The Sixth Form

at The Royal School Wolverhampton



theroyalschool.co.uk

COURSES AND FURTHER INFORMATION

Excellence for All

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Welcome to the Sixth Form



The Sixth Form at The Royal embodies the school's values of Respect, Trust, Initiative, Community and Risk. A record of academic excellence along with a commitment to developing leadership, determination, resilience and flair, enables every student to reach their full potential within a challenging but nurturing environment.

As a sixth former at The Royal School, you join a vibrant, inclusive community in which every member is valued and supported. Our Sixth Form team is dedicated to supporting you academically, pastorally and preparing you for next steps, whether it be university, degree apprenticeship or the world of work.

We combine a specialism in the STEM subjects of Science, Technology, Engineering and Maths with a broad range of A-Level and BTEC subjects; students do particularly well in the traditional facilitating subjects required by Russell Group universities. With an outstanding programme of enrichment and co-curriculum, all students are encouraged to explore a range of talents, develop skills for life and build aspiration and self-esteem. Trips, visits and engagement with the community are part of everyday life at The Royal School. Whether it's a visit to the Gambia, taking part in Combined Cadet Force (CCF), Duke of Edinburgh Award, or becoming a member of the vibrant prefect team, there really is something for everybody.

The Royal School offers a unique sixth form experience, combining traditional values and behaviours, with a dynamic curriculum and a highly personalised environment which places great emphasis on getting to know every student as an individual.

Please read on for more information about how to apply for sixth form study at The Royal School, what sixth form life is like, and how to choose the right programme to ensure your continued success.

CHOOSING THE RIGHT COURSES

How many subjects can I study?

At The Royal you can choose from a wide range of A Level subjects and a selection of Applied BTEC subjects. You will follow a tailored programme of 3 subjects in Year 12, depending on your university and career aspirations. There is also the option to take additional qualifications such as Extended Project Qualification (EPQ)

The courses you take in the sixth form will directly affect your university or career next-steps. You will need to consider your course of study very carefully.

- Research, discuss, ask questions and take time to make the right decision.
- Talk to your parents, your tutor, people you know in the Sixth Form already.
- Talk to the staff who deliver your courses and ask them to show you textbooks and pupils' work.
- Do not choose subjects just because your friends are or because your parents tell you to, do them because they are right for you and your future.
- Choose subjects in which you have natural ability, that are necessary for a chosen university course.
- Look at the modes of assessments for each course. We have made 'at a glance' graphs for each subject both to help you understand how much of the final assessment is essay-based or practically-based.

SIXTH FORM LIFE

Are you treated differently?

Yes! The Sixth Form students are the school's senior pupils. You set an example to younger students and are given the respect you earn. Also, members of staff treat you much more as adults; when students start in the sixth form they often say that this is the biggest difference. You have much more independence but you are still required to dress smartly, attend registration and lessons punctually.

What do you do in study periods?

Students are expected to use non-lesson time for studying or adding valuable related experience. There is a library with a quiet area for sole use of the sixth formers. You may also prefer to study in the more relaxed atmosphere of the Sixth Form Centre. Students also use subject-specific rooms for art and technology.

- The Sixth Form Centre is an area where you can relax and unwind but it is also a study area where noise and distractions should be kept to a minimum.

Welcome to the Sixth Form



- You can volunteer to support learning in primary or as a mentor in senior school; this is a great addition for any university or job application.
- You will have opportunities to take up sporting activities and we encourage you to set up or join your own clubs.
- Some of you will have prefect duties to perform.
- You will be expected to use your 'free' time wisely from the outset. Getting into good learning habits is undoubtedly the key to success.

What support is available?

Your form tutor will be your first point of contact if you have any issues. They will help you solve problems and ultimately help you achieve your full potential. Your form will also have a Form Captain. This is a responsible student, nominated by the form group and they will be a good person to ask for advice.

- There is a large prefect team and their duties are diverse. Their job is to be there for you and try to actively engage you in whole-school activities. They act as role models and represent the school at important events. You can apply to be a prefect yourself in the spring term of Year 12. It is an excellent addition for your UCAS application.
- If you need help in one of your subjects, you should ask staff in the department - your teachers will be happy to help.
- Support for Learning department is available to assist with key pieces of work, applying for extra time for exams and helping to remove any barriers to your learning.
- If you have boarding issues such as booking tickets or getting laundry back, the best person is your House Parent. Keep a keen eye on notices in the Sixth Form Centre, your form room and your boarding houses.

UCAS TARIFF SYSTEM

When you apply to a university course, you will need to meet the entry criteria set by the university. You should choose a course for which you can realistically get the grades. We base all our estimated grades on evidence from internal assessments and external examinations. If you have low scores at the end of the first year, it is difficult to predict you high grades for a place for university.

Grade	UCAS tariff
A*	56
A	48
B	40
C	32
D	24
E	16

The most important website for information and applying to UCAS is **http://search.ucas.com**. Your tutors will set up an account for you when the application process starts.
http://www.thecompleteuniversityguide.co.uk/ is a good web site to look at league tables for different subjects.
http://www.guardian.co.uk/education/universityguide is another website that looks at league tables and has news about university life.

APPLYING TO UNIVERSITY

University preparation starts before you enter the Sixth Form. You will be interviewed on entry to determine your direction of study and advice given for subjects and any recommended work experience. During year 12 you will be guided to produce a suitable personal statement, or an application for your chosen career route. We have a 'scaffolded' approach where we support your learning trips to different universities and exhibitions to begin the process and will support all aspects of the application process.

In preparation for your university (UCAS) application, you will need to spend some time considering the following:

1. What grades will you realistically get for each of your subjects?
2. What information does your CAT4 test tell you about your next stage of study?
3. What courses are you considering?
4. What are the entry requirements for the courses?

Welcome to the Sixth Form



Remember that Year 12 is the best time to visit universities, take part in open days, conferences and attend the presentations organised in our school by various institutions. We also encourage you to explore the current prospectuses and career guides, which you will find in the Sixth Form Centre and in the library.

What else is on offer in the Sixth Form?

Universities and employers want to see well-rounded young people at interviews. You will need to show that you have interests and hobbies to offer and this is evidenced by what you do with your non-study time. For example, playing for the school football team can tell us a lot about you - you are committed, a team player, have leadership qualities, are reliable, show determination, are supportive of your peers, are organised, etc.

Work experience

Year 12 is a good time to decide about your career and to get some work experience in the field that you feel passionate about. It gives you an insight into what the future may be like, makes you more confident in your choice and will help your application to stand out. The careers department in school will support you in finding suitable placements and local opportunities.

SPORTING FACILITIES AT THE ROYAL

At The Royal we have a Sports Centre and Hilda Hayward Swimming Pool that was opened in September 2006, by Prince Edward. This is the home of the school's 25m swimming pool, a gymnasium with facility for basketball or badminton, a dance studio and a seminar room. In addition, there are also wet and dry changing room facilities. The school has a full-size Astroturf pitch for football and hockey and a separate football pitch. We also have tennis courts, cricket pitch and pavilion.

Basketball

The Royal Basketball teams (girls and boys) train weekly and play fixtures against other teams within the City of Wolverhampton.

Football (boys)

Football is played in all age groups at The Royal with the school being able to field a first eleven team and second eleven team very frequently. Training is held on Mondays and Wednesdays during activity time on the Astroturf. Matches are normally played during the games lesson on a Wednesday afternoon.

Swimming (unisex)

Swimming at The Royal has really taken off since the introduction of the elite swimming squad. For all Sixth Form pupils, swimming is available during your games lesson and some lunchtimes. This can either be recreational or competitive swimming.

Swimming is also available to boarders on Sunday evenings. The Royal has a renowned swimming team which wins the City Championships and it will offer you a chance to race with other teenage swimmers from around the Wolverhampton area.

The Royal has won all the city swimming championships for both boys and girls in recent years, the school teams being made up of both elite squad and non-elite squad swimmers. The Elite swim squad trains for events at both national and international level such as the London 2012 and the 2016 Olympics, European Junior Championships and World Junior Championships.

Table Tennis (unisex)

We have indoor and outdoor tables. Last year the senior table tennis teams won the City Senior table tennis championships.

Athletics/sports day (unisex)

This takes place once a year and is held in the last term at Aldersley Athletics Stadium. Sports day gives you the opportunity to represent your competition house and participate in a "Mini Olympics." During sports day you will be given the opportunity to take part in running races and field events such as long jump, high jump and javelin. This is a great afternoon for everybody and you are encouraged to take part!

Interact - Rotary International

The school has established an Interact Club in association with two local Rotary Club groups and with the support of an international

Welcome to the Sixth Form

network of Interact clubs. The club aims to draw members from year 9 to year 13 and meetings are held once a week. Interact performs fundraising activities for both local and international projects. It provides students with opportunities to "lead, serve and connect" - to gain experience of holding positions of responsibility, to do something meaningful and useful for local and international communities and to develop links internationally. And it's fun! Over the past year, students have organised an International Evening, baked biscuit hearts for Valentine's Day, held a "Wear It Yellow" day and manned a Human Fruit Machine to raise funds for a local hospice and a school in Africa. Participation in Interact not only develops personal skills but can support elements of the Duke of Edinburgh awards and may be useful to include on future study, job and UCAS applications.

CCF

The Combined Cadet Force is an after-school activity offered to all pupils throughout the school. The CCF is a major organisation which is run all over the United Kingdom offering unique opportunities for young adults. It is military orientated and during which you are taught competence in leadership, drill, weapons handing, reconnaissance and battle tactics amongst many others. CCF runs Tuesdays to Thursdays at 3:40 till 4:40pm.

How will CCF benefit you?

- If you are planning on applying for university then being part of the CCF promotes yourself in a way that nothing else can. It develops many aspects of skill and unique experience that will stand you apart from other people your age. Uniforms and all essential kit are provided by the Army or RAF.
- Opportunities given to you are 'once in a life time' such as flying at a local military air field in the GROB tutor aircraft. You will have an experienced pilot show you the fundamental skills required to experience flying the plane yourself alongside the possibility of performing some aerobatic manoeuvres. You will be taught how to safely use and fire the L98 A2 Cadet GP 5.56 rifle which is the standard issue weapon for the British forces.
- Sixth Form pupils are usually put into leadership training and then given ample opportunity to demonstrate your skills.
- Alongside the domestic training, all cadets are given the opportunity to volunteer to external courses with various forces which can result in qualifications in adventurous training, lifeguarding, first aid and many more.
- Annual camps – each year during the summer holidays there is an Army and RAF camp available to all cadets. Each has one week at a military base in the UK where you will be given challenges. Every cadet comes back with personal success.

UK YOUTH PARLIAMENT

Wolverhampton offers many opportunities for students who want to serve the local community. The Wolverhampton City Youth Council and United Kingdom Youth Parliament are two institutions that gather people from different areas of our city and enable them to make decisions which affect the youth of today. Whereas Youth Council gives you a chance to help people in Wolverhampton, the UK Youth parliament unites students from the entire country and therefore gives you awareness of the unique contribution you can make. Members are chosen in elections held in February, and we encourage you to organise a campaign and take part in it.

Other possibilities include the Duke of Edinburgh's Award and World Challenge expeditions

Ask your tutors.

Sixth Form is a key time in which to develop confidence and skills. If you have a hobby or interest that you believe others would benefit from and enjoy, why not make it happen and start a new activity?

Art and Design

www.qualifications.pearson.com



Course Content

Year 12
Year 12 is used as a foundation year to develop skills in a wide variety of media which may not have been previously explored at GCSE. This could include: textile, graphic design, photography, printing etc.

In the February of Year 12, we start the Personal Investigation which is student led. Students select a theme of their choice and develop personal responses to ideas, observations, experiences, environments in a wide variety of media. This work is supported by an understanding of the work of practicing artists, crafts people and designers. This work is supported by a short written assignment of approximately 1000 and 3000 words.

Year 13
Students continue with the completion of their Personal Investigation and this is often supported by visits to local universities and galleries etc.

In the February of Year 13, the Externally Set Assignment is released by the exam board. Similarly to GCSE students will select a starting point and produce work in response to it. This work is completed by early May.

How will you be assessed?

Personal Investigation - 60% (AQA)
No time limit

Externally Set Assignment – 40% (AQA)
15 Hour Examination / Supervised Time.

Knowledge/skills developed

- Broaden your skills in Art and Design – Photography, Textiles, Sculpture, Digital Technologies.
- The capacity to work outside your comfort zone.
- Develops self-expression
- Develops problem solving skills
- The ability to find creative solutions
- Strengthens Critical thinking

Example degree courses which often require Art and design A Level include:

- Fine Art
- Textile Design
- Fashion design
- Graphic Communication
- Advertising
- Photography
- Architecture
- Product Design
- Illustration
- Jewellery Design

Department information

The Art and Design department at The Royal has two main Art rooms and a dedicated Sixth Form studio, where students have the freedom to work creatively in their study periods.

