



*Aspire & Achieve*



*Positive. Responsible. Successful.*



**Princes Risborough School**  
*Sixth Form 2020 Entry*



## **PRINCES RISBOROUGH WELCOME TO THE SIXTH FORM**

Princes Risborough Sixth Form prides itself in providing further opportunities for our students to advance their academic skills and their social development. On entering the Sixth Form students commit to two years of study of A' Level and equivalent courses and an expectation that they will take on a significant leadership role across the school. The Sixth Form is a vibrant and exciting learning community.

*Leadership of the sixth form is a strength of the school. OFSTED MAY 2017*

### **NATURE OF STUDY**

Post-16 study requires independent learners. In addition to timetabled classes, Sixth Form students will expect to spend a considerable amount of time in private study in order to complete their work. Students' own laptops and tablets are linked to the school network and students have a choice of two designated Sixth Form study areas. After an introduction period, Sixth Form students may study off-site when they have no timetabled lessons. All Sixth Form students are required to spend several hours a week in the Sixth Form Centre for supervised private study. Study of the Extended Project Qualification will also help to develop independent learning skills for those aiming for Russell Group and other universities.

We encourage our Sixth Form students to bring laptops or tablets into school so that they can access wireless networking facilities from any classroom or study area. Our students can now access remote storage of documents from anywhere in the world via the internet.

*Strong relationships and higher quality teaching and learning in the Sixth Form enable A' Level students to make good progress. OFSTED MAY 2017*

### **SIXTH FORM STUDY CENTRE**

The Sixth Form Centre and Library opened in April 2015 providing first class study facilities for our Sixth Form. The Study Centre is supervised throughout the school day and provides a modern, quiet environment where students can work individually or in small groups. The Sixth Form also have exclusive use of the Terrace Café in the Community Sports Centre during the day, for occasions when a more informal style of working is appropriate.

*They take a pride in their school and work quietly and independently during study periods. OFSTED MAY 2017*

### **MONITORING, TRACKING & ACADEMIC MENTORING**

*The strongest examples seen by inspectors occurred in the Sixth Form. Here, teachers use their good subject knowledge and assessment skills to design engaging learning tasks and then use probing questions to challenge learners' understanding. As a result, Sixth Formers make strong progress in lessons and over time. OFSTED MAY 2017*

Students benefit from knowing how they are progressing so reports are issued every half term. Private Study is supervised by a full time Assistant Head of Sixth Form who will hold regular interviews with students to set and review targets and, if necessary, tackle any underachievement issues.

*Sixth Formers are ambitious; most progress to university, while others choose to gain access to further education, training or employment in their selected field through apprenticeships. OFSTED MAY 2017*

## **A' LEVEL EXTENDED PROJECT QUALIFICATION**

Students able to demonstrate independent learning will have an advantage when it comes to applying to university. Sixth Form students on A' Level courses will have the opportunity to produce an Extended Project over two years in an area of their choice which complements their other studies. An example might be a Science student interested in studying forensics who produces an extended project on forensic science. This Extended Project is graded in the same way as other A' Level subjects.

The EPQ is recommended for students who attained good grades at GCSE and who are intending to apply to university. The EPQ group will be finalized at the beginning of Year 12 when the GCSE results and A' Level course choices are known. It is expected that students working on the Extended Project Qualification will have a grade 6 or above in English Language or a similar essay-based subject such as History.

## **APPLICATIONS**

Applications for Princes Risborough Sixth Form are invited from all students currently in Year 11. Priority will not necessarily be given to those students currently at Princes Risborough School, but rather to the most suitable applicants.

All those who apply will be interviewed and successful applicants will receive a written offer of a Sixth Form place, conditional upon the attainment of specified GCSE grades.

Applications from external candidates are welcomed and must conform to the entry requirements. The Sixth Form Admissions Policy is available via the school website and a copy will be included with paper copies of the prospectus.

## **ENTRY REQUIREMENTS**

The minimum entry requirement is 5 or more higher grade passes at GCSE including English Language and Mathematics. Most A' Level subjects also have additional requirements which are specific to that subject. These are stated in the subject information within this booklet. In exceptional circumstances we may admit a student with a higher grade pass in either English Language or Maths but we may not admit students with neither qualification.

Students attaining towards the lower end of our entry requirements may be advised to choose courses where they have a better chance of success. Students with mainly grade 5s at GCSE are especially recommended to consider BTEC, perhaps combined with other A' Levels. Students who fail to meet subject specific entry requirements as published in the prospectus and application form will not be able to take these subjects and will need to choose different subjects in August.

Students will be asked to state a preference for up to six courses on the application form and we will endeavour to create timetables which take student preferences into account as far as is possible with the majority of students getting their first three choices. Students have the option to state an interest in a course which is not in the prospectus and, if there is sufficient demand, we may consider offering one or more of these subjects. If we decide to do this, or if we need to make any other course changes, all students will be contacted to give them the option of changing their preferences.

The school reserves the right to withdraw, change or move courses depending on circumstances right up until the beginning of the new academic year but please note that it is anticipated that all courses advertised in the prospectus will run in 2020/21.

*Sixth Formers provide good role models for younger pupils. OFSTED MAY 2017*

## **INTERVIEWS**

All applicants will have an informal discussion with the Head of Sixth Form or member of the Sixth Form Team about course choices. Selection however will be on the basis of GCSE results and no other criteria may be considered.

All offers of places prior to receipt of GCSE results will be provisional. Sixth Form places and places on specific courses will be confirmed after GCSE Results Day in August. Students may register on GCSE Results Day or at a date to be advertised just prior to the start of the autumn term.

## **CONTINUING EDUCATION**

All Sixth Form places are conditional upon satisfactory work, progress and attainment throughout the duration of the course.

