



SEDBERGH
SCHOOL

FOUNDED 1525

Sixth Form Options

September 2018 entry

TO THE PARENTS OF SIXTH FORM ENTRANTS

The majority of pupils who enter the Sixth Form at Sedbergh follow a programme of A-Levels. Some, however, enrol for BTEC or City & Guilds courses - either as an alternative to A-Levels or in combination with one or more A-Level subjects.

The A-Level is a two-year qualification:

- Most Lower Sixth pupils study three or four subjects in the Lower Sixth, sitting a full set of internal school examinations towards the end of their Lower Sixth year
- Upper Sixth pupils generally pursue three of the four subjects they studied in the Lower Sixth through to their A-Level examinations, which now all come at the end of the two-year course

THE EXTENDED PROJECT QUALIFICATION (EPQ)

The EPQ allows pupils to research and write about a topic of their own choice

- It encourages skills for independent learning
- It is broadly equal, in terms of UCAS (i.e. university) points, to half of an A-Level
- It makes a good fifth subject for those looking for academic 'stretch and challenge'
- It can serve as an alternative to a fourth Lower Sixth subject, where four conventional courses might prove overly demanding

MAKING CHOICES

The following pages detail the subjects and courses on offer in the Sixth Form.

- Over the half-term break you will be asked to select a programme of courses for your son or daughter to pursue post-16
- All pupils will then have a detailed interview to discuss likely careers and the implications of their provisional Sixth Form options choices
- We will then look to arrange the timetable blocks in such a way as to deliver the widest range of subject-combinations possible.

Whilst the School will aim to ensure that as many pupils as possible are able to pursue their preferred option choices, it is obviously not possible to guarantee the availability of all possible combinations of subjects.

Mr PA Fairclough, Deputy Headmaster (Sixth Form)

January 2018

SIXTH FORM COURSES AVAILABLE FROM SEPTEMBER 2018

A-Level

Art & Design (Art, Craft & Design)	French	Mathematics & Further Mathematics
Art & Design (Graphic Communication)	Geology	Music
Biology	Geography	Physical Education
Chemistry	History	Physics
Classical Civilisation	Latin	Religious Studies
Design	Psychology	Spanish
Economics		Drama and Theatre
English Literature		

Other courses

BTEC Sport
BTEC Business
City & Guilds Agriculture
The Extended Project Qualification (EPQ)
IELTS (EAL)

NB: where courses are over-subscribed, selection may be based upon GCSE performance.

GENERAL COMMENTS

Universities currently make conditional 'offers' based on GCSE results and A Level predictions. In addition, some 'top' universities may require pupils to sit further entrance tests, if they are to be given a formal offer.

Many of the top universities (in particular the Russell Group, in their *Informed Choices* guide) have stated publicly that they regard some A-Levels more highly than others. It is also the case that certain subject combinations are better than others when one is planning to apply for a particular degree course. It is vitally important, therefore, that pupils avoid choosing subjects or combinations of subjects that will limit their chances of receiving offers from their preferred university.

For further details, please contact your Tutor, your Housemaster/Housemistress or one of the following:

Ms Rowland, Head of Sixth Form (designate) hlr@sedberghschool.org

Mr Lucas, Head of Careers pcl@sedberghschool.org

Mr McVoy, Sixth Form Co-ordinator mlm@sedberghschool.org

Subject: Art & Design (Art, Craft and Design)
Examination Board: AQA
Web address: www.aqa.org.uk
Specification: A-Level: 7201 Art and Design (Art, craft and design)

A-Level Assessment:

Personal investigation (60%, 96 marks)
Externally set assignment (40%, 96 marks. Prep period + 15hrs supervised time)

Description of the course:

This is a broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the following titles: Fine Art; Graphic communication; Textile design; Three-dimensional design; and Photography.

Pupils are expected to attend a series of Life drawing classes and study art first hand through Gallery visits. There will be charges made for the cost of materials used.

Course requirements:

Minimum grade 6 in GCSE Art - or similar grades in applicable subjects (eg. Textiles/ Graphic communication/ Photography/ DT). The course is academically challenging and should not be considered a soft option. Candidates unsure if they meet the course requirements should contact Mrs Bolton to discuss the requirements further.

General Comments:

These courses are very relevant for entry to many specialised Degree courses in Art and Design and Architecture. They are widely accepted by Universities as admission qualifications. Opportunities for school leavers are diverse. There are Diploma or Foundation courses at Colleges of Art as well as various Art based Degree courses at Universities. Careers in Art are as diverse as the courses on offer and developments in technology have increased the demand for artists and designers throughout the world.

Head of Department: Ms L E Bolton
leb@sedberghschool.org

Subject: Art & Design (Graphic Communication)

Examination Board: AQA

Web address: www.aqa.org.uk

Specification: A-Level: 7203 Art and Design (Graphic communication)

A-Level Assessment:

Personal investigation (60%, 96 marks)

Externally set assignment (40%, 96 marks. Prep period + 15hrs supervised time)

Description of the course:

Pupils will produce practice and critical/contextual work in one or more areas of study, for example: advertising; packaging design; design for print; illustration; communication; graphics; branding and multimedia.

Pupils are required to attend a series of Life drawing classes where appropriate and study art and design first hand through Gallery visits. There will be charges made for the cost of materials used.

Course requirements:

Minimum grade 6 at GCSE Graphic communication - or similar grades in applicable subjects e.g. Art/Textiles/ Photography/ DT.

The course is academically challenging and should not be considered a soft option. Candidates unsure if they meet the course requirements should contact the Head of Department to discuss the requirements further.

General Comments:

These courses are very relevant for entry to many specialised Degree courses in Art, Design and Architecture. They are widely accepted by Universities as admission qualifications. Opportunities for school leavers are diverse. There are Diploma or Foundation courses at Colleges of Art as well as various Art and Design based Degree courses at Universities. Careers in Graphic Design are as diverse as the courses on offer and developments in technology have increased the demand for artists and designers throughout the world.

Head of Department: Mr E Kearton-Gee

ekg@sedberghschool.org

Subject:	Biology
Examination Board:	AQA
Web:	www.aqa.org.uk
Specification:	A-Level Biology (7402)
Course Requirements:	
	Grade 7 or 8 in GCSE Biology (ideally)
	Good grade at GCSE Mathematics (recommended)

Description of the course

Subject Content:

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

The course starts with the study of cells and biological molecules, the building blocks of life. Working up from these basic components, the increasing complexity of cells, tissues, organs and body systems is introduced. The second year of the course builds logically upon these foundations to cover topics on genetics, responses to stimuli, the environment and the biochemistry of respiration and photosynthesis in greater depth.

A-Level Assessment:

3 Examinations (each 2 hours):

Paper 1:

Any content from topics 1-4 above (Year 1): a mixture of short and long answer questions, including extended response questions.

Paper 2:

Any content from topics 5-8 above (Year 2): a mixture of short and long answer questions, including a comprehension question.