Art groups are usually quite small, therefore the pupil teacher ratio is very good allowing for dedicated time for students to engage in 1 to 1 tutorials with their teacher to help their ideas grow and develop

Art and Design



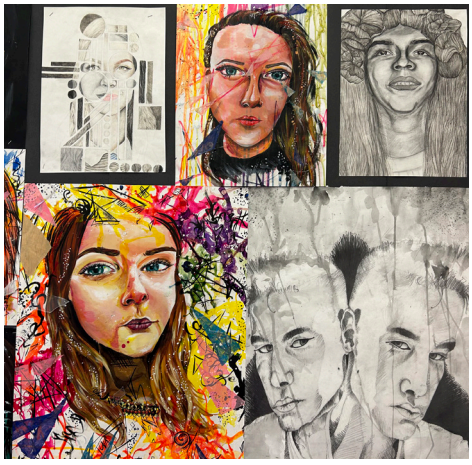
Careers

Careers using creative skills include animation, fine Art, fashion design, graphic design, illustration, photography print making, architecture and product design.

Careers appreciating creative skills include Arts administration, art teaching, fashion critique, art journalism, arts travel and curating









Careers web links

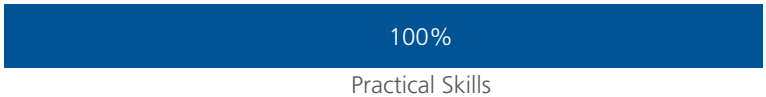
You will always find the most up-to-date version of this specification on our website at
aqa.org.uk/8201

You can find out about all our art and design qualifications at Pearson.com

Staffing Details

Point of Contact: Mrs Stokes
jstokes@theroyal.school

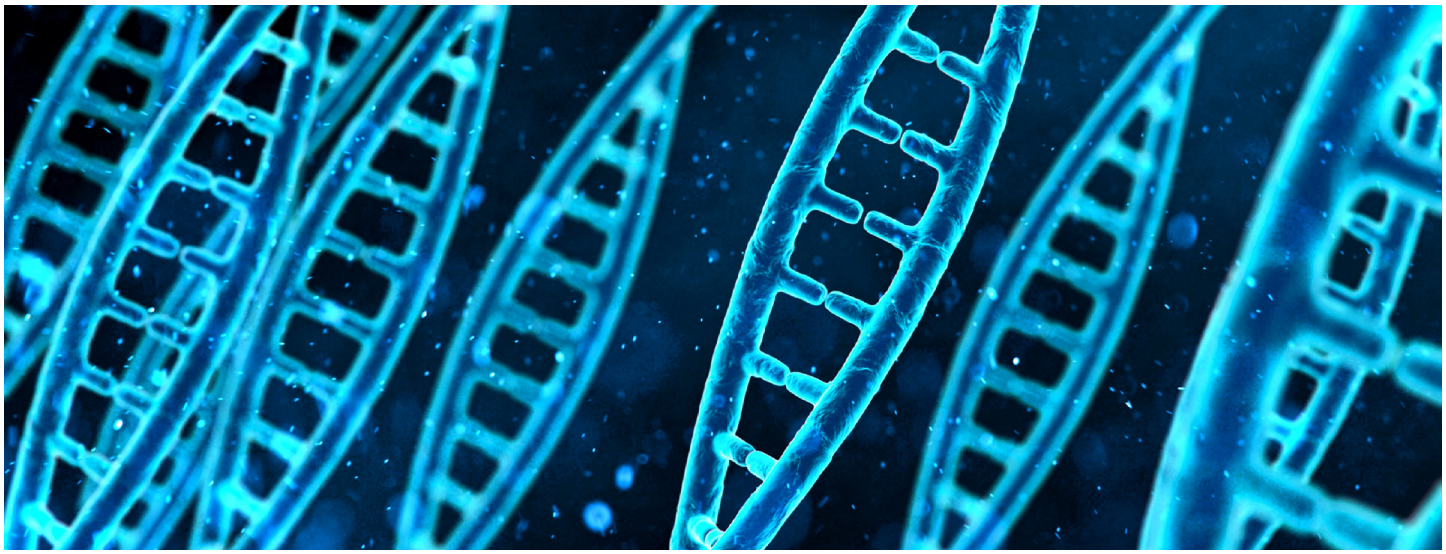
Is this subject suited to your learning style



Practical Skills

Biology

http://www.aqa.org.uk/subjects/science/a-level/biology-2410



Course Content

Biology – One simple word, one wonderful subject! Quite simply it is "The Science of Life." Biology is the study of living things, their structures, the ways in which they function and the ways they interact with each other, their environment and ultimately, in the way living things evolve to meet the demands of an ever-changing world. Biological concepts and theories impact on every aspect of the human world from medicine to philosophy and like its subject matter, it is an evolving, changing and dynamic field of human endeavour.

The course will appeal to students who have an interest in the study of living organisms; those who enjoy carrying out investigations in the laboratory or as fieldwork; students who are interested in the developments of "new" biology topics such as genetic engineering and their impact on society; students who are looking forward to careers in health related professions, medicine, biotechnology, ecology, environment, animal studies or horticulture or to students who wish to use biology to support other qualifications such as Chemistry, Geography and Psychology.

The course is valued by Russell Group universities and 'opens doors' to wider careers including those in legal, financial, business and journalism.

10% of the overall assessment of A Level biology will contain mathematical skills equivalent to Level 2 (GCSE) or above. At least 15% of the overall assessment of A Level biology will assess knowledge, skills and understanding in relation to practical work. There will be no external coursework assessment; students must complete 12 formal practical experiments which form the basis of the practical skills assessment within the exams.

Year 12 Units

Unit 1 - Biological molecules

- Monomers and polymers
- Carbohydrates
- Lipids
- Proteins & enzymes
- DNA and RNA
- ATP
- Water
- Inorganic ions

Unit 2 - Cells

- Structure of eukaryotic cells
- Structure of prokaryotic cells and viruses
- How to study cells
- Cell division
- Transport across cell membranes
- The immune system

Unit 3 - How organisms exchange substances with their environment

- Surface area to volume ratio
- Gas exchange
- Digestion and absorption
- Mass transport in plants and animals

Unit 4 - Genetic information, variation and relationships between organisms

- DNA, genes and chromosomes
- DNA and protein synthesis
- Genetic diversity, mutations and meiosis
- Genetic diversity and adaptation
- Species and taxonomy
- Biodiversity within a community
- Investigating diversity

How will you be assessed?

Year 12 mock exam

Paper 1: Units 1-4 and practical skills
50% of mock exam
1hr 30min Written paper, 75 marks
Short answer questions and comprehension exercise.

Paper 2: Units 1-4 and practical skills
50% of mock exam
1hr 30min Written paper, 75 marks
Short answer questions and extended response questions.

Biology



Year 13 Units

Unit 5 - Energy transfers in and between organisms

- Photosynthesis
- Respiration
- Energy and ecosystems
- Nutrient cycles

Unit 6 – Responding to changes in the internal and external environment

- Survival and response
- Receptors
- Control of heart rate
- Nerve impulses and synapses
- Skeletal muscle contraction
- Homeostasis and negative feedback
- Control of blood glucose concentration
- Control of blood water potential

Unit 7 – Genetics, populations, evolution and ecosystem

- Inheritance
- Population
- Evolution leading to speciation
- Populations in ecosystems

Unit 8 – The control of gene expression

- How changing DNA base sequences can alter protein structure
- Regulation of transcription and translation and gene expression
- Gene expression and cancer
- Using genome projects
- Gene technologies

How will you be assessed?

Paper 1: Units 1-4 and practical skills
35% of A Level
2hr Written paper, 91 marks
Short and long answer questions, plus extended response questions.

Paper 2: Units 5-8 and practical skills
35% of A Level
2hr Written paper, 91 marks
Short and long answer questions, plus comprehension exercise.

Paper 3: Units 1-8 and practical skills
30% of A Level
2hr Written paper, 78 marks
Structures questions, including practical techniques, critical analysis of data, one essay.

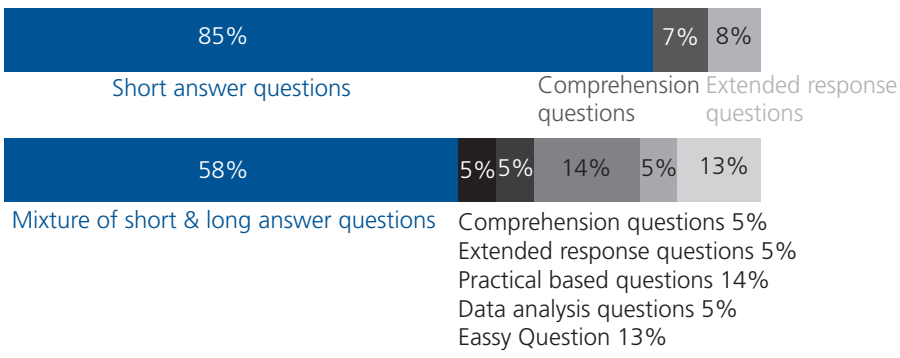
Staffing Details

Subject Leader: Mr Whitehead
jw@theroyal.school

Careers web links

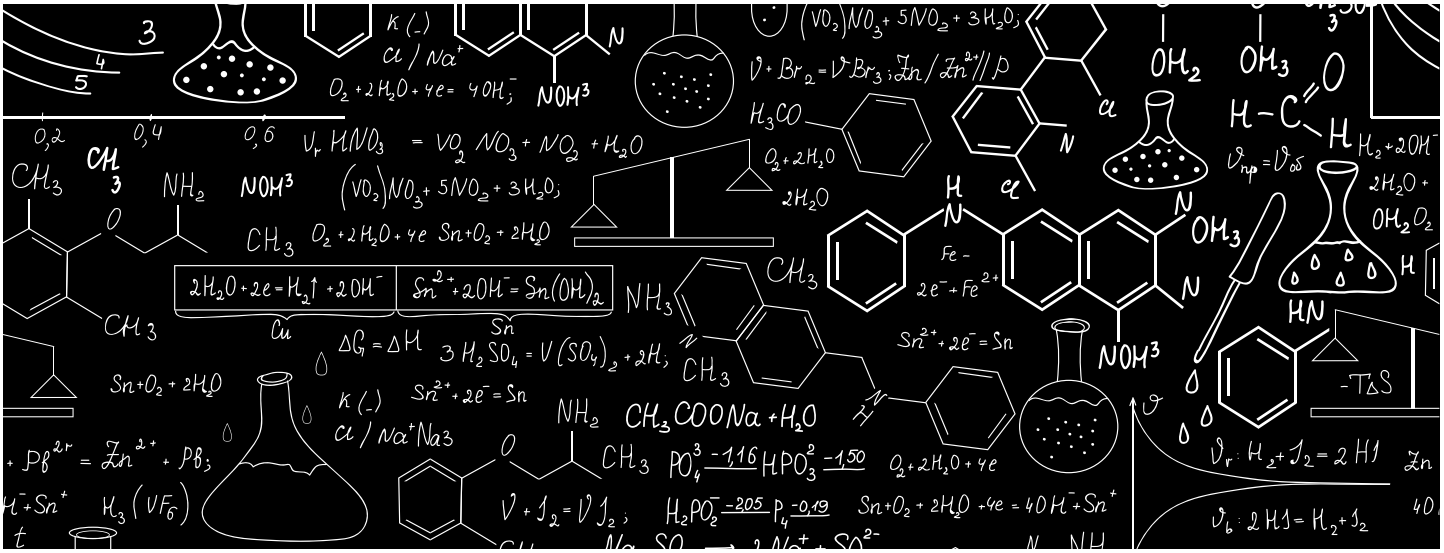
- https://www.societyofbiology.org/careers-and-cpd/careers
- https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/Biologist.aspx
- http://www.biology-careers.org/

Is this subject suited to your learning style



Chemistry

http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405



Course Content

Chemistry is a vibrant and exciting subject. It is involved in everything around us - from the making of new materials to understanding biological systems, from the food we eat, to the medicines which keep us healthy, and from the quality of the water we drink, to keeping the air we breathe pure.

Chemistry is often referred to as the central science because it joins together physics and mathematics, biology and medicine, and the earth and environmental sciences. Knowledge of the nature of chemicals and chemical processes therefore provides insights into a variety of physical and biological phenomena. Knowing something about chemistry is worthwhile because it provides an excellent basis for understanding the physical universe we live in. For better or for worse, everything is chemical!

AS and A Level Chemistry

- Both AS and A Level are linear courses
- AS will be a stand-alone qualification
- A Level exams at the standard of the full A Level currently

Year 12 Units

Unit 1 - Inorganic and Physical chemistry

- Inorganic chemistry
- Relevant practical skills
- Relevant physical chemistry topics e.g.
  - Atomic structure
  - Amount of substance
  - Bonding
  - Energetics
  - Equilibira
  - Redox

Unit 2 - Organic and Physical chemistry

- Organic chemistry
- Relevant practical skills
- Relevant physical chemistry topics e.g.
  - Amount of substance
  - Bonding
  - Energetics
  - Equilibria
  - Kinetics

How will you be assessed?