In A' Level subjects, students will take a mock examination, normally in the January of Year 12. Students would be expected to pass the mock examination at E grade or above. Students are expected to attain a minimum of a D grade at the end of Year 12 exams. Students who attain lower than a D grade in either the summer exam or the

retake may be offered alternative Level 3 courses which offer a better chance of attaining three good passes by the end of Year 13. Students who do not attain at least a D grade in the summer exams will be offered the opportunity to retake. In some cases, an external AS exam may be used instead of the internally marked May exams in Year 12.

It is expected that students who are not demonstrating proficiency in their chosen courses would be offered the facility to transfer to more appropriate courses within the Sixth Form.

## WHY STUDY AT PRINCES RISBOROUGH SIXTH FORM?

Times are changing, and the trends in the employment market are towards better qualified, more highly paid employees. Increasingly, those who leave education without BTEC, A' Level courses, or in some cases degrees or foundation degrees find themselves disadvantaged in the labour market.

The rules that applied fifteen or twenty years ago are long gone and young adults must be able to adapt. Princes Risborough Sixth Form offers a stepping stone between school and university or jobs with training, and enables students to get the qualifications they need for future success.

*Sixth Formers told inspectors that they particularly value the extra support and the useful and impartial careers information and guidance that the school offers. OFSTED MAY 2017*

Our ultimate aim is for all our students to leave us to go on to university, or to start an apprenticeship (a job that pays you to learn) or a job with training opportunities.

*Sixth Formers told inspectors that they value the support and guidance leaders provide. OFSTED MAY 2017*

## TYPES OF SIXTH FORM COURSE

**A' Level:** The majority of the courses on offer are traditional A' Levels. Pass grades are A\*-E and all are acceptable for university entrance. Most A' Levels will be taught from September 2020 as two year linear courses which allow a standalone AS qualification to be taken at the end of the first year. At least two, and normally three A' Level passes [or equivalent] are needed for progression onto a degree course. Traditional A' Levels are assessed either completely on exams or a mixture of exams and coursework.



**BTEC National:** This course is the equivalent of one, two or three A' Levels, depending upon the number of units studied. Almost all universities accept BTEC National on equal footing with A' Levels. Passes are graded as Pass, Merit, Distinction and Distinction\* which are equivalent to E, C, A and A\* at A' Level. An Extended Certificate in BTEC National is worth the same as one A' Level and a Diploma is the equivalent to two A' Levels.

**Mixing A' Levels and BTEC:** At Princes Risborough, students are encouraged either to study all A' Levels or BTEC Nationals or to mix A' Levels with BTEC National. Many students have gained entry to Russell Group universities studying A' Levels but also mixing A' Level and BTEC National.

*It provides a selection of academic and some applied courses with clear routes to further study or employment. OFSTED MAY 2017*

## EXTRACURRICULAR ACTIVITIES

Student leadership is a key part of our Sixth Form. Whether as a Deputy Head Student [Year 12] or Head Student [Year 13], involvement in the Senior Student Team ensures our students are able to make a positive difference not only to the Sixth Form but to the whole school.

**Interact:** The school has its own Interact branch which is part of the Rotary Club family. Interact members organise events to raise money for local, national and international charities as well as finding time to try out team building activities such as gliding, sailing and Dragon Boat racing. Interact members have also volunteered to help out with the Forget Me Not Cafe at the Princes Centre and the Kop Hill Climb.

**Young Enterprise:** Young Enterprise is a national competition which allows students to start and run their own company. At Princes Risborough we enter one company into the Wycombe District region of the competition. The scheme is a fantastic opportunity for students to enhance their leadership skills, entrepreneurial flair and have the opportunity to work as a team.

Like any company, all the decisions on what to sell, where to sell and the prices charged are decided by the students. Consequently, any money made from the business venture is also kept by the students! However, the real benefit comes from the opportunity to develop: confidence, communication skills, organisational skills, problem solving, teamwork and resilience, the skills that employers and universities look for alongside your academic achievements.

In 2017, our Young Enterprise company, Solid Light, were runners up In the Regional Finals and collected the most prizes and awards of any team in the region.

*Some learners take up leadership roles, for example charity fund raising, becoming student ambassadors or leading assemblies. This contributes well to their development as responsible citizens. OFSTED MAY 2017*

*Students told inspectors that they appreciate the support teachers give them to reach their high aspirations. OFSTED MAY 2017*

## WANT TO KNOW MORE?

You may have questions about the Sixth Form courses, entry requirements or just general questions about Sixth Form life.

You can email [minstone@prsbucks.com](mailto:minstone@prsbucks.com) or telephone 01844 345496

## WHAT HAPPENS NEXT?

Students can attend the Sixth Form Open Evening on Wednesday 6th November 2019 to get more information about Sixth Form courses. The evening runs from 17.00 to 20.00.

Applications will be submitted by Thursday 19th December 2019 [although late applications will be accepted after this date]. Please ensure that you state the correct order of preference for courses on your application form.

Students will be invited to attend a brief discussion about course choices, normally in January or February.

Students will receive a provisional offer of a place, conditional upon exam results and an invitation to Sixth Form Induction which will take place on 5th July 2020.

Provisional offers of Sixth Form places will be confirmed if GCSE entry requirements have been met on Thursday 20th August 2020. Students will begin registering on GCSE Results Day.

## ACADEMIC AND VOCATIONAL COURSES

Please note all subject information is correct at the time of writing but may be subject to change before September 2020.

### SUBJECT: ART

### LEVEL: A' LEVEL

### EXAM BOARD: EDEXCEL

### REASONS FOR STUDYING THIS COURSE:

Studying A' Level Art enables you to develop your personal style and identity as an artist. The course aims to further your knowledge, skills and understanding of the world of Art, Craft and Design and emphasises the necessity of self-reliance and independent work.

### OPPORTUNITIES:

A' Level Art can be the foundation stone upon which a huge variety of Degree and Higher Education courses are built. For instance; Fine Art, Ceramics and Glass, Sculpture, Metalwork, Silver Smithing, Jewellery, 3D Design, Photography, Film and TV, Computer Animation etc. The usual pathway is A' Level Art, BTEC Foundation Course in Art and Design then a degree course. (One may alternatively opt to do a foundation degree). Art Schools that students have successfully applied to include Central St Martin's, Falmouth Art School, Bournemouth Art School, Camberwell School of Art and Oxford Brookes University.

