

Sir John Lawes School
Education for a changing world

Sir John Lawes School

Sixth Form

Education for a changing world



Welcome to Sir John Lawes School Sixth Form

Sixth Form education provides a transition between GCSE studies and college, university or employment. Progression and continuity are important for students and the Sixth Form at Sir John Lawes provides an environment where students are encouraged to achieve academic success as well as developing as an individual.

The aim of the Sixth Form is to ensure the best possible learning experience for you, the students, while providing other opportunities for you to develop your talents.

Your decision to apply for a place in the Sixth Form is a demonstration of your desire to continue your education. All post 16 courses will require your wholehearted commitment in order for you to achieve the best possible outcome. The Sixth Form team and your subject teachers will support you in this, but it is an individual decision that requires full commitment.

Do spend some time reading the subject information provided in this prospectus, talk to the relevant subject staff and consider carefully the combination of subjects before you make your final decisions.

The following pages provide details about the facilities available and the courses on offer. If you need further information, please feel free to discuss your application with any of the Sixth Form team.

Headteacher - Mr P Newbery

Head of Sixth Form - Ms S Calverley

Assistant Head of Sixth Form - Mr D Thompson

KS5 Careers - Mr T Gilfeather

Student Services Manager KS5 - Mrs P Akhtar

Senior Link Deputy Headteacher - Mr G Williams

"I'm so glad I chose Sir John Lawes Sixth Form. The range of courses on offer let me choose exactly the right combination for me and my teachers challenge and support me to do my best. The advice and guidance we receive is also making me feel really confident about my next steps."

Sixth Form student

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‘Pupils’ experiences at this school are exceptional’

Ofsted Outstanding Provider





Overview of Courses

The Sixth Form at Sir John Lawes has seen steady growth over the past few years and numbers are continuing to increase. We offer a broad range of A Level, BTEC, CTEC and AAQ courses, including some in conjunction with our consortium schools, to enable students to participate in courses which facilitate their future career aspirations.

Students on an A Level programme study three linear subjects. Some students, with exceptional grades at GCSE, may be allowed to study Further Maths as a 4th A Level and details of the requirements can be found in the Further Mathematics subject page. We also offer Level 3 BTEC/CTEC qualifications: Media BTEC for students with a practical interest in the media, Business BTEC, Health and Social Care AAQ and IT AAQ based at Roundwood Park, and PE CTEC and Performing Arts BTEC at Katherine Warington.

With very few exceptions, students are required to achieve grade 6 at GCSE in subjects which they wish to study in the Sixth Form, or in relevant subjects where specified in the individual subject pages. For further information please see the 'Admission to the Sixth Form' section and read the specific entry requirements found in each of the subject pages.

Courses on offer depend to a certain extent on the number of students opting for them. While we will try to ensure that all students are able to access their chosen course, there may be some minor changes, and offers are dependent on students having obtained GCSE predicted grades which match the entry requirements of their chosen courses.

In addition to your chosen subjects, you will be required to take part in a range of enrichment activities and courses on offer, details of which can be found after the A Level subject descriptions.

Year 12 students have a compulsory double period of PE on a Wednesday afternoon during which time they opt to participate in a chosen sport for a fixed number of sessions. Students are expected to wear appropriate sports kit relevant to the activity in which they are participating. This Wednesday afternoon session is also used, where possible, to allow fixtures to be played against other schools to allow students to continue a competitive aspect to their sports.

It is very important that students choose the appropriate course and combination of subjects. We advise that you choose subjects which you enjoy and feel confident with the subject material. This will ensure you have a positive experience at 6th form and achieve your best outcomes. You will receive guidance from the Sixth Form team, your Year 11 tutor, careers staff and also the subject staff who teach you now to help you make subject choices. Please read the subject pages later on in this booklet very carefully before making your final choice.

Student Support

Facilities

The Sixth Form Centre is a purpose-built facility providing a comfortable study area with Wi-Fi throughout as well as computers, a separate small study room and four dedicated Sixth Form classrooms, two of which are fully furnished with computers. We also have a Sixth Form cafe providing hot and cold food at break and lunch, for the use of Sixth Form students. You are expected to treat the facilities provided with care and respect and to tidy up after yourselves. Failure to comply with this may result in restricted access to the Sixth Form areas. You will be making the decision to apply for the Sixth Form with the knowledge that it involves hard work and commitment. We will support you in this by providing excellent facilities and a support network of dedicated teachers.

Independent Study

You will be allocated time each week for independent study. You will be expected to use this time constructively either on further study or on research. For each hour of taught lessons in school, you will need to spend upwards of one hour on independent study in order to achieve your full potential. Year 12 students are required to remain in school for all independent study sessions. Once they have completed their UCAS applications, Year 13 students may negotiate some limited periods of home study.

Tutor Time

Each student is allocated to a tutor group and your tutor will see you regularly to discuss your progress both formally and informally. Sixth Form Tutors are the first point of contact between parents and the school. For students applying to university, your tutor will support you during the application process and write your reference. Progress reports are issued in the Autumn Term and again before Easter. A full parents' evening is held in the Autumn Term for Year 13 and in the Summer Term for Year 12 and parents will be contacted at other times if there are issues to be discussed. The Head of Sixth Form, Assistant Head of Sixth Form and Sixth Form Student Services Manager are available most mornings from 8.00am to 8.30am for meetings with parents if you need to make an appointment.

Absence and Attendance

Full attendance is vital to support achievement. All Sixth Form students are expected to aim for a minimum of 97% attendance. Attendance at morning and afternoon registration is compulsory for Year 12 students. Year 13 students who demonstrate they are on track to achieve their target grades may be allowed home study during some morning registrations, if parental authorisation is given for this. Year 13 students need to be on site for all lessons in period 3 and 4 and pm registration every day. Attendance will be monitored by form tutors and any students causing concern will be referred to the Assistant Head of Sixth Form and the Head of Sixth Form.

Tutors

12 Austen	Mrs Yunis & Mrs Nielson	13 Austen	Mrs Turner & Mrs Hamilton
12 Britten	Mr Armitage & Miss Fraser	13 Britten	Mrs Ponte, Mrs Leach & Miss Speechley
12 Hepworth	Ms Bokhari & Mrs McNeillis	13 Hepworth	Miss Ibironke
12 King	Mr Herbert	13 King	Mrs Smyth & Mr King
12 Lawes	Mrs Esberger	13 Lawes	Miss Scott & Mr Wingar
12 Newton	Mr Atkins	13 Newton	Mrs Aspland
12 Ryder	Mrs Marsh & Mr Thomson	13 Ryder	Mrs Kench & Mrs Forrow

Senior Prefect Team

Head of School	Erin
Head of School	Daniel
Deputy Head of School	Kiran
Deputy Head of School	Ellie
Deputy Head of School	Elliot
Deputy Head of School	Evie

The House System

Each Sixth Form student is allocated to one of our seven houses and is expected to play a full part in house activities, as well as the many house competitions that run each term. Students in Year 12 will have the opportunity to run for the role of 'House Captain' in September of Year 12. This leadership role provides students with the opportunity to lead house competitions and encourage participation from the lower school.

Our Expectations of You

You have made a positive choice to be part of Sir John Lawes Sixth Form and we expect you to show both enthusiasm and commitment for your chosen course of study, and for life in the Sixth Form. Success at A Level is highly dependent upon regular attendance and you should be punctual, both to school and to all classes. In the Sixth Form you will be role models for all younger pupils. You will be treated as young adults and we obviously expect you to act responsibly. If you are to enjoy the privileges of Sixth Form life to the full we do expect you to follow some important guidelines.

Sixth Form Dress Code

Sixth Formers at Sir John Lawes have some discretion to make certain choices about their working clothes, but are expected to set an example of smart appearance to other year groups. The Sixth Form dress code is smart and the requirements are as follows:

- Smart jacket or blazer
- Smart shirt with tie or smart top
- Smart full-length trousers or a tailored skirt or dress of a reasonable length, as you would wear to an office
- Smart shoes or boots (no trainers, casual shoes or boots e.g. Uggs or converse or similar).
- Plain jumper or cardigan (no tops with logos)
- No capri pants, shorts or leggings
- No chinos or jeans
- No spaghetti straps or tops that reveal midriffs
- Students must wear their student ID/lanyard at all times whilst on site.

The majority of our students demonstrate the ability to make sensible dress choices and are positive role models to our lower school students. If there are concerns raised, the decision on what is deemed appropriate rests with the Sixth Form Leadership Team and the Headteacher.

Other Requirements

- Hair must be appropriate for a smart office environment. We realise that this can be interpreted differently according to culture and ethnicity and are happy to accept and value all kinds of smart as long as these are consistent with the Headteacher's final judgement. We follow the Halo Code.
- If worn short, hair may have a gradual fade but should not be stepped.
- If short hair is worn the same length all over, it may be no shorter than grade 2.
- Hair should be of a natural colour.
- No patterns or tramlines should be shaved into the hair or the eyebrows.
- Long hair should be fastened or tied back for practical activities.
- Hair ornaments should not be worn.
- Hair bands must be plain and either black, white or navy.
- Whilst ear piercings and one small nose stud are acceptable, no other piercings should be visible.
- No spacers or "spike" earrings.
- A jacket must be worn when walking around school, as well as for assemblies and other formal occasions.
- Bags that feature inappropriate imagery are strictly forbidden.

Eating and Drinking

- Students may eat food brought from home in the designated eating areas at the rear and side of the Sixth Form Centre and are expected to tidy up after themselves. We have a kettle and a microwave oven for the use of Sixth Form students. You are encouraged to use the school canteen facilities and the Sixth Form cafe.
- Strictly no chewing gum on site.





Admission to the Sixth Form

Admission to the Sixth Form is by application form. You may apply online on our website: sjl.herts.sch.uk.

The offer of a place in the Sixth Form is determined by the Average Point Score (APS) of your GCSE Predicted Grades. All SJL Year 11 students will be awarded a 9-1 grade for all their subjects. Students applying to the Sixth Form from other centres may be taking IGCSEs and be awarded alphabetic grades.

- To study an A Level programme you will need to be predicted an APS of over 4.5 and to achieve a minimum of a 6 in the subjects applied for.
- To study on a mixed programme of A Level and BTEC,/CTEC/AAQ you will need to be predicted an APS of 4.5 and the minimum grade for each subject as listed in the subject pages.
- For a BTEC, CTEC and AAQ programme you need to be predicted an APS of over 3.83.
    - ·If you are applying for courses run by consortium schools, you must achieve the entry requirements set by the host school, which may differ from those at Sir John Lawes School.
- If your prediction is below 3.83 Average Points you should be applying for college alongside Sixth Form.

How to work out your Average Point Score (APS)

Add together all the points for your grades (remember Combined Science counts as two GCSEs) on the basis of GCSE, and then divide by the number of subjects taken. (Remember that GCSE Short Course RS counts as half a GCSE).

