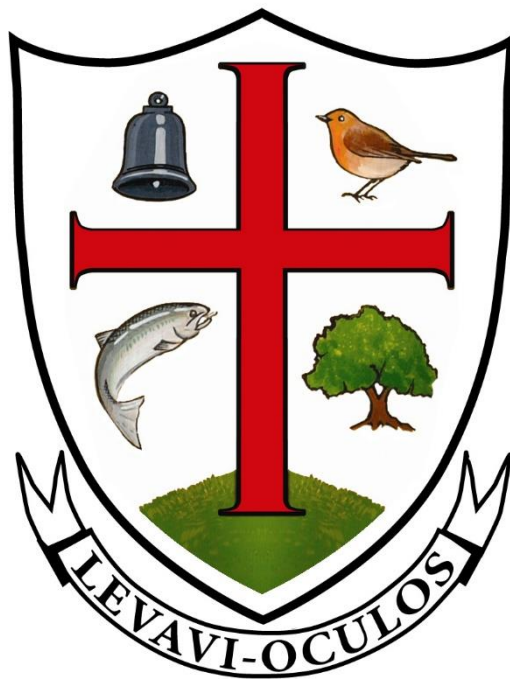


KESWICK SCHOOL

# Sixth Form

## Subject Information



2025



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<b>A LEVEL</b> AQA <u>7201</u>	<b>ART, CRAFT &amp; DESIGN</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Due to the skills required for Art A Level, it is essential that any student wishing to take the subject has taken Art at GCSE: a grade 5 is required.</p>
<b>COURSE CONTENT</b>	<p>Students who will be suited to this course will be creative, Open-minded and inspiring, and will have an enthusiasm for the subject. They will need to have an awareness of their natural environment and an ability to analyse works of art.</p> <p><b>Component 1:</b> personal investigation (60%)  <b>Component 2:</b> externally set assignment (40%): 15 hours of supervised time plus preparatory period</p> <p>Year 12 consists of a series of workshops, to build upon and further develop existing artistic skills, in a variety of disciplines.</p> <p>Year 13 consists of one substantial project, concluding with the externally set assignment which will be distributed on 1st February.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>The examination will be taken at the end of the two-year course in the spring term. Each component has a weighting towards the final grade.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>This course will enable students to progress to foundation art courses or gain direct entry onto degree courses in art, design, architecture and photography.</p> <p>Potential career areas from this subject include advertising, graphics, fashion, film and television, interior design, product design and stage design.</p> <p>Students in this subject need to have a high degree of self-motivation, independent thought, confidence in their own ability as artists and, most importantly, the will to succeed.</p>
<b>CONTACT</b>	<p>Head of Art: Miss J Hallworth  <a href="mailto:janinehallworth@keswick.cumbria.sch.uk">janinehallworth@keswick.cumbria.sch.uk</a></p>



A LEVEL AQA <u>7402</u>	BIOLOGY
SPECIFIC ENTRY REQUIREMENTS	<ul style="list-style-type: none"> <li>• Grade 6 or above in GCSE biology (separate science) or grades 6-6 or above in combined science: trilogy <b>and</b></li> <li>• Grade 5 or above in GCSE mathematics, <b>and</b></li> <li>• Grade 5 or above in GCSE English (language or literature)</li> </ul> <p>Students will need to successfully complete a bridging unit in biology over the summer.</p>
COURSE CONTENT	<p>Advanced level biology is a challenging course involving elements of biochemistry, maths, ecology and physiology.</p> <p>It is suited to students who have an interest in our bodies, life processes in plants and animals, the environment and biotechnology, and are willing to work hard.</p> <p><b>Subject content:</b></p> <ul style="list-style-type: none"> <li>• Biological molecules</li> <li>• Cells</li> <li>• Organisms exchange substances with their environment</li> <li>• Genetic information, variation</li> <li>• Energy transfers in and between organisms</li> <li>• Organisms respond to changes in their internal and external environments</li> <li>• Genetics, populations, evolution and ecosystems</li> <li>• The control of gene expression</li> </ul>
EXAMINATIONS AND ASSESSMENTS	<p>Practical skills and analysis will be taught in the weekly practical lesson, and examined in the theory exam at the end of the course. The three A-Level exam papers will be taken at the end of the two years and will involve data handling, short answers, a comprehension and an essay (10 % of the A-Level). During Year 12 all students will sit internal pre-public examinations.</p>
SKILLS, LINKS AND PROGRESSION	<p>As well as being an interesting subject in itself, A Level biology is a useful qualification for students who want to study a broad range of other subjects. Students will be able to move towards careers in medicine, veterinary science, nursing, conservation, physiotherapy, sports sciences, biomedical sciences, environmental sciences, agricultural science, zoology and marine biology. In addition, some former students have gone on successfully to study a range of unrelated degrees such as architecture, accountancy, law and English.</p>
CONTACT	<p>Heads of Biology: Dr J Cawthorne and Mrs S McDonald  <a href="mailto:jennycawthorne@keswick.cumbria.sch.uk">jennycawthorne@keswick.cumbria.sch.uk</a>  <a href="mailto:sammcdonald@keswick.cumbria.sch.uk">sammcdonald@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> EDUQAS <a href="#">A510QS</a>	<b>BUSINESS</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>It is not essential that the subject has been studied at GCSE. However, if studied at GCSE, then a grade 4 or above should have been achieved.</p>
<b>COURSE CONTENT</b>	<p>A-Level business considers real-life businesses and the way in which accepted business theory relates to their operation. Students will investigate start-up businesses, small and medium enterprises and multinational corporations.</p> <p><b>Component One:</b> business opportunities and functions          Learners will need to study the content areas below:          enterprise; business plans; markets; market research; business structure; business location; business finance; business revenue and costs; marketing; finance; people in organisations (human resources); operations management.</p> <p><b>Component Two:</b> business analysis and strategy          Learners will need to study the content areas below:          data analysis; market analysis; sales forecasting; analysing financial performance; analysing non-financial performance; aims and objectives; strategy and implementation; decision-making models; investment appraisal; special orders.</p> <p><b>Component Three:</b> business in a changing world          Learners will need to study the content areas below:          change; risk management; pest factors; ethical, legal and environmental factors; international trade; globalisation; the European Union.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>3 exams in Year 13.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Business is an A Level course which combines well with many other subject areas. It is also a popular course for progression to university and for working life. It enables students to keep careers options open and the skills developed are widely recognised by employers. Typical students of the subject will be interested in the world around them, will have an awareness of how businesses operate and be prepared to look at all aspects of the world of work and business in general. Students will be expected to take part in project work, class discussions, presentations, games and active learning. Students have the opportunity to run their own business through the Tycoon in Schools challenge and to further understand the business world through a business trip to Brussels.</p>
<b>CONTACT</b>	<p>Head of Business: Mrs D Duguid  <a href="mailto:dianeduguid@keswick.cumbria.sch.uk">dianeduguid@keswick.cumbria.sch.uk</a></p>