A' Level Art is a valuable qualification to gain whatever other courses you are taking as it demonstrates to universities/employers that you have the capacity for creative thought and an enquiring mind.

### AREAS OF STUDY:

During the first year, or AS Level, you will complete 2 units of work. A thematic enquiry and an externally set assignment culminating in an 8 hour exam (like GCSE). The full A' Level requires you to produce an investigative piece of work of your own choosing as well as a 3000 word essay which links into your own practice as an artist. There is also another Externally Set Assignment (with a 12 hour exam). The assessment of both AS and A' Level occurs at the end of the summer term and is in the form of an exhibition.

### ENTRY REQUIREMENTS:

Normal Sixth Form entry requirements plus GCSE Art grade 6 or above. (Entry requirements are occasionally negotiable).

### SPECIAL OPPORTUNITIES:

Gallery visits, specialist workshops, a trip abroad to visit galleries.

**SUBJECT: BIOLOGY**  
**LEVEL: A LEVEL**  
**EXAM BOARD: AQA**  
**REASONS FOR STUDYING THIS COURSE:**

This course is designed for those who are passionate about Biology and have an interest in exploring the biological world around them in more detail than is offered at KS4 Science. Biology A' Level is relevant to real world experiences and infuses the application of imaginative and logical thinking through the interpreting and evaluating experimental data of how organisms function. The topics we study have been developed to inspire students, nurture a passion for Biology and lay the groundwork for further study in courses like biological sciences and medicine. Biology is fundamentally an experimental subject and our course provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

Our A' Level Biology course provides a stepping stone to future study by developing the skills that universities want to see.

**OPPORTUNITIES:**

The course provides foundation for further study, for those interested in courses that are based in: Biology or Human Biology, Life Sciences, Medicine, Environmental Sciences and Health Care. It is also suitable for those looking for employment in the areas of biological testing, food industry and biotechnology. The course is also a good basis for sales or marketing careers in scientific industries e.g. pharmaceuticals and healthcare PR.

**AREAS OF STUDY:**

Year 12

Unit	Name of unit	Content
1	Biological molecules	Structure and function of carbohydrates, lipids, proteins and nucleic acids
2	Cells	Structure of prokaryotic and eukaryotic cells
3	Organisms exchange substances with their environment	Surface area to volume ratio, gas exchange, digestion and absorption, transport in animals and in plants
4	Genetic information, variation and relationships between organisms	DNA, genes, chromosomes, DNA and protein synthesis, genetic diversity, species and taxonomy and biodiversity

**Required Practicals**

Assessment of practical skills in the specification will be by written exams only. The following practicals must be carried out by all students taking this course:

1. Investigation into the effect of a named variable on the rate of an enzyme-controlled reaction.
2. Preparation of stained squashes of cells from plant root tips; setup and use of an optical microscope to identify the stages of mitosis in these stained squashes and calculation of a mitotic index.
3. Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue.
4. Investigation into the effect of a named variable on the permeability of cell-surface membranes.
5. Dissection of animal or plant gas exchange system or mass transport system or of organ within such a system.
6. Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth.

**ENTRY REQUIREMENTS:**

Normal Sixth Form entry requirements plus minimum two grade 6s in GCSE Science subjects; or a minimum grade 6 in GCSE Biology.

**SUBJECT: BUSINESS**  
**LEVEL: A' LEVEL**  
**EXAM BOARD: AQA**  
**REASONS FOR STUDYING THIS COURSE:**

The course allows students to develop an understanding of up-to-date and contemporary business concepts with a particular focus on business decision making. Students will learn to use a variety of quantitative decision making techniques that will not only help them when studying the course but also for entering the world of work. Students will study different approaches to marketing, human resource management, operations and finance as well as an in-depth look at strategic decision making and corporate change management.

**OPPORTUNITIES:**

An A' Level in Business allows students to have access to a wide range of possible careers and higher education opportunities. Students will acquire a variety of transferable skills throughout the course that will benefit them in the world of work, whatever they choose to do. Students will develop analytical, evaluative and quantitative reasoning skills that are in great demand in industry and are universities and colleges as being of great value.

**AREAS OF STUDY:**

You will study four themes of work.

**Year 1 – Decision making to improve performance.**

Students will study a brief introduction to business

that looks into the nature of decision making, key business stakeholders and the importance of legal ownership. Then study decision making in the four functional areas in more depth: marketing, finance, human resources and operations.

### **Year 2 – Business strategy and decision making**

Students build on their knowledge from year 1 by looking at how all of the functional areas together, allowing for synoptic decision making. Then students will study the different strategies for business success with focus on strategic position, direction and the management of any change.

Students are assessed by three externally set examinations.

### **ENTRY REQUIREMENTS:**

Prior study of Business is not essential. Normal Sixth Form entry requirements plus at least a 6 in English or a similar subject involving essay writing (this does not have to be Business GCSE) and at least a 6 in Maths.

### **SPECIAL OPPORTUNITIES:**

Students are expected to get involved with a number of business projects that the school runs allowing them to put theory into practice.

*Inspectors witnessed how well teachers are preparing students with the range of skills and in-depth understanding needed to attain their target grades in the exams. OFSTED MAY 2017*

## **SUBJECT: BUSINESS LEVEL: BTEC NATIONAL LEVEL 3 EXAM BOARD: EDEXCEL PEARSON**

### **BUSINESS CAN BE STUDIED AS ONE OF FOUR QUALIFICATIONS:**

Certificate in Business is equivalent in size to 0.5 of an A' Level at grades A-E where you will complete two units. To study this select 'Business 1'.

#### **Unit 1 - Exploring business**

This is a coursework examined unit which looks at two organisations, one national and one local and how their business environment is different. Students will investigate the role of legal ownership, stakeholders and the external business environment and how they influence the two businesses' success.

