



RISHWORTH
SCHOOL



SIXTH FORM

COURSES

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Introduction

At Rishworth, every student's individual talents are nurtured. Whether hoping to be a potential doctor, artist, lawyer, professional athlete or entrepreneur, each is well catered for and each is equally valued.

Our wide curriculum, with 21 subjects to choose from, enables students to select a programme which reflects their personal strengths and passions and the important next step on their journey towards their future career goals.

Our Sixth Form has small class sizes (8 on average) combined with top class teaching. This is strengthened by our latest ISI inspection, where we were graded 'excellent' for both student achievement and personal development. This means that the quality of the teaching and the level of support our students receive is second to none. Therefore, it is of no surprise that Rishworth students have been awarded places at many of the UK's top universities. Destinations of leavers include: Cambridge, UCL, Kings College London, Leeds, Bristol, Durham, Lancaster, Leicester and Liverpool.

Life in our Sixth Form is different from the rest of our school. Students have more freedom and have access to a host of new opportunities and experiences. Academically, students are encouraged to work and study in a more independent manner, but it's also a time when expert support, guidance and advice are needed perhaps more than ever by both students and parents. Ultimately, our Sixth Form programme is designed to bridge the gap between school and university.

We have a vibrant Sixth Form community of students, who are a combination of day pupils, full boarders and weekly boarders. If you are progressing internally, you will benefit from teaching and pastoral staff who know you well and are wholly invested in your success.

If you are new to Rishworth, this commitment starts from the second you accept a place and we look forward to supporting you in achieving your aspirations.

A Level Choices

Art & Design

Introduction

The study of Art and Design is an invaluable way of deepening students' perception of themselves and the world in which they live. It provides a path to visual literacy and the language of Art and Design. It nurtures the creative skills, imagination and industry needed to enable students to produce their own work in a visual form. Grade 5 in GCSE Art is preferred as a minimum entry requirement. It is a two year course.

Course Content

Examination Board: AQA

The department follows the AQA Art, Craft and Design specification. This is a broad-based two year course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the following titles: Fine Art, Graphic Communication, Textile Design, Three-Dimensional Design and Photography.

The course consists of two components which may be subject to change by AQA.

Component 1: Personal Investigation

This is a practical investigation supported by written material of between 1000 and 3000 words. Students are required to conduct a practical investigation into an idea, issue, concept or theme supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of finished outcomes.

Component 1 carries 96 marks and contributes to 60% of the A Level.

Mode of Assessment

The non-exam assessment is set and marked by the department and moderated by AQA during a visit to the School. Visits normally take place in June.

Component 2: Externally Set Assignment

This is an assignment set by AQA which will be provided to students on 1 February, or as soon as possible after that date. The examination paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Following a period of preparatory work students must produce a finished outcome, or series of outcomes, in 15 hours of supervised time. Once the supervised time begins students may refer to their preparatory work but must not amend or add to it.

Component 2 carries 96 marks and contributes to 40% of the A Level.

Mode of Assessment

The externally set assignment is set and marked by the department and moderated by AQA during a visit to the School. Visits normally take place in June.

The course content as set out above may be subject to change by AQA.

Biology

Introduction

Biology is the study of living things. However, it also involves the study of how the environment affects living things and vice versa, as well as the application of biological concepts to the world around us. The subject requires inquisitiveness about life and, preferably, a grade 6 in GCSE Biology or 6:6 in GCSE Combined Science and a grade 5 in GCSE Mathematics and English.

Examination Board: AQA

Course Content

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Practical Work

There are twelve practical activities that are part of the specification and must be done by all students. The students will be assessed to achieve an overall pass or fail in this component.

Written Assessment

Assessment is by examination and all papers must be taken at the end of the two-year course.

Paper 1 : What's Assessed

- Any content from topics 1–4, including relevant practical skills

Mode of Assessment

- Written exam: 2 hours
- 91 marks
- 35% of A Level

Questions

- 76 marks: A mixture of short and long answer questions.
- 15 marks: Extended response questions

Paper 2: What's Assessed

- Any content from topics 5–8, including relevant practical skills

Mode of Assessment

- Written exam: 2 hours
- 91 marks
- 35% of A Level

Questions

- 76 marks: A mixture of short and long answer questions
- 15 marks: Comprehension question

Paper 3: What's assessed

- Any content from topics 1–8, including relevant practical skills

Mode of Assessment

- Written exam: 2 hours
- 78 marks
- 30% of A Level

Questions

- 38 marks: Structured questions, including practical techniques
- 15 marks: critical analysis of given experimental data
- 25 marks: One essay from a choice of two titles

Business

Introduction

Business is an interesting, relevant, useful, multi-disciplinary "here and now" subject, which provides a useful insight into the varied world of business. The exam specification enables students to engage with, explore and understand business behaviour and to develop a critical understanding of what business is and does. Students must have an interest in the news and current affairs, the confidence to approach the many numerical concepts, the ability to interpret and understand case study material, the ability to write thorough, coherent and evaluative extended responses and a willingness to engage and participate fully.

Course content

The New Draft A Level course is organised into 3 sections:

Focus 1. What is business, Managing Marketing and Finance.

- Entrepreneurs, Business Planning and Business Objectives
- Forms of Business and Stakeholders
- Marketing Management
- Financial Management

Focus 2. Managing Operations and People.

- Operations Management
- People Management

Focus 3. Business and Society, Business and the External Environment and Business Strategy.

- Business and Society
- Business and the External Environment
- Strategy
- Change

(The first six sections will be covered in the Lower Sixth with the 4 remaining sections covered in the Upper Sixth).