Paper 3:

Any content from topics 1-8 above (Years 1 + 2), including critical analysis of given experimental data and a 25 mark synoptic essay.

Practical work is a central theme of the A-Level and many new skills will be developed. Those meeting the standard, are certified with a 'Practical Endorsement'. At least 15% of examination marks will be assessment of practical skills and 10% of the assessment covers mathematical skills. There is no coursework.

Head of Department: Dr A McMeechan
amm@sedberghschool.org

Subject: Chemistry

Examination Board: OCR

Web address: ocr.org.uk

Specification: A-Level: H432

A-Level Assessment: Two 135 minute papers and one 90 minute paper at the end of the Upper sixth. Practical endorsement for Chemistry

Course Requirements: Minimum grade 7 or 8 in GCSE Chemistry.

Description of the course:

The structure of the course is as follows:

Content

Module 1: Development of practical skills

Module 2: Foundations in chemistry

Module 3: Periodic table & energy

Module 4: Core organic chemistry

Module 5: Physical chemistry and transition elements

Module 6: Organic chemistry and analysis

Examination Papers

A-Level Paper 1: Periodic table, elements and physical chemistry (37%)

A-Level Paper 2: Synthesis and analytical techniques (37%)

A-Level Paper 3: Unified chemistry (26%)

A-Level Practical Endorsement

General Comments:

In summer 2017, all twenty upper sixth Chemistry students passed – 75% achieving A*-B grades.

Head of Department: Mr CD Gunning

gun@sedberghschool.org

Subject: Classical Civilisation

Examination Board: OCR

Web address: www.ocr.org.uk

Specification: A-Level (H408)

Description of Course:

Paper 1: The world of the hero

This is a compulsory component consisting of an in-depth study of Homer's *Iliad* and Virgil's *Aeneid*.

Paper 2: Culture and the arts

Pupils study one component in this component group, chosen from:

- Greek theatre
- Imperial image
- Invention of the barbarian
- Greek art

Paper 3: Beliefs and ideas

Pupils study one component in this component group, chosen from:

- Greek religion
- Love and relationships
- Politics of the Late Republic
- Democracy and the Athenians

General Comments:

Pupils do not need to have studied the subject at GCSE, nor is any knowledge of Latin or Greek required. Classical Civilisation gives pupils the opportunity to study certain elements of Greek and Roman culture, which have had such a profound influence on the Western world, in depth. Familiar concepts (such as heroism, loyalty, gender divide, democracy) are studied in an unfamiliar context and pupils will need to be open-minded and thoughtful in their approach.

The subject combines analysis of source materials and essay writing; the ability to write coherent English and to structure an argument is therefore essential.

Head of Department: Mr JD Lidiard

jdl@sedberghschool.org

Subject:	Design Technology - Product Design
Examination Board:	AQA
Web address:	www.aqa.org.uk
Specification:	7552
A-Level Assessment:	Three units, one of which is a substantial coursework project (50%), the other two are written exam papers (25% each).
Course Requirements:	Minimum grade 6 at GCSE DT – and/or similar grades in applicable subjects (e.g. Art/ICT/Maths/Physics/English). The course includes an element of Maths and Science. It is assumed that candidates are IT-literate.
	A Level Design Technology is a challenging subject closely linked to modern business and manufacture, it should not be considered a soft option. Whilst academically weaker candidates can achieve significant success within the practical elements of the course it is likely they will find the theory elements challenging in proportion to their ability.
	Candidates unsure if they meet the course requirements should contact the Mr Arnold to discuss the requirements further.

Description of the Course:
The course encompasses traditional skills as well as high end CAD and CAM technology. The facilities in the department are expanding and are supported by several large companies including Delcam (www.delcam.co.uk). Candidates can choose to work in diverse project areas, ranging from commercial consumer products, through to agricultural engineering, jewellery, and furniture. Industrial visits/trips are provided where possible to support the theory element of the course. Theory content and design skills will also be taught through a range of non-examined short projects in Year 12 as well as tradition classroom teaching.
Core Technical Principals (Paper 1) 25% of A-level
Topics include: Study of materials (incl. smart and modern materials), digital design and manufacturing methods (3D printing technologies), communication and presentation techniques, enterprise and marketing, and intellectual property rights.
Exam is a mixture of multiple choice, short answer, and extended responses.

Specialist Knowledge, Designing and Making Principals (Paper 2) 25% of A-level
Topics include: Historical design styles, technology and cultural change, evaluation and analysis of products, project management, design for manufacture, industrial manufacturing processes and systems, materials and methods of enhancing their properties.
The exam is a mixture of multiple choice, short answer, and extended responses.

Non Exam Assessment Task (Design and Manufacture) 50% of A-level

A variety of broad contexts are provided by the board on the 1st of June (half term in the Summer of Year 12). The candidate selects a project of their own choosing providing it can fit within one of these contexts. The candidate produces a solution that takes the form of a design folio (maximum of 45 pages of A3) and a physical product or prototype.

The folio is marked under the following headings;

- a) Exploration
- b) Designing
- c) Making
- d) Analysing and Evaluating

It should be noted that this element of the course is the independent work of the candidate and regulations limit the amount and type of support/guidance that teaching staff can provide. Pupils can still be ambitious but the focus is on quality not quantity of work.

General Comments:

Candidates gain experience in identifying, considering and solving problems through the manipulation of a range of materials and technologies. They also develop a broader understanding of the commercial world around them and how it influences society. Unlike many subjects at A-level the skills taught are particularly good in developing the project management and independent working skills required on many modern degrees.

Studying Design Technology is useful for a wide range of careers including: **Product Design, Interior Design, Web Design, Graphic Design, Engineering – Mechanical, Electronic, Civil, CAD Technician, Architecture, Surveying, Marketing and Advertising, Business, IT and Telecoms, Specialist craft and restoration, Trade based careers etc.**

Candidates are free to work in any materials they choose however all project materials and consumables used during the course are billed. In the case of an abnormally expensive project parental permission is sought first.

Head of Department: Mr SR Arnold
sra@sedberghschool.org

Subject:	Economics	
Examination Board:	EDEXCEL	Web address: qualifications.pearson.com
Specification:	A Level: 9EC0	
A-Level Assessment:	Three written papers. Each 2 hours long. There is no coursework component.	
Course Requirements:	Minimum school requirement of 5 GCSE's, normally including English and Maths at grade 5 or above.	

Description of the course:

Theme 1 – Introduction to markets and market failure

- Nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2 – The UK economy – performance and policies

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and performance

Theme 3 – Business behaviour and the labour market

- Business growth
- Business objectives
- Revenues, costs and profit
- Market structures
- The labour market
- Government intervention

Theme 4 – A global perspective

- International economics
- Poverty and inequality
- Emerging and developing countries
- The financial sector
- Role of the state in the macroeconomy

General Comments: A Level Economics is very popular and is a highly respected A Level. It is also regarded as being one of the more academic subjects. A good economist is able to use abstract theories and apply them to everyday problems so that real-world policies can be sensibly evaluated. Pupils with an arts background have an advantage in terms of being able to write fluently about policies and problems. A grade B in GCSE English is strongly recommended and competence in a social science such as Geography or History is desirable.