#### **Unit 2 - Developing a marketing campaign**

This unit is an externally assessed controlled assessment that will be completed in exam conditions after a series of lessons preparing for the

investigation. Students will spend the year exploring and understanding the various components of a successful marketing campaign.

Extended Certificate in Business is equivalent in size to one A' Level at grades A-E where you will complete four units. To study this select 'Business 1'

#### **Unit 3 - Personal and business finance**

This is an externally assessed exam unit that examines students' understanding of both personal and business finance.

#### **Unit 8 – Recruitment and selection process**

This is a coursework examined unit where students will investigate the recruitment and selection process in a large business.

Foundation Diploma in Business is equivalent in size to 1.5 A' Levels at grades A-E where you will complete six units. To study this select 'Business 1' AND 'Business 2'

#### **Unit 4 - Managing an event**

This is a coursework examined unit where students plan, and carry out, a business event. Students must carefully plan the event's marketing, finance and the logistics involved.

#### **Unit 14 – Investigating customer service**

This is a coursework assessed unit that investigates different customer service techniques. Students will investigate a business as well as demonstrating the ability to provide a high level of customer service.

Diploma in Business is equivalent in size to 2 A' Levels at grades A-E where you will complete eight units. To study this select 'Business 1' AND 'Business 2'

#### **Unit 5 - International business**

This is a coursework assessed unit that requires students to investigate a range of firms that operate globally. Students will learn how and why they operate across a number of different countries and some of the complexities involved.

#### **Unit 6 - Principles of management**

This is an externally assessed controlled assessment unit where students will have to advise on a number of different business decisions. Students will spend the year exploring and understanding different techniques to business management and leadership.

## **REASONS FOR STUDYING THIS COURSE:**

The course allows students to gain confidence through developing independent learning skills. Students learn and use a variety of transferable skills throughout the course, for example, collecting, analysing and interpreting data, communication and identifying and developing the links between different parts of the subject.

## **OPPORTUNITIES:**

A BTEC in Business combines well with almost all other AS and A' Level subjects and a range of university courses. BTEC Business students develop the skills that employers are looking for, so you may consider a very wide range of employment opportunities which can also include further training.

## **ENTRY REQUIREMENTS:**

Normal Sixth Form entry requirements apply.

## **SUBJECT: DANCE**

### **LEVEL: BTEC NATIONAL**

### **EXAM BOARD: EDEXCEL**

### **PEARSON**

## **REASONS FOR STUDYING THIS COURSE:**

BTEC Foundation Diploma is designed to provide students with a wide variety of performance and appreciation skills that can be taken into higher education and is an excellent progression from the BTEC TECH award.

This course is the equivalent of 1 A' level so can be combined with other complementary subjects within sixth form study. It allows you to develop your style as an individual performer and develop your skills ready for vocational courses or degree level study.

This course has a practical focus with 2 of the 3 units being coursework based.

The technique classes will focus on developing posture, alignment, flexibility and control.

## **OPPORTUNITIES:**

This course can lead into Degree courses in dance, performing arts and arts administration. This qualification is also a good grounding for dance teaching qualifications with the ISTD or RAD.

This could also lead to full time vocational training at places such as: Urdang Academy, London Studio Centre, Millennium Performing Arts and Stella Mann.

## **AREAS OF STUDY:**

Unit 1: Investigating practitioners' work (externally set and assessed).

We investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. We look at: Matthew Bourne, Bob Fosse, Akram Khan, Martha Graham and Christopher Bruce

Unit 2: Developing skills and techniques for live performance (internally assessed)

Exploring technical performance skills with a focus on developing skills and techniques in at least two different performance styles.

Unit 3: Group performance workshop (Externally set and assessed) work collaboratively to create a performance in response to a given stimulus.

Unit 4: Performing Arts in the community (Internally assessed) a community performance project.

Jazz Dance techniques: practical development, application and performance of Jazz Dance  
OR

Contemporary Dance techniques: technique classes and performances based on professional works.

## **ENTRY REQUIREMENTS:**

Normal Sixth Form entry requirements plus some dance experience, either GCSE, BTEC or outside dance lessons. (Entry requirements are occasionally negotiable).

## **SPECIAL OPPORTUNITIES:**

Theatre visits, specialist workshops and performance opportunities and working with the Royal Academy of Dance.

## **SUBJECT: ECONOMICS**

### **LEVEL: A' LEVEL**

### **EXAM BOARD: EDEXCEL**

## **REASONS FOR STUDYING THIS COURSE:**

The course allows students to develop an understanding of relevant economic concepts and theories. Students will learn how to apply economic concepts and theories in a range of contemporary contexts. Students will be required to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of citizens, businesses and governments within it. This course provides an excellent grounding to study Economics or a finance related degree at university. Economics graduates are some of the country's top earners.

## **OPPORTUNITIES:**

An A' level in Economics allows students to have access to a wide range of possible careers and higher education opportunities. Students will acquire a variety of transferable skills throughout the course, including analysing and evaluating business and economic information from different sources, developing written communication skills and learning how to solve problems. Such skills are in great demand and are recognised by employers, universities and colleges as being of great value.

## AREAS OF STUDY:

You will study four themes of work.

### Theme 1 – Introduction to markets and market failure.

Students will investigate how markets work, how consumers and firms behave in certain markets and what causes markets to fail.

### Theme 2 – The UK economy - performance and policies

Students will investigate the economy as a whole, on a macro level. This will include methods of influencing the behaviour of people and firms on a national level.

### Theme 3- Business behaviour and the labour market

This theme requires students to look into more detail at how firms behave in different market contexts and how the labour market works.

### Theme 4 – International economics

This theme explores international economics, the role of the financial sector, emerging economies and global poverty and inequality.

Students are assessed by three externally set examinations.