Paper 1
1 hour 30 mins, written paper - 80 marks, 50 % of AS course , 65 marks with a mixture of short and long answer questions and 15 marks of multiple choice questions

Paper 2
1 hour 30 mins, written paper - 80 marks, 50 % of AS course , 65 marks with a mixture of short and long answer questions and 15 marks of multiple choice questions

Knowledge/skills developed

Demonstrating knowledge and understanding of chemical terminology. Recognizing and analyzing novel problems and plan strategies for their solution. Evaluating, interpreting and synthesizing chemical information and data. Demonstrating skills in communicating scientific material and arguments. Recognizing and implement good measurement science and practice. Handling chemical materials safely. Conducting standard laboratory procedures involved in synthetic and analytical work, in relation to both inorganic and organic systems. Numeracy and computational skills, including error analysis, correct use of units and modes of data presentation.

Chemistry



Year 13 Units

Paper 1: Inorganic and Physical chemistry

- Inorganic chemistry
- Relevant practical skills
- Relevant physical chemistry topics e.g.
  - Atomic structure
  - Amount of substance
  - Bonding
  - Energetics
  - Equilibria
  - Acids and bases

Paper 2: Organic and Physical chemistry

- Organic chemistry
- Relevant practical skills
- Relevant physical chemistry topics e.g.
  - Amount of substance
  - Bonding
  - Energetics
  - Equilibria
  - Kinetics

Paper 3: Practical skills, data handling and synopsis

- All content
- All practical skills

How will you be assessed?

Paper 1:
2 hours, written paper - 105 marks, 35 % of A Level , with a mixture of short and long answer questions

Paper 2:
2 hours, written paper - 105 marks, 35 % of A Level , with a mixture of short and long answer questions

Paper 3:
2 hours, written paper - 90 marks, 30 % of A Level , 40 marks of questions on practical techniques and data analysis, 20 marks of questions testing across the specification, 30 marks of multiple choice questions

Careers

A Level Chemistry opens up innumerable career prospects such as Medicine, Dentistry, Veterinary Science, Engineering, Chemical Engineering, Pharmacology, Forensic Science, Pharmaceuticals Industry, Pathology, Medical Sciences, Biochemistry, Chemical Industry, Petroleum Industry and Plastic Industry.

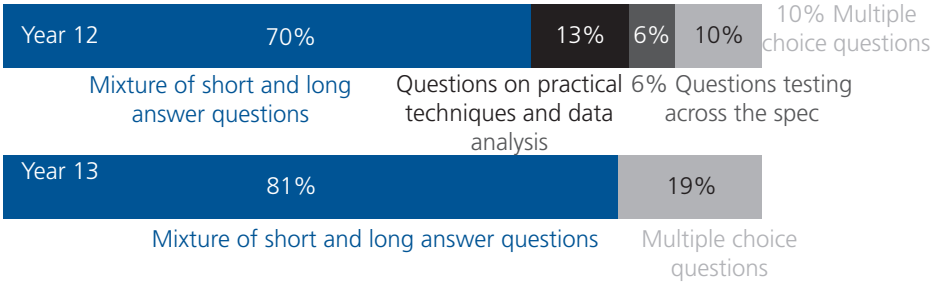
Careers web links

- http://www.rsc.org/education/courses-and-careers/
- http://www.acs.org/content/acs/en/careers/whatchemistsdo/careers.html

Testimonials

'Chemistry is a highly sought after subject by universities because of its great mix of math and theory. Studying A Level Chemistry was challenging but immensely rewarding for me'

Is this subject suited to your learning style



Computer Science

http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/



Progression & Rationale

There is no specific requirement for prior learning, although many candidates will have already gained a knowledge and understanding of Computer Science through their study of GCSE Computing or similar.

This course may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. It is not age specific and can contribute to lifelong learning, irrespective of occupational pathway.

Study computer science and make your mark on the future.

Course Content

Our Computer Science qualifications will, above all else, be relevant to the modern and changing world of computing, and they will also be relevant to the higher education community. These qualifications can be tailored to the needs of students and have an open-source ethos allowing the use of any programming language that meets the needs of the course.

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, that can look at the natural world through a digital prism. Our Computer Science qualifications will value computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. These are the concepts that lie at the heart of our Computer Science qualifications. They will be the best preparation for students who want to go on to study Computer Science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

(Taken from the OCR Website)

Year 12 Units

Unit 1 - Computing Principles

- Operating systems
- Introduction to programming
- Databases, networks and web technologies
- Using Boolean algebra
- Computing-related laws

Unit 2 - Algorithms and Problem Solving

- Understanding computational thinking
- Programming techniques Software development methodologies
- Analysis and design

How will you be assessed?

Unit 1 - Computing Principles

Written examination
50% of AS-Level: 1 hours and 15 minutes
Written Paper: 70 marks

Unit 2 - Algorithms and Problem Solving

Written examination
50% of AS-Level: 1 hours and 15 minutes
Written Paper: 70 marks

Computer Science



Year 13 Units

Unit 1 - Computing Principles

- Components of a Computer and their uses
- Types of software and the methodologies used to develop them
- How data is exchanged between different systems
- How data is represented and stored in different structures and the use of different algorithms
- Laws surrounding the use and ethical issues that can arise from the use of computers

Unit 2 - Algorithms and Problem Solving

- What is meant by computational thinking
- How computers are used to solve problems and programmes can be written to solve them
- The use of algorithms to describe problems and standard algorithms

Unit 3 - Programming project

- Analysis of the problem
- Design of the solution
- Implementation of the solution
- Evaluation

How will you be assessed?

Unit 1 - Computing Principles

Written examination
40% of A2-Level: 2 hours and 30 minutes
Written Paper: 140 marks

Unit 2 - Algorithms and Problem Solving

Written examination
40% of A2-Level: 2 hours and 30 minutes
Written Paper: 140 marks

Unit 3 - Programming Project

Internally assessed
20% of A2-Level: 70 marks

Staffing Details

Mr P Hall (SP Subject Leader)
phall@theroyal.school

Careers web links

- www.ctu.int/download/Careers_in_ICT.pdf

Testimonials

"Interesting and challenging but very useful."

Is this subject suited to your learning style





Design Technology (Product Design)

Specification: 9DT0



Course Content

The A Level in Design and Technology builds on knowledge and skills gained at GCSE, offering students the opportunity to study the subject in greater depth. The course blends creative problem-solving with technical understanding, encouraging students to develop innovative solutions to real-world challenges.

The department is well equipped with a dedicated studio room, a CAD/CAM suite, and a fully resourced workshop featuring several 3D printers, a laser cutter, drilling machines, scroll saws, and a comprehensive range of hand tools.

The department is led by an experienced and highly qualified Head of Subject, who brings 6 years of teaching experience across three education sectors, and a diverse background within the arts.

The linear A Level course is assessed at the end of Year 13, with grades awarded from A* to E.

Knowledge/skills developed

- Knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues.
- Use of ICT and systems and control technology in the design and manufacture of products.
- Design, graphic presentation and practical skills

Students are given the opportunity to apply the skills they have acquired and developed throughout this course of study, to design and make a product of their choice. The final product must incorporate a wide range of advanced skills and comply with the requirements of an advanced level resistant materials based, design and technology product.

Design Technology (Product Design)



Staffing Details

Subject Leader: Mr Jenkins
rjenkins@theroyal.school

Subject Teacher: Ms. Harris
eharris@theroyal.school

Edexcel website:

- http://www.mr-dt.com/
- http://www.technologystudent.com/
- https://www.careersindesign.com/?gclid
- https://www.imarest.org/
- https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html

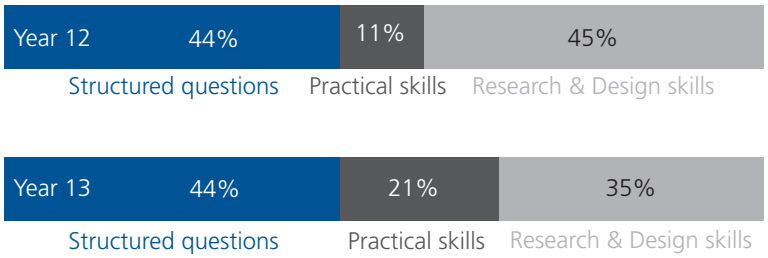
Careers web links

- http://www.careersindesign.com/?gclid=CPvt0I2BqLsCFUzHtAodDlYAYg
- http://www.imarest.org/Portals/0/IMarEST/Careers/CareersAttachments/Aboutus/mcCareerswithDesignandTechnology.pdf

Testimonials

'I started the subject in October with a great deal of catching up to do. I had a lot of help and guidance to get up to date. I really enjoyed the subject and achieved an A at A- Level which enabled me to go on to study Forensic Science at a top university. I believe the analytical, research and practical sections of the DT coursework helped me get on to my course of choice.'

Is this subject suited to your learning style



Economics

(9EB0)



Entry Requirements

No previous knowledge of Economics is required, but an interest and willingness to follow current affairs and world news are essential.

The analytical, creative problem solving and decision making elements of the course will support you in a range of subjects from history, politics and English, right through to maths, chemistry, physics and biology.

Course Content

Economics is a social science which helps explain how society can make best use of scarce resources, and how issues such as unemployment, poverty and recessions can be tackled by government.

Economics offers an analytical way of thinking which opens eyes to the way the world works. You are taught a set of academic theories and concept to use in order to analyse and evaluate some of the most important issues facing our society. For instance, you will understand arguments for and against:

- Government use of taxes and regulations to reduce market failures, such as pollution
- Allowing drug companies to make large profits from selling life-saving drugs that some cannot afford
- The causes of and potential solutions to unemployment and inflation
- How developing countries can reduce poverty by accepting aid and/or multi-national investment
- How the cost of living crisis has affect the UK and the world

How will you be assessed?

A level Economics has three externally marked 2 hour examinations taken at the end of Year 13. Papers have compulsory short-answer questions; a data response question; and a choice of extended open-response essay questions

- Paper 1: Markets and how they work
- Paper 2: Competing in the global economy
- Paper 3: The economic environment and business

Economics



Knowledge/skills developed

Economics requires students to develop a range of transferable skills:

- Critical thinking skills - developing a critical approach to economic models and methods of enquiry
- Data skills - using and interpreting data presented in a variety of forms
- Presentation skills - presenting arguments and making judgments based on evidence available
- Manipulating and interpreting different types of information - using qualitative and quantitative data effectively

Courses and Careers

Economics develops your ability to think strategically and so is a highly-valued subject in future courses of study and future jobs.
Typical careers and courses include Banking and Finance, Accountancy, Civil Service, Industrial Economics, Law and European Business.

Careers web links

https://www.economist.com
https://www.tutor2u.net/economics

Staffing Details

Subject Leader: Mrs A Chandard
achandard@theroyal.school

Testimonials

'I decided to study Economics because I had a passion for mathematics, but wanted to study an area in which mathematics was applied to business and finance'.

'Studying Economics is about how we think, how we use our resources and how to take decisions that have the best outcome. Prepare to learn how to think rationally and critically. Economics is also like learning a new language. It is a world of graphs, assumptions and theories - be prepared to turn your current thinking upside down!'

Is this subject suited to your learning style

Year 12 30%	30%	60%
Multiple choice questions	Short answer questions	Data response questions
Year 13 30%	30%	60%
Multiple choice questions	Short answer questions	Data response questions

General English/ I.E.L.T.S. Preparation

www.ielts.org



Course Content

The EAL Department offers a structured programme of language acquisition and development to all those who identified as needing support. The common aim is to improve upon the skills required to live and study in the school's multi-cultural community and to enable each student to reach the required standard to sit Cambridge International English Language Testing System (I.E.L.T.S.).

Overseas students who join the school in the Sixth Form, and who do not already possess a British university recognised English Language qualification, sit an online test to assess their individual language provision requirements.

Students requiring additional support attend either General English lessons and IELTS focussed lessons or IELTS classes only, dependent on individual need.

Cambridge International English Language Testing System (I.E.L.T.S.) - Academic Paper

I.E.L.T.S. is an internationally recognised examination designed to assess the language ability of those who need to study where English is used as the language of communciation. It has an excellent international reputation, and is accepted by over 10,000 organisations worldwide, including schools, universities, employers, immigration authorities and professional bodies. I.E.L.T.S. covers all four skills (Listening/Speaking/Reading/ Writing). There is no such thing as a pass or fail in IELTS. Results are reported as band scores on a scale from 1 (non-user) to 9 (expert user). Texts and tasks are sourced from publications from all over the English-speaking world, a range of native-speaker accents are used in the Listening test and all standard varieties of English are accepted in test takers' written and spoken responses.

The majority of universities in the UK request a score of 6.5 but may request a particular score in certain skill areas.

