



Rishworth  
School

# SIXTH FORM COURSES 18/19



# Contents

| <b>Page Title</b>                               | <b>Page Number</b> |
|---|--------------------|
| Introduction                                    | 2                  |
| The Curriculum: Making Choices                  | 3-4                |
| <b>A-level Choices</b>                          | 5                  |
| Art and Design                                  | 6                  |
| Biology   | 7                  |
| Business  | 8                  |
| Chemistry                                       | 9                  |
| Design and Technology                           | 10                 |
| Drama & Theatre Studies                         | 11                 |
| Economics                                       | 12-13              |
| English Language                                | 14                 |
| English Literature                              | 14                 |
| Food Science and Nutrition: level 3 Diploma     | 15                 |
| Geography                                       | 16                 |
| History   | 17                 |
| Information Technology                          | 18                 |
| Mathematics & Further Mathematics               | 19                 |
| Modern Languages                                | 20                 |
| Music   | 21                 |
| Physical Education                              | 22                 |
| BTEC Level 3 National Extended Diploma in Sport | 23                 |
| Physics   | 24                 |
| Psychology                                      | 25                 |
| <b>Complementary Courses</b>                    | 26                 |
| IELTS Foundation and Advanced Courses           | 27                 |
| EPQ (Extended Project Qualification)            | 28                 |
| Enhanced Curriculum                             | 29                 |

# Introduction

We are delighted that you are looking into the possibility of studying in our Sixth Form. Choosing the best place to study for Sixth Form is an extremely important decision and one that can have a huge impact on the direction of your life as you head off to university or into the world of work. With this in mind, you will find that studying at Rishworth is challenging, stretching and fulfilling; we want our students to achieve their potential and for their time in the Sixth Form to be both serious and fun.

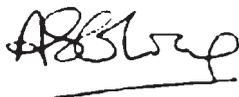
Students studying at Rishworth in the Sixth Form enjoy:

- small and friendly classes and a high level of individual attention;
- highly qualified specialist staff with a track record of achieving excellent results;
- outstanding success at securing places at the top universities;
- numerous opportunities for leadership and personal development;
- excellent facilities including a generously equipped Sixth Form Centre at the heart of the School;
- guidance for university application and preparation delivered by experienced tutors;
- the EPQ (Extended Project Qualification);
- outstanding sports coaching delivered by professionals who have competed at regional, national and international level. An 'elite sports programme' alongside the Ford Rugby Academy and the Badminton Academy; opportunities to progress at a local, regional & national level- there is a very high level of representation at these levels at Rishworth;
- outstanding music teaching and provision delivered by highly successful and experienced professionals;
- excellent pastoral support and care.

Rishworth is a close and friendly community and the Sixth Form really are at the heart of what we do, both as role models, and as young adults who are given genuine responsibility. 'Leadership' is exercising real and life-changing influence within any community and is not wearing a badge. Our Sixth Formers have a profound and genuine influence on the dynamism and the direction of the whole of our school community

We want our Sixth Formers to have an experience that challenges and fulfils. We want the Sixth Form to be the very best years of our students' education. We want our Sixth Formers to leave the School with the very best academic results but also with genuine character, confidence and a respect for and an understanding of their fellow person. Most of all, we want our Sixth Formers to be able to meet the challenges that they will face when they leave.

We hope that we will have the opportunity to talk to you further and look forward to welcoming you into our Sixth Form.



**A S Gloag**, Headmaster



**P I M Robinson**, Head of Sixth Form



## The Curriculum: Making Choices

### The 16+ Curriculum

Rishworth offers a broad range of A-level and Level 3 Diploma courses to provide as many students as possible with the best possible routes into Higher Education, additional Further Education or employment. As in previous years we expect to be able to offer about twenty subjects. Ultimately, availability will depend on student demand. The subject courses which are certain (or very likely) to run, as well as those we can offer only if demand is sufficient, are detailed in this booklet. As the curriculum is reviewed, this list may be updated as the year proceeds. Please contact the School for confirmation that a given subject is on offer.

Government reforms to A-levels in England have now been initiated in all subjects. All the subjects we offer at A-level, with the exception of the CIE International A-level in IT are now 2 year linear courses with grades awarded from examinations and assessments taken during or at the end of the second year of study. AS levels are now separate qualifications – these will not normally be available to students at Rishworth, although it may be possible to take these in particular subjects, please enquire if you require further information. In addition to A-levels we also offer Level 3 Diploma courses, equivalent to A-level, in Food Science and Nutrition and in Sport. These can be taken together in the Sixth Form or in combination with A-level subjects. These courses include coursework and assessment during, and at the end of, each year of study with marks aggregating towards the final overall grade.