Examination Board: AQA

Mode of Assessment

A Level course

The A Level course is assessed by three 2-hour examination papers at the end of Year 13:

Paper 1: Focus 1. Two Case Studies with 5 questions per case study

Paper 2: Focus 2. Two Case Studies with 5 questions per case study

Paper 3: Focus 3. Two Case Studies with 5 questions per case study

Testing Quantitative Skills:

The A Level assesses quantitative skills such as:

- Calculate, Use and Understand ratios, averages and fractions
- Calculate, Use and Understand percentages and percentage changes
- Construct and Interpret a range of graphical forms
- Interpret Index Numbers
- Calculate cost, revenue and profit
- Calculate Investment Appraisal outcomes and interpret results
- Interpret Values of Price and Income Elasticity
- Use quantitative and non-quantitative information to make decisions

Chemistry

Introduction

Chemistry is fundamentally an experimental subject and this course provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. In this course, stress is laid on chemistry in modern life, its central role in the sciences and its economic, environmental and sociological importance. The full A Level, which combines well with Physics and Biology at A Level, lays the foundation for further study in a wide range of subjects. Chemistry is a good choice for students considering careers in the health and clinical professions, including Medicine, Veterinary Science, Nursing, Dentistry and Forensic Science. Studying Chemistry will also prepare students for industry careers, such as those within the pharmaceutical or petrochemical sectors.

To make progress in this subject, students need to be enthusiastic about science and have preferably a grade 6 in GCSE Chemistry or 6:6 in GCSE Combined Science and a grade 5 in GCSE Mathematics and English.

Year 1 Course content

Physical Chemistry

This includes the study of atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria, Le Chatelier's principle and equilibrium constant (K_c) for homogeneous systems.

Inorganic Chemistry

This includes the study of periodicity, Group 2 the alkaline earth metals and Group 7 (17) the halogens.

Organic Chemistry

This includes an introduction to organic chemistry, alkenes, halogenoalkanes, alkenes, optical isomerism, alcohols, aldehydes and ketones, carboxylic acids and derivatives, and organic analysis,

Physical Chemistry

This includes the study of thermodynamics, rate equations, equilibrium constant K_p for homogenous systems, electrode potentials and electrochemical cells.

Inorganic Chemistry

This includes the study of properties of Period 3 elements and their oxides, transition metals and reactions of ions in aqueous solution.

Organic Chemistry

This includes the study of, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy and chromatography.

Examination Board: AQA

Mode of Assessment:

The course is assessed by 3 2 hour written examinations using short and long answer, and multiple-choice questions. Practical activities are carried out across the two-year A Level and students will be asked to apply the knowledge and understanding they learn from these practicals in their written exams. Assessments will be in June at the end of Year 13 for the second year of A Level.

Computer Science

Introduction

A Level Computer Science qualification helps students understand the core academic principles of Computer Science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. A Level Computer Science will develop the student's technical understanding and their ability to analyse and solve problems using computational thinking.

Examination Board: OCR

Component 01: Computer Systems

Students are introduced to the internal workings of the CPU, data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.

It covers:

- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

Component 02: Algorithms and Programming

This builds on component 01 to include computational thinking and problem-solving.

It covers:

- What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc)
- Problem solving and programming – how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems.

Component 03: Programming Project

Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science.

Modes of assessment

Computer Systems (Paper 1):

- 2 hour 30 mins
- 40% of A Level

The internal workings of the CPU, data exchange, software development, data types and legal and ethical issues. Calculators not allowed.

Algorithms and programming (Paper 2)

- 2 hour 30 mins
- 40% of A Level

Programming Project (Paper 3)

- 20 % of A Level
- Non-exam assessment

Students will be expected to analyse a problem (10 marks), and design (15 marks), develop and test (25 marks), and evaluate and document (20 marks) a program. The program must be to solve it written in a suitable programming language.

Creative and Performing Arts (CAPA) Level 3 Diploma

An exciting, vocational course for students who have a passion for Dance or Drama.

Examination Board: Rock School Limited (RSL)

Course content

The qualification will be delivered over two years and is made up of seven units – two core units and five optional units out of a vast choice. Students can follow one of two pathways; Acting or Dance, with the course aim being to prepare students for the performing arts industry.

UCAS Points Comparison Chart:

- CAPA Distinction* worth 84 UCAS Points
- CAPA Distinction worth 72 UCAS Points
- CAPA Merit worth 48 UCAS Points
- CAPA Pass worth 24 UCAS Points

Acting Pathway

Two core units and a choice of five optional units:

Core Unit - Performance Preparation
 Core Unit - Planning a Career in the Performing Arts Industry
 Optional Unit - Acting for the Camera
 Optional Unit - Acting Workshop
 Optional Unit - Ancient Greek and Roman Theatre
 Optional Unit - Approaches to Acting
 Optional Unit - Audition Techniques
 Optional Unit - Comedy Drama in Performance
 Optional Unit - Contemporary Theatre
 Optional Unit - Drama in the Community

Optional Unit - Elizabethan Theatre
 Optional Unit - Physical Theatre
 Optional Unit - Theatre in Education
 Optional Unit - Theatre Spaces and Audiences
 Optional Unit - Voice over Acting
 Optional Unit - Working with Masks
 Optional Unit - Devising
 Optional Unit - Improvisation
 Optional Unit - Movement for Actors
 Optional Unit - Stage Combat
 Optional Unit - Theatre Genres
 Optional Unit - Vocal Techniques
 Optional Unit - Creating a Theatre Company

Dance Pathway

Two core units and a choice of five optional units:

Core Unit - Performance Preparation
 Core Unit - Planning a Career in the Performing Arts Industry
 Optional Unit - Safe Dance Practice
 Optional Unit - Ballroom
 Optional Unit - Choreography
 Optional Unit - Collaborative Cross Arts Performance
 Optional Unit - Dance Fitness
 Optional Unit - Dance in Health
 Optional Unit - Dance In the Community
 Optional Unit - Dance Technique and Performance1
 Optional Unit - Dance Technique and Performance2
 Optional Unit - Ensemble Dance Performance
 Optional Unit - Global Dance Styles
 Optional Unit - International Dance Touring
 Optional Unit - Leading Dance
 Optional Unit - Repertory Dance Performance
 Optional Unit - Rhythm and Tap
 Optional Unit - Social Dance through the ages
 Optional Unit - Dance Audition Preparation
 Optional Unit - Dance on Camera
 Optional Unit - Jazz Dance for Musical Theatre
 Optional Unit - Creating a Dance Company

Creative and Performing Arts (CAPA) Level 3 Diploma

Music and Musical Theatre Pathway

- Optional Unit – Musical Theatre Performance
- Optional Unit – Collaborative Cross Arts Performance
- Optional Unit – Composing Music
 - Optional Unit – Digital Music and Sequencing
- Optional Unit – Ensemble Music Performance
- Optional Unit – Music for Film and TV
- Optional Unit – Music in Theatre and Dance
- Optional Unit – Music Leadership
- Optional Unit – Music of the World
- Optional Unit – Popular Music Analysis
- Optional Unit – Popular Music History
- Optional Unit – Popular Music Theory and Notation
- Optional Unit – Solo Music Performance
- Optional Unit – Song writing
- Optional Unit – Vocal Techniques (Music)
- Optional Unit – Acting Through Song
- Optional Unit – History of Musical Theatre
- Optional Unit – Musical Theatre Audition Prep
- Optional Unit – Editing Music for Performance
- Optional Unit – Music Theory for Vocalists

Technical Pathway

- Optional Unit – Backstage on Set Safety
- Optional Unit – Cinematography
- Optional Unit – Costume Design
- Optional Unit – Film Direction
- Optional Unit – Film Editing
- Optional Unit – Hair and Wig Styling
- Optional Unit – Lighting Design
- Optional Unit – Lighting Technician Skills
- Optional Unit – Makeup & Prosthetics
- Optional Unit – Properties Management
- Optional Unit – Script Writing
- Optional Unit – Set Construction
- Optional Unit – Set Design
- Optional Unit – Set Management
- Optional Unit – Sound effects & special effects
- Optional Unit – Sound Technician Skills
- Optional Unit – Stage Direction
- Optional Unit – Stage Management
- Optional Unit – Wardrobe and Dressing
- Optional Unit – Music Production Techniques

Design and Technology

Introduction

This A level offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Design and Technology is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying the design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values. The specification enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. Learners should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on science and mathematics, and those subjects they are studying alongside A level design and technology.

Examination Board: EDUQAS

Course Content

This specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- Be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- Gain an insight into the creative, engineering and/or manufacturing industries

- Develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- Develop knowledge and experience of real-world contexts for design and technological activity
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- Be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
- Be able to work safely and skilfully to produce high-quality prototypes/products
- Have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- Develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design

Mode of Assessment

The subject content for GCE A level Design and Technology will be assessed in the written examination (50%) and through a non-exam assessment (NEA) (50%). The NEA is a design and make project taking approximately 80 hours and focusses on Design and Technology in the 21st Century.

There is one written examination of 3 hours with 100 marks. This will take place in the summer of Year 13.

Economics

Introduction

Economics is a subject dealing with the issues of today. It aims to develop an understanding of the national, international and global economy.

As well as studying the theories that underlie the subject, students will develop an economist's 'tool-kit' of skills that enable them to research and analyse economic problems. A wide variety of economic issues will be studied ranging from scarcity and how much workers get paid; road congestion and environmental pollution; to globalization and the rise and fall of countries like Greece and the BRICS.

Course Content

A Level Economics (9ECO) Four themes, all examined at the end of Year 13 for a stand-alone qualification.

Theme 1

Introduction to markets and market failure

- 1.1 Nature of economics
- 1.2 How markets work
- 1.3 Market failure
- 1.4 Government intervention

Theme 2

The UK economy – performance and policies

- 2.1 Measures of economic performance
- 2.2 Aggregate demand
- 2.3 Aggregate supply
- 2.4 National income
- 2.5 Economic growth
- 2.6 Macroeconomic objectives and policy

Theme 3

Business behaviour and the labour market

- 3.1 Business growth
- 3.2 Business objectives
- 3.3 Revenues, costs and profit
- 3.4 Market structures
- 3.5 Labour market
- 3.6 Government intervention

Theme 4

A global perspective

- 4.1 International economics
- 4.2 Poverty and inequality
- 4.3 Emerging and developing economies
- 4.4 The financial sector
- 4.5 Role of the state in the macro-economy

Mode of Assessment

All students take internal examinations at the end of Year 12 to assess progress and then again in mock examinations in Year 13. These courses are externally assessed by examination only. At the end of Year 13 students will take three examinations for the full A Level qualification. Examinations:

Paper 1 - Markets and business behaviour

Questions drawn from Theme 1 and Theme 3
100 marks, 2 hours; 35% of qualification
Section A: multiple-choice and short-answer questions
Section B: one data response question
Section C: one extended open response question [choice of one from two]

Paper 2 - The national and global economy

Questions drawn from Theme 2 and Theme 4
100 marks, 2 hours; 35% of qualification
Section A: multiple-choice and short-answer questions
Section B: one data response question
Section C: one extended open response question [choice of one from two]

Paper 3 - Microeconomics and macroeconomics

Questions drawn from all themes 100 marks, 2 hours; 30% of qualification
Two data response questions broken down into a number of parts, each including one extended open response question (choice of one from two for extended open response questions)

Examination Board: Edexcel

English Literature

Introduction

English Literature A Level introduces students to a wide range of texts across time, contexts and genres. Texts that explore what it means to be human in worlds both real and created. Students will analyse the ways in which writers use linguistic and literary devices to shape meaning and provoke thought in their readers. From Shakespeare to the most contemporary of fiction, this is a rich and wide ranging syllabus for those who love to read and study poetry, drama and narrative fiction.