## ENTRY REQUIREMENTS:

Prior study of Business is not essential. Normal Sixth Form entry requirements apply plus at least a grade 6 in English or a similar subject involving essay writing and at least a grade 6 in Maths.

## SPECIAL OPPORTUNITIES:

The school is developing close links with businesses in the area, which allows guest speakers to work with the students in school.

## SUBJECT: ENGLISH LANGUAGE (AQA SPECIFICATION)

### LEVEL: A' LEVEL

### EXAM BOARD: AQA

## REASONS FOR STUDYING THIS COURSE:

This is a very popular option, which can serve as a route to studying English, Linguistics or Media at University. Additionally, and perhaps more importantly, the course provides the opportunity for students to develop their understanding of the impact that language has on society and will learn to look beyond the surface level of texts, whether they be written or spoken. Students will also have the opportunity to study the English language itself, and will learn about the history of language and how as children we develop speech ourselves. Students will learn how to become analytical and how to form and express their ideas articulately and convincingly. The

English department is committed to using interactive teaching styles which encourage and motivate pupils by giving them ownership of their learning.

## AREAS OF STUDY:

The course is designed to:

- be accessible to the full ability range within A' Level
- be progressive, building on skills developed at GCSE, combined with exciting new ways of looking at texts, both written and spoken
- offer greater flexibility in the selection, teaching and assessment of texts to suit the various modes of communication in English.

## THE ASSESSMENT OBJECTIVES FOR THIS COURSE ARE AS FOLLOWS:

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

AO2: Demonstrate critical understanding of concepts and issues relevant to language use

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

AO4: Explore connections across texts, informed by linguistic concepts and methods.

AO5: Creativity in communication

This course is designed to encourage candidates to:

- analyse a wide range of texts
- evaluate and apply a wide range of critical theories
- organise own language studies and investigations.

## ADDITIONAL COURSE INFORMATION:

The A Level course consists of 2 Papers and 2 NEA (coursework):

**Paper 1:** teaches candidates to analyse spoken and written texts. They will also be expected to explore child language development.

**Paper 2:** teaches candidates to develop ideas on language itself. They will be assessed on language diversity and language change.

**NEA (coursework):** Pupils will have the opportunity to complete their own language investigation. They will also study different types of writing and create their own original piece following a style model of their choice.

## ENTRY REQUIREMENTS:

Students should have a passion for English and a commitment to the subject. Normal Sixth Form entry requirements plus a minimum grade 6 at GCSE English.

**SUBJECT: ENGLISH  
LITERATURE (AQA  
SPECIFICATION B)  
LEVEL: A' LEVEL  
EXAM BOARD: AQA  
REASONS FOR STUDYING THIS  
COURSE:**

This is a very popular option, which can serve as a route to studying English at University. Additionally, and perhaps more importantly, the course provides an opportunity for students to enhance their understanding of and perceptions of life and literature, exploring how society and literature inter-relate, and learning to synthesise a range of ideas and to express their views coherently and persuasively. The English department is committed to using interactive teaching styles which encourage and motivate pupils by giving them ownership of their learning.

**AREAS OF STUDY:**

The course is designed to:

- be accessible to the full ability range within A' Level
- be progressive, building on skills developed at GCSE, combined with exciting new ways of looking at texts
- offer greater flexibility in the selection, teaching and assessment of texts to suit the various traditions of literature in English.

**THE ASSESSMENT OBJECTIVES  
FOR THIS COURSE ARE AS  
FOLLOWS:**

AO1 - Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression

AO2 – Analyse ways in which meanings are shaped in literary texts

AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4 – Explore connections across literary texts

AO5 – Explore literary texts informed by different interpretations.

**ENTRY REQUIREMENTS:**

Students should have a passion for English and a commitment to the subject. Normal Sixth Form entry requirements plus a minimum grade 6 at GCSE English.



**SUBJECT: FILM STUDIES  
LEVEL: A' LEVEL  
EXAM BOARD: WJEC  
REASONS FOR STUDYING THIS  
COURSE:**

Film Studies is rich in transferable skills and complementing many other A Level courses such as English Language, Literature or Media Studies.

**OPPORTUNITIES:**

Film Studies asks students to consider the presentation of our world through the medium of film. We watch and analyse a range of films from different genres and countries and explore and evaluate the presentation of social reality and contribution of films to Film itself.

There is a strong theoretical element in Film Studies including narrative theory and the auteur. Complementing this is a strong practical strand of film making that makes this a unique opportunity to be creative at A' Level whilst also honing critical thinking skills.

**AREAS OF STUDY:**

British Cinema and social reality

European Cinema

American Cinema across time.

Silent film

Experimental film

Practical production (either a short film or screenplay)  
20% of final assessment.

**ENTRY REQUIREMENTS:**

Standard Sixth Form entry requirements plus minimum grade 6 in English or another essay based subject.

**SUBJECT: GEOGRAPHY**  
**LEVEL: A' LEVEL**  
**EXAM BOARD: OCR (H481)**  
**REASONS FOR STUDYING THIS COURSE:**

For those interested in current issues and their surrounding environment this subject focuses on the interrelationships between people and their environments. The course provides the opportunity to study questions, issues and problems, which arise from these relationships. This course encourages students to think critically on a range of issues, develop possible solutions to current environmental problems and consider moral, cultural and political dimensions to problem solving and decision making.

**AREAS OF STUDY:**

The two elements of this course contain a people-environment approach to Geography and an enquiry approach to learning. The syllabus content is divided into a series of themes, which are studied over the two year course.

**Paper 1 Physical systems**

1 hour 30 minutes long  
66 Marks  
Topics covering the following:  
Coastal landscapes  
Earth's life support systems  
Geographical skills

**Paper 2 Human interactions**

1 hour 30 minutes long  
66 Marks  
Four sections covering the following topics:  
Changing spaces; making places  
Global migration  
Power and borders  
Geographical skills

**Paper 3 Geographical debates**

2 hours 30 minutes long  
108 marks

This paper we get students to look at three themes of: Players, Attitude and Actions and Futures and uncertainties. They will be based on two content areas.

