

Riddlesdown Collegiate



COLLEGE VI

HANDBOOK

2019 ENTRY

Learners of today. Leaders of tomorrow.

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Welcome to College VI

WELCOME FROM THE PRINCIPAL

I am delighted to introduce you to College VI – our excellent, specialist post 16 provision at Riddlesdown Collegiate. In College VI, we offer a dynamic and successful approach to post 16 studies through a combination of great teaching, superb facilities and outstanding care, support and guidance. School is about preparation – for university, for work and for life – and it is our determination that in College VI, students have the very best final preparation for the challenges and excitement of the future. As an integral part of the Collegiate, but with its own specialist facilities, College VI continues our approach of delivering the very highest academic standards, whilst providing excellent opportunities for students to develop wider skills and qualities through a wide-ranging extra-curricular programme designed to promote leadership, communication and teamwork.

Examination results are consistently high across a wide range of courses. At the same time, students enjoy their time here and value the support they receive. Whilst most of this prospectus is addressed to students, acknowledging their increasing independence and responsibility, I hope that parents will equally find the content to be informative as important decisions are best taken by families together. This is another important and exciting time of transition for students and I am confident that in College VI, they will be supported to achieve their very best, enjoy fantastic learning experiences and prepare fully for their next steps in life.

Mr S Dey, BSc (Hons), PGCE, NPQH
Principal

WELCOME FROM THE HEADTEACHER, COLLEGE VI

Dear Students

Welcome to the most stimulating and engaging phase of your education so far. You will develop more as learners over the next two years than you have at any time before. Your time in College VI will give you the opportunity to experience greater independence in your thinking and learning as we help you to develop your skills for your future. Our goal is to ensure that you cultivate a love of learning, so that you continue to learn throughout your lives, long after you have left school.

As students in College VI, we have very high expectations of you for the ways in which you conduct yourselves, learn and interact with staff and each other. You will be role models for all others at the Collegiate and will be encouraged to act as student leaders and mentors to younger students. Our community will look to you to set the example and demonstrate the very highest standards.

Academically, we offer a varied selection of subject choices in College VI to enable you to pursue a path towards your chosen career, further training or Higher Education. You can choose to focus on the subjects that you are most passionate about and that will best support you in opening doors in the future. We encourage you to have high aspirations and ambitious goals as we help you to realise your full potential. You will be supported throughout your studies by a high quality, inspiring teaching staff and experienced College VI Tutors who know how to help you achieve your very best.

Whilst academic results are extremely important, being part of College VI is about so much more. College VI students have regular opportunities to learn outside of the classroom on educational trips and visits, a variety of enrichment opportunities, the Extended Project Qualification and a range of extra-curricular activities. Whatever your next steps beyond school, we want you to leave Riddlesdown Collegiate as well-qualified and well-rounded individuals, confident and prepared to embrace the opportunities and challenges of the future. To help you decide which path to take, you will be given first rate advice and guidance on careers, apprenticeships and universities so that each one of you leaves College VI with a promising future.

We look forward to working with you in this exciting stage of your education.

Mr M P Smith
Headteacher, College VI

Introduction

This Handbook provides a range of information about College VI at Riddlesdown Collegiate and outlines the content of each course offered. It complements the information provided at the College VI Open Evening on Thursday 11th October at 6.00pm.

Choosing the right courses for College VI is a crucial factor in every student's success. Every Year 11 student applying to College VI is given a personal meeting with a senior member of staff to discuss choices and plans for the future. GCSE grades are the most reliable indicator of success on any post 16 course. We want our students to enjoy their courses and achieve their full potential. For these reasons, grade requirements are set for entry into College VI.

The Riddlesdown Commitment

OUR VISION

To be an outstanding academy where we:

- uphold our values
- provide inspirational and innovative experiences within and beyond the classroom
- value, support and develop staff
- deliver successful outcomes and positive futures for all of our students

OUR VALUES

VALUE EACH OTHER

AIM HIGH

LEAD BY EXAMPLE

USE AND DEVELOP OUR TALENTS

EXCEL IN OUR EFFORTS

STICK AT IT

In College VI we have high expectations for academic progress and independent learning. To this end, students are offered regular advice and guidance by approachable staff. However, they are given autonomy and are held responsible and accountable for their learning behaviour.

We believe that progress is not just about examination results. Education in College VI is more than 'teaching to the test'. We provide a safe, positive, respectful community within which students are not afraid to be sceptical; take risks; rise to challenges and show resilience when faced with adversity. We foster a culture of curiosity and reflection and a love of learning which extends beyond the curriculum.

Pastoral Care

We have a strong pastoral ethos and have a dedicated team of post-16 Tutors for Year 12 and Year 13 students. Year 12 Tutors focus on the transition from Year 11 and providing support through the first year of College VI. Year 13 Tutors act as mentors throughout the UCAS application process and provide careers advice and guidance. All Year 12 students also have one lesson of PSHEE per week. This course does not lead to a formal qualification, but the syllabus is designed to make you think outside of your chosen subjects and ensure that you are receiving a broad, general education. Classes are discussion based and designed to encourage critical thinking. They involve outside speakers. Over the course of Year 12, students will also receive careers, health and financial education.

All students are allocated to a Tutor with whom they meet and register with each morning and on Tuesday and Thursday afternoons during Personal Development Time. This Tutor will also arrange various one to one mentoring sessions with students throughout the course of the year. In addition, we have two Senior Tutors whose role is dedicated to the guidance and support of our students. Pastoral time is used to reflect upon progress as well as address any issues pertaining to College VI life and the wider community. The relationship between students and their Tutors is fundamental when it comes to progression beyond College VI.

Expectations

In order to be successful in College VI, you should:

- Strive to do your best.
- Be organised.
- Manage your time well. Build in leisure activities.
- Complete tasks set and meet deadlines.
- Ask for help when you need it.
- Listen to advice and act upon it.
- Never make excuses.
- Admit to your mistakes and learn from them.
- Never give up when you encounter difficulty.
- Do not accept knowledge at face value – always ask questions.
- Respect and collaborate with all other members of the College community. Listen to the ideas of others but do not be afraid to question them.
- Never be afraid to speak in case you are wrong.
- Be actively involved in the life of College VI and the Collegiate.
- Be curious.
- Take an interest in what is going on in the world.
- Challenge yourself. Learn a new skill – something outside of your subjects.

The dress code in College VI is smart casual and students should take into consideration their working environment. The following items are not permitted to be worn in College VI: tracksuit bottoms, ripped jeans, hats, shorts, logos/slogans, vests, 'Spaghetti' straps, play suits, crop tops.

Destinations

The vast majority, over 80%, of College VI students are successful in gaining a place at University each year. More than 20% of those students are typically accepted into top Russell Group Universities, following a range of courses and preparing for a wide range of careers. In 2018, students have embarked on degrees in Medicine, Law, Engineering, Mathematics, English Literature, Biomedical Sciences, Psychology, Media & Communications and Music, for example. Our remaining students go on to high quality apprenticeships or employment.

Choosing Subjects

Please be aware that subject content is dependent on changes to national policy and whilst the table below indicates the courses we intend to offer, it is possible that a course may not operate if there is insufficient demand. In such cases students will be advised as early as possible. Any changes made to your chosen subject will be discussed in your interview.

To minimise the chances of choosing the wrong course you should:

- Be aware of your particular skills and talents. Read the subject entries carefully and make sure you could cope with the demands of the course.
- Be realistic about your ability. Find out about your predicted grades for exams and coursework. Speak to your teachers about the requirements of their subject at Key Stage 5.
- Think about your interests. The more interested you are in the subject, the more likely you are to succeed.
- If you are lucky enough to know what career you would like to follow; find out as much as you can about the qualifications you will need.
- Do you want a broad range and variety of subjects in order to give yourself a wider choice of options for your future or do you want to pick subjects which complement each other?
- Find out as much as you can about the courses. Speak to current College VI students and staff, family members and your Tutor.

In Year 13, students are given the opportunity to study the AQA Extended Project should they wish to do so. Details of the Extended Project can be found on page 36 of this handbook.

Course Structure

A Level

Choose 3 A Level courses from the list below, sitting internal examinations at the end of the Year 12 and final A Level examinations at the end of Year 13. The most able students may choose to study 4 A Levels after consultation with senior College VI staff.

Vocational Courses

Choose the BTEC National Extended Diploma in Sport as a single qualification (the equivalent of 3 A Levels). The ICT Cambridge Technical Extended Certificate (equivalent to 1 A Level) can be studied alongside A Levels of the BTEC Sport.

A Level		
Accounting	Drama & Theatre	Latin
Art, Craft & Design	Economics	Mathematics
Biology	English Literature	Media Studies
Business Studies	French	Music
Chemistry	Further Mathematics	Photography
Classics	Geography	Physical Education
Computer Science	Politics	Physics
Dance	History	Psychology
Design Technology: Product Design	IT	Sociology
		Spanish
Level 3 Vocational Courses		
ICT Cambridge Technical Extended Certificate		
BTEC National Extended Diploma in Sport		

Application Process

To support students in making their choices, students and their parents are invited to attend the College VI Open Evening on Thursday 11th October 2018 from 6.00 – 8.00pm. The Principal and Headteacher of College VI will speak to external students and their parents at 6.45pm.

Students who currently attend Riddlesdown Collegiate will also be supported through discussions with their Tutors, opportunities to talk with current College VI students and careers interviews, where appropriate.

Applications for College VI must be completed on our website: <https://www.riddlesdown.org/viadmissions>

The deadline for applications from students who currently attend Riddlesdown Collegiate is Friday 9th November 2018.

Following receipt of applications from students who currently attend Riddlesdown Collegiate, they will be invited to a guidance interview with a senior member of staff. The purpose of this meeting will be to consider how well-suited a student is to the course choices he/she has selected and to offer advice and guidance, as appropriate. At the end of this meeting, the student will be made a conditional offer of a place in College VI if the senior member of staff is satisfied that the application is suitable. Guidance interviews for students currently at Riddlesdown Collegiate will take place from 3.30 – 5.30pm on Tuesday 4th December 2018 and Tuesday 11th December 2018. Students will be advised of their exact time.