Economics bridges the arts/science divide and is excellent for those wishing to broaden their subject choice. An ideal combination would be with Mathematics, Philosophy and Ethics and either History, Chemistry or Physics. However it would also go well with English, Geography, Geology and any language. It is equally likely to be taken by those who consider themselves to be scientists or interested in the arts.

The course is taught with a strong emphasis on current economic events.

A Level Mathematics is usually required for pure economics at degree level. However A level Mathematics is not normally required to pursue economics at degree level if it is combined with another subject; for example with Philosophy, Law, Geography, History or with Business. There are in fact many combined degree options available for Economics, where A Level Mathematics is not required.

After university, economists go on to a wide variety of careers from civil service to the city. Their abilities to apply ideas are highly valued by employers.

Head of Department: Mr AD Ashfield
ada@sedberghschool.org

Subject:	English Literature	
Examination Board:	OCR	Web address: ocr.org.uk
Specification:	A Level H472	
A-Level Assessment:	Paper 1: Drama and Poetry Pre-1900 (40%) Paper 2: Comparative and Contextual Study (40%) Paper 3: Literature Post-1900 (coursework) (20%)	

Description of the course:	
A-Level	
Paper 1: Drama and Poetry Pre-1900.	
Section 1:	One William Shakespeare play is studied: <i>Hamlet</i> , <i>Measure for Measure</i> , <i>Richard III</i> , or <i>Twelfth Night</i> .
Section 2:	Pupils study one pre-1900 drama text and one pre-1900 poetry texts. The list of pre-1900 drama texts includes: Christopher Marlowe's <i>Edward II</i> , John Webster's <i>The Duchess of Malfi</i> , and Oscar Wilde's <i>An Ideal Husband</i> . The list of pre-1900 poetry texts includes: Chaucer's <i>The Merchant's Prologue and Tale</i> , John Milton's <i>Paradise Lost, Books 9 & 10</i> , and Samuel Taylor Coleridge's <i>Selected Poems</i> .
Assessment: One 2 hour 30 minutes closed text examination (40%)	
Paper 2: Comparative and Contextual Study.	
	Pupils are required to study at least two whole texts from a specified topic area. The five topic areas are as follows: American Literature 1880-1940; The Gothic; Dystopia; Women in Literature; and The Immigrant Experience.
Assessment: One 2 hour 30 minutes closed text examination (40%)	
Paper 3: Literature Post-1900	
	Pupils are required to study three works of modern literature published after 1900 as part of a thematically linked module. The three texts must include one prose text, one poetry text and one drama text; and one of the texts must have been published or performed after 2000.

Assessment:

This is an internally assessed coursework module (20%). Pupils complete two tasks. Task 1 involves the close, critical analysis of a selection of their chosen text or a poem from an anthology or collection in a 1,000 word essay. For Task 2, pupils are required to submit an essay of 2,000 words which explores contrasts and comparisons between two texts, informed by other critical readings and an understanding of significant contexts.

General Comments:

A-Level English Literature is a highly respected subject, sitting well alongside humanities and arts subjects as well as offering an antidote to the Sciences. The ability to structure an argument and write well is an essential skill. Enjoyment of Literature and the desire to read is a pre-requisite for the course.

Head of Department: Dr GJ Downes

gjd@sedberghschool.org

Subject: French
Examination Board: AQA **Web address:** www.aqa.org.uk
Specification: A-Level 7652
A-Level Assessment:
P1: Listening, reading & writing
P2: Writing
P3: Speaking
Course Requirements: Minimum grade 7 at GCSE.

Description of the course:

Pursuing the goal of communication in a foreign language is a highly commendable aim both practically and philosophically. Not only is it an enviable tool prized by employers and universities alike but, more importantly, it opens up a window into another culture and way of thinking which encourages us to see beyond our own narrow view of the world. Sadly, in a world where English is increasingly widely spoken, the number of British people who have a strong grasp of a foreign language is in decline. As a result, those who can communicate effectively are set apart from the ordinary and employers are crying out for applicants with language skills beyond the basic. Statistically you have a better chance of getting a place at a top university applying for a course involving a modern language.

French is a mellifluous language, a pleasure to hear and to work with. It is often thought of as the language of fashion and food, associated luxury and decadence, but French is also a front runner in the world of technology and modernity. The significance of French as a global player is reflected in the wide extent to which it is used in diplomatic and creative spheres. It is a working language of the United Nations, an official language of the EU and the International Olympics Committee, the main language of the African Union and the only international language of the postal system. Although it is not spoken by as many people as Mandarin or Hindi it is (along with English) one of only two languages present in five continents.

The course builds upon the four skills that you have already begun to wield at IGCSE level: Speaking, Listening, Reading and Writing. However, you will move beyond the largely prosaic topics covered at IGCSE and will address far more stimulating and challenging issues. You will master the skills and knowledge necessary to communicate with a French speaker about relevant, up-to-date topics at a much more satisfying level of linguistic competence. Amongst the many topics covered are cinema, music and literature, current trends of French-speaking society and current issues such as multiculturalism, politics, crime and the 'cyber-society'. We also hope to offer the opportunity to visit a French-speaking country during the 2 year course and there a number of social engagements planned by the Modern Foreign Languages Sixth Form Society.

Head of Department: Miss W Swan
ws@sedberghschool.org

Subject: Geography

Examination Board: CIE

Web address: cie.org.uk

Specification: A-Level: 9696

Assessment: Four modules are assessed during the course,

Year 12 pupils are prepared for two papers. One covers the Core Physical Geography options, and the other, covers the Core Human Geography options. The questions are a mixture of shorter data response style, and structured essays.

Year 13 pupils are prepared for two papers. One on physical Geography the other on human Geography. In each paper pupils answer two structured essay style questions.

Course Requirements: No prior knowledge of the subject is required, however since the course builds on GCSE work in the subject candidates with a good pass in GCSE Geography (normally Grade 6 or above) will have a head start with their studies.

Description of the course:

Lower Sixth

Hydrology and fluvial geomorphology: This is focussed on the movement of water through river basins, the typical landforms produced by river processes including erosion and deposition and how humans have an impact on rivers and their basins.

Atmosphere and weather: This unit covers the generation of both global and local weather and atmospheric processes and how humans have an impact through the creation of urban microclimates and Global Warming.

Rocks and weathering: In this section pupils learn about the global scale processes of Plate Tectonics and how the surface of the earth is shaped by processes of weathering, erosion, and mass movement. Finally the human impact on these processes is considered by studying topics such as acid rain and the destabilisation of slopes by quarrying and ski piste development for example.

Population: Pupils study world growth rates, how populations change over time, and the issues of feeding growing populations and managing ageing populations.

Migration: This is a key issue in the modern world, especially so since the Brexit vote, and pupils will study the different types of migration, the push and pull factors driving migration and the impacts it can have.

