

SIXTH FORM CURRICULUM BOOKLET
ACADEMIC YEAR 2022/23
AS/A LEVEL &
CAMBRIDGE TECHNICAL
CURRICULUM



In this booklet, we look in detail at the Sixth Form curriculum offered at Rydal Penrhos School.

The document is published in electronic form on our website at: <https://rydalpenrhos.com/sixth-form/curriculum/>

The AS/A Level & Cambridge Technical curriculum

Page 3.	Introduction
Page 4.	Art & Design
Page 5.	Biology
Page 7.	Business
Page 8.	Business – Cambridge Technical
Page 10.	Chemistry
Page 11.	Design Technology
Page 12.	Drama & Theatre Studies
Page 13.	Economics
Page 15.	English Literature
Page 17.	Extended Project Qualification
Page 18.	French
Page 19.	Geography
Page 21.	History
Page 22.	Mathematics
Page 24.	Further Mathematics
Page 26.	Music
Page 29.	Spanish
Page 30.	Physics
Page 31.	Sport and Physical Activity Leadership - Cambridge Technical
Page 32.	Psychology
Page 33.	Religious Studies



Introduction:

The AS/A Level & Cambridge Technical Curriculum

Welcome to our fantastic Sixth Form; a nurturing and supportive environment designed to carefully bridge the transition between the more structured nature of Year 11 into higher education and life beyond school. The size of Rydal Penrhos Sixth Form is balanced to provide breadth of options while also maintaining exceptional pastoral care through a specialised and experienced Sixth Form tutor team.

Our most recent results certainly give clear evidence of the ambitious targets that our pupils set and in their A Level examination results:

- 70.5% pass rate at A*-A
- 84.1% pass rate at A*-B
- 92% pass rate at A*-C

Our ability to get the most out of each pupil brought incredible 'value-added' score of **1.03**, which means for every ten subjects taken, all of them came out with higher grades than the child's raw ability would predict, further evidence of our successful academic programme.

In the Sixth Form, pupil study A Level or Cambridge Technical courses which build upon and develop the knowledge and skills gained at GCSE, although this latter qualification is not necessarily a prerequisite for study in some subjects. The majority of pupils will start with four AS courses in Year 12, or 3 plus an EPQ.

Pupils receiving additional support from the Learning Support department may experience a reduced Sixth Form programme.

In this booklet, you will find details of the Sixth Form subjects available at Rydal Penrhos. If any further explanation is needed, or advice wanted, please do not hesitate to contact me or the relevant Head of Faculty; contact details for the latter are given with each subject heading.

Alun Brown
Head of Key Stage 5



AS/A LEVEL ART & DESIGN:

Fine Art or Photography
Mr Mark Sherrington, Head of Art
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The A Level Art courses offer a wide range of opportunities: painting, drawing, printmaking, photography, fabric design, sculpture and ceramics are all available and taught by specialist members of staff. We offer two endorsements: Fine Art and Photography. The courses are the same in structure but offer our pupils an opportunity to display their abilities in a variety of artistic disciplines and to demonstrate their understanding of these contexts. AS endorsements may also be available through consultation with the Assistant Principal (Director of Studies).

Why study Art & Design?

Picasso once said: "...the world is open before us, everything is still to be done and not be done over again". This famous statement draws our attention to the important features inherent in all creative work; that it is in some way different, original or distinctive and not a mere copy of what has gone before. If this sounds interesting, then read on.

Course content

The first term of Lower Sixth Art will consist of set briefs which will enable you to discover new techniques and methods of working, together with the opportunity to develop your own expertise and personal interests in terms of approach. They will be concerned with observing, recording and drawing - basic skills which pupils should try to master in the early part of the course. Personal interests and expertise will be actively encouraged during the final part of both years of the course, when you will be expected to develop a more individualistic high-level approach to the subject matter and to the handling of materials. In each module, the quality of your preparatory work will be the key to success.

Preparation

The sketchbook is an invaluable tool for artists and designers as a device for formulating and recording ideas, and indeed for stimulating the imagination. Use your sketchbook primarily for collecting, collating and analysing information; it can contain drawings in a full range of mark-making media, colour work, collage, montage, photographs, notes about textures, and so on. Above all, the sketchbook is a record of your ability to observe, to select and to develop subject matter, and as such is of primary importance in relation to the assessment criteria of the course. The quality of what you produce will depend on your equipment, as well as on the depth and range of your preparation. You will be encouraged to equip yourself with a good range of tools in order to do justice to your ideas, and to enable you to work independently in your study periods and beyond the Art Studios.

Assessment

The coursework modules of AS and A Level in Art & Design are subject to end-of-course assessment, comprising internal marking and external moderation. It is important to work hard from the outset, and gradually to increase your output so as to expand your range of skills and expertise throughout the course, with the objective of satisfying the demands of the syllabus.

AS	Art/Photography	100% coursework	No Exam	10 hour Exam	No essay
A2	Art/Photography	60% coursework	Exam 40%	15 hour Exam	3000 word essay

Awarding Body: OCR



AS/A LEVEL BIOLOGY

Mr Dave Robson, Head of Science Faculty

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Why study Biology?

Biology A Level is a popular qualification which is useful for pupils preparing for further courses and careers in medicine, nursing, veterinary science, dentistry, agriculture, forestry, horticulture, animal science, plant science, biochemistry, pharmacy, marine biology, microbiology, food and dairy technology, conservation and many other biological pursuits, including the rapidly expanding genetic technology industries. Biology will also complement many other subjects, whether they be sciences or arts; it is rapidly becoming the science of the future, as our ability to manipulate DNA will fundamentally change many of the ways in which we live and work.

Qualification aims and objectives

The aims and objectives of the AS and A Level in Biology are to enable pupils to develop:

- an essential knowledge and understanding of different areas of the subject and how they relate to each other;
- a deep appreciation of the skills, knowledge and understanding of scientific methods;
- competence and confidence in a variety of practical, mathematical and problem-solving skills;
- an interest in, and enthusiasm for the subject, including an appreciation of further study opportunities and careers associated with the subject;
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and of society.

Practical work is an intrinsic part of Biology and is greatly valued by Higher Education.

It involves the pupil both inside and outside the laboratory; normal practical work will regularly complement the teaching of individual theory topics, and pupils will be assessed on key skills during these sessions. Specified practical work must be undertaken by pupils in order that they are suitably prepared for all written and practical examinations. It is a compulsory requirement that they keep a record of all their practical work in a 'lab book'.

Pupils will build upon practical skills learnt at GCSE, becoming confident practical biologists who can handle apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions.

One important aspect of practical work is the ability to evaluate and manage potential risks. The variety of different practical techniques and scenarios in the core practical activities give pupils scope to consider risk management in different contexts.

Pupils should also consider the ethical issues presented by their work in the laboratory, which might include reflection on the ethical use of live subjects and on the safe disposal of waste materials, as well as giving the appropriate consideration to other people involved in their own work or who are working nearby.