It is a requirement for any student remaining in full time education beyond 16 years old who has not achieved a 4 grade pass in English and/or Maths to retake these examinations. In these circumstances support will be provided to retake exams.

A*-C Grade	9-1 Grade	Points
-	9	9.00
A*	-	8.50
-	8	8.00
A	7	7.00
-	6	6.00
B	-	5.50
-	5	5.00
C	4	4.00
D	3	3.00
E	2	2.00
F	-	1.50
G	1	1.00

Student 1: Eng. Lang. 8, Eng. Lit. 7, Maths 8, Chemistry 7, Physics 7, Biology 7, Art 7, French 7, RS 7, and Media 8. The total points for the ten subjects are: 8.00+7.00+8.00+7.00+7.00+7.00+7.00+7.00+8.00 = 73 ÷10 = **7.30 APS**

Student 2: Eng. Lang. 6, Eng. Lit. 6, Maths 6, Combined Science 6- 6, Music 6, Geography 4, Film Studies 5, Art 4, and RS Short Course 5. The total points for the ten subjects are: 6.00+6.00+6.00+6.00+6.00+6.00+4.00+5.00+4.00+2.50 = 51.5 ÷ 9½ = **5.42 APS**

Student 3: Eng. Lang. 4, Eng. Lit. 4, Maths 4, Combined Science 4- 4, History 3, Design Technology 6, Media 4, PE 4, and RS Short Course 4. The total points for the ten subjects are: 4.00+4.00+4.00+4.00+4.00+3.00+6.00+4.00+4.00+2.00 = 39 ÷ 9½ = **4.11 APS**

What You Can Expect from Us

While we obviously have high expectations of you, you can expect certain commitments from us in return.

You will receive expert tuition and excellent teaching in your chosen subjects and the support of staff in helping you achieve your full potential. The destinations of our Year 13 students are testimony to the success that we achieve.

You will also receive support and guidance regarding your future after Sir John Lawes. Your Form Tutor will support you during the UCAS process and will write your reference for university, apprenticeship or employment.

In Year 12 the majority of students will have personal development lessons which are designed to teach you how to study independently and prepare for making decisions about future study and careers in Year 13. Students also visit the UCAS Higher Education Fair in June of Year 12. Each Year 12 student is authorised for three university Open Day visits in the Summer Term after internal or external examinations have been taken.

For those looking at an alternative to the traditional university route into further education, we provide a Higher Apprenticeship Evening for both parents and students to attend. The evening aims to provide information about this evolving option, as well as the opportunity to meet employers offering both Higher and Degree Apprenticeships, from a number of different sectors including Finance, Retail and Pharmaceuticals.

Year 12 and Year 13 are also offered drop-in sessions with the Careers Adviser attached to Sir John Lawes and individual appointments can be arranged on request. We also support our students by providing sessions focused on careers and employability in both Year 12 and Year 13. This provides timely input from guest speakers across different professions and industries and covers various topics including interview skills training ahead of the university and job recruitment season. For those students leaving school to take up direct employment, we also provide additional CV writing support and mentoring throughout the recruitment process.

During Year 12, students undertake one week of work experience in the summer term. Students are encouraged to use this opportunity to seek relevant work experience in line with their future career aspirations. Support is available for students who are unable to find a private placement.

In order to increase the offer made to all the students in Harpenden schools, there has been collaboration between the Harpenden secondary schools since September 2000. This means that students are able to study an increased range of subjects by attending another school for one of their choices.

For further information about the courses on offer at Katherine Warington, Roundwood Park and St George's, please contact the following or view the school website.

Katherine Warington
kwsixth@kwschool.co.uk
www.kwschool.co.uk

Roundwood Park
sixthform@roundwoodpark.co.uk
www.roundwoodpark.co.uk

St George's
6thformadmin@stgeorges.herts.sch.uk
www.stgeorges.herts.sch.uk

Learning Devices

In today's rapidly evolving educational landscape, integrating technology into the learning process is not just beneficial but essential. Our school's one-to-one iPad for learning scheme is designed to enhance the educational experience, making lessons more interactive, engaging, and effective.

For example iPads offer a range of educational apps and resources that cater to different learning styles, allowing students to personalise their learning journey. This flexibility helps students grasp complex concepts more easily and retain information longer.

Having a device dedicated to learning is essential for learning beyond the classroom too. With an iPad, students have instant access to a vast array of digital textbooks, academic journals, and online resources. This immediate access to information encourages independent research and fosters a deeper understanding of subjects.

This school managed device is the best and safest way for students to be able to access our reliable Wi-Fi network, eliminating the need for use of mobile data and giving instant access to limitless learning resources.

Practical information:

- All students entering the sixth form in Year 12 are expected to participate in our learning device scheme to enhance their education at SJL.
- Students will be expected to have their school managed iPad in school every day and also use it to support the completion of independent and home learning.

Current SJL students

- Students who already attend SJL will continue with the iPad they have already been using.

New to SJL students

- Students newly joining SJL will make two rental payments: one in Year 12 and another in Year 13.
- These students will receive an iPad on arrival once the Year 12 payment has been made.
- Any breakages or losses will be charged to parents at cost.
- For these students, the iPad must be returned to the school at the end of Year 13.



Ofsted Outstanding Provider

‘Pupils demonstrate consistently positive manners, thoughtfulness and excellent behaviour.’

How to Apply

On Thursday 15 January 2026 there will be a Post 16 information evening, starting at 5.15pm More information is available here: www.sjl.herts.sch.uk.

Application forms can be completed online and will be available on our website in the new year. The deadline for applications is **Friday 30 January 2026** but we welcome earlier applications.

Each student should choose 3 subjects, plus a reserve choice. BTEC Media Extended Project is a Triple Award qualification and counts as 3 subjects, students cannot study A Levels alongside this qualification. BTEC Business, AAQ Health and Social Care, AAQ IT, Media Single, CTEC PE, and BTEC Performing Arts are Single Award qualifications and each count as one subject. Subject choices should be listed in order of preference in case of over subscription.

Students should also express a preference for the enrichment options available in the section after the A Level subject details. The Sixth Form team will carefully consider enrichment preferences at the beginning of Year 12 and allocate as appropriate to student needs.

All students intending to enter the Sixth Form at Sir John Lawes will be invited to an advice and guidance meeting providing a further opportunity to ask questions about the courses under consideration.

Information on how to contact the Careers Adviser attached to Sir John Lawes and how to find out about the post 16 offer from local colleges will also be made available.

Some students, on returning in September, find 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. Changes may only take place after negotiation with the Head of Sixth Form and the relevant Head of Faculty and will not be possible after the end of September.

I hope this has answered most of the questions you may have about the Sixth Form at Sir John Lawes. You can find out more about life in the Sixth Form by reading our Sixth Form handbook, which is available on our website.

For further information please contact Sixth Form Administration on 01582 760043 Ext 1038 or email 6thformadmin@sjl.herts.sch.uk.



Ms S Calverley
Head of Sixth Form

Post 16 Information Evenings

School	Date	Details	Who to Contact
St George's	Tuesday 13 January 2026	Opportunities at 16+ Evening. Booking is required. Information will be available on the website: www.stgeorges.herts.sch.uk	Mr B Cullis 6thformadmin@stgeorges.herts.sch.uk
Katherine Warington	Wednesday 14 January 2026	More details about KWSixth and the online application portal are available on the school website: www.kwschool.co.uk/sixth-form-welcome	Ms J Hall kwsixth@kwschool.co.uk
Sir John Lawes	Thursday 15 January 2026	Post 16 Information Evening. Presentations about life in the Sixth Form, the application process and subject specific talks. Booking required, information and registration instructions on our website: www.sjl.herts.sch.uk	Mrs P Akhtar 6thformadmin@sjl.herts.sch.uk
Roundwood Park	Monday 12 January 2026	More details on the information evening as well as updated prospectus and online application form are available on the school website: www.roundwoodpark.co.uk	Mrs D Perry sixthform@roundwoodpark.co.uk



‘Teachers have excellent subject knowledge. They plan for pupils to build subject skills, as well as detailed knowledge. Work set is demanding. Pupils make exceptional progress, easily drawing on their expert knowledge and vocabulary.’

Ofsted
Outstanding Provider

Subjects

Art & Design/Textiles & Fashion Design
Biology
Business BTEC Level 3 National Extended Certificate
Chemistry
Chinese (Katherine Warington)
Computer Science
Creative Digital Media Production BTEC Level 3 Extended Certificate
Creative Digital Media Production BTEC Level 3 Extended Diploma
Design & Technology - Product Design
Drama and Theatre
Economics
English Literature
Food Science and Nutrition (Roundwood Park)
French
Geography
German
Graphics
BTEC Health & Social Care Extended Certificate (Roundwood Park)
History
BTEC Extended Certificate in IT (Roundwood Park)
Mathematics
Further Mathematics
Media Studies
Music
Performing Arts BTEC Level 3 National Foundation Diploma (Katherine Warington)
Photography
Physics
Politics (St George's)
Psychology
Religious Studies
Sociology
Spanish (Roundwood Park)
Sport and Physical Activity CTEC (Katherine Warington)
Sport and Physical Education

Art & Design
Textiles & Fashion Design

Board: Edexcel (9FA0), (9TE0)

INTRODUCTION

Students studying A Level Art and A Level Textiles & Fashion will be taught together, covering common skills around collection of information through observational work and experimentation with materials. Art students and Textiles & Fashion Design students will also have specialist lessons around the two disciplines, developing work in their chosen area.

These A Levels may also be taken in combination with other portfolio based courses, but due to the similar structure of assessments and deadlines, advice should be taken if you plan to do this.

ART & DESIGN

You must enjoy working in a creative way and will need to have good organisational skills. You need commitment and enthusiasm for this area of study. You will be given the opportunity to develop your ideas in a range of ways including Drawing and Painting, Printmaking and Sculpture. You will be encouraged to work in the Art faculty during your free lessons. You will have the opportunity to attend trips and will be encouraged to visit galleries in your own time. You will need to spend a minimum of 4-5 hours a week on sketchbook work in addition to lessons.

TEXTILES & FASHION DESIGN

This is an art-based textiles and fashion course where you work from a starting brief or theme. You will creatively explore textiles and how far you can manipulate the materials, stretch ideas and push boundaries, perhaps using materials that may not be considered “textiles”. You will build upon skills learnt at GCSE Textiles. You will work in sketchbooks to develop and experiment with ideas and will be encouraged to make these personal and reflective of your own style. You will develop your knowledge of textile artist/designers throughout your course and will use this knowledge to inform and inspire your own work. Work produced could include: fashion, costume or accessory design, art textiles, three dimensional textiles, sculpture, interior design and fashion illustration. The course will enable you to work to your strengths and interests within fashion and textiles.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 6 or above in GCSE Art and Design or GCSE Textiles dependent on which route you choose. You must have an APS of 4.5 or above.**

COURSE CONTENT

For both routes, following a teacher directed skills project, you will work on a self-directed practical project called the specialist project. This includes writing an illustrated art history project and a series of linked practical outcomes. You will also complete a 15 hour timed test and a 10 hour practice examination.