Course Content

Paper 1: Love through the Ages

Three texts are studied: One poetry and one prose text, of which one must be written pre-1900 and one must be a Shakespeare play.

- written examination: 3 hours
- 40% of A Level

Paper 2: Texts in Shared Contexts

A choice of two options is available: World War 1 and its Aftermath or Modern Times: Literature from 1945 to the Present Day. Three texts are studied: one prose, one poetry, and one drama, of which one must be written post-2000. The examination will include an unseen extract.

- written examination: 2 hour 30 minutes
- 40% of A Level

Non-exam assessment: Independent Critical Study: Texts across time

Students will undertake a critical study of two texts, at least one of which must be written pre-1900, producing one extended essay and a bibliography.

- word count: 2500 words
- 20% of A Level
- assessed by teachers
- moderated by the examination board

Mode of Assessment

This is a two-year A Level course, with 20% non-examined assessment and 80% examination at the end of the course.

Examination Board: AQA

Food Science and Nutrition

Introduction

An exciting course which will allow students to learn about the relationship between the human body and food, as well as developing practical skills linked to experimental work and the cooking and preparation of food.

Course Content

The qualification will be delivered over two years and is made up of three units:

1. Meeting the Nutritional Needs of Specific Groups

This involves a practical food showcase and an externally marked written examination. The students will demonstrate an understanding of the science of nutrition and nutritional needs in a range of different contexts. Students will experience on-going practical sessions to gain a wide variety of high level skills to produce quality food items to meet the needs of individuals.

2. Ensuring Food is Safe to Eat

This is externally marked and involves written research in the context of a given food hygiene task. This unit allows students to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

3. Experimenting to Solve Food Production OR Current Issues in Food Science and Nutrition

Studying one of the two optional units allows students the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

Examination Board:

Eduqas formerly WJEC

Mode of Assessment:

The Eduqas Level 3 Diploma in Food Science and Nutrition is assessed through a combination of a written exam and external assignment set and marked by Eduqas and two centre marked assignments. Students will be involved in regular practical sessions and will build on the skills and knowledge developed at GCSE level. Awards are from Distinction* to Pass and are recognised in UCAS points and for university applications equivalent to A Levels.

Geography

Introduction

Geography has always been one of the most popular choices at both A Level and university. Having undergone some significant changes, the course has introduced some new topics and offers students more choice, whilst encouraging the acquisition of a broad range of skills along with lifelong learning. The study of geography provides the opportunity to look at contemporary and topical issues which can be related to the world in which we live. It emphasises the changes that are taking place at a range of differing scales and helps us develop an understanding of the relationships between people and their environment. Included in our A Level course is a three-day residential fieldtrip to the Field Study Centre, as this is residential there is a financial cost to the trip.

Examination Board: AQA

Course content

A Level (Linear course) 2 years

Component 1: Physical Geography

What's assessed:

- Section A: Water and carbon cycles
- Section B: Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes
- Section C: either hazards or ecosystems under stress

How it's assessed:

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

Questions:

- Section A: answer all questions (36 marks)
- Section B: answer either question 2 or question 3 or question 4 (36 marks)
- Section C: answer either question 5 or question 6 (48 marks)
- Question types: multiple-choice, short answer, levels of response and extended prose

Component 2: Human Geography

What's assessed

- Section A: Global systems and global governance
- Section B: Changing places
- Section C: Contemporary urban environments or Population and the environment or Resource Security

How it's assessed

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

Questions

- Section A: answer all questions (36 marks)
- Section B: answer all questions (36 marks)
- Section C: answer either question 3 or question 4 or question 5 (48 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Component 3: Geography Fieldwork Investigation

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

How it's assessed

- 3000 – 4000 words
- 60 marks
- 20% of A Level
- marked by teachers and moderated by AQA

History

Introduction

History is about the study of the past and the understanding of the present. Students develop the skills of investigation, explanation, analysis, interpretation, evaluation and judgement as well as an understanding of the society in which we live. A GCSE pass in History is good preparation, but is not essential. The course will focus on the key ideas and events of the 16th, 17th, 18th, 19th and 20th centuries and will include units on the history of early modern Europe, Britain and the USA.

Course content

Unit One: British History Study and Enquiry. Britain 1930-1997

Examination: One 1hr 30mins; 25% of A Level. This unit allows students to develop their understanding of key issues in Britain today by seeing how the Great Powers of World War II developed into our modern society. This is the history that your parents and grandparents lived through, and you were born into. This unit looks at the changing fortunes of the main political parties, evaluates the significance of figures such as Winston Churchill and Margaret Thatcher and looks at key issues such as the power of the trade unions and Britain's relationship with Europe.