Knowledge/skills developed

- Speaking; ability to speak fluently and accurately, to develop topics fully, to use precise vocabulary, to use a full range of grammatical structures, to employ a wide range of functional language.
- Writing; ability to present data logically and clearly, to summarise main features and support with relevant data, to organise work into paragraphs and observe formal writing conventions, to present a logical, coherent argument and support statements with example, to develop responses fully.
- Reading; the ability to skim and scan texts for keywords and information, to explore the relationship between questions, to work quickly and accurately.
- Listening; the ability to skim questions and follow instructions, to listen for specific keywords and information, to manage time efficiently, to understand a variety of different accents. These skills are recognised as being essential for an overseas student embarking on an academic course, particularly at degree level.

General English/ I.E.L.T.S. Preparation



How can I take the exam?

IELTS is offered up to four times a month in more than 140 countries. Tests are held on Saturdays and Thursdays. To find out test dates in your area or local centres in Birmingham, contact your nearest ielts test centre. A list of all IELTS test locations worldwide is available at www.ielts.org. Applications need to be made several weeks in advnace.

Individual applications can be made on line at www.takeielts.britishcouncil.org

IELTS Exam web link

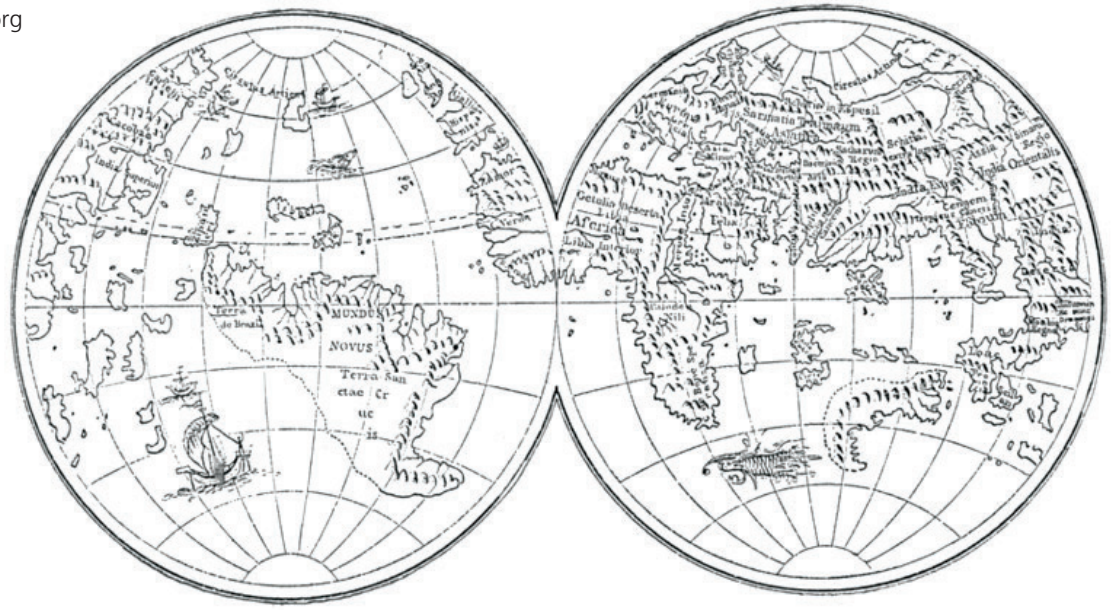
- www.ielts.org

Staffing Details

Subject Leader: Miss Kyle
jky@theroyal.school

Testimonials

"You have helped me and others so much with our English and your class was always fun and full of energy. You made a world of difference to me."



English Literature

OCR H472



Course Content

The OCR A Level English Literature (H472) builds directly on the skills developed at GCSE and encourages students to read widely, think critically, and write with precision. Students will study a minimum of eight texts across poetry, prose, and drama, including:

- Shakespeare and other pre-1900 drama and poetry
- Comparative and Contextual Study – The Gothic: students explore the Gothic tradition through set texts such as Bram Stoker's Dracula and Angela Carter's The Bloody Chamber, considering how the genre reflects anxieties, fears, and social tensions across time
- Post-1900 literature (including at least one text published after 2000), where students complete an independent coursework component

Why choose English Literature at KS5?

English Literature at A Level is both an academic and enriching subject that nurtures critical thinking, creativity, and independence. Studying literature at this level means engaging with some of the most powerful works ever written, from Shakespearean tragedy to modern post-2000 texts. Students will not only explore how writers craft meaning, but also examine how texts respond to—and shape—their cultural and historical contexts.

How will you be assessed?

- Drama and Poetry pre-1900 (40%): Examined study of Shakespeare plus a comparative question on poetry and drama.
- Comparative and Contextual Study: The Gothic (40%): Examined close reading of an unseen Gothic prose passage and a comparative essay on two Gothic texts.
- Literature post-1900 NEA (20%): Independent coursework (approx. 3000 words) involving close analysis and comparative study of post-1900 texts.

Knowledge/skills developed

- Advanced analysis of language, structure, and form (AO2)
- Independent research and wider critical reading (AO5)
- Understanding of contextual influences on texts (AO3)
- The ability to construct sustained, coherent, and evaluative written arguments (AO1 & AO4)

English Literature



Future careers using this subject

English Literature is highly respected by universities and employers. It provides excellent preparation for degree-level study in English, History, Law, Politics, Philosophy, Media, and the Arts. Beyond academia, the subject fosters transferable skills—critical thinking, communication, creativity, empathy, and independence—that are invaluable in careers such as law, journalism, publishing, teaching, advertising, and the creative industries.

Departmental information

Our students are challenged to become independent thinkers and confident writers. We offer a supportive environment that balances rigorous academic study with space for personal exploration. Through discussion, debate, and independent coursework, students learn to develop and defend their own interpretations while engaging with the views of others.

Careers web links

- http://www.whystudyenglish.ac.uk/youcan
- https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Staffing Details

Mrs Rowley
srowley@theroyal.school

Testimonials

"It is a subject for interesting debate and we have lively discussions. English Literature compliments a wide variety of other A Level subjects."

"Very demanding course with a large variety of reading and going deeper into stories, but also enjoyable and a very rewarding subject."

Is this subject suited to your learning style

Year 12	100%
	Essay questions
Year 13	100%
	Essay questions

Geography

http://www.ocr.org.uk/qualifications/as-a-level-gce-geography-h083-h483/



Course Content

Geography is one of the most dynamic and topical subjects on the curriculum. Geographical events are featured daily in the media and the subject is increasing in relevance with some particularly challenging issues such as climate change, overpopulation, famine, ecosystem and biodiversity losses, unpredictable weather patterns, air miles on food, globalisation of industries and concreting over the countryside.
It is a subject for interesting debate and we have lively discussions. Our department has superb resources.

Come and share our passion but be prepared to put in the work.

Geography compliments a variety of other A Level subjects such as History, Sciences, Sociology, Business Studies.

Content Overview

Learners take all components: 01, 02, 03 and 04 OR 01, 02, 03 and 05 to be awarded the OCR A Level in Geography.

- Landscape Systems
- Earth's Life Support Systems
- Geographical Skills
- Changing Spaces; Making Places
- Global Connections
- Geographical Skills

Optionality - study 2 of 5
- Climate Change
- Disease Dilemmas
- Exploring Oceans
- Future of Food
- Hazardous Earth
- Geographical Skills
- Independent Investigation

*Indicates inclusion of synoptic assessment.

How will you be assessed?

Paper 1: Physical Systems – 22%
Paper 2: Human Interactions – 22%
Paper 3: Geographical Debates – 36%
NEA: Independent Investigation – 20%

Geography



Knowledge/skills developed

Independent thinking, team skills, competence in field techniques, leadership, initiative, investigative and enquiry skills, synthesis and decision making skills, empathy, reasoned judgements, social, economic, environmental and ethical awareness, debating, data analysis and interpretation, spatial awareness, contextualise, presentation – written and oral, ICT, understanding and application of GIS and remote sensing (digitised data), self-evaluation, risk assessment

Staffing Details

Mrs Maiden
kmaiden@theroyal.school

Careers web links

- http://www.geography.org.uk/resources/careers/
- http://www.aag.org/cs/careers?gclid=CL-9OfYibsCFUYTwwod8CYAIw

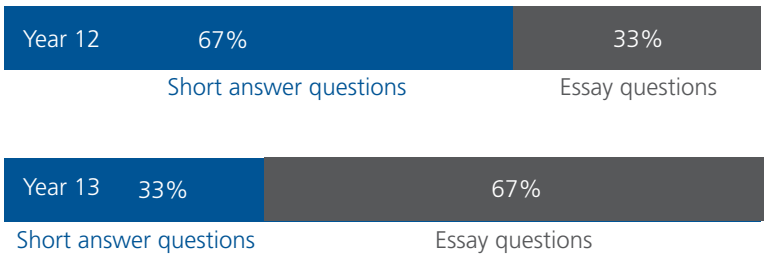
Testimonials

"It is a useful subject to learn for the future."

"Interesting way of learning about the world. Definitely helps you in the future."

"Interesting subject, useful for the future."

Is this subject suited to your learning style



Government and Politics

AQA A-Level Government and Politics 7152



Why choose Government and Politics at KS5?

Lively, relevant, controversial, A-level Politics is an exciting humanities subject that inspires students to think about and view the world from different perspectives. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence.

It's ideal if you're considering studying Politics, Law, Sociology, History, Ethics, Advertising or Journalism at university and is highly regarded by employers in industries including politics, local government, international organisations, the media, government, finance, law and the civil service.

Politics has all the rigor of any academic subject. It is unique as a subject for the extent of discussion, debate and argument it promotes. It suits students who are curious about the world around them, who want to learn more about how power is shared and how to participate in the political process.

Course overview

The A-Level Government and Politics course comprises three modules:

1. UK Government and Politics Eight core themes: Democracy and Participation, Political Parties, Electoral systems, Voting behaviour and the media, The constitution, Parliament, the Prime Minister and the Executive, The Supreme Court and the European Union.
2. Political Ideologies The core ideas and principles of Liberalism, Conservatism, Socialism and Anarchism. Different views and tensions within these ideologies.
3. Global Politics Six core themes: Realism and liberalism, the State and Globalisation, Political and Economic Global Governance, Human Rights and Environmental Global Governance, Polarity and different types of power, Regionalism and the EU.

Potential A-Level subject combinations with Government and Politics

- Government and Politics, Business, Economics
- Government and Politics, History, Economics
- Government and Politics, Business, Geography
- Government and Politics, Religious Studies, Psychology

How will you be assessed?

- UK Politics (33%): Section A: Political Participation One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus, one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3. Section B: Core Political Ideas One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.
- UK Government (33%): One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus, one 30-mark question from a choice of two – students must complete one of these. • All questions assess AO1, AO2 and AO3. Section B: Non-core Political Ideas • One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.
- Comparative Politics – Global (33%): Section A • One 12-mark question from a choice of two, which assesses AO1 and AO2. Section B • One compulsory 12-mark question focused on comparative theories, which assesses AO1 and AO2. Section C • Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3.

Government and Politics



Departmental information

The department is made up of specialist staff members, one of whom is an ex-BBC journalist. The department offers a range of opportunities in the Sixth Form. Students studying Politics all visit London on a day trip where we visit the Houses of Parliament and The Supreme Court having tours of both and the opportunity to meet an MP. We also offer opportunities to meet and ask questions to MPs both locally and nationally.

What skills will students develop?

- The ability to demonstrate knowledge and understanding of political institutions, concepts and processes (AO1)
- Analysis of politics and political information in relation to parallels, connections, similarities and differences. (AO2)
- Evaluating aspects of politics and political information to construct arguments, make substantiated judgements and draw conclusions. (AO3)

Future careers using this subject

- Civil Service
- Government social research officer
- Policy officer
- Political risk analyst
- Politician's assistant
- Public affairs consultant
- Social researcher

There are also a range of careers in which the skills learned at A Level Politics can be particularly useful, including:

- Business development manager
- Charity officer
- Detective
- Diplomatic service officer
- Forensic accountant
- Human resources officer
- Local government officer
- Market researcher
- Marketing executive
- Newspaper journalist
- Public relations officer
- Finance manager

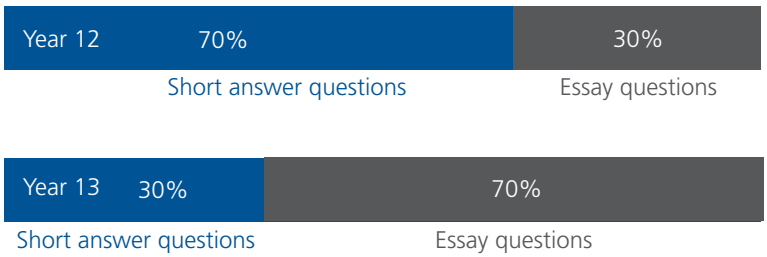
Staffing Details

jgsmith@theroyal.school

Careers web links

- https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/introduction
- www.prechewedpolitics.co.uk
- www.study-politics.co.uk

Is this subject suited to your learning style



History

www.aqa.org.uk/subjects/history/a-level/history-2040



Course Content

The History course is from the AQA exam board and is based on modern and early modern history. This will allow students to understand the effect individuals can have on history and how events of almost a thousand years ago still are influencing the events of today. The structure of the course allows for discussion in the classroom with plenty of question-and-answer sessions from both students and teacher. Not only the strengths and weakness of character are studied but also the development of legal systems, changes in society and how the system of government we have today originated. It is surprising how many new books are being written about this period, which enables students to broaden their knowledge, essential to achieve the higher grades.