Hazardous Earth  
Disease dilemmas  
Geographical skills

**Independent investigation**

60 marks  
Students are to investigate topic relating to the course content based and produce a three to four thousand word report.  
The course requires students to undertake a four day field trip.

**ENTRY REQUIREMENTS**

GCSE Geography is not compulsory. Normal Sixth Form entry requirements plus a minimum grade 6 in English or another essay based subject such as Citizenship or History is required.

**SPECIAL OPPORTUNITIES:**

Local field trips  
Residential field trip to Somerset

**SUBJECT: POLITICS**  
**LEVEL: A' LEVEL**  
**EXAM BOARD: AQA**  
**REASONS FOR STUDYING THIS COURSE:**

Politics is a challenging and enjoyable A' Level for students who are engaged with the world around them. For enquiring minds the course offers a stimulating opportunity to discover and acquire insights into how modern democracy works in an ever changing and diverse world.

The course is a highly respected academic A' Level, with skills and knowledge useful for those intending to study History, Law, Economics, Business/ Management and the Social Sciences. The range of topics to be covered is broad, with British and American democracies under the microscope alongside political ideologies.

Unit 1 is the politics of the UK, which covers all aspects from voting and pressure groups to the actual workings of the government/judiciary and the constitution. This is assessed through an exam at the end of Year 13.

Unit 2 is the politics of the USA, which covers the same ground as Unit 1: participation, pressure groups, voting systems to the actual workings of the very different type of government that the USA has, with an additional section on civil rights. Also included in this is a comparative element between the two very different democracies. This is assessed by an exam at the end of year 13.

Unit 3 is political ideologies. It covers liberalism, socialism, conservatism and anarchism. This unit is also examined at the end of year 13.

**ENTRY REQUIREMENTS:**

Normal Sixth Form entry requirements apply. Minimum grade 6 in GCSE History or a similar essay based subject such as English.

## **SUBJECT: HEALTH and SOCIAL CARE**

### **LEVEL: BTEC QCF LEVEL 3 EXTENDED CERTIFICATE IN HEALTH AND SOCIAL CARE EXAM BOARD: EDEXCEL PEARSON**

#### **REASONS FOR STUDYING THIS COURSE:**

This BTEC National qualification provides a broad introduction that gives learners transferable knowledge and skills. This qualification is for post-16 learners who want to continue their education through applied learning. The qualification prepares learners for a range of higher education courses and job roles related to the Health and Social Care sectors. The Extended Certificate is a new qualification and is equivalent in size to one A' Level. A broad basis of study for the health and social care sector, this qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A' Levels

#### **AREAS OF STUDY:**

Students will complete 4 units over two years. Three of the Units are mandatory and one is optional.

Unit 1- examines Human Lifespan and its developing needs.

Unit 2- Working in Health and Social Care will be assessed by examination during Years 12 and 13 respectively.

One further mandatory unit, Unit 5: Meeting Individual Care and Support Needs will be assessed internally. The mandatory synoptic unit requires students to apply learning from across the qualification to the completion of a defined vocational task. For Unit 5: Meeting Individual Care and Support Needs, students will complete reports relating to the care and support provided for individuals which draw together how underpinning values and principles are applied through working practices, including multi-disciplinary working. Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills. Students will be encouraged to draw on their broader learning so they will be prepared for the assessment.

The final internally assessed unit will be the optional Unit 11: Psychological Perspectives. Students will be required to research independently and to apply what they have learned in scenarios.

#### **ENTRY REQUIREMENTS:**

Normal Sixth Form entry requirements apply. Students will be required to meet deadlines as there are strict rules about meeting set deadlines in BTEC and should be prepared to research independently.

Also, as there is a coursework element and extended answers in the examinations, it is expected that students will have achieved a higher grade pass in English.

## **SUBJECT: HISTORY**

### **LEVEL: A' LEVEL EXAM BOARD: EDEXCEL REASONS FOR STUDYING THIS COURSE:**

History is a fascinating subject to study at A' Level and offers students a highly valued and respected qualification which is versatile in terms of the doors it can open at university.

The study of History at A' Level develops the ability of students to gain both a breadth and depth of historical knowledge, be able to explain and debate using supporting evidence and undertake independent research.

You will study key events and historical themes in British, Russian and American History through a mixture of discussion and source based class work. Assessment will be through a combination of coursework and written examinations.

**The British History module** consists of the study of Monarchical and Republican rule in Britain in the seventeenth century. You will learn about the fall of Charles I and the English Civil War; Republican rule under Cromwell and the restoration of the Monarchy.

**The Russian History module** deals with the demise of the Tsarist State and the creation of the Soviet State from 1894 to 1924. You will learn about revolutionary activity in Russia in the years 1894-1917; the response of successive governments to opposition to their rule; and the consolidation of the revolution of October 1917 under Lenin and the Bolsheviks.

**The American History module** explores civil rights and race relation in the USA between 1850 and 2009. You will learn about the changing geography of the civil rights issue; the changing portrayal of civil rights issues in fiction and film; and various depth studies concerning the move towards greater equality including the civil rights movement under Martin Luther King and Barack Obama's successful 2008 presidential election campaign.

**The Coursework module** comprises the analysis and evaluation of interpretations of British foreign and imperial policy between 1880 and 1990. You will learn about the scramble for Africa, the First World War, the Second World War, Britain and the Cold War and Decolonisation and the end of Empire. This is an internally assessed coursework unit.

A keen interest in History is essential. Moreover, wide background reading is necessary in order to achieve competence in this course. For success in A' Level History, good essay writing skills are also required.

### **AREAS OF STUDY:**

\***Paper One:** Breadth Study with Interpretations (Britain, 1625-1701: Conflict, Revolution and Settlement)

\* **Paper Two:** Depth Study (Russia in Revolution, 1894-1924)

\* **Paper Three:** Themes in Breadth with Aspects in Depth (Civil Rights and Race Relations in the USA, 1850-2009)

**Coursework** (British Imperial and Foreign Policy, c.1880-1990)

### **ENTRY REQUIREMENTS:**

Normal Sixth Form entry requirements apply. Prior study of GCSE History is not essential. Minimum grade 6 in GCSE History or a similar essay based subject.