At Rishworth we aim to cater for the individual academic needs of students and each Sixth Former will receive careful advice on how many subjects to study. We expect that most students will study for three subjects to full A-level or Diploma Level, with either an extended project

qualification or EAP IELTS study programme in addition to this. However, we are happy to consider the study of more or fewer subjects if appropriate for certain students. Resit courses in GCSE English Language and Mathematics are available and will need to be taken if '4' grades have not been achieved in Year 11. Where possible, students who are fluent in a language not taught at the School can take an additional A-level in that subject. In advising students, we will take into account their individual needs, interests and abilities.

### Making a Choice

The curriculum at Rishworth is constantly under review. Wherever possible, we look to create new opportunities and to anticipate and respond to new developments, new subject areas available and changing student preferences. Each year we look at the subjects that we have on offer with a view to adding new courses that will enhance our already successful ones. Most of the courses described within this handbook are well established and as long as the demand is sufficient, they will be appearing in our choice structure. At Rishworth, our policy is to find out the level of demand for particular subjects and then design option blocks that will fit together on the Sixth Form timetable to best reflect these preferences. We will do our best to accommodate subject choices, but it is not feasible to offer every possible combination of subjects. The subject choices process will begin after the Sixth Form Open Evening and be completed in the Lent term.

Once option blocks have been fixed, normally in mid-March, they will not be changed; students will be able to change the subjects they have chosen, but will not be able to take more than one subject per option block. Changes can be made as late as the first day of term after GCSE results are released, but this is not usually recommended as GCSEs are not always the best measure of A-level success. Students new to the School will be sent the option block lists as soon as they accept a place at Rishworth to assist them in making a suitable choice of subjects.

All the courses offered at A-level and Diploma Level are potentially very rewarding and relevant to post Sixth Form study. There are very few courses at Universities and Colleges that are now reliant upon particular combinations of subjects. However, where this is the case the needs of these courses will almost always be met in the final option blocks.

### **Guidelines on Continuation to Year 13 from Year 12**

Progress to the second year of A-level study and continuation on Level 3 Diploma courses is dependent on the outcome of internal assessments in these subjects.

### **The Extended Project Qualification (EPQ)**

This qualification is equivalent to half of a full A-level. It involves an extended period of independent research on a chosen topic, written work and a presentation. It is an optional extra to the study of three or four A-level subjects and helps to develop the skills increasingly demanded by universities and employers.

For more information about the EPQ please see the course outline at the back of this handbook.

### **Rishworth's Enhanced Programme of Study**

The chosen examination courses are themselves designed to give students opportunities to develop valuable skills in such areas as communication, literacy, numeracy and ICT. We go far beyond this by providing an enhanced programme of study, aimed not just at promoting independent competencies but at integrating these into a full-blown personal development programme. This includes for every student:

- a structured induction into Sixth Form life and expectations
- a study-skills course and on-going individual guidance
- a three-day residential team-building and leadership course
- a planning and review scheme for individual, academic target-setting

- regular tutorial and PSHE sessions
- coordinated guidance on higher education, university applications and careers
- an academically broadening component in the form of an Enhanced Curriculum Course

### **Extra Curricular Involvement**

As senior members of the school community, all Sixth Form students are encouraged to play a leadership role in the life of the School. A full range of extra-curricular activities is on offer, many of which cover the full age range of 11 to 18 years in the Senior School. These activities provide unique opportunities for individuals to develop personally as well as making their own contribution to the School.

### **Study**

Sixth Form students have a variety of areas in which to study. The Sixth Form Centre itself offers a study area with computer and internet provision. The adjacent Library is easily accessible and students use its extensive facilities during study periods. With the guidance of our full-time librarian, students have access to the internet which enables them to carry out effective research, both for academic study and for university applications. There is an extensive reference area covering most subjects as well as a wealth of computer software, resource packs, periodicals, newspapers and magazines. There is also a well-stocked careers section which includes regularly up-dated university prospectuses.

Personal, self-motivated work is a major part of Sixth Form study. The facilities are in place – the expectation is that students will grasp the opportunity to enhance their learning.



Rishworth  
School

A-level  
Choices



# Art & Design

**Head of Department: Mrs K Fraser, BA Hons**

## Introduction

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

## Course content

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

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

### Component 1: Personal investigation.

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

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

### Mode of assessment

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

### Component 2: Externally set assignment

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

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

### Mode of assessment

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

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

**Examination Board: AQA**



## Biology

**Co-ordinator: Mr P W Jones, MA**

### Introduction

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

### Course content

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

### Practical work

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

### Written Assessment

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

#### Paper 1

##### What's assessed

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

##### Mode of assessment

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

##### Questions

- 76 marks: a mixture of short and long answer questions
- 15 marks: extended response questions

#### Paper 2

##### What's assessed

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

##### Mode of assessment

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

### Questions

- 76 marks: a mixture of short and long answer questions
- 15 marks: comprehension question

#### Paper 3

##### What's assessed

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

##### Mode of assessment

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

### Questions

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

### Examination Board: AQA

N.B. In Year 13 the class attends a Field Course at the Cranedale Field Studies Centre near Malton.

