

Keswick School



PROSPECTUS 2021

EXCELLENCE, ASPIRATION AND OPPORTUNITY

Welcome to the Sixth Form



What can Keswick School offer to you?

By staying on at Keswick School you will be working with teachers who are known to you and who know you well, in an environment you are familiar with and comfortable in.

This means you will settle quickly into your Sixth Form courses. We are also very pleased to welcome a number of new students every year, including boarders, which adds to the distinctiveness of the Sixth Form: we find that new students settle in very well.

You will benefit from an experienced and highly qualified team of teaching and pastoral staff. The experience and skill of the teaching body, coupled with a strong pastoral system which is committed to the success of every student, means that we have a strong record in A Levels and other level 3 vocational qualifications.

OFSTED reported in 2014: "The Sixth Form curriculum is excellent. Sixth Formers are particularly well prepared for future employment and higher education through the outstanding programme of study they are given. They take full advantage of a myriad of opportunities to take responsibility and consequently make a major contribution to the success of the school." And in 2011: "Students achieve so well in the Sixth Form because teaching is consistently of the highest quality. It is challenging, lively and purposeful at all times. It is consistent in promoting students' thinking skills and their skills as independent learners."





We have a purpose-built Sixth Form Centre. This gives the students work spaces which are separate from the main school. The study areas are Wi-Fi enabled, and are permanently staffed by the Sixth Form Learning Supervisors, who support students with their private independent study. The Head of Sixth Form and Heads of Year have permanent offices in this building and are readily available.

The school offers excellent learning facilities in all subjects, including dedicated IT suites, Wi-Fi and an award-winning library, staffed by a professional librarian. We have outstanding provision for music, drama and dance in the Crosthwaite Music Centre, the Judi Dench Performing Arts Theatre and the dance studio.

In 2018 we completed the build of the new International Languages Centre, containing dedicated modern classrooms equipped with superb IT facilities to support teaching and learning, and the addition of a new physics lab to the science teaching rooms. There is a sports hall, a gym, a climbing wall and a range of outdoor pitches offering first-rate recreational opportunities.

Above all, we recognise that whatever step you take after your GCSEs in Year 11, it must be a positive step that will take you forward and lead to success. We endeavour to help you achieve this, but it must be a shared commitment. We are looking for students who want to return to school, and who want to succeed.



The Sixth Form Tutorial Programme

Students undertake a tutorial programme, guided by their Form Heads, which supports the timetabled Personal Development lessons in Year 12. The main themes of this will be the development of the necessary academic and interpersonal skills required to make a successful transition to higher education or the workplace. For the former, we encourage students to undertake super-curricular activities which broaden their profile of academic skills, knowledge and understanding. For the latter, we base our approach on the principles of LORIC:

Leadership, Organisation, Resilience, Initiative and Communication.

Personal Development lessons cover themes such as health and well-being, personal safety, managing money and travelling abroad. We have also recently introduced a week of Year 12 work experience and also offer a supplementary programme of enrichment activities from outside providers, who offer sessions on areas such as student life, student finance, applying for apprenticeships, and gap years.



Study Support

All students who are following the usual programme of 3 advanced level courses plus an EPQ or core maths, Games and Personal Development will have on their timetables a minimum of seven periods of supervised private study (SPS).

Students are expected to register for these periods and spend them in the Sixth Form study rooms or another approved learning space in the school. If we feel any students require extra support for their study we shall place them on the study support programme.

The broader curriculum

In addition to the subject courses outlined, the Sixth Form undertake a broader curriculum encompassing careers information, enrichment, advice and guidance, and in Year 12, games. The support in Year 12 and Year 13 for the UCAS process, as well as for students who wish to seek apprentice training or employment, is extremely thorough. The Sixth Form has a consistently high percentage of offers made and met from universities and apprenticeship places gained.

As a Sixth Form we strive to offer a broad and varied curriculum which extends beyond the classroom. We promote work experience through a dedicated week in the spring term, while our team also continually seeks out enrichment opportunities in the way of MOOCs (online courses), lectures, open days and other activities that will broaden and enrich our students' experiences. These are posted on a regular basis on our active Twitter feed which can be found on our Sixth Form website, and we have recently introduced Unifrog, an award-winning online platform, to support the Sixth Form careers provision. We also offer mock interviews, which are especially popular with those applying to Oxbridge, courses such as medicine, nursing, midwifery and veterinary medicine, and apprenticeships.

Sporting activities are made available to the students on Wednesday afternoons and at other times during the week. These include rugby, hockey, football, running, fitness, cricket, tennis and athletics: the range of activities varies from year to year. Students are encouraged to compete for the school in a range of team and individual sports, and to take part in extracurricular outdoor education activities such as sailing, rowing, canoeing and skiing; we also have strong links with local sports clubs and encourage participation at these. The sports programme is compulsory in Year 12 (unless students have a timetabled lesson) and optional in Year 13.



There are many clubs running within school which link with curricular areas or with particular interests, such as the French Literature and Film group, which meets once a week to discuss French literature and cinema; there is no requirement to be studying French A Level for students wishing to attend. A similar club, the German Literature and Film group, caters for students with a particular interest in German literature.



Many of our Sixth Form courses include trips and other out of school activities to support students in their learning. Some of these take advantage of the opportunities offered in the local area, such as a biology field visit to Derwentwater which focuses on ecology, and a geography trip to the West Cumbrian coast. There are also many day and residential visits to cities and other areas of the country linked to different curricular areas; for example, students of politics spend several days in London and visit the Royal Courts of Justice and Supreme Court, as well as attending Prime Minister's Question Time in the House of Commons. Centres of expertise are visited, such as the Life Centre in Newcastle where students learn about DNA technology, and primate observation at Edinburgh Zoo is a popular part of the psychology course. Various trips abroad are made: to name a few, art students visit cities such as Venice, Paris, Florence or Amsterdam; students

of RPE travel to Venice, and those studying business spend time in Brussels, with trips to the European Parliament, the Port of Antwerp and factories making Coca Cola, Stella Artois and chocolate. During the spring term, Year 12 students of French take part in an exchange with students from the Lycée Saint Sauveur in Brittany. In addition, Sixth Form students are able to take part in a range of university open and taster days, and we also invite into school visitors such as politicians, representatives of the NHS, business people and even a former contestant from 'The Apprentice'.

Sixth Formers are encouraged to take opportunities in a wide range of activities in school, often taking a leading role. Examples include engineering clubs, school drama productions, contributions as subject coaches to younger pupils, music activities like choir and MOVE, and HERO, a club which aims to educate about LGBT+ issues. Participation in 'Tycoon in Schools', a national competition, gives students the chance to experience running a real life business. This sort of community service is essential in building the interpersonal soft transferable skills much in demand in higher education and the workplace. We are dedicated to delivering character education through the extended curriculum activities we offer.

These activities promote our stated intention to send out into the wider world responsible, independent, level-headed and compassionate young people. OFSTED reported: "Sixth Form students are confident, aspirational and extremely mature young people. They enjoy taking on responsibilities across the school, especially by becoming mentors to younger students."

The Sixth Form and the School

Any member of Year 12 may take the opportunities offered to undertake volunteering during Year 12, such as leading clubs, subject coaching and peer mentoring. In the summer term you may apply for the position of School Prefect. You should offer skills or attributes which could be of use to the school; this might include help with a curriculum area, assistance in running the school library, support with a lower school form group or organisation and supervision of younger pupils at break and lunchtime.

From the prefect body the Head Girl and Head Boy and a team of senior prefects are chosen. The Head Boy and Head Girl are key representatives of the school and are involved in a wide range of activities. For example, they set up within school the 'Make Your Mark' event run by the Youth Parliament, which involves them in publicising and organising ballots on issues of relevance to young people; they address meetings involving a variety of audiences; and they coordinate and chair meetings with the senior prefect team. The Deputy Head Girl and Deputy Head Boy are the co-chairs of the Super Council, which is a committee of students from all year groups: it is the driving force for the student voice.

Regular meetings are attended by all members and the Headmaster of the school, facilitating the discussion of important issues raised by students. From this the Super Council takes action on as many issues as possible. This Council is a key part of the school community.