# VOCATIONAL BUSINESS

<b>Level 3</b> OCR Cambridge Technical Extended Certificate <a href="#">05835</a>	
SPECIFIC ENTRY REQUIREMENTS	<p>It is not essential that the subject has been studied for GCSE. However, if business has been studied at GCSE, then a grade 4 or above should have been achieved, or a Level 2 pass for a vocational course. 2025 will be the final entry year.</p>
COURSE CONTENT	<p>This is a two-year vocational course which will consist of the following:</p> <ul style="list-style-type: none"> <li>three mandatory units and two optional units, covering topics such as the business environment, working in business, events management, marketing and communications</li> </ul> <p>Two of the units are examined, with at least one re-sit opportunity per exam.</p>
EXAMINATIONS AND ASSESSMENTS	<ul style="list-style-type: none"> <li>three coursework units will be completed over the two years</li> <li>two examined units, one on the business environment (2 hours) and one on working in business (90 minutes), completed in January/June to give a re-sit opportunity in June/January</li> <li>each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes</li> <li>to achieve a 'pass' a learner must have satisfied <b>all</b> the pass or a near pass assessment criteria</li> <li>to achieve a 'merit' a learner must <b>additionally</b> have satisfied <b>all</b> the merit grading criteria</li> <li>to achieve a 'distinction' a learner must <b>additionally</b> have satisfied <b>all</b> the distinction grading criteria</li> </ul> <p>The coursework units will be both internally and externally moderated. Examined units will be externally marked.</p>
SKILLS, LINKS AND PROGRESSION	<p>Vocational business courses have been running in this school for over 25 years. Their purpose and approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners. Students are able to gain the whole range of grades and can use these qualifications to progress onto higher education courses or into the world of work.</p> <p>Vocational business combines well with many other subjects, in particular French, German, English Language, geography and design. However, as many university courses now contain a business element, vocational business will combine with any subject at A Level.</p>
CONTACT	<p>Head of Vocational Business Studies: Mrs P Rainey  <a href="mailto:paularainey@keswick.cumbria.sch.uk">paularainey@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> AQA <a href="#">7405</a>	<b>CHEMISTRY</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Grade 6 or above in GCSE chemistry (separate science) or grades 6-6 or above in combined science: trilogy <b>and</b></li> <li>• Grade 6 or above in GCSE mathematics</li> </ul> <p>Students will need to successfully complete a bridging unit in chemistry over summer.</p>
<b>COURSE CONTENT</b>	<p>Chemistry is a very interesting and hugely rewarding course which opens many doors to students in the future. Our students thoroughly enjoy realising how different concepts support each other as the course progresses, and learning how to problem-solve. Students learn how substances form, behave and interact; start to explain why reactions occur in the way they do, and consider how we can manipulate these to create new substances.</p> <p>The main aims of the chemistry course are to:</p> <ul style="list-style-type: none"> <li>• promote enthusiasm for chemistry</li> <li>• develop advanced practical and analytical skills</li> <li>• ensure students can operate effectively and safely in a laboratory</li> <li>• appreciate how and where chemistry is used beyond the laboratory and to raise the profile of potential careers</li> <li>• allow students to discover how the different areas of chemistry support each other</li> </ul> <p>create knowledgeable, well rounded scientists of the future.</p> <p><b>Year 12 topics:</b>          Topics include: atomic structure, quantitative chemistry, bonding and periodicity, organic chemistry, energetics, kinetics and equilibria, reactions of elements. A Level mathematics or core mathematics may support some aspects of learning but neither is essential.</p> <p><b>Year 13 topics:</b>          Topics include: further kinetics and equilibria, acids and bases, carbonyl and aromatic chemistry, polymers, DNA, structure determination, thermodynamics, periodicity, electrochemistry, transition metals and inorganic reactions.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>The chemistry course is assessed through linear assessment with students taking <b>all</b> their external exams at the end of Year 13. The A Level will have an accompanying teacher recommendation of 'pass' or 'fail' for practical competence based on prescribed core practical activities.</p> <p><b>Paper 1 (2hrs):</b> physical and inorganic chemistry and practical skills  <b>Paper 2 (2hrs):</b> physical and organic chemistry and practical skills  <b>Paper 3 (2hrs):</b> any content, any practical skills</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Chemistry is fundamental for those choosing to pursue a career in chemistry, chemical engineering, pharmacy, medicine, dentistry and veterinary medicine to name but a few. It is also of direct relevance to careers in other medically related areas, and courses such as forensic and environmental science. .</p>
<b>CONTACT</b>	<p>Head of Chemistry: Mr P Smithson  <a href="mailto:petersmithson@keswick.cumbria.sch.uk">petersmithson@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> OCR <a href="#">H446</a>	<b>COMPUTER SCIENCE</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>If computer science has been studied at GCSE, then a grade 5 or above should have been achieved. Students also need a good grasp of mathematics: a grade 5 or above in mathematics is required to join the course.</p>
<b>COURSE CONTENT</b>	<p>You must be prepared to read up on the topics we are covering and undertake work outside of the classroom to help you fully understand the implications of the content. A wide range of current issues is covered, as well as topics designed to give you the best foundations for further study. The course is organised as follows:</p> <ul style="list-style-type: none"> <li>• Components of a computer and their uses</li> <li>• Types of software and the different approaches used to develop software</li> <li>• How data is exchanged between different systems including: Networking, Databases and Web Technologies</li> <li>• How data is represented and stored within different structures. Different algorithms that can be applied to these structures</li> <li>• Legal, moral, cultural and ethical issues</li> <li>• Elements of computational thinking</li> <li>• Problem solving and programming</li> <li>• The use of algorithms</li> </ul>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>Students will take two written exams, each worth 40%; a student selected project makes up the remaining 20%.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>The purpose of the course is to give students a greater understanding of digital technology in preparation for further study or a computing-based apprenticeship; for those considering university it would be best taken alongside maths and one of the sciences subjects.</p> <p>The future of our economy is digital, with data transmitted all over the world, and financial transactions carried out electronically. Cash and paper are becoming less common. The threats to our economy and democracy from foreign governments, agencies and individuals are real. The demand for cyber security analysts, computer programmers and hardware engineers can only grow. Computer science students have the perfect skills set to succeed in these areas and others.</p> <p>Energus offers cyber security apprenticeships through the Cyber Lab in Lillyhall, GCHQ recruits computer scientists to their huge range of roles, and universities hold this course in high regard. Take computer science and open the door to your exciting future.</p>
<b>CONTACT</b>	<p>Head of IT: Mr F Simmons  <a href="mailto:frasersimmons@keswick.cumbria.sch.uk">frasersimmons@keswick.cumbria.sch.uk</a></p>