# Business

**Head of Department: Mr P I M Robinson BEd (Hons)**

## Introduction

**Business is an interesting, relevant, useful, multi-disciplinary "here and now" subject which provides a useful insight into the varied world of business. The new exam specification enables students to engage with, explore and understand business behaviour and to develop a critical understanding of what business is and does. Students must have an interest in the news and current affairs, the confidence to approach the many numerical concepts, the ability to interpret and understand case study material, the ability to write thorough, coherent and evaluative extended responses and a willingness to engage and participate fully. A grade 5 in GCSE Business Studies will provide a good foundation, but is not essential.**

## Course Content

**The A-level course is organised into ten sections:**

1. What is business? - objectives, profit, types of business organisation, external influences on costs and demand.
2. Managers, leadership and decision making - leadership styles, scientific decision making, decision trees, the importance of stakeholders.
3. Decision making to improve marketing performance - marketing objectives, market research, market segmentation, price elasticity, the marketing mix.
4. Decision making to improve operational performance - quality, inventory & suppliers.
5. Decision making to improve financial performance - cash flow, budgeting, break-even analysis, sources of finance.
6. Decision making to improve human resource performance - interpreting HR data, organisational design, motivation, improving employer-employee relations.
7. Analysing the strategic position of the business - SWOT analysis, income statements, balance sheets, ratio analysis, SLEPT influences, the competitive environment, investment appraisal.
8. Choosing strategic direction - markets, Ansoff's matrix, how to compete.
9. Strategic methods: how to pursue strategies - change in scale, types of growth, economies & diseconomies, innovation, internationalisation, digital technology.
10. Managing strategic change - managing change, managing organisational culture, managing strategic implementation, network analysis, why strategies fail.

## Mode of Assessment

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

Paper 1: Multiple choice, short answer and two essays

Paper 2: Three data response questions

Paper 3: Case study with six questions

## Testing Quantitative Skills:

The A-level assesses quantitative skills such as ratios, averages, fractions, percentages and the calculation of profit and loss.

## Examination Board: AQA



# Chemistry

**Co-ordinator: Dr S Haslam, PhD.**

## Introduction

**This Chemistry course is a stepping stone to future study. Chemistry is fundamentally an experimental subject and this course provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. In this course, stress is laid on chemistry in modern life, its central role in the sciences and its economic, environmental and sociological importance. This A-level combines well with physics and biology and lays the foundation for further study in a wide range of subjects. Chemistry is a good choice for students considering careers in the health and clinical professions, including medicine, veterinary science, nursing, dentistry and forensic science. Studying chemistry will also prepare students for industry careers, such as those within the pharmaceutical or petrochemical sectors.**

**To make progress in this subject, students need to be enthusiastic about science and preferably to have gained at least grade 5 at GCSE in Chemistry or the Chemistry component of Science and Additional Science at GCSE. 20% of the total A-level marks require the use of Level 2 (higher tier GCSE) mathematical skills.**

## First year of A-level

### Course content

#### Physical Chemistry

This includes the study of atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle.

#### Inorganic Chemistry

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

#### Organic Chemistry

This includes an introduction to organic chemistry, alkenes, halogenoalkanes, alkenes, alcohols and organic analysis.

## Second year of A-level

### Course content

#### Physical Chemistry

This includes the study of thermodynamics, rate equations, equilibrium: constant (Kc) for homogeneous systems, electrode potentials and electrochemical cells.

#### Inorganic Chemistry

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

#### Organic Chemistry

This includes the study of optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy and chromatography.

#### Mode of Assessment:

The course is assessed by written examination using short and long answer, and multiple choice questions. Practical activities are carried out across the A-level and students will be asked to apply the knowledge and understanding they learn from these practicals in their written exams.

Assessments will be in June at the end of Year 13.

#### Examination Board: AQA

# Design and Technology

**Head of Department: Mr D Newby, BTEch**

## Introduction

**This two year course of study has been designed to require students to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing. To prepare for this qualification, students will spend their first year working through design assignments and covering a range of theory topics.**

## Course content

Students will be required to apply their knowledge and understanding of a wide range of materials; including modern and smart materials, and processes used in product design and manufacture. They will need to develop an understanding of contemporary industrial and commercial practices applied to designing and manufacturing products, and to appreciate the risks involved. Students should have a good working knowledge of health and safety procedures and relevant legislation. They must have a sound working knowledge of the use of ICT and systems and control, including modern manufacturing processes and systems and will be expected to understand how these might be applied in the design and manufacture of products.