History is complemented by several other A Level subjects but especially Geography, English, Sociology and RS.

Unit 1C – The Tudors 1485-1603

This topic examines the Tudors; from Henry VII to Elizabeth I. We will explore how England has been shaped by one of the most famous families; how religion is transformed, and England is brought into turmoil as a result.

Unit 2O – Democracy and Nazism 1918 - 45

This topic examines the collapse of Kaiser Wilhelm's region in 1918 and the problems faced by the Weimar Republic. The rise of Hitler and the Nazi programme of social cleansing and aggressive expansion which acted as a catalyst for World War Two completes the course.

NEA Unit- Tsars and Communists 1855-1964

This unit is an independent coursework unit which is on the Tsars and Communist rulers of Russia. We will investigate the comparisons between the Tsars and Communists to assess how they used a variety of methods to retain power and control the population of Russia.

How will you be assessed?
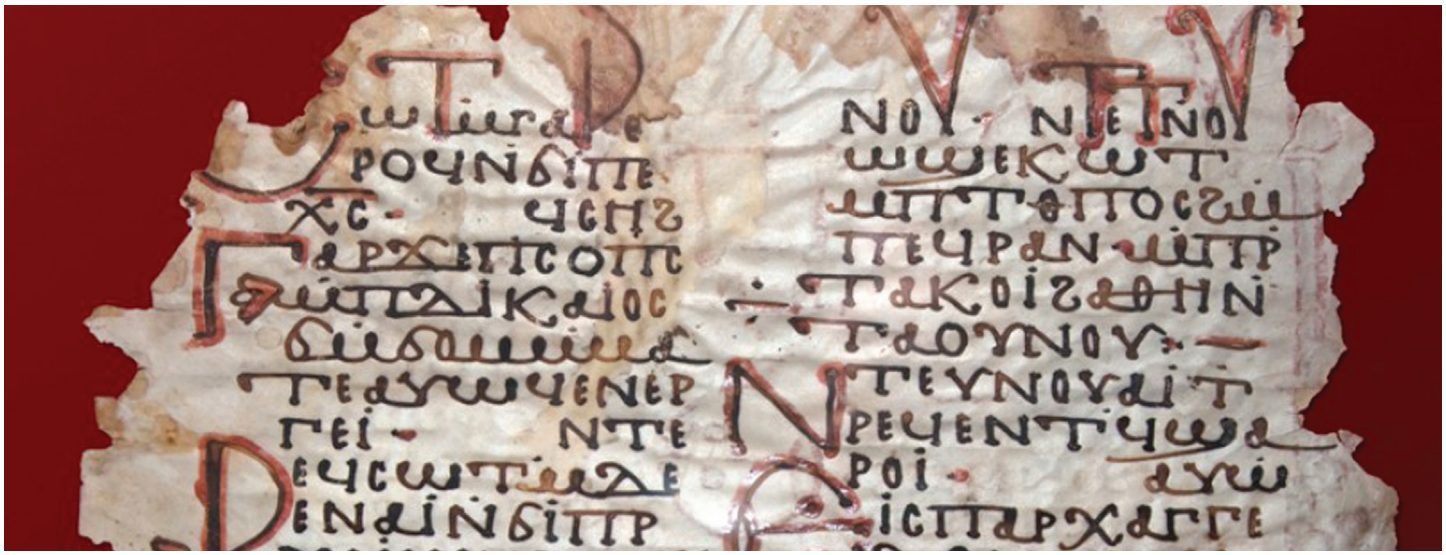
Unit 1C

1 Compulsory Extract Question- 30 marks
2 Essays- chosen from 3 options- 25 marks each
Total 80 marks – 40%

Unit 2O

1 Compulsory Source Question- 30 marks
2 Essays- chosen from 3 options- 25 marks each
Total 80 marks – 40%
NEA- 20% of the A Level.
4500 words word limit.

History



Knowledge/skills developed

- To understand the thought processes of other people and belief systems
- To be able to recall details to explain why events occurred
- To be able to use information to argue the different points of an issue both orally and in writing
- To be able to analyse the accuracy of information and explain the effect of bias
- To self-study to improve levels of knowledge

Staffing Details

Subject Leader- Mrs Gore
Ngore@theroyal.school

Careers web links

- Careers with History / Historical Association
- Careers with a History degree (thecompleteuniversityguide.co.uk)

Testimonials

"I like history because it tells people how the world has changed over the centuries."

"I like history because we get an insight into people's lives and learn they have built our society to how it is today."

Is this subject suited to your learning style

Year 12	100%

Essay questions

Year 13	100%

Essay questions

Mathematics

https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html



Exam board: Edexcel (9MA0)

Course Content

At A-Level, students embark on a journey linking their prior learning at GCSE and higher level mathematics. Throughout the course, students will simultaneously study the pure and applied units, following a carefully tailored scheme of study. Pure mathematics covers the underlying concepts and structures of mathematics, whereas the applied units in both mechanics and statistics allow the students to appreciate mathematics in a more contextualised manner making links to the real world.
Edexcel A-Level Mathematics specification: A level Mathematics (pearson.com)

How will you be assessed?

Examination board: Edexcel
Students will be assessed by completing three written papers:
Paper 1 – Pure Mathematics (2 hours)
Paper 2 – Pure Mathematics (2 hours)
Paper 3 – Statistics and Mechanics (2 hours)
Each paper has a total of 100 marks

Knowledge/skills developed

The aims and objectives of this qualification are to enable students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- generalise mathematically
- construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- recognise when mathematics can be used to analyse and solve a problem in context
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively and recognise when their use may be inappropriate
- take increasing responsibility

Careers

Engineering • Accounting • Finance • Teaching • Dentistry • Computing • Many more.

Useful links

KS5 Revision Hub: KS5 Revision Hub - Home (sharepoint.com)

Extra Curriculum

Senior Mathematics Challenge, University of Birmingham Popular Maths Lectures & more to come…

Staffing Details

Subject Leader: Mr Ireland
dpi@theroyal.school

Is this subject suited to your learning style

100%

Structured questions

Further Mathematics

https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-AlevelFurther-Mathematics



Course Content

Students who demonstrate a flair for mathematics and have a genuine interest in developing their mathematics to an even higher standard are able to study the Further mathematics course. This is an additional A-Level to the Mathematics, resulting in students achieving two qualifications in Mathematics. The course is studied alongside the A-Level Mathematics course and the content has been carefully ordered to support this; ensuring students have the pre-requisite knowledge before learning a new topic.

Edexcel Further Mathematics specification: A Level Further Mathematics specification (pearson.com)

How will you be assessed?

Examination board: Edexcel
Paper 1 – Core Pure Mathematics 1 (90 mins)
Paper 2 – Core Pure Mathematics 2 (90 mins)
Optional Paper 1 – Further Pure 1(90 mins)
Optional Paper 2 – Further Mechanics 1 (90 mins)
Each paper has a total of 75 marks

Knowledge/skills developed

The aims and objectives of this qualification are to enable students to:

- understand mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- generalise mathematically
- construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- recognise when mathematics can be used to analyse and solve a problem in context
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively, and recognise when such use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development

Careers

Engineering • Accounting • Finance • Teaching • Dentistry • Computing • Many more.

Useful links

KS5 Revision Hub: KS5 Revision Hub - Home (sharepoint.com)

Extra Curriculum

Senior Mathematics Challenge, University of Birmingham Popular Maths Lectures & more to come…

Staffing Details

Subject Leader: Mr Ireland
dpi@theroyal.school

Is this subject suited to your learning style

100%

Structured questions

Modern Foreign Languages (French & German)

http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652

Course Content (French)

3.1.1 Aspects of French-speaking society: current trends

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)

3.1.2 Aspects of French-speaking society: current issues

- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés ?)
- How criminals are treated (Comment on traite les criminels)

3.2 Political and artistic culture

- Students must study the themes and sub-themes below in relation to at least one French-speaking country.

3.2.1 Artistic culture in the French-speaking world

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the seventh art form (Cinéma : le septième art)

3.2.2 Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et
- l'engagement politique)
- Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)
- Politics and immigration (La politique et l'immigration)

3.4 Works

Students must study either one text and one film or two texts from the list below.

3.4.1.1 Texts

- Molière Le Tartuffe
- Voltaire Candide
- Maupassant Boule de suif et autres contes de la guerre
- Camus L'étranger
- Françoise Sagan Bonjour tristesse
- Claire Etcherelli Elise ou la vraie vie
- Joseph Joffo Un sac de billes
- Faïza Guène Kiffe kiffe demain
- Philippe Grimbert Un secret
- Delphine de Vigan No et moi

3.4.1.2 Films

- Au revoir les enfants
- La Haine
- L'auberge espagnole
- Un long dimanche de fiançailles
- Entre les murs
- Les 400 coups

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment. Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.

How will you be assessed?

A Level

Paper 1
Listening, Reading and Writing
50% of A Level
2hrs 30mins

Paper 2
Writing
- 2 Essays
20% of A Level
2 hrs

Paper 3
Speaking
- Independent Research Project included
(21-23 mins including 30% of A Level and prep)

Modern Foreign Languages (French & German)

http://www.aqa.org.uk/subjects/german/a-level/german-2660



Course Content (German)

3.1 Social issues and trends
Students must study the following themes and sub-themes in relation to at least one German speaking country. Where Germany is not specified, students may study the theme or sub-theme in relation to any German-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

3.1.1 Aspects of German-speaking society
- The changing state of the family (Familie im Wandel)
- The digital world (Die digitale Welt)
- Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)

3.2 Artistic culture
Students must study the following themes and sub-themes in relation to at least one Germanspeaking country. Where Germany is not specified, students may study the theme or sub-theme in relation to any German-speaking country.

3.2.1 Artistic culture in the German-speaking world
- Festivals and traditions (Feste und Traditionen)
- Art and architecture (Kunst und Architektur)
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)

3.4 Works
Students must study either one text or one film from the list below:

3.4.1.1 Texts
- Böll Die verlorene Ehre der Katharina Blum
- Brecht Mutter Courage und ihre Kinder
- Dürrenmatt Der Besuch der alten Dame
- Frisch Andorra
- Heine Gedichte – Buch der Lieder
- Hensel Zonenkinder
- Kafka Die Verwandlung
- Kaminer Russendisko
- Lenz Fundbüro
- Schlink Der Vorleser

3.4.1.2 Films
- Good bye, Lenin!
- Das Leben der Anderen
- Die fetten Jahre sind vorbei
- Almanya – Willkommen in Deutschland
- Sophie Scholl – Die letzten Tage
- Lola rennt

3.5 Individual research project
Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where German is spoken. They must select relevant information in German from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment. Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.

How will you be assessed?

A Level

Paper 1
Listening, Reading, Writing 50% of A Level
(2hrs 30 min)

Paper 2
Written Exam, 20% of A Level
2 Essay questions
(2hr)

Paper 3
Speaking exam, 30% of A Level (21-23mins, including 5 mins preparation time)
Independent Research Project

Staffing Details

Mrs Boden
rbo@theroyal.school

Sociology

AQA Sociology A level (7192)



Course Content

Studying AQA sociology A Level (7192) will give you an awareness of the social, political and economic issues that shape society. It will help you develop greater empathy towards communities that differ from your own and open your mind to a diverse range of ideas and beliefs. A Level sociology will leave you with a greater appreciation of the world around you and the diversity of contemporary society.

You will be able to recognise and help find solutions to issues that specific communities and groups face and help build a fairer society for all, as a result.

Paper 1
A. Education
B. Methods in Context
C. Theory and Methods

Paper 2
A. Families and Households
B. Beliefs in Society

Paper 3
A. Crime and Deviance
B. Theory and Methods

How will you be assessed?

Paper 1
2 hour written exam
80 marks, 33.3% of A Level

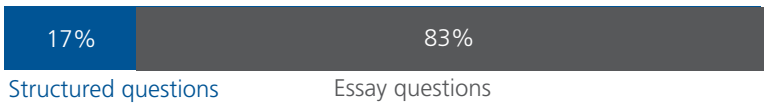
Paper 2
2 hour written exam
80 marks, 33.3% of A Level

Paper 3
2 hour written exam
80 marks, 33.3% of A Level

Knowledge/skills developed

- Appreciating the complexity and diversity of social situations
- Gathering, retrieving, and synthesising information Assessing the merits of competing theories and explanations making reasoned arguments
- Interpreting evidence and texts
- Developing the ability to reflect on their own accumulation of knowledge
- The ability to formulate and investigate sociologically informed questions

Is this subject suited to your learning style



Department information

The department is made up of long standing specialist staff members who are passionate about the social sciences. We offer a variety of educational trips to enhance students' understanding of the social world and prepare them to be global citizens.