Settlement Dynamics: Settlements in both rural and urban areas are considered and the forces that are shaping cities and rural areas are studied with examples drawn from around the globe.

Upper Sixth

Advanced Physical Geography Options

Two topics are chosen for study from:

- 1. Tropical environments:** Considers the climate, ecosystems and landforms common in tropical environments.
- 2. Coastal environments:** This topic focusses on the processes shaping coastlines, the varied landforms produced and the human impact on coastlines and how they may be managed sustainably.
- 3. Hazardous environments:** Study is focussed on hazards produced by tectonic processes (volcanoes and earthquakes), slope instability, and atmospheric processes. Case studies from around the world will be used to illustrate key points.
- 4. Arid and semi-arid environments:** Here the earth's dry zones are studied and reasons for aridity considered, the landforms common to such areas are considered and finally human interaction in such areas is considered with a particular focus on achieving sustainability,

Advanced Human Geography Options

Two topics are chosen for study from:

- 1 Production, location and change:** The focus here is on changes in agriculture, service and manufacturing industry.
- 2. Environmental management:** This unit considers the important topics of providing sustainable energy supplies and the management of degraded environments.
- 3. Global interdependence:** The world is increasingly interdependent and the rise of international trade and tourism provide a focus for this unit.
- 4. Economic transition** considers globalisation and the forces it has unleashed together with regional imbalances that arise within and between different countries.

General Comments:

Geography is a very popular option at post sixteen level and provides a crossover between the arts and sciences. It is highly topical and barely a week goes by without a significant geographic event occurring cropping up in the various news media. A high proportion of pupils choose the subject for their degrees and Geographers have a high degree of employability in the job market. Employers value their wide range of skills and knowledge.

Head of Department: Mr SJ Cooling
sjc@sedberghschool.org

Subject:	Geology	
Examination Board:	OCR	Web address: ocr.org.uk
Specification:	A-Level: H014	
Assessment:	Four Lower Sixth teaching modules with a further three in the Upper Sixth	
Course Requirements:	Good grades in Sciences and Maths at GCSE. It is useful, but not essential, to have studied Geography.	

Description of the course:

Lower Sixth content

Module 1 - Development of practical skills in Geology

Practical skills which are fundamental to the study, practice and discipline of geology are learnt. Practical skills are developed through fieldwork and assessed in a written examination.

Module 2 - Foundations in Geology

Minerals and rocks: Understanding of minerals builds on learners existing knowledge of chemistry and physics. Rocks can be classified based directly on their observable characteristics.

Fossils and time: Fossils provide us with information about the interaction of organisms with the environment and an evolutionary record from which the geological time scale was developed.

Module 3 - Global Tectonics

Earth Structure: A geochemical and geophysical understanding of the layered structure of Earth.

Plate tectonics: We develop an explanation of the thermodynamically driven plates involving the mantle and the lithosphere.

Geological Structures: Introduces structural geology, providing knowledge and understanding of folding, faulting and the behaviour of deforming rocks.

Module 4 - Interpreting the past

Sedimentary environments in time: This section relates to understanding modern sediments and rocks. The aim is to build on hands-on experience of rocks and fossils and demonstrate that the present is the key to the past.

Geochronology: Introduces the principles of correlation based on lithology, macrofossils and relative dating.

Upper Sixth content

Modules 5 to 7 form a continuation in the Upper Sixth year, with petrology, economic geology, geo-hazards and Basin analysis

General Comments: No previous understanding of Geology is required and results demonstrate it can be successfully learnt from scratch at A-Level. It is a fresh and fascinating Sixth Form choice, but it is also a highly respected academic discipline, dealing with the key aspects of the physical world above ground and below, including the geological resources that underwrite modern society. The course is very visual, taught through digital material generated by the teacher and hands-on specimens, supported by student access to all class study materials.

This department is five times winner of the best A-Level results in the Independent sector for Geology (four times for girls, once for boys).

Geology can be combined with many other subjects. For scientists, it is a natural extension of their realm. For non-scientists, it is a valuable and eye-catching addition to their A-Level repertoire. A high proportion of pupils choose further study of Earth Sciences at university, if they have combined Geology with other sciences/maths. Beyond this the subject has tremendous career potential.

There is a cost in the region of £35 for materials.

Head of Department: Mr JE Fisher
jef@sedberghschool.org

Subject:	History	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	A-Level: 7042	
Assessment:	2 x 2 ½ hour exams and an investigation essay	
Course Requirements: None. It is helpful to have taken History and a language at GCSE. A good standard of written English will be essential to examination success.		

Description of the course:
Pupils are required to study three components;
Component 1: (40% of A-Level) <i>The Tudors: England, 1485–1603</i> This option allows students to study in breadth issues of change, continuity, cause and consequence throughout the Tudor dynasty. Specifically this topic explores how the Tudors restored and developed the powers of the monarchy, England’s relations with foreign powers and how English society and economy changed over time and with what effects.
Component 2: (40% of A-Level) <i>International Relations and Global Conflict, c1890–1941</i> This option provides for the study in depth of a period in which political ambitions and rivalries between nations plunged the world into major wars. It develops concepts such as nationalism, militarism and the balance of power and encourages students to reflect on the causes of war and what makes international diplomacy succeed or fail.
Component 3: Historical Investigation (20% of A-Level) This is a 3,000 word investigation essay based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It may not duplicate the content of options chosen for Components 1 or 2.

General Comments: The course aims to encourage the candidates’ development of powers of critical analysis, their understanding of complex material that relates to problems of the past, and their ability to express themselves in sustained, argumentative prose. In order to provide candidates with a proper historical context for their examined work, a good deal of material beyond the limitations of the specification will be covered.

Head of Department: Mr RND Follett rndf@sedberghschool.org

Subject: Latin

Examination Board: OCR

Web address: ocr.org.uk

Specification: A-Level (H443)

Description of Course:

Lower Sixth

The Lower Sixth course forms a suitable bridge from GCSE, with a familiar blend of language and literature work. There is not a huge jump in difficulty from GCSE in terms of grammar or stylistic analysis. The prose set text is a selection from Cicero, whilst the verse comes from Ovid.

Upper Sixth

H443 (01): Unseen translation

H443 (02): Prose Composition

H443 (03): Prose Literature

H443 (04): Verse Literature

The A-Level papers provide scope for greater depth of study of literature and language. The unseen paper allows pupils the opportunity to read a large amount of unadapted poetry and prose from a range of authors, whilst strong linguists will relish the challenge of prose composition. Set text analysis requires the writing of full-length commentaries and essays. There are a number of texts on offer from the likes of Tacitus, Virgil and Ovid.

General Comments:

Pupils who enjoy and flourish at GCSE Latin will be well placed to succeed at A Level, where smaller class sizes enable a tutorial-style approach to learning. The greater depth in which the set texts are studied gives pupils the opportunity to immerse themselves in issues of history, philosophy and culture.

The new A Level structure will favour those studying Latin, as they will have the full two years to hone their language skills before sitting their qualifying examinations.