Designers from the past provide inspiration for present and future designing and those following this specification should be aware of the important contribution that key historic movements and figures have on modern design thinking. It is increasingly important that students develop an awareness of wider issues in design and technology, that design and technological activities can have a major impact on the environment and on society and that these, together with sustainability, are key features of design and manufacturing practice. Mathematical and scientific principles are an important part of designing and developing products and students will be expected to apply these principles when considering the designs of others.

## Mode of Assessment:

**Component 1:** Principles of design and technology

Written examination: 2 hours 30 minutes  
(50% of the qualification)

Students will be examined on topics of materials, performance characteristics of materials, processes and techniques, digital technologies, factors influencing the development of products, effects of technological developments, potential hazards and risk assessment, features of manufacturing industries, designing for maintenance and the cleaner environment, current legislation, information handling and modelling and forward planning.

The paper will include calculations, short-open and open-response questions as well as extended-writing questions focused on analysis and evaluation of design decisions and outcomes and analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

Students must answer all questions and will require calculators in the examination.

**Component 2:** Design and make project, non-examined assessment (50% of the qualification)

Students will need to produce a substantial design, make and evaluate project, which consists of a portfolio and a working prototype. The portfolio will contain approximately 40 sides of A3 paper (or electronic equivalent). In consultation with a client, students must identify a problem and design, context and develop a range of potential solutions, which include the use of computer aided design and evidence of modelling. They will need to manufacture one potential solution through practical making activities, with evidence of project management and planning for production. The project must incorporate issues related to sustainability and the impact their prototype may have on the environment. Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others.

**Examination Board:** Edexcel



# Drama & Theatre Studies

**Head of Department: Mr P Heap, BA**

**Introduction:**

**Drama is an exciting, vibrant and energising subject in which students learn through practical activities. Students will study a variety of different plays, styles and genres and will also be assessed as performers or designers.**

**Course content:**

The students are assessed on three components, which are as follows. The first two are assessed through either acting or design.

**Component 1 - Theatre Workshop**

Non-exam assessment: internally assessed, externally moderated - 20% of qualification  
Students participate in the creation, development and performance of a reinterpretation of an extract from a text. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

**Mode of assessment**

Students must produce:

- a realisation of the performance or design
- a creative log.

**Component 2 - Text In Action**

Non-exam assessment: externally assessed by a visiting examiner - 40% of qualification  
Students participate in the creation, development and performance of two pieces of theatre based on a stimulus:

1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company
2. an extract from a text in a different style.

**Mode of assessment**

Students choosing design must also give a 5-10 minute presentation of their design to the examiner.

Students produce a process and evaluation report within one week of completion of the practical work.

**Component 3 - Text in Performance**

Written examination: 2 hours 30 minutes - 40% of qualification

Sections A and B - Clean copies of the two complete texts chosen must be taken into the examination.

Two questions, based on two different texts, one written pre- 1956 and one written post- 1956.

Section C - A question based on a specified extract from: 'The Curious Incident of the Dog in the Night-Time', Mark Haddon, adapted by Simon Stephens.

**Mode of assessment**

Section A - A choice of questions on a text from pre-1956

Section B - A choice of questions on a text from post-1956

Section C - A question based on a specified extract from 'The Curious Incident of the Dog in the Night-Time'.

**Examination Board:** Eduqas

# Economics

**Head of Department: Mr R A Beecher, BA**

## Introduction

**Economics is a subject dealing with the issues of today. It aims to develop an understanding of the national, international and global economy. As well as studying the theories that underlie the subject, students will develop an economist's 'tool-kit' of skills that enable them to research and analyse economic problems. A wide variety of economic issues will be studied ranging from scarcity and how much workers get paid; road congestion and environmental pollution; to globalization and the rise and fall of countries like Greece and the BRICS. Students need to be interested in current affairs and should preferably have gained grade 5 at GCSE in both English and Maths. Students interested in Business, History, Politics, Geography, Languages and Maths should find that Economics complements these subjects, although Economics goes well with any other subject.**

**There is the possibility for some students to take the iGCSE Economics qualification. Students will be taught alongside A-level students.**

## Outside the Classroom

Students are encouraged to use the internet to access current news and articles on economic events, government actions, policies and objectives.

Sixth Form students may attend a conference each year, which features influential politicians, economists, journalists and chief examiners. Students of Economics in recent years have gone on to study Economics, Law, History, Sports, Science, Geography and a variety of Business related degrees at university as well as following careers in business.

## Course content

Four themes, all examined at the end of Year 13 for a standalone qualification.