### **SUBJECT: MATHEMATICS**

#### **LEVEL: A' LEVEL**

#### **EXAM BOARD: EDEXCEL**

#### **REASONS FOR STUDYING THIS COURSE:**

For those who would like to take on the challenge of gaining a much deeper understanding of the meaning of Mathematics. It presents excellent training for problem solving and other related intellectual skills which can be transferred to other subjects e.g. Science, Business Studies, and Technology. It is a highly regarded qualification for entry to both university and other careers e.g. Science, Engineering, Computing, Architecture, Economics, Accountancy and Teaching. Pure Maths and Applied Maths are studied in parallel for 2 years for Maths A' Level. AS Maths Qualification is optional at the end of year 12.

### **AREAS OF STUDY:**

Pure Maths covers Algebra, Coordinate Geometry, Differentiation and Integration.

Focus in Applied Maths is on Statistics and Mechanics. There is a great emphasis on Problem Solving in both areas.

### **SPECIAL OPPORTUNITIES:**

Small groups which can work together effectively in order to develop the skills of problem solving in a supportive environment.

Visits to hear lectures on how mathematics is used in industry give an insight into how mathematical techniques are used in the outside world.

### **ENTRY REQUIREMENTS:**

Normal Sixth form entry requirements plus minimum GCSE grade 6 in Mathematics.

### **SUBJECT: PSYCHOLOGY**

#### **LEVEL: A' LEVEL**

#### **EXAM BOARD: OCR**

#### **REASONS FOR STUDYING THIS COURSE:**

Psychology is an interesting, challenging and exceptionally useful subject which is advantageous to a wide variety of different careers. Psychology will help students to develop a scientific understanding of human behaviour and help to develop the critical thinking and research methodology skills necessary for many degree level courses. Psychology can be useful in any job which involves dealing with people. Those intending to work in the caring professions, the police force and other services, as well as those aiming to work in the media, sports psychology, personnel, marketing, sales and market research will find something of relevance and interest in Psychology.

### **AREAS OF STUDY:**

**AS OCR H167.** This qualification is assessed by two exams at the end of the first year.

One paper tests students' ability to understand and evaluate methods used in Psychology to test hypotheses. In preparation for this, students will be expected to design, conduct and evaluate their own investigations. They will be required to analyse data and to present it in appropriate forms.

The exam lasts 90 minutes and is worth 75 marks.

The second paper tests the students' knowledge and understanding of 10 core studies-one classic study and one modern study from each of 5 psychological approaches: Cognitive Psychology/Developmental Psychology/Biological Psychology/Individual Differences and, finally, Social Psychology.

Please note that not all students will be expected to take the AS exam.

**A' Level OCR H 568.** After 2 years, students will be presented for the terminal examinations. There is a 2 hour research method worth 90 marks, 30% of the qualification.

There is a 2 hour paper worth 105 marks, 35% of the qualification, testing knowledge, understanding and application of Psychological Core Studies.

The final 105 mark paper, lasting 2 hours and worth 35% of the qualification, is examining topics in applied and clinical Psychology.

## ENTRY REQUIREMENTS:

As this is a challenging course, minimum grade 6 in GCSE English Language, Literature, Mathematics and Science is required. You do not need to have studied Psychology before.

## SUBJECT: APPLIED SCIENCE LEVEL: BTEC NATIONAL LEVEL 3 EXTENDED CERTIFICATE EXAM BOARD: EDEXCEL PEARSON REASONS FOR STUDYING THIS COURSE:

The course is suitable for anyone who is planning to enter work directly or wishes to proceed to Higher Education. After completing the course, students can pursue careers in areas such as hospital laboratory work, food science, scientific research, and health-related professions. BTEC Nationals use a combination of assessment styles to give students confidence that they can apply their knowledge to succeed in the workplace and have the study skills to continue learning on higher education courses throughout their career.

The two year course is a nationally recognised qualification equivalent to 1 A\* - E grade at A' Level. The teaching for the course will involve a mixture of lecturing, practical work, personal research, group research, discussion, and visits to local businesses. The course consists of a mix of biology, chemistry, and physics topics, all with a view to using skills in a workplace.

## AREAS OF STUDY:

General Overview of the Course:

In the first year of study students will complete 2 mandatory units which cover a variety of topics throughout the Sciences. Edexcel BTEC Level 3 Certificate in Applied Science can be gained at the end of the year pending their successful completion. In the second year students will go on to complete a further 2 optional units, successful completion of which will result in achievement of Edexcel BTEC Level 3 Extended Certificate in Applied Science.

Year 1 – Applied Science

Mandatory Units

Unit 1- Principles and Application of Science - externally assessed written exam

Unit 2- Practical Scientific Procedures and

Techniques - internally assessed assignments

Unit 3 - Science Investigation - externally assessed practical task

Unit 8 - optional unit - assessed by assignments

## HOW WILL I BE ASSESSED?

BTEC National qualifications are assessed in the form of assignments which are set and marked internally, a practical task set and marked by Pearson and a written exam set and marked by Pearson. The assignments form 42% of the overall grade and externally marked components form 58%.

In the assignments, students will be expected 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 components comprise

- examination – all learners take the same assessment at the same time, with a written outcome
- set task – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Resit opportunities are available.

## SPECIAL OPPORTUNITIES:

BTEC Applied Science gives students a good grounding to go straight into laboratory based employment such as lab technicians, or to advance into further study, and is particularly suitable for progression onto vocational, science based degree programmes such as Nursing or Applied Science. Equally the BTEC Applied Science is suitable for progression onto a range of higher education programmes when combined with other A levels or equivalent.