The vast majority of Latin pupils in recent years have gone on to achieve at least an A grade at A-Level. Many have also chosen to continue their study of Classics at university, including at Oxbridge.

Head of Department: Mr JD Lidiard

jdl@sedberghschool.org

Subject: Mathematics **web address:** www.edexcel.com

Examination Board: Edexcel

Specification: A level: 9MAO

A-Level Assessment:

Paper 1 – Pure Mathematics 1: 2 hours

Paper 2 – Pure Mathematics 2: 2 hours

Paper 3 – Statistics and Mechanics: 2 hours

Course Requirements: Normally minimum of GCSE/IGCSE Level 7 or 8 preferred

Description of the course:

A-Level Content

Paper 1: Pure Mathematics 1 (Paper code: 9MA0/01)

Paper 2: Pure Mathematics 2 (Paper code: 9MA0/02)

Pure Maths content overview

NB: Papers 1 and 2 may contain questions on any of the 10 Pure Maths topics below:

Topic 1 – Proof; Topic 2 – Algebra and functions; Topic 3 – Coordinate geometry in the (x, y) plane;

Topic 4 – Sequences and series; Topic 5 – Trigonometry; Topic 6 – Exponentials and logarithms; Topic 7 – Differentiation; Topic 8 – Integration; Topic 9 – Numerical methods; Topic 10 – Vectors Assessment overview

Paper 3: Statistics and Mechanics (Paper code: 9MA0/03)

Statistics and Mechanics content overview

Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.

Section A: Statistics

Topic 1 – Statistical sampling; Topic 2 – Data presentation and interpretation; Topic 3 – Probability; Topic 4 – Statistical distributions; Topic 5 – Statistical hypothesis testing

Section B: Mechanics

Topic 6 – Quantities and units in mechanics; Topic 7 – Kinematics; Topic 8 – Forces and Newton's laws; Topic 9 – Moments Assessment overview

General Comments:

A-Level Mathematics is a highly respected A-Level. It combines well with any other subjects but particularly well with sciences, especially Physics.

A-Level mathematics provides a good basis for Higher Education and is very important for most engineering and science courses.

Head of Department: Mrs CM Morgan
cmm@sedberghschool.org

Subject: Further Mathematics
Examination Board: Edexcel **Web address:** www.edexcel.com
Specification: A-Level 9FMO
A-Level Assessment:
Paper 1: Further Pure 1: 1 hour 30 Minutes
Paper 2: Further Pure 2: 1 hour 30 minutes
Paper 3: Further Mathematics Option paper 1: 1 hour 30minutes
Paper 4: Further mathematics Option paper 2: I hour 30 Minutes
Course Requirements: GCSE/IGCSE minimum grade 8

Description of the course: content overview
Further Pure 1: Proof, complex numbers, Matrices, Further Algebra and functions, Further calculus, Further Vectors.
Further Pure 2: Complex Numbers, Further algebra and functions, Further Calculus, Polar Coordinates, Hyperbolic functions, Differential equations.
Paper 2 (Options) Further Pure 2 or Further Statistics or Further Mechanics or Decision.
Paper 4 (Options) Further Pure 4 or Further Statistics 1 or Further Statistics 2 or Further Mechanics 1 or Further Mechanics 2, Decision 1 or Decision 2.

General Comments:

The study of Further Mathematics is demanding and should only be undertaken by students with high mathematical ability and high capacity for work. The rewards are great. Sixth formers with two A-Levels in Mathematics are highly sought after by quality universities in the subjects of mathematics, science and engineering

Head of Department: Mrs CM Morgan
cmm@sedberghschool.org

Subject:	Music	
Examination Board:	AQA	Web address: aqa.org.uk
Specification:	A-Level: 7272	
Assessment:	6 units (3 per year of the below), including coursework elements in Performance, Composition, Compositional Techniques, and written papers in Listening, Analysis, and Contextual Understanding.	
Course Requirements:	Grade 7 or 8 at GCSE preferred. Grade V Theory of Music would be helpful.	

Description of the course:

Appraising Music: Exam paper with listening and written questions using excerpts of music.

Performing: Solo and/or ensemble performing as an instrumentalist and/or vocalist. A minimum of ten minutes of performances is required.

Composition: This unit encourages students to develop their composition skills leading to the creation of two compositions – one to a brief and one as a free composition.

General Comments:

This interesting and varied course will suit musicians wishing to extend their knowledge and experience beyond GCSE. It offers logical progression from GCSE as the assessment objectives, structure and titles are very similar to those specified in the AQA GCSE Music specification. It also makes a good foundation for a university degree. Performance needs to be at the level of a good Grade VI or better at A-Level. Potential candidates or their parents may wish to seek advice from the Director of Music.

Head of Department: Mr CFJ Allinson
cfja@sedberghschool.org

Subject:	Physical Education	
Examination Board:	OCR	Web address: ocr.org.uk
Specification:	A-Level: H555	
Assessment:	3 Written Papers	70%
	Practical Assessment & Analysis	30%

General Comments:

A-Level Physical Education sees pupils study modules in a number of the different disciplines of sports science and provides an excellent stepping stone for pupils wishing to go on to further study in any branch of the subject. The course is a mixture of theory and practical and pupils are encouraged to apply the theoretical knowledge that they acquire to the improvement of performance.

While GCSE PE gives a good foundation to the A-Level course pupils do not have to have studied the subject at GCSE to take this course. Those who have studied the subject at GCSE should have achieved at least a Grade 6 in the theory paper if they are considering taking the A-Level.

Description of the course:

The theory course is split into three areas, all of which are taught over the two years:

Physiological Factors affecting Performance (30%)

This is further divided into three sections, applied anatomy & physiology, exercise physiology and biomechanics. Pupils are taught about the main body systems, how they respond to exercise and how energy is supplied during exercise. In the second year they study nutrition and training theory and are expected to apply this knowledge to the improvement of their own performance. In biomechanics pupils look at concepts such as force, fluid mechanics and projectiles.

Psychological Factors affecting Performance (20%)

In this section as well pupils study the effects of the mind on sporting performance considering topics such as motivation, personality, leadership and group dynamics. They also look in detail at the concept of skill and how we learn and develop skill in sport.

Socio-cultural issues in Physical Activity and Sport (20%)

This sections considers the role of sport in today's society and looks at how sport has developed over time into the global phenomenon that it is today.

Performance in Physical Education (30%)

In the practical element of the course pupils are assessed as a performer or coach in one activity and in their ability to analyse and improve performance.

Head of Department: Mr PJE Coke
 pjec@sedberghschool.org

Subject:	Physics	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	A-Level: 7408	
Assessment:	3 x 2-hour papers	
Course Requirements:	Grade 7 or 8 in GCSE Physics (ideally). Good grade at GCSE Mathematics (recommended)	

Description of the course:

- Particle, Quantum Physics & Radiation
- Progressive & Stationary Waves properties
- Mechanics & Material Engineering
- Electricity
- Circular & Simple Harmonic Motion
- Fields and their consequences
- Thermal Physics
- Nuclear Physics
- Astrophysics
- Practical skills development is built in throughout the 2 year course

General Comments:

You will learn how *YOUR* world and *YOUR* universe actually works. Physics opens the door to many careers, and is particularly important for those considering the Sciences, Engineering, Industry and Medicine at university level. Physics is very highly sought after by employers.

