



RISHWORTH  
SCHOOL

SIXTH  
FORM  
COURSES



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## Introduction

**At Rishworth, every student's individual talents are nurtured. The potential doctor, artist, lawyer, professional athlete or entrepreneur - each is well catered for and each is equally valued.**

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

Our sixth form has small class sizes (8 on average) combined with top class teaching - we were graded 'excellent' for both student achievement and personal

development in the last ISI inspection, this means that the quality of the teaching and the level of support our students receive is second to none. In fact, in our sixth form, students receive 6 hours of tuition per subject per week (most colleges and sixth forms only offer 4.5); this equates to 90 additional hours over a two-year course.

This summers (2020) A-level results were outstanding.

- 100% pass rate
- 76% of grades were A\*/B

Therefore, it is of no surprise that Rishworth students have been awarded places at many of the UK's top universities. Destinations of this year's leavers include: UCL, Kings College London, Leeds, Bristol and Durham.

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

We have a vibrant sixth form community of around 100 students, who are a combination of day pupils, full boarders and weekly boarders. If you are progressing internally, you will benefit from teaching and pastoral staff who know you so well and are wholly invested in your success. If you are new to Rishworth, this commitment starts from the second you accept a place and we look forward to supporting you in achieving your aspirations.

For all its academic success, Rishworth School is far from being an exam factory. It is important to appreciate that the school's student centred approach and wider focus on service, leadership and the building of character which helps Rishworthians become well-rounded, productive and successful contributors to a modern society.

# A Level Choices



# Art & Design

## Introduction

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

## Course content

**Examination Board:** AQA

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

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

### Component 1: Personal investigation

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

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

### Mode of assessment

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

### Component 2: Externally set assignment

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

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

### Mode of assessment

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

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

# BTEC Art & Design

## Introduction

**The Design and Technology Department have introduced this highly regarded vocational qualification with an emphasis on Design, Designers and Craft skills. It is being taught in collaboration with the Art Department who will deliver the critical studies of designers and design movements.**

**The qualification gives a coherent introduction to the study of art and design at this level. Learners develop art and design projects and gain an understanding of the creative process. They study visual recording and communication, critical analysis and production skills to produce art and design outcomes. It has been developed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the creative industries, as part of a programme of study alongside other BTEC Nationals or A Levels. The qualification is intended to carry UCAS points and is recognised by HE providers and employers.**

## Course content

The two year course has been designed to take a broad view of design and to develop their capacity to creatively manufacture products and craft work and to appreciate the complex relations between art, design, materials, manufacture and marketing. Learners will learn to use a wide range of tools, machinery and processes in greater depth while following CLEAPPS and COSHHE. The work produced can be presented in a variety of ways such as: practical products, craft work, artefacts, displays, photographs, sketchbooks, prototypes, models, sculpture, CAD/CAM and written design assignments.

The BTEC qualification will allow students to develop skills taught in modular units. Students will spend their first year working through two of the three mandatory units which are marked internally and then externally assessed. In year 2 they will undertake the final mandatory unit plus an optional 3D Design Unit. The assessments are set by the exam board and available once or twice a year and focus around a particular open-ended theme which allows learners the freedom to experiment, mix materials and processes in the workshop to produce a variety of art, craft and design products. By the end of the course learners will have produced a substantial portfolio to show potential employers or go onto further education.

## Mode of assessment

Exam Board Edexcel/Pearson  
Qualification: BTEC Level 3 National Extended Certificate in Art and Design  
Applied general qualification, equivalent to 1 A Level.  
4 units of which 3 are Mandatory and 2 are External.  
Mandatory Content (83%).  
External Assessment (58%).