The deadline for applications from students who do not currently attend Riddlesdown Collegiate is Friday 14th December 2018.

Following receipt of applications from students who do not currently attend Riddlesdown Collegiate, references and reports will be requested from students' current schools. Upon receipt and consideration of these, strong candidates who look likely to meet the admission criteria will be written to, in order to make a conditional offer of a place.

There will be an opportunity for students to request any changes to their chosen courses after the publication of Pre-Public Examination (PPE) results. Following GCSE examinations in the summer term, all students expecting to join College VI in September 2019 will be invited to the College VI Induction Days 16th & 17th July 2019.

College VI Enrolment will take place on GCSE Results Day, Thursday 22nd August 2019.

Admission Criteria

The admission number for Riddlesdown College VI (Year 12) is 40 (external candidates). Candidates who currently attend *Riddlesdown Collegiate* and who meet the entry criteria for the appropriate level of study will be admitted to College VI.

Applications should be made online on the *Riddlesdown College VI Application Form* available at www.riddlesdown.org. Hard copies of the form can be requested by calling the College VI Administrator at the Collegiate.

a. To study the **A Level** route

- Seven or more strong GCSE passes (at grades 9-5)
- Grade 9-6 in the subject to be studied, or the most similar subject
- Grade 9-4 in GCSE English and GCSE Mathematics

b. To study **Level 3** route

- Five or more strong GCSE passes (at grades 9-5)
- Grade 9-4 in GCSE English and GCSE Mathematics

Candidates must meet the ability criteria set out above.

In the event of applications exceeding the number of available places, the following criteria will be applied.

1. Looked After Children:

Priority will be given to students in the care of a Local Authority.

2. Medical Reasons:

Priority will then be given to any students whose parents are able to provide medical evidence from a registered health professional that entry to this school rather than any other is essential.

3. Proximity:

All remaining places will then be allocated to students on the basis of distance from *Riddlesdown Collegiate*, measured in the same way as in *Proximity* above. If a student splits their time between separated parents, the home address is deemed to be that of the parent who receives the Child Benefit payment. In the event of a tie, priority will be given to the student whose journey to school via public transport is more direct. A map is attached showing the area from which places have been offered to students in previous years. An address within this area does not guarantee a place at the School.

Operation of Waiting List

Riddlesdown Collegiate operates a waiting list whenever there are more applicants than places. The list will operate from the day after offers are made and will be maintained for one term in the academic year of admission. A student's position on the waiting list will be determined solely in accordance with the admissions criteria. Where places become vacant they will be allocated to students on the waiting list in accordance with the criteria.

Appeals Arrangements

Parents have the right of appeal to an Independent Appeal Panel if they are dissatisfied with a decision made by the Admission Authority. Appeals are conducted in accordance with the *Code of Practice on School Admission Appeals* published by the *Department for Education* as it applies to Academies. The determination of the appeal panel is binding on all parties. *The Collegiate Trust* will provide guidance for parents about how the appeals process works. The contact for this is the Clerk to *The Collegiate Trust* at Riddlesdown Collegiate.

Safeguarding of Young People

Riddlesdown Collegiate in common with all schools has a statutory duty to assist social services departments acting on behalf of children in need or enquiring into allegations of child abuse. We also have a pastoral responsibility towards our students and we recognise that they have a right to be protected from harm. Students cannot learn effectively unless they feel safe and secure. We therefore have a Child Protection Policy which reflects both our statutory duty and our pastoral responsibilities. A copy of this policy can be requested by contacting the Collegiate.

Accounting

Why study accounting? The world of finance and investment banking attracts many students. Household names such as J P Morgan, Merrill Lynch, CSFB and Morgan Stanley are synonymous with exciting assignments and glamorous lifestyles. Meanwhile, financial scandals such as Enron and Global Crossing have placed accounting at the top of the business agenda. Careers in accounting and finance are associated with very high salaries. A National Institute study identified Accounting as the most lucrative of all degree courses in terms of graduates' lifetime earning capacity (The Times 28th July 2005). Many accountants move into senior management positions in large firms. The Chief Executive Officers (CEOs) in many of the UK's leading companies are qualified accountants. All Finance Directors (the step down from the CEO in the corporate hierarchy) are accountants.

Content of Course

During the two year programme you will develop an appreciation and understanding of the purposes of accounting, accounting records: subsidiary books and ledger accounts and the preparation and verification of accounting records. You will also be introduced to the areas of Financial and Management Accounting and you will learn about the types of business organisation, accounting concepts, how to prepare of the final accounts and balance sheets of sole traders, ratio analysis and the assessment of business performance. In addition you will be introduced to budgeting and budgetary control. In the second year of the programme you will extend your understanding of both financial record keeping including sources of finance, incomplete records, partnership accounts, published account of limited companies, accounting standards and Management Accounting. Within management accounting you will explore manufacturing accounts, costing methods and variance analysis, capital investment appraisal and finally budgeting and social accounting.

Specific Requirements & Skills Required

- GCSE Mathematics (6); GCSE English Language (6)
- Confident in the use of numbers
- A high standard of literacy
- A logical approach

Progression

University courses in a variety of subjects can be taken. Related subjects are; Business Studies, Economics, Administration, Management, Marketing. In addition, if you wish to take up a management training course, many of the well-known accountancy firms take A Level students onto their management training course. These courses offer a well-structured, and well rewarded career opportunity.

Art, Craft and Design

If you are a creative and passionate person with the ability to think-outside-of-the-box then an Art, Craft and Design A Level could be for you. The course is creatively challenging and personally fulfilling, providing the ideal platform for any student wishing to pursue the extensive career opportunities in the creative and visual arts field. This subject will appeal to students who have been successful at GCSE and wish to maintain a creative balance in their studies. Observational drawing, painting, print making, photography, textiles, sculpture and installation make up this rigorous course within the @RC building. The techniques covered mirror the multi-disciplinary nature of working within creative industries and will contribute towards you creating a thought provoking portfolio. You will explore the impact art has in society by referencing practitioners such as Cornelia Parker, Damien Hirst and Marc Quinn. Trips to Croydon School of Art and Paris Photo will help to inform your choice of course beyond A Level and support you with the first step towards breaking into creative industries.

This course is open to students who have achieved a B grade and above in GCSE Art. We also consider portfolio submissions from students who love Art but did not choose it as a GCSE option. In this instance, your application portfolio must include:

- An explanation as to why you want to study Art, Craft and Design.
- Fifteen of your best pieces of Art showing your ability to explore a breadth of materials, styles and techniques
- Three famous Artworks which are in your opinion, thought provoking. Include a written analysis of your choices

Content of Course

Year 12 follows the same structure as what is required by the exam board for Year 13.

Component 1: Personal Investigation, 60%

You will unlock your intuitive powers through debating the power of Artists' work, while experimenting with a breadth of materials to develop your own recognisable style. Aiming high will enable you to produce a body of work rather than one single piece. You will curate an exhibition of your outcomes in the @RC Gallery for the Summer Festival and present your journey to an audience of peers, family and friends. Visiting lecturers and students who are currently studying degrees in Art will provide extended feedback and portfolio advice throughout this unit. There will also be the opportunity to visit Paris in November. This component includes a personal study of 1000 words in continuous prose.

Component 2: Externally Set Assignment, 40%

You will produce a second portfolio in response to a given stimuli which is set by the exam board. Previous stimuli titles have included the elements, identity, relationships and journey. Stimuli tend to be quite broad to allow for individual development of ideas and a breadth of outcomes. Given a broad theme as a starting point, you are required to prepare your ideas, intentions and a final response. You will produce your final outcome under exam conditions in fifteen hours. This will be completed over three days.

Specific Requirements & Skills Required

- Ability to work independently and as part of a group
- Attention to detail
- Creativity
- Production of a portfolio requires persistence and good time management skills
- An eye for composition
- An ability to work creatively with a breadth of materials and composition
- Analytical writing
- Think in a perceptive way
- Wider reading of art essays
- Willingness to research at exhibitions in Central London
- Ability to write an academic essay using the Harvard referencing system

Progression

Foundation art, film studies, architecture, photography, visual merchandising, graphic design, textiles, fashion, museum/gallery curator, interior design, theatrical make-up, combined degrees which feature Art modules.

Biology

Do you wonder at the complexity of life on this planet? Are you interested in how all this life has evolved from a universal common ancestor? Do you want to understand how living things harness the Sun's energy to sustain this life or how the human body works to maintain health and prevent disease?

Biology is the scientific exploration of the vast and diverse world of living organisms; an exploration that has expanded enormously within the last four decades revealing a wealth of knowledge about ourselves and about the millions of other organisms with whom we share this planet. The subject is held together by the five unifying principles; Cell Theory, Gene Theory, Evolution, Energy and Homeostasis, all of which are studied in detail over the two year course.

Some of the most enjoyable aspects of the course are the opportunities to develop practical skills in observation and experimentation. It is also interesting to discuss of the application of this dynamic subject in recent news and events and the subsequent controversy and ethical implications. This fascinating and relevant subject can lead the way to further biological research which spans an almost infinite spectrum of studies from small molecules to whole ecosystems.

Content of Course

Year 12

The first year of the course centres first on the study of 'Module 2 Foundations in Biology' looking at the structure of cells and molecules. From this, two further modules are studied, 'Module 3: Exchange and Transport' and 'Module 4: Biodiversity, Evolution and Disease'. Practical activities throughout the year allow the teaching of 'Module 1: Development of Practical Skills in Biology'.

Year 13

For the second year of the course, you will study 'Module 5: Communication, Homeostasis and Energy' and 'Module 6: Genetics, Evolution and Ecosystems'. You will also continue to study 'Module 1: Development of Practical Skills in Biology'.

The course culminates in three exams.