In order to achieve the Extended Certificate in Applied Science you must complete both years, however a certificate can be gained after one year in certain circumstances.

## ENTRY REQUIREMENTS:

Normal Sixth Form entry requirements plus minimum grade 5 in two Sciences.

## SUBJECT: SOCIOLOGY LEVEL: A' LEVEL EXAM BOARD: AQA REASONS FOR STUDYING THIS COURSE:

Sociology is the study of society and the behaviour of individuals and groups within society. Sociology enables us to understand the structure and dynamics of society, and their connections to patterns of human behaviour and individual life changes. It examines the ways in which social structures (such as class, sex, age, or race) and various social institutions

(such as kinship, economic, political, or religious) affect human attitudes, actions, and opportunities.

The discipline also explores how both individuals and collectives construct, maintain, and alter social organisation in various ways. Throughout the course students will acquire the essential knowledge and understanding of fundamental aspects of sociological thought and methods together with the application of a range of skills.

## OPPORTUNITIES:

The course lays an appropriate foundation for further study of Sociology and related subjects (e.g. Psychology, Social Psychology, Criminology and Politics) in Higher Education. It provides a highly rewarding and worthwhile course for students in terms of general education and lifelong learning. Topics studied throughout the course would also be useful for students intending to pursue careers in the field of social science.

## AREAS OF STUDY:

### YEAR 12

Families and Households  
Criminal and deviant behaviour  
Education

### YEAR 13

Media  
Theory and methods

## ENTRY REQUIREMENTS:

Normal Sixth Form entry requirements plus a minimum of grade 6 in English language or similar essay based subject is essential. No prior learning of Sociology is required.

## SUBJECT: SPORT

## LEVEL: BTEC NATIONAL

## LEVEL 3

## EXAM BOARD: EDEXCEL

## PEARSON

## REASONS FOR STUDYING THIS COURSE:

The school is fortunate enough to have excellent Indoor Sports facilities, this enables all students to access a wide range of sporting activities in and out of curriculum time to a high standard.

Are you interested in learning more about how the body moves and responds to exercise, the effects of training, coaching and leading sports activities and the importance of maintaining fitness?

The BTEC National Level 3 in Sport provides a course of study that expands on many of the ideas and concepts already encountered by those who have studied GCSE Physical Education or BTEC Sport at Level 2. It provides a transition for those intending to study related courses in Higher

Education and for others who do not wish to go on to further study, it provides a balanced, broad based course, worthwhile in its own right.

The course aims to develop the students' understanding of the factors influencing performance, the skills needed to analyse, evaluate and improve performance, and the capacity to think critically about the factors in performance.

## AREAS OF STUDY:

The course has 3 specifications which can be studied:

### Sport 1 – Extended Certificate (equivalent to 1 A Level)

Anatomy & Physiology \*  
Fitness Training and Programming for Health, Sport and Wellbeing\*  
Professional Development in the Sports Industry  
+ 1 optional unit

### Sport 2 – Diploma (equivalent to 2 A Levels)

Anatomy & Physiology\*  
Fitness Training and Programming for Health, Sport and Wellbeing\*  
Professional Development in the Sports Industry  
Practical Sports Performance  
Coaching for Performance  
Sports Leadership  
Investigating Business in Sport and the Active Leisure Industry\*  
Skill Acquisition  
+ 1 optional unit

### Sport 3 – Extended Diploma (equivalent to 3 A Levels)

Anatomy & Physiology\*  
Fitness Training and Programming for Health, Sport and Wellbeing\*  
Professional Development in the Sports Industry  
Sports Leadership  
Practical Sports Performance  
Coaching for Performance  
Research Methods in Sport  
Investigating Business in Sport and the Active Leisure Industry\*  
Skill Acquisition  
Development and Provision of Sport & Physical Activity\*  
+ 4 optional units  
\* External assessment

## ENTRY REQUIREMENTS:

This is a challenging, but rewarding specification that requires a great degree of theoretical understanding, most of which is applied through coursework, although it must be noted that there is an external exam assessment in this new specification. It is not necessary for pupils to have studied GCSE Physical Education or BTEC Sport Level, although it is desirable for pupils to have achieved Grades 9-6 in GCSE in Science and 6 or above in English. Standard Sixth Form entry requirements will apply.

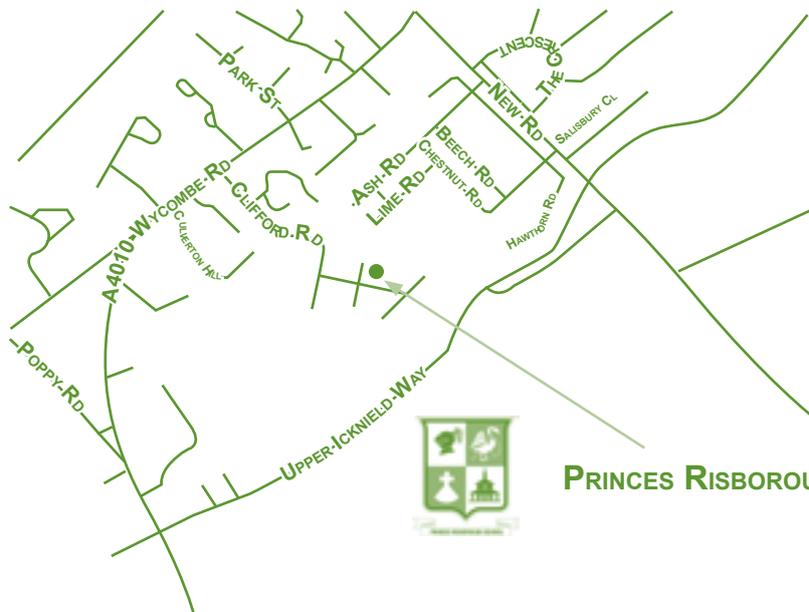


# Princes Risborough School

## *Sixth Form*

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**PRINCES RISBOROUGH SCHOOL**

# *Aspire & Achieve*