Unit Two: Non-British History Enquiry. The American Revolution 1740-1796

Examination: One 1hr; 15% of A Level. This unit looks at the causes of the American War of Independence which led to the creation of the USA as an independent country. The role of key figures such as George Washington and Thomas Jefferson is considered. This unit also examines the principles underlying key documents such as the Declaration of Independence, the US Constitution and the Bill of Rights, which even today form the basis of the American government system.

Unit Three: Historical Themes. Popular Culture and the Witchcraze of the 16th and 17th Centuries.

Examination 2hrs 30 mins; 40% of A Level. This theme focuses on the rise and decline in witchcraft during the 16th and 17th centuries and how far it emerged out of the popular culture of the time. It will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. The examination of the Witchcraze will cover a variety of countries and regions in order establish patterns and make comparisons. There are also three Depth Studies to be looked at which include 'The Witchcraze in Southern Germany c. 1590-1630'; 'Hopkins and the witch hunt of 1645-1647'; and 'The Salem witch trials'.

Unit Four

(20% of A Level) is a coursework investigation task of 3000-4000 words on a question of the student's own choice. This provides students with an opportunity to research individually on a historical issue that interests them and is an excellent preparation for the kind of research work students will be expected to undertake at university.

Examination Board: OCR

Mode of Assessment:

The A Level examination papers contain a mixture of source-based, structured and essay questions. There will be examination papers on Units 1, 2 and 3 in Year 13 that carry 80% of the final A Level grade. The coursework task will be internally assessed and externally moderated in May of Year 13 and will count for the final 20% of the A Level marks.

Mathematics and Further Mathematics

Introduction

The aim of these courses is to enable students to develop their understanding of mathematical processes in a positive way, fostering confidence and enjoyment in the application of mathematics. Students will develop the skills to enable real world situations, such as understanding and using technology, computers and calculators, to be represented as mathematical models. Mathematics is then an effective means of communication and essential and relevant to many other fields of study, to the world of work and to society in general. The basic requirement for starting this course would normally be at least a grade 6 at GCSE (with all the material in the Higher Tier covered).

Course content

Mathematics:

The A Level course consists of a variety of topics from Pure Mathematics, Mechanics and Statistics.

Students are assessed at the end of the two-year course through three papers, each 2 hours long. The first is entirely Pure Mathematics, the second a mixture of Pure and Mechanics, and the third a mixture of Statistics and Mechanics.

The AS-Level course has a limited variety of Pure Mathematics, Mechanics and Statistics which may be available to students if required. The assessment is two papers, each 1 hour 30 minutes long. The first is a mixture of Pure and Mechanics, the second Pure and Statistics.

Further Mathematics:

Students study three areas of Mathematics of which one must be Pure and two Applied, choosing from Mechanics, Statistics and Discrete Mathematics.

Students are assessed through four papers, each 1.5 hours long. Two papers are entirely Pure Mathematics, and the other two are optional units.

Pure Mathematics:

To begin with, the basic techniques of algebra, co-ordinate geometry, trigonometry and calculus are developed and refined.

The properties of further functions are explored and topics such as series, numerical methods, complex numbers and differential equations are studied.

Mechanics:

Mathematical modelling is important to these modules. Topics include the dynamics of a particle moving in one and two dimensions, statics, work and energy and motion of the rigid body. Linear differential equations are used to solve some of the models created.

Statistics:

These modules include data collection and consequent interpretation with the discrete and continuous random variables and probability distributions being developed. Sampling, estimation, hypothesis testing, linear correlation and goodness of fit are some of the other topics covered. Modelling is an effective way of introducing many of the topics in the statistics components.

Discrete Mathematics:

These modules include work on algorithms, networks, linear programming and critical path analysis.

Examination Board: Edexcel

Modern Languages – French and Spanish

Introduction

Whether you want to develop the knowledge and skills you have acquired at GCSE level for more advanced application or make practical use of your French/Spanish for work or leisure, following a Modern Languages course will:

- enable you to gain a useful insight into another culture
- help you reflect on various aspects of contemporary society
- enhance your employment prospects
- facilitate foreign travel
- improve your linguistic performance and communications skills, including oral fluency and conversation skills.

This course is designed to be extremely flexible and enable each student to make the most of their personal strengths and interests.

Examination Board: Edexcel for French and AQA for Spanish.

Course Content

French is based around 4 main themes:

- Theme 1: Les changements dans la société française (family, education and work)
- Theme 2: La culture politique et artistique dans les pays francophones (music, media, festivals and traditions)
- Theme 3: L'immigration et la société multiculturelle française (positive impact, challenges of integration and the extreme right)
- Theme 4: L'occupation à la résistance (occupied France, the Vichy regime and the resistance)

In addition, students will study and write essays in Paper 2 on either two prescribed texts or one prescribed text and a film.

Spanish is based around 4 main themes:

- Theme 1: Aspectos de la sociedad hispánica (los valores tradicionales y modernos, el ciberespacio, la igualdad de los sexos)
- Theme 2: La cultura artística en el mundo hispánico (la influencia de los ídolos, la identidad regional en España, el patrimonio cultural)
- Theme 3: Aspectos multiculturales en la sociedad hispánica (la inmigración, el racismo, la convivencia)
- Theme 4: El impacto de la política en el mundo hispánico (los jóvenes de hoy, las monarquías y dictaduras, los movimientos populares)

In addition, students will study and write essays in Paper 2 on either two prescribed texts or one prescribed text and a film.