Several senior prefects are appointed as Heads of Year 7, 8 and 9 prefects, and are involved in leading various activities such as Freshers' Fair, School Council, Futures Friday, quizzes and inter-form competitions: they work closely with the senior teachers who are Heads of Year. The Heads of Duty organise and support a large team of prefects involved in specific supervisory duties around the school. The Heads of Charity prefects develop and coordinate a variety of charity events in school, working with both national and local charitable organisations such as Comic Relief, Mind, Pride in North Cumbria, Music Against Malaria, Macmillan Cancer Support and the Keswick Lions.

Through volunteering and the prefect system the Sixth Form gives practical demonstration of its ability to enhance the whole life of the school, and the staff value greatly the contributions that Sixth Formers make. There will be many opportunities to volunteer.



Pastoral Care

Keswick School is committed to providing a strong and supportive system of pastoral care. We aim to provide the guidance, support and direction which will enable the students gradually to assume more responsibility for their own learning and conduct and so leave for higher education or the world of work as independent, confident and effective young people.

Each student is allocated to a tutor group of about 25 students and remains with the same tutor throughout their time in the sixth form. The head of sixth form is responsible for the overall pastoral care of the students, supported by the heads of year who take immediate charge of alternate year groups. Each form has an experienced form head (tutor) who works closely with students on a day to day basis.

Staff work hard to establish a good relationship with each student and in 2014 OFSTED reported: “care, guidance and support in the sixth form are outstanding. Students flourish in an environment that encourages them to aim high. Students are full of praise for the support and guidance they receive to help them formulate their plans for the future.”



Role of Parents



Parents continue to have a vital role to play in supporting the students, and in working with the school to ensure their success.

The sixth form team monitors the progress of the students in lessons and supervised private study. A number of formal assessments and reviews take place at structured intervals throughout the year and parents are invited and encouraged to share in an involvement in students' progress through the sixth form. Meetings are held through the school year to enable parents to meet with tutors and teaching staff. In addition, regular reports are sent home.

We ask for letters or emails explaining absences from school and parents are encouraged to contact the school to discuss any matter concerning welfare or progress. If there are particular concerns, special reports can be prepared at short notice.

The pastoral and teaching staff are always happy to speak with parents and you are invited to ring the school to make an appointment.

We envisage that, over their two years in the sixth form, students are able and willing to take an increasing responsibility for their own learning and progress. Both school and parents can adjust their roles accordingly.

Progression from the Sixth Form: Information, Advice and Guidance

Because the vast majority of our students move on to higher education, we offer a very detailed and comprehensive programme of support for the UCAS process. More general preparation for applications is given through the Form Heads, Mrs Avery (Careers), the Heads of Year and the Head of Sixth Form directly. Through this we also fully support students who wish to apply to study for a higher or degree apprenticeship or to seek further training or employment, pathways that are becoming increasingly popular.

Keswick School Sixth Form maintains its own website and Twitter account. These endeavour to provide the latest information relating to current opportunities specifically aimed at Year 12 and Year 13 students, such as open days, summer schools, work experience opportunities and apprenticeships. They are also a source of information for key dates and school documentation which students and parents can access independently from any mobile device. We encourage and direct students to these to research courses and career opportunities.

At the start of the summer term we organise higher education mornings: students receive guidance and information about university applications, and also about other pathways such as apprenticeships. A similar presentation is also provided for parents on a separate evening. We cover topics such as applications, course choices, student finance, student life and employment opportunities beyond. University applications are made using the UCAS 'Apply' service; students are given guidance to support them throughout this process, and have the opportunity to take part in a practice interview with school governors, parents with specific expertise or professionals associated with the school. We also send some of our applicants to a neighbouring school where they can have practice interviews with specialist teachers with whom they are not familiar.



We have a long tradition and much experience in supporting students who wish to apply to the Universities of Oxford or Cambridge or who hope to study medicine, dentistry or veterinary medicine. We take interested students to the Oxford and Cambridge Student Conference in Newcastle, and organise residential trips to the Oxford and Cambridge Universities' summer open events. Every student in Year 12 is invited to participate in our day visit to the summer open day run by the Universities of Newcastle and Northumbria, in order to get an insight into the courses on offer and a feel of what it is like to work and live in a university environment.

We also host representatives from various universities to talk about what their institutions have to offer. For example, representatives from Scottish universities such as Strathclyde and Edinburgh Napier have come into Keswick School to promote applications to Scottish institutions. We have partnership arrangements with the Universities of Newcastle and Durham, and as a result our students have often received preferential offers onto their courses.

If students would prefer to take a gap year before embarking on their chosen pathway, we offer advice, guidance and talks on this subject. Topics include studying, travelling and volunteering overseas. We also have a good relationship with providers such as Gen2 for those students who wish to pursue a higher or degree apprenticeship or employment with such organisations.

Work experience opportunities are encouraged and promoted, particularly to gain practical experience in support of applications. Students should aim to undertake work experience during the holidays to avoid disruption to their courses, or utilise study periods for weekly commitments. We have a dedicated work experience week allocated for the spring term.



I joined Keswick because it had a good reputation in the area and I was impressed with the school and the variety of options available at the Information Evening, which helped me to make my decision. Currently, I take History, Politics and Psychology. Other schools did not allow me to take these three but Keswick had such a wide variety of subjects that it stood out from the rest.

My previous school does not have a sixth form, so because a lot of students go on to join Keswick School, it seemed the natural choice to come here. Before I joined, I was told how friendly and welcoming the atmosphere is.

At first, I was apprehensive about starting a new school and having to travel by bus. However, on the first day, I met many people, both students and staff, who were willing to show me around in the first few days. In addition, my subject teachers were very encouraging from the start and my form head was extremely helpful in helping us all settle in to the new school. This meant that there was a smooth transition from GCSE to A Level, and the teachers have continuously helped and guided us throughout the year.

The leap from A Level to GCSE is undoubtedly challenging but Keswick School supports you along the way. I have no regrets about coming to Keswick Sixth Form and I have really enjoyed my time here so far.

Adam, Year 12

Keswick Sixth Form is a place where I am able to pursue my academic studies within a comfortable and supportive school environment. The school offers opportunities to explore subjects you enjoy as well as providing the facilities needed to succeed and work hard.

As someone who has been at the school since Year 7, I know that the learning environment enables students to excel and this is why I chose to continue my studies at Keswick School. The reputation of the Sixth Form really is a reality. It is noticeable that the school seeks to help its students become well rounded, passionate individuals who throughout their time gain skills needed to go on to achieve and succeed beyond Sixth Form.

My chosen subjects of English Literature, Religious Studies and Business Studies enable me to expand my knowledge and work on broadening my skill set which will help me in my chosen career. I know throughout my two years of studying I can challenge myself and gain opportunities that are valuable. As well as this, the staff and support system mean you are always able to ask questions and delve deeper into your subjects and further your knowledge and understanding. The high achieving environment in the Sixth Form means it is almost habitual for students to work hard and consequently succeed.

I would strongly recommend Keswick School Sixth Form to anyone who has high aspirations and is willing to work hard in order to achieve them.

Anna, Year 12

My siblings attended Keswick School, so I have seen first-hand what an enjoyable learning environment the school provides and so really looked forward to attending here. The school has an excellent reputation for both high quality teaching and a multitude of extracurricular activities, providing pupils with a wonderful learning experience.

This has been an unusual year due to the Covid-19 pandemic, sadly reducing the many excellent opportunities that are encouraged outside study commitments, such as involvement in a wide range of sporting, social and extra-curricular activities. However, I have to add that we have been supported every step of the way during this difficult time, with pastoral care of the highest quality.

I feel very fortunate to be able to study in such a beautiful area. The stunning views from our school over the surrounding fells are second to none and truly inspiring. The school buildings themselves are also really impressive and students are rightly proud of the facilities. Keswick School prides itself in encouraging confidence and maturity in its pupils and in Sixth Form I have enjoyed the increased independence and responsibility for managing my time.

Returning to Sixth Form has been a privilege and my relationships with fellow pupils and staff has only strengthened during my time spent in the Biology, Maths and PE departments. Our teachers are extremely friendly and supportive, and their infectious enthusiasm encourages achievement and the desire to succeed. I always feel comfortable to approach them for support and know that they will always do their best for me.

Lauren, Year 12

Student te

For me, continuing my education with Keswick School Sixth Form was the obvious choice. I already had first-hand experience of the high quality of teaching and dedicated staff, so I knew that furthering my studies here was the best option in preparing me for university life. In studying here, students are given strong encouragement in their development of key skills, such as organisation, independence and a good work ethic. As a result of my time in the Sixth Form, I feel fully prepared both academically and personally for the next stage of my life.