In class, you will see demonstrations of the physics that you are studying, carry out complex and engaging practical work individually and in groups. The department is well equipped with multimedia facilities which will help to ensure that lessons are clear and understandable.

Although you do not need to have studied separate sciences in order to take Physics, the A Level syllabus is designed to build upon the separate Physics syllabus. Good grades are essential.

It is strongly recommended that you take A-Level Mathematics alongside your Physics. This is not compulsory, but you will find things easier if you do.

In the words of Bill Bryson, "*I will never know another world, so I thought at least I should understand how this one works.*"

Head of Physics: Mr MJ Appleton
mja@sedberghschool.org

Subject:	Psychology	
Examination Board:	AQA	Web address: www.aqa.org.uk
Specification:	A-Level: 7182	
Assessment:	3 x 2 hour papers	
Course requirements:	It is <i>recommended</i> that you have minimum grade 6 in GCSE Biology and English. Grade 5 or above in GCSE Mathematics is <i>desirable</i> .	

Description of the A Level course:

Paper 1 Introductory Topics in Psychology

Pupils will learn about the topics of Social Influence, Memory, Psychopathology and Attachment. This will cover issues such as why we conform to others and obey authority; theories of human memory and forgetting; and, the influence of childhood attachments on adult relationships. Pupils will also study the topic of Psychopathology, which includes the general issue of what is 'abnormality' as well as a more detailed look at the causes and treatment of phobias, depression and obsessive compulsive disorder (OCD).

Pupils will also develop a wide range of skills, including analysis, interpretation and evaluation of psychological research plus the understanding of mathematics in research.

Paper 2 Psychology in Context

Pupils will learn about the emergence of Psychology as a Science as well as the five main approaches to explaining human behaviour: Learning Theory; the Cognitive Approach, Biological Approach, the Humanistic and the Psychodynamic approach. The other topic on this paper is Biopsychology, where we will look at the biological processes that underpin behaviour (structure & function of the nervous system) as well as brain function and behaviour including brain scanning techniques and the study of the sleep/wake cycle. There is also an in depth study of research methods in psychology, the scientific process, data handling and its analysis including statistical testing.

Paper 3 Issues and Options in Psychology

This paper starts off with a general look at a range of issues that appear in psychological research (eg free will; nature-nurture; culture bias) as well as the ethical implications of research. There are then a range of topic choices here; pupils will specialise in three psychological options. At the moment, we intend to cover:

1. Forensic Psychology: offender profiling; explanations of criminal behaviour (including genetics & the criminal personality) and ways of dealing with criminal behaviour.
2. Eating Behaviour: Explanations for food preference in children; biological mechanisms in controlling eating behaviour; Explanations for anorexia; explanations for obesity.

3. Relationships: including theories of attraction; theories of relationships formation and breakdown; and the effects of social media on relationships.

General Comments:

Psychology is the “scientific study of human behaviour and experience” and involves investigating theories and explanations for a range of human behaviours.

It is very important that you understand that Psychology involves learning many theories and studies as well as the names of the researchers involved. In this respect, the A level Psychology course could be thought of as the study (knowledge and evaluation) of what psychologists have found out about behaviour.

It is a fascinating course which includes a good deal of information, studies and analysis. The ability to retain a lot of detail and to use evidence to argue a point is important.

Psychology is largely unique in that it allows you to develop a range of different skills. You will be, effectively, using scientific evidence to develop a coherent written argument. You will also learn how to assess the quality of such evidence as part of your commentary.

Skills developed include:

- How to plan and conduct scientific investigations.
- How to view the world around you from a different perspective.
- How to assess the quality of scientific evidence.
- How to construct a coherent and fluent argument.
- Critical reasoning skills.
- Data handling and interpretation.

The range of skills that Psychology helps you to develop mean that it is highly regarded by all university departments, including medical schools.

Head of Department: Mr PC Lucas
pcl@sedberghschool.org

Subject:	Religious Studies	
Examination Board:	AQA	Web address: aqa.org.uk
Specification:	A-Level 7062B	
Assessment:	2 x 3-hour exams	
Course Requirements:	GCSE Religious Studies is not necessary for this subject	

Description of the course:

Philosophy of Religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death

Ethics & Religion

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

Christianity

- Sources of wisdom and authority
- God
- Self, death and the afterlife
- Good conduct and key moral principles
- Expressions of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism
- The dialogue between Christianity and philosophy
- The dialogue between Christianity and ethics

General Comments:

The study of Philosophy, Ethics & Christianity is a sound grounding for any career demanding good powers of communication, and an ability to analyse, understand and solve problems. The course also develops participants' capacity to understand and critique different perspectives.

Head of Department: Ms HE Fletcher
hef@sedberghschool.org

Subject: Spanish

Examination Board: AQA

Web address: www.aqa.org.uk

Specification: A-Level 7692

A-Level Assessment:

P1: Listening, reading & writing

P2: Writing

P3: Speaking

Course Requirements: Minimum grade 7 or 8 at GCSE.

Description of the course:

Pursuing the goal of communication in a foreign language is a highly commendable aim both practically and philosophically. Not only is it an enviable tool prized by employers and universities alike but, more importantly, it opens up a window into another culture and way of thinking which encourages us to see beyond our own narrow view of the world. Sadly, in a world where English is increasingly widely spoken, the number of British people who have a strong grasp of a foreign language is in decline. As a result, those who can communicate effectively are set apart from the ordinary and employers are crying out for applicants with language skills beyond the basic. Statistically you have a better chance of getting a place at a top university applying for a course involving a modern language.

The Spanish language often conjures up images of *siestas* or *fiestas* depending on the time of day but these relaxed connotations belie the fact that Spanish is increasingly a language at the cutting edge of many spheres of international progress. Spanish is the first language of almost one third of the population of the USA and is spoken by nineteen countries across Latin America and the Caribbean. Although these countries often have their own variations of Spanish, the basic language is the same. Want to travel in your gap year? Learn Spanish!

The course builds upon the four skills that you have already begun to wield at GCSE level: Speaking, Listening, Reading and Writing. However, you will move beyond the largely prosaic topics covered at GCSE and will address far more stimulating and challenging issues. You will master the skills and knowledge necessary to communicate with a Spanish speaker about relevant, up-to-date topics at a much more satisfying level of linguistic competence. Amongst the many topics covered are aspects of Hispanic society such as equal rights and modern values, film and literature, Spanish identity, cultural heritage, modern day idols and dictatorships. We also hope to offer the opportunity to visit a Spanish-speaking country during the 2 year course and there a number of social engagements planned by the Modern Foreign Languages Sixth Form Society.