Also central to the development of practical skills is the ability to communicate information and ideas using appropriate terminology and ICT.

Pupils will be expected to develop their independent learning skills and will have the support of Biology OneNote through Office 365 so as to reinforce their study skills and knowledge base.

A disciplined approach is needed for A Level work; industry, attitude and academic potential will be assessed in both years of the course for the purpose of university and other applications.



Assessment

This specification is divided into a total of 5 units, divided into 2 AS units and 3 A2 units. Weightings noted below are expressed in terms of the full A Level qualification. The 2 AS units will be examined at the end of Year 12.

AS (2 units)

AS Unit 1

Basic Biochemistry and Cell Organisation

- Written examination: 1 hour 30 minutes (80 marks), 20% of qualification

A range of short and longer structured questions, and one extended response.

AS Unit 2

Biodiversity and Physiology of Body Systems

- Written examination: 1 hour 30 minutes (80 marks), 20% of qualification

A range of short and longer structured questions, and one extended response.

A Level (the above plus a further 3 units)

A2 Unit 3

Energy, Homeostasis and the Environment

- Written examination: 2 hours (90 marks), 25% of qualification

A range of short and longer structured questions, and one extended response.

A2 Unit 4

Variation, Inheritance and Options

- Written examination: 2 hours (90 marks), 25% of qualification

❖ Section A: 70 marks. A range of short and longer structured questions, and one extended response

❖ Section B: 20 marks. A choice of one option out of three: Immunology and Disease, Human Musculoskeletal Anatomy or Neurobiology and Behaviour

A2 Unit 5

Practical examination: (50 marks), 10% of qualification

This unit comprises two tasks:

❖ Experimental Task (20 marks)

❖ Practical Analysis Task (30 marks)

Awarding Body: WJEC



AS/A LEVEL BUSINESS

Mrs Fleur Coates, Head of Humanities Faculty
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AQA is the obvious choice for A Level Business as it is the largest examining board for Business A Level and has, with some justification, been seen as the “gold standard” A Level Business qualification. A vibrant teaching & learning resource ecosystem has developed around the AQA offering.

Content

The content is broad and pupils find the topics of study interesting and stimulating.

Area of Study	Amplification
Business objectives and strategy	Different stakeholder and business objectives. Strategy and implementation. Risk and uncertainty.
Marketing	Identifying and anticipating customer needs. Marketing mix. Product life cycle.
Accounting & finance	Budgeting, cash-flow forecasting, break-even analysis, ratio analysis.
People in organisations	Motivation, leadership, organisation design, employer/employee relationships.
Operations management	Quality, productivity, added value.
External influences	The market, competition, global context; political, social, economic and technological factors; ethical, legal and environmental issues.
Business analysis	The market, competition, global context; political, social, economic and technological factors; ethical, legal and environmental issues.
Change	Causes and effects of change, managing change

AS Level and A Level

The content of the AS Level Year 1 is broad in content and covers the full spectrum of the Business subject from aims and objectives to the finance function and marketing. In Year 2, pupils will look in more detail at the strategic direction of a firm and the external environment in which it operates.

Assessment for AS level

Paper	Length	Topics	Assessed by
Paper 1	90 minutes	Core topics of business theory such as objectives, marketing, operations, finance & human resources.	Multiple-choice, short answer questions and data response.
Paper 2	90 minutes	Core – as above	One compulsory case study.

Assessment for A Level

Paper	Length	Topics	Assessed by
Paper 1	120 minutes	All content including core, analytical methods and strategic decisions	Multiple-choice, short answer questions and essays.
Paper 2	120 minutes	As above	Three data response questions.
Paper 3	120 minutes	As above	One compulsory case-study.

Awarding Body: AQA

Further information can be found on the AQA website

<http://www.aqa.org.uk/subjects/business-subjects/as-and-A-Level/business-7131-7132>

The full specification can be downloaded on

<http://filestore.aqa.org.uk/resources/business/specifications/AQA-7131-7132-SP-2015-V1-0.PDF>



BUSINESS – CAMBRIDGE TECHNICAL

Mrs Fleur Coates, Head of Humanities Faculty

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CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN BUSINESS

What is Cambridge Technical Business?

This course will give you an in-depth understanding of how businesses work. It carries equivalent UCAS points to A levels but is a different sort of qualification, assessed through a combination of exams and coursework and focused on real businesses rather than a theoretical approach. You will study areas such as marketing, accounting, people management, business operations, ethical issues and consumer law. You will develop your skills in report writing, presentations and research. Above all, this is a practical subject rooted in business case studies and occasional visits.

What will I study?

The business environment - compulsory unit (exam)

Examples of topics

- Different types of business organisation: sole trader, partnership, companies, charities
- Business functions: marketing, finance, human resources, research & development
- Levels of management and hierarchy: What is a Chief Executive? Why do directors do?
- The influence of stakeholder groups: customers, shareholders, staff, local residents
- Responding to external influences: social change, technology, competition, environmental issues, Brexit, Coronavirus

Working in business - compulsory unit (exam)

Examples of topics

- Protocols (rules and procedures) which need to be followed in a business
- Planning to hold a meeting: agendas, electronic diaries, booking a room, minutes
- Factors which influence business travel arrangements
- Understanding documents: petty cash, ordering stock, expenses claims, budgets
- Prioritising: time, resources, urgency, importance, constraints, delegation

Customers & communication - compulsory unit (coursework)

Examples of topics

- Providing, maintaining and improving customer service
- Communicating with customers: verbal, non-verbal, written, use of media
- Legal factors, e.g. copyright, data protection, advertising standards, computer misuse
- Ethical issues - moral principles about acceptable or unacceptable business behaviour
- Case study work analysing the customer service of specific businesses

Two more coursework units

- Currently Accounting; and Human Resources



How is the course assessed?

The course is assessed through a combination of exams and portfolios of work - mostly written work but slide presentations and video presentations can also be included. Successful completion of five units leads to the Cambridge Technical Extended Certificate in Business (equivalent to A level). If you take this course for one year only, you would complete two compulsory units and, if successful, would be awarded the Cambridge Technical Certificate in Business (equivalent to half an A level for UCAS points).

Where could it lead?

It is a great introduction to the world of business - so it could lead you anywhere. Maybe a career in management or perhaps you will become an entrepreneur. It is also a good foundation if you are planning to study business or management at university.

Awarding Body OCR



AS/A LEVEL CHEMISTRY

Mr Dave Robson, Head of Science Faculty

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Why study Chemistry?

- to stimulate and sustain interest in and enjoyment of Chemistry;
- to stimulate and sustain capacity for learning in general;
- to develop problem-solving, data-handling, evaluative thinking and practical abilities;
- to show some of the social, economic and environmental significance and consequences of Chemistry;
- to provide a body of knowledge and understanding suitable for those who will go on to study Chemistry and Pharmacy in Higher Education, and for those who will study subjects such as Medicine, Dentistry, Veterinary Science, Biochemistry, Geology or Environmental Science.