### Theme 1

Introduction to markets and market failure

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

### Theme 2

The UK economy – performance and policies

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

### Theme 3

Business behaviour and the labour market

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

### Theme 4

A global perspective

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

### Mode of assessment

This course is assessed by examination only.



# Economics (continued)

## Examinations

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

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

Paper 3 - Microeconomics and macroeconomics  
Questions drawn from all themes  
100 marks, 2 hours; 30% of qualification  
Two data response questions broken down into a number of parts, each including one extended open response question [choice of one from two for extended open response questions]

**Examination Board:** Edexcel

# English

**Head of Department: Mr M E Siggins, BA (Hons)**

## Introduction

**The English department offers two separate, though complementary, courses at A-level: English Language and English Literature. The former encourages students to develop their understanding of the issues surrounding spoken and written language in use, and to use linguistic methods to investigate and analyse language taken from literary, media and everyday sources. The latter encourages students to develop their interests in literature from various times and genres, and also to develop their understanding, awareness and personal responses to texts.**

# English Language

## Course content

Paper 1: Language, the Individual and Society  
This paper covers textual variations, textual representations and children's language development (0-11 years).

- written examination: 2 hours 30 minutes
- 40% of A-level

Paper 2: Language Diversity and Change  
In this unit, language discourses and writing skills are assessed.

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

Non-exam assessment: Language in Action  
Language investigation and original writing are assessed.

- word count: 3500 words
- 20% of A-level
- assessed by teachers
- moderated by the examination board

## Mode of Assessment:

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

**Examination Board:** AQA

# English Literature

## Course content

Paper 1: Love through the Ages

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

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

Paper 2: Texts in Shared Contexts

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

The examination will include an unseen extract.

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

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

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

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

## Mode of assessment

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

**Examination Board:** AQA



# Food Science and Nutrition: level 3 Diploma

**Head of Department: Mrs C Hall, BA, DipEd**

## Introduction

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

## Course content

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

### 1. Meeting the Nutritional Needs of Specific Groups

This involves a practical food showcase and an externally marked written examination. The students will demonstrate an understanding of the science of nutrition and nutritional needs in a range of different contexts. Students will experience on-going practical sessions to gain a wide variety of high level skills to produce quality food items to meet the needs of individuals. (Year 1 Certificate awarded)

### 2. Ensuring Food is Safe to Eat

This is externally marked and involves experimentation and written research. This unit allows students to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience. (Year 2 Diploma)

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

Studying one of the two optional units allows students the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences. (Year 2 Diploma)

### Mode of assessment:

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

|             | DISTINCTION* | DISTINCTION | MERIT | PASS |
|-------------|--------------|-------------|-------|------|
| DIPLOMA     | 140          | 120         | 80    | 40   |
| CERTIFICATE | 70           | 60          | 40    | 20   |

**Examination Board:** Eduqas

# Geography

**Head of Department: Mr M Davies, BA, MSc**

## Introduction

**Geography has always been one of the most popular choices at both A-level and university. Having undergone some significant changes the course has introduced some new topics and offers students more choice, whilst encouraging the acquisition of a broad range of skills along with lifelong learning. The study of geography provides the opportunity to look at contemporary and topical issues which can be related to the world in which we live. It emphasises the changes that are taking place at a range of differing scales and helps us develop an understanding of the relationships between people and their environment. Included in our A-level course is a three-day residential fieldtrip to the Cranedale Field Study Centre near Malton in North Yorkshire. The preferred minimum requirement for a student to pursue this course is a grade 5 in GCSE Geography.**

## Course content

### Component 1: Physical Geography

What's assessed:

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

How it's assessed:

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

Questions:

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

### Component 2: Human Geography

What's assessed:

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

How it's assessed:

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

Questions:

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

### Component 3: Geography Fieldwork Investigation

What's assessed:

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

How it's assessed:

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

**Examination Board: AQA**



# History

**Acting Head of Department:  
Mr C Holmes-Roe, BA, MA**

## Introduction

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

## Course content

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

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

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

Examination: 1 x 1hr 30mins; 15% of A-level. This unit looks at the causes of the American War of Independence which led to the creation of the USA as an independent country. The role of key figures such as George Washington and Thomas Jefferson are considered. This unit also examines the principles underlying key documents such as the Declaration of Independence, the US

Constitution and the Bill of Rights, which even today form the basis of the American government system.

### **Unit Three: Historical Themes. Russia and its Rulers, 1855-1964**

Examination: 2 hrs 30mins; 40% of A-level. Russia has played an important part in modern history as a 'Great Power' and even as a 'Super-Power'. Yet how much do we actually know about it, much less understand it? This theme focuses on the nature of Russian government and its impact on the Russian people and society. This period includes key events such as the rule of the Tsars, the revolutions of 1917, communist collectivisation and industrialisation, the First and Second World Wars and the Cold War. Key figures include the last of the Tsars, Lenin, Stalin and Khrushchev.