- Biological Processes (Modules 1, 2, 3 and 5) 100 marks, 2hr 15 mins, 37% of A Level
- Biological Diversity (Modules 1, 2, 4 and 6) 100 marks, 2hr 15 mins, 37% of A Level
- Unified Biology (Modules 1–6) 70 marks, 1hr 30mins, 26% of A Level

Specific Requirements & Skills Required

- GCSE Biology (7) or GCSE Combined Science (7)
- A high standard of literacy and numeracy
- The ability to hypothesise, research, draw conclusions and evaluate ideas
- The ability to interpret and analyse information presented in a range of contexts
- Good practical skills and a logical approach to practical activities
- A love of reading
- An inquisitive and enquiring mind
- Students are only recommended to continue to A Level if they have achieved A/A* at GCSE

Progression

With a qualification in Biology, you could go on to study a variety of subjects at university, such as: Environmental Science, Pharmacology, Medicine and Dentistry. From there, you might enjoy a career in Biotechnology, Health Care, Food Sciences or Medicine. Amongst the most dynamic and popular fields, at the moment, are to be found in Embryology and Genetics.

Business Studies

Business Studies is a subject of great relevance in a period of rapid change. Business Studies emphasises the diverse nature of business enterprise, the ever-changing character of business and the interdependence of the various parts of the business world. It is concerned with themes such as innovation and change, social and environmental responsibilities, take-overs and mergers and ethical considerations.

It provides a unique insight into the world of work. You will discover how businesses operate and learn about their key elements and essential business functions. This knowledge, and the holistic understanding that develops, is invaluable and it offers an excellent foundation for those wishing to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources, and business journalism as well as those interested in continuing further study at University.

Content of Course

During the two year programme you will develop an appreciation of the different types of businesses, the functions of businesses and how businesses operate in the context of the external environment. You will also learn about the role of managers within businesses. This will include developing an understanding of what managers do, how they lead and the different types of management styles which managers may adopt. Decision making is a key management function and during the course of your studies you will learn how the decision making process is implemented relative to the major functional areas of business. This will include looking at decision making relating to the marketing, operational, financial, and human resource functions of the business. As we progress through the course, the focus will move onto the strategic aspects of business management. You will be encouraged to develop an understanding of the process of strategic planning and will be learn how to identify suitable strategic options in addition to developing a greater awareness of how to manage strategic change. All of the subject content will be delivered in the context of real businesses.

Specific Requirements & Skills Required

- GCSE English Language (6)
- The ability to carry out research
- Confident in the use of numbers
- An awareness of current business issues
- The ability to transfer an understanding of theoretical concepts to real business practice
- A high standard of literacy

Progression

University courses in a variety of subjects can be taken. Those who wish to take Business Studies at degree level will find that all universities offer courses. Professional and vocational courses are also offered at most universities. Related subjects are: Economics, Accountancy and Finance, Administration, Management, Public Administration including advertising, marketing, public relations and retailing. Many people who have studied Business Studies find jobs in areas as varied as administration, advertising, financial services, marketing, personnel, teaching, and in local and national government.

Chemistry

You will get to wear a white coat – we are the only science subject that actively encourages it. You will find out how to name, as well as make, some of the chemicals you find in shower gel as well as making substances that are used as flavourings, fragrances, and pharmaceuticals. You will learn why water has odd properties, how greenhouse gases are formed, how to make the flavouring found in pear drops, how to tell whether a substance is washing powder or a Class A drug, the many uses of crude oil, and much, much more.

Content of Course

Across Years 12 and 13, you will study content from the three branches of Chemistry in increasing detail:

Physical Chemistry

You will look at the nature of atoms, molecules and bonding, and investigate rates of reactions, thermodynamics and equilibrium constants.

Inorganic Chemistry

You will discover the trends in the Periodic Table and explain the properties of transition metals and reactions of ions.

Organic Chemistry

You will look at a range of organic molecules from alkanes and alkenes to alcohols and polymers. There is an introduction to Biochemistry through the study of proteins and DNA. You will learn the latest techniques used by Scientists to analyse molecules.

There are required practicals throughout the course that students will carry out and evaluate. Your understanding of these will be assessed through questions in the final examinations rather than a specific practical assessment, so we will put a strong focus on understanding the purpose of experimental technique.

The course is examined through 3 papers at the end of Year 13:

1. Inorganic and Physical Chemistry – 105 marks, 2 hours
2. Organic and Physical Chemistry – 105 marks, 2 hours
3. Practical skills, data handling and synopsis – 90 marks, 2 hours

Specific Requirements & Skills Required

- GCSE Chemistry (7) or GCSE Combined Science (7)
- A high standard of literacy and numeracy
- The ability to hypothesize, research, draw conclusions and evaluate practical work
- The ability to interpret and analyse information presented in a range of contexts
- Good practical skills and a logical approach to practical activities
- A love of reading, as wider reading will be required
- An inquisitive and enquiring mind
- Students are only recommended to continue to A Level if they have achieved A/A* at GCSE

Progression

Chemistry is a subject that opens doors to many different career paths and it is now almost compulsory for anyone who wants to study Medicine. People with a degree in Chemistry go on to work in many diverse fields including the pharmaceutical industry, oil industry, accountancy, marketing, publishing, the civil service and law.

Classics

Although the empires of Greece and Rome fell hundreds of years ago, their influence and impact has never truly gone away. The worlds of film and literature are filled with examples based on Classical history and mythology. The last ten years alone has given us countless classical films and books indirectly influenced by the ancient world.

However, Classics does not just influence the world of entertainment. Many of our modern political concepts come from the ancients: democracy is an Ancient Greek term literally meaning “rule by the people” and the US government went as far as naming one of its ruling bodies after the Roman equivalent: the senate.

At Riddlesdown, you will have the opportunity to access this ancient world. In the first year, we study Homer’s epic poem, the *Odyssey*, and ancient Athenian theatre. In the second year, we focus on Virgil’s reply to the *Odyssey*, the *Aeneid*, and matters of ancient beliefs and ideas.

Content of Course

Year 12

Homer’s Odyssey and Society: The epic tale of Odysseus and his journey home after the Trojan War is one of the earliest and greatest works of Western literature. Confronted by natural and supernatural threats – shipwrecks; battles; the angry sea god, Poseidon; monsters and seductive women – his bravery and natural cunning are tested to the limit before he reaches his homeland. Upon arrival, he faces the suitors who have been planning to marry his wife and ‘steal his world’. This chimes well with our modern issues of ownership and invasion. The concluding confrontation is as gruesome as any battle fought at Troy. The epic is studied as a literary text but you will also explore the values of Mycenaean society such as attitudes to the gods, women and slaves and what it means to be a hero. You will also have the chance to study the history and archaeology behind the epic.

Fundamentally, this book is about what it means to be a warrior, a father, a survivor and a man in the ancient world.

Ancient Greek Theatre: You will read powerful tragedies of Euripides and Sophocles and the satirical comedies of Aristophanes. As well as studying the plays for their literary and entertainment value, you will consider the context in which the plays were written. This includes social status in Athens, the position of women and slaves, religious practice and belief, the place of drama in Athenian society, the serious messages behind the plays and their political and historical background. There are plenty of opportunities to consider what makes us laugh and cry and draw parallels with modern theatre and entertainment as a whole. Theatre was an intrinsic part of ancient Athenian life and this unit aims to show exactly why that was the case.

Year 13

Virgil’s Aeneid: Building on the work from the previous year on the *Odyssey*, in the second year we look at the great Roman epic poem, the *Aeneid*. Like the *Odyssey* it deals with war, adventures, family and death. However, it is very much a Roman epic, influenced by the end of the Roman republic and beginning of the reign of the emperors. The debate still rages on over whether the *Aeneid* is a pro- or anti-war poem, which is one of the key themes that we will investigate through the course. In addition, while the *Odyssey* was about a man trying to return to his home, the *Aeneid* is about a man whose home has been destroyed and is trying to find a new one. In our world of refugee crises and immigration laws, the themes of the *Aeneid* could not be more current.

Belief and Ideas unit:

For this unit, we will study one of the following options:

- Greek Religion
- Love and Relationships
- Politics and the Late Republic
- Democracy and the Athenians

The purpose of this unit is to consider an area of classical thought and combine it with either literary or material sources. Students will be able to look at a broad range of sources, while still maintaining analytical depth, as they consider areas such as politics and correct governance, what is ‘right’ and ‘wrong’ when it comes to love and desire, and the nature of the gods, including their relationship with mankind.

Specific Requirements & Skills Required

- GCSE English Language (6); GCSE English Literature (6)
- A high standard of literacy
- The ability to research, make connections and draw parallels
- A love of reading and analysing texts
- A willingness to analyse our own world as well as that of the ancients.
- An open, inquiring mind and a love of debate

Progression

University graduates in Classics have found careers in law, journalism, research, administration, media, museums, art galleries and heritage management, archaeology, the Civil Service, accountancy, computing, commerce and industry as well as in teaching.

Computer Science

You will be encouraged to develop the capacity to think creatively, innovatively, logically and critically. It will provide you with an understanding of the organisation of computer systems, including software, hardware, data, communications and people. The course will teach you the ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems. You will investigate the relationships between different aspects of the subject, perceive the field of study in a broader perspective resulting in an understanding of the consequences of using computers socially, legally and ethically.

Through the study of programming languages you will learn to write basic computer programs to fulfil specific functions. In addition you will learn how programs are structured, the types of data and data structures to be used, how to write maintainable programs and how to test and run solutions. Through the production of coursework you will learn how to produce a written report to document the development of a system from the design phase through to evaluation.

Content of Course

- Paper 1 – On-screen exam: 2 hours 30 minutes and 40% of the overall A Level
- This paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content and skills required.
- Paper 2 – Written exam: 2 hours 30 minutes and 40% of the overall A Level
- This paper tests a student's ability to answer questions from subject content.
- Non-exam assessment – and 20% of the overall A Level
- The non-exam assessment assesses students' ability to use the knowledge and skills gained through the course to solve a practical problem. Students will be expected to follow a systematic approach to problem solving.

Subject Contents

- Fundamentals of Programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming
- Systematic approach to problem solving
- Non-exam assessment – the computing practical project
- Non-exam assessment – the computing practical project

Specific Requirements and Skills Required

- GCSE Mathematics (6)
- GCSE Computer Science (5)
- A high standard of both literacy and numeracy
- An ability to problem solve independently
- A love of computers and an interest in computer programming
- An ability to use precision in language and to trouble shoot to find errors

Progression

This course is suitable for people looking to go on to a degree in computing. Universities will appreciate your ability to breakdown and solve problems by using innovative and logical solutions. Students will be well suited in any computing degree whether the focus be programming for the web, programming for computer games, computer science, networking or databases. This A Level would also be suitable for students thinking of a career in programming or software development.