Mode of Assessment

Assessment is by terminal exam (100%) and takes the same format in both languages:

- Paper 1: Listening, reading and translation (Edexcel: 2 hours, AQA: 2 hours-30 minutes)
- Paper 2: Written response to works (books/film) and translation (Edexcel: 2 hours 40 minutes, AQA: 2 hours)
- Paper 3: Oral (approximately 25 minutes, including discussions of the above themes, individual presentation of a chosen topic and questions based on that presentation)

Music

Introduction

This course allows for the development of individual interests and aptitudes and is particularly suited to students who are competent performers. The practical options provide challenging and rewarding opportunities to develop talent in music involving, among other things, live performances. Students are encouraged to compose in a variety of styles, to practise critical listening and to acquire skills of study and research. It is hoped, above all, that students who take this course will develop a lifelong interest in music both as listeners and music-makers.

Course content

Component 1: Appraising music

Written examination (2 hours 30 minutes, 40% of A Level), externally assessed by AQA There are seven areas of study:

1. Western classical tradition 1650-1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910

Component 2: Performance

Externally assessed by AQA (35% of A Level)

1. Solo and/or ensemble performing as an instrumentalist or singer and/or music production via technology.
2. Performance must last between ten and twelve minutes.

Component 3: Composition

Externally assessed by AQA (25% of A Level)

1. Composition 1: composing to a brief
2. Composition 2: free composition Combined composition time must last between four and a half and six minutes

Mode of assessment

Section A – listening: three compulsory questions from a selection of seven

Section B – analysis: three questions, students to answer two

Section C – contextual understanding: one essay question from a choice of six (30 marks)

BTEC Foundation Diploma in Sport

Course content

The BTEC Diploma uses a combination of internal assessment on core modules and written exams. The diploma is the equivalent of two A Levels and students take a total of seven units, four of which are mandatory and outlined below.

Mandatory Units:

1. Anatomy and physiology
2. Fitness training and programming for health, sport and well-being
3. Sports leadership
4. Coaching for performance
5. Professional development in the sports industry
6. Sports Psychology
7. Sports performance analysis

Mode of Assessment

67% on internal assessment after each topic
area Examination: 33% on written exams

There are three types of assessment on the course:

1. Assignments set and marked in-house after each unit and verified externally by sampling
2. Tasks which are set by Edexcel. In these, the students are presented with a scenario based on fitness training and they then have 6-8 hours allocated to research and prepare notes for a final assessment, in which they will produce a plan to supplement the written exam on this topic
3. Written exam on anatomy and physiology. This is an hour and half paper which contains a mix of short and long answer questions.

In addition to this students are required to take a further three modules from a prescribed options list.

The course is taken over two years. There are two external assessments in the form of two written exams. Over the two-year course, students are assessed internally on coursework produced at the end of each topic area. Students are awarded a level of qualification: pass, merit or distinction based on the quality of work produced.

BTEC National Extended Diploma in Sport

Who is this qualification for?

The Pearson BTEC Level 3 National Extended Diploma in Sport is intended to be an Applied General qualification for post-16 learners wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the sports sector. The qualification is equivalent in size to three A Levels and has been designed as a full two-year programme.

What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector. The qualification provides the knowledge, understanding and skills that allow learners to gain experience of the sport sector that will prepare them for further study or training.

Learners will study mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 5: Fitness Testing
- Unit 7: Practical Sports Performance
- Unit 8: Coaching for Performance
- Unit 9: Research Methods in Sport
- Unit 19: Development and Provision of Sport and Physical Activity
- Unit 22: Investigating Business in the Sport and Active Leisure Industry

Learners will also choose six optional units that have been designed to support progression to the range of sector-related courses in higher education, and to link with relevant occupational areas.

Mode of Assessment

67% on internal assessment after each topic area Examination: 33% on written exams Learners who have completed this qualification in two years may progress to further learning at Level 3.

The qualification carries UCAS points and is recognised by higher education providers as meeting, or contributing to, admission requirements for many relevant courses. Learners can progress to higher education on full degree single or combined courses, for example:

- BA (Hons) in Sports Development and Management
- BSc (Hons) in Sports Management
- BSc (Hons) Sports Business Management
- BSc (Hons) Sport and Leisure Management
- BSc (Hons) Sports Science (Outdoor Activities)
- BSc (Hons) in Exercise, Health and Fitness
- BSc (Hons) in Sport and Exercise Psychology

Physical Education: A Level

Introduction

AQA A-Level Physical Education is an academically rigorous and practically engaging qualification designed for students with a strong interest in sport, exercise science, and physical performance. This course provides an in-depth understanding of the scientific, psychological, and socio-cultural factors that influence participation and performance in physical activity and sport. It encourages students to develop theoretical knowledge alongside practical skills, preparing them for further study or careers in sport, health, education, and beyond.

The AQA specification is structured to balance theory and practice. It covers key areas such as applied anatomy and physiology, skill acquisition, sport and society, and the role of technology in physical activity. Students also undertake practical assessments in one chosen sport or activity, and complete an in-depth analysis and evaluation of performance as part of their Non-Exam Assessment (NEA).

Through this course, students not only refine their performance and analytical abilities but also gain valuable insight into the wider impact of sport on individuals and society. It is ideal for learners aiming to progress to university-level study in fields like sports science, physiotherapy, teaching, coaching, or sports psychology.

Examination Board: AQA

Written Assessment

Assessment is by examination and all papers must be taken at the end of the two-year course.

Paper 1 : Factors affecting participation in physical activity and sport

What's Assessed

Paper one is subdivided into three sections. Students will study applied anatomy and physiology; skill acquisition and sport in society.

Mode of Assessment

- Written exam: 2 hours
- 105 marks
- 35% of A Level

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

What's Assessed

Paper 2 looks at exercise physiology and biomechanics; sports psychology and the final section examine both sport and society and technology in sport.