The WJEC course is designed for pupils who:

- have an interest in and enjoyment of Chemistry;
- have a capacity and willingness to learn a significant amount of detailed information;
- can handle data and apply concepts;
- can deal competently with basic mathematical processes (cross-multiplication, standard form).

The types of activities will include:

- individual practical work;
- teacher presentations of information and class discussions;
- tasks for the individual, requiring application and transfer of information and ideas;
- written tasks (tests to exercise and diagnose knowledge and understanding);
- ICT tasks.

Pupils should regard the timetabled sessions as the core of their course and should expect from the outset to invest on average four to six hours per week of extra time so as to consolidate and extend this core.

Assessment

Unit	Topic	Time	AS	A Level	AS/A2
1	The Language of Chemistry, Structure of Matter and Simple Reactions Written examination	1h 30	50%	20%	AS
2	Energy, Rate and Chemistry of Carbon Compounds Written examination	1h 30	50%	20%	AS
3	Physical and Inorganic Chemistry Written examination 25% of qualification	1h 45		25%	A2
4	Organic Chemistry and Analysis Written examination 25% of qualification	1h 45		25%	A2
5	Practical Examination 10% of qualification	In class		10%	A2

Course requirements

At least grade B at GCSE Dual Award Science or GCSE Chemistry, although pupils with grade B will find the course difficult.

Awarding Body: WJEC



AS/A LEVEL DESIGN TECHNOLOGY

Mr Phil Sutton, Head of Design Technology

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Why study Design Technology?

A Level Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values; they acquire a broad range of subject knowledge and draw upon disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens; through the evaluation of past and present Design Technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality Design Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

A career path involving Design Technology can lead into a wide range of rewarding degree courses such as Architecture, Mechanical / Electrical / Civil / Aeronautical Engineering, Education / Teaching / Lecturing, Industrial Design, Product Design and Computer Design. All of these professions are currently in high demand and are ideally suited to the person who wants a creative, imaginative and technically challenging career. A Level Design Technology will provide you with the skills needed to embark upon a career in the world of design and engineering, with highly sought-after project management skills, as well as a portfolio of work to demonstrate your skills at interview.

Course content and methodology

The specification covers a wide range of topics in the field of Product Design, and the subject content is delivered in a project setting wherever possible. A good standard of graphical and practical ability is desirable, as well as previous study at GCSE of a related subject. The subject content is listed as follows:

- designing and innovation, including Computer Aided Design;
- materials and components;
- processes;
- industrial and commercial practice;
- product analysis;
- human responsibility;
- innovation;
- project management.

Assessment

Each year has 2 components:

Year 12 (AS) contributes 40% of the total A-Level;

Year 13 (A2) contributes 60% of the total A-Level.

Each year comprises an examination & a non-examination assessment (NEA project). Both have equal weighting (50%). The NEA is a design-and-make project in which pupils choose a context to investigate, and then develop innovative solutions for that context.

Awarding Body: WJEC



AS/A LEVEL DRAMA & THEATRE STUDIES

Mrs Rachel Jones, Head of Drama

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Why study Drama & Theatre Studies?

Drama & Theatre Studies is an innovative course which has been carefully designed to combine the theoretical and practical aspects of the subject. It provides an interesting and challenging course which prepares pupils for higher education.

Drama & Theatre Studies will appeal to anyone who wants to involve him or herself actively (rather than passively) in learning; it is not a course for those who wish to sit inertly and be told what to do. It has been conceived to develop a pupil's individual skills and his or her ability to work with others. It must be emphasised, however, that the course is not just for those who wish to pursue further training in the Theatre; it may help you to acquire transferable skills which could be suitable in such diverse careers as the civil service, business, administration, social work, marketing, public relations, teaching, journalism and law.

Through the specification, learners will develop an understanding of how the social, cultural and historic contexts of a theatrical text have influenced the development of drama and theatre. Learners will also be given the opportunity to develop the creativity and independence to become effective theatre makers through acting and/or theatre design. They will experience a range of opportunities to create theatre in both published text based and devised work. They will also be encouraged to understand the collaborative relationship between various roles within theatre and participate both as theatre makers and as an audience member of live theatre. A well-balanced specification that should enable learners to develop a thorough and expert appreciation of drama and theatre.

ASSESSMENT

Content will be assessed across four different units: two units at AS and two units at A level.

AS:

Unit 1: Theatre Workshop

Unit 2: Text in Theatre

A level:

Unit 3: Text in Action

Unit 4: Text in Performance

The content is stimulating, relevant and accessible to a wide range of learners, ensuring both breadth and depth to the study of drama and theatre.

The structure allows pupils to provide extended responses, and demonstrate their ability to draw together different areas of knowledge and understanding from across the full course of study

Awarding Body: WJEC



AS/A LEVEL ECONOMICS

Mrs Fleur Coates, Head of Humanities Faculty

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What is Economics?

Economics is a social science. It is the study of how societies allocate scarce resources to meet people's unlimited wants and needs. As a science, it takes a scientific approach to establishing laws and theories and so is always a work in progress.

Economics is all around us, an increase in rail fares, shortages of funding for the NHS, the ban on new diesel and petrol cars by 2030, can be explained by using the core principles of Economics. It also gives us an understanding of concepts featured in the news on a daily basis, such as the national debt, inflation, and unemployment. Economics helps us to understand how people behave and how society develops and changes over time. It is the study of our everyday lives.

Economists are in healthy debate with each other over issues such as employment, the problem of pollution, and how to tackle poverty and improve living standards. It is this controversy which makes Economics lively and interesting and which allows you the opportunity to make your own judgements and form your own opinions.

What will you study?

The subject content has been grouped into three broad areas of study:

Microeconomics looks at how individual players in the economy such as households and firms interact. These interactions match what one party wants (demand) and what the other gives in exchange (supply). You will study demand and supply in labour markets as well as product markets, market failure, costs, revenues and profits and market structures.

Macroeconomics examines the whole economy – the total amount of activity by firms, households and the government. At the heart of macroeconomics is the flow of money around the economy. You will study macroeconomic objectives, macroeconomic theory, and policy instruments.

Global economics examines how different countries interact with each other through trade and investment. You will study international trade, non-UK economies and economic development.

What skills will you develop?

- An understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- Use enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic behaviour can be studied from a range of perspectives
- Analytical and quantitative skills together with qualities and attitudes which will equip you for the challenges, opportunities and responsibilities of adults and working life



How is Economics examined?

AS Level and A Level

AS Units

Unit 1: Introduction to Economic Principles

Written examination 1 hour 15 minutes

15% of A level qualification (37.5% of AS qualification)

Multiple-choice and structured questions. Covers the full AS content.

Unit 2: Economics in Action

Written examination: 2 hours

25% of A level qualification (62.5% of AS qualification)

Compulsory data response questions. Covers the full AS content.

A2 Units

Unit 3: Exploring Economic Behaviour

Written examination: 2 hours

30% of qualification

Structured questions. One compulsory data response.