<b>A LEVEL</b> AQA <a href="#">7552</a>	<h1>DESIGN &amp; TECHNOLOGY</h1> <h2>PRODUCT DESIGN</h2>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Grade 5 or above in a DT GCSE subject. If you have not previously studied one of these subjects at GCSE, grade 5 or above in GCSE maths will be required. You need good practical workshop skills and an interest in the design of products.</p>
<b>COURSE CONTENT</b>	<p>The subject builds on the experience gained in either GCSE design &amp; technology and allows you to further your studies through various design and make activities, covering a wide range of materials and processes, including extensive use of CAD/CAM. Year 12 involves developing both your design and practical making skills, through a number of small projects, alongside learning about commercial processes.</p> <p>Year 13 is mostly spent on one substantial design and make project of your own choice, allowing you to focus on your particular career direction, such as an engineering-based project or an aesthetic design-based project.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>Paper 1:</b> technical principles. 2½ hours, 30% of the A-Level.  <b>Paper 2:</b> design and making principles. 1½ hours, 20% of the A-Level.  The <b>NEA</b> is a substantial design and make project worth 50% of the A-Level.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>This course is a natural progression from GCSE design &amp; technology. Students tend to link it with A Level art for design-based careers or with A Level mathematics and physics for engineering careers. Career opportunities include any design or engineering-based university course, such as design for industry, 3D product design, graphic design and furniture design, as well as mechanical, transport, architectural and aeronautical engineering. Universities also recognise design &amp; technology as a good qualification for many other courses as well as those which are purely design related, because the coursework undertaken provides students with evidence of all key skills, and shows their ability to problem solve and manage a large project. The NEA coursework portfolio often forms the basis of interviews.</p> <p>Increasingly, apprenticeship providers prefer students to apply at 18, after doing A Levels, and more students are now applying for higher apprenticeships. This subject therefore provides a good grounding in general practical and design skills and the project undertaken is often the reason why students gain an apprenticeship over other candidates.</p>
<b>CONTACT</b>	<p>Head of Technology: Ms H Hargreaves  <a href="mailto:helenhargreaves@keswick.cumbria.sch.uk">helenhargreaves@keswick.cumbria.sch.uk</a></p>