Head of Department: Miss W Swan
ws@sedberghschool.org

Subject: Drama and Theatre

Examination Board: EDUQAS (WJEC) **Web address:** www.eduqas.co.uk

A-Level Assessment

Component 1: Theatre Workshop

Component 2: Text in Action

Component 3: Text in Performance

Description of the course:

Drama and Theatre aims to foster an enthusiasm for and a critical appreciation of Theatre. We provide students with a range of opportunities to develop a variety of theatrical skills, integrating theory and practice in an immersive and collaborative environment. Whilst no prior formal study of Drama is required, students will be expected to have a good working knowledge of and proven interest in stage performance.

Discussion and practical experimentation are at the heart of our process. During the course, students read, analyse and perform recognised texts. They also have the opportunity to develop their own work, taking inspiration from key practitioners and applying learnt techniques. Although the majority of our students opt to focus on performance, it is also possible to develop technical production skills instead. Specifically, the course (60 % Written Assessment, 40% Practical) breaks down as follows:

Component 1: Theatre Workshop Learners participate in the creation, development and performance of: one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company.

Component 2: Text in Action Learners participate in the creation, development and performance of: one devised piece using the working methods and techniques of a second different influential theatre practitioner or recognised theatre company; one extract from a text in a contrasting style to the devised performance.

Component 3: Text in Performance Learners explore: two complete performance texts from different historical periods; one extract from a third contrasting text.

Head of Department: Mrs CJ Want
cjw@sedberghschool.org

Subject:	BTEC Business	
Examination Board:	Edexcel	Web address: edexcel.com
Specification:	BTEC Level 3 National Extended Certificate (Equivalent in size to 1 A Level.)	
Assessment:	The course consists of three mandatory units and one optional unit. Two of those units are assignment based; set and marked internally. The other two are set and marked externally; one is a controlled assessment, the other a written exam.	
Assessment outcomes:	A Pass is equivalent (in UCAS points) to an E grade at A-Level; a Merit is equivalent (in UCAS points) to a C grade at A-Level; a Distinction is equivalent (in UCAS points) to an A grade at A-Level and a Distinction* is equivalent (in UCAS points) to an A* grade at A-Level.	

Description of the course:
Three units are compulsory
<ul style="list-style-type: none">▪ Exploring Business▪ Developing a marketing campaign (Controlled assessment)▪ Personal and Business Finance (Written exam)
With one optional unit
<ul style="list-style-type: none">▪ Recruitment and Selection Process

General Comments: BTEC Business is an increasingly popular alternative to the traditional A-Level option. It is widely recognised by both employers and universities as an equally valuable alternative pathway to the A-Level one. It offers a balance between academic and vocational learning; it is therefore an invaluable alternative learning option for those considering a career in business or in The City.

The course is therefore delivered in both an academic and vocational way with a strong emphasis on businesses in the real world.

Head of Department: Mr AD Ashfield ada@sedberghschool.org

Subject: BTEC Sport

Examination Board: Edexcel

Web Address: www.edexcel.com

Assessment: The qualification is comprised of units with defined credits. All units are graded as Pass, Merit, Distinction and Distinction*. Learners will receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment and grading criteria. Evidence for assessment will be generated through a range of activities including, written work, role-play, presentations and practical performances. Learners will be encouraged to take responsibility for their own learning, grade tracking and achievement.

Description of the course: There are different sizes of BTEC qualification available. Each course is designed to build on learning from Key Stage 4 and will be tailored towards student requirements. Each BTEC qualification consists of a number of mandatory and optional units which increase in number with the size of qualification.

Who is the Qualification for?

The BTEC Level 3 National Extended Diploma in Sport (1080 GLH) is intended to be an applied general qualification for post-16 students wanting to continue their education through applied learning, and who aim to progress to higher education and then into employment. The qualification is equivalent in size to 3 A Levels, and it has been designed as a full two year programme. No prior study of the sector is needed, but students should normally have a good pass grades in a range of GCSEs or equivalent qualifications.

What does the Qualification Cover?

The content of the qualification has been developed to support progression to higher education and future employment. The qualification provides the knowledge, understanding and skills that will prepare students for further study or training. Everyone taking this qualification will study ten mandatory units, covering the following content areas:

- Anatomy and Physiology (Externally Assessed)
- Fitness Training and Programming for Health Sport and Well-Being (Externally Assessed)
- Professional Development in the Sports Industry
- Sports Leadership
- Practical Sports Performance
- Coaching for Sports Performance
- Research Methods in Sport
- Development and Provision of Sport and Physical Activity (Externally Assessed)
- Investigating Business in Sport and Physical Activity (Externally Assessed)
- Acquiring Skill in Sport

The mandatory content allows students to concentrate on the development of their practical skills and the broad knowledge required for higher education.

Students then choose four units from a range of options, which have been designed to support progression to a variety of sports courses and employment.

The BTEC Extended Certificate in Sport

This core one A-Level equivalent version of the Sport BTEC is also available for those pupils who wish to combine BTEC Sport with other BTEC and A-Level options.

Head of Department: Mr JDW Richardson

jdwr@sedberghschool.org

Subject: City & Guilds Agriculture

Examination board: City and Guilds **Web address:** www.cityandguilds.com

Specification: City and Guilds Level 3 Subsidiary Diploma, 60 credits, 360GLH

Assessment: Practical and written work are assessed during the course
There is no final examination.

Description of the course:

This agriculture course is highly regarded by the industry and has equivalence to an A-Level for UCAS points, when applying to relevant higher and further educational courses after school, such as Agricultural Degrees, HNDs and HNCs. This is an exciting opportunity for pupils to take a practical, vocational course in a college environment.

The course is taken at Newton Rigg College, near Penrith, on Thursdays. Pupils leave school at 10.30am, returning by 6pm for tea. Whilst at college they are taught in their own group by specialist staff and have many opportunities for practical work with livestock and machinery. In school they have 3 timetabled lessons a week, supervised by school staff, in which they study and prepare their agriculture assignments independently.

The group is a combined Y12 and Y13. Over the two years they study the following units:

1. **Unit 308. Undertake Agricultural Livestock Production.** This is highly practical unit with pupils tracking livestock production systems, and learning key skills.
2. **Unit 314. Understand and Promote Animal Health.** Pupils learn to identify, understand and treat animals, both practically and in theory.
3. **Unit 320. Undertaking Land-based Machinery Operations.** This mainly practical unit focuses on the purpose and operation of land based machinery; looking the preparation, use and maintenance.
4. **Unit 331. Participate in Business Planning and Improvement in the Land-based Sector.** This very useful unit cover business planning and improvement in a land-based business environment.
5. **Unit 338. Understand and Carry Out Farm Livestock Husbandry.** Another very practical unit involving the handling of livestock and husbandry requirements.
6. **Unit 325. Understand Beef Production.** This practical unit sees pupils following beef cattle through their life cycle to point of sale.

Pupils do much of their work electronically, emailing assignments to college staff and having access in school to cloud storage where there is plenty of material relating to their studies.