Unit 4: Evaluating Economic Models and Policies

Written examination: 2 hours 30 minutes

30% of qualification

One essay in each section: Section 1 - Microeconomics
 Section 2 - Macroeconomics
 Section 3 - Trade and Development

Awarding Body: WJEC



AS/A LEVEL ENGLISH LITERATURE

Miss F. Earle, Head of English
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The aims and objectives of the A Level in English Literature are to enable pupils:

- to read widely and independently set texts and other material that they have selected for themselves;
- to engage critically and creatively with a substantial body of texts and with ways of responding to them;
- to develop and to apply effectively their knowledge of literary analysis and evaluation;
- to explore the contexts of the texts they are reading and others' interpretations of them;
- to undertake independent and sustained studies so as to deepen their appreciation and understanding of English Literature, including its changing traditions.

A Level English Literature is a two-year modular course, assessed through five units, in the form of four examinations and one piece of extended work (coursework).

YEAR 12

Unit 1: Drama /Prose

20% of the total qualification

Overview of content:

Pupils study:

- one play ● one novel; both from prescribed lists

Overview of assessment

- written examination, lasting 2 hours;
- closed - book format.

Unit 2: Poetry

20% of the total qualification

Overview of content:

Pupils study:

- two poetry texts from paired anthologies on a prescribed list.

Overview of assessment:

- written examination, lasting 2 hours;
- open-book format.

YEAR 13

Unit 3: Poetry

20% of the total qualification

Overview of content:

Pupils study:

- poetic form, meaning and language;
- a selection of pre-1900 specified poetry;

Overview of assessment

- written examination, lasting 2 hours
- open-book format.



Unit 4: Shakespeare

20% of the total qualification

Overview of content:

Pupils study:

- one play by Shakespeare from those on a prescribed list.

Overview of assessment:

- written examination, lasting 2 hours;
- closed-book format.

Unit 5: non-examination assessment

20% of the total qualification

Overview of content:

Pupils have a free choice of two prose texts to study.

Chosen texts:

- must be different from those studied in Component 1;

Overview of assessment:

Pupils produce one assignment:

- one extended comparative essay referring to two texts, one pre-2000, one post-2000;
- the word count is 2500–3500 words.



AQA Level 3 Extended Project Qualification

Mr C J Davies
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What is an EPQ?

The Extended Project Qualification (EPQ) is a stand-alone qualification designed to extend and develop pupils' skills in independent research and project management. The majority of our pupils in Year 12 in 2021-22 are working towards completing an EPQ. The EPQ is graded at A*-E. At A* the qualification offers 28 UCAS Points which is **the same as half an A Level**

Pupils are required, with appropriate supervision, to:

- choose an area of interest **from outside of their A Level Specifications**;
- draft a title and aims of the project for formal approval by the centre;
- plan, research and carry out the project;
- deliver a presentation to a non-specialist audience;
- provide evidence of all stages of project development and production for assessment.

Is it recognised by universities or employers?

The EPQ is awarded UCAS points worth half an A-level and is recognised by universities and employers; some leading universities, such as Southampton University, make alternative offers to pupils undertaking an EPQ

How does the EPQ relate to a pupil's other A Levels?

The EPQ requires pupils to carry out research on a topic that they have chosen and is **not covered by their other qualifications**. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production. A pupil can take inspiration from something studied in class or something completely unrelated to their studies.

Do many pupils do an EPQs?

Many EPQs are also interdisciplinary or in areas not typically studied at key stage 5. The EPQ is the perfect way to encourage pupils to extend and develop beyond the material being covered in class and explore their passion for a topic.

The EPQ can be taken as an extension of other Level 3 qualifications or vocational qualifications such as Modern Apprenticeships and is a compulsory element of the level 3 Diploma. The EPQ allows pupils 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) pupils:

- 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.

You can read more about the EPQ at: <https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993>

Awarding Body: AQA



AS/A LEVEL FRENCH

Miss F. Earle, Head of Communications

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WHY STUDY FRENCH?

- Studying French is a useful investment in the future. It can complement a career in a number of areas, and therefore make you more employable: consider what a bonus it would be in business to be able to deal with French-speaking clients in their own language – this is, after all the age of communication. Also, it is possible to continue French as a subsidiary to quite a few degree subjects, such as Business Studies.
- It is viewed by universities as adding breadth and contrast as a fourth AS or A Level, and combines constructively with any other subject
- It is an opportunity to discover a culture which is quite different from our own, yet is geographically close: you may discover that the way you think fits quite well with the French, who prioritise work much less highly than we do (whereas we live to work, they work to live)
- It is a significant academic subject in its own right, one which is respected as illustrating a particular ability to think logically and to take care of detail
- It gives you a chance to view your other subjects from a different angle, for example, literature from the French perspective, the European dimension from the French point of view
- It gives you an excellent excuse to spend some time in France!

COURSE CONTENT AND METHODOLOGY

We cover a variety of topics and types of language; for example, we deal with such matters as immigration, politics & artistic culture, including a study of a French film and a novel or play selected from the syllabus.

Our methodology is based around the same four skills covered at GCSE, but in an extended format, and we use AQA-approved textbooks in both print and digital format.

The department regularly attends courses, conferences and performances in order to enhance pupils' absorption of the subject, and so as to acquire as much examination technique as possible.

ASSESSMENT

The progress you are making is measured by assessments tasks that take place every half term and, of course, by the work you produce on a weekly basis inside and outside the classroom.

Module	Topic	Length	AS Weighting	A-level Weighting	Paper
Paper 1	Listening, Reading & Writing	1 h 45 min/ 2 h 30 min	45%	50%	A2
Paper 2	Writing	1 hr 30 min/ 2hr	25%	20%	A2
Paper 3	Speaking	12-14 min 21- 23 min	30%	30%	A2

Awarding Body: AQA



AS/A LEVEL GEOGRAPHY

Mrs Fleur Coates, Head of Humanities

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Why study Geography?

Firstly, Geography is a good choice because it encompasses a knowledge and understanding of the world around us, both in terms of the physical and the human. With regard to difficulty, Geography is in the middle of a wide range of subjects, and it fits in well with many other disciplines, being regarded very highly by universities as valuable for entry to a wide range of courses. Geography graduates from university are much in demand because they are highly employable with a wide range of practical skills, and they can take an overview of wide-ranging data.

Geography sits extremely well with both science and arts subjects, and the range of sensible groupings is wide - here is a compelling argument for a pupil wanting a science-based career to widen his or her studies by incorporating Geography. We are enthusiastic about the course we run, and are committed to getting you the best result possible; we have an enviable record in achieving this.

Course content and methodology

There are 3 compulsory papers and one piece of coursework

Paper 1

Written examination: 2 hours and 15 minutes (30% of the qualification, 105 marks)

Content overview

- Area of study 1, Topic 1: Tectonic Processes and Hazards
- Area of study 2, Topic 2: Glaciated Landscapes and Change
- Area of study 3, Topic 3: The Water Cycle and Water Insecurity
- Area of study 3, Topic 4: The Carbon Cycle and Energy Security

Assessment overview

An externally-assessed written examination comprising three sections.