<b>Level 3</b> OCR Cambridge Technical Extended Certificate <a href="#">05844</a>	<h1>DIGITAL MEDIA STUDIES</h1>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>It is not essential to have studied IT at Key Stage 4. However, students following the Creative iMedia course would have an advantage. A genuine interest in being creative with digital technology would be of benefit.</p> <p>Please note: you cannot choose both A-Level media studies and the digital media vocational course due to overlapping content in one of the core modules.</p>
<b>COURSE CONTENT</b>	<p>Students study 3 units:</p> <ul style="list-style-type: none"> <li>● media products and audiences</li> <li>● pre-production and planning</li> <li>● creating a media product</li> </ul> <p>Additionally, 2 optional units will be studied, the final choice being made to suit the needs and aspirations of the students. We suggest:</p> <ul style="list-style-type: none"> <li>● social media and globalisation</li> <li>● the creation and use of sound in media</li> </ul>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>There are 2 external examined assessments:</p> <ul style="list-style-type: none"> <li>● media products and audiences</li> <li>● pre-production and planning</li> <li>● plus 1 mandatory coursework unit and the 2 additional units.</li> </ul> <p>With each unit there is a re-sit/resubmission opportunity should your result not meet expectations.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>This Level 3 course prepares students for apprenticeships or further study in the growing field of digital media. All sectors of the media target their products at particular audiences; you will learn how organisations profile and target their audiences and how meaning is created for these audiences with digital technology. All students learn about the pre-production process including research, planning, working to timescales and with available resources.</p> <p>The inclusion of social media makes students of this course desirable employees as businesses both large and small look to develop their internet presence and social media campaigns to promote their brand and products/services online.</p> <p>The course provides practical experience of designing and creating cutting edge digital media products which will be directly relevant to future courses and employment opportunities.</p>
<b>CONTACT</b>	<p>Head of IT: Mr F Simmons</p> <p><a href="mailto:frasersimmons@keswick.cumbria.sch.uk">frasersimmons@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> OCR <a href="#">H470</a>	<b>ENGLISH LANGUAGE</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	GCSE grade 6 or above in English Language and grade 5 or above in English Literature.
<b>COURSE CONTENT</b>	<p><b>OCR English Language</b></p> <p><b>Paper 1: exploring language</b></p> <p>A: language under the microscope - analyse the lexical and grammatical effects in a short passage</p> <p>B: writing about a topical language issue - write for a specified audience on power, gender or technology in language</p> <p>C: comparing and contrasting texts - a comparative analysis of two texts (including spoken language)</p> <p><b>Paper 2: dimensions of linguistic variation</b></p> <p>A: child language acquisition - how children aged 0-7 learn to speak</p> <p>B: language in the media - analyse multimodal media texts and apply language concepts and theories</p> <p>C: language change - the analysis of historical varieties of English</p> <p><b>Non-examined teacher assessment</b></p> <p>See <a href="https://www.ocr.org.uk/qualifications/as-a-level-gce/english-language-h070-h470-from-2015/">https://www.ocr.org.uk/qualifications/as-a-level-gce/english-language-h070-h470-from-2015/</a> for further details.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>Paper 1:</b> exploring language - three essay responses, 150 minutes (40%)</p> <p><b>Paper 2:</b> dimensions of linguistic variation - three essay responses, 150 minutes (40%)</p> <p><b>Non-examined teacher assessment</b> - independent language investigation (2000-2500 words); an academic poster (750-1000 words) (20%)</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Although there are some careers (journalism, advertising, media work, public relations, teaching) to which English language is obviously more directly applicable, it is a valuable qualification in its own right which will provide a sound basis for access to a variety of courses and careers through the skills which this course develops. Students of language gain insights into that fundamental behaviour of human beings which will be valuable throughout their lives and their careers in the language-rich world we live in.</p>
<b>CONTACT</b>	<p>Head of English: Mrs T Messenger  <a href="mailto:traceymessenger@keswick.cumbria.sch.uk">traceymessenger@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> OCR <a href="#">H472</a>	<b>ENGLISH LITERATURE</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	GCSE grade 6 or above in English Literature and grade 5 or above in English Language.
<b>COURSE CONTENT</b>	<p><b>OCR English Literature</b></p> <p><b>Component 1: Shakespeare and drama and poetry pre-1900</b>          One Shakespeare play; one drama text and a selection of poems from the OCR prescribed text list.</p> <p><b>Component 2: close reading of an unseen text and a comparative study of two novels</b>          which will be chosen by the teacher from: American literature 1880-1940; the Gothic; dystopia and women in literature from the OCR prescribed text list.</p> <p><b>Component 3: non-examined short close reading analysis or recreative text, plus</b>          comparative essay studying texts chosen by the student under advice from the teacher.</p> <p>Three post-1900 texts: prose, poetry and drama.          See <a href="https://www.ocr.org.uk/qualifications/as-a-level-gce/english-literature-h072-h472-from-2015/">https://www.ocr.org.uk/qualifications/as-a-level-gce/english-literature-h072-h472-from-2015/</a> for prescribed text lists.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>Component 1:</b> closed text, written exam: 150 minutes  <b>Component 2:</b> closed text, written exam: 150 minutes  <b>Component 3:</b> coursework: 20% of total A Level</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Although there are some careers (journalism, advertising, arts administration, media work, teaching) to which English literature is obviously more directly applicable, it is a valuable qualification in its own right which will provide a sound basis for access to a variety of courses and careers. The ability to read and think critically, and to be sensitive to the needs of others, is vital to the future of society. Students of literature gain insight into the world, other people and themselves. They learn to be analytical, to structure academic responses, to appreciate the power of language: all vital aspects of life in the twenty-first century.</p>
<b>CONTACT</b>	<p>Head of English: Mrs T Messenger  <a href="mailto:traceymessenger@keswick.cumbria.sch.uk">traceymessenger@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> EDUQAS <a href="#">A800QS</a>	<b>FRENCH</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Grade 6 or higher in GCSE French. The ideal student will have found GCSE French quite straightforward and enjoyable. The course aims to build on knowledge gained at GCSE, but with a new slant and with increased intellectual challenge, encompassing history, culture, arts and society as well as pure language skills.</p>
<b>COURSE CONTENT</b>	<p><b>Component 1:</b> speaking exam. 30% of the qualification, 2 tasks.          Task 1: presentation of an independent research project and a discussion on the content of the research project.          Task 2: a discussion based on a stimulus card relating to one of the themes studied.</p> <p><b>Component 2:</b> listening, reading and translation from French into English and English into French. 50% of the qualification. Topics covered include French and Francophone societal issues, marginalisation and discrimination, and French history between 1940 and 1950.</p> <p><b>Component 3:</b> critical and analytical response in writing. 20% of the qualification. It comprises two essays: one based on a literary work (<i>currently l'Étranger by Albert Camus</i>) and the second on a film (<i>currently La Haine</i>).</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>Exam board:</b> Eduqas</p> <p><b>Component 1:</b> speaking exam</p> <p><b>Component 2:</b> listening, reading and translation</p> <p><b>Component 3:</b> critical and analytical response</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>French combines well with a whole host of other subjects. It can be of particular use to students who are studying science and maths, English, history, business studies, geography and arts/humanities subjects – in other words, it goes well with all subjects either as a specialism or as a 'second string to your bow'. Many degree subjects now offer the opportunity to spend some time abroad, thus gaining a qualification recognised in two countries, e.g. law, business, economics etc.</p> <p>During the course, we actively encourage students to take part in our French exchange with the Lycée Saint Sauveur in Brittany. It adds so much to your French learning experience and encourages you to actually use it in real life, which in turn strengthens your own language development. We also require attendance at the after school French Literature Group, which helps you to gain a broader cultural awareness, aside from the evident linguistic benefits!</p>
<b>CONTACT</b>	<p>Head of French: Mrs S West  <a href="mailto:sophiawest@keswick.cumbria.sch.uk">sophiawest@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> EDEXCEL <a href="#">9GEO</a>	<b>GEOGRAPHY</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Grade 5 or above if studied at GCSE. A student who has not studied geography at GCSE requires grade 5 or above in GCSE English <b>plus</b> grade 5 or above in a science at GCSE level, as well as having a genuine interest in the subject.</p>
<b>COURSE CONTENT</b>	<p>This course appeals to those who found the subject interesting at GCSE and are looking for the challenge of studying at a higher level. The course delivers cutting edge ideas in an engaging way. It prepares students well for higher level study.</p> <p><b>Physical geography</b>          We study some of the key factors shaping our planet such as coastal processes, natural hazards and our relationship with water and carbon.</p> <p><b>Human geography</b>          We look at issues that face people of the world today by studying topics such as regeneration, superpowers and global health.</p> <p><b>Fieldwork</b>          This is an essential and interesting part of the subject. Fieldwork to Newcastle and the North East Coast, as well as visiting central Keswick and the West Coast, enable academic theory taught in lessons to be applied to the real world. Students will also choose their own topics in order to complete the NEA. This develops transferable skills such as: teamwork, problem solving, organisation, data handling, report writing and leadership.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>All work is assessed by exams apart from the individual investigation (NEA). This coursework is submitted as a document and is worth 20% of the full A-Level qualification.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Geography forms a bridge between the sciences and the arts. Degrees in geography are academically challenging and very well respected. They can open the door to a wide range of careers or specialist study. Geographers have an increased awareness of the world and an understanding of people that is valued by many sectors such as commerce, industry, transport, tourism and public sectors. Good powers of analysis, numeracy and report writing are developed.</p>
<b>CONTACT</b>	<p>Head of Geography: Mr A Fradley  <a href="mailto:alexfradley@keswick.cumbria.sch.uk">alexfradley@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> EDUQAS <a href="#">A820QS</a>	<b>GERMAN</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Grade 6 or above in GCSE German. Ideally you will have found GCSE German quite straightforward and enjoyable. The course will build on knowledge gained at GCSE. You will need to be relatively confident with most of the grammar, have a good memory for vocabulary and be keen to learn more, and to work independently, building your vocabulary base and subject knowledge.</p>
<b>COURSE CONTENT</b>	<p><b>Component 1:</b> speaking exam. 30% of the qualification, 2 tasks.          Task 1: presentation of an independent research project and a discussion on the content of the research project.          Task 2: a discussion based on a stimulus card relating to one of the themes studied.</p> <p><b>Component 2:</b> listening, reading and translation from German into English and English into German. 50% of the qualification.</p> <p><b>Component 3:</b> critical and analytical response in writing. 20% of the qualification. It comprises two essays: one based on a literary work (currently <i>Der Besuch der alten Dame</i>) and the second on a film (currently <i>Goodbye, Lenin!</i>).</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>Exam board:</b> Eduqas</p> <p><b>Component 1:</b> speaking exam</p> <p><b>Component 2:</b> listening, reading and translation</p> <p><b>Component 3:</b> critical and analytical response</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>German combines well with a whole host of other subjects. It can be of particular use to students who are studying science and maths, English, history, business, geography and arts/humanities subjects; in other words, it goes well with all subjects, either as a specialism or as a 'second string to your bow'. Many degree subjects now offer the opportunity to spend time abroad, thus gaining a qualification recognised in two countries. These degree subjects include law, business, and economics, as well as any more.</p> <p>Alongside the course, we strongly recommend attendance at the after school German Literature Group, which helps you to gain a broader cultural awareness, aside from the evident linguistic benefits!</p>
<b>CONTACT</b>	<p>Head of German: Mrs R Wylie  <a href="mailto:rebeccawylie@keswick.cumbria.sch.uk">rebeccawylie@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> EDEXCEL <a href="#">9H10C9</a>	<h1>HISTORY</h1>								
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>It is not essential that the subject has been studied at GCSE. However, if studied at GCSE, then a grade 5 or above should have been achieved. If not studied at GCSE level, a grade 5 in English is required.</p>								
<b>COURSE CONTENT</b>	<p>You must be prepared to read, research and debate.  <b>‘Every generation writes its own history.’</b></p> <p><b>Paper 1: Britain 1625-1701: conflict, revolution and settlement</b>  This breadth study paper looks at the origins of the English Civil War, the execution of the monarchy in 1649, the restoration of the monarchy in 1660 and social and economic changes during this period, such as the growth of the British Empire.</p> <p><b>Paper 2: Russia in revolution, 1894–1924</b>  This paper examines the Russian Revolution of 1917, which had a significant effect on twentieth-century Russia and throughout the modern world. You will gain an in-depth understanding of revolutionary activity in Russia in the years 1894 to 1917, the response of successive governments to opposition to their rule, and the reasons for the successful consolidation of the revolution of October 1917 under Lenin and the Bolsheviks.</p> <p><b>Paper 3: Britain: mass media and social change 1882-2004</b>  This breadth and depth study paper examines how the mass media developed from the end of the nineteenth century to the first years of the twenty-first century, alongside the profound changes that occurred within the family as women’s roles and family leisure opportunities changed.</p> <p><b>Historical investigation: anti-Semitism and the Holocaust in Germany</b>  This is an independent essay of 3,500 words. You will study the origins of anti-semitism in Germany and increased persecution of Jewish people, and analyse the role of ordinary Germans in the Holocaust.</p>								
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<b>Historical investigation</b> of approx. 3500 words:	20% of total								
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>History links well with subjects such as English, politics, geography, business, French, German, religious studies and the sciences. Choosing history at this level has few specific career implications: it leaves a wide range of options in the arts, journalism, humanities and the law.</p>								
<b>CONTACT</b>	<p>Head of History: Mr J Winter  <a href="mailto:jackwinter@keswick.cumbria.sch.uk">jackwinter@keswick.cumbria.sch.uk</a></p>								