Along with gaining an in-depth understanding of my subjects - Maths, Physics and Chemistry - I have also had the opportunity to undertake research into an area of my own interest through an Extended Project Qualification. I chose to research Artificial Intelligence, but the options are endless. Some students choose to write songs, build guitars or even canoes!

There's also more to Sixth Form life than studying. With a range of clubs and extracurricular activities, there's something for everyone. I have been able to progress my Gold Duke of Edinburgh's award, and many Sixth Formers also enjoy giving back to the school community by acting as a subject coach for younger students.

A Levels have definitely been a huge step up from GCSE, but with continued support from the Sixth Form team and subject teachers, I believe any student working here will always be able to fulfil their potential. The atmosphere at this school is incredibly constructive and positive, nowhere more so than in the Sixth Form. I have no regrets in choosing Keswick School Sixth Form; it has been a highly rewarding and valuable experience.

Joe, Year 13

Coming back to Keswick School Sixth Form was one of the easiest decisions I have had to make. The already strong community spirit that has been present from Year 7 carried on throughout my time at Sixth Form.

The jump from Year 11 to Sixth Form can be daunting but with the Sixth Form team on hand I soon realised that school had never been more enjoyable. I was quick to make the most of the new freedom found. From private study periods to trips into town at lunch, Keswick Sixth Form offered me the freedom I needed. The one thing that took me by surprise in the Sixth Form was how quickly you make new friends. The close knit community here ensures no one feels left out.

For my A Levels I have taken Drama, Religion, Philosophy and Ethics, and Sociology, and all the teachers have supported me from the start. The Drama department offers the use of their state of the arts theatre space. Having access to this has really enhanced my performance skills and has given me the confidence to present my ideas and opinions both in and out of school.

I found that my other subjects link together really well and my teachers have really helped me to enrich my knowledge of how the world works and gain a better skills basis. In doing so, they have prepared me for life at university and so, with my sixth form experience coming to an end, I would not hesitate to recommend it to anyone.

Grace, Year 13

Before I received my GCSE results, I knew that I wanted to study History and either Politics or Economics alongside it, with Keswick offering Politics. When the Sixth Form ran its Information Evening in January I visited the History and Politics departments and was very impressed at the courses they were offering. Due to the sheer number of students attending, I did not manage to speak to all the staff in-depth on that evening! However, I was still convinced that these courses and Keswick School were right for me.

I also chose to make the move to Keswick School in order to gain more independence, as I felt that this would be important in preparing me for life beyond school. In moving here, I have been able to meet a wide variety of people and develop my skills. Instantly, I found the staff and pupils are friendly and inclusive, and make all new students feel welcome. As a result, I found the transition easy and have settled in well.

In addition to studying History and Politics, I also study Sociology. The subjects complement each other successfully as they have given me a better insight into fundamental social and political issues. In lessons, the teachers encourage us to frequently discuss and debate, which has enabled me to challenge other opinions as well as reflect on my own.

As a result, I would certainly recommend Keswick School to anyone.

Nife, Year 12

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Post-18 destinations, autumn 2020

The following list is not exhaustive, but offers insight into the variety of pathways taken by our students in 2020 after completing their Sixth Form studies.

Aston University, Birmingham	Mechanical Engineering
BIMM Institute	Songwriting
Birmingham City University	Psychology and Counselling
Cardiff University	Medicine
Durham University	History
	Philosophy and Theology
	English Literature
	Criminology
Edge Hill University	Musical Theatre
	Criminology
	Psychology
Glasgow Caledonian University	International Tourism and Events Management
Keele University	Politics
Lancaster University	English Literature
	Accounting and Finance
	Physics (Study Abroad)
	Electronic and Electrical Engineering
	Mechanical Engineering
	Sociology
	Philosophy and Politics
	Psychology
Leeds Beckett University	Business Studies
	Working with Children, Young People and Families
	Fashion
Liverpool John Moores University	Professional Policing
	Criminology
	History
	Fine Art with Foundation Year
	Mechanical Engineering with Foundation Year
	Biomedical Science with Foundation Year
Loughborough University	History and Politics (with placement year)
	Bioengineering
	Mechanical Engineering
Manchester Metropolitan University	Business Psychology
	Politics and Philosophy
	Business Management
	Forensic Psychology
Newcastle University	Civil and Structural Engineering with Year in Industry
	Combined Honours
	Psychology
	Civil Engineering
Northumbria University, Newcastle	Engineering with Foundation Year
	Design for Industry

Northumbria University (cont.)	Business and Management Foundation Year
	Criminology
Nottingham Trent University	Product Design
Oxford Brookes University	Business Management and Geography
Plymouth Marjon University	Outdoor Adventure Education
Provider name	Course placed
Queen Margaret University, Edinburgh	Physiotherapy
The University of Edinburgh	Sport and Recreation Management
UCEN Manchester	Musical Theatre
University of Bath	Biochemistry
University of Bradford	Clinical Sciences/Medicine Foundation
University of Brighton	Biomedical Science
University of Cambridge	Mathematics
University of Central Lancashire	Children, Schools and Families
University of Central Lancashire	Clinical Psychology
University of Cumbria	Applied Psychology
	Primary Education (3-11) with QTS
	Criminology with Applied Psychology
	Occupational Therapy
	Psychology
	Diagnostic Radiography
	Criminology
	Occupational Therapy
	Working with Children and Families
	Nursing/Registered Nurse: Adult Nursing
	Criminology with Applied Psychology
	Applied Psychology
University of East Anglia UEA	History with a Foundation Year
University of Glasgow	Mathematics
	Neuroscience
University of Leeds	Business Management
	Computer Science with Artificial Intelligence.
University of Liverpool	Marketing
	Psychology
	Psychology
	Law with Criminology
	Geography
	Psychology
University of Manchester	Medicine
	Medicine
	Chemical Engineering with Industrial Experience
University of Nottingham	Law
University of Oxford	Physics (4-year MPhys)
University of Salford	Fashion, Business and Promotion
University of Sheffield	Journalism Studies
University of St Andrews	Management Science
	Modern History
University of Surrey	Sport and Exercise Science
University of York	Business and Management with a Year in Industry



The Sixth Form team from left to right are: Mr Stanton (Head of current Year 13), Miss French (Head of Sixth Form), Dr Foody (Head of current Year 12); (top right) Mrs Lennon and Mrs McIntosh (Sixth Form Learning Supervisors)

The Sixth Form Staff Team

Miss French has overall oversight of the Sixth Form and Dr Foody and Mr Stanton each lead a year group through Years 12 and 13. This does not tell the full story, of course, as the transition to Sixth Form begins during Year 11, and they deliver that programme through a series of events and our Sixth Form Application Discussions (commonly known as SFADs), which we hold with students who apply to the Sixth Form from Keswick School and from other schools and colleges: some of them from abroad. We also support the transition from Keswick School into the wider world of Higher Education, apprentice training or the workplace. This support sometimes extends beyond a student's time with us. Miss French, Dr Foody and Mr Stanton monitor students' academic progress and personal development closely through a series of reviews.

Mrs Lennon and Mrs McIntosh, our Sixth Form Learning Supervisors, are permanently based in the Sixth Form Centre: they are on hand to support students in their private study time and with the administration on necessary for the smooth running of the students' progress into, through and beyond the Sixth Form. Both are graduates with a wealth of experience.

The Sixth Form tutor team are all experienced members of staff who support students day-to-day. They make sure students are on track and deliver tutorial activities designed to support them in their study and personal development. They also keep track of their form members and are the first point of contact for student support.

As OFSTED observed in 2014: "The Sixth Form curriculum is excellent. Sixth Formers are particularly well prepared for future employment and higher education through the outstanding programme of study they are given. They take full advantage of a myriad of opportunities to take responsibility and consequently make a major contribution to the success of the school."

For more information please contact the Sixth Form on 017687 72605 or carolmcintosh@keswick.cumbria.sch.uk for students already at Keswick School and christinelennon@keswick.cumbria.sch.uk for students applying from other schools and colleges.

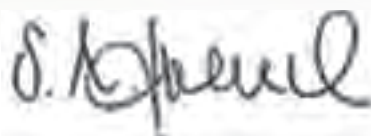
I hope that the information in this prospectus puts across the opportunities we offer both academically and developmentally as you consider the next step in your educational journey.