## Qualification Structure

### Year 1

Unit 1- Visual Recording and Communication  
Mandatory Unit- Externally Assessed

Unit 2- Critical and Contextual Studies  
in Art and Design  
Mandatory Unit- Externally Assessed

### Year 2

Unit 3- The Creative Process  
Mandatory Unit- Internally Assessed

Unit 16- 3D Design Craft Materials, Techniques  
and Processes

Optional Unit- Internally Assessed

# Biology

## Introduction

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

**Examination Board:** AQA

## Course content

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

## Practical work

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

## Written Assessment

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

### Paper 1

#### What's assessed

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

#### Mode of assessment

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

#### Questions

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

### Paper 2

#### What's assessed

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

#### Mode of assessment

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

#### Questions

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

### Paper 3

#### What's assessed

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

#### Mode of assessment

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

#### Questions

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

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

# Business

## Introduction

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

## Course content

**The 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.

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

**Examination Board:** AQA

## Mode of Assessment

### A Level course

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

Paper 1: 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.

# Chemistry

## Introduction

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

To make progress in this subject, students need to be enthusiastic about science and preferably to have gained at least grade 6 at GCSE in Chemistry or the chemistry component of Science and Additional Science at GCSE. Overall, at least 20% of the marks in assessments for chemistry will require the use of mathematical skills. These skills will be applied in the context of chemistry and will be at least the standard of higher tier GCSE Mathematics.

## Year 1

### 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.

## Year 2

### Course content

#### Physical chemistry

This includes the study of thermodynamics, rate equations, equilibrium: constant ( $K_c$ ) 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.

**Examination Board:** OCR

#### 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 two-year A Level and students will be asked to apply the knowledge and understanding they learn from these practicals in their written exams.

Assessments will be in June at the end of Year 13 for the second year of A Level.

# Computer Science

## Introduction

**“At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems.”**

**Computer Science is relevant to a modern and changing world, in which algorithms are controlling many aspects of our everyday lives.**

**Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.**

**This A Level values computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.**

**Students will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of ‘post-school’ life and is of particular relevance to Further Education, Higher Education and the workplace. Each student is able to tailor their project to fit their individual needs, choices and aspirations.**

## Course content

Component 01: Computer systems

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

It covers:

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

Component 02: Algorithms and programming  
This builds on component 01 to include computational thinking and problem-solving.

It covers:

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

Component 03: Programming project

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

**Examination Board:** OCR

## Mode of assessment

Paper 1: Computer Systems

Written examination (2 hours 30 minutes) - 40% of total A Level marks.

Paper 2: Algorithms and programming

Written examination (2 hours 30 minutes) - 40% of total A Level marks.

Paper 3: Programming project

Non-exam assessment - 25% of total A Level marks.

# Drama & Theatre Studies

**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.**

**Examination Board:** Eduqas

## 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'.

# Economics

## Introduction

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

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

## Course content

### A Level Economics (9ECO)

Four themes, all examined at the end of Year 13 for a stand-alone qualification.

#### Theme 1

Introduction to markets and market failure

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

#### Theme 2

The UK economy – performance and policies

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

#### Theme 3

Business behaviour and the labour market

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

#### Theme 4

A global perspective

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

## Mode of assessment

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

### Examinations:

#### Paper 1 - Markets and business behaviour

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

#### Paper 2 - The national and global economy

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

#### Paper 3 - Microeconomics and macroeconomics

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

**Examination Board:** Edexcel

# English

## 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.**

**Examination Board:** AQA

## 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.

# English Language

## Course content

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

# 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

## Introduction

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

### Course content

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

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

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

#### 2. Ensuring Food is Safe to Eat

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

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

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

**Examination Board:** Eduqas formerly WJEC

### Mode of assessment:

The Eduqas Level 3 Diploma in Food Science and Nutrition is assessed through a combination of a written exam and external assignment set and marked by Eduqas and two centre marked assignments. Students will be involved in 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 equivalent to A Levels.

