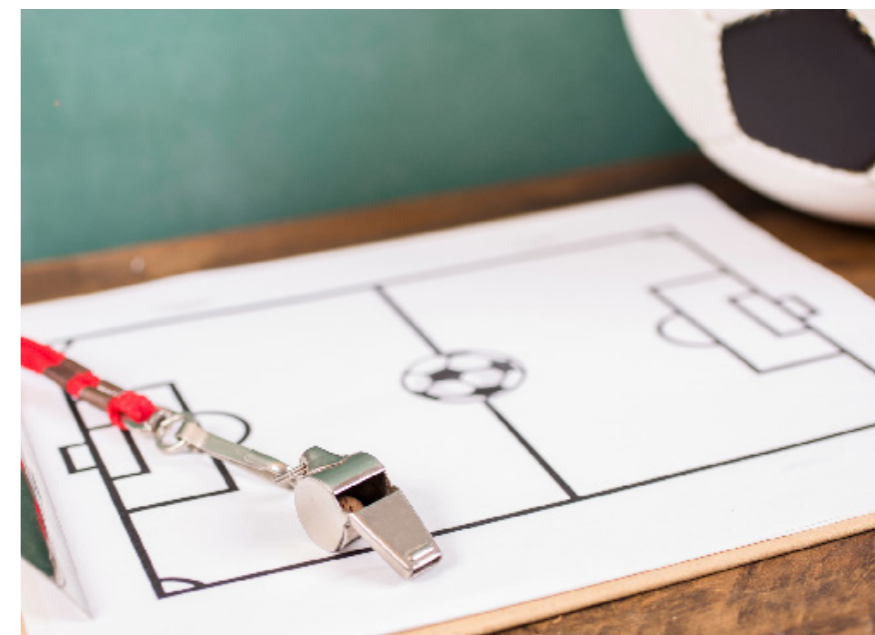
This course is designed to support students who would benefit from a qualification where it is more coursework based and their sports performance is not going to impact their final grade. It might also be a course suitable for students who have not taken GCSE PE.

Course Content

1. Body systems and the effects of physical activity
2. Sports organisation and development
3. Sports coaching and activity leadership
4. Performance analysis in sport
5. Sports injuries

Assessment

- 2 exam units
- 3 further coursework-based units
- ALL units must be passed and an average is taken across them all.



Future Opportunities

Potential university courses:

Sport and Exercise Science
Strength and Conditioning
Sports Coaching
A Teaching Degree
Sports Journalism
Physiotherapy
Sports/Leisure Management
Sports Psychology

Potential careers in sport:

Sport Scientist
Strength and Conditioning Coach or
Personal Trainer
PE Teacher/ Sports Coach
Sports Journalist
Physiotherapist
Sports Psychologist
Performance Analyst

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.

Entry Requirements

A grade 6 in English is strongly recommended to take this course.

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.

Students must submit a complete log book with either a 5,000-word essay, or 1,500-word essay and an artefact.

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

Materials to create artefact, if this option is chosen.

Core Mathematics

See pages 56-57

Foundations in Financial Studies

The Financial Studies course covers all aspects of personal financial education. You will discover how to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout your life. You will look at your plans in the short term such as university finance, medium term such as renting and buying a house and longer term including having a family and even planning for retirement. You will also learn the basics of Excel spreadsheets, formulae and project management tools. While the course doesn't hold UCAS points, it will provide students with a broader understanding of the financial world that they can highlight in their university, apprenticeship and job applications.

Course Content

- Immediate and short-term needs, including savings and current accounts, credit cards and loans and all about 'money'.
- Medium to long term needs, including pensions, budgeting for aspirations, mortgages and problems of debt.
- You will learn about different financial products, life stages and be better prepared for your independent financial life.
- You will contribute to discussions and develop your own opinions on financial risk.

There are no prior learning requirements except those for Sixth Form Entry.

Students should be aware there is a mathematical component and also essay writing.

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

There are no costs for this course.

Massive Online Open Courses (MOOCs)

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.



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