<b>Level 3 Certificate</b> AQA <a href="#">1350</a>	<h1>CORE MATHEMATICAL STUDIES</h1>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Core maths is designed for students who score grade 4 or better in mathematics at GCSE. The course is a development from GCSE, but is less demanding than A Level mathematics.</p>
<b>COURSE CONTENT</b>	<ol style="list-style-type: none"> <li><b>Data analysis.</b> Students will learn how to sample, analyse, collect and compare data, appreciating the strengths and weaknesses of the techniques they have used. Data will be represented numerically using averages, or diagrammatically using graphical methods. Scientific or graphical calculators are allowed. Spreadsheets will be used to teach some of the course, and the use of technology is encouraged.</li> <li><b>Maths for personal finance,</b> including percentages, efficient numerical calculations, interest rates, credit payments and taxation.</li> <li><b>Estimation.</b> Students will learn to solve problems where exact calculations may not be possible, or not appropriate.</li> <li><b>Critical analysis of data,</b> including comparing results from models with real data, and analysing claims made in the media.</li> </ol> <p>The following items are optional content: students will choose one of the sections to work on. It may be that the teacher chooses which section, so that the key parts can be taught to a class.</p> <ul style="list-style-type: none"> <li><b>statistical techniques:</b> normal distribution, correlation, regression</li> <li><b>critical analysis:</b> critical path analysis, risk analysis and Gantt charts</li> <li><b>graphical techniques:</b> graphs of functions, rates of change, speed, acceleration and exponential functions. This section develops useful skills which will complement certain modules within a science subject.</li> </ul>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>At the end of Year 12, students will be assessed, and given a qualification at Level 3, equivalent to an AS level. Grades will be reported from A to E.</p> <p><b>Paper 1:</b> 90 minutes of common content  <b>Paper 2:</b> 90 minutes on one of the following:          2a: statistical techniques          2b: critical path and risk analysis          2c: graphical techniques</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>This one-year course will enhance skills for students who would like to study A Level sciences, but for those planning to study physics, our recommendation continues to be that A Level mathematics should be studied.</p> <p>Core maths complements a number of A Level courses which involve aspects of maths, such as psychology, geography, business studies, computer science, physical education and sociology.</p> <p>There is a small amount of overlap with A Level mathematics. Students are allowed to study this <b>in addition to</b> A Level mathematics.</p>
<b>CONTACT</b>	<p>Head of Mathematics: Mr A Campion  <a href="mailto:adamcampion@keswick.cumbria.sch.uk">adamcampion@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> OCR <a href="#">H240</a>	<b>MATHEMATICS</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Most of our successful students score a grade 7 or better at GCSE mathematics, although a 6 is the minimum requirement. We will give all students a baseline test at the start of Year 12 to check that they have completed the required skills practice over the summer, and students who come with a grade 6 should be aware that this period is an important one.</p>
<b>COURSE CONTENT</b>	<p>All students will be assessed on a knowledge of pure mathematics, some statistics, and some mechanics.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>Assessment is drawn from the pure mathematics syllabus, a statistics syllabus and a mechanics syllabus, with calculators being required for all assessment.</p> <p>The A Level course is assessed by three examination papers, each lasting two hours and providing one third of the total marks, and consisting of a range of problems from multiple choice and single step to multi-step problems.</p> <p><b>Paper 1</b> covers the pure mathematics topics: proof, algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods.</p> <p><b>Paper 2</b> can assess any of the Paper 1 content, but will also include questions on statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.</p> <p><b>Paper 3</b> can also assess any of the Paper 1 content, but will also include questions on vectors, quantities and units in mechanics, kinematics, forces, Newton's laws and moments.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Mathematics qualifications at advanced level are highly regarded for entry to higher education and by employers in all walks of life. Mathematics can be studied alongside a range of other subjects. The mechanics components support physics and also provide a sound base for engineering degree courses, whereas the statistics components are excellent support for all of the social and physical sciences.</p>
<b>CONTACT</b>	<p>Head of Mathematics: Mr A Campion  <a href="mailto:adamcampion@keswick.cumbria.sch.uk">adamcampion@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> OCR <a href="#">H245</a>	<b>FURTHER MATHEMATICS</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>This option is chosen in addition to A-Level mathematics, as it builds on work covered on that course. Further mathematics is aimed at students achieving at least grade 7 in GCSE mathematics.</p>
<b>COURSE CONTENT</b>	<p>This course provides an introduction to the mathematics of new topics such as complex numbers, matrices, polar co-ordinates and hyperbolic functions that are not studied as part of the standard A-Level course. Other topics, such as calculus, are taken much further, and explored to a greater depth. Students will study mechanics and statistics, as with the single A-Level, but again in more depth.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>Assessment will be four papers of 90 minutes. These will be Pure Core One and Two, assessing the pure maths content, a statistics paper, and a mechanics paper.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>The further mathematics course extends what students can study. It increases the level of depth, rigour and complexity. This gives a broader range of skills appropriate to the study of mathematics, physics or engineering. Students who apply to study mathematics at top universities are expected to have chosen further mathematics if it was available at their school. The course will also give students of physics and engineering a very high degree of mathematical confidence and competence, and there is overlap with some first year university courses. Our students speak highly of the journey that this course takes them on.</p>
<b>CONTACT</b>	<p>Head of Mathematics: Mr A Campion  <a href="mailto:adamcampion@keswick.cumbria.sch.uk">adamcampion@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> EDUQAS <a href="#">A680QS</a>	<b>MEDIA STUDIES</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Grade 5 or above in English language.</p> <p>Please note: you cannot choose both A-Level media studies and the digital media vocational course due to overlapping content in one of the core modules.</p>
<b>COURSE CONTENT</b>	<p>Media studies will challenge and extend your understanding of contemporary and historical media. You will be introduced to and engage in the in-depth study of media products in relation to the four areas of the theoretical framework:</p> <ul style="list-style-type: none"> <li>• media language</li> <li>• representation</li> <li>• media industries</li> <li>• media audiences.</li> </ul> <p>You will analyse how meanings and representations are constructed as well as considering how media products are influenced by social, cultural, historical and industry (including economic and political) contexts.</p> <p>A wide range of relevant theoretical approaches and theories are also studied and must be applied to your analysis of media products. These will include detailed study of media products that are audio-visual, online and print.</p> <p>You will learn and use relevant media terminology and enhance your understanding of the ever-increasing role of the media in society, questioning and perhaps challenging the part that it plays in our lives.</p> <p>The course has, as a significant part, practical production projects involving a media technology: this is one of the coursework elements. You will create a media product, applying your knowledge and understanding of media language, representation, industry and audience in response to a brief set by the exam board which will specify the intended audience and industry context.</p> <p>For this element of the course, you will need to have or develop a good knowledge of Photoshop. You will be required to research your projects independently and keep a research log so that your teachers can see a clear link between it and the resulting media product.</p> <p>Eduqas <a href="http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/">http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/</a></p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>Component 1: Media Products, Industries and Audiences</b>          Written examination: 2 hours 15 minutes, 35% of qualification</p> <p><b>Component 2: Media Forms and Products in Depth</b>          Written examination: 2 hours 30 minutes, 35% of qualification</p> <p><b>Component 3: Cross-Media Production</b>          Non exam assessment, 30% of qualification</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Attractive features of the A-Level media studies course:</p> <ul style="list-style-type: none"> <li>• it will develop your media literacy quickly</li> <li>• it will involve the study of texts that are within your world and experience: the emphasis is on the contemporary but making links with past media products and considering the reasons for development</li> <li>• it will dovetail well into a number of other subjects: arts, design, sciences, social sciences or business-based subjects</li> <li>• it will bring another way of looking at the world</li> <li>• it will give you an opportunity to produce your own media work and develop your media skills</li> </ul>
<b>CONTACT</b>	<p>Head of Media: Mrs C Thomas  <a href="mailto:clairethomas@keswick.cumbria.sch.uk">clairethomas@keswick.cumbria.sch.uk</a></p>