# Geography

## Introduction

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

**Examination Board:** AQA

## Course content

### A Level (Linear course) 2 years

#### Component 1: Physical Geography

What's assessed

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

How it's assessed

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

Questions

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

#### Component 2: Human Geography

What's assessed

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

How it's assessed

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

Questions

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

#### Component 3: Geography Fieldwork Investigation

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

# History

## Introduction

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

## Course content

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

Examination: 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. Popular Culture and the Witchcraze of the 16th and 17th Centuries.**

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

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

**Examination Board:** OCR

### **Mode of Assessment:**

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

# Mathematics & Further Mathematics

## Introduction

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

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

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

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

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

### Course content

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

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

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

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

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

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

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

Theme 1: 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)

# Music

## Introduction

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

## Course content

### Year 1

#### Component 1: Appraising music

Written examination (2 hours), 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: two compulsory questions from a selection of seven

Section B – analysis: two questions, students answer one

Section C – contextual understanding: one essay question from a choice of six

#### Component 2: Performance

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 six and eight minutes.

#### Component 3: Composition

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.

### Year 2

#### Component 1: Appraising music

Written examination (2 hours 30 minutes), 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

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

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

## 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

### A Level Physical Education

#### **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

#### **Examination Board: AQA**

#### **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.

# BTEC Foundation Diploma in Sport

## Course content

The BTEC Diploma uses a combination of internal assessment on core modules and written exams. The diploma is the equivalent of two A Levels and students take a total of 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.

# BTEC National Extended Diploma in Sport

## Who is this qualification for?

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

## What does this qualification cover?

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

Learners will study mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 7: Practical Sports Performance
- Unit 8: Coaching for Performance
- Unit 9: Research Methods in Sport
- Unit 19: Development and Provision of Sport and Physical Activity
- Unit 22: Investigating Business in the Sport and Active Leisure Industry
- Unit 23: Skill Acquisition in Sport.

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

## Mode of assessment

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

Learners who have completed this qualification in two years may progress to further learning at Level 3.