Careers

Jobs directly related to an economics degree include: Advice worker, Community development worker Detective, Lecturer/ Teacher,
Policy officer, Prison officer
Probation officer, Social researcher, Social worker.

However, a degree in sociology and criminology will also enable you to gain skills that would be highly relevant in other, more unexpected roles. These includes:
Civil Service administrator, Data scientist, Forensic computer analyst, Journalist, Local government officer, Paralegal, Political risk analyst, Social researcher, Solicitor

Useful web links

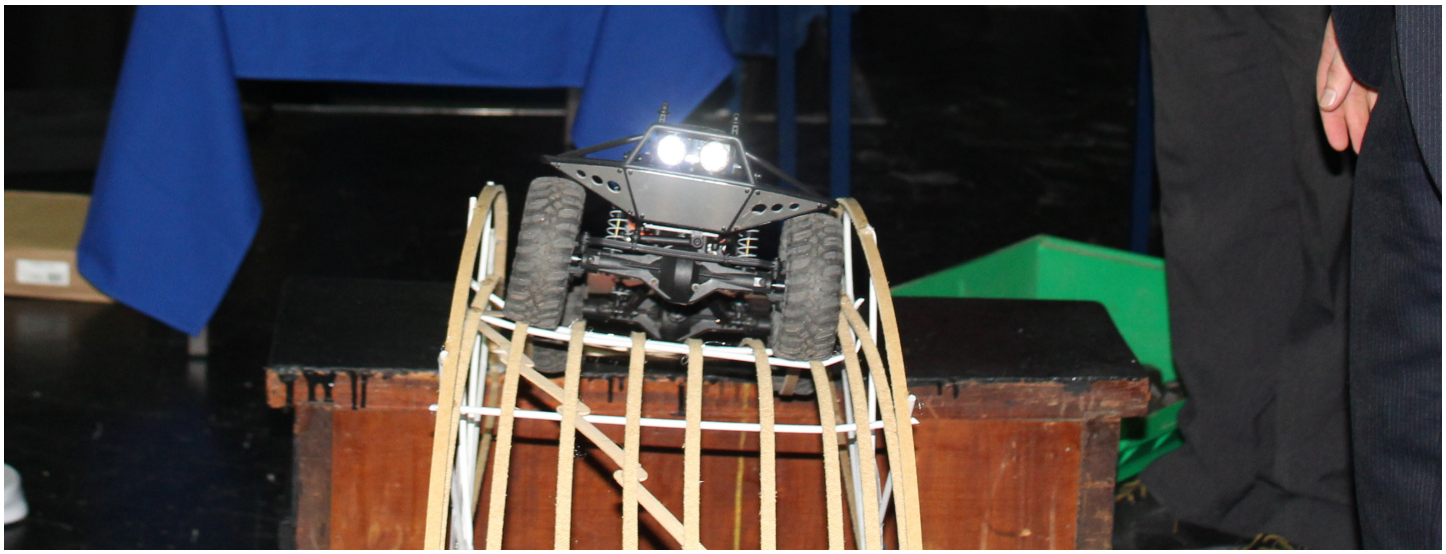
www.britsoc.co.uk/

Staffing Details

Subject Leader: Mrs Nkosi
jnkosi@theroyal.school

Physics

http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408



Course Content

From the birth and death of stars, to the world of the subatomic particles, physicists strive to explain the complex and beautiful laws that underpin how the universe works. Concepts such as force and energy can describe the mundane and the extraordinary events that occur all around us, and rather more abstract concepts such as "strangeness" of quarks need to be applied at times. It is a fascinating subject driven by our need to understand and make sense of all that occurs around us. During the course there is an emphasis on the development of practical skills, those skills required for anyone intending on pursuing a science based degree whether this be medicine, engineering or any other. The skills of analysis and problem solving developed by the physicist are valued both in and outside of the scientific community.

Physics is a highly marketable subject and one which is highly regarded by universities. It is an essential subject for those wishing to study engineering and can be useful for courses such as medicine, veterinary science, economics, mathematics and computing to name but a few.

Physics at A Level comprises signifcantly more mathematics than at GCSE, taking A-Level Maths can be of good use. Also, the work is much more in depth and riveting than at GCSE. It's very much a puzzle, and most questions you tackle, once finished, will give you increasing levels of satisfaction as you work through the course.

A recent change in AS and A Level course structure

The A Level course was amended for September 2015 and has been consistently delivered since then. Students study the full A Level course over two years and are required to complete all three A Level papers and pass the practical element of the A Level course.

Year 12 Units

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

How will you be assessed?

Throughout the A Level Physics course, students will be internally assessed with end of topic assessments and have feedback provided.

In addition, two mock examinations will be completed in year 12 and two in year 13 before the final three examinations at the end of year 13.

Paper 1
A written exam: 1 hour 30 minutes which tests sections 1-5
70 marks in total
Questions include 70 marks of short and long answer questions split by topic.

Paper 2
A written exam: 1 hour 30 minutes which tests sections 1-5
70 marks in total
Section A: 20 marks of short and long answer questions on practical skills and data analysis
Section B: 20 marks of short and long answer questions from across all areas of AS content

Knowledge/skills developed

Problem-solving - developing a pragmatic and analytical approach to problems

Reasoning - learning to construct and communicate logical arguments and grasp complex problems

Numeracy - mathematics is the language of physics, using mathematical skills to develop arguments and solve problems

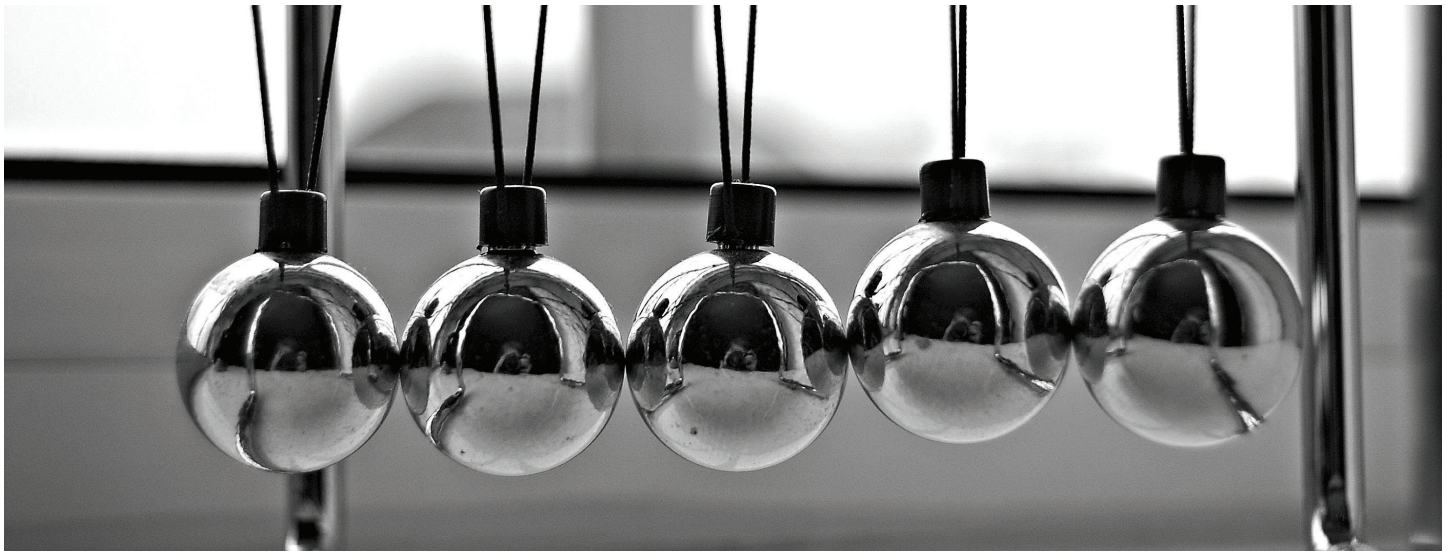
Practical skills - plan, implement and analyse valid and reliable experiments to test hypotheses and develop competency in the use of technical equipment

Communication - use a variety of media to communicate ideas and information

Year 13 Units

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials

Physics



5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics

How will you be assessed?

Paper 1
A written exam: 2 hours which assesses units 1-5 and 6.1
85 marks which constitutes 34% of A Level Questions, 60 marks of short and long answer questions and 25 multiple choice questions on content

Paper 2
A written exam: 2 hours on assumed knowledge from units 1- 6.1 and units 6.2, 7 and 8
85 marks which constitutes 34% of A Level Questions 60 marks of short and long answer questions and 25 multiple choice questions on content

Paper 3
A written exam: 2 hours
Section A: Compulsory section: Practical skills and data analysis
Section B: Optional topic
80 marks which comprises 32% of A Level Questions; 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic

Practical element of the A Level course

There are 12 practical assessments issued by AQA which must be completed over the two year course; six will be completed in Year 12 and six in Year 13. The practicals must be completed such that students properly demonstrate practical competencies (for example using particular measuring instruments such as micrometers or digital multimeters) in order to pass this section of the course. No grades are allocated to this section but a pass is required in order to attain an A Level grade based on the written examinations.

Careers web links

- http://www.iop.org
- http://www.physics.org

Testimonials

'Studying Physics can be challenging. It does require hard work and commitment but I find the subject very interesting.'

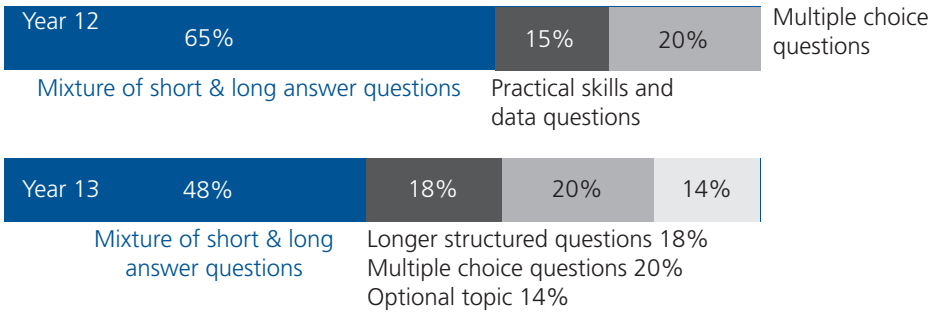
'I have been studying physics for just over one year now, and have learned so much about the way the universe works. I find it very intriguing and altogether a lot of fun.'

'Physics is hopefully going to open a lot of doors for me, when I start applying for a career. With a good grade, I will hopefully show that I am a capable student, and am willing to work hard in order to achieve my goals.'

Staffing Details

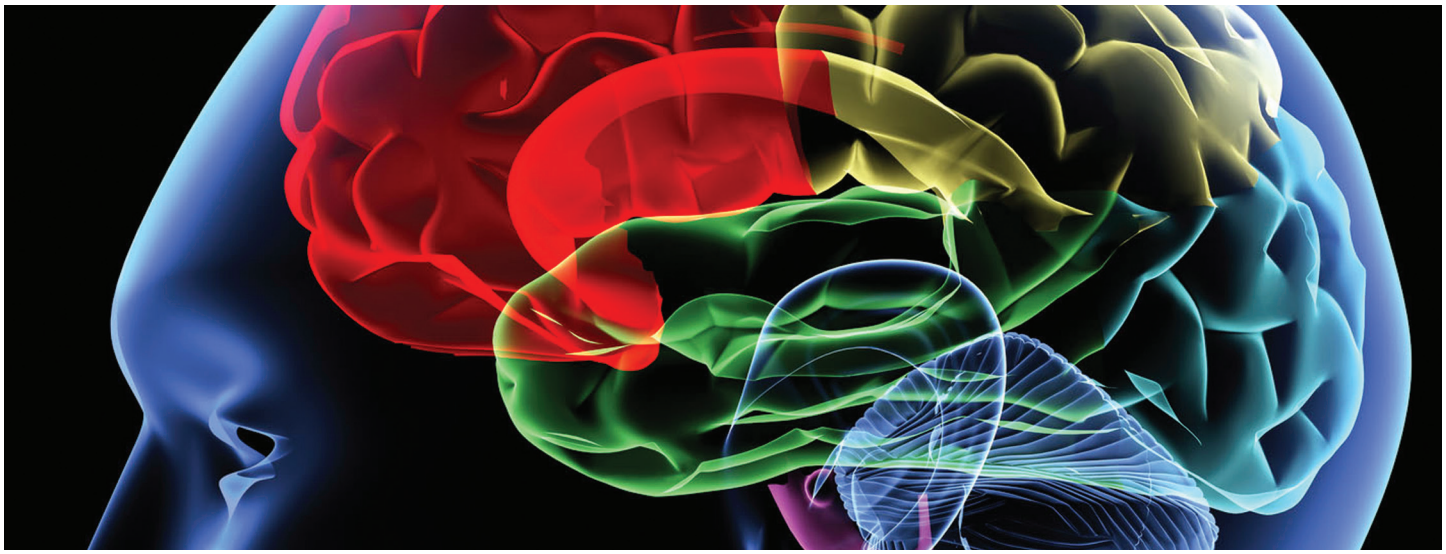
Subject Leader: Mr E Hutton
ehutton@theroyal.school

Is this subject suited to your learning style



Psychology

http://www.aqa.org.uk/subjects/psychology



Course Content

AQA Psychology A level (7182) studies the science of human behaviour; why we feel, think and behave as we do. The mind is something intangible that exists within the brain – an unseen process of enzymes, chemicals and electrical currents. Psychologists study and design experiments to find out what is normal human behaviour and then carry out research into abnormal behaviour making the intangible tangible! They use the information learnt to address social and personal problems.