ASSESSMENT

For both routes you will be marked on observational drawing skills, development of ideas, contextual awareness and realisation.

Coursework, 60% including a 3000+ word written research project that you will complete in Year 13, worth 12% of the final mark.

15 hour Practical Exam sat in sessions over a three week period worth 40% of the final mark.

COSTS

All students will need 2 x A3 sized sketchbooks per year. You will need to have some of your own equipment such as a folder and some paintbrushes for Art and Design, or pins/needles, fabric scissors and specialist textiles material for Textiles and Fashion Design. All students will have an opportunity to draw from the figure in Life Drawing sessions, these will run after school, will be taught by a local artist visiting tutor and there will be a cost for these sessions if you wish to take part.

CONTACT

For more information contact: **Mr M Higgins**

Biology

Board: OCR (H420A)

INTRODUCTION

Biology involves the study of a wide range of fascinating topics, ranging from molecular biology to the study of ecosystems. Biology is never far from the headlines and is at the cutting edge of modern scientific developments. The OCR A Level Biology course is designed to encourage candidates to develop enthusiasm for Biology, whilst learning and improving practical skills which can be backed up with scientific understanding and problem solving.

ENTRY REQUIREMENTS

If you are studying Triple Science:

GCSE Triple Science Biology at **grade 6** or above
AND Grade 6 or above in GCSE Mathematics and **APS of 4.5 or above**

If you are studying Combined Science:

GCSE Combined Science at **grade 7-6** or above
AND Grade 6 or above in GCSE Mathematics and **APS of 4.5 or above**

Where could my success take me?

Biology is a great choice of subject for people considering a career in medical professions, such as; Medicine, Dentistry, Veterinary Science, Physiotherapy, Pharmacy or Optometry. It can also prepare you for a wide range of courses that requires the assimilation and application of evidence such as History and Law.

COURSE CONTENT

In the first year of the A Level you will discover more about the structure of cells, which are the basic units of all living things, seeing how they communicate and form co-operated, integrated systems within living bodies. You will look at the important biological molecules and study their vital roles in living organisms, including how these can be used for beneficial use in living organisms or could possibly cause disease.

In the second year modules you will consider how organisms influence the environments they live in, how waste products are removed and will study in depth the biochemical processes of photosynthesis, respiration and excretion. You will start a journey into genetics by exploring how genes work, the processes involved in genetic engineering and how this relates to medicine, ecosystems and conservation. You will also learn about how nerves carry signals throughout the body and how they form the intricate complexity of the human nervous system.

There is an expectation that the time given to lessons each week will be matched by students outside of school as time to undertake study and homework.

ASSESSMENT

A total of 6 hours of examinations (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes) taken at the end of the course.

All exam papers will include a wide range of question types including multiple choice, short answer and extended response questions. Students will have the opportunity to demonstrate knowledge of both theory and practical skills through the examinations.

Practical Endorsement - a separate grade (pass/fail) will be awarded for practical work carried out throughout the two years of the course as specified by OCR. This will be internally assessed by your teachers.

Skills required for success: hard working, positive attitude, determination, ability to work independently, interest in reading around the subject to extend knowledge.

Required Resources: students will be required to have a copy of the A-Level Biology textbook.

CONTACT

For more information contact: **Mr D Goodman** or your Biology teacher

Business BTEC Level 3 National Extended Certificate

Board: Edexcel (XDG57)

INTRODUCTION

This is a Level 3 Applied General qualification and part of the BTEC suite of courses that are long established and well recognised in both higher education and industry. It is equivalent to one A Level in UCAS points and aims to provide a coherent introduction to the study of the business sector.

The aim is to provide a broad study of the core of business in the areas of business environment, finance, marketing and human resources. It is for students that are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related courses.

You do not need to have studied Business Studies at GCSE. However, you will be expected to make a full contribution, both in the classroom and by concentrated independent study. You must also possess a genuine interest in current affairs.

ENTRY REQUIREMENTS

We would expect you to achieve at least **grade 4 or above in GCSE English and Mathematics as well as an APS of 3.83 or above if combined with other BTEC courses or an APS of 4.5 or above if combined with A Level courses.**

COURSE CONTENT

The applied focus of this BTEC qualification encourages students to develop an understanding of how business works in the real world. Students will discover the problems and opportunities faced by local, national and international businesses, use research to develop a marketing campaign, use skills and knowledge to analyse financial information. They will investigate recruitment and selection in a large business and take part in a practical activity.

Because emphasis is placed on realistic business contexts throughout, students develop an understanding of how various business functions such as marketing, finance, human and physical resources work together, as part of a cohesive business.

This course contains four units:

Unit 1 - Coursework assignment
Students complete a series of tasks set in a work-related scenario. Students will study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

Unit 2 - Developing a marketing campaign assignment under controlled conditions based on a pre-release scenario
This unit gives the students an insight into how important marketing is to business. They will explore the different stages a business goes through when developing its campaign and they will develop their own campaign for a given product or service.

Unit 3 - External exam on Personal and Business Finance
This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why managing your money and financial decisions you will need to take throughout your life is important. The business finance aspect will introduce students to the purpose and importance of business accounts and the different sources of finance available to businesses.

Unit 8 - Coursework assignment on Recruitment and Selection
Students will explore how recruiting the right people is essential to the success of a business. There will be many practical aspects and opportunities in this unit.

Students will need to be prepared to commit to the coursework element of this course.

ASSESSMENT

Students apply their learning through a range of practical assessments.
There are 4 units:
Units 1 and 8: 2 coursework assignments supporting a work-related scenario
External Exam: 1 written exam on Unit 3: Personal and Business Finance
External Exam Unit 2: 1 assignment written under controlled conditions relating to pre-release material

COSTS

Textbook

CONTACT

For more information contact: **Miss A Dunne**

Chemistry

Board: OCR Chemistry A (H432)

INTRODUCTION

Chemistry is the study of materials, their reactions and the laws that govern them.

ENTRY REQUIREMENTS

If you are studying Triple Science:

GCSE Triple Science Chemistry at **grade 6** or above **AND Grade 6** or above in GCSE Mathematics and **APS of 4.5 or above**

If you are studying Combined Science:

GCSE Combined Science at **grade 7-6** or above **AND Grade 6** or above in GCSE Mathematics and **APS of 4.5 or above**

It would be useful to study Chemistry alongside Biology, but it is not essential.

Where could my success take me?

Chemistry is essential for studying Medicine and Veterinary Science as well as Chemistry courses. Students considering natural sciences, biomedical/life science and other medically allied degrees will find studying chemistry highly advantageous.

COURSE CONTENT

The course covers a wide variety of Physical, Inorganic and Organic Chemistry topics designed to build on work covered at GCSE and to form an excellent basis for further study. It develops analytical thinking, problem-solving, and practical skills while exploring the applications of chemistry in industry, medicine, and sustainability.

The first year consists of four modules, including one focused on practical skills. The foundation module bridges GCSE and A Level by covering atomic structure, bonding, and quantitative chemistry. The remaining modules explore topics such as the periodic table, reaction rates, energy changes, and analytical techniques. In the organic module, in addition to covering topics on hydrocarbons, alcohols, and haloalkanes, practical skills in measurement, distillation, and purification are further developed.

In the second year, theoretical understanding and laboratory expertise is expanded further. The physical and inorganic chemistry modules include topics on equilibrium, pH, redox reactions, thermodynamics, and transition elements. In organic chemistry, more complex functional groups such as aromatic and carbonyl compounds, acids, esters, and polymers are covered in depth while using more sensitive analytical techniques such as chromatography and NMR spectroscopy.

Practical work is integrated throughout the course, allowing the application of theory to real experiments, helping to analyse data, and communicate scientific ideas effectively. By the end of the course, students gain a strong grasp of chemical principles and practical competence in preparation of further study or careers in scientific related fields.

RESOURCES

Pupils will require a copy of the course textbook A Level Chemistry for OCR A Student Book, Publication date: 23/07/2015, ISBN: 978-0-19-835197-9, published by Oxford University Press.

ASSESSMENT

A total of 6 hours of examinations made up of 3 papers taken at the end of year 13:

- 2 x 2 hours 15 minutes
- 1 x 1 hour 30 minutes

All exam papers will include a whole range of question types including multiple choice, short answer and extended response questions. Students will have the opportunity to demonstrate knowledge of both theory and practical skills through the examinations.

Practical endorsement – a separate grade (pass/fail) will be awarded for practical based work carried out throughout the two years of the course as specified by OCR.

CONTACT

For more information contact: **Mr G Brennan, Miss L Caldicott, Dr E Mountstevens or Mrs S Bokhari.**

Chinese

Board: Edexcel (9CN0)

INTRODUCTION

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.

ENTRY REQUIREMENTS

Candidates must have achieved at least a **7 in Mandarin at GCSE level** (or equivalent).

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)

CONTACT

For more information contact: **Mr D Kral**, d.kral@kwschool.co.uk

Computer Science

Board: OCR (H446)

INTRODUCTION

This Computer Science specification has:
· a focus on programming and emphasis on the importance of computational thinking as a discipline
· an expanded maths focus
· chances for students to develop the skills to solve problems, design systems and understand human and machine intelligence
· plenty of opportunity to apply the academic principles learned in the classroom to real world systems in an exciting and engaging manner

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 6 or above in GCSE Mathematics and grade 6 or above in GCSE Computer Science (NB: This must be Computer Science – NOT an ICT qualification). You must have an APS of 4.5 or above.**

COURSE CONTENT

Component 01 Computer Systems
·The characteristics of contemporary processors, input, output and storage devices
·Software and software development
·Exchanging data
·Data types, data structures and algorithms
·Legal, moral, cultural and ethical issues

Component 02 Algorithms and Programming
·Elements of computational thinking
·Problem-solving and programming
·Algorithms

Component 03 Programming Project
Candidates and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives.

ASSESSMENT

Component 01 Computer Systems:
Assessment – Externally marked question paper
Weighting – 40%
Marks/Duration – 140 marks/2 hours 30 minutes

Component 02 Algorithms and Programming:
Assessment – Externally marked question paper
Weighting – 40%
Marks/Duration – 140 marks/2 hours 30 minutes

Component 03 Programming Project:
Assessment – Internally assessed, externally moderated
Weighting – 20%
Marks/Duration – 70 marks

CONTACT

For more information contact: **Miss S Scott**

Design & Technology Product Design

Board: EDUQAS (A602QS)

INTRODUCTION

A Level Product Design is a full immersion in all aspects of the design industry. You will be expected to independently project manage a range of exciting and relevant design assignments – seeing each one through to completion. In Year 13, you will choose your own context, client and product for your NEA.