Dance

Dance focuses on the development and performance of choreographic skills. Students will receive training on technique and the health and safety of the dancer. Critical skills will be developed in terms of analysis of choreography and performance within their own work and professional repertoire. In Component 1, there is a solo performance linked to a specified practitioner within an area of study, a performance in a quartet and a group choreography task. The practical exam totals to 50% and is worth 80marks. Component 2 (50%) is the written exam and assesses the subject content for critical engagement. The equal weighting of practical and theoretical work means students must be well organised and able to plan their time effectively if they are to be successful in this A Level.

Content of Course

A-level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career. This specification reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for dance.

The A-level Dance specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills
- the process and art of choreography
- the interrelationship between the creation, presentation and viewing/appreciation of dance works
- the development of dance placed within an artistic and cultural context
- professional dance works and the significance of these works
- Subject specific terminology and its use.

Specific Requirements and Skills Required

- An interest in widening your knowledge Dance and Performing Arts
- The ability to analyse and critique professional work
- The ability to work effectively within a group
- The ability to work independently
- Self-motivation
- The ability to form in-depth opinions and express them during class discussion

Progression

Dance will allow students to gain entry to university to study Dance at degree level. It will also be useful for degrees in Sports Science and other Performing Arts. Students seeking careers in the Arts – including teaching, marketing, journalism, movement therapy and theatre management would gain from having an A Level in this subject.

Design Technology: Product Design

This Design and Technology course gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by Higher Education and employers.

Content of Course

Year 12

Students will use their experiences from Year 11 to enhance their making skills, completing a variety of prototypes including a modern speaker system, as well as improve their presentation skills by creating a portfolio using a variety of computing skills. With this, students will enhance their theory practice and will be introduced to new manufacturing processes in the world of design and technology.

Year 13

Students will complete a 35 page A3 portfolio and prototype. This piece of work is worth 50% of their A-Level and will contribute to any evidence needed for Universities when needing to demonstrate documentation for design and making skills. Students will then complete two exams which are in the theme of 'Technical principles' (30%) and 'Design & make principles' (20%).

Specific Requirements and Skills Required

- Ability to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- Ability to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- Ability to record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- Ability to present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Progression

The most common progression from Design Technology is on to courses in Product Design, Engineering and Manufacture, Construction, Advertising, Graphic Design, Architecture and all other Design related careers. In addition, Design Technology has strong links with other Science, Engineering and Mathematics based careers.

Drama and Theatre

Drama and Theatre requires students to explore, perform and direct a variety of play texts, devise original performance, analyse theatre and production values and critically evaluate the work of practitioners and playwrights.

Throughout the course you will study significant theatre practitioners, developing your understanding of both theatrical history and contemporary theatre.

Content of Course

Component 1: Devising

40% of the qualification

Students will devise an original performance piece, using a key extract from a performance text and a theatre practitioner as stimuli. This is internally assessed and externally moderated.

There are two parts to the assessment:

1. A portfolio (30% of the qualification)
2. The devised performance (10% of the qualification)

Component 2: Text in Performance

20% of the qualification

There are 2 parts to the assessment:

1. A group performance of one key extract from a performance text. (12% of the qualification)
2. A monologue or duologue performance from one key extract from a different performance text. (8% of the qualification)

Component 3: Theatre Makers in Practice. Written examination: 2 hours 30 minutes

40% of the qualification

There are 3 parts to this assessment:

1. Live theatre evaluation
2. Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.
3. Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.

Specific Requirements & Skills Required

- Drama GCSE (6) (if taken) – If Drama GCSE not taken, GCSE English Lit (6) and English Language (5)
- An enthusiasm for practical work
- A willingness to develop as a performer
- An enthusiasm for performing
- A high standard of literacy
- The ability to research and make connections between the theatre and performing for a modern audience
- The ability to produce a high standard of work independently
- Discipline to research independently
- An open, inquiring mind and an ability to discuss Drama in an intellectual way

Progression

Typical career paths arising from this course are jobs in the performing arts industry, the media, teaching and literary fields. There are many courses at University that approach the subject from both a practical and theoretical basis and many will combine other subjects such as History, Classics or English. There are a number of specialised Drama Schools that offer performance or technical based courses, such as RADA, The Central School of Speech and Drama and East 15. These types of courses could lead to work in the professional theatre or television.

Economics

We are living in very interesting times to study Economics. After the NICE years (1994 – 2007) came the Financial crisis of 2008, followed by the Great Depression. Most developed countries are still feeling its effects, with stagnation in parts of Europe and uncertainty about future growth elsewhere. When this is linked to political tensions, for example in the Middle East and Russia, it makes for a difficult climate for policy makers.

During the two year programme your study of economics will be divided in the two key areas of economic theory. In terms of Microeconomic theory, you will learn about the economic problem, the allocation of resources, the concept of scarcity, production and efficiency and market failure. You will learn about the economic aspects of the labour market including equality, equity and the distribution of income and wealth. Finally you will develop an awareness of how the government intervenes in markets to correct market failure and the risk of government failure. You will develop an understanding of why some markets work and others fail. You will consider commodity, energy and labour markets

In terms of Macroeconomic theory you will develop an understanding of how macroeconomic performance is measured, how the macro economy works including the circular flow of income and the aggregate demand and aggregate supply concepts. Your studies will also involve learning about monetary policy and how the financial markets operate. You will also learn about fiscal policy. Finally you will develop an awareness of the importance of the international economy and the impact of globalisation.

Assessment exam papers at the end of Year 13:

- Paper 1 Markets and Market Failure
- Paper 2 National and International Economy
- Paper 3 Economic Principles and Issues

This is done through a combination of data response, essay and multiple choice questions.

Specific Requirements & Skills Required

- GCSE Mathematics (6)
- Analytical and evaluative skills
- High level of literacy
- Numeracy and logic
- An interest in economic issues in the news
- Research skills

Progression

Economics, Business or Politics related degree courses as well as opportunities in finance, Public Administration, Business or Education.

English Literature

Salman Rushdie has said that literature “opens the mysterious doors of imagination and understanding” and C.S. Lewis felt that “it irrigates the deserts that our lives have already become”. If these metaphors resonate with your own curiosity about the potential magic, meaning and metamorphosis waiting to be discovered between the covers of a book, this course offers the prospect of exploring a variety of novels, poetry and plays written from the 16th Century to the present day – some of which you are free to choose for yourself. English Literature will help you develop a range of key skills: perceptive analysis of the way in which writers craft texts; fluent communication of personal insights; adept assimilation and synthesis of ideas from a wide range of sources. Above all else, it is the chance to indulge your love for reading and share your opinions and enthusiasm with others.

Content of Course

A rich and diverse range of literature is presented. Students are required to study a total of eight texts over the full A Level. The selection must include at *least*: two plays, two novels, two poetry anthologies, three texts published before 1900, one play by Shakespeare and one text published after 2000.

Of course, examiners will also expect students to have read more widely than these primary texts therefore students are encouraged and expected to read outside of the scope of these primary texts.

The first of two exams is entitled ‘Love Through the Ages’ and, as well as one unseen poetry element, includes assessment based on Shakespeare’s tragedy *Othello*, Fitzgerald’s novel *The Great Gatsby* and a selection of love poetry published before 1900.

The second exam – entitled ‘Texts in Modern Times’ – includes one unseen prose element and questions on: Williams’ modern drama *A Streetcar Named Desire*, the recent poetry collection *Skirrid Hill* by Welsh poet Owen Sheers and the popular Margaret Atwood novel, *The Handmaid’s Tale*.

The final 20% of the course is assessed through the completion of a piece of coursework that expects students to compare two texts of their own choice. This is an exciting opportunity for candidates to pursue personal literary interests and play to their own strengths.

Specific Requirements & Skills Required

- A love of reading really is essential – you will be expected to complete a significant part of the reading outside of lessons.
- The ability to analyse any text convincingly whilst considering a variety of different possible readings.
- A high level of literacy is crucial – do you have the potential to construct well-written essays?
- History is important too – your general knowledge should allow you to comment on the way literary texts reflect and comment on the social and cultural contexts in which they are conceived and appreciated.

Progression

Universities and potential employers alike appreciate the range and depth of skills you develop during the study of English Literature at A Level. The course will prepare you well for any role or degree which requires you to analyse information, communicate effectively and work with others. It is also particularly useful for enhancing your extended writing skills and will, therefore, be beneficial to the study of any subject at degree level.

French

French has a wider currency as a language than is often realised. It is spoken as a first language in many parts of the world and is also one of the main languages of diplomacy within the EU. The French language possesses a heritage of great literature and includes works by authors as diverse as Molière, Proust and Sartre and by more contemporary writers such as Lévy and Le Clézio. Equally well regarded is the French philosophical tradition including such seminal figures as Descartes, Voltaire or Bourdieu. When it comes to the '7ème Art', French directors such as Pagnol, Truffaut and Cocteau have influenced the world's cinematography as well as offered relevant and deep analysis of the French society. France is our nearest neighbour in Europe and the one with which our history is most closely tied. In this sense, the study of French is also the study of us, in so far as the examination of French culture illuminates the similarities between Britain and France as well as the differences.