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions.

Paper 2

Written examination: 2 hours and 15 minutes (30% of the qualification, 105 marks)

Content overview

- Area of study 2, Topic 3: Globalisation
- Area of study 2, Topic 4: Shaping Places – including optional sub-topics from which pupils choose **one** of two: 4A Regenerating Places or 4B Diverse Places
- Area of study 4, Topic 7: Superpowers
- Area of study 4, Topic 8: Global Development and Connections – including optional sub-topics from which pupils choose **one** of two: 8A Health, Human Rights and Intervention or 8B Migration, Identity and Sovereignty

Assessment overview

An externally-assessed written examination comprising three sections.

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions.



Paper 3

Written examination: 2 hours and 15 minutes (20% of the qualification, 70 marks)

Content overview

The specification contains three synoptic themes within the compulsory content areas:

- Players;
- Attitudes and actions;
- Futures and uncertainties.

The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Assessment overview

An externally-assessed written examination. A resource booklet will contain information about the geographical issue.

Sections A, B and C all draw synoptically upon knowledge and understanding from compulsory content drawn from different parts of the course.

The examination may include short open, open-response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions.

Coursework:

Independent Investigation (Non-examined assessment, 20% of the qualification, 70 marks)

Content overview

- The pupil defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification
- The pupil's investigation will incorporate fieldwork data (collected individually or as part of a group), as well as his or her own research and/or secondary data
- The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human
- The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing
- Pupils will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.

Assessment overview

- The investigation report is internally assessed and externally moderated.
- The pupil will produce a written report of 3000–4000 words

Coursework and fieldwork

The Geography department has been running residential field courses for many years. International field work usually plays an important role in the course.

Awarding Body: Edexcel



AS/A LEVEL HISTORY

Mrs Fleur Coates, Head of Humanities Faculty
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Why study History?

'Historians are dangerous people. They are capable of upsetting everything.' (Nikita Khrushchev)

Are you a 'dangerous' person? Do you question people and values? Do you have your own opinions and stand up for them? If so, then A Level History is for you, for History teaches and refines the skills of argument and analysis as based on human experience. The historian deals with actual events and real people, and an understanding of our past is fundamental when dealing with present-day problems and conflicts. History gives us an insight into the development of our society's beliefs and foundations.

Has History any use? The answer has to be yes. The History pupil learns to collect, collate, order, analyse and evaluate information; to present a case, to criticise and to compile a report. These are very important skills, applicable in many walks of life, such as Law, Finance, Civil Service, Journalism, Armed Forces and Business. Furthermore, the Russell Group, when publishing a list of desired qualifications for University applicants, has always placed History upon it. History pupils rarely end up as History teachers!

This is an exciting, modern and varied course which caters for all historical tastes and abilities. If you have any further questions or queries, please do come and talk to us.

Course content and methodology

In the Lower Sixth, we study:

The Crusades, 1095–1204 Anglo-Saxon England and the Anglo-Norman Kingdom, 1053–1106

In the Upper Sixth, we study:

The Making of Modern Russia 1855 - 1991

Pupils also complete a 3000-word extended piece writing in which they analyse and evaluate the historiography of an historical event or person.

All of the modules are examined at the end of the Upper Sixth year.

Requirements:

Much of the time and emphasis is placed upon individual study and reading in preparation for seminars, discussion, source-based work and essay writing, as a result, reasonable basic literacy is necessary. You do not necessarily have to have studied GCSE History to pursue A Level.

Awarding Body: Edexcel



AS/A LEVEL MATHEMATICS

Mrs Rhian Williams, Head of Mathematics Faculty
REWilliams@rydalpenrhos.com

Mathematics is offered as a single A Level, **Mathematics**, or as a double A Level, **Double Mathematics**, when combined with the study of Further Mathematics (see below).

Course content

In the Sixth Form, Mathematics is studied as a 2-year modular course, covering a combination of aspects from Pure Mathematics (Core Mathematics), Mechanics and Statistics. AS examinations will take place at the end of year 12 with A2 examinations at the end of Year 13.

PURE MATHEMATICS. Here you will continue the study of algebra, trigonometry and geometry, although it should be said that, following some reminders of what you ought to know already, these topics take on a new meaning. Algebra becomes much more rigorous and, to be successful, you will need to be able to use it confidently in various situations; trigonometry is generalised and ceases to be concerned with finding the height of a tree across a river, whilst A Level geometry is tackled mainly using an algebraic approach.

To these are added mathematical proof, and the study of calculus (the Mathematics of movement and change), one of the most important topics in advanced Mathematics. In fact, any situation involving a rate of change is described mathematically in the language of calculus, and knowledge of this topic is a basic necessity for a scientific education and a pre-requisite for a serious study of the physical sciences or engineering.

MECHANICS. We are all familiar with and experience motion in a variety of ways as a feature of everyday life; we think of the motion of a vehicle on the road, the waves on the seashore, a bird in the air, a rugby ball gliding between the posts for two more points or the impact of a hockey ball as it rebounds off the wall at the back of the net etc. In this course you will learn how certain systems move and why they move in that particular way. You will investigate how various forces interact in order to cause something to move (dynamics), or indeed how they behave in order to prevent an object from moving (statics). Many of the techniques learned in Pure Mathematics are used to help in the solution of mechanics problems.

STATISTICS. “The art of decision-making in the face of uncertainty”. As with many words in our English language, ‘statistics’ has different meanings for different people; some of us, on hearing this word, think of tables of births, deaths, car accidents or points scored for or against. But “statistics” is also the name given to a branch of applied Mathematics which has its own terminology, content, notation, rules and techniques, and this course seeks to help the pupil to master some of these techniques. The course goes into the theory of statistical sampling and frequency distributions and, after a deeper study of probability, you should be able to draw sensible conclusions about data and conduct some hypothesis testing. You will then be able to make sensible judgements in situations where there is not enough information available to be certain about what will eventually happen, and the methods you study here can be applied in many areas of Geography, Economics, Biology or Psychology.

Assessment

AS

AS Unit 1: Pure Mathematics A
2 Hours 30 minutes
25% of overall qualification

AS Unit 2: Applied Mathematics
1 hour 45 minutes
15% of qualification

A2

A2 Unit 3: Pure Mathematics B
2 Hours 30 minutes
35% of overall qualification

A2 Unit 4: Applied Mathematics
1 hour 45 minutes
25% of qualification



Entry requirements

The recommended entry requirement is GCSE/IGCSE Mathematics at grade 7, 8 or 9 (A* or A).

Pupils holding only a grade 6 have tended to find these courses extremely challenging, and pupils in this position are strongly advised to give very serious thought prior to selecting this subject; some pupils may also be required to attend additional booster lessons.

It is vitally important that prospective A Level mathematicians should realise that they need to be interested in the challenge the subject offers, as well as being mathematically competent.