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

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

# Physics

## Introduction

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

## 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

**Examination Board:** AQA

## Mode of assessment

### A-level qualification

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

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

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

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

# Psychology

## Introduction

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

## Course content

### Year 1

#### Paper One: Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

#### Paper Two: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

### Year 2

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

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

#### Mode of assessment

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

#### Examination Board: AQA

Complementary Courses

1971 V.S. HUNTER  
1972 M.A. JONES  
1973 K. WHITE  
1974 G. HARRISON  
1975 K. PERRY  
1976 ANNETTE DORRIS  
1977 M. BROWN  
1978 J. SMITH  
1979 M. JONES  
1980 D. SMITH  
1981 M. JONES  
1982 M. JONES  
1983 M. JONES  
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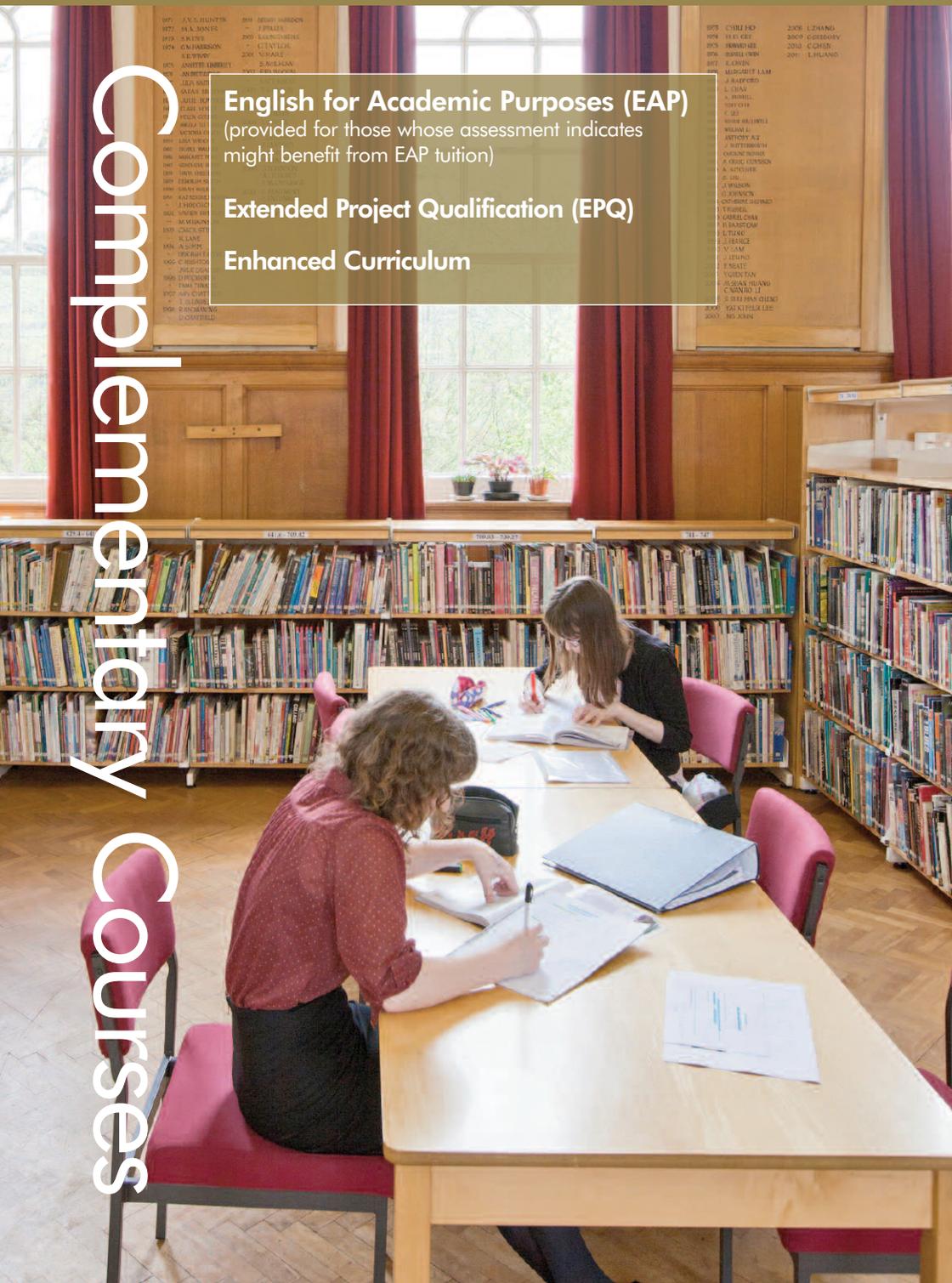
**English for Academic Purposes (EAP)**  
(provided for those whose assessment indicates might benefit from EAP tuition)

**Extended Project Qualification (EPQ)**

**Enhanced Curriculum**

2001 C. HILL  
2002 L. GEE  
2003 B. BAKER  
2004 B. BAKER  
2005 L. GEE  
2006 M. GREGG  
2007 M. GREGG  
2008 M. GREGG  
2009 M. GREGG  
2010 M. GREGG  
2011 M. GREGG  
2012 M. GREGG  
2013 M. GREGG  
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2019 M. GREGG  
2020 M. GREGG  
2021 M. GREGG  
2022 M. GREGG  
2023 M. GREGG  
2024 M. GREGG  
2025 M. GREGG

2008 L. ZHANG  
2009 G. GEORGY  
2010 C. CHEN  
2011 L. HUANG  
2012 L. HUANG  
2013 L. HUANG  
2014 L. HUANG  
2015 L. HUANG  
2016 L. HUANG  
2017 L. HUANG  
2018 L. HUANG  
2019 L. HUANG  
2020 L. HUANG  
2021 L. HUANG  
2022 L. HUANG  
2023 L. HUANG  
2024 L. HUANG  
2025 L. HUANG



# English For Academic Purposes

## IELTS Intermediate course

### 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 Intermediate (IELTS 4.5 to 5.5) follows a 5 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.

# EPQ (Extended Project Qualification)

## Introduction

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

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

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

## Course content

(candidates can be entered in November / May)

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

Learners are required, with appropriate supervision, to:

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

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

## Mode of assessment

The evidence for assessment will comprise the following:

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

# Enhanced Curriculum

## Introduction

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

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

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

## Mode of assessment

There will be no formal assessment for this course.







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