Content of Course

Year 12

This is taught through listening, speaking, reading and writing skills and covers the following contemporary topics:

- Aspects of French-speaking society: the changing nature of family, the 'cyber-society' and the place of voluntary work
- Artistic culture in the French-speaking world: a culture proud of its heritage, contemporary francophone music and cinema: the 7th art form
- Grammar and translation
- Works: Literary text or film

Year 13

This is again delivered through listening, speaking, reading and writing skills and embraces the following current social issues:

- Aspects of French-speaking society (current trends): the changing nature of family, the 'cyber-society', the place of voluntary work
- Aspects of French-speaking society (current issues): Positive features of a diverse society, life for the marginalised, how criminals are treated
- Artistic culture in the French-speaking world: A culture proud of its heritage, contemporary francophone music, cinema
- Aspects of political life in the French-speaking world: Teenagers, the right to vote and political commitment, demonstrations, strikes – who holds the power?, politics and immigration
- Grammar and translation
- Works: Literary text and film
- Individual research project

Specific Requirements & Skills Required

- A strong drive to communicate clearly and effectively
- The confidence to engage in oral work
- A fascination for the French and francophone cultures
- An inquisitive and curious mind
- A high standard of literacy
- Highly self-motivated
- The willingness to take risks and make mistakes as part of the learning process
- An ability to manage time effectively and meet deadlines
- Confidence using and manipulating a range of different grammatical structures and tenses
- An ability to use reference materials effectively

Progression

Most universities offer French and the subject can be studied either on its own or together with a range of other disciplines.

Geography

Geography is concerned with the interface between people and their varied environments. In particular, geographers seek to explain human and physical processes and the interaction between them. A considerable amount of modern Geography is based upon current issues and decision-making. Geographers attempt to understand people's differing values and attitudes, and their interaction with both the human and natural environments. Moreover, they endeavour to understand and explain both physical and human processes as a means of making predictions and judgements.

The Geography course is designed to meet this challenge and create an engaging and dynamic curriculum that is relevant and appropriate to learners of today.

Content of Course

Edexcel A Level

Year 12

Unit 1 – Dynamic Landscapes: Tectonic Processes and Hazards: Students will study the risk posed by earthquakes, volcanic eruptions and secondary hazards such as Tsunamis and how these risks vary. This is especially the case where there is a combination of plate boundaries, high population density and low levels of development. Students will study the causes of these hazards, the impacts and the varying approaches of management techniques that can be taken.

Unit 2 – Dynamic Landscapes: Coastal Landscapes: Students will study how these landscapes are developing and how these ongoing processes are the formation of distinctive coastal landscapes. The final consideration in this unit is to understand globally how these areas are threatened and what can be done to manage both the physical and human threats that they face.

Unit 3 -Dynamic Places, Globalisation: Students will consider how globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused as a result of these shifts in wealth and cultures are open to exposure to new ideas and people. They will consider the tensions and pressures that communities and environments face and understand what sustainable solutions are on offer for the future?

Unit 4 - Dynamic Places: Regenerating of Places: Both urban and rural areas suffer inequalities for a range of reasons and this unit will give students the understanding of who (key players), how (methods), successes (impacts) and futures of regeneration schemes at a variety of scales. This will include a study of our 'local space' and how this is a contrast to other areas at a range of scales.

Year 13

Unit 5 & 6 – Physical Systems and Sustainability, The Water Cycle and Water Insecurity & The Carbon Cycle and Energy Insecurity: The carbon and water cycle are both vital in human survival and with continual physical and human demands on the environment these 2 cycles are changing. In the future our access to both water and energy sources is key for development and they are both a key factor in understanding global climate change.

Unit 7 - Global Development and connections, Superpowers: Students will look at how the power of dominance across the globe has changed over time and what the reasons are for these changes. Emerging superpowers can have a significant impact on the global economy, global politics and the environment.

Unit 8 - Global Development & Connections, Health, Human Rights and Intervention: Students will consider the need to understand the development of a country cannot be simply based on economic factors- this is outdated and unreliable. This unit also considers the national and global institutions that make decisions and how geopolitical intervention has an impact on both human health and well-being.

Alongside the 3 terminal exam papers (total of 3 papers at 30% each), there is a piece of coursework to be written which is worth 20% of the final A Level grade (3000-4000 words long) and is based on a 4 day compulsory field trip to be taken in the Autumn Term of Year 13.

Specific Requirements & Skills Required

- Geography (6); GCSE English Language (6); GCSE English Literature (6)
- An ability to undertake individual research/investigative work, including fieldwork
- A willingness to extend your understanding of geographical ideas, concepts and processes
- An ability to identify and analyse the connections between the different aspects of geography
- An ability to analyse and synthesise geographical information in a variety of forms and from a range of sources
- A willingness to consider new ideas and developments about the changing nature of the globe in the 21st century and demonstrate a keen interest in current affairs
- An ability to critically reflect on and evaluate the strengths and limitations of approaches and methods used to research different theories

Progression

Those who wish to take Geography at degree level will find that most universities offer courses. Related subjects are Surveying, Geology, Meteorology, Environmental Management and Social Services. Geography incorporates a tremendous variety of aspects with an enormous range of skills and techniques. Career opportunities are extensive and varied as a Geography degree is recognised for the wide range of skills it develops.

Politics

“I don’t do politics!” Really? Who says you can’t buy alcohol under 18? Who says you have to stay in education or training until 18? Who chooses our politicians? Does Parliament truly reflect society? Are the political parties really any different from each other? What impact will 'Brexit' have on the UK? Why is the UK involved in conflicts around the world? Why does poverty exist? Is climate change the most important global issue? Through the study of current affairs, independent research and interpreting the words and acts of politicians in an objective way, you will reach a clear understanding of a range of British and global politics and how they are linked.

Content of Course

Year 12

UK Politics: democracy and participation; political parties; electoral systems; voting behaviour and the media.

UK Government: the constitution; Parliament; the Prime Minister and the Executive; relations between the branches.

Year 13

Core and Non-core political ideas: Conservatism, Liberalism, Socialism and Feminism

Comparative Politics - Global Politics: the state and globalisation; global governance – economic, political, human rights and environmental; power and developments; regionalism and the EU; comparative theories - realism and liberalism in global politics.

Specific Requirements & Skills Required

- GCSE English Language (6); GCSE English Literature (6)
- A real and developed interest in current affairs
- A high standard of literacy
- The ability to research and make connections
- A love of reading and analysing texts and philosophical ideas
- An open, inquiring mind and a love of debate
- A fascination for international developments and the ideas of other people and their views about society
- An ability to draw parallels between ideas and theories and their application in the modern world

Progression

Many students who have studied Politics at Riddlesdown have gone on to study it at university, either on its own, alongside another subject or as part of an International Relations course. Politics and International Relations are popular degree courses offered by many universities. It lays a good foundation for courses in Law, Sociology, Economics, History and Philosophy amongst others. Career opportunities are extensive and varied as a Politics degree is recognised for the wide range of skills it develops.

History

Have you ever wondered why the film and TV industries continue to dramatise events in the past? It's because they are fascinating and important. We need to study the past to be able to understand where we come from and our position in the world, and to learn lessons for the future. History broadens the mind. It allows us to fulfil our natural inquisitiveness. It's concerned not only with the 'hows' but, more importantly, the 'whys'. An interest in the past stems from the needs of people to discover a sense of their own identity and an awareness of their own culture, as well as that of other societies. The study of History is pursued through the examination of a wide range of evidence; the historian's skill lies in the ability to evaluate and interpret this evidence and to present clear, concise and relevant arguments in support of conclusions about the past.

Content of Course

Students will follow Edexcel's Route E A level course.

Year 12

Paper 1 - Russia, 1917-91: from Lenin to Yeltsin. In this 'breadth study', students will learn about the key political, social and economic features of communist rule in Russia during an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century.

Paper 2 - Mao's China, 1949-76. In this depth study, students will evaluate the political, economic, social and cultural transformation of China under Chairman Mao Zedong. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power on the world stage.

Year 13

Paper 3 - Protest, agitation and parliamentary reform in Britain, 1780-1928. This 'breadth and topics in depth' study explores the relationship between authority and mass agitation in Britain; the struggle for greater representation and the ways in which the interests and concerns of individuals in society could make themselves known.

Coursework - the purpose of coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue related to Paper 3 as part of an independently researched assignment.

Specific Requirements & Skills Required

- GCSE English Language (6); GCSE English Literature (6)
- A real and developed interest in History
- Excellent organisation and time management
- Self-motivation, initiative and perseverance
- The ability to research, read and make notes independently from a variety of sources
- A high level of literacy
- An ability to convey opinions, debate and challenge the views of others
- The ability to write coherently and with confidence using knowledge and sources to support an argument

Progression

Those who wish to take History at degree level will find that most universities offer courses. Related subjects at university are American studies, Archaeology, Classical Civilisations, English, History of Art, Law, Politics, Philosophy and Sociology. History combines well with another subject as a joint honors degree. Careers can be pursued in a number of fields, not just those relating to History, as employers recognise the vital skills that a History related degree offers.

Latin

Latin is the study of the Ancient Roman world through its language and literature. The course provides a chance for students to extend the skills they developed at GCSE and approach much more challenging texts. Over the two years of the course, students will study a range of Latin prose authors including Pliny, Tacitus, Seneca and Cicero (students will not have to study all of these authors). They will also study a range of Latin verse authors including Ovid, Propertius, Tibullus and Virgil (likewise, students will not have to study all of these authors). In addition to this, they will continue to build up their language skills and vocabulary and along the way they will be able to appreciate how the ancient world influences our own both in terms of culture and language.

Content of Course

At the end of Year 13, the students will sit the modules listed below. During the two years of the course they will have prepared for the content of these papers thoroughly in their lessons.

Latin Unseen: This unit tests candidates' ability to translate unseen Latin prose and verse (the verse portion will be from Ovid). It takes the form of a 105 minute paper, which makes up 33% of their total A Level. Candidates will need to be familiar with the Latin of authors from the 1st century BC and the 1st century AD. They will need to be able to recognise, analyse and translate grammar and vocabulary that they have learnt throughout the course.

Latin Comprehension or Prose Composition: Students will either need to answer comprehension questions on an unseen passage taken from Pliny's letters or translate an unseen passage of English into Latin. It takes the form of a 75 minute, which makes up 17% of their total A Level. They will need to be able to recognise, analyse and translate grammar and vocabulary that they have learnt throughout the course.

Latin Verse: Students will study excerpts from Virgil's *Aeneid*, an Epic poem. It takes the form of a 120 minute translation and comprehension paper, which makes up 25% of their total A Level.

Latin Prose: Students will study excerpts from Cicero's *Phillipics*, It also takes the form of a 120 minute translation and comprehension paper, which makes up 25% of their total A Level.