Although the amount of ‘reading around the subject’ is relatively small when compared to other subjects, you must be prepared to allocate a vast amount of private study time to solving mathematical problems – this is the only way to ensure eventual success.



AS/A LEVEL FURTHER MATHEMATICS

Mrs Rbrian Williams, Head of Mathematics Faculty
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Why study Further Mathematics?

Further Mathematics allows able mathematicians really to stretch themselves; it provides an opportunity for intellectual challenge. It is also recognised as excellent preparation for mathematical or scientific studies at degree level, and some universities require Mathematics and Further Mathematics for entry to their Engineering or Mathematics courses.

Course content

Courses offered: A Level Mathematics and A Level Further Mathematics; or A Level Mathematics and AS-level Further Mathematics.

The **Further Pure Mathematics** core syllabus (Further Pure Mathematics 1 and Further Pure Mathematics 2) includes more advanced methods and applications of differentiation and integration, an introduction and analysis of complex numbers, further work on vectors and the investigation of matrix algebra. The solution of differential equations (which commonly arise in scientific and physical situations) are studied, as well as the properties of the curves of ellipses, parabola and hyperbolae, and an introduction to hyperbolic functions; all are key components of the course.

In addition, two Option papers are also chosen, depending on the strengths of the pupils in the class:

Further Mechanics units involve the study of kinematics (including momentum and impulse), centres of mass, collisions, work and energy, elastic strings and springs, further dynamics and motion in a circle;

Further Statistics units examine linear regression and correlation, discrete and continuous distributions, combinations of random variables, confidence intervals, hypothesis testing and estimators.

There may be the possibility of studying **Decision Mathematics** as part of the Further Mathematics course. This area of mathematics studies methods commonly used in business, such as critical path analysis, linear programming, algorithms and graph theory, and flows in networks.



Assessment

MATHEMATICS

Unit	Topic	Time	AS	A Level
Paper 1	Pure Mathematics 1	2 hours	66.7%	33.3%
Paper 2	Pure Mathematics 2 (A Level only)	2 hours		33.3%
	Topics: Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors, <i>Numerical methods</i> (A Level only).			
Paper 3	Statistics and Mechanics	2 hours		33.3%
		1 hour	33.3%	
	Section A (Statistics): Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing. Section B (Mechanics): Quantities and units in mechanics, Kinematics, Forces and Newton's laws, <i>Moments</i> (A Level only).			

FURTHER MATHEMATICS

Unit	Topic	Time	AS	A Level
Paper 1	Further Pure Mathematics 1 (compulsory for AS and A Level)	1h 30	50.0%	25.0%
	Topics: Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors			
Paper 2	Further Pure Mathematics 2 (compulsory for A Level; optional for AS)	1h 30	50.0%	25.0%
	Topics: Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations			
Paper 3	Further Mathematics Option 1 (for AS or A Level) A choice of:	1h 30	50.0%	25.0%
	Further Statistics 1 Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests Further Mechanics 1 Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs			
Paper 4	Further Mathematics Option 2 (for A Level only) A choice of:	1h 30		25.0%
	Further Statistics 2 (Further Statistics 1 for Paper 3 required as a prerequisite) Probability distributions, Combinations of random variables, Estimation, Confidence intervals and tests using a normal distribution, Other hypothesis tests and confidence intervals, Probability generating functions, Quality of tests and estimators Further Mechanics 1 Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs Further Mechanics 2 (Further Mechanics 1 for Paper 3 required as a prerequisite) Further kinematics, Further dynamics, Motion in a circle, Statics of rigid bodies, Elastic collisions in two dimensions Decision Mathematics 1 Algorithms and graph theory, Algorithms on graphs, Critical path analysis, Linear programming			

Entry requirements

The recommended entry requirement is GCSE/IGCSE Mathematics, grade 8 or 9 (A*), **alongside the agreement of the Head of Mathematics.**

It is vitally important that prospective A Level double mathematicians should realise that they need to be interested in the challenge the subject offers, as well as being more than mathematically competent.

Awarding Body: Edexcel



AS/A LEVEL MUSIC

Mr Peter Williams, Director of Music

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Why study Music?

This course gives the creative musician the opportunity to study a wide range of musical styles, including Western classical, contemporary, jazz, rock and popular, developing a broad range of skills of analysis and understanding. The course is very diverse, and composition is also taught in a wide range of styles, using traditional and contemporary idioms, as well as exploring the use of ICT packages and of sound manipulation. There is also the opportunity for the young performer to develop his or her skills in preparing recitals, developing and honing individual skills, and also learning a new instrument.

Rydal Penrhos is a very musically-active school. In a climate of hands-on, independent learning, the music pupil will be given the greatest possible number of opportunities to perform regularly in our thriving and developing bands, choirs, orchestra and chamber groups. There is a regular concert series, and we enjoy excellent facilities including a suite of practice rooms, a recording studio and ICT. Below is an overview of both AS Level and A Level Music.

Qualifications at a glance

This specification is divided into a total of 6 units, 3 AS units and 3 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS Level Music

Component	Overview	Assessment
Component 1 Performing 12% of qualification Visiting examiner	Total performance time of 6 - 8 minutes A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.	Total of 60 marks
Component 2 Composing 12% of qualification NEA	Two compositions: 1. A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the year in which the unit is to be assessed. 2. A free composition of at least 2 minutes duration.	Total of 54 marks
Component 3 Appraising 16% of qualification Written examination	Two areas of study: Area of study A: The Western Classical Tradition (Part 1) Either: <input type="checkbox"/> The Symphony 1760-1830 including one set work, <i>Symphony Number 103, Drum Roll</i> , Haydn, Movements 1 and 2. Or: <input type="checkbox"/> Religious Choral Music 1730-1800 including one set work, <i>Requiem</i> ,	Exam 1hr 30 mins Total 72 marks



	<p>Mozart (<i>Requiem, Dies Irae, Tuba Mirum and Rex Tremendae</i>).</p> <p>A choice of one area of study from:</p> <p>Area of study B: Rock and Pop 1965-1990</p> <p>Area of study C: Musical Theatre, <i>Porter, Rodgers, Schönberg</i> and <i>Lloyd-Webber</i></p> <ul style="list-style-type: none"> Area of study D: Jazz 1940-1965. 	
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A level music, the above plus a further 3 units

A2 Level Music

Component	Overview	Assessment
<p>Component 4 Performing Option A: 22% of qualification Option B: 14% of qualification Visiting examiner</p>	<p>Option A: Total duration of performances: 10-12 minutes</p> <p>A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.</p> <p>Option B: Total duration of performances: 6-8 minutes</p> <p>A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.</p>	<p>Option A - Total of 90 marks</p> <p>Option B – Total of 60 marks</p>
<p>Component 5 Composing Option A: 14% of qualification Option B: 22% of qualification NEA</p>	<p>Option A: Total duration of compositions: 3-6 minutes</p> <p>Two compositions:</p> <ol style="list-style-type: none"> A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. <p>Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the unit is to be assessed.</p> <ol style="list-style-type: none"> A free composition of at least 2 minutes duration. <p>Or</p> <p>Option B: Total duration of compositions: 5-9 minutes</p> <p>Three compositions:</p> <ol style="list-style-type: none"> A piece of at least 1 minute duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC. 	<p>Option A - Total of 54 marks</p> <p>Option B – Total of 90 marks</p>