Paper 1 - Introductory Topics in Psychology
A. Social influence
B. Memory
C. Attachment
D. Psychopathology
Paper 2 - Psychology in Context
A. Approaches in Psychology
B. Biopsychology
C. Research methods
Paper 3 - Issues and Options in psychology
A Issues and debates in psychology
B Relationships
C Schizophrenia
D Forensic psychology

How will you be assessed?

Paper 1 - Written exam: 2 hrs
Sections A-D: multiple choice, short answer and extended writing
96 marks in total (33.3% of A Level)
Paper 2 - Written exam: 2 hrs
Sections A –C: multiple choice, short answer and extended writing
96 marks in total (33.3% of A Level)
Paper 3 - Written exam: 2 hrs
Sections A-D: multiple choice, short answer and extended writing 24 marks
96 marks in total (33.3% of A Level)

Knowledge/skills developed

- The ability to apply multiple perspectives to psychological issues
- Analysis skills including identifying and evaluating general patterns in behaviour, psychological functioning and experience, generating and exploring hypotheses and research questions
- Application of evidence-based reasoning understanding, analysing, and presenting complex data

Careers

There are many different options available. Students can follow the specialised psychology career path by studying a British Psychology Society accredited degree or benefit from the wider transferable skills the subject offers which are ideal for a range of careers such as:

- Psychologist
- Psychotherapist
- Social worker
- Counsellor
- Educational psychologist
- Human resource manager
- Teacher
- Research roles
- Media roles

Department information

The department is made up of long standing specialist staff members who are passionate about the social sciences. We offer a variety of educational trips to enhance students' understanding of the social world and prepare them to be global citizens.

Useful web links

- http://www.bps.org.uk
- https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182

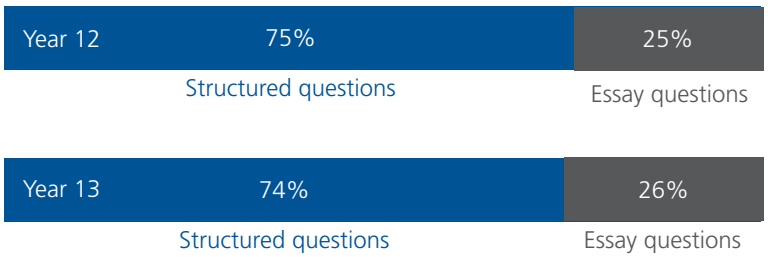
Testimonials

"I like that Psychology allows practical application in everyday life."

Staffing Details

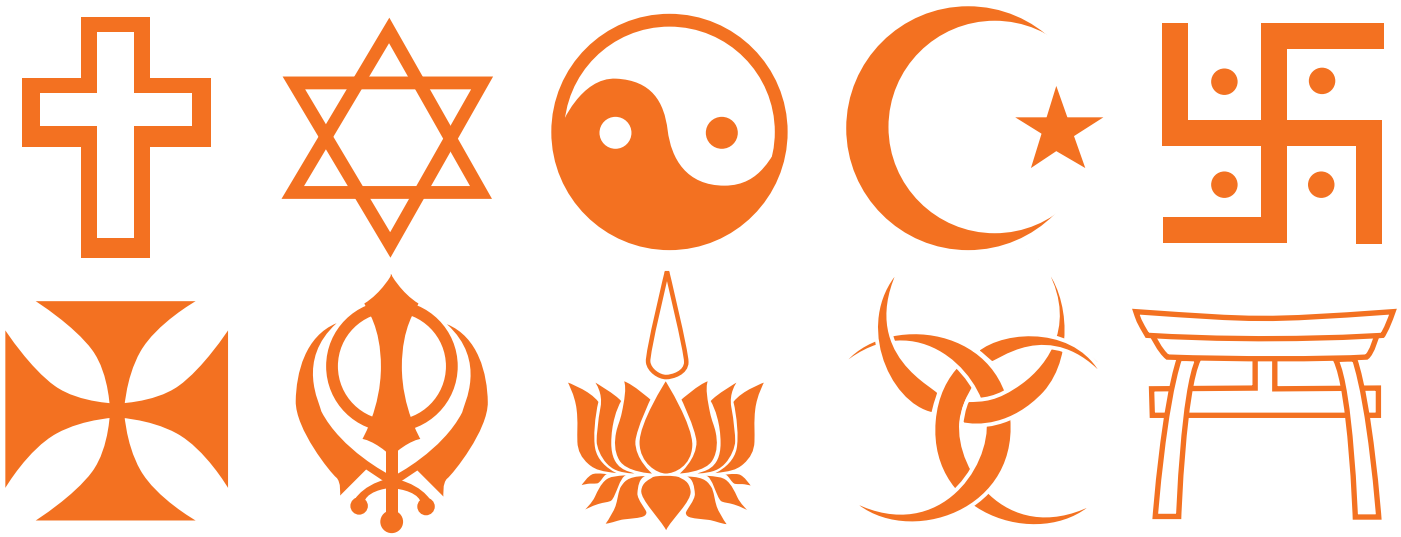
Subject Leader: Mrs Nkosi
jnkosi@theroyal.school

Is this subject suited to your learning style



Religious Studies

http://www.aqa.org.uk/subjects/religious-studies/a-level/religious-studies-2060



Course Content

Religious Studies is becoming a very popular subject and is held in high esteem by all of the top universities and is accepted as an entrance qualification by Oxford and Cambridge. Ethics and Philosophy are chosen because of their academic discipline and the value of their role in other related areas. Students completing religious studies at A Level have gone on to universities to study such disciplines as medicine, veterinary science, law, philosophy, psychology, theology and divinity. Religious Studies is also accepted by major professional bodies, public services and education.

The course encourages active learning, debate and group discussion, and individual tutorials. Students concentrate on study skills appropriate to the assessment objective.

Year 12 Units

Unit A - RSS01 Religion and Ethics

- Utilitarianism
- Situation Ethics
- Religious teaching on the nature and value of human life
- Abortion and Euthanasia

Unit C - RSS03 Philosophy of Religious

- The Cosmological Argument
- Religious Experience
- Psychology and Religion
- Atheism and Postmodernism

How will you be assessed?

Unit A and Unit C
Each unit is 50% of AS, 25% of A Level
Each unit is a 1one hour 15 minute written examination
Each unit is worth 90 marks
AS Award 1061

Knowledge/skills developed

Knowledge and Understanding
- Select accurate and relevant material
- Explain relevant features and key ideas
- Accurately use a range of technical language and terminology
- Show evidence of issues raised by relevant scholars

Evaluation
- Construct a coherent and well organised argument supported by examples and sources of evidence
- Identify strengths and weaknesses of an argument
- Use accurate and fluent expression

General
- Independent thinking. Enquiry skills, empathy reasoned judgent, analysis and interpretation spiritual and ethical awareness, presentation written and oral, group analysis and evaluation

Religious Studies



Year 13 Units

Unit 3B - RST3B Philosophy of Religion

- Ontological Argument
- Religious Language
- Body soul and personal identity
- The problem of evil

Unit 4A - RST4A

Two topics are identified for study and there will be two questions based on each topic. candidates must answer one question from the topic chosen.

Candidates will choose from either
Topic I - Life, Death and Beyond
or
Topic III - Religious Experience

How will you be assessed?

Unit 3B
25% of A Level
One hour 30 minute written examination
100 marks
Candidates answer two essay questions from a choice of four

Unit 4A
Religious and Human Experience
25% of A Level
One hour 30 minutes written examination
75 marks one extended essay
A Level Award 2061

Staffing Details

Subject Leader: Mr Smith
jgsmith@theroyal.school

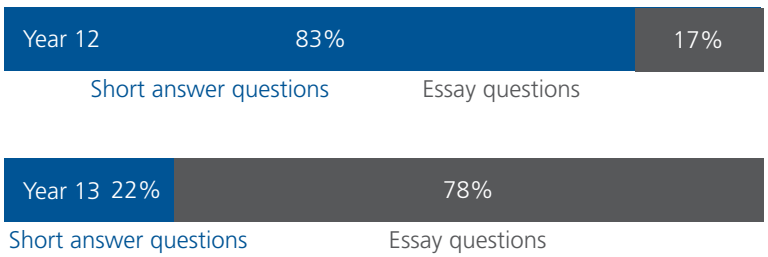
Careers web links

- http://www.kent.ac.uk/careers/Theology.htm
- http://www.prospects.ac.uk/options_religious_studies_job_options.htm

Testimonials

"Present Lower Sixth students chose Religious Studies at AS level because...I find it interesting...because it is a beneficial subject in order to go on to university...it fits into my future plans...because it is closely related to Philosophy which I want to study at university...it is a valuable and worthwhile discipline."

Is this subject suited to your learning style



Business Studies

A-LEVEL BUSINESS (EDEXCEL)



Course Content

Business is one of the most interesting, relevant and varied subjects available. No previous knowledge of Business is required, but an interest and willingness to follow current affairs and business news are essential. This course is suitable for those who like to work with real problems and enjoy discussion. Recently planned educational trips include Cadbury World, Jaguar Land Rover, JCB, the London Financial Sector and Disneyland Paris. Useful website include: https://www.tutor2u.net/business

Course content including specification code (9BS0)

Year 12

- Theme 1: Marketing and people. Meeting customer needs. The market. Marketing mix and strategy. Managing people. Entrepreneurs and leaders
- Theme 2: Managing business activities. Raising finance. Financial planning. Managing finance. Resource management. External influences

Year 13

- Theme 3: Business decisions and strategy. Business objectives and strategy. Business growth. Decision-making techniques. Influences on business decisions. Assessing competitiveness. Managing change
- Theme 4: Global business. Globalisation. Global markets and business expansion. Global marketing. Global industries and companies

How will you be assessed?

- Paper 1: Marketing, people and global businesses. 100 marks. 2 hours. 35% of qualification. Sections A and B: one data response question, including one extended open-response question
- Paper 2: Business activities, decisions and strategy. 100 marks. 2 hours. 35% of qualification. Sections A and B: one data response question, including one extended open-response question
- Paper 3: Investigating business in a competitive environment. 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. This paper has a pre-released context to enable students to investigate an industry or market in which businesses operate.

Skills developed

Students will apply their knowledge and understanding to real-life business contexts, developing transferable skills that support higher education study and transition to employment.

Course and Careers

Students can progress to:

- Higher education in business management & administration, accountancy & finance, human resource management, marketing, retail management, tourism management & international business
- A wide range of careers ranging from banking, sales, product management & general management to working in public sector organisations or charities.

Staffing Details

Subject Leader: Mrs A Chandard
achandard@theroyal.school

Testimonials

Quotes from students:

'The course is a fun, entertaining, and worthwhile. It presents you with endless possibilities and opportunities, allowing you to develop a range of skills while discovering the exciting world of Business.'

'Business has taught me many things - not just useful for an academic qualification but also in the real world and life.'

BTEC - Music

PEARSON BTEC LEVEL 3 EXTENDED CERTIFICATE IN MUSIC PERFORMANCE



Course Content

The Level 3 BTEC extended certificate in music performance is an excellent opportunity for students to develop their knowledge and understanding of themselves as performers and workers within the music industry itself. This qualification is equivalent in size to one A level and aims to provide a coherent course of study covering both performance and the music industry.

The course offers many practical scenarios for students to practice their practical musicianship. Students should be confident performers or passionate learners who are constantly looking to improve their skill level and continually build on their own practice in areas such as performance practice and musical theory knowledge.

UNITS

Year 12:

Unit 6: Solo Performance

In this optional unit, learners explore the preparation and performance of music as a soloist before performing in front of a live audience.

Students explore and practise the specific skills association with performing as a soloist, including stagecraft, engaging your audience, musical practice, rehearsal technique and creative reflection.

Students produce and work to a practice routine and submit a final concert performance.

Unit 2: The Music Industry

This is our first compulsory unit in the course. Students will explore what it is that makes someone a professional in the music industry and how to put forward a bid for work.

Learners will gain an understanding of important professional skills in the music industry and learn about financial management, health and safety, job roles and various other aspects of the industry.

Students will sit an exam in this unit.

Year 13:

Unit 3: Ensemble Music Performance

Learners will work as part of a musical ensemble and develop various skills and techniques in rehearsals and a final performance for this compulsory unit. Students will form a musical group within the class and choose from a list of songs. Learners then rehearse and perform these songs to an audience. Students also provide a presentation about different techniques, stylistic and musical elements in the parts that they perform.