You are expected to have a keen interest in either design, engineering, architecture or innovation. This is a challenging course with a focus on high quality manufacture, detailed understanding of the iterative design process and an in depth knowledge of industrial and commercial practices.

You need commitment and enthusiasm for this area of study. You have to be able to work on your own on projects which can last for extended periods. This requires a positive attitude, self-motivation and a high degree of initiative. One of the projects students undertake in Y12 is set by an external commercial practice, the best project in this task is awarded a week's work experience with the practice and the SJL Young Designer of the Year award.

Students studying A Level Product Design in Year 12 are taught by specialist teachers and will also have supervised access to the design rooms and workshops during your non-contact time (and you're expected to use it!)

ENTRY REQUIREMENTS

You would normally be expected to have achieved a **grade 6 or above in GCSE Design and Technology, as well as an APS of 4.5 or above.** Maths represents 15% of the Product Design final exam paper. Students achieving less than a grade 6 in GCSE Maths are expected to study Enrichment Mathematics Support.

COURSE CONTENT

The course will give you the opportunities to:

- Be innovative and develop your creativity to produce very high-quality products
- Provide opportunity to apply mathematical, scientific and artistic skills and knowledge to real situations
- Study both products and manufacturing processes from both an historical perspective and in current practice
- Develop knowledge, understanding and skills of industrial practices
- Use sophisticated software to enhance your Design and Technology capability
- Develop critical thinking, problem solving and collaborative skills

ASSESSMENT

Coursework (NEA) - 50%
Examination - 50%

CONTACT

For more information contact: **Mr N Wilkinson**

Drama and Theatre

Board: Pearson Edexcel (9DR0)

INTRODUCTION

A Level Drama and Theatre is an inspiring, challenging and creative course for students who are passionate about performance, design, directing or theatre analysis. It combines the practical and the academic, encouraging you to explore how theatre can communicate powerful ideas, emotions and stories.

Through devising, performing, directing and analysing live performance, you'll develop as an artist, a thinker and a collaborator. The course builds confidence, creativity and independence, preparing you for a wide range of higher education and career pathways.

You'll work practically with the theories of influential theatre practitioners, explore diverse play texts, and experience live professional theatre, learning to appreciate both the artistry and the discipline that make powerful performance possible.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 6 or above in GCSE Drama, as well as an APS of 4.5 or above.**

COURSE CONTENT

You'll study three main components throughout the course:

Component 1 – Devising (40%)

Working in groups, you will create your own original performance inspired by a key extract from a published play and the techniques of a chosen practitioner (such as Brecht, Artaud or Frantic Assembly). You will also complete a written devising portfolio that documents your process and evaluates your creative choices.

Component 2 – Text in Performance (20%)

You will perform a monologue or duologue and a group piece from two contrasting published plays, demonstrating your understanding of characterisation, style and audience impact. Students may also choose to be assessed as designers (lighting, sound, set or costume).

Component 3 – Theatre Makers in Practice (40%)

In this written examination, you will explore two set texts from the perspectives of performer, director and designer, showing how you would realise them in performance. You will also analyse and evaluate a live theatre production, applying your knowledge of theatrical style and audience response.

ASSESSMENT

- You Component 1 (Devising) – Internally assessed, externally moderated (40%). (10% performance, 30% written coursework)
- Component 2 (Text in Performance) – Externally examined by a visiting examiner (20%)
- Component 3 (Theatre Makers in Practice) – Written examination (2 hours 30 minutes) (40%)

This combination of practical and written assessment gives every student the opportunity to demonstrate both creative flair and academic understanding.

WHERE COULD IT LEAD

A Level Drama and Theatre is highly regarded by universities and employers alike for the breadth of transferable skills it develops: creativity, critical thinking, empathy, collaboration and communication.

Students often progress to:

- University degrees in Drama, Theatre Studies, English, Film, or Performing Arts
- Specialist drama schools
- Creative industries including theatre production, film, television, media and arts management
- Careers in law, teaching, psychology, journalism, marketing and public relations

Whether you aspire to a future on stage, behind the scenes, or in a creative or people-focused profession, A Level Drama and Theatre offers an exceptional foundation in both artistic and academic excellence.

CONTACT

For more information contact: **Miss R Woolrych**

Economics

Board: Pearson Edexcel (9ECO), Specification A

INTRODUCTION

Economics is a popular university subject of study, either as the main subject or as part of many courses.
Economics seeks to answer these questions:

What gets produced? How it gets produced? Who gets what?

It is a highly regarded A Level requiring strong analytical skills and enthusiasm for a debate. Many of the top 200 UK companies employ economists to help formulate business strategy. Successful Economics graduates are, in general, highly paid and have careers in Business, Banking, The City, Law, Insurance and Risk Analysis.

The aim is for the students to develop an interest in, and enthusiasm for, the subject. In addition, to appreciate the contribution of economics to the understanding of the wider economic and social environment:

- To develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts.
- To use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist.
- To understand that economic behaviour can be studied from a range of perspectives.
- To develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

Progression and Prospects
As Economics is a Social Science it complements and adds to other subjects such as Business, Politics and Philosophy.

ENTRY REQUIREMENTS

To take this course students must have obtained a **grade 6 or above in GCSE Mathematics and English as well as an APS of 4.5 or above.**

COURSE CONTENT

At A Level in Economics the qualification is structured into four themes and consists of three externally examined papers.

Students develop knowledge and understanding of core economic models and concepts in the four themes. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessment and demonstrate an awareness of current economic events and policies. work.

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
- 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
- Macroeconomic objectives and policy

Theme 3: Business behaviour and the labour market
This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- 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
- Role and state in the macroeconomy

ASSESSMENT

Paper 1: Markets and business behaviour, questions drawn from Theme 1 and Theme 3
Paper 2: The national and global economy, questions drawn from Theme 2 and Theme 4
Paper 3 : Microeconomics and macroeconomics, questions drawn from all themes

CONTACT

For more information contact: **Miss A Dunne**

English Literature

Board: AQA (7712)

INTRODUCTION

If you are enthusiastic about reading, enjoy discussion, appreciate a challenge, and want to learn more about human beings and their relationships, then A Level English Literature may be a good choice for you.

A Level English Literature has many advantages:

- It is a very well respected A Level for university entrance or entry into the workplace.
- It complements a wide range of other A Level subjects.
- The A Level English Literature curriculum is broad and interesting.
- Its skills are vital for success in all walks for life. The ability to read and respond to demanding material, and the ability to write fluently and cogently is equally important to doctors, lawyers, scientists, linguists and artists.
- It is very well taught at SJL. Students make excellent progress, and the faculty has an impressive history of results including 15% A*, 55% A*/A and 74% A*/B grades in the most recent full exam series in 2025.

ENTRY REQUIREMENTS

We would expect you to achieve an **APS of 4.5 or above and a Grade 6 at GCSE in either English Literature or English Language** to study for an English Literature A Level. Grade 6 or above at GCSE in both English Literature and English Language would be desirable.

COURSE CONTENT

The study of English Literature allows students to develop strong analytical skills by studying a range of texts across different genres, centuries, and from authors of various backgrounds, ages and genders.

You will study a range of texts, from traditional literature and poetry, to new and very exciting literary examples from our own time. In addition, you will learn how authors use language to create meaning and you will explore the social, cultural and historical contexts within which the texts were written. You will also learn how to write cogent and well-structured academic arguments in response to literature and develop group-work and speaking skills.

The texts you will study include:

- Othello
- The Great Gatsby
- Pre 20th century poetry
- Unseen poetry and prose
- The Wipers Times
- Regeneration
- The Penguin Book of First World War Poetry

Where possible, we run theatre trips to see productions of the texts you study. You will have the opportunity to enjoy a study tour of the battlefields and cemeteries of Northern France and Belgium to enrich your reading and analysis of the literature of the First World War.

ASSESSMENT

A Level 80% Exam – 2 papers, 40% each
20% coursework

CONTACT

For more information contact: **Mr C Herbert**

Food Science and Nutrition

Board: WJEC

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.

ENTRY REQUIREMENTS

We would expect you to achieve an **GCSE Grade 5 or above in either: Design & Technology, Food Preparation & Nutrition or Science. as well as an APS of 4.0 or above if combined with other BTEC courses, or an APS of 4.5 or above if combined with A Level courses.**

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.

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

COSTS

Students are expected to provide their own ingredients on a weekly basis.
Textbook £30
Revision guide £20
Trip (TBC)

CONTACT

For more information contact: **Miss O'Coy** sixthform@roundwoodpark.co.uk

French

Board: AQA (7652T)

INTRODUCTION

If you want to broaden your horizons and are fascinated by foreign countries, cultures and communication, then this course is for you. This course not only provides you with the skills to be able to converse in that language, it shows your calibre as a learner, a multitasker, a communicator and strategic thinker, all of which are highly sought-after traits in the employment market.

A higher level qualification is an enormous asset for university applications of any discipline. It is also great fun and offers plenty of challenge. Language-qualified people are becoming increasingly rare in British society, so a French A Level can really make you stand out. Modern languages degrees typically involve spending a year abroad and this can be an opportunity to find work in a field that interests you and gain relevant experience. Many big graduate employers are multinational organisations and are keen to recruit candidates who are willing to work overseas and can liaise effectively with international colleagues. There are a wide variety of career opportunities available to students of a foreign language, either 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.

You will be intellectually challenged, taught in friendly and supportive groups and have the opportunity to study more mature and interesting topics such as the rights of young people, immigration and media among others. You will meet with the language assistant to discuss themes within each topic area using authentic materials and will be expected to engage in independent study.

The A Level course goes excellently alongside other A Level options.

ENTRY REQUIREMENTS

Students studying A Level French would be expected to gain a **grade 6 or above in GCSE French, as well as an APS of 4.5 or above.**

COURSE CONTENT

Reading – you will understand and extract information from the authentic sources such as magazines and newspapers.

Listening – you will extract information from sources such as new reports, interviews and discussions.

Speaking and Writing – you will write essays and hold conversations and discussions in French. You will develop your expertise in French grammar.

Cultural Aspects – You will explore aspects of French culture, which will include studying a book and a film. You will also discuss matters arising in the French news and explore issues affecting French society.

Topics include:

- The changing nature of family
- The 'cyber-society'
- The role of charities
- Contemporary Francophone music
- Immigration
- Diversity within society
- Crime
- Study of one literary text and film
- An individual research project

ASSESSMENT

The whole two-year course is assessed at the end of Year 13. You will be assessed by sitting a reading, listening and writing paper in June and during a speaking assessment with your class teacher, in May.

CONTACT

For more information contact: **Mrs E Brown or your language teacher**

Geography

Board: AQA (7037)

INTRODUCTION

A Level Geography is a challenging and enjoyable course that combines essay writing with analytical and fieldwork skills.