Specialised clothing

Pupils need to purchase specialised clothing, or Personal Protective Equipment (PPE), for the course.

- Overalls (boiler suit)
- Wellingtons with reinforced toes
- Steel toe-capped boots
- Waterproofs – very basic type as they will get muddy and ripped.

Pupils have a locker at the college where they can keep these from week to week.

Teacher in Charge: Mr JS Annett (Sedbergh School-Newton Rigg Liaison)
jsa@sedberghschool.org

Subject:	The Extended Project Qualification (EPQ)	
Examination Board:	AQA	Web address: aqa.org.uk
Specification:	Level 3 Project: 7993	
Assessment:	Project Management & Coursework	
Course Requirements:	Each candidate will be met by the qualification coordinator to discuss the requirements and expectations to succeed.	

Description of the course: This is a year-long course that allows those who take it to gain an additional Level 3 Qualification. It is marked A*-E, adding between 28 & 8 UCAS points to any application to university.

It is one of the most flexible academic qualifications that can be undertaken and can result in a number of end products such as an academic paper, presentation and dissertation or perhaps the project will result in the next mobile app phenomenon!

Essentially the Extended Project is about *seeing ideas come to life*. It is about planning and organisation, learning new transferable skills and achieving an academic qualification without the constraints of a traditional subject syllabus. Candidates will develop demonstrable skills in independent learning whilst being supported by subject specialists and the department.

Assessment Objectives: Candidates are assessed throughout the course and the resulting project portfolio is marked internally as coursework using the following criteria:

- AO1 – Managing the project – 20%
- AO2 – Using resources – 20%
- AO3 – Developing and realising the project – 40%
- AO4 – Reviewing the project – 20%

The examination board will request sample work for external moderation.

Head of Department: Mr ML McVoy
mlm@sedberghschool.org

Subject: IELTS (International English Language Testing System)

Examination Board: Cambridge Assessment

Web address: www.ielts.org
<https://takeielts.britishcouncil.org/>

Assessment: Writing exam – 1 hour
Reading exam – 1 hour
Listening exam – 40 minutes
Speaking exam – 11-14 minutes

Description of the course:

This course prepares pupils for whom English is an additional language to take the IELTS Academic examination, an internationally recognised certificate of proficiency in English. Many UK universities require pupils whose first language is not English to have an IELTS Academic certificate in order to be accepted on a degree course; this course helps pupils to improve their English and to develop the skills needed in order to achieve a good score in the IELTS Academic examination.

In lessons we work on the key areas of grammar, vocabulary, reading, writing, speaking and listening, as well as covering the topic areas that often come up in the IELTS, such as food and drink, sport and hobbies, travel and tourism and the environment. We work from an up-to-date IELTS course book, supplementing this with internet based content, apps, video clips, audio CDs, games and past papers. This integrated approach ensures pupils are prepared for IELTS, whilst at the same time improving their English and increasing their knowledge and awareness of how English is used in both every day and academic contexts.

Pupils choosing to do an IELTS course in Year 12 will sit the examination in the summer term; if pupils get the band score they need (see below) they do not need to continue with the IELTS course in Year 13. However, if pupils do not get the level they need in Year 12 it is recommended that they continue to do the IELTS course in Year 13.

The course consists of 6 lessons per fortnight but it is expected that pupils will also work outside lessons, completing prep set by the teacher as well as reading a wide range of material in English (such as newspapers and magazines), actively recording and learning new vocabulary, listening to the radio in English and watching English films, news and documentaries. All these activities are vital in enabling pupils to improve their English to the level required to get a good score in the IELTS Academic examination.

NB: there is an additional charge for IELTS lessons. Please refer to the school charges document for further details.

General Comments:

It costs £160 to take the IELTS Academic examination, the results of which are valid for 2 years. School will arrange for pupils to be entered for the examination in the summer term but pupils may also enter themselves for IELTS and there is no limit to the number of times the test can be taken. We can also arrange for Y13 pupils to take the IELTS UKVI Academic examination, if they need to do so for Visa purposes. This exam costs £200 and has to be taken at an official UKVI approved location, the nearest to school being in Manchester.

Candidates are given a band score for each of the 4 components of the test, and an overall band score. The band scores awarded are as follows:

- 9 - Expert user
- 8 - Very good user
- 7 - Good user
- 6 - Competent user
- 5 - Modest user
- 4 - Limited user
- 3 - Extremely limited user
- 2 - Intermittent user
- 1 - Non-user

Most universities ask applicants to have a 6.5 overall band score, with a minimum of 6 in each component; popular and prestigious universities may require higher scores.

Head of Department: Mrs CL Bettney
clb@sedberghschool.org

Subject: Careers

As a pupil moves into the Lower Sixth, their Tutor will instigate discussion and motivation on various careers issues and decisions. By the summer of the Lower Sixth it is hoped that most pupils will have ideas for life beyond school.

The Lower Sixth Careers Programme is designed to focus pupils' minds firmly on the future; if a pupil is to go directly from School to University he or she will need to submit an application via UCAS in the Michaelmas Term before 'A' levels and will therefore need to gather as much information and advice as possible during the Summer Term of the Lower Sixth year.

Pupils are encouraged to send for prospectuses from the Universities that interest them and discuss the suitability of the courses on offer with the Careers Department, their tutors and parents.

The Head of Careers expects to see every pupil in the Lower 6th for a one-to-one discussion about their future, work experience opportunities and gap year plans if applicable. The department, working with Learning Support, is also on hand to discuss study skills and the preparation for examinations.

Pupils will also take part in a profiling programme which will help guide and inform their choices. This includes a detailed, personalised workbook for them to complete and discuss with their tutor and the Head of Careers.

During the Michaelmas and Lent terms there is a series of lectures and events from visiting speakers. Subjects cover such things as university life, gap years, leadership and the UCAS application. During the summer term there are one-day visits to the workplace and individual or group visits to universities. This also includes visits to Oxford and Cambridge.

Pupils are encouraged to take full advantage of the wide range of contacts that the department has built up with Old Sedberghians who are willing to provide help and support in their choice of future courses / professions.

Head of Department: Mr P C Lucas
pcl@sedberghschool.org

Subject: Learning Support

Learning Support lessons are open to all pupils in the Sixth Form by self-referral.

One-to-one sessions are available as a one-off meeting. Where more regular input is required, the lesson is added formally onto the pupil's timetable, a register is taken, a report written, and a termly charge is incurred.

Availability is limited and subject a given pupil's study periods coinciding with an available slot in the Department. One-to-one sessions are individually tailored to the area of need - and expertise of the Department covers a range of study skills, planning and organisation, and exam technique, as well as directly supporting with consolidating subject topics, tests and assignments. One teacher will work with each pupil.

Learning Support lessons are particularly beneficial for those have a diagnosed need, where advice and strategies from specialist reports can be implemented in a one-to-one setting. Some current Year 11 pupils may wish to continue with input on this basis. However, unlike the middle school, LS is not restricted to these pupils alone.

Head of Department: Ms A Nunn
an@sedberghschool.org