Unit 1: Practical Music Theory and Harmony

In this final compulsory unit students develop their knowledge and understanding of music theory and harmony and apply this knowledge to practical scenarios.

Learners will explore different methods for notating music. This unit also explores the construction of scales and composition of melodies and also the development of chords and progressions when making music. Students will learn to produce musical notation that articulates their intentions so that they can be realised effectively in performance.

BTEC - Music



How will you be assessed?

This course includes 1 optional unit and 3 compulsory units which students explore over two years. All units include practical scenarios for students to work to.

Units 2 and 3 (Music Industry and Ensemble Music Performance) have an externally assessed exam component. Units 2 and 6 are internally assessed through various coursework submissions.

Knowledge/skills developed

Students will develop their performance skills on an instrument or voice of their choice. This will be developed through a variety of performance situations – both solo and ensemble.

Students will also develop a range of other practical musical skills, including knowledge of harmony, chords, scales and notation. Students will also work to understand roles and undertakings within the music industry to expand on their knowledge of this area of the working world.

All of this will be done whilst also working to develop professional behaviours for students looking to move on to a musical career in the future. Students will develop communication, interpersonal skills and good rehearsal practice.

Careers web links

The course has been designed to support progression to specialist music courses in higher education and to link with relevant occupational areas including composing music, improvising music and solo performance.

- https://www.careersinmusic.com/y
- https://www.bimm-institute.de/employability/

There is a diverse array of careers available within the music industry, from performance and composition roles through to music therapy, sound engineering, artist management and many many more.

Staffing Details

Director of Music
Mrs L Simmonds
lsimmonds@theroyal.school

BTEC - Business Studies

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN BUSINESS (601/7159/5)



Course Content

The Extended Certificate is a practical, work related two year course. You learn by completing projects and assignments that are based on realistic workplace situations & activities.

Business is one of the most interesting, relevant and varied subjects available. Recently planned educational trips include Cadbury World, Jaguar Land Rover, JCB, the London Financial Sector and Disneyland Paris.

Useful website: https://www.ichoosebtec.com

This course is equivalent in size to one A Level, with 4 units. 3 units are mandatory & 2 are external.

Year 12

- Unit 1: Exploring Business (coursework project). You will consider the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic & innovative to survive.
- Unit 2: Developing a Marketing Campaign (external exam). You will understand how a marketing campaign is developed, exploring different stages of the process that a business goes through.

Year 13

- Unit 3: Personal & Business Finance (external exam). You will consider the purpose and importance of personal and business finance.
- Unit 8 Recruitment & Selection Process (coursework project) or Unit 14 Investigating Customer Service (coursework project). You will either explore how the recruitment process is carried out in a business (Unit 8) or you will consider how excellent customer service contributes to business success (Unit 14).

How will you be assessed?

- Unit 1: Exploring Business (Internal)
- Unit 2: Developing a Marketing Campaign (External)
- Unit 3: Personal & Business Finance (External)
- Unit 8: Recruitment & Selection Process (Internal) or
- Unit 14 Recruitment & Selection Process (Internal)

Each unit is individually graded as pass, merit, distinction, or distinction *. The points total at the end of your course determine your overall grade.

Skills developed

- Hands on experience of real-word scenarios
- Organising your time to meet deadlines
- Communication & IT
- Working as part of a team
- Independent research
- Problem solving, creative thinking & decision-making

Careers

- Highly valued by employers, this BTEC qualification can leads to exciting opportunities in business finance, human resources, management & marketing.
- The course meets entry requirements for a wide range of University degrees, HNDs & professional higher education courses.
- You can progress within employment via professional qualifications:
  - Chartered Institute of Marketing
  - Management Accountants
  - Personnel Development

Staffing Details

Subject Leader: Mrs A Chandard
achandard@theroyal.school

Quotes from https://www.ichoosebtec.com
'95% of UK colleges accepted students with a BTEC qualification, including top Russel Group universities'

'BTECs can boost your lifetime earnings by £92 000'

'1 in 4 students who are accepted into University have a BTEC'

BTEC - Applied Science



Course Content

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

This course is designed for learners who are interested in learning about the scientific sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. It is to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Internally-assessed unit content

- Practical Scientific Procedures and Techniques. Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.
- One other internal unit, a choice from ten topics in biology, chemistry or physics.

Learners will be given opportunities to:

- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills using appropriate equipment, procedures and techniques.

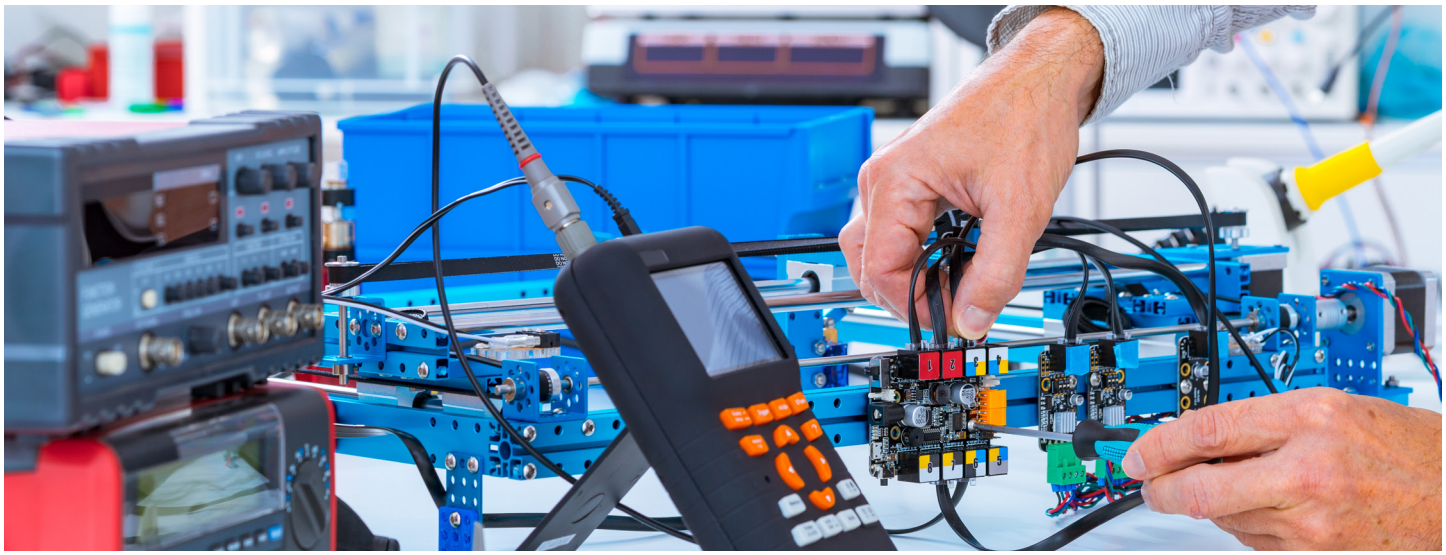
Externally-assessed unit content

- Principles and Applications of Science. This unit covers some of the key science concepts in biology, chemistry and physics.
- Science Investigation Skills. Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. The styles of external assessment used for qualifications in the Applied Science suite are:

- Examinations – all learners take the same assessment at the same time, normally with a written outcome
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information.
- External assessments are available twice a year.

BTEC - Applied Science



How will you be assessed?

Learners will be given opportunities to:

- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills using appropriate equipment, procedures and techniques.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only.

Knowledge/skills developed

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Staffing Details

Subject Leader: Mr Whitehead
jw@theroyal.school

Careers links

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many relevant courses if taken alongside other Level 3 qualifications as part of a programme of learning. Learners will be able to choose a wide range of degree programmes to progress to, depending on the other qualifications they have taken.
For example, taken alongside:

- A-Levels in Geography and Economics to progress to geography courses
- A-Levels in Business, Mathematics and Economics, or Psychology to progress to business or economics courses
- A-Level in Biology and a BTEC Level 3 National Foundation Diploma in Sport and Exercise Science to progress to sport science courses.

Is this subject suited to your learning style

25%	25%	25%	25%
Mixture of short and long answer questions	Questions on practical techniques and data analysis	Questions testing across the spec.	Multiple choice questions

BTEC - Sport

BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORT (601/7218/6) SPEC web link:
https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-



Course Content

BTEC - Sport Course Content The Level 3 Certificate in Sport is the equivalent of one A level. The recommended guided learning hours for the course is 180 hours across the 2 years. 4 units will be studied, 3 of which are mandatory, these are:

- Unit 1: Anatomy and Physiology (externally assessed),
- Unit 2: Fitness Training and Programming for Health (externally assessed),
- Unit 3: Sport and Well-being and Professional Development in the Sports Industry (internally assessed).
- The additional unit will be:
- Unit 4: Sports Leadership (internally assessed).

Each internally assessed unit is made up of numerous assignments that allow learners to meet the pass, merit or distinction.

Unit content

Unit 1: Anatomy and physiology:

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Externally assessed
The examination will be one hour and 30 minutes in length
80 marks.

Unit 2: Fitness training and programming for health:

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

Externally assessed: This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work.

The supervised assessment period is a maximum of 2.5 hours
60 marks.

Unit 3: Sport and well-being and professional development in the sports industry:

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Internally assessed
Numerous methods of assessments including: written reports, verbal interviews and SWOT analysis.

Unit 4: Sports leadership:

Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.
Internal assessment

Written report and witness testaments.

BTEC - Sport



Knowledge/skills developed

Vocational/Industry-Specific Skills

- Coaching: Developing effective coaching skills and delivering sessions for different age groups and ability levels.
- Event Management: Planning, organizing, and running sports events.
- Fitness Instruction: Gaining the knowledge to work as a fitness instructor or personal trainer.
- Sports Development: Understanding principles of sports development and how to create opportunities for participation in sports and physical activity.
- Anatomy and Physiology: Learning about the structure and function of the human body in a sports context.
- Transferable/Personal Development Skills
- Time Management: Managing your workload and deadlines effectively.
- Independent Learning: Developing the ability to research and learn new things without constant supervision.
- Problem-Solving: Gaining confidence in dealing with work-related issues and applying skills to solve practical problems.
- Confidence: Building self-assurance and the ability to speak in front of others.
- IT Skills: Developing practical skills with technology relevant to the sports industry.

Department information

The results from previous years have been very strong (as seen in the table above). When compared to national outcomes, our results are in the top 20%. We are proud to boast some of the strongest outcomes in the school. The PE staff strive to engage and inspire students to reach their full potential and exceed their target grades.

This qualification provides students with the opportunity to gain key skills in coaching & leadership, increase understanding of the job opportunities within the sports industry, increase knowledge of how to maintain a healthy lifestyle by making informed decisions on diet and exercise and much more.

Future pathways

This course is designed to equip students with the necessary skills and knowledge to progress on to degree level courses, including:

- Sports and exercise science
- Sports physiotherapy
- Sports nutrition
- Performance analysis
- Sports psychology
- Sports marketing
- Sports coaching

Useful web links

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/btec-l3-national-ext-cert-in-sport-spec.pdf

Staffing Details

Mr J Kennedy (Director of Sport)
jkennedy@theroyal.school

Testimonials

"BTEC Sport has helped me make progress in my sport by giving me a better understanding of how to analyse my own sporting performance". (National Swimmer)

"It really gives you more knowledge and understanding of how your body works and how to improve your performance in sport." (GB Athlete - sprinter)

BTEC - IT

OCR LEVEL 3 ALTERNATIVE ACADEMIC QUALIFICATION CAMBRIDGE ADVANCED NATIONALS IN IT: DATA ANALYTICS (EXTENDED CERTIFICATE)



Course Content

For this qualification, students must complete five units:

- Two mandatory externally assessed units
- One mandatory NEA unit
- Two optional NEA units

Year 12 Units

- F200 Fundamentals of data analytics
- F202 Spreadsheet data modelling

Year 13 Units

- F206 Data and digital marketing
- F204 Data and the Internet of Everything (IoE)
- F206 Data and digital marketing

Method of assessment

Written
- Topic tests
- Past exam Questions
- Mock exams
- Coursework / Portfolio
- Classwork and homework

Electronic
- Microsoft Teams

Skills developed

Systems and networks.
Data analysis.
Planning
Cloud computing.
Machine learning.
Design

Future careers using this subject

IT Support
Technician
Data Scientist
Web Developer
Cyber Security
Data Manager
Graphic Designer
IT Systems Manager

Departmental information

Extra-curricular Activities

- Advance coding – Python, Javascript and HTML / CSS
- Adobe Creative Suite Training – including photo and video editing

Careers links

https://senecalearning.com/en-GB/
https://www.teach-ict.com/

Staffing Details

Mr P Hall (Subjet Leader)
phall@theroyal.school

Mr M Griffin (Subjet Leader)
mgriffin@theroyal.school

Inspiring individuals to achieve their personal best and to compete and contribute as local and global citizens

Penn Road, Wolverhampton, West Midlands, WV3 0EG Tel: 01902 341230 www.theroyalschool.co.uk