A GCSE in Geography is preferable if you wish to study the subject, though students without this experience will be considered. You will need an interest in the world around you and a willingness to read widely.

ENTRY REQUIREMENTS

Students who have previously studied Geography are expected to achieve a **grade 6 or above at GCSE** and a grade 6 in English would also be desirable. Those new to the subject should have **achieved a grade 6 or above in both GCSE English and Mathematics. All students must have an APS of 4.5 or above.**

COURSE CONTENT

Physical Geography:

- Water and carbon cycles
- Coastal systems and landscapes
- Hazards

The above topics will be assessed in a 2 hours 30 minutes paper which is worth 40% of the A Level mark.

Human Geography:

- Global systems and global governance
- Changing places
- Population and the environment

The above topics will be assessed in a 2 hours 30 minutes paper which is worth 40% of the A Level mark.

Geographical Investigation:
Students complete an individual investigation which includes data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student and must relate to part of the specification content.

This will be 3000-4000 words and worth 20% of the A Level

Fieldwork, including a residential trip, is an essential part of Geography A Level and this will equip you with the skills and data needed for your geographical investigation paper as well as help your understanding of some of the content in the physical and human geographical papers.

COSTS

Field Trips – In Year 12 there will be a 3-day residential trip to Swanage (approximate cost £300). In Year 13 there will be a 1-day visit to East London (approximate cost £20-£25).

CONTACT

For more information contact: **Mr A Atkins**

German

Board: AQA (7662)

INTRODUCTION

If you want to broaden your horizons and are fascinated by foreign countries, cultures and communication, then this course is for you. This course does not only provide you with the skills to be able to converse in that language, it shows your calibre as a learner, a multitasker, a communicator and strategic thinker, all of which are highly sought-after traits in the employment market.

A higher level qualification is an enormous asset for university applications of any discipline. It is also great fun and offers plenty of challenge. Language-qualified people are becoming increasingly rare in British society, so a German A Level can really make you stand out. Modern languages degrees typically involve spending a year abroad and this can be an opportunity to find work in a field that interests you and gain relevant experience. Many big graduate employers are multinational organisations and are keen to recruit candidates who are willing to work overseas and can liaise effectively with international colleagues. There are a wide variety of career opportunities available to students of a foreign language, either 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.

You will be intellectually challenged, taught in friendly and supportive groups and have the opportunity to study more mature and interesting topics such as the rights of young people, immigration and media among others. You will meet with the language assistant to discuss themes within each topic area using authentic materials and will be expected to engage in independent study.

The A Level course goes excellently alongside other A Level options.

ENTRY REQUIREMENTS

Students studying A Level German would be expected to gain a **grade 6 or above in GCSE German, as well as an APS of 4.5 or above.**

COURSE CONTENT

Reading – you will understand and extract information from the authentic sources such as magazines and newspapers.

Listening – you will extract information from sources such as new reports, interviews and discussions.

Speaking and Writing – you will write essays and hold conversations and discussions in German. You will develop your expertise in German grammar.

Cultural Aspects – You will explore aspects of German culture, which will include studying a book and a film. You will also discuss matters arising in the German news and explore issues affecting German society.

Topics include:

- The changing nature of family
- Cyber society
- Youth culture
- Festivals and traditions
- Art and architecture
- Berlin culture and history
- Immigration
- Study of one literary text and film
- An individual research project

ASSESSMENT

The whole two-year course is assessed at the end of Year 13. You will be assessed by sitting a reading, listening and writing paper in June and during a speaking assessment with your class teacher, in May.

CONTACT

For more information contact: **Mrs E Brown or your language teacher**

Graphics (Art syllabus)

Board: Edexcel (9GC0)

INTRODUCTION

This is an Art based Graphics course run by the Art faculty. You should enjoy solving image-based problems which are suitable for commercial application and enjoy working to Design Briefs. You will be given the opportunity to work on projects relating to design, illustration and typography through a wide range of drawing and mark making media including paint, pastels, inks and collage, developing your ideas and images using specialist computer software like Adobe Photoshop and Illustrator. This course would suit people who have an interest in Photography as well as having traditional Art skills. Access to your own camera would be an advantage but not essential.

This A Level may also be taken in combination with other portfolio-based courses, but due to the similar structure of assessments and deadlines, advice should be taken if you plan to do this.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 6 or above in GCSE Design and Technology (Graphic Product) or grade 6 or above in GCSE Art and Design as well as an APS of 4.5 or above.**

COURSE CONTENT

There will be an initial skills based project followed by a self-directed practical project called the specialist project. In Year 13 this will include a written research project. You will also complete a 10-hour mock exam in Year 12 and a 15-hour timed exam in Year 13.

ASSESSMENT

You will be marked on your visual recording skills, development of ideas, contextual awareness and realisations.

Coursework 60% including 3000+ word written research project that is worth 12% of the final mark.

15 hour Practical Exam sat in sessions over a three week period worth 40% of the final mark.

COSTS

A3 sketchbook x 2
Possible printing costs.

CONTACT

For more information contact: **Mrs S Ponte or Mrs T Hewitt**

BTEC Health & Social Care Extended Certificate (AAQ)

Board: Pearson

INTRODUCTION

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.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 4 or higher in English Language and Grade 4 in Science (Combined or one Science) as well as an APS of 4.0 or above if combined with other BTEC courses, or an APS of 4.5 or above if combined with A Level courses.** It is not a requirement to have studied Level 2 BTEC Health & Social Care, although if taken a Pass L2 or above must be achieved.

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

ADDITIONAL INFORMATION

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 e.g. local primary schools and care homes.

CONTACT

For more information contact: **Mrs E Glennie,** sixthform@roundwoodpark.co.uk

History

Board: Edexcel (9HI0) Route C

INTRODUCTION

History places particular stress on the development of independent thought, analytical skills and interrogation of historical evidence. The History faculty has high expectations of all its students to be motivated and active participants. Most importantly you need to have a genuine interest in the subject itself.

In order to study the A Level course it is highly recommended that you have studied History at GCSE; it builds on skills and techniques learnt at KS4 which provide strong foundations for Sixth Form work.

ENTRY REQUIREMENTS

If you have previously studied History you will be expected to have **achieved a grade 6 or above at GCSE.** If you are new to the subject you will be expected to have achieved a **grade 6 or above in GCSE English. All students must have an APS of 4.5 or above.**

COURSE CONTENT

The History course will appeal to you if you have an interest in the way that the world has developed through the ages. It will draw on your curiosity, challenge you to investigate and discover and train you to evaluate evidence and construct convincing arguments.

The A Level curriculum is based around the topic of 'Revolutions in early modern and modern Europe'

Modules 1 & 2 completed in Year 12 include:

- Britain, 1625–1701: Conflict, Revolution and Settlement
- France in Revolution, 1774–99

Modules 3 & 4 completed in Year 13 include:

- The Witch Craze in Britain, Europe and North America, c1580–c1750
- The Russian Revolutions c1894-c1924 (coursework)

ASSESSMENT

You will be regularly assessed by means of extended answers, written essays, presentations and source analysis focussed activities throughout your A Level course.

There will be four formal assessments at the end of A Level year; three exams and one piece of coursework. They will be structured as follows:

Paper 1: Breadth Study with interpretations
30% A Level
2 hours 15mins
Assessment:
Section A: one breadth essay
Section B: one breadth essay
Section C: one interpretation question

Paper 2: Depth Study
20% A Level
1 hour 30 min
Assessment:
Section A: one source question
Section B: one depth essay

Paper 3: Themes in breadth with aspects in depth
30% A Level
2 hours 15mins
Assessment:
Section A: one source question
Section B: one depth essay
Section C: one breadth essay

Coursework
20% A Level
3000-4000 word essay

CONTACT

For more information contact: **Mrs L Richards**

BTEC Extended Certificate in IT (AAQ)

Board: Pearson

INTRODUCTION

The Pearson Level 3 BTEC National (Alternative Academic Qualification) 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.

ENTRY REQUIREMENTS

Grade 4 or above in GCSE Maths and English Language as well as an APS of 4.0 or above combined with other BTEC courses, or an APS of 4.5 or above if combined with A Level courses. It is not a requirement to have studied Level 2 BTEC DIT, although if taken a Pass L2 or above must be achieved.

COURSE CONTENT

Theobjective 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.

ASSESSMENT

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.

CONTACT

For more information contact: **Mr M Hamilton**, sixthform@roundwoodpark.co.uk

Mathematics

Board: OCR MEI (H640)

INTRODUCTION

If you enjoy Mathematics and enjoy a challenge, then studying Mathematics in the Sixth Form will be an excellent choice.

Mathematics is a well-respected A Level that complements many other subjects. There are many university courses that require A Level Mathematics and many others that recommend it.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 7 or above at GCSE Mathematics, as well as an APS of 4.5 or above.**

COURSE CONTENT

The A Level Mathematics course is assessed by 100% examination at the end of Year 13. There is an increased focus on problem solving, mathematical argument, reasoning and modelling. Students become familiar with using large data sets to support their learning and assessment of statistics.

To support this, there is a greater emphasis on the use of technology to reinforce the mathematics.

The course is 100% prescribed and contains both pure and applied mathematics. All students will study both statistics and mechanics.

ASSESSMENT

The final grade awarded is 100% exam based. Each module is assessed individually and carries equal weighting for the final overall exam grade.

COSTS

Students will be required to purchase a textbook each year and a new A Level specific calculator to support the course.

CONTACT

For more information contact: **Mr D Toy**

Mathematics - Further

Board: OCR MEI (H645)

INTRODUCTION

Further Mathematics is designed for those students who have a real passion for mathematics. You should enjoy the challenge of a high-level subject and be open to new ideas and concepts. You should also be highly motivated and enjoy working independently. The course targets the very best mathematicians.

Further Mathematics would be an option to those who are especially interested in studying mathematics and any mathematics related course at university such as Engineering, Physics etc.

ENTRY REQUIREMENTS

To consider taking A Level Further Mathematics as a third A Level you should have achieved a **minimum grade 8 in Mathematics at GCSE. To study Further Mathematics you must also be studying A Level Mathematics. All students must have an APS of 4.5 or above.** To take Further Mathematics as a fourth A Level you must have attained an **APS of 7.5 or above.**

COURSE CONTENT

The A Level Further Mathematics course is assessed by 100% examination at the end of the course. 50% of the course is prescribed allowing choice for the remaining 50% of the course. This allows individual pathways to be developed.

ASSESSMENT

The final grade awarded is 100% exam based. Each module is assessed individually. 50% of the total will comprise of Pure Mathematics , 33.5% of the total is Statistics and the remainder is Mechanics.

COSTS

Students will be required to purchase relevant text books to support the course.