# MUSIC PRACTITIONERS

<b>Level 3 Subsidiary Diploma</b> <a href="#">RSL 6613/1</a>	
SPECIFIC ENTRY REQUIREMENTS	<p>Grade 4 or above in music if studied at GCSE. For the <b>performing</b> pathway, this is not essential as long as you have good instrumental and/or vocal performance skills and some experience in performing. For the <b>music technology</b> pathway an interest in recorded and live sound is essential. The Diploma is equivalent to 1.5 A-Levels and is made up of different units of work. All the units are based on practical, hands on musical experiences in a variety of settings. Students who are not known to us may need to attend an audition and/or interview with the music staff.</p>
COURSE CONTENT	<p>Students will follow one of two specialist pathways: performance or music technology. They will all complete a core unit in their specialism and choose from a range of options for the remaining units. This course offers students the ability to gain skills and knowledge in performing, composing, and in music technology and production, depending on which units are chosen.</p> <p>For <b>performers</b> the course broadens experience and skills in solo and ensemble performing and will also include workshop sessions and units in rehearsal skills and live music performance, recorded music performance, improvisation and auditioning.</p> <p>For those interested in <b>music technology</b> the course provides opportunities for students to learn advanced skills in live sound recording, music sequencing and production, mixing, mastering, using effects, processors, EQ and filters.</p> <p>There may be some overlap between the pathways depending on which non-core units the student chooses, and in the core units students will work together on larger projects involving live performances and recordings.</p>
EXAMINATIONS AND ASSESSMENTS	<p>100% coursework. Students will complete one externally assessed core unit and one internally assessed core unit. All further units will be internally assessed. Grades available are Pass, Merit, Distinction and Distinction*, all of which offer UCAS points. Coursework includes portfolios, journals, audio and video evidence, presentations, accounts and evaluations.</p>
SKILLS, LINKS AND PROGRESSION	<p>Music can be used to broaden your studies and may lead to a career in the music industry. It is also useful for those teaching primary age children. This Level 3 qualification can lead to further study in music or the performing arts at degree or HND level. You will become a more skilled and knowledgeable musician or a capable producer. Students could progress to a wider range of specialist roles in performing, composing, recording, live sound, publishing, arts administration, teaching and music therapy. It will also provide transferable knowledge and skills that prepare learners for progression to university.</p>
CONTACT	<p>Head of Music: Mr R McDonald  <a href="mailto:rorymcdonald@keswick.cumbria.sch.uk">rorymcdonald@keswick.cumbria.sch.uk</a></p>



<b>Level 3</b> OCR Cambridge Technical Extended Certificate <a href="#">05851</a>	<h1>PERFORMING ARTS</h1>
SPECIFIC ENTRY REQUIREMENTS	General entry requirement for advanced level applies to this subject. Previous study of drama or performing arts is valuable but not essential.
COURSE CONTENT	The Level 3 Cambridge Technical Extended Certificate in Performing Arts is a high quality vocational course, designed to offer students an insight into the performing arts industry. Students will study five modules in total, ranging from pitching and presenting a production, through to looking at contemporary practitioners and real-world issues within the industry. They will also create and perform their own work before an audience. The Extended Certificate is equivalent to one A-Level.
EXAMINATIONS AND ASSESSMENTS	Students are assessed through a variety of practical and written coursework, controlled assessments and performances throughout the course. Grades available are Pass, Merit, Distinction and Distinction*, all of which offer UCAS points.
SKILLS, LINKS AND PROGRESSION	<p>Although the course is aimed at a career in the performing arts industry, all the skills learned are transferable to many other options.</p> <p>This course will help improve students' social and communication skills through the style and methods of study. The presentations and performances in which they are assessed will also build confidence and self-esteem.</p>
CONTACT	Head of Drama: Mrs H Westle <a href="mailto:helenwestle@keswick.cumbria.sch.uk">helenwestle@keswick.cumbria.sch.uk</a>