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

### **Mode of Assessment:**

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

### **Examination Board: OCR**

# Information Technology

**Head of Department: Mr P Bell, MSc**

## Introduction

**In a world where information technology (IT) is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data.**

**The CIE International A-level in Information Technology has been chosen to assist students who wish to go on to higher education courses or employment, where problem solving skills, an understanding of how IT is used in society, business or industry, along with the implications of its use, are invaluable assets.**

**Students will become effective and discerning users of IT, developing a broad range of IT skills, knowledge and understanding. Students will become confident users and creators of technology, engaging creatively with a wide variety of digital tools including web programming, sound, graphics, animation and video software, spreadsheets and databases.**

**Students learn about the structure and use of IT systems, including the use of computer networks, within a wide range of organisations. As a result, learners gain an understanding of how IT systems affect the workplace and about the wider impact of IT on society.**

**To do well in this subject, students must be confident users of IT and should normally possess at least a grade 5 in GCSE ICT or Computer Science.**

## Course content

- 1 Data, information, knowledge and processing
- 2 Hardware and software
- 3 Monitoring and control
- 4 E-safety and health and safety
- 5 The digital divide
- 6 Using networks
- 7 Expert systems
- 8 Spreadsheets
- 9 Database and file concepts
- 10 Sound and video editing
- 11 Emerging technologies
- 12 Role and impact of IT in society
- 13 Networks
- 14 Project management
- 15 System life cycle
- 16 Graphics creation
- 17 Animation
- 18 Mail merge
- 19 Programming for the web

## Mode of assessment

Paper 1: Theory

Written examination (1 hour 45 minutes) - 25% of total A-level marks. This paper tests topics 1-10.

Paper 2: Practical

Practical examination (2 hours 30 minutes) - 25% of total A-level marks. This software-based exam tests topics 8-10.

Paper 3: Advanced Theory

Written examination (1 hour 45 minutes) - 25% of total A-level marks. This paper tests topics 11-19. The content of topics 1-10 is assumed knowledge.

Paper 4: Advanced Practical

Practical examination (2 hours 30 minutes) - 25% of total A-level marks. This software based exam tests topics 16-19 and topics 8-9 within a problem solving context.

**Examination Board:** Cambridge International Examinations



# Mathematics & Further Mathematics

**Head of Department: Mrs K Jones, BSc**

## Introduction

**The aim of these courses is to enable students to develop their understanding of mathematical processes in a positive way, fostering confidence and enjoyment in the application of mathematics. Students will develop the skills to enable real world situations, such as understanding and using technology, computers and calculators, to be represented as mathematical models. Mathematics is then an effective means of communication and essential and relevant to many other fields of study, to the world of work and to society in general. The basic requirement for starting this course would normally be at least a grade 5 at GCSE (with all the material in the Higher Tier covered).**

## Course content:

### Mathematics:

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

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

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

### Further Mathematics:

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

Students are assessed through three papers, each 2 hours long. Two papers are entirely Pure Mathematics, and the third is Applied Mathematics.

### Pure Mathematics:

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

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

### Mechanics:

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

### Statistics:

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

### Discrete Mathematics:

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

### Examination Board: AQA

## Modern Languages: French/Spanish

**Head of MFL: Mr G M Smith, BA (Dual Hons)**

**Head of Spanish: Mrs M T Arbelo-Dolan, BA**

### Introduction

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

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

**This course is designed to be extremely flexible and enable each student to make the most of their personal strengths and interests. In addition, you will have access to our satellite room where you will be able to watch the news in the target language, discover French and Spanish reality TV shows or watch the latest movies. Or maybe you prefer to keep abreast of current events and of the latest trends via the internet? The choice is yours. All we ask is a commitment to your studies, a genuine love of languages and a grade 5 or higher at GCSE in your chosen language.**

### Course content:

**French** is based around 4 main themes:

Theme 1: Les changements dans la société française (family, education and work)

Theme 2: La culture politique et artistique dans les pays francophones (music, media, festivals and traditions)

Theme 3: L'immigration et la société multiculturelle française (positive impact, challenges of integration and the extreme right)

Theme 4: L'occupation à la résistance (occupied France, the Vichy regime and the resistance)

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

**Spanish** is based around 4 main themes:

Theme 1: La evolución de la sociedad española (family, work and the impact of tourism)

Theme 2: La cultura política y artística en el mundo hispanohablante (music, media, festivals and traditions)

Theme 3: La inmigración y la sociedad multicultural española (positive impact, integration and public attitudes)

Theme 4: La dictadura franquista y la transición a la democracia (civil war, Franco's dictatorship and the transition to democracy)