	<p>Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the unit is to be assessed.</p> <p>2. A free composition reflecting one other different area of study of at least 2 minutes duration.</p> <p>3. A free composition of at least 2 minutes duration.</p>	
<p>Component 6 Appraising 24% of qualification Written examination</p>	<p>Two areas of study: <u>Area of study E: The Western Classical Tradition (Part 2)</u> <i>Either:</i></p> <ul style="list-style-type: none"> • The Symphony 1830-1910 including one set work, <i>Symphony Number 1, Movement 4</i>, Brahms <p><i>Or:</i></p> <ul style="list-style-type: none"> • Religious Choral Music 1800-1890 including one set work, <i>Requiem, Verdi (Dies Irae)</i> <p><u>Area of study F: Music of the Twentieth and Twenty-first Centuries</u> Learners choose one strand from list A and one strand from list B.</p> <p>List A <i>Either:</i></p> <ul style="list-style-type: none"> • Strand 1: Impressionism including one set work, <i>Reflets Dans L'eau</i>, Debussy and two subsidiary pieces <i>Colloque Sentimental</i>, Debussy and <i>Mother Goose (Ballet) (Prelude)</i>, Ravel <p><i>Or:</i></p> <ul style="list-style-type: none"> • Strand 2: Chamber Music in Wales including one set work, <i>Night Dances</i>, Plowman and two subsidiary pieces: <i>Ariel</i>, Samuel and <i>Tango Passacaglia</i>, Wilson-Dickson <p>List B <i>Either:</i></p> <ul style="list-style-type: none"> • Strand 3: Popular Music in Wales, <i>Gruff Rhys</i>, <i>Super Furry Animals</i>, <i>The Manic Street Preachers</i> and <i>Kiszczy Cranford</i> <p><i>Or:</i></p> <ul style="list-style-type: none"> • Strand 4: American Musical Theatre, <i>Stephen Sondheim</i> and <i>Stephen Schwartz</i> <p><i>Or:</i></p> <ul style="list-style-type: none"> • Strand 5: Jazz Legends, <i>Duke Ellington</i> and <i>Miles Davis</i>. 	<p>Exam 2 hr 15 mins Total 80 marks</p>

Awarding Body: WJEC



AS/A LEVEL SPANISH

Miss F. Earle, Head of Communications

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WHY STUDY SPANISH?

- Studying Spanish is a useful investment in the future. It can complement a career in a number of areas, and therefore make you more employable: consider what a bonus it would be in business to be able to deal with Spanish-speaking clients in their own language – this is, after all the age of communication. Also, it is possible to continue Spanish as a subsidiary to quite a few degree subjects, such as Business Studies.
- It is viewed by universities as adding breadth and contrast as a fourth AS or A Level, and combines constructively with any other subject
- It is an opportunity to discover a culture which is quite different from our own, yet is geographically close: you may discover that the way you think fits quite well with the Spanish, who prioritise work much less highly than we do (whereas we live to work, they work to live)
- It is a significant academic subject in its own right, one which is respected as illustrating a particular ability to think logically and to take care of detail
- It gives you a chance to view your other subjects from a different angle, for example, literature from the Spanish perspective, the European dimension from the Spanish point of view
- It gives you an excellent excuse to spend some time in Spain!

COURSE CONTENT AND METHODOLOGY

We cover a variety of topics and types of language; for example, we deal with such matters as immigration, politics & artistic culture, including a study of a Spanish film and a novel or play selected from the syllabus.

Our methodology is based around the same four skills covered at GCSE, but in an extended format, and we use AQA-approved textbooks in both print and digital format.

The department regularly attends courses, conferences and performances in order to enhance pupils' absorption of the subject, and so as to acquire as much examination technique as possible.

ASSESSMENT

The progress you are making is measured by assessments tasks that take place every half term and, of course, by the work you produce on a weekly basis inside and outside the classroom.

Module	Topic	Length	AS Weighting	A-level Weighting	Paper
Paper 1	Listening, Reading & Writing	1 h 45 min/ 2 h 30 min	45%	50%	A2
Paper 2	Writing	1 hr 30 min/ 2hr	25%	20%	A2
Paper 3	Speaking	12-14 min 21- 23 min	30%	30%	A2

Awarding Body: AQA



AS/A LEVEL PHYSICS

Mr David Robson, Head of Science Faculty

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Why study Physics?

Physics provides a route into many careers. These prospects are not only confined to research, for they extend into a wide range of industries, into food, finance, marketing, law and management - indeed, anywhere that there might be a call for an ability to analyse and model complex situations. A decisive factor in choosing Physics at A Level should be whether the GCSE course has been found to be interesting and enjoyable, although there is a major change of emphasis from the largely factual knowledge at GCSE to a requirement for much greater understanding and problem-solving ability at A Level. It is also worth noting that the majority of Rydal Penrhos pupils who have gained places at either Oxford, Cambridge or MIT studied Physics in the Sixth Form, and that many of these candidates are reading, or have read either Physics or the directly-related subject of Engineering.

Component	Topic	Time	AS Level	A Level
1	Motion, Energy and Matter	1h 30	50%	20%
2	Electricity and Light	1h 30	50%	20%
3	Oscillations and Nuclei	2h 15		25%
4	Fields and Options	2h 15		25%
5	Practical Examination			10%

The Institute of Physics lists 6 particular attributes that should be possessed by a physicist:

1. **mathematical ability** – physicists describe events in precise, mathematical terms, rather than broad generalities;
2. **an enquiring mind** – physicists are interested in discovering how things work, and in understanding the underlying principles;
3. **adaptability** – physicists need a readiness to learn new skills throughout their careers so as to cope with advances in science and technology;
4. **social skills** – physicists need to talk and discuss with colleagues, supervise assistants and communicate their ideas clearly;
5. **practical ability** – physicists design and build apparatus to explore and exploit properties of the physical world;
6. **good powers of observation** – physicists need to look at events objectively and record observations accurately.

Awarding Body: WJEC



SPORT & PHYSICAL ACTIVITY LEADERSHIP – CAMBRIDGE TECHNICAL

Mrs Nicky Head; Head of Physical Education
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CAMBRIDGE TECHNICAL FOUNDATION DIPLOMA IN SPORT AND PHYSICAL ACTIVITY LEADERSHIP (2016 SUITE) (1 ½ A LEVELS)

If you are thinking of a career in physiotherapy, personal training or sports development, then this is the course for you. The qualification allows pupils to sample a broad range of topics which facilitate the continuation of their education in a wide range of sports-related courses at good Universities. Pupils complete units of work by submitting university-type assignments and external examinations. The course provides a good foundation for academic writing at undergraduate level due to the nature of the assignment-writing, topic research, Harvard Referencing and the need continually to meet deadlines. On completion of each unit you will be awarded a Pass (*E equivalent*), Merit (*C equivalent*), Distinction (*A equivalent*) Distinction* (*A* equivalent*). Which will then equate to your final grade.