<b>A LEVEL</b> OCR <a href="#">H555</a>	<b>PHYSICAL EDUCATION</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<p>Grade 5 or above in PE if studied at GCSE level plus grade 5 in biology. If PE has not been studied at GCSE level, then two grade 6s or above in science, including biology, are required. It is also essential that any student who wants to choose A Level PE is already a regular performer in one competitive sport from the approved list <b>beyond school level</b>.</p>
<b>COURSE CONTENT</b>	<p>An A-Level PE student would be a well-motivated candidate with a keen interest in sport. The course looks at the theoretical aspects of sporting performance; this is where the main emphasis lies, with the remainder focused on the performance or coaching ability in one activity.</p> <p><b>Component 1: physiological factors affecting performance</b></p> <ul style="list-style-type: none"> <li>1.1 Applied anatomy and physiology</li> <li>1.2 Exercise physiology</li> <li>1.3 Biomechanics</li> </ul> <p><b>Component 2: psychological factors affecting performance</b></p> <ul style="list-style-type: none"> <li>2.1 Skill acquisition</li> <li>2.2 Sports psychology</li> </ul> <p><b>Component 3: sociocultural issues in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>3.1 Sport and society</li> <li>3.2 Contemporary issues in physical activity and sport</li> </ul> <p><b>Component 4: performance in physical education (non-examination assessment)</b></p> <ul style="list-style-type: none"> <li>4.1 Performance or coaching of an activity taken from the approved lists</li> <li>4.2 The Evaluation and Analysis of Performance for Improvement (EAPI)</li> </ul>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>Written exams:</b> 70% of final grade</p> <p><b>Non-exam assessment:</b> 30% of final grade</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>The course takes a multidisciplinary approach, with the focus being the performer and the performance. A Level PE not only permits the 'good' sportsperson to gain credit for ability, but also allows academic and enthusiastic students to attain the highest grade.</p>
<b>CONTACT</b>	<p>Head of PE: Mrs K Stanton</p> <p><a href="mailto:katestanton@keswick.cumbria.sch.uk">katestanton@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> AQA <a href="#">7408</a>	<b>PHYSICS</b>				
<b>SPECIFIC ENTRY REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Grade 6 or above in GCSE physics (separate science) or grades 6-6 or above in combined science: trilogy <b>and</b></li> <li>• Grade 6 or above in GCSE mathematics <b>and</b></li> <li>• Students must successfully complete a bridging unit in physics over summer.</li> </ul> <p>It is not necessary to study A Level maths to be successful in A Level physics however, we would <b>strongly recommend</b> that students take A Level mathematics, this is because it both supports the concepts covered and ensures a broad selection of post 18 options.</p>				
<b>COURSE CONTENT</b>	<p>A-Level physics is a rewarding and popular subject, which appeals to students who have enjoyed and succeeded in GCSE science subjects.</p> <table border="1" data-bbox="392 790 1414 1115"> <thead> <tr> <th data-bbox="392 790 903 835">Year 12</th><th data-bbox="903 790 1414 835">Year 13</th></tr> </thead> <tbody> <tr> <td data-bbox="392 835 903 1115"> <ul style="list-style-type: none"> <li>• Particles and radiation</li> <li>• Electricity</li> <li>• Waves</li> <li>• Mechanics and materials</li> <li>• Further mechanics and thermal physics</li> <li>• Fields and their consequences</li> </ul> </td><td data-bbox="903 835 1414 1115"> <ul style="list-style-type: none"> <li>• Nuclear physics</li> <li>• Option topic, either Engineering or Physics option (currently Astro)</li> </ul> </td></tr> </tbody> </table> <p>Practical skills and analysis are taught in separate weekly practical lessons and examined in the theory exam at the end of the course.</p> <p>On choosing physics you will need to choose either the engineering or the physics option (which is currently astronomy). The options are designed to support you in your next career / study steps. The engineering unit has a high maths content but is ideally suited to those considering any engineering discipline. The physics option will be either the astrophysics, medical physics or turning points and will support students moving on to study the sciences. The physics option is decided upon by staff availability.</p>	Year 12	Year 13	<ul style="list-style-type: none"> <li>• Particles and radiation</li> <li>• Electricity</li> <li>• Waves</li> <li>• Mechanics and materials</li> <li>• Further mechanics and thermal physics</li> <li>• Fields and their consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Nuclear physics</li> <li>• Option topic, either Engineering or Physics option (currently Astro)</li> </ul>
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<b>EXAMINATIONS AND ASSESSMENTS</b>	<p>Three 2 hour papers. Questions will include long and short answers and multiple choice.</p> <p>Practical skills will be assessed as part of the course, leading to a practical endorsement on the final certificate.</p>				
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Although some A Level physicists go on to read for a physics degree, most follow courses in astrophysics, engineering, medicine, dentistry and veterinary medicine. In all these disciplines physics is an important foundation. (Note: the option choice is rarely a determining factor in higher education course admission; it can however help in the application process).</p>				
<b>CONTACT</b>	<p>Head of Physics: Mr D Cragon  <a href="mailto:davecragon@keswick.cumbria.sch.uk">davecragon@keswick.cumbria.sch.uk</a></p>				





<b>A LEVEL</b> AQA <a href="#">7152</a>	<b>POLITICS</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	General entry requirement for advanced level applies to this subject. You do not need to have studied history to GCSE.
<b>COURSE CONTENT</b>	<p>You must be prepared to read, research and debate. An awareness of current political issues in the UK and the world via internet, television, newspapers and radio is essential.</p> <p><b>Unit 1: government &amp; politics of the United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Why is political apathy a major issue?</li> <li>• Is the British voting system fair?</li> <li>• What factors influence our voting behaviour?</li> <li>• Are pressure groups more important than political parties?</li> <li>• Does Britain need a written constitution?</li> <li>• Has Britain become “an elected dictatorship?”</li> <li>• Does power lie at Westminster, the EU or local level?</li> </ul> <p><b>Unit 2: government &amp; politics of the USA</b></p> <ul style="list-style-type: none"> <li>• What are the main characteristics of presidential and congressional elections?</li> <li>• What are the differing ideologies, values, policies and traditions of the main political parties - Democrats and Republicans?</li> <li>• What is the significance of the nature and changes of the US Constitution?</li> <li>• To what extent does the President exert dominance within the US government?</li> <li>• What are the key similarities and differences between the democracies of the UK and USA?</li> </ul> <p><b>Unit 3: political ideas &amp; ideology</b></p> <p>Four political ideologies are studied: conservatism, liberalism, socialism and nationalism involving key thinkers, views on human nature and core principles.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	Three written examinations at the end of Year 13, each lasting two hours. All papers are worth 33.3% of the final marks. The examinations will consist of structured stimulus / data response questions.
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>This politics course links well with history, English, geography, business, French, German and religious studies. One of the purposes of the course is to <b>BROADEN</b> your experience, and so it would also be appropriate to be taken in conjunction with science subjects.</p> <p>Choosing politics at this stage need have few specific career implications. However, its analytical skills, including presenting ideas cogently, are crucial to most areas of work including journalism, law and the humanities. The ability to make a reasoned choice when voting in politics or becoming involved in single issue politics improves an individual's understanding of how, and where, decisions affecting our lives are reached.</p>
<b>CONTACT</b>	Head of Politics: Mr J Winter <a href="mailto:jackwinter@keswick.cumbria.sch.uk">jackwinter@keswick.cumbria.sch.uk</a>