Of course we place immense value on academic achievement, encouraging each and every student to do his or her best. As well as this we are keen to support the wider development of the individual through a range of other activities, sporting, cultural and community-based, which enhance the transferable skills universities and employers are so keen to see in young applicants. We strive to produce young people who have succeeded academically, are excellent independent learners and who are confident, aspirational and mature.

Teaching is excellent. It is delivered by enthusiastic specialists who thoroughly enjoy teaching sixth-formers and strive to see them succeed. Most of our students go on to study at degree level, often in the selective universities of the Russell Group; others are supported in their aspirations to achieve apprenticeships or employment. The pastoral team in the Sixth Form is dedicated, offering superb guidance to students as they learn. Keswick School Sixth Form is an exciting and unique place to study: our community is enriched by its range of students and all of them are proud to be part of it.

I feel privileged as a teacher and as Head of Sixth Form to work in such a thriving and inspiring and educational environment and I look forward to welcoming you to our Virtual Information event.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S. French', written in a cursive style.

Miss S French
Head of Sixth Form

Admissions Guide

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THE SIXTH FORM AT KESWICK SCHOOL

Keswick School's Sixth Form offers courses that will take you on to the next stage of education post 16. The vast majority of our Sixth Form students take advanced level courses (A Level or equivalent level 3 vocational courses) and go on to university or to higher apprentice training or degree level apprentice training: see post 18 destinations page at the end of this introduction. Most of our Year 13 leavers go to university. Students join Keswick School Sixth Form from our own Year 11 and from other academies, schools and colleges.

Why should you choose the Sixth Form?

There are many different ways of developing your education post 16. If you have the ability to further your education, then undoubtedly you should take the opportunity. More young adults are continuing at school or college and then going on to higher education or degree level apprentice training. Estimates suggest that more and more of the jobs available in the future will require the thinking skills, adaptability and flexibility that can only be gained through higher education.

The ethos of Keswick School Sixth Form

To enter the Sixth Form, **you must be able to fulfil the entry requirements** for the particular courses you wish to take, and **be prepared to commit yourself to the ethos of the school**. Our expectations of you, and what you can expect from us, are clearly set out in our Home-School Agreement pack. At Keswick School you will continue to be part of or join an 11-18 all-ability school, and it is expected that you will be a role model for the younger pupils.

Our standard offer for advanced level study

All A Levels are linear: this means that assessment will take place at the end of the two years in final examinations. Although some A Levels, and equivalent level 3 vocational qualifications, may retain a coursework element, this will usually form only a minor part of the overall assessment and the major weighting will be on the final examinations. Many subjects rely entirely on final examinations.

Following the recent qualification reform, universities have made statements setting out their positions. After a review of these, and analysis of the demands of linear subject specifications, our usual offer for a student's programme of study in our Sixth Form will be:

3 advanced level courses¹ and an EPQ (Extended Project Qualification), or 3 advanced level courses and core maths.

All universities will make their conditional offers based on 3 A Levels or equivalent, and we see the EPQ as a way of giving our students an extra edge in their applications (see the section on EPQ).

A very small number of students may take 4 advanced level courses: this will be allowed only after discussion with the Head of Sixth Form, and you will need to achieve grade 7 or higher at GCSE level in the 4 subjects to be studied. Since the qualification reform of 2015, universities have advised that undertaking 4 subjects does not necessarily offer any discernible advantage for students. Instead, they encourage students to undertake 'super-curricular' activities, such as work experience, the EPQ and shorter online courses, all of which help to enrich a student's experience of their advanced level study.

¹ In this prospectus, "advanced level courses" is used to refer both to A Levels and to two-year level 3 vocational courses.



SIXTH FORM COURSES

Advanced Level Courses

These subjects are two-year courses, being completed at the end of Year 13. Please also see the subject entry requirements grid.

Art, craft and design	Geography
Biology	German
Business	History
Chemistry	Mathematics
Computer science	Media studies
Design & technology: fashion and textiles	Physical education
Design & technology: product design	Physics
English language	Politics
English literature	Psychology
French	Religion, philosophy and ethics
Further mathematics	Sociology

Vocational Level 3 subjects

Digital media Level 3 Cambridge Technical Extended Certificate
RSL music practitioners Level 3 Advanced Subsidiary Diploma (performance or music technology)
Performing arts Level 3 Cambridge Technical Extended Certificate
Vocational business Level 3 Cambridge Technical Extended Certificate

Enrichment Level 3 (equivalent to Advanced Subsidiary Level)

AQA Level 3 mathematical studies (core maths): one-year course

Of course, not all **combinations** of subjects can be made available. **The decision as to whether a course will run is dependent on the number of students who opt for it.** Option columns will be issued following a first survey of choices which will take place shortly after the information evening in January.

The Extended Project Qualification (EPQ)

The EPQ is a qualification equivalent to half a full A Level. During Year 12, students are required to study a one period a week course in EPQ preparation. Students then submit a proposal for a project of their own which might well be informed by their subjects or be a complementary study. Guided self-study leads to a project and a presentation in a format agreed by the student and the supervisor. This qualification will be completed during Year 12.

Universities have been very favourable in their responses to this qualification, with many Russell Group institutions making lower offers to students who have an EPQ, and others recognising the EPQ as contributing to UCAS tariff points when making offers of places.



ENTRY REQUIREMENTS

The entry requirement for advanced level study is:

- **grade 4 and 5 across English Language and mathematics***
- **At least three additional GCSEs (or equivalent) at grade 4 or above.**

***This means that if you achieve a grade 4 in English Language you need to achieve a grade 5 in mathematics; if you achieve a grade 4 in mathematics you need to achieve a grade 5 in English Language.**

This is a baseline entry requirement and many subjects strongly recommend or **require** higher grades if you wish to take their subject at advanced level: see the subject requirements table overleaf and subject descriptions later in this prospectus.

Students who do not achieve the minimum entry requirements for Sixth Form study will not be able to join Keswick School Sixth Form. Students will not be able to start on courses if they have not met the specific entry requirements for individual subjects. There is no opportunity for GCSE re-sits.

For all applicants, clear evidence of a **good attitude to learning** is required: for Keswick School applicants, an ATL average of 3.5 minimum at the data capture from subjects closest in date to the student's Sixth Form Application Discussion; for external applicants, at least "**good**" in each attitudinal category in the reference from their current academy, school or college.

In 2021-22, the published admission number for Year 12 entry at Keswick School is 160 students. Where applications for admission exceed the number of places available, the oversubscription criteria can be found on the school website under the 'Admissions' tab and in the document 'Admissions Policy for 2021-22'.

ENTRY REQUIREMENTS TABLE

Year 12 A level subject requirements: 2021 entry

The Sixth Form **minimum entry requirement** is grade 5 and 4 across English language and mathematics, plus three other GCSEs or equivalent at grade 4. Please check the specific entry requirements for individual subjects, shown below. **Entry requirements are not subject to negotiation.**

For all applicants, clear evidence of strong attitude to learning is required: for Keswick School applicants an ATL average of 3.5 minimum; for external applicants at least "good" in each attitudinal category on the reference from their current school or college.