Specific Requirements & Skills Required

- The ability to learn and retain large amounts of vocabulary and grammatical knowledge, building on what has been learnt at GCSE
- A willingness to revise personal knowledge and fill gaps in understanding
- The ability to translate Latin passages accurately and thoroughly, not giving up when things become challenging
- To be able to analyse ancient literature and talk about it in an educated fashion
- The ability to see how a writer's surroundings can affect their work
- To be able to compare and contrast different passages and see how the work of one author can influence another

Progression

Those who wish to continue studying Latin at degree level have a variety of options open to them. Many universities run courses in Classics, where a student's knowledge of Latin language and literature can be more fully combined with ancient philosophy, history, archeology, art and linguistics, in whatever format suits the individual learner. There are also numerous dual honours courses, where Classics can be combined with other subjects.

A degree in Classics can be useful for jobs in law, the civil service, the Foreign Service, academia, education, archeology and many other professions. Because of the challenging nature of the subject and large number of interdisciplinary skills it requires, many Classicists go onto jobs in the public and private sectors, such as consultancy and finance.

Mathematics & Further Mathematics

Mathematical skills foster clarity of thought, powers of analysis and evaluation, as well as reasoned judgement and the ability to provide solutions to problems in a structured and logical way. Students will study two main elements: Pure Mathematics and Applied Mathematics. The core modules cover Algebraic processing skills, Functions, Sequences and Series, Co-ordinate Geometry, Trigonometry and Calculus. The applied module consists of two main areas of expertise: Mechanics and Statistics. Mechanics considers topics such as Forces and Dynamics, Kinematics, Equations of Motion and Moments. Statistics examines areas such as Probability, Graphical Representation of Data Sampling Methods and Hypothesis Testing. This is a challenging course which requires a high level of commitment from all who study it, regardless of ability.

Those who are especially gifted in mathematics may wish to seek a further challenge by enrolling on the Further Mathematics A-Level course. Here, a further four modules, made up of two Further Pure modules and two applied modules, will be completed. This is a completely separate qualification from A-Level Mathematics.

Content of Course

The content as outlined below for both Mathematics and Further Mathematics is yet to be confirmed and is subject to change

Mathematics

Pure 1 will be studied in Year 12 and Pure 2 will be studied in Year 13, with elements of both Statistics and Mechanics covered alongside each of these modules.

Further Mathematics

Further Pure 1 will be studied in Year 12 and Further Pure 2 will be studied in Year 13. Alongside these modules, two further modules in applied mathematics will also be taken, comprising of Statistics, Mechanics or Decisions. Decision mathematics deals with application of algorithms in order to solve problems.

Specific Requirements & Skills Required

- GCSE Mathematics (7)
- A high level of algebraic ability and excellent mental arithmetic
- Good problem solving skills is essential
- A determination to master complex concepts
- A commitment to extensive independent study

Progression

Mathematics courses are offered at all universities and there are a range of different courses available. Mathematics is probably the single most useful A Level qualification and is highly respected by establishments. It is acceptable for degree courses in the Social Sciences, the Arts and Humanities as well as for Science-based courses. The versatility and applicability of the skills and knowledge which Mathematics provides ensures that there is a constantly high demand from employers for people who have studied the subject.

Mathematics lies at the heart of a wide range of disciplines, especially in the Sciences. The subject plays an important role in other disciplines too, in areas such as ICT, Business, Geography and Social Sciences.

Media Studies

Media studies A Level gives students the skills to study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth: newspapers, magazines, television, online, social and participatory media, advertising and marketing, film, music video, radio and video games. Students will gain analytical and production skills across a range of platforms. Students will apply their understanding through the construction of individual media products using industry software. The skills acquired are transferable to many jobs, and hobbies, inside and beyond the media sector.

Content of course

70% Examination and 30% Non-Examined Unit (coursework) both completed in second year.

Component 1: Media Products, Industries and Audiences
Written examination: 2 hours 15 minutes 35% of qualification

Component 2: Media Forms and Products in Depth
Written examination: 2 hours 30 minutes 35% of qualification

Component 3: Cross-Media Production
Non exam assessment 30% of qualification

Year 1: You will develop textual analysis skills as you learn about the codes and conventions, representations, audiences and institutions related to the media. You will also develop production skills, familiarising yourself with Final Cut Pro editing software and Photoshop. You will examine 'set products' such as Beyonce's Formation video, I Daniel Blake, Huck Magazine, The Times online.

Year 2: You will continue to develop analytical skills and consider marketing strategies used within the industry. Equally, students will consider the changing role of audiences in the contemporary media landscape. Media language will be used to analyse 'set products' such as The Returned, Late night Woman's Hour, Assassins Creed, Humans and Attitude magazine online. Students will also create their own two media products from a set number of briefs.

Specific Requirements & Skills Required

- GCSE English Language (6)
- Good literacy, fluency of writing and ability to construct a cohesive argument supported by evidence
- A curiosity about the contemporary media landscape
- An interest in what shapes a media text
- An ability to analyse texts and look for layers of meaning
- The enthusiasm and commitment to plan and develop your own productions
- Excellent time management skills and an ability to work under pressure as the coursework is exciting but very demanding
- Some skill in creativity and design and reasonably good ICT skills

Preferably, students should have good literacy, fluency of writing and an ability to clearly convey ideas

Progression

Many universities offer a range of courses related to the media – depending on where your interests lie and what you would want from a career. The media industry itself encompasses a wide range of different careers and has expanded even more with the recent and rapid growth of digital media. Possible careers are in areas such as radio and TV, animation, computer games authoring, advertising, journalism, web design, interactive media and photo imaging.

Music

Music is a subject which draws together a wide variety of skills which are able to help create the confident, able and responsible student Universities are looking for. You will develop performance skills (solo and/or ensemble), compose music and learn about harmony. You will build up your aural and analytical skills by studying selections of set works from all different genres of music, from Renaissance to Jazz. The full course is excellent preparation for higher education courses in music, but is equally valuable for non-specialists as a second or third area of study. We run a very full and varied extra-curricular programme which supports the performance element of the examination, which itself makes up 30% of the overall weighting. You will have the opportunity to enhance your ICT skills through use of both score-writing software and sequencing programmes plus recording equipment in the purpose-built music technology suite.

Content of Course

Component 1:

In this component students focus on their performance skills. They perform a live recital either as a solo or as part of an ensemble. The total performance time must be a minimum of 8 minutes of music. Technique, expressive control and expressiveness are all assessed in this unit.

Component 2:

In this component students focus on and develop their composition skills. One composition can either be chosen from six briefs relating to the areas of study, or students have the option to choose a free composition. This carries 40 of the marks for the composing assessment. The other composition must be from a list of four briefs assessing technique and carries 20 marks. Coherence, expressive control and technical control are all assessed in this unit. Students will also work on harmony skills.

Component 3: Appraising

In this component students focus on listening to and appraising a variety of pieces of music, familiar and unfamiliar, from 6 Areas of Study: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, and New Directions.

Specific Requirements & Skills Required

- If you have not got a Grade 6 in GCSE Music you should be working towards, or have achieved, Grade 5 music theory, instrument or voice
- A high standard of literacy
- The ability to research and make connections
- A love of reading about, listening to and analysing music
- An open, inquiring mind and a love of debate
- An ability to draw parallels

Progression

A-level Music is a highly regarded subject, either alongside other creative courses or in demonstrating a broader range of skills next to Science, Maths or other non-creative subjects. University degree courses in Music fall into two main categories: Music Performance (at music colleges such as the Royal Academy of Music), and the more academic-based courses in Music. Career pathways are very varied in the wider world of music. Students could become professional musicians (performers composers, arrangers), sound technicians, music therapists, teachers, or private tutors. Jobs that are less directly related a Music degree, but where a Music degree could be very valuable, include arts administration, production work in radio and theatre, events management, and entertainment law.

Photography

Photography is the only language that can be understood anywhere in the world. This is a dynamic A Level option where you will explore the creation of photograms in the darkroom, fast shutter speed photography in the studio and innovative post production using Photoshop. All the techniques covered mirror the fast paced demands of working within the photography industry and our state of the art facilities will contribute towards you creating a thought provoking portfolio. Creative minds come together to innovate and push the boundaries of visual language to leave a lasting impression on anyone who views your work. You will explore the impact photography has had on consumerism, civil rights and contemporary art by referencing practitioners such as Barbara Kruger, Peter Kennard and Alyssa Monks. Trips to The Photographer's Gallery and Paris Photo will help to inform your choice of course beyond A Level and support you with the first step towards breaking into creative industries.

A B grade In GCSE English language and / or English Literature is desirable. You will be required to submit a portfolio before being accepted on to the course. Your portfolio must include:

- An explanation as to why you want to do Photography
- Fifteen of your best photographs which you have taken showing your ability to explore composition through portraiture, still life and landscapes.
- Three famous photographs which are in your opinion, thought provoking. Include a written analysis of your choices

Content of Course

Year 12 follows the same structure as what is required by the exam board for Year 13.

Component 1: Personal Investigation, 60 %

Throughout this unit, you will develop ideas through written analysis of Artists' work, experiment with lighting, record your thought process and present a final outcome which will be included as part of an exhibition during the Summer Festival in the @RC Gallery. You will aim high to produce a body of work rather than one single piece. Visiting lecturers and students who are currently studying degrees in photography will provide extended feedback and portfolio advice throughout this unit. There will also be the opportunity to visit Paris in November. This component includes a personal study of 1000 words in continuous prose

Component 2: Externally set task, 40%

You will produce a second portfolio in response to a given stimuli which is set by the exam board. Previous stimuli titles have included community, tension, composition and Pick and Mix. Stimuli tend to be quite broad to allow for individual development of ideas and a breadth of outcomes. Given a broad theme as a starting point, you are required to prepare your ideas, intentions and a final response. You will produce your final outcome under exam conditions in fifteen hours. This will be completed over three consecutive days.

You will also produce a portfolio for unit 3 and unit 4 in Year 13 which includes one academic essay minimum 1000 words.