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

### Mode of assessment

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

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

**Examination Board:** Edexcel for both French and Spanish.



# Music

**Head of Department: Mr C Lewis, BA (Hons), LRAM, LGSM**

## Introduction

**This course allows for the development of individual interests and aptitudes and is particularly suited to students who are competent performers.**

**The practical options provide challenging and rewarding opportunities to develop talent in music involving, among other things, live performances. Students are encouraged to compose in a variety of styles, to practise critical listening and to acquire skills of study and research. It is hoped, above all, that students who take this course will develop a lifelong interest in music both as listeners and music-makers. Ideally, the minimum requirement for entry to this course is a grade 5 in GCSE Music and an aptitude as a performer of about Grade Six.**

The AS/A2 specifications have been designed to enable AS and A-level students to be co-taught, but it is expected that most, if not all students will proceed directly to A2 without sitting the AS examination.

## Course content

### Component 1: Appraising music

Written examination (2 hours 30 minutes), worth 40% of A2, externally assessed by AQA

There are seven areas of study:

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

### Mode of assessment

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

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

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

### Component 2: Performance

35% of A2, externally assessed by AQA

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

### Component 3: Composition

25% of A2, externally assessed by AQA

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

# Physical Education

**Head of Department: Mr A Thomas, BSc**

## Introduction

**The Physical Education department is a thriving and successful department that not only excels in a wide range of sports but also enjoys a high level of academic success in GCSE and A-level courses. The department is dedicated to the highest possible achievement of all its students, whatever their level of ability. By stimulating students' interest in the wider issues of sport, students are given the opportunity to enhance their practical performance and develop their theoretical understanding of sports science. As well as this, the department continuously strives to ensure that personal qualities such as confidence, concentration, co-operation and initiative are also developed.**

## Course content

### **Paper 1: Factors affecting participation in physical activity and sport**

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

#### **Mode of assessment**

2 hour written exam  
Examination: 35% A-level mark

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

This paper looks at exercise physiology and biomechanics, sports psychology. The final section examines both sport and society and technology in sport.

#### **Mode of assessment**

2 hour written exam  
Examination: 35% of A-level mark

### **Practical performance in physical activity and sport**

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

#### **Mode of assessment**

Internal with external moderation  
Examination: 30% A-level mark

#### **Mode of assessment**

The course is based on a linear assessment. Students will study three units in Year 12. This will be followed by a further three units in Year 13 to complete the full A-level with assessment in June. Students will work on the practical component over both years with assessment taking place in April of Year 13.

**Examination Board: AQA**



# BTEC Level 3 National Extended Diploma in Sport

**Head of Department: Mr A Thomas, BSc**

## Introduction

**The Physical Education department is a thriving and successful department that not only excels in a wide range of sports but also enjoys a high level of academic success in GCSE and A-level courses. The BTEC qualification will allow post-16 students the chance to study for a highly regarded vocational qualification. The BTEC covers much of the same content as the PE A-level but, unlike the A-level, uses student directed assignments as the basis for the majority of internal assessment.**

**The department is dedicated to the highest possible achievement of all its students, whatever their level of ability. By stimulating students' interest in the wider issues of sport, students are given the opportunity to enhance their practical performance and develop their theoretical understanding of sports science. As well as this, the department continuously strives to ensure that personal qualities such as confidence, concentration, co-operation and initiative are also developed.**

## Course content

The BTEC Diploma uses a combination of internal assessment on core modules and written exams. Students take a total of ten units, seven of which are mandatory and outlined below.

### Mandatory Units:

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

## Mode of assessment

67% on internal assessment after each topic area

Examination: 33% on written exams

There are three types of assessment on the course:

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

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

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

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

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

**Examination Board:** Pearson

# Physics

**Co-ordinator: Mr S McGarry, BEng (Hons) MSc**

## Introduction

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

**The minimum GCSE requirement is grade 5 in Additional Science and in Mathematics.**

## Course content

### Year 1

#### Topics covered

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

### Year 2

#### Topics covered

6. Further mechanics and thermal physics
7. Fields
8. Nuclear physics
9. Astrophysics

## Mode of assessment:

To gain the A-level qualification, students will need to take a total of three papers.

**Paper 1:** Written exam worth 34% of A-level topics 1-5 and 'Periodic motion', from topic 6. The questions will be both written and multiple choice questions.

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

**Paper 3:** Written exam worth 32% of A-level. The paper will include questions on practical skills, data analysis and astrophysics.