CONTACT

For more information contact: **Mr D Toy**

Mathematics - Further (AS)

Board: OCR MEI (H635)

INTRODUCTION

Further Mathematics is designed for those students who have a real passion for mathematics. You should enjoy the challenge of a high-level subject and be open to new ideas and concepts. You should also be highly motivated and enjoy working independently. The course targets the very best mathematicians. Students studying AS Further Maths are taught in a combined class alongside our A Level Further Maths students.

AS Further Mathematics would be an option for those who may require higher level Mathematics for university courses such as Economics as well as other Mathematics related courses but are not intending to study the full A Level Further Maths course. Examinations for this course will be taken in Year 12.

ENTRY REQUIREMENTS

To study AS Further Mathematics you must be studying A level Mathematics. **You must have achieved a minimum grade 8 at GCSE and have an APS of 7.5 or above.**

COURSE CONTENT

The AS Further Mathematics course is assessed by 100% examination at the end of the course. The course comprises of three elements: Pure Mathematics, Mechanics and Statistics.

ASSESSMENT

The course is assessed by 100% examination. Each element is assessed individually and carries equal weighting for the overall exam grade.

COSTS

Students will be required to purchase relevant books to support the course.

CONTACT

For more information contact: **Mr D Toy**

BTEC Level 3 Extended Certificate in Creative Digital Media Production

Board: Pearson (UFX35)

INTRODUCTION

This is a Level 3 qualification with UCAS points equivalent to one A Level.

BTEC courses are long established and very well recognised in both higher education and industry. They are vocational style courses with a strong emphasis on practical learning and project production work. Some students enter industry on completion of the course, whilst the majority move to undergraduate courses at reputable universities including Bournemouth.

BTEC courses at Level 3 are demanding both academically and in respect of personal and team management skills. High standards of organisation and professionalism are expected and required.

This is an exciting and stimulating course that gives students who are interested in the media the opportunity to study the media in-depth and at a high level along with exciting accompanying practical opportunities.

Unlike the Extended Diploma this course is equivalent to a single A Level allowing it to be sat alongside other A Level options (excluding Media Studies).

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 4 or above in GCSE Media or Film Studies or grade 4 or above in GCSE English (if Media or Film have not previously been studied). All students must have an APS of 3.83 or above if combined with other BTEC courses or an APS of 4.5 or above if combined with A levels.**

COURSE CONTENT

The main focus is on television, video and film production techniques and practice, as well as some emphasis on print based techniques. This also encompasses studying the media industries, project management and specific technical training in software, lighting, sound, camera, directing, producing and a wide range of other disciplines.

Students will be required to work closely in highly organised production teams on a range of different projects that will include a major film production.

For the units being delivered as part of the certificate course, students may join the extended diploma class for their designated times a week. This will allow them the opportunity to work with a wide range of their peers whilst still studying other A Level subjects.

This is a demanding course and there is a huge emphasis on independent learning from the students. Students need to be enthusiastic, focused and determined from the outset. It should be noted that students must take responsibility for their own learning and progress to some extent on this type of vocational course; the level of teacher assistance can impact on the grades awarded to students.

Units to be studied include:

Unit 1 – Media Representations (externally assessed)
Unit 4 – Pre–Production
Unit 8 – Responding to a Commission (externally assessed)
Unit 10 – Film Fiction

ASSESSMENT

There are 2 external assessments. These will be sat in exam-like conditions; one is taken at a computer; the other is responding to material provided by the exam board in a vocational context within a strict time constraint. All coursework must also be completed and passed.

CONTACT

For more information contact: **Mrs E Smyth**

BTEC Level 3 Extended Diploma in Creative Digital Media Production

Board: Pearson (UFX37)

INTRODUCTION

This is a Level 3 advanced qualification with UCAS points equivalent to three A Levels.

BTEC courses are long established and very well recognised in both higher education and industry. They are vocational style courses with a strong emphasis on practical learning and project production work. Some students enter industry on completion of the course, whilst the majority move to undergraduate courses at university.

BTEC courses at Level 3 are demanding both academically, and in respect of personal and team management skills. High standards of organisation and professionalism are expected and required.

This is an exciting and stimulating course that gives students who are interested in the media the opportunity to study the media in-depth and at a high level.

This is a **full-time course** and will be the only subject students take. Students studying BTEC Extended Diploma in Creative Digital Media Production in Year 12 are taught in a combined class alongside our Year 13 BTEC Extended Diploma in Creative Digital Media Production students.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 4 or above in GCSE Media or Film Studies or grade 4 or above in GCSE English (if Media or Film have not previously been studied). All students must have an APS of 3.83 or above.**

COURSE CONTENT

This course provides a variety of media industry practices to be studied including photography, magazines, film and radio. The course also encompasses studying industry practice,, project management and specific technical training in software, lighting, sound, camera, directing and producing, amongst other disciplines.

Students will study 13 Units across the 2 years; 4 of which are externally assessed.

Students will be required and expected to work closely in highly organised production teams on a range of different production projects that may include film production, TV news, radio drama production and taking part in photography shoots, amongst others.

This is a demanding course and there is a huge emphasis on independent learning from the students. Students need to be enthusiastic, focused and determined from the outset. It should be noted that students must take responsibility for their own learning and progress to some extent on this type of vocational course; the level of teacher assistance can impact on the grades awarded to students.

ASSESSMENT

There are four external assessments. These will be sat in exam-like conditions; one is taken at a computer; the other units are responding to material provided by the exam board in a vocational context within a strict time constraint. All coursework must also be completed and passed.

CONTACT

For more information contact: **Mrs E Smyth**

Media Studies

Board: EDUQAS (A680QS)

INTRODUCTION

To choose 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.

ENTRY REQUIREMENTS

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

Component 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, alongside audience response and industry practice. 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.

Component 2

Students will learn about 3 areas of the media in depth; TV in the Global Age (case studies include Peaky Blinders and The Bridge), Magazines (Mainstream, Vogue vs alternative, Big Issue) and Media in the Online Age (case studies include KSI and Attitude Magazine).They will be required to study the 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 2 year course.

Component 3:
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%.

CONTACT

For more information contact: **Mrs E Smyth**

Music

Board: EDUQAS (A660PA or A660PB)

INTRODUCTION

In A Level Music you will further your understanding of musical styles and develop your skills in Composition and Performance. You will study a range of musical genres across time, analysing how the music is constructed and exploring its context and relationships to the world around it.

Creative and expressive, yet academic and analytical, A Level Music will challenge you, inspire you, and hopefully make you think a little differently about music and its relationship to our world. It is an opportunity to embrace and express your creative passions but also critically evaluate a range of musical styles, and develop your analytical skills. As an A Level musician you may take on responsibilities within the musical community such as supporting ensembles, or even setting up and leading your own groups. A Level Music places a great emphasis on independent learning, preparing you well for university life. It is highly regarded as an academic subject by Oxbridge and other top universities.

Students that have studied Music A Level go on to read a variety of subjects at degree level including Law, English, Economics, Psychology and Sciences.

Students studying A Level Music in Year 12 are taught in a combined class alongside our Year 13 A Level Music students.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 6 or above in GCSE Music, be at grade 6 level on your instrument or voice and have passed or are working towards grade 5 theory.**

If you have not taken GCSE Music but are interested in pursuing A Level Music we would consider students who are at **grade 6 on your instrument or voice and have passed or are working towards Grade 5** Theory – please come and have a discussion with the Music faculty.

All students must have an APS of 4.5 or above.

COURSE CONTENT

You will gain more experience of practical music making, including composition and both solo and group performance. You will also have the opportunity to study a wide range of music including The Western Classical tradition, Musical Theatre and music of the Twentieth Century.

ASSESSMENT

Unit 1: Performing music

Perform either as a soloist or as part of an ensemble for a mini-recital lasting 6-8 minutes (Option B) or 10-12 minutes (Option A).
Externally assessed by a visiting examiner.
35% or 25% of the A Level course, depending on whether you choose Option A or B.

Unit 2: Composing

Compose 2 pieces of music lasting in total 4-6 (Option A) or 8-10 minutes (Option B)
Externally assessed.
25% or 35% of the A Level course, depending on whether you choose Option A or B.

Unit 3: Musical Appraising

This unit explores a range of musical styles and traditions. Students will develop skills in musical analysis through three key areas of study: "The Western Classical tradition", "Musical Theatre" and "Into the Twentieth Century".
The unit is assessed by a 2 hour 15 minute written paper.
Externally assessed. 40% of the A Level course.

CONTACT

For more information contact: **Mrs E Hastings-Clarke, Miss L Gillot or Mr J Walton**

Performing Arts BTEC Level 3 Foundation Diploma

Board: Pearson (601/7235/6)

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 or a mixture of all three.

This course can lead on to further specialist training in the Performing Arts either at university or conservatoire, or alternatively the skills developed through the course will support a wide range of alternative degrees at university

ENTRY REQUIREMENTS

GCSE English Grade 4 or above, APS of 3.85. GCSE / L2 Performing Arts is not required, however a portfolio showing evidence of commitment to performing through involvement in shows and productions will be required. There is no audition for this course.

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.

Investigating Practitioners Work - This core unit focusses on the study of significant practitioners in the performing arts such as Stanislavski, Fosse and Lin Manuel-Miranda, as well as developing your research and academic writing skills.

Developing Skills and Techniques for Live Performances - This unit allows students to develop their skills in a chosen discipline and is assessed through professional end of unit showcase in our theatre.

Performing Arts in the Community - In this unit we look at the history and impact of community arts from the mid C20th to the present day, as well as taking a devised production on tour to local and regional community venues.

Group Performance Workshop - In this devising unit, students work together to create their own performance.

Optional Modules include Musical Theatre Techniques, Contemporary Dance Technique, Singing Techniques for performers, amongst others, but these are chosen in conjunction with the students.

ENRICHMENT

Through our contacts in the industry, we are able to offer a range of workshops in London and in school with performers from the West End Stage. We also offer an annual large scale production and numerous performing opportunities as part of our course.

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.

CONTACT

For more information contact: **Mr J Church** at j.church@kwschool.co.uk

Photography

Board: Edexcel (9PY0)

INTRODUCTION

This is an exciting contemporary course with students looking at the principles of good photography and studying fundamentals like composition, lighting, depth of field and focus. Students will learn theory, look at work by other photographers and artists, but the main focus will be on producing their own practical work, demonstrating understanding through experimenting and producing images. While we will be looking at a range of ways of making images with the possibility of some darkroom work, the majority of the course will be digital, with students taking images digitally and refining and manipulating those images in our computer suite. Access to your own camera would be an advantage but not essential as some digital SLR cameras are available for use in school.

This A Level may also be taken in combination with other portfolio-based courses, but due to the similar structure of assessments and deadlines, advice should be taken if you plan to do this.