<b>A LEVEL</b> AQA <a href="#">7182</a>	<b>PSYCHOLOGY</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	General entry requirement for advanced level applies to this subject.
<b>COURSE CONTENT</b>	<p><b>Year 12</b></p> <p><b>Social influence:</b> this topic focuses on why people obey authority and also why people conform within social situations. We also study how and why people stand out from the crowd and are able to resist pressures to conform or obey.</p> <p><b>Memory:</b> studying models of how the long term and short-term memory works. Also studying how police conduct interviews and look at eyewitness testimony so that they can get reliable evidence.</p> <p><b>Attachment:</b> studying how children get attached to those who care for them. How these attachments are studied and problems in attachment in children who have had no chance to form attachments; for example, children brought up in Romanian orphanages.</p> <p><b>Psychopathology:</b> investigating the causes and treatments for phobias, OCD and depression.</p> <p><b>Biopsychology:</b> the nervous system and hormones in determining behaviour, the fight or flight response including the role of adrenaline, the function in the brain and recovery of the brain after trauma, ways of studying the brain and biological rhythms and sleep.</p> <p><b>Research methods:</b> How to design and run a study, and how to analyse data.</p> <p><b>Year 13</b></p> <p><b>Forensic psychology:</b> offender profiling, explanations of offending behaviour, dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Anger management and restorative justice programmes.</p> <p><b>Schizophrenia:</b> classification of schizophrenia. Positive and negative symptoms of schizophrenia; explanations for schizophrenia; drug therapy, cognitive behaviour therapy and family therapy.</p> <p><b>Relationships:</b> The evolutionary explanations for partner preferences. Factors affecting attraction in romantic relationships. Relationship breakdown. Virtual relationships in social media. Parasocial relationships e.g. one-sided relationships with for example a celebrity)</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<b>Papers 1, 2 &amp; 3:</b> three written examinations of 120 minutes each. Worth 33.3% respectively of the final A Level marks.
<b>SKILLS, LINKS AND PROGRESSION</b>	Psychology links well with science, especially biology, and also business, maths, geography, history, English, sociology, RPE and PE. A background in psychology can be useful for careers in psychology (e.g. clinical, educational, occupational, sports, forensic and criminal), medicine, law, police, social work, teaching, physiotherapy and nursing.
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<b>A LEVEL</b> OCR <a href="#">H573</a>	<b>RELIGIOUS STUDIES</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	It is <b>not</b> essential to have studied religion, philosophy and ethics at GCSE. If studied at GCSE level, a grade 5 is required. If not studied at GCSE level, then a grade 5 in English is required.
<b>COURSE CONTENT</b>	<p>The type of student who is suited to this course is open minded, enquiring, enthusiastic and interested in independent learning and debating ultimate questions.</p> <p><b>Year 12</b>  <b>Developments of religious thought:</b> this includes an examination of human nature, death and the afterlife, the nature of God, moral principles and moral action with a specific focus on Dietrich Bonhoeffer.  <b>Philosophy:</b> this includes a study of ancient Greek philosophy including Plato and Aristotle, an examination of the body, soul, mind dilemma, philosophical proofs based on observation and reason for the existence of God, religious experience, and the problem of evil.  <b>Ethics:</b> this involves a study of the normative ethical theories of natural law, situation ethics, Kantian ethics and utilitarianism. Applied ethics involves a discussion of the sanctity and quality of life in relation to euthanasia, business ethics and their relationship with the different ethical theories.</p> <p><b>Year 13</b>  <b>Developments of religious thought:</b> this includes pluralism and theology which includes gender and society, secularisation and the responses of Freud and Richard Dawkins, humanism and atheism, liberation theology and the responses of Karl Marx. It has links to psychology and sociology.  <b>Philosophy:</b> this considers freewill and determinism and religious language (negative, analogical and symbolic), Wittgenstein and logical positivism.  <b>Ethics:</b> this includes a study of ethical language (naturalism, intuitionism and emotivism), Freud's psychological approach and Aquinas' view on conscience and sexual ethics.</p>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<p><b>OCR</b>          Three 120 minute exams. Each paper has one knowledge-based question and two analytical questions.</p>
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>This course develops the ability to reflect on, select and deploy specified knowledge. To identify, investigate and analyse questions and issues. To interpret and evaluate philosophical and ethical concepts, issues, ideas, the relevance of arguments and the use of scholars. This skills-based subject is an excellent combination with English, history, geography, psychology, sociology, sciences, maths and business. Our current A-Level students come from a wide variety of subject disciplines. Religion, philosophy and ethics is well respected by universities as an established academic subject. It will lead to numerous career opportunities: law, teaching, journalism, publishing, the police, health, medicine, catering, and working with people.</p>
<b>CONTACT</b>	<p>Head of RPE: Mrs R Thomas  <a href="mailto:rachelthomas@keswick.cumbria.sch.uk">rachelthomas@keswick.cumbria.sch.uk</a></p>



<b>A LEVEL</b> AQA <a href="#">7192</a>	<b>SOCIOLOGY</b>
<b>SPECIFIC ENTRY REQUIREMENTS</b>	General entry requirement for advanced level applies to this subject.
<b>COURSE CONTENT</b>	<p>You must be prepared to read, research and debate. An awareness of current social issues in the UK and the world via internet, television, newspapers and radio is very useful.</p> <p><b>Unit 1: education and research methods</b></p> <ul style="list-style-type: none"> <li>• the role of education</li> <li>• educational differences by gender, ethnicity and class</li> <li>• processes in schools and relationships</li> <li>• changes in governments' education policies</li> </ul> <p><b>Unit 2: families and households</b></p> <ul style="list-style-type: none"> <li>• family structure and social change: marriage, divorce and gender roles</li> <li>• childhood and the status of children in society</li> <li>• demographic changes: birth and death</li> <li>• poverty and wealth distribution including social welfare</li> </ul> <p><b>Unit 3: mass media</b></p> <ul style="list-style-type: none"> <li>• relationship between ownership and control of the mass media</li> <li>• mass media, globalisation and popular culture</li> <li>• processes of selection and presentation of the content of the news</li> <li>• media representations of age, social class, ethnicity, gender and sexuality</li> </ul> <p><b>Unit 4: crime and deviance with research methods</b></p> <ul style="list-style-type: none"> <li>• different theories of crime, deviance, social order and social control</li> <li>• the social distribution of crime and deviance</li> <li>• globalisation and crime in contemporary society</li> </ul>
<b>EXAMINATIONS AND ASSESSMENTS</b>	<b>Papers 1, 2 &amp; 3:</b> three written examinations of 120 minutes each. Worth 33.3% respectively of the final A Level marks.
<b>SKILLS, LINKS AND PROGRESSION</b>	<p>Sociology links well with English, religious studies, history, politics, geography, business, German and French. One of the purposes is to BROADEN your experience, and so it would also be appropriate to be taken in conjunction with science subjects as well.</p> <p>Choosing sociology at this stage need have few specific career implications. However, its analytical skills, including presenting ideas cogently, are crucial to most areas of work including journalism, law, social welfare and the humanities.</p>
<b>CONTACT</b>	<p>Head of Sociology: Mr J Winter</p> <p><a href="mailto:jackwinter@keswick.cumbria.sch.uk">jackwinter@keswick.cumbria.sch.uk</a></p>