Mode of Assessment

- Written exam: 2 hours
- 105 marks
- 35% of A Level

NEA: Practical performance in physical activity and sport

What's Assessed

Candidates are assessed as a performer or coach in the full sided version of one activity. They must also analyse and evaluate performance either verbally or written.

Mode of Assessment

- Internal with external moderation
- 90 marks
- 30% of A Level

Physics

Introduction

The aim of the course is to give students an insight into how physics works in the modern world through following the AQA Physics A syllabus. By the incorporation of material from the leading edge of physics, and encouraging an appraisal of how we currently view the universe, students will find this subject stimulating and thought provoking.

To be successful on this course students must have curiosity for the world around them and have gained at least grade 6 in GCSE Physics or 6:6 in GCSE Combined Science and a grade 5 in GCSE Mathematics and English.

Course Content

Year 1: Topics Covered

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and energy
5. Electricity

Year 2: Topics Covered

6. Further mechanics and thermal physics
7. Fields
8. Nuclear physics
9. Option subject from: Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics and Electronics.

Examination Board: AQA

Mode of Assessment

A-level qualification. To gain the A Level qualification, students will need to take a total of three papers each 2 hours long.

Paper 1: Written exam worth 34% of A Level covers Topics 1-5 and 'Periodic motion', from Topic 6. The questions will be both written and multiple choice questions.

Paper 2: Written exam worth 34% of A Level covers Topics 6-8. The questions will be both written and multiple choice questions.

Paper 3: Written exam worth 32% of A Level. The paper will include questions on practical skills, data analysis and the option subject taken.

Psychology

Introduction

Psychology is one of the most popular choices at A Level and university. Psychology is a diverse subject that can be thought of as the scientific study of animal (human and non-human) behaviour and cognitions. The first year gives students a broad knowledge and understanding of the principles of psychological study. Some of the most interesting topics include the study of how the human memory functions and the impact of early child development on adult personality. The second year covers more complex disorders like schizophrenia and students are encouraged to enter into debates around a variety of topics, e.g. whether a criminal is genetically programmed to commit crime or whether they are a product of their environment. This course provides endless opportunities to apply knowledge to everyday life and exciting field trips to enhance these applications are offered.

Course Content

Year 1

Paper One: Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

Paper Two: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

Year 2

Paper Three: Issues and Options in Psychology

- Issues and Debates in Psychology
- Cognition and Development
- Schizophrenia
- Aggression

Mode of Assessment

3 examinations including multiple choice, short answer and extended answer questions. Each paper is 2 hours long, out of 96 marks and weighted equally in terms of final grades.