Subject	Specific requirement
Art, craft and design	Grade 5 or above in art if studied at GCSE; if not studied at GCSE, a substantial portfolio that demonstrates skill in drawing and painting.
Biology	Grade 6 or above in biology (separate science) or 6-6 or above in combined science: trilogy, plus grade 5 or above in both maths and English language.
Business	Grade 4 or above in business if studied at GCSE.
Chemistry	Grade 6 or above in chemistry (separate science) or 6-6 or above in combined science: trilogy, and grade 6 or above in maths.
Computer science	Grade 5 or above at GCSE in maths.
Core maths	General entry requirements: grade 5 and 4 across English language and mathematics, plus three other GCSEs or equivalent at grade 4.
D & T: fashion and textiles	Grade 5 or above at GCSE in DT or art, or grade 5 or above in GCSE English language if DT / art not studied at GCSE.
D & T: product design	Grade 5 or above in a DT GCSE subject, or grade 5 or above in both maths and English language if DT not studied at GCSE.
Digital media	General entry requirements: grade 5 and 4 across English language and mathematics, plus three other GCSEs or equivalent at grade 4.
English language	Grade 6 or above at GCSE in English language and grade 5 or above in English literature.
English literature	Grade 6 or above at GCSE in English literature and grade 5 or above in English language.
French	Grade 6 or above at GCSE in French.
Further mathematics	Grade 7 or above at GCSE in maths.
Geography	Grade 5 or above in geography at GCSE; if not studied at GCSE, grade 5 or above in English language or literature plus grade 6 or above in a science.
German	Grade 6 or above at GCSE in German.
History	Grade 5 or above in history if studied at GCSE, or grade 5 or above in either English language or literature if history not studied at GCSE.
Mathematics	Grade 6 or above at GCSE in maths.
Media studies	Grade 5 or above at GCSE in English language.
Music practitioners RSL	Grade 4 or above in music if studied at GCSE.
Performing arts	General entry requirements: grade 5 and 4 across English language and mathematics, plus three other GCSEs or equivalent at grade 4.
Physical education	Two grade 5s or above in science, including biology; grade 5 or above in PE if studied at GCSE.
Physics	Grade 6 or above in physics (separate science) or 6-6 or above in combined science: trilogy, and grade 6 or above in maths.
Politics	General entry requirements: grade 5 and 4 across English language and mathematics, plus three other GCSEs or equivalent at grade 4.
Psychology	General entry requirements: grade 5 and 4 across English language and mathematics, plus three other GCSEs or equivalent at grade 4.
Religion, philosophy & ethics	Grade 5 or above in RPE if studied at GCSE, and grade 5 or above at GCSE in either English language or literature.
Sociology	General entry requirements: grade 5 and 4 across English language and mathematics, plus three other GCSEs or equivalent at grade 4.
Vocational business	Grade 4 or above in business if studied at GCSE, or a level 2 pass for a vocational course.



THE NEXT STEP

If you want any more information about the courses described in this prospectus, please contact the teachers named in the subject pages, usually the Head of Department. If you have any questions about the Sixth Form in general then contact the Head of Sixth Form, Miss French, or the Head of Year, Mr Stanton (Head of Year 12 2020-21). You are also encouraged to consider talking to Sixth Formers themselves. All Year 11 students and their parents are strongly encouraged to view the Sixth Form Virtual Information Page, available on the following link from <https://keswicksixthform.weebly.com/admissions-2021.html>

Monday 18th January 2021

Due to current restrictions, we are unfortunately unable to invite prospective students and their parents into school as we normally would. On our website, however, we will attach course presentations from the subject teachers themselves, as well as a presentation from the Head of Sixth Form to hear about Sixth Form life in general.

A few days after the Information Evening, Keswick School Year 11 students will be surveyed: they will be asked to choose their three subjects and their order of preference. From this information we shall compose option columns which we then publish on the Application Form for 2021 entry.

Then we will ask you to apply formally to the Sixth Form, filling in the Application Form for 2021 entry, telling us which subjects you intend to study from the columns provided. We will also ask you to set out why you want to study in the Sixth Form at Keswick School in the form of a personal statement. Instructions on how to apply will become available from the [Keswick School Weebly website](#) no later than Monday 8th February.

You should submit your application as soon as you are ready, but **you must submit it by Friday 19th February 2021.**

Ordinarily we would invite applicants and their parent(s) for a meeting to discuss the process and implications of joining the Sixth Form. This year, we anticipate that these meetings will be held via a face-to-face online meeting, with final details confirmed in the Application Form. Offers of places will be made in late May.

We cannot guarantee that all combinations of subjects will be available. Also remember that a subject in this prospectus will only run if enough students choose it. You must make sure that you have completed the application form accurately.

We also hope to run an Induction Day, which normally takes place during the last week of June, but the timing and format of this will be confirmed later on in the year. This will be mainly subject-based and your A Level teachers will set you tasks, which we call 'bridging units', to complete prior to the start of Year 12. These bridging units are intended to smooth the transition between GCSE and advanced level study.

At the time of writing, the GCSE results are due on **Friday 27th August 2021**. When your results are known you may want to discuss the implications with the school. Staff will be available at school during the times shown below.

- Friday 27th August 2021: 9am – 4.30pm
- Tuesday 31st August 2021: 9am - 12 noon

We will expect you at school at 8.45am on the first day of term when you can enrol on your courses, and your Form Heads and teachers will be available to help you with any decisions you have to make.



IMPORTANT DATES IN 2021

Monday 18th January 2021	Sixth Form Virtual Information Event
Monday 8th February 2021	Application forms including option columns published.
Friday 19th February 2021	Deadline for applications to the Sixth Form.
March - May 2021	Sixth Form Application Discussions (SFADs) take place between staff and Year 11 students applying to Sixth Form, together with parents. Appointment format to be announced.
Late May – early June 2021	Offers of Sixth Form places sent out.
Late June 2021	Subject-based induction day, 8.45am - 3.30pm. Format and date TBC.
Friday 27th August 2021	GCSE Results Day.
Thursday 2nd September 2021	8.45am - 3.15pm: start of new term for Year 12.
Friday 3rd September 2021	Timetabled lessons begin.



IN CONCLUSION

We hope to offer as many of the courses described as possible, but this will depend upon the take up of individual courses. The Headteacher therefore reserves the right to review the courses offered if it is necessary due to financial or staffing restrictions.

We do hope that this prospectus has been useful. If you have any comments or further questions please telephone or email the school.

Sophie French
Head of Sixth Form

Contacts

Miss Sophie French: Head of Sixth Form/Assistant Headteacher
sophiefrench@keswick.cumbria.sch.uk

Dr Tony Foody: Head of Year 13 2021-22
tonyfoody@keswick.cumbria.sch.uk

Mr Mark Stanton: Head of Year 12 2021-22
markstanton@keswick.cumbria.sch.uk

Mrs Christine Lennon: Sixth Form Learning Supervisor (external applicants)
christinelennon@keswick.cumbria.sch.uk

Mrs Carol McIntosh: Sixth Form Learning Supervisor (internal applicants)
carolmcintosh@keswick.cumbria.sch.uk



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ART, CRAFT & DESIGN

A LEVEL

Exam board AQA

SPECIFIC ENTRY REQUIREMENTS

Grade 5 or above if studied at GCSE. If you did not study art at GCSE level, you will be required to provide a substantial portfolio that demonstrates skill in drawing and painting.

COURSE CONTENT

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.

Component 1: personal investigation (60%)

Component 2: externally set assignment (40%): 15 hours of supervised time plus preparatory period

Year 12 consists of a series of workshops, to build upon and further develop existing artistic skills, in a variety of disciplines.

Year 13 consists of one substantial project, concluding with the externally set assignment which will be distributed on 1st February.

EXAMINATIONS AND ASSESSMENTS

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.

SKILLS, LINKS AND PROGRESSION

This course will enable students to progress to foundation art courses or gain direct entry onto degree courses in art, design, architecture and photography.

Potential career areas from this subject include advertising, graphics, fashion, film and television, interior design, product design and stage design.

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.

CONTACT

Head of Art: Miss J Hallworth

janinehallworth@keswick.cumbria.sch.uk

**A LEVEL**

Exam board AQA

BIOLOGY**SPECIFIC ENTRY REQUIREMENTS**

- Grade 6 or above in GCSE biology (separate science) or grades 6-6 or above in combined science: trilogy **and**
- Grade 5 or above in GCSE mathematics, **and**
- Grade 5 or above in GCSE English Language

Students will need to successfully complete a bridging unit in biology over the summer.

COURSE CONTENT

Advanced level biology is a challenging course involving elements of biochemistry, maths, ecology and physiology.

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.

Subject content:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation
- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

EXAMINATIONS AND ASSESSMENTS

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 Y12 all students will sit internal pre-public examinations.

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of Biology: Mrs E Cooper
lizcooper@keswick.cumbria.sch.uk

**A LEVEL**

Exam board EDUQAS

BUSINESS**SPECIFIC ENTRY REQUIREMENTS**

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.

COURSE CONTENT

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.

Component One: 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.

Component Two: 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.

Component Three: 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.

EXAMINATIONS AND ASSESSMENTS

3 exams in Year 13.

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of Business: Mrs D Duguid

dianeduguid@keswick.cumbria.sch.uk



VOCATIONAL BUSINESS

Level 3

OCR Cambridge
Technical Extended
Certificate

SPECIFIC ENTRY REQUIREMENTS

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.

COURSE CONTENT

This is a two-year vocational course which will consist of the following:

- three mandatory units and two optional units, covering topics such as the business environment, working in business, events management, marketing and communications

Two of the units are examined, with at least one re-sit opportunity per exam.