Specific Requirements & Skills Required

- Ability to work independently and as part of a group
- Attention to detail
- Creativity
- Production of a portfolio requires persistence and good time management skills
- An eye for composition
- An ability to work creatively with lighting, models, cameras and Photoshop
- Analytical writing
- Think in a perceptive way
- Wider reading of photographic essays
- Willingness to research at exhibitions in Central London
- Ability to write an academic essay using the Harvard referencing system

Progression

Photography degrees (editorial, fine art, travel, journalism, fashion, commercial, documentary), foundation art, fine art, film studies, museum/gallery curator, combined degrees which feature photography modules.

Physical Education

This course builds on experiences from GCSE to enhance your knowledge and increase your understanding of the factors that affect performance and participation in physical education. PE offers you the opportunity to experience a variety of different practical roles including, performer, coach and official, as well as looking into the physiological and psychological effects sport can have on the performer.

Content of Course

PE is a two year course. There are terminal exams at the end of year 13. This makes up 70% of the A Level with the remaining 30% non-exam assessment (practical) with students assessed in the role of player/performer or coach.

Applied Anatomy and Exercise Physiology – musculo-skeletal system, cardiorespiratory system, neuromuscular system and energy systems.

Biomechanical movement – biomechanical principles, levers, analysis of movement.

Sports acquisition – skill continuums and transfer of skills, principles and theories of learning and performance, skill classification and use of guidance and feedback.

Sports psychology – factors that can influence an individual in physical activities, dynamics of a group/team and how they can influence the performance of an individual and or team and goal setting.

Sport and Society – the factors leading to the emergence of modern sport through to the globalisation of sport in the 21st century and the impact of sport on society and of society on sport.

The Role of Technology in Physical Activity and Sport – the use of technology to analyse physical activity and sport.

Specific Requirements & Skills Required

- As the course is 30% practical, you must be competent in one of the three following categories: player/performer or coach
- The ability to apply knowledge and understanding from different areas of course content to physical activity and sport
- To be able to use theories, concepts, principles and models to analyse and evaluate physical activity and performance
- Competent in Biology and be able to relate to the physiological and psychological effects of exercise

Progression

You can use A Level PE for a variety of different higher education courses, but the most common ones generally lead to sports science, and students hoping to become physiotherapists. There are also links with the media, coaching and teaching roles, with popular courses being offered for all of the above.

Physics

Have you ever wondered where the elements that make you were formed or why the sun shines? Physics is our attempt to explain these and the laws governing the behaviour of all matter and energy in the Universe. It encompasses the unimaginably small, in the study of fundamental particles and quantum mechanics, and the nature of galaxies and the Universe itself, shaped by gravity. This course provides a grounding of the fundamental ideas of Physics and the theoretical and experimental methods used in trying to explain our Universe. The study of Physics provides a foundation for many areas vital to our modern world such as engineering, communications, scientific research and development, computing and manufacturing. Without Physics you would be without the computer, the World Wide Web and the mobile phone on which we all rely.

Content of Course

Year 12

1. Measurements and their errors
2. Particles and Radiation
3. Waves
4. Mechanics and Materials
5. Electricity

Year 13

6. Further Mechanics and Thermal Physics
7. Fields and their consequences
8. Nuclear Physics
One from the following options:
 - i) Astrophysics
 - ii) Medical Physics
 - iii) Engineering Physics
 - iv) Turning Points in Physics
 - v) Electronics

Assessments

Sections 1 – 5 and 6.1 carry 34%. Sections 6.2 (Thermal Physics), 7 and 8 carry 34%. Practical skills, data analysis and the option section carry 32% of the overall A Level.

Specific Requirements & Skills Required

- GCSE Physics (7) or GCSE Combined Science (7)
- A high standard of literacy and numeracy
- The ability to hypothesize, research, draw conclusions and evaluate work
- The ability to interpret and analyse information presented in a range of contexts
- Good practical skills and a logical approach to practical activities
- A love of reading
- An inquisitive and enquiring mind

Progression

Physics provides students with the tools and experience in solving problems in a logical way to explain why things work the way they do. This is well known by universities and industry. It provides access to many university courses and careers in the fields of the Sciences, Engineering, Electronics, Medical Sciences, Computing, Mathematics, Economics, Accounting, Architecture and many more.

Psychology

You are already an amateur psychologist – we are all interested in what makes people tick and how this understanding can help us to solve problems. Are criminals born or made? Why do people become bullies? What causes phobias? Why do people become regular gamblers? How reliable is your memory? We need psychology because many of the problems faced by the modern world are rooted in human behaviour, so psychological knowledge can help us to find solutions. For example we know that mental health has an impact on physical health, and that psychological insights can help us in our personal and professional relationships and activities.

Psychology is the scientific study of human mind and behaviour: how we think, act, react and interact both individually and in groups. Psychology is concerned with all aspects of behaviour and the thoughts, feelings and motivations underlying such behaviour. Psychology provides many explanations of how people process information and why they act a certain way under given circumstances. Psychology pushes us towards greater self-knowledge by making us more aware of our actions and personalities.

Content of Course

Psychology is a two year course. There are three 2 hours exams at the end of the two-year course.

Year One

Introductory Topics in Psychology

- Memory
- Attachment
- Social influence

Psychology in Context

- Psychopathology
- Biopsychology
- Research Methodology
- Psychological Approaches

Year Two

Issues and Options in Psychology

- Issues and debates
- Relationships
- Schizophrenia
- Forensic Psychology

Specific Requirements & Skills Required

GCSE English Language (6); GCSE Science (6); GCSE Mathematics (5)

This course is 100% examination you will therefore need to have the following skills:

- A high standard of literacy and basic mathematical skills in the analysis and presentation of data
- The ability to research and make connections
- The ability to use the experimental method and to carry out your own investigations
- An open and inquiring mind with the ability to analyse, evaluate and debate

Progression

Psychology is regarded as a science by university entry requirements. Psychology is a flexible subject which supports the choice of a wide range of university courses including Psychology itself, Counselling, Forensics, Criminology, Nursing, Medicine, Law, Politics, Anthropology, Sociology, Social Policy and all other academic subjects. Due to this flexibility there are many career pathways including Medicine, Chartered Psychology, Law enforcement, Nursing, Counselling, Social work, Child services, occupational Psychology, Custodial services and Management.

Sociology

Sociology provides valuable insights into our society and our place within it. This academic discipline involves the organised study of human social life, groups and societies. Sociologists seek to research and explain the processes which create, sustain, and occasionally fragment and destroy structures and institutions such as the education system, media, the family, and religion. You will also investigate the nature of culture and identity and the influences of social class, gender, ethnicity and age on your opportunities and choices.

Content of Course

Year 12

Families and Households: This unit focuses on the changing nature and power relationships within the family. You will also explore the nature of childhood and reasons for growing levels of family diversity (marriage, divorce, single parents etc.) within contemporary society.

Education and Methods in Context: You will examine the effects of social class, gender and ethnicity on academic achievements and the relationship between education, the government and the economy. You will also conduct your own piece of research within College in order to identify and evaluate the practical, ethical and theoretical implications of different sociological research methods.

Year 13

Beliefs in Society: This unit questions the role of religion within society and the nature and extent of secularisation – Do you '*believe without belonging*'? Is religion disappearing within our fragmented consumer orientated society? Or do we have more choices than ever before?

Crime and Deviance with Theory and Methods: This unit examines the true nature of crime in our society. You will assess different sociological theories on why people commit crimes and how social control agencies such as the media, police and government create, manipulate and prevent crime within our society. Your application of Sociological Theory and Methods will also be assessed in this unit and each Sociological Theory will be analysed and evaluated with regards to the usefulness it has in understanding society.

Specific Requirements & Skills Required

GCSE English Language (6)

This course is 100% examination (3 A Level papers 80 marks each) and you will therefore need to have the following skills:

- A high standard of literacy
- The ability to research and make connections
- A passion for reading, analysing and evaluating contemporary articles, studies and perspectives
- An open, inquiring mind and a love of debate
- An ability to draw parallels between different perspectives
- A high level of organisation
- Ability to meet deadlines
- Willingness and commitment to exploring, identifying and implementing revision techniques well in advance of your exams

Progression

University courses in a variety of subjects can be taken. For example Criminology, Social Anthropology, Social Administration, Social Policy, Social Science, Social Work, and Public Health. Careers can be pursued in a number of fields not just the obvious ones of social work, nursing or medicine. Many people who have studied Sociology find jobs in areas as varied as administration, business, financial services, law, marketing, advertising, public relations (PR), teaching, law, journalism and law enforcement.

Spanish

Spanish is spoken in 23 countries and is also one of the official languages of the European Community. There are more than 300 million native speakers of Spanish throughout the world and as a language it is therefore vastly more important than many people realise. It is the fourth most spoken language worldwide and is often regarded as the second most important one in international communication.

Each of the 23 Spanish speaking countries has valuable contributions to make in the fields of commerce, industry and culture. Spain is currently one of Britain's most important trading partners and to ensure success in the Spanish-speaking market, firms currently need to promote their products in Spanish. The ability to use modern languages has therefore become a highly valued skill in a wide range of careers and indeed an essential qualification for some.

Moreover, speaking Spanish offers the key to the rich artistic and cultural heritage of Spain and Latin America which includes works by authors such as the Colombian García Márquez who won the Nobel Prize in Literature, the Chilean writer Isabel Allende and the classical Spanish novelist Miguel de Cervantes, known internationally for his novel 'Don Quixote'. Within the world of cinematography, we also find the Spanish filmmakers Luis Buñuel and Pedro Almodóvar.

Content of Course

Year 12

This is taught through listening, speaking, reading and writing skills and covers the following contemporary topics:

- Aspects of Hispanic society: modern and traditional values, cyberspace and equal rights
- Artistic culture in the Hispanic world: modern day idols, Spanish regional identity and cultural heritage
- Grammar and translation
- Works: Literary text or film

Year 13

This is again delivered through listening, speaking, reading and writing skills and embraces the following current social issues:

- Aspects of Hispanic society: modern and traditional values, cyberspace and equal rights
- Multiculturalism in Hispanic society: immigration, racism and integration
- Artistic culture in the Hispanic world: modern day idols, Spanish regional identity and cultural heritage
- Aspects of political life in the Hispanic world: Today's youth, tomorrow's citizens, monarchies and dictatorships, popular movements
- Grammar and translation
- Works: Literary text and film
- Individual research project

Specific Requirements & Skills Required

- A strong drive to communicate clearly and effectively
- The confidence to engage in oral work
- A fascination for Spanish and Latin America culture
- An inquisitive and curious mind
- A high standard of literacy
- Highly self-motivated
- The willingness to take risks and make mistakes as part of the learning process
- An ability to manage time effectively and meet deadlines
- Confidence using and manipulating a range of different grammatical structures and tenses
- An ability to use reference materials effectively

Progression

Most universities offer Spanish and the subject can be studied either on its own or together with a range of other disciplines.