**Examination Board:** AQA



# Psychology

**Head of Department: Mrs B Ladlow, BSc**

## Introduction

**Psychology is one of the most popular choices at A-level and university. Psychology is a diverse subject that can be thought of as the scientific study of animal (human and non-human) behaviour and cognitions. The A-level course is organised into three sections focusing on: introductory topics in psychology; psychology in context; and issues/options in psychology. Here the topics covered involve the study of complex disorders like schizophrenia and students are encouraged to enter into debates around aggression and whether a criminal is genetically programmed to commit crime or whether they are a product of their environment. This course provides endless opportunities to apply knowledge to everyday life and exciting field trips to enhance these applications are offered. A feature of the psychology A-level course is that students must be able to demonstrate their knowledge of psychological principles, terminology, concepts, empirical research and psychological methods in relation to the main topic areas. In addition, students must also be able to demonstrate clear knowledge and understanding of the topic areas and an ability to question the theoretical and methodological approaches upon which they are based. Ideally, students should have achieved at least a grade 5 in GCSE Mathematics and English.**

## Course Content

### **Paper One: Introductory Topics in Psychology**

- Social Influence
- Memory
- Attachment
- Psychopathology

### **Paper Two: Psychology in Context**

- Approaches in Psychology
- Biopsychology
- Research Methods

### **Paper Three: Issues and Options in Psychology**

- Issues and Debates in Psychology
- Relationships
- Stress
- Aggression

## **Mode of Assessment:**

There will be four compulsory sections on paper one which will be 33.3% of the A-level. All four sections require written answers. The exam length will be 2 hours and 96 marks are available.

There will be three compulsory sections on paper two which will be 33.3% of the A-level. All three sections require written answers. The exam length will be 2 hours and 96 marks are available.

There will be **ONE** compulsory section on paper three which will be 33.3% of the A-level. Three sections offer a choice of three topics. Students are required to answer one from each section. The exam length will be 2 hours and 96 marks are available.

**Examination Board: AQA**



**Rishworth  
School**

Complementary Courses

**English as a Foreign Language**

(provided for those whose assessment indicates might benefit from EFL tuition)

**Extended Project Qualification (EPQ)**



# IELTS Foundation and Advanced Courses

**Head of Department: Mrs J Thompson, BA**

## Introduction

**IELTS is the world's leading English Language test for higher education, accepted by over 10,000 organisations worldwide. The students at Rishworth prepare for the academic version and are tested across four skills: reading, writing, speaking and listening. It has a 9-band scale.**

## Course content

IELTS Foundation English (IELFS 3.5 to 4.5) follows a 10 hour course per fortnight and concentrates on the following:

- improving your general language skills in all four skill areas
- improving your use of English in and out of school
- studying functional language needed within the school curriculum
- learning strategies to help you self-study
- the language and skills needed to perform with confidence

IELTS Intermediate (IELTS 4.0 to 5.5) follows a 7 hour course per fortnight and concentrates on the following:

- improving your language skills
- improving your test skills
- understanding the features and format of the exam
- learning strategies to improve your score
- the language and skills needed to perform with confidence
- developing writing strategies by comparing model answers
- practising the 4 sub-test papers.

IELTS Advanced (IELTS 6.0 to 7.0) follows a 4 hour course per fortnight and concentrates on the following:

- improving your writing skills
- looking at individual sub-test results and working on improving them
- expanding the vocabulary required for a level 7.5 or above
- learning the most frequently used vocabulary in academic texts
- learning to avoid common mistakes.

## ISS (International Study Stream) Courses

EAP Subject Support (IELTS 3.5 to 5.0) follows a 7 hour course per fortnight and concentrates on the following:

- improving the functional language required to access the curriculum subject
- understanding the topic specific language required for the curriculum subject
- completing past papers and studying their mark schemes
- learning strategies to access the subjects and help required
- the language and skills needed to perform with confidence.

# EPQ (Extended Project Qualification)

**Centre Co-ordinator: Mr R A Beecher, BA**

## Introduction

**The EPQ provides an opportunity for students to extend their abilities beyond the A-level syllabus, stand out and prepare for university or their future career. It can also be used to earn extra UCAS points. This qualification that carries an A\* certification.**

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

become more critical, reflective and independent learners

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

## Course content (November/May Entry)

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

Learners are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the co-ordinator
- plan, research and carry out the project
- deliver a presentation to a specified audience
- provide evidence of all stages of project development and production for assessment.

## Mode of assessment

The evidence for assessment will comprise the following:

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

**Examination Board:** AQA (Specification A)



# Enhanced Curriculum: Rishworth Life Skills

**Course Co-ordinator: Mr P I M Robinson, BEd (Hons)**

## **Introduction**

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

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

A balance of theoretical and practical sessions will be followed, covering topics as diverse as: health, driving, law, Amnesty International, critical thinking, further education, UCAS applications, caring for life.

## **Mode of assessment**

There will be no formal assessment for this course.





# Rishworth School

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