EXAMINATIONS AND ASSESSMENTS

- three coursework units will be completed over the two years
- 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
- each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes
- to achieve a 'pass' a learner must have satisfied **all** the pass or a near pass assessment criteria
- to achieve a 'merit' a learner must **additionally** have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must **additionally** have satisfied **all** the distinction grading criteria

The coursework units will be both internally and externally moderated. Examined units will be externally marked.

SKILLS, LINKS AND PROGRESSION

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.

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.

CONTACT

Head of Vocational Business Studies: Mrs P Rainey
paularainey@keswick.cumbria.sch.uk

**A LEVEL**

Exam board AQA

CHEMISTRY**SPECIFIC ENTRY REQUIREMENTS**

- Grade 6 or above in GCSE chemistry (separate science) or grades 6-6 or above in combined science: trilogy **and**
- Grade 6 or above in GCSE mathematics

Students will need to successfully complete a bridging unit in chemistry over summer.

COURSE CONTENT

Chemistry is a very interesting and hugely rewarding course which opens many doors to students in the future. Our students thoroughly enjoy the challenges posed by the course but success requires determination and a strong work ethic from the outset. 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.

The main aims of the chemistry course are to:

- promote enthusiasm for chemistry
- develop advanced practical and analytical skills
- ensure students can operate effectively and safely in a laboratory
- appreciate how and where chemistry is used beyond the laboratory and to raise the profile of potential careers
- allow students to discover how the different areas of chemistry support each other create knowledgeable, well rounded scientists of the future.

Year 12 topics:

There is a 20% higher tier maths component in Year 12. This is well supported by A Level mathematics or core mathematics; however, neither is essential. Topics include: atomic structure, quantitative chemistry, bonding and periodicity, organic chemistry, energetics, kinetics and equilibria, reactions of elements.

Year 13 topics:

The maths component is built upon during Year 13 in: further kinetics and equilibria, acids and bases, carbonyl and aromatic chemistry, polymers, DNA, structure determination, thermodynamics, periodicity, electrochemistry, transition metals and inorganic reactions.

EXAMINATIONS AND ASSESSMENTS

The chemistry course is assessed through linear assessment with students taking **all** 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.

Paper 1 (2hrs): physical and inorganic chemistry and practical skills

Paper 2 (2hrs): physical and organic chemistry and practical skills

Paper 3 (2hrs): any content, any practical skills

SKILLS, LINKS AND PROGRESSION

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. .

CONTACT

Head of Chemistry: Mr P Smithson

petersmithson@keswick.cumbria.sch.uk



COMPUTER SCIENCE

A LEVEL

Exam board AQA

SPECIFIC ENTRY REQUIREMENTS

It is not essential to have studied computer science at Key Stage 4. Students need a good grasp of mathematics: a grade 5 or above in mathematics is required to join the course.

COURSE CONTENT

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:

- how programming allows us to solve problems
- how can we organise data?
- how have complex problems been solved? How can we use these solutions?
- computing theory, including the work of Alan Turing
- how are data including numbers, text, images and sound stored and processed?
- how are computer systems organised and how do they work?
- what are the consequences of computer use?
- how do networks and the internet work?
- databases
- what is big data? How does it affect everyone?
- functional programming

EXAMINATIONS AND ASSESSMENTS

Students will take an onscreen exam and a written exam, each worth 40%; a student selected project makes up the remaining 20%.

SKILLS, LINKS AND PROGRESSION

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.

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.

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.

CONTACT

Head of IT: Mr F Simmons frasersimmons@keswick.cumbria.sch.uk
Mr D Ball deanball@keswick.cumbria.sch.uk

**A LEVEL**

Exam board AQA

DESIGN & TECHNOLOGY: FASHION & TEXTILES**SPECIFIC ENTRY REQUIREMENTS**

A grade 5 or above in GCSE DT or art. If you have not previously studied one of these subjects at GCSE, grade 5 or above in GCSE English language will be required. The ability to confidently use a sewing machine would also be an advantage, along with a basic knowledge of garment construction.

COURSE CONTENT

The specification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. This qualification places great emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

It will cover the major historical design styles and movements including punk, pop art, art nouveau and minimalism. Alongside this, students will analyse socio-economic influences on fashion such as social media, the role of women in society, music, World War Two, and the rise of street culture.

Students will learn how to create their own designs, and work with a variety of textiles and new design technologies such as wearable technology. They will also study the commercial side of fashion, including branding and marketing.

Students will take an in depth look at the work of influential designers such as Chanel, Dior, Mary Quant, Yves Saint Laurent, Pierre Cardin, Vivienne Westwood, Gaultier and McQueen.

EXAMINATIONS AND ASSESSMENTS

Will consist of 2 written papers.

Paper 1: technical principles. 2½ hours, 30% of the A-Level.

Questions consist of a mixture of short answer and extended responses.

Paper 2: design and making principles. 1½ hours, 20% of the A-Level.

Section A: product analysis.

Section B: commercial manufacture.

NEA: substantial design and make project. 50% of the A-Level.

Supporting design portfolio and final prototype.

SKILLS, LINKS AND PROGRESSION

The UK's thriving fashion industry makes a huge contribution to the economy. It employs hundreds of thousands of people and is one of our most sought after exports. The range of careers within the industry is vast and varied.

The NEA coursework undertaken, and the work produced, will provide evidence of all the key skills, creativity alongside the student's ability to problem solve, that is required to project manage. This often forms the basis of discussion at interview.

CONTACT

Head of Textiles: Mrs K Jackson

katejackson@keswick.cumbria.sch.uk



A LEVEL

Exam board AQA

DESIGN & TECHNOLOGY: PRODUCT DESIGN

SPECIFIC ENTRY REQUIREMENTS

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 **and** English language will be required. You need good practical workshop skills and an interest in the design of products.

COURSE CONTENT

The subject builds on the experience gained in either GCSE design & technology or engineering 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.

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.

EXAMINATIONS AND ASSESSMENTS

Paper 1: technical principles. 2½ hours, 30% of the A-Level.

Paper 2: design and making principles. 1½ hours, 20% of the A-Level.

The **NEA** is a substantial design and make project worth 50% of the A-Level.

SKILLS, LINKS AND PROGRESSION

This course is a natural progression from GCSE design & technology as well as GCSE engineering. 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 & 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.

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.

CONTACT

Head of Technology: Mrs H Winskill

helenwinskill@keswick.cumbria.sch.uk



Level 3 OCR Cambridge Technical Extended Certificate	<h1>DIGITAL MEDIA STUDIES</h1>
SPECIFIC ENTRY REQUIREMENTS	<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>
COURSE CONTENT	<p>Students study 3 units:</p> <ul style="list-style-type: none"> ● media products and audiences ● pre-production and planning ● creating a media product <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"> ● social media and globalisation ● the creation and use of sound in media
EXAMINATIONS AND ASSESSMENTS	<p>There are 2 external examined assessments:</p> <ul style="list-style-type: none"> ● media products and audiences ● pre-production and planning ● plus 1 mandatory coursework unit and the 2 additional units. <p>With each unit there is a re-sit/resubmission opportunity should your result not meet expectations.</p>
SKILLS, LINKS AND PROGRESSION	<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>
CONTACT	<p>Head of IT: Mr F Simmons frasersimmons@keswick.cumbria.sch.uk Mr D Ball deanball@keswick.cumbria.sch.uk</p>



ENGLISH LANGUAGE

A LEVEL

Exam board OCR

SPECIFIC ENTRY REQUIREMENTS

GCSE grade 6 or above in English Language and grade 5 or above in English Literature.

COURSE CONTENT

OCR English Language

Paper 1: exploring language

A: language under the microscope - analyse the lexical and grammatical effects in a short passage

B: writing about a topical language issue - write for a specified audience on power, gender or technology in language

C: comparing and contrasting texts - a comparative analysis of two texts (including spoken language)

Paper 2: dimensions of linguistic variation

A: child language acquisition - how children aged 0-7 learn to speak

B: language in the media - analyse multimodal media texts and apply language concepts and theories

C: language change - the analysis of historical varieties of English

Non-examined teacher assessment

See <https://www.ocr.org.uk/qualifications/as-a-level-gce/english-language-h070-h470-from-2015/> for further details.