Examination Board: AQA

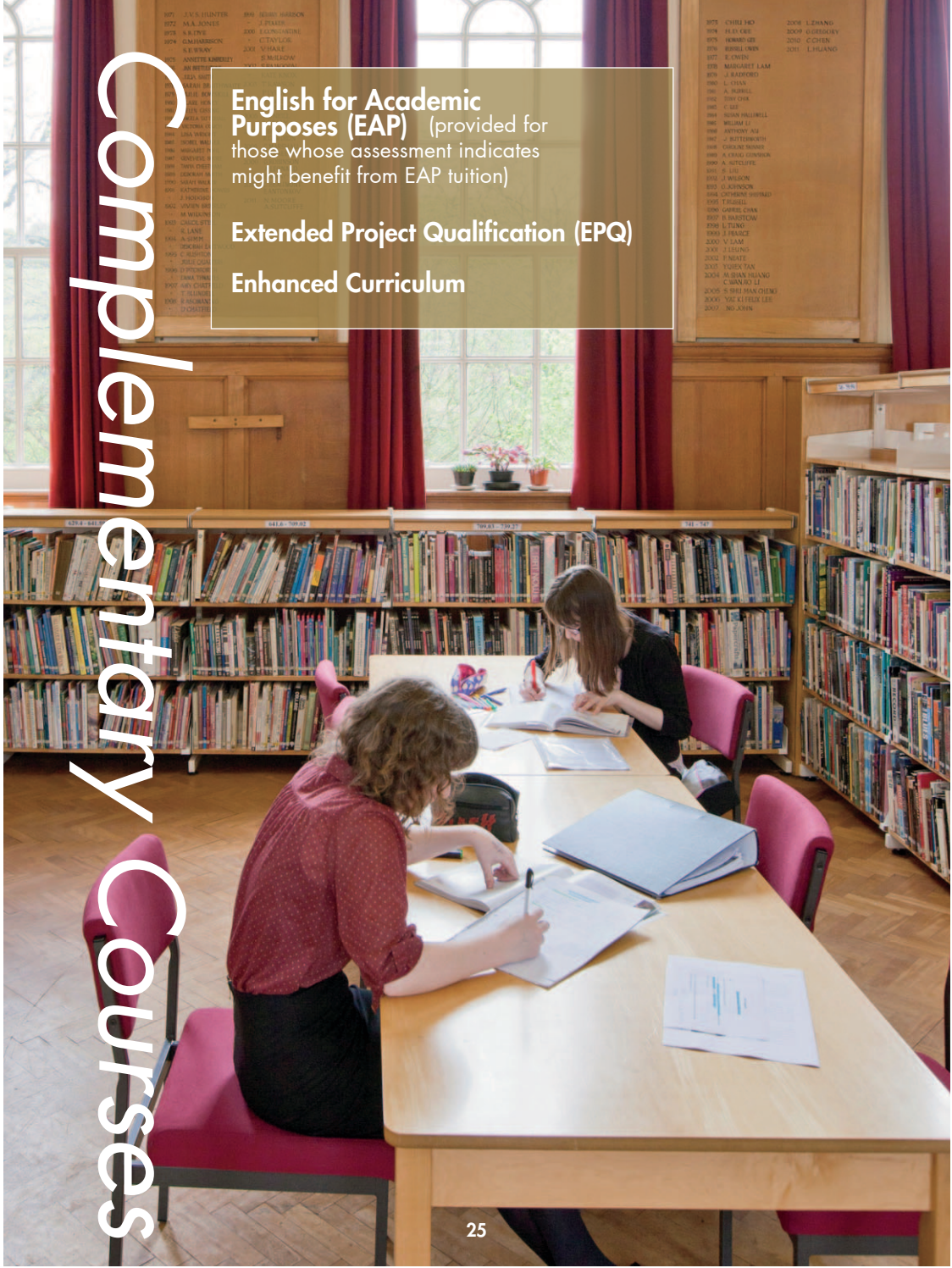
Complementary Courses

English for Academic Purposes (EAP) (provided for those whose assessment indicates might benefit from EAP tuition)

Extended Project Qualification (EPQ)

Enhanced Curriculum

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|-----|-----------------|-----|-----------|
| 807 | CHOI HO | 808 | LI ZHANG |
| 808 | FEI YUE | 809 | GIBBERLEY |
| 809 | HEMARD GE | 810 | CHEN |
| 810 | REHILL IREN | 811 | L HUANG |
| 811 | E ANGE | | |
| 812 | MARGARET LAM | | |
| 813 | J RADFORD | | |
| 814 | L CHAN | | |
| 815 | A HOBBS | | |
| 816 | JOY CHOI | | |
| 817 | C LI | | |
| 818 | WANG MADRILL | | |
| 819 | WILLIAM LI | | |
| 820 | ANTHONY ASH | | |
| 821 | J. RUTHERFORD | | |
| 822 | CHLOE WOODS | | |
| 823 | A. ERIC JOHNSON | | |
| 824 | A. HUTCHES | | |
| 825 | P. LI | | |
| 826 | J. WILSON | | |
| 827 | G. JOHNSON | | |
| 828 | C. JOHNSON | | |
| 829 | C. JOHNSON | | |
| 830 | ERIN | | |
| 831 | GABRIEL CHAN | | |
| 832 | K. HASTON | | |
| 833 | L. TUNG | | |
| 834 | J. BRACE | | |
| 835 | V. LAM | | |
| 836 | J. LING | | |
| 837 | F. NATE | | |
| 838 | T. PAN | | |
| 839 | M. SHAN HUANG | | |
| 840 | C. WANG LI | | |
| 841 | S. SHI SHAOYUN | | |
| 842 | Y. K. LEE | | |
| 843 | NO. XIAN | | |



English for Academic Purposes

Introduction

IELTS is the world's leading English Language test for higher education, accepted by over 10,000 organisations worldwide. The students at Rishworth prepare for the academic version and are tested across four skills: reading, writing, speaking and listening. It has a 9-band scale. The department runs three separate courses. Students visit the department for 7 hours per fortnight and follow a course that aims for a minimum of an IELTS level 6.0.

Intermediate Course Content

IELTS Intermediate (IELTS 4.5 to 5.5) follows a 7 hour course per fortnight Advanced course content IELTS Intermediate (IELTS 6.0 to 6.5) also follows a 7 hour course per fortnight

The course concentrates on the following:

- Improving your language skills
- The language and skills needed to perform with confidence
- Understanding the features and format of the exam
- Learning strategies to improve your score
- Developing writing strategies
- Practising the 4 sub-test papers.

There are Extension & Enrichment (E & E) opportunities that enhance students at different levels of the CEF (Common European Framework). Students commencing A Levels with an IELTS 7.0 or above have the opportunity to join one hour each week to concentrate on improving their test skills and learning strategies to gain a score higher than 7.0. Students wishing to improve their speaking may book in for an IELTS oral practise test once a week in a lunch-time session. Students with a score lower than 7.0 have two opportunities to join an E & E to improve English learning skills or/and practise past papers.



EPQ (Extended Project Qualification)

Introduction

The EPQ provides an opportunity for students to extend their abilities beyond the A Level syllabus, stand out and prepare for university or their future career. It is awarded UCAS points on the basis of being equivalent to half of a full A Level.

The EPQ is taken as a stand-alone qualification which allows students to embark on largely self-directed projects. By taking responsibility for the choice and design of an individual project (or an individual role in a group project) students:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply new technologies confidently
- demonstrate creativity, initiative and enterprise.

Course Content

(Candidates can be entered in November / May)

The Extended Project will usually develop and extend from one or more of the learner's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the coordinator. Delivery of the EPQ will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It will involve extended autonomous work by the learner and require a total of 120 guided learning hours

Learners are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the coordinator
- Plan, research and carry out the project
- Deliver a presentation to a specified audience
- Provide evidence of all stages of project development and production for assessment.

Examination Board: AQA (Specification A)

Mode of Assessment

The evidence for assessment will comprise the following:

- The completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form
- The project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen

Enhanced Curriculum

Introduction

This course, taken mainly in Year 12, will encourage students to:

- Develop a critical awareness of a variety of issues
- Think logically about problems, approaching these from a variety of angles
- Acquire, develop and apply skills essential to survival in a rapidly changing world
- Respect other human beings, no matter what their sex, nationality, religion or beliefs.

A balance of theoretical and practical sessions will be followed, covering topics as diverse as: health, driving, law, the world in which we live, critical thinking, further education, UCAS applications, caring for life, research and presentation skills

Mode of Assessment

There will be no formal assessment for this course.



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E D Q

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