ICT Cambridge Technical Extended Certificate

Level 3 2016 Cambridge Technical in IT qualifications help students achieve their potential and progress to the next stage of their lives, whether that's higher education, an Apprenticeship or employment. This course is very practical with plenty of opportunities to implement the theory that you learn. This is a portfolio-based work, which means that you have a very clear understanding of your progress throughout the course to help you plan and achieve your next steps.

Content of Course

The course offers a range of 2 centre-assessed units (Product development and The Internet of everything) with practical and wider project-based assessment opportunities, as well as 3 examined units on the Fundamentals of IT, Global Information and Cyber Security. Further to the 3 mandatory units, students will then on a technical pathway.

Mandatory | Units 1, 2 and 3 examined in Year 12

Unit 1 : Fundamentals for IT

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT. | 1 hour 30 minutes written paper. OCR set and marked (multiple choice questions, short answer and extended response questions)

Unit 2 : Global Information

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. Students will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge.

| 1 hour 30 minutes written paper. OCR set and marked (short answer and extended response to a case study)

Unit 3 : Cyber security

This unit has been designed to enable students to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. They will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges.

| 1 hour written paper. OCR set and marked (short answer and extended response questions to a case study)

Internally-assessed | Product Development

The purpose of this unit is to prepare students to undertake product development activities. Students will learn about different product design methodologies and the role of the product development life cycle. In addition, students will discover the factors that influence product developments.

Internally-assessed | The Internet of Everything

This unit is about the use of the internet and how it is impacting people and society. Students will learn about the Internet of Everything (IoE) and how it is used. Using their knowledge, they will carry out a feasibility study for a potential idea. Students will also pitch your idea to potential stakeholders and use their feedback to revise their proposal.

Students and teachers will also engage with employers or members of staff acting as employers and foster work experience links.

Specific Requirements and Skills Required

- GCSE ICT Core (CIDA or iMedia) (M/D)
- A high standard of both literacy and numeracy
- An ability to problem solve independently
- A love of computers and an interest in computer programming
- An ability to use technology to communicate effectively

Progression

For anyone who sees their future career in IT or computing the Level 3 Extended Certificate in ICT is an excellent starting point. It covers a wide range of topics for those who have a specific career pathway in IT already mapped out as well as those who are not sure which specialism to follow.

BTEC National Extended Diploma in Sport

Sport can lead to many opportunities in life and this course is designed to inform students of the different routes and careers available to them. The BTEC course builds on knowledge learnt through GCSE Physical Education. Students will also have the opportunity to take part in practical activities. Each unit will be assessed through assignments which will be based on the units covered. This course is ideal for students who have a real passion for sport and enjoy both the practical and theoretical aspect. We offer the Level 3 BTEC National Extended Diploma, which is equivalent to 3 A Levels.

Content of Course

There are 11 mandatory units, 3 external and 8 internal. The remaining 4 units will be selected from the optional units in group C:

MANDATORY UNITS:

- Unit 1: Anatomy and Physiology (M) – externally assessed
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (M) – externally assessed
- Unit 3: Professional Development in the Sports Industry (M) – internally assessed
- Unit 4: Sports Leadership (M) – internally assessed
- Unit 5: Application of Fitness Testing (O) – internally assessed
- Unit 6: Sports Psychology (O) - internally assessed
- Unit 7: Practical Sports Performance (M) - internally assessed
- Unit 8: Coaching for Performance (M) - internally assessed
- Unit 9: Research Methods in Sport (M) - internally assessed
- Unit 18: Work Experience in Active Leisure (O) - internally assessed
- Unit 19: Development and Provision of Sport and Physical Activity (M) – externally assessed
- Unit 22: Investigating Business in Sport and the Active Leisure Industry (M) – externally assessed
- Unit 23: Skill Acquisition in Sport (M) - internally assessed
- Unit 25: Rules Regulations and Officiating in Sport (O) - internally assessed

Skills Required

The BTEC course will require certain skills, which include:

- Good time management
- The ability to work independently
- Motivation
- The ability to work as part of a team
- The ability to take on both positive and negative feedback allowing you to review and improve assessed work

Progression

Students can use BTEC Sport as a basis for a variety of different courses at University including sport science, sports development and PE teaching. Alternatively students can also use the course for a pathway into a career, for example, fitness instruction, personal training, sports partnerships, coaching and sport development officer

Extended Project

The AQA Extended Project is a course that you can take in addition to your A Levels in Year 13. It is not a course that you opt for in Year 12. The Extended Project (EPQ) provides you with an opportunity to exercise your abilities beyond the A Level syllabus and prepare for university or your future career. You can also use it to earn extra UCAS points. You are given the opportunity to research and write an essay of up to 5,000 words on a topic of your choice. You can produce an artefact or a piece of music, art or drama as part of your project. You will be allocated a personal tutor to guide you through the process. The qualification counts as an AS but as it is expected to be at A2 standard so the actual project is written in Year 13. Many universities including members of the Russell Group value the EPQ and admissions tutors are prepared to include the qualification in the offers they make.

Content of Course

Completely student driven.

Skills Required

- Extremely good time management
- A high standard of literacy
- The ability to be a critical, reflective and independent learner and to act upon advice
- The ability to make decisions and solve problems
- The ability to plan, research, analyse, synthesise and evaluate information independently
- The ability to apply new technologies confidently
- The ability to demonstrate creativity and initiative

Progression

Universities and potential employers alike appreciate the range and depth of skills you will develop during the project. The skills you acquire during the project will be useful for your other studies and transferable across a range of subjects. It is also excellent preparation for essay based university courses, since it teaches the kind of in depth research and analysis that is vital for further education theses and dissertations. Many universities are now adapting and lowering offers for students who do the Extended Project.

Extra-Curricular Activities

College VI provides students with numerous opportunities to get involved with the general life of the Collegiate and amass evidence for Leadership. All Year 12 students are expected to join a society and contribute to the running of the college and to maintain links with their former colleges through a 'buddying' scheme. In addition, there are clubs such as rugby, football and netball. Students have access to the Gym and to the Sports Hall. There is a College VI debating society which takes part in competitions. Students can join the Business Enterprise scheme and can take part in the Duke of Edinburgh Gold Award. There are theatre trips and ski trips and subjects run their own subject specific trips. College VI is a member of the Institute of Ideas. In Year 13, students will have the opportunity to apply for Head Boy/Girl of College VI and to be a member of the Executive Committee.

Bursaries

A limited number of bursaries for educational purposes are available upon application. Decisions will be made at the discretion of the Head of College.

Term Dates for 2019 - 2020

AUTUMN TERM

First Day of Term: 3rd September 2019 (Staff Only)
 4th September 2019 (Students)
 Half Term holiday: 21st October - Friday 1st November 2019
 Last Day of Term: 20th December 2019

SPRING TERM

First Day of Term: 6th January 2020
 Half Term holiday: 17th February - 21st February 2020
 Last Day of Term: 3rd April 2020

SUMMER TERM

First Day of Term: 20th April 2020
 Half Term holiday: 25th May - 29th May 2020
 Last Day of Term: 21st July 2020

DAILY ROUTINE

Start of Day: 8.30 am
 End of Day: 2.40 pm Monday, Wednesday and Friday
 3.30 pm Tuesday and Thursday

Parents should take careful note of the above dates before arranging family holidays. Please note that permission for absence for holiday can only be considered in exceptional circumstances

Examination Results

A LEVEL PERFORMANCE BY SUBJECTS 2018

Grade	A*	A	B	C	D	E
Accounting	0	1	2	3	2	0
Art & Design	4	1	4	1	0	0
Design Technology	1	0	1	2	2	0
Biology	0	0	5	5	8	4
Art & Design	0	0	2	3	2	1
Business Studies	1	5	9	11	4	0
Chemistry	0	1	4	10	7	3
Classics	0	3	3	2	5	1
Computer Science	0	0	2	2	2	0
Drama	0	1	2	6	1	0
Economics	0	1	1	4	2	2
English Literature	1	7	9	10	8	0
Geography	0	2	4	2	3	1
History	0	2	6	5	1	3
IT	0	1	3	3	0	1
Latin	0	2	0	2	0	0
Mathematics	2	5	12	7	8	2
Further Mathematics	0	0	0	3	1	0
Media Studies	0	4	8	5	0	0
Music	0	0	3	2	0	0
Sports/PE Studies	3	0	0	3	1	0
Physics	0	3	0	1	2	2
Politics	0	0	1	4	2	4
Psychology	0	6	13	20	9	2
Sociology	1	3	8	7	1	0

	Distinction*	Distinction	Merit
BTEC National Extended Diploma in Sport	12	7	4

Other Post-16 Opportunities in The Collegiate Trust

Whilst College VI at Riddlesdown Collegiate is likely to be the best option for most internal Year 11 students, some students may be better suited to a more vocational offer.

The Collegiate Trust, which operates Riddlesdown Collegiate, also operates The Quest Academy in Croydon, where the post-16 offer includes more vocational courses, including:

- BTEC Level 3 National Diploma in Applied Science
- BTEC Level 3 National Diploma in Sport
- BTEC Level 3 National Extended Certificate in Business
- BTEC Level 3 National Extended Certificate in Information Technology

The post-16 provision at The Quest Academy is excellent and students who may wish to explore such courses are invited to find out more at www.thequestacademy.org.uk or the Quest6 Open Evening on 9th October 2018.

For further details, contact Mr Sam Cox, Director of Sixth Form using: scox@thequestacademy.org.uk