EXAMINATIONS AND ASSESSMENTS

Paper 1: exploring language - three essay responses, 150 minutes (40%)

Paper 2: dimensions of linguistic variation - three essay responses, 150 minutes (40%)

Non-examined teacher assessment - independent language investigation (2000-2500 words); an academic poster (750-1000 words) (20%)

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of English: Mrs T Messenger

traceymessenger@keswick.cumbria.sch.uk



ENGLISH LITERATURE

A LEVEL

Exam board OCR

SPECIFIC ENTRY REQUIREMENTS

GCSE grade 6 or above in English Literature and grade 5 or above in English Language.

COURSE CONTENT

OCR English Literature

Component 1: Shakespeare and drama and poetry pre-1900

One Shakespeare play; one drama text and a selection of poems from the OCR prescribed text list.

Component 2: close reading of an unseen text and a comparative study of two novels 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.

Component 3: non-examined short close reading analysis or recreative text, plus comparative essay studying texts chosen by the student under advice from the teacher.

Three post-1900 texts: prose, poetry and drama.

See <https://www.ocr.org.uk/qualifications/as-a-level-gce/english-literature-h072-h472-from-2015/> for prescribed text lists.

EXAMINATIONS AND ASSESSMENTS

Component 1: closed text, written exam: 150 minutes

Component 2: closed text, written exam: 150 minutes

Component 3: coursework: 20% of total A Level

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of English: Mrs T Messenger

traceymessenger@keswick.cumbria.sch.uk

**A LEVEL**

Exam board EDUQAS

FRENCH**SPECIFIC ENTRY REQUIREMENTS**

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.

COURSE CONTENT

Component 1: 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.

Component 2: 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.

Component 3: critical and analytical response in writing. 20% of the qualification. It comprises two essays: one based on a literary work (currently *No et Moi*) and the second on a film (currently *La Haine*).

EXAMINATIONS AND ASSESSMENTS

Exam board: Eduqas

Component 1: speaking exam

Component 2: listening, reading and translation

Component 3: critical and analytical response

SKILLS, LINKS AND PROGRESSION

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.

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!

CONTACT

Head of French: Mrs S West

sophiawest@keswick.cumbria.sch.uk

**A LEVEL**

Exam board EDEXCEL

GEOGRAPHY**SPECIFIC ENTRY REQUIREMENTS**

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 language or literature **plus** grade 6 or above in a science at GCSE level, as well as having a genuine interest in the subject.

COURSE CONTENT

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.

Physical geography

We start by learning more about coastal processes. Data is collected during a field trip to the west coast which is then used to produce a practice report. Later topics include plate tectonics and our relationship with water and carbon.

Human geography

We look at issues that face the world today. Topics such as cities, global trade, superpowers and migration are used to understand the links between countries. Regular class discussions develop an awareness of current affairs and a second field trip to Manchester develops data handling skills.

Fieldwork

This is an essential and interesting part of the subject: academic theory taught in lessons is applied to the real world. Students choose their own topics and develop transferable skills, including teamwork, problem solving, organisation, data handling, report writing and leadership.

EXAMINATIONS AND ASSESSMENTS

All work is assessed by exams apart from the individual investigation. This coursework is submitted as a document and is worth 20% of the full A-Level qualification.

SKILLS, LINKS AND PROGRESSION

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 employers such as the services and the police. Good powers of analysis, numeracy and report writing are developed.

CONTACT

Head of Geography: Mrs C Morrissey
clairemorrissey@keswick.cumbria.sch.uk

**A LEVEL**

Exam board EDUQAS

GERMAN**SPECIFIC ENTRY REQUIREMENTS**

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.

COURSE CONTENT

Component 1: 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.

Component 2: listening, reading and translation from German into English and English into German. 50% of the qualification.

Component 3: critical and analytical response in writing. 20% of the qualification. It comprises two essays: one based on a literary work (currently *Der Vorleser*) and the second on a film (currently *Goodbye, Lenin!*).

EXAMINATIONS AND ASSESSMENTS

Exam board: Eduqas

Component 1: speaking exam

Component 2: listening, reading and translation

Component 3: critical and analytical response

SKILLS, LINKS AND PROGRESSION

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.

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!

CONTACT

Head of German: Mrs R Wylie

rebeccawylie@keswick.cumbria.sch.uk

**A LEVEL**

Exam board EDEXCEL

HISTORY**SPECIFIC ENTRY REQUIREMENTS**

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 either English language or literature is required.

COURSE CONTENT

You must be prepared to read, research and debate.

'Every generation writes its own history.'

Paper 1: Britain 1625-1701: conflict, revolution and settlement

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.

Paper 2: Russia in revolution, 1894–1924

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.

Paper 3: Britain: mass media and social change 1882-2004

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.

Historical investigation: anti-Semitism and the Holocaust in Germany

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.

EXAMINATIONS AND ASSESSMENTS

Paper 1: 2 hours 15 minutes exam	30% of total
Paper 2: 1 hour 30 minutes exam	20% of total
Paper 3: 2 hours 15 minutes exam	30% of total
Historical investigation of approx. 3500 words:	20% of total

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of History: Mr K Reed
kenreed@keswick.cumbria.sch.uk



Level 3 Certificate

Exam board AQA

CORE MATHEMATICAL STUDIES

SPECIFIC ENTRY REQUIREMENTS

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.

COURSE CONTENT

1. **Data analysis.** 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.

2. **Maths for personal finance,** including percentages, efficient numerical calculations, interest rates, credit payments and taxation.

3. **Estimation.** Students will learn to solve problems where exact calculations may not be possible, or not appropriate.

4. **Critical analysis of data,** including comparing results from models with real data, and analysing claims made in the media.

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.

- **statistical techniques:** normal distribution, correlation, regression
- **critical analysis:** critical path analysis, risk analysis and Gantt charts
- **graphical techniques:** 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.

EXAMINATIONS AND ASSESSMENTS

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.

Paper 1: 90 minutes of common content

Paper 2: 90 minutes on one of the following:

2a: statistical techniques

2b: critical path and risk analysis

2c: graphical techniques

SKILLS, LINKS AND PROGRESSION

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.

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.

It is **not** anticipated that students will study this **in addition to** A Level mathematics.

CONTACT

Head of Mathematics: Mr A Campion

adamcampion@keswick.cumbria.sch.uk



A LEVEL

Exam board OCR

MATHEMATICS

SPECIFIC ENTRY REQUIREMENTS

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.

COURSE CONTENT

All students will be assessed on a knowledge of pure mathematics, some statistics, and some mechanics.

EXAMINATIONS AND ASSESSMENTS

Assessment is drawn from the pure mathematics syllabus, a statistics syllabus and a mechanics syllabus, with calculators being required for all assessment.

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.

Paper 1 covers the pure mathematics topics: proof, algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods.

Paper 2 can 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.

Paper 3 can also 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.

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of Mathematics: Mr A Campion
adamcampion@keswick.cumbria.sch.uk



A LEVEL

Exam board OCR

FURTHER MATHEMATICS

SPECIFIC ENTRY REQUIREMENTS

This option is chosen in addition to A-Level mathematics, as it builds on work covered on that course. Being a more difficult A-Level, this course is aimed at students achieving at least grade 7 in GCSE mathematics.

Students interested in this option are strongly advised to discuss it with Mr Campion at the earliest opportunity. Those students wishing to take this course must be capable and committed, and have the capacity to manage a large proportion of individual study

COURSE CONTENT

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.

EXAMINATIONS AND ASSESSMENTS

Papers 1 and 2 are two-hour assessments of the pure mathematics components of the further mathematics course. **Paper 3** will then give students a choice between a paper on statistics and mechanics, or discrete mathematics and mechanics.

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of Mathematics: Mr A Campion
adamcampion@keswick.cumbria.sch.uk

**A LEVEL**

Exam board EDUQAS

MEDIA STUDIES**SPECIFIC ENTRY REQUIREMENTS**

Grade 5 or above in English language.

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.

COURSE CONTENT

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:

- media language
- representation
- media industries
- media audiences.

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.

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.

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.

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.

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.

EXAMINATIONS AND ASSESSMENTS

Eduqas <http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/>

Component 1: Media Products, Industries and Audiences

Written examination: 2 hours 15 minutes, 35% of qualification

Component 2: Media Forms and Products in Depth

Written examination: 2 hours 30 minutes, 35% of qualification

Component 3: Cross-Media Production

Non exam assessment, 30% of qualification

SKILLS, LINKS AND PROGRESSION

Attractive features of the A-Level media studies course:

- it will develop your media literacy quickly
- 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
- it will dovetail well into a number of other subjects: arts, design, sciences, social sciences or business-based subjects
- it will bring another way of looking at the world
- it will give you an opportunity to produce your own media work and develop your media skills

CONTACT

Head of Media: Mrs C Thomas clairethomas@keswick.cumbria.sch.uk

Mr J Hurrell jameshurrell@keswick.cumbria.sch.uk



MUSIC PRACTITIONERS

Level 3 Subsidiary

Diploma

Exam board RSL

SPECIFIC ENTRY REQUIREMENTS

Grade 4 or above in music if studied at GCSE. For the **performing** pathway, this is not essential as long as you have good instrumental and/or vocal performance skills and some experience in performing. For the **music technology** 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.