Students studying A Level Photography will be taught in a combined class alongside our Year 13 A level photography students.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 6 or above in GCSE Art and Design or Textiles or grade 6 or above in Design and Technology (Graphic Product)** or to be able to demonstrate interest and aptitude for photography through a portfolio presentation to Mr Higgins before you are accepted onto the course. **All students must have an APS of 4.5 or above.**

COURSE CONTENT

You will start off with a set of skills based projects, leading to a more self-directed sustained project where you develop a series of photography based final pieces and supporting back up work. The course will culminate in an assessed exhibition, a 10 hour mock exam and a 15 hour practical exam.

ASSESSMENT

You will be marked on your recording and photography skills, development of ideas, contextual awareness and the quality of your realisations.

Coursework 60%, including a 3000+ word written research project that is worth 12% of the final mark.

15 hour Practical Exam sat in sessions over a three week period worth 40% of the final mark.

COSTS

A3 sketchbook x 2
Printing costs. Possible film and developing costs if students wish to use camera film as well as digital.

CONTACT

For more information contact: **Mr M Higgins**

Physics

Board: Edexcel (9PH0)

INTRODUCTION

Edexcel offers a concept-led approach to studying Physics. This approach begins with a study of the laws, theories and models of physics and finishes with an exploration of their practical applications.

You will require: a curiosity about how and why things in the world around you work, an ability to solve problems and use mathematical tools to model various situations, and a positive and organised attitude towards your studies.

Physics is essential for any Engineering or Computing based courses. It is highly useful for health-related careers such as biomechanics and radiotherapy.

Studying Physics can lead to a range of possible careers including astronomy, medical physics, software engineering and nuclear engineering.

ENTRY REQUIREMENTS

If you are studying Triple Science:

GCSE Triple Science Physics at **grade 6** or above **AND Grade 7** or above in GCSE Mathematics and **APS of 4.5 or above**

If you are studying Combined Science:

GCSE Combined Science at **grade 7-6** or above **AND Grade 7** or above in GCSE Mathematics and **APS of 4.5 or above**

COURSE CONTENT

You will learn about modelling a variety of physical concepts, and will develop your ability to work as a physicist, developing practical and scientific communication skills.

In Year 12 you will study topics that develop ideas further from the GCSE Sciences. The topics include mechanics, electric circuits, materials, waves and particle nature of light, and electric and magnetic fields.

In Year 13 the ideas covered in Year 12 are further developed through these topics, nuclear and particle physics, thermodynamics, space, nuclear radiation, gravitational fields and oscillations.

All aspects of the course (including practical skill and knowledge) will be assessed through exam papers at the end of the two year course.

There is an expectation that the time given to lessons each week will be matched by students outside of school as time to undertake independent study and homework.

ASSESSMENT

Three written papers at the end of Year 13:
Paper 1: Advanced Physics I (1 hour 45 minutes)
Paper 2: Advanced Physics II (1 hour 45 minutes)
Paper 3: General and Practical Principles in Physics (2 hours 30 minutes)

All exam papers will include a wide range of question types including multiple choice, short answer and extended response questions. Students will have the opportunity to demonstrate knowledge of both theory and practical skills through the examinations.

Mathematical skills will make up 40% of the assessments so students will need to be confident in their mathematical skills learnt at GCSE and it is advisable to take A-Level Maths alongside Physics.

Practical Endorsement A separate grade (Pass/Fail) will be awarded for practical based work carried out throughout the two years of the course.

Required Course Materials Pupils will be required to have a copy of the A-Level Physics text

CONTACT

For more information contact: **Mr D King, Mr D Wingar or Mr S McNeillis**

Politics

Board: AQA (7152)

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.

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.

Who is this course suited to?

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.

ENTRY REQUIREMENTS

A minimum of **five full GCSEs or equivalent at grades 9–5, which would include English Language, English Literature and Mathematics, with passes at grade 6 or above in at least TWO of English Language, English Literature or History.**

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 elections.

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 key thinkers will be considered. Students also study the ideology of Feminism: studying key writers and the debates around the topic.

Outside Opportunities
We offer a number of opportunities outside of the classroom, including outside speakers such as local MPs, journalists and other relevant political figures. We hope to be able to offer a House of Commons and Supreme Court trip, which provides an enriching and immersive experience for Politics students.

ASSESSMENT

There is no NEA component – but students will sit three 2-hour exam papers:
1. UK Politics
2. US and Comparative Politics
3. Political Ideas

CAREER OPPORTUNITIES

Politics is a well-respected degree and opens many doors. The study of political science leads naturally into a career in lobbying, Parliamentary service and political campaigning. The study of Politics also enables students to understand the political objectives and barriers behind Government decision making – vital to working in any public or private field. The analytical and evaluative skills developed through the study of Politics are valuable to a successful career in many professional fields from Law to Accountancy.

CONTACT

For more information contact: **Mr Ellis**, 6thformadmin@stgeorges.herts.sch.uk

Psychology

Board: AQA (7182)

INTRODUCTION

Psychology is the study of the brain and behaviour. It covers fascinating questions such as why men are more aggressive than women, how romantic relationships form, the unreliable nature of our memory, and why we obey street signs. This course will help students to think critically about scientific ideas, while also learning about how the way humans behave is influenced by their genes and their surroundings.

ENTRY REQUIREMENTS

Since Psychology is a new course in the Sixth Form you will usually have no previous experience in school. We do however require you to achieve **grade 6-6 or above in Combined Science or grade 6 or above in Triple Science, grade 6 or above in English at GCSE and grade 5 or above in Mathematics at GCSE.** All students must have an APS of 4.5 or above. Students achieving less than a grade 6 in GCSE Maths are expected to study Enrichment Mathematics Support.

It will also help if you:

- Are interested in what makes human beings tick
- Have a lively and enquiring mind
- Have a good grasp of mathematics and good writing skills
- Are capable of contributing to discussion and working independently
- Enjoy a challenge

COURSE CONTENT

There are 3 modules which will be taught across the two years of the course:

Module 1 – Introductory Topics in Psychology

- Memory – including Eye Witness Testimony
- Attachment – how do bonds form between infants and their parents?
- Social Influence – including Conformity and Obedience
- Psychopathology – The study of abnormality

Module 2 – Psychology in Context

- Approaches in Psychology – how do Psychologists explain behaviour?
- Biopsychology – how does the brain affect behaviour?
- Research Methods – how are studies conducted in Psychology?

Module 3 – Issues and Options in Psychology

- Issues and Debates in Psychology
- Relationships – including attraction and romantic love
- Schizophrenia – investigating the classification and diagnosis of the disorder
- Aggression – explanations of human aggression, including media influences such as computer games

ASSESSMENT

Module 1: Written Exam 2 Hours (33%) - Social Influence, Memory, Attachment, Psychopathology
Module 2: Written Exam 2 Hours (33%) - Approaches, Biopsychology, Research Methods
Module 3: Written Exam 2 Hours (33%) - Issues and Debates, Relationships, Schizophrenia, Aggression

NB: There is no coursework – assessment is entirely by examination at the end of Year 13

COSTS

Optional AQA Textbooks: £55.

CONTACT

For more information contact: **Miss A Speechley**

Religious Studies

Board: OCR (H573A)

INTRODUCTION

This course is open to people of any religious faith or none.

An enquiring and open mind are essential ingredients when embarking on this course. Good essay writing skills will also be vital to enable you to demonstrate your knowledge and understanding of the issues while sustaining an argument.

ENTRY REQUIREMENTS

We would expect you to have **previously studied RS at GCSE achieving a grade 6 or above (full or short course). If you did not take RS GCSE you must have achieved a grade 6 or above in GCSE English. All students must have an APS of 4.5 or above**. The ability to retain an open mind would also be useful.

COURSE CONTENT

At Advanced level this subject examines religious, philosophical and ethical issues.

A Level Units:
The course will include units studying:

Philosophy of Religion
Ancient philosophical influences
The nature of the soul, mind and body and arguments about the existence or non-existence of God
The nature and impact of religious experience
The challenge for religious belief of the problem of evil
Ideas about the nature of God
Issues in religious language

Religion and Ethics
Normative ethical theories
The application of ethical theory to Business Ethics and Euthanasia
Ethical language and thought
Debates surrounding the significant idea of conscience
Sexual ethics and the influence on ethical thought of developments in religious beliefs

Development in Religious Thought (Christianity)

Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world

Sources of religious wisdom and authority

Practices which shape and express religious identity, and how these vary within a tradition

Significant social and historical developments in theology and religious thought

Key themes related to the relationship between religion and society

ASSESSMENT

General lesson activities will include debates, essay writing, examining current moral issues, student seminars and visiting speakers.

Students will sit 3 papers of equal weighting. Each paper will be 2 hours in length.

CONTACT

For more information contact: **Mrs B Chowdhry**

Sociology

Board: AQA (7192)

INTRODUCTION

Sociology is the study of social life, social change, and the social causes and consequences of human behaviour. Sociologists investigate the structure of groups, organisations, and societies, and how people interact within these contexts.

We explore a range of topics including how the structure of the family has changed and the impact of these changes, the extent to which the education system is meritocratic, the effect of the media on our behaviour, and the patterns of crime and deviance amongst various social groups. We analyse and evaluate how various theories interpret these concepts and social changes - how might Marxists explain the underachievement of many working class children? How do feminists explain the representation of gender in the media? How do Functionalists explain the changing role of the Family?

ENTRY REQUIREMENTS

Since Sociology is a new course in the Sixth Form you will almost certainly have no previous experience of the subject in school. **We do however require you to achieve at least grade 4 or above in English at GCSE and have an APS of 4.5 or above.**

It will also help if you:

- Have an interest in how society affects individuals
- Want to discuss issues in the news that affect our society
- Can work independently and on group projects
- Like to learn about how different sections of society work
- Can see contentious issues from different viewpoints

COURSE CONTENT

There are 3 modules which will be taught across the two years of the course.

Paper 1 – Education with Theory and Methods

- Education
- Research Methods in Context
- Theories in Sociology

Paper 2 – Topics in Sociology

- Families and Households
- The Media

Paper 3 – Crime and Deviance with Theory and Methods

- Crime and Deviance
- Sociological Theory
- Research Methods

ASSESSMENT

Paper 1, Written Exam 2 Hours (33%) – Education and Research Methods
Paper 2, Written Exam 2 Hours (33%) – Families and Households, and The Media
Paper 3, Written Exam 2 Hours (33%) – Crime and Deviance, and Sociological Theory

NB: There is no coursework – assessment is entirely by examination at the end of Year 13

CONTACT

For more information contact: **Mr T Gilfeather**

Spanish

Board: AQA

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.

ENTRY REQUIREMENTS

We would expect students to achieve a **grade 6 or above in GCSE Spanish and an APS of 4.5 or above.**

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 1 literary text and 1 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)

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

CONTACT

For more information contact: **Miss Harris,** sixthform@roundwoodpark.co.uk

Sport and Physical Activity CTEC

Board: OCR

INTRODUCTION

This qualification, a vocational course that explores careers in sports, 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 completed GCSE PE previously.