UCAS Tariff Summary

Grade	Points
D*D*	84
D*D	78
DD	72
DM	60

Course Overview

Unit	Title	Assessment
1	Body systems and the effects of physical activity	External examination, January 2023
2	Sports coaching and activity leadership	Assignment
3	Sports organisation and development	External examination, January 2023
4	Working Safely in sport, health and leisure	External Examination May 2023
8	Organisation of a sports Event	Assignment
11	Physical activity for specific groups	Assignment
12	Nutrition and diet for sport and exercise	Assignment
17	Sports injuries and rehabilitation	Assignment
18	Practical Skills in Sport and Physical Activity	Assignment/Practical

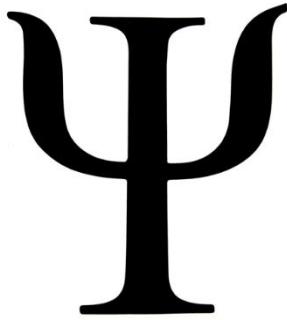
Awarding Body: OCR



AS/A LEVEL PSYCHOLOGY

Mrs Fleur Coates, Head of Humanities Faculty

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WJEC AS/A Level Psychology qualification offers an engaging and effective foundation to the subject which appeals to a cross-section of pupils, regardless of whether they have studied the subject before. The qualifications are linear, with the pupils sitting AS units at the end of Year 12 and the A2 Units at the end of Year 13.

Pupils learn about Grand Theories and modern approaches in Psychology that are in common practice and support a wide range of academic subjects. Pupils may also develop skills such as critical analysis, deductive reasoning, and research methods, valued by both further and higher education. In the second year, pupils carry out teacher led research projects validated by WJEC and observe Ethical guidance issued by the British Psychological Society. Research is an integral part of the course, and

pupils will be expected to carry out a variety of practical work. The course builds upon their analytical and research capacities, developing sufficient skills to enable them to design and conduct research in the subject area.

This is a stimulating qualification that can also lead to direct entry to a range of careers in a range of professional employment opportunities and traineeships. It has the advantage of being both a Science and an Art discipline, the pupils learn about both routes into higher learning, making Psychology a subject that compliments a broad range of other subjects at KS5.

Pupil feedback suggests that they find the subjects very relevant to their own lives, and that they enjoy finding out about the science behind topics such as neuroscience, gender, ethics, psychodynamics, and mindfulness. It helps them to understand what is going on around them and how they can put some of the knowledge gained into self-care and in practical situations.

Psychology is part of the pupil experience and by learning more about this subject, pupils are invited to formulate their opinions and debates in interactive sessions with their teacher and use WJEC's 'Blended Learning' tools which enhance group discussion, encourages participation, and improves individual confidence.

Year 1 – AS. Unit 1: Psychology: Past to Present

Biological, Behavioural, Psychodynamic, Positive & Cognitive Approaches.

Worth 20% of the full A Level.

Assessment: 1hr 30mins, short and longer answer essay questions.

Year 1 – AS. Unit 2: Using Psychological Concepts.

Apply the learnt approaches from Unit 1 to a contemporary issue. E.g. the reliability of eye witness testimony. Plus the Principles of Research, students study methods of investigating psychological

Worth 20% of the full A Level.

Assessment: 1hr 30mins, short and longer answer

Year 2 – A Unit 3: Psychology: Implications in the Real World.

Controversies such as gender and culture bias. Applied to Options: Addiction, Schizophrenia and Criminal Behaviour.

(Options may change as students decide).

Worth 40% of the full A Level.

Assessment: 2hrs 30mins, longer essay style questions.

Year 2 – A Unit 4: Applied Research Methods

Personal investigations carried out into a phenomenon chosen by WJEC and directed by teacher/student together.

Students will also be required to use their knowledge of Research Methods and provide answers on Validity, Qualitative Vs Quantitative methods and Ethical issues. 20% of full A level.

Assessment: 1hr 30mins.

Awarding Body: WJEC



AS/A LEVEL RELIGIOUS STUDIES

Mrs Fleur Coates, Head of Humanities Faculty

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WHY STUDY RELIGIOUS STUDIES?

The aim of the course is to encourage pupils to develop their interest and enthusiasm for the study of religion, and to relate it to the wider world. Pupils will develop their knowledge and understanding, and will gain an enquiring and reflective approach; they will expand their own ideas and opinions in the light of their learning.

The course involves critical academic study which should challenge the believer as well as the sceptic. The syllabus is deemed to be accessible to pupils of any faith or none, and is open to any pupil who has demonstrated a good level of ability at GCSE in subjects such as English Literature or History. Pupils entering the Sixth Form who have not taken Religious Studies at GCSE are welcome.

Religious Studies is a very helpful academic qualification when applying to Universities for a wide range of courses. It is also a useful qualification when applying for jobs which involve working with people, such as law, the police, banking, journalism, nursing, the Civil Service, teaching and many businesses.

It provides an excellent opportunity to develop skills such as analytical and logical thinking, to write lucidly and coherently, to develop an argument, to evaluate ideas, and to grapple with some of the 'big' issues.

Religious Studies seeks to develop an enquiring mind and an ability to come to informed decisions, with opportunities to think at some depth about ethical issues as well as questions of belief.

COURSE CONTENT

AS LEVEL

Philosophy of Religion

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil

Religion and Ethics

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance

Developments in Religious Thought (Christianity)

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition



A2 LEVEL

Philosophy of Religion

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil
- ideas about the nature of God
- issues in religious language.

Religion and Ethics

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought
- debates surrounding the significant idea of conscience
- sexual ethics and the influence on ethical thought of developments in religious beliefs.

Developments in Religious Thought (Christianity)

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition
- significant social and historical developments in theology and religious thought
- key themes related to the relationship between religion and society.

ASSESSMENT

There is no coursework at AS or A2 Level. AS Religious Studies forms the first half of the A Level GCE course, however pupils can take it on its own for a certificate at AS Level.

AS Level

	Component title	Marks	Duration	Weighting
Component 1	Philosophy of Religion Two questions chosen from three	60	1 hour 15 minutes written paper	33.3%
Component 2	Religion and Ethics Two questions chosen from three	60	1 hour 15 minutes written paper	33.3%
Component 3	Development in Religious Thought Two questions chosen from three	60	1 hour 15 minutes written paper	33.3%

A2 Level

	Component title	Marks	Duration	Weighting
Component 1	Philosophy of Religion Three questions chosen from four	120	2 hours	33.3%
Component 2	Religion and Ethics Three questions chosen from four	120	2 hours	33.3%
Component 3	Development in Religious Thought Three questions chosen from four	120	2 hours	33.3%

Awarding Body: OCR