COURSE CONTENT

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.

For **performers** 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.

For those interested in **music technology** 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. 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.

EXAMINATIONS AND ASSESSMENTS

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.

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of Music: Mrs M Lee

marielee@keswick.cumbria.sch.uk



PERFORMING ARTS

Level 3

OCR Cambridge
Technical Extended
Certificate

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.

SKILLS, LINKS AND PROGRESSION

Although the course is aimed at a career in the performing arts industry, all the skills learned are transferable to many other options.

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.

CONTACT

Head of Drama: Mr D Melling
davidmelling@keswick.cumbria.sch.uk



PHYSICAL EDUCATION

A LEVEL

Exam board OCR

SPECIFIC ENTRY REQUIREMENTS

Two grade 5s or above in science, including biology. Grade 5 or above in PE if studied at GCSE level. It is essential for candidates to be regular performers in one competitive sport from the approved list.

COURSE CONTENT

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.

Component 1: physiological factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics

Component 2: psychological factors affecting performance

- 2.1 Skill acquisition
- 2.2 Sports psychology

Component 3: sociocultural issues in physical activity and sport

- 3.1 Sport and society
- 3.2 Contemporary issues in physical activity and sport

Component 4: performance in physical education (non-examination assessment)

- 4.1 Performance or coaching of an activity taken from the approved lists
- 4.2 The Evaluation and Analysis of Performance for Improvement (EAPI)

EXAMINATIONS AND ASSESSMENTS

Written exams: 70% of final grade
Non-exam assessment: 30% of final grade

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Acting Head of PE (until April 2021): Mr A Miller
andrewmiller@keswick.cumbria.sch.uk

Head of PE: Mrs K Stanton
katestanton@keswick.cumbria.sch.uk



A LEVEL

Exam board AQA

PHYSICS

SPECIFIC ENTRY REQUIREMENTS

- Grade 6 or above in GCSE physics (separate science) or grades 6-6 or above in combined science: trilogy **and**
- Grade 6 or above in GCSE mathematics **and**
- Students must successfully complete a bridging unit in physics over summer.

It is not necessary to study A Level maths to be successful in A Level physics however, we would **strongly recommend** that students take A Level mathematics.

COURSE CONTENT

A-Level physics is a rewarding and popular subject, which appeals to students who have enjoyed and succeeded in GCSE science subjects.

Year 12	Year 13
<ul style="list-style-type: none"> • Particles and radiation • Electricity • Waves • Mechanics and materials • Further mechanics and thermal physics • Fields and their consequences 	<ul style="list-style-type: none"> • Nuclear physics • Option topic, either Engineering or Physics option (currently Astro)

Practical skills and analysis are taught in separate weekly practical lessons and examined in the theory exam at the end of the course.

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.

EXAMINATIONS AND ASSESSMENTS

Three 2 hour papers. Questions will include long and short answers and multiple choice.

Practical skills will be assessed as part of the course, leading to a practical endorsement on the final certificate.

SKILLS, LINKS AND PROGRESSION

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).

CONTACT

Head of Physics: Mr D Cragon
davecragon@keswick.cumbria.sch.uk



A LEVEL Exam board AQA	<h1 style="text-align: right;">POLITICS</h1>
SPECIFIC ENTRY REQUIREMENTS	General entry requirement for advanced level applies to this subject. You do not need to have studied history to GCSE.
COURSE CONTENT	<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>Unit 1: government & politics of the United Kingdom</p> <ul style="list-style-type: none"> ● Why is political apathy a major issue? ● Is the British voting system fair? ● What factors influence our voting behaviour? ● Are pressure groups more important than political parties? ● Does Britain need a written constitution? ● Has Britain become “an elected dictatorship?” ● Does power lie at Westminster, the EU or local level? <p>Unit 2: government & politics of the USA</p> <ul style="list-style-type: none"> ● What are the main characteristics of presidential and congressional elections? ● What are the differing ideologies, values, policies and traditions of the main political parties - Democrats and Republicans? ● What is the significance of the nature and changes of the US Constitution? ● To what extent does the President exert dominance within the US government? ● What are the key similarities and differences between the democracies of the UK and USA? <p>Unit 3: political ideas & ideology</p> <p>Four political ideologies are studied: conservatism, liberalism, socialism and nationalism involving key thinkers, views on human nature and core principles.</p>
EXAMINATIONS AND ASSESSMENTS	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.
SKILLS, LINKS AND PROGRESSION	<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 BROADEN 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>
CONTACT	Head of Politics: Mr K Reed kenreed@keswick.cumbria.sch.uk

**A LEVEL**

Exam board AQA

PSYCHOLOGY**SPECIFIC ENTRY REQUIREMENTS**

General entry requirement for advanced level applies to this subject.

COURSE CONTENT**Year 12**

Social influence: 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.

Memory: 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.

Attachment: 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.

Psychopathology: investigating the causes and treatments for phobias, OCD and depression.

Biopsychology: 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.

Year 13

Forensic psychology: 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.

Schizophrenia: classification of schizophrenia. Positive and negative symptoms of schizophrenia; explanations for schizophrenia; drug therapy, cognitive behaviour therapy and family therapy.

Relationships: 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)

EXAMINATIONS AND ASSESSMENTS

Papers 1, 2 & 3: three written examinations of 120 minutes each. Worth 33.3% respectively of the final A Level marks.

SKILLS, LINKS AND PROGRESSION

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.

CONTACT

Head of Psychology: Mrs J Wilson
jillwilson@keswick.cumbria.sch.uk



A LEVEL Exam board OCR	<h1>RELIGIOUS STUDIES</h1>
SPECIFIC ENTRY REQUIREMENTS	<p>It is not essential to have studied religion, philosophy and ethics at GCSE. A grade 5 or above in either English Literature, English Language or religion, philosophy and ethics GCSE is recommended to facilitate an easier transition to A Level RPE</p>
COURSE CONTENT	<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>Year 12 Developments of religious thought: 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. Philosophy: 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. Ethics: 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>Year 13 Developments of religious thought: 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. Philosophy: this considers freewill and determinism and religious language (negative, analogical and symbolic), Wittgenstein and logical positivism. Ethics: this includes a study of ethical language (naturalism, intuitionism and emotivism), Freud's psychological approach and Aquinas' view on conscience and sexual ethics.</p>
EXAMINATIONS AND ASSESSMENTS	<p>OCR Three 120 minute exams. Each paper has one knowledge-based question and two analytical questions.</p>
SKILLS, LINKS AND PROGRESSION	<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>
CONTACT	<p>Head of RPE: Mrs R Thomas rachelthomas@keswick.cumbria.sch.uk</p>

**A LEVEL**

Exam board AQA

SOCIOLOGY**SPECIFIC ENTRY REQUIREMENTS**

General entry requirement for advanced level applies to this subject.

COURSE CONTENT

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.

Unit 1: education and research methods

- the role of education
- educational differences by gender, ethnicity and class
- processes in schools and relationships
- changes in governments' education policies

Unit 2: families and households

- family structure and social change: marriage, divorce and gender roles
- childhood and the status of children in society
- demographic changes: birth and death
- poverty and wealth distribution including social welfare

Unit 3: mass media

- relationship between ownership and control of the mass media
- mass media, globalisation and popular culture
- processes of selection and presentation of the content of the news
- media representations of age, social class, ethnicity, gender and sexuality

Unit 4: crime and deviance with research methods

- different theories of crime, deviance, social order and social control
- the social distribution of crime and deviance
- globalisation and crime in contemporary society

EXAMINATIONS AND ASSESSMENTS

Papers 1, 2 & 3: three written examinations of 120 minutes each. Worth 33.3% respectively of the final A Level marks.

SKILLS, LINKS AND PROGRESSION

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.

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.

CONTACT

Head of Sociology: Mr K Reed
kenreed@keswick.cumbria.sch.uk