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:

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

ENTRY REQUIREMENTS

To undertake the CTEC option, students would need a **Grade 4 in English and Grade 4 in GCSE PE (Grade 4 in Science if not studied PE at GCSE).** Students must have an APS of 3.85 or above if combined with BTEC courses, or an APS of 4.5 or above if combined with A Level courses.

COURSE CONTENT

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

ASSESSMENT

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

CONTACT

For more information contact: **Mr C Hall,** c.hall@kwschool.co.uk

Sport and Physical Education

Board: AQA (7582)

INTRODUCTION

You will need a natural interest in sporting activity and a willingness to examine sport critically from several perspectives. The expectation is that you participate regularly in at least one sport outside of school to a high standard either as a performer or as a coach. This will contribute 15% towards your A Level.

ENTRY REQUIREMENTS

We would expect you to achieve a **grade 6 or above in GCSE PE, as well as an APS of 4.5 or above.**

COURSE CONTENT

Sport and Physical Education is designed to develop knowledge and understanding of the factors influencing performance in a variety of activities and how performance may be improved through analysis and practice. You will study how the body and mind work in Physiology, Biomechanics and Psychology. You will look at how sport has developed through history and the influence of social and cultural factors on participation in physical activity as well as the ever changing impact of technology in sport. Every opportunity will be taken to put theory into practice and you will be expected to involve yourself in practical experiments and demonstrations.

ASSESSMENT

Your understanding of the theory content of the course (70%) will be assessed through two written examinations at the end of the two year course. Coursework makes up 30% of the course and requires you to submit one activity as a performer or coach/leader and to complete an Analysis of Performance document for that activity.

As previously stated, to maximise practical marks you will be encouraged to make a regular commitment to your chosen activity in your own time.

CONTACT

For more information contact: **Mr R Howard**


STUDENT



‘Pupils are overwhelmingly positive about their school community, they take part in an extraordinary choice of clubs, trips and opportunities.’

Ofsted
Outstanding Provider

Enrichment

Enrichment and Extra Curricular Information
Extended Project Qualification
Enrichment Mathematics Support
Financial Studies
Massive Open Online Courses (MOOCs)
AS Thinking Skills

Extra Curricular Activities & Leadership Opportunities

We want our students to enjoy their time in the Sixth Form, whilst simultaneously developing important skills for life.

There are many opportunities to enjoy activities beyond purely academic study and we encourage all students to take advantage of this. With over 100 clubs to choose from there is something for everyone! Sixth Formers can also set up their own club and are encouraged to lead in the running of clubs for younger students in the school. This requires time (one lunch-time per week) and commitment, but the rewards in terms of pleasure and appreciation from the younger students are immeasurable.

Our Sixth Formers are role models to our younger students and many Sixth Form students act as academic mentors, meeting regularly with a younger student to support their literacy or numeracy skills. Alternatively, others choose to act as Peer Mentors to help younger students in their transition to secondary school. Others support in local primary schools or in after school clubs, for example assisting with French Language lessons or Music.

We have a range of visiting speakers throughout the year, during Year 13 core enrichment lessons and also during assemblies. Our external speakers have ranged from university professors, the Disabled Ski Team of Great Britain, engineers and drivers from Millbrook Proving Ground, and former students who return to tell us about their achievements. We also have annual presentations from charitable and volunteering organisations, including Oxfam.

In Year 12 all students have one week of Work Experience where they are encouraged to seek placements relevant to their future career aspirations.

Students also have the opportunity to take part in externally recognised schemes such as the Sports Leaders Award. Each year students take part in the Young Enterprise and Dragon's Apprentice schemes where they can gain invaluable entrepreneurial skills, and we are very proud of the number of awards they have gained over the years. As well as a Journal Club for students interested in Science and a Senior Reading Group for those of a more literary persuasion, we have an active Debating Society for budding politicians and anyone who wants to have their voice heard.

As befits a school with a proud musical tradition, many or our Sixth Formers are leading players in the school's bands and ensembles. Sixth Formers are also heavily represented on the annual Music Tour, travelling to perform at venues across Europe and the UK. Every year we also have a Senior School drama production; extravaganzas have included 'Cabaret', the amazing 'Les Misérables' and Arthur Miller's thought-provoking 'The Crucible'.

Leadership skills

Early in the Autumn Term, we appoint our House Captains from the Year 12 intake. Many of these students develop their leadership skills to a great extent and they are then in line for posts of Prefect and Head or Deputy Head of School when we come to appoint them in the spring term. Prefects have a very important role in the school, both supporting staff on every day issues and representing the school at a wide range of events throughout the year.

The school also has a Junior Leadership Team, chaired by the Heads of School and led by representatives from Year 12. The JLT actively represent the views of the wider student body and report to the Senior Leadership Team. The Heads of School also attend meetings of the Board of Governors of the school.

Extended Project Qualification

Board: AQA (7993)

INTRODUCTION

EPQ is a challenging Level 3 qualification that enables students to manage, develop and realise an in-depth research project into a chosen area of study.

You will need to possess exceptionally strong independent study skills, to enable you to research and evaluate a wide variety of sources.

You will need passion for one chosen area of study that will form the basis of your project and will support your applications to higher education.

You will also need to be highly organised and committed in order to identify, design, plan and complete this demanding project by March of Year 12.

ENTRY REQUIREMENTS

We would expect you to achieve **grade 8 or above in 4 or more GCSE subjects including English Language or Literature.**

COURSE CONTENT

Throughout the year, students are supported to complete a 5000-word essay in response to a chosen line of enquiry and to complete a project log that evidences a critical evaluation of the EPQ process. The course will provide support in the following areas, so that students can effectively plan and complete this project.

- Research skills
- Referencing and plagiarism
- Project management
- Time management
- Critical thinking
- Presentation skills
- Academic writing

However, the project itself assesses students' ability to work independently, managing and planning the project, using resources effectively, using a range of skills to develop and realise planned outcomes, and evaluating both the outcomes and the learning process.

ASSESSMENT

Coursework (NEA) – 100%

CONTACT

For more information contact: **Mr B Garcia** or **Ms S Calverley**

Enrichment Mathematics Support

INTRODUCTION

This bespoke Mathematics module is designed to support students with the mathematical elements of their A Level courses. In particular there will be statistical elements that support Biology, Geography and Psychology. Opportunity is also provided to support other A Levels with capacity to adapt the course as required.

ENTRY REQUIREMENTS

This course is not for A Level mathematicians, but for students who are studying subjects, such as Biology, Geography, Psychology or Product Design that have a mathematical content.

COURSE CONTENT

The course will mainly focus on the statistical elements of Biology, Geography and Psychology. It will include the further development of bivariate data, correlation and regression including Spearman's Rank; the review of measures of central tendency; an introduction to probability distributions – in particular the Normal distribution.

Students will develop skills in sampling data, estimating population sizes and effective use of scientific calculators.

Away from the statistical elements students will review graph plotting skills, learn about Tax and National Insurance and mortgages and loans – including student loans.

ASSESSMENT

There is no formal examination for this course but you will be expected to apply yourself to all the modules, present projects to the class and show evidence of your progress.

CONTACT

For more information contact: **Mr D Toy**

Financial Capability Certificate in Financial Studies Level 3 (CeFS)

Board: Agored Cymru

INTRODUCTION

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

CeFS develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual's circumstances and attitudes.

ENTRY REQUIREMENTS

We would expect you to achieve grade 4 or above in GCSE English and Mathematics.

COURSE CONTENT

Key content areas:

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

It is important for students to consider that there will be examinations in January and May so they must be completely dedicated to the course from the outset.

Key skills developed:

The qualification will encourage students to:

·analyse financial information, financial products and services and begin to make judgements about suitability for people in different circumstances;
·develop an understanding of financial concepts and terminology to enhance financial literacy;
·analyse, synthesise, evaluate and reflect.

ASSESSMENT

Each unit is assessed through a combination of Multiple Choice Questions (Part A) and a written paper (Part B).

Part A can be sat via the LIBF e-test electronic testing system or viaa paper-based MCQ examination. Part B will always besat viapaper-based examination.
A total of 200 marks are available from both units comprising 100 marks per unit. Part A: 35 multiple choice questions in a 45-minute examination.
Part B: pre-release case study requiring essay responses in a 105-minute examination. Part B will also assess spelling, punctuation and grammar (SPAG) throughtheessay responses.

Please note that potential content and/or assessment changes may take place whilst the new course is re-established and finalised.

COSTS

Textbooks are provided as part of the course.

CONTACT

For more information contact: **Mr P Evans**

Massive Open Online Courses (MOOCs)

INTRODUCTION

MOOCs are readily accessible online courses that enable students to develop their education, knowledge and skills. There are thousands of courses on offer, covering a vast range of subjects, and offered by universities from around the world. MOOCs leverage digital technologies to deliver high-quality educational content making learning accessible to individuals from various backgrounds. The courses employ multimedia elements such as video lectures, quizzes, discussion forums, and interactive assignments to engage learners. Learners have the flexibility to study at their own pace, fostering a self-directed and inclusive learning environment.

Students will choose to study MOOCs for different reasons. This might be to enhance and extend A level courses, to study courses which relate to subjects a student wishes to study at university, or to learn something new.

ENTRY REQUIREMENTS

There are no specific entry criteria for this course. However, you will need to have strong independent study skills and a passion for learning new topics.

COURSE CONTENT

The study time for MOOCs can vary but most will require about 12 hours of study. This means that students will aim to complete at least one MOOC per term.

Throughout the course, students will complete their MOOC Log, which they will use to record intended areas of study and evaluate the learning from each online course.

Students will also learn how to identify courses that align with their aspirations and how to study independently, including effective note-taking. They will also be given opportunities to share what they have learned from their MOOC study.

There will be taught sessions and student presentations, but the typical MOOC lesson will involve independent study.

ASSESSMENT

Students will receive a certificate for each MOOC they complete.
At the end of the course, students will submit their MOOC Log, which will be assessed and accredited by their teacher.

CONTACT

For more information contact: **Mr P Evans**

AS Thinking Skills

Board: Cambridge International Examinations (9694)

INTRODUCTION

This course will give you the opportunities to develop a transferable set of skills including critical thinking, reasoning and problem solving. You can apply these skills across a wide range of subjects and complex real world issues. These transferable skills will equip you well for progression to higher education or directly into employment. You will need resilience and determination as the learning curve for this course can be challenging.

ENTRY REQUIREMENTS

We would expect you to have achieved a **grade 7 or above in GCSE Mathematics and either English Language or English Literature.**

COURSE CONTENT

Problem Solving
·Organising information
·Processing information
·Analysing data
·Considering wider problems

Critical Thinking
·Evaluating and using evidence
·Analysing reasoning
·Evaluating reasoning
·Constructing reasoning

ASSESSMENT

Examination in May/June
Paper 1: Problem Solving (50%)
Paper 2: Critical Thinking (50%)

CONTACT

For more information contact: **Mr G Williams**



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