



# Rossall

SIXTH FORM  
COURSE GUIDE  
2022-2024





The transition from GCSEs into the Sixth Form is one of the most rewarding journeys in education. Moving from a series of compulsory subjects, to a bespoke timetable based on the strengths and passions of the individual, allows every student to flourish in their specialist areas, providing a pathway for even greater success in whichever route is taken beyond school.

The Sixth Form at Rossall is unique in the Fylde Coast in offering A Levels and the International Baccalaureate, with the option to undertake BTECs alongside one or more A Level subjects. In the International Baccalaureate, students select three subjects at Higher Level and three subjects at Standard Level, to be studied in conjunction with the IB Core of Creativity, Activity and Service, Theory of Knowledge and the Extended Essay. Students must select subjects from a number of different subject areas and the information provided later in this guide explains this in more detail. A Level students typically opt to study three subjects, alongside the Extended Project Qualification and an Enrichment option. Some students, most commonly those studying the Sciences and Mathematics, or a Modern Foreign Language may study four subjects. Students on the A Level pathway also have the option to study a BTEC Extended Diploma in combination with one A Level subject.

At the heart of the transition onto any of the above courses is the necessity to make the right choice for you – for some, this will come naturally but we are here to support those who are uncertain about their best pathway. Certain courses in Higher Education or for Degree Apprenticeships will require specific subjects, or a combination of subjects as an entry requirement. It is important, therefore, for students to consult with members of the Sixth Form Team, or those on Senior Management, as well as their form tutor, and their parents or guardians, as they make these choices that may well determine their academic success.

Whilst academic success is at the forefront of all that we do – it has to be, with so much focus placed on life beyond school – in the Sixth Form, we believe it is important to explore the multi-faceted nature of the word ‘success’. Academic grades are obviously important, to both the student and the school, but they do not define, solely, the success of the individual. For some, securing a C Grade in a subject they have found challenging, is akin to another who secures an A\*. Success is about individual target setting; designing your own path through life; setting high standards for yourself and those around you; and learning from, rather than being afraid of making mistakes.

Indeed, life in the Sixth Form is about taking the opportunity to try new things; to step out of your comfort zone; to be ambitious; to take risks and be brave; to reach out and help those around you; to celebrate success, both personal and of your peer-group; and to embrace the challenges when they inevitably arrive. In return, we ask the following from you:

- Get involved if the opportunity arises, and if the opportunity is not available, then create it yourself.
- Be ambitious for yourself and bring those around you up to your level.
- Never be apathetic – apathy is the quickest way to waste your potential.
- Be kind – to those around you, but also to yourself. It is ok not to be ok, and it is absolutely fine to make mistakes. Learning from them is all part of the journey.
- Constantly ask yourself: what can I do to become a better human being.

Put simply, we want every student who journeys through the Sixth Form at Rossall to become a better human being because of their experiences here, and we will do everything possible to make that happen.

Kind regards,

**Mr N Crombie**  
*Director of Sixth Form*

# *The Beauty of Choice*

A Sixth Form education at Rossall is a true pre-university experience, designed to stimulate, challenge and inspire in equal measure. Our world class Sixth Form curriculum is unique in the region; we offer A Levels, an A Level and BTEC combined programme and the International Baccalaureate Diploma. Those students studying A Level or BTEC will extend their qualification portfolio by completing the Extended Project Qualification and will have the opportunity to maintain breadth of interests through our tailored Enrichment programme. The EPQ is a formal opportunity for students to exercise full control of what they learn, and reflect on the process of learning, and gives them the chance to explore their passions and interests whilst developing academic research skills so sought after by universities. Enrichment sessions give students a chance to explore an academic area that complements and enhances their learning experiences in the Sixth Form and will include options such as Photography, Astronomy, Film and Geology.

Choosing the correct Sixth Form pathway can be a tough decision for students to make, but the chance to select a course of study post-sixteen gives students a unique opportunity to opt for the qualification that best fits with their learning style, their interests and, of course, their plans for the future.

Ultimately, the choice is down to the individual. At Rossall, our staff encourage students to ask themselves three questions to help them make their choice:

**WHICH SUBJECTS DO I ENJOY?**

**DO I POSSESS THE NECESSARY SKILLS AND ABILITIES TO TAKE THESE SUBJECTS?**

**WHICH SUBJECTS DO I NEED FOR ENTRY TO MY INTENDED UNIVERSITY OR COLLEGE COURSE?**

Armed with this knowledge and self-awareness, students can make a choice that will make their time in the Sixth Form productive, enjoyable and successful. Our teachers provide a brilliant balance of inspiration, care and deep subject knowledge to ensure that our students have all they need for a successful future. We are proud of our students' academic achievements and delighted that they consistently achieve above national and world averages in their examinations.

## *How to Choose Your Subjects*

It is not easy to decide which subjects you wish to study at Sixth Form. It is a huge decision that can impact on your university choices and even your future career. The UK's leading universities make no secret of favouring some subjects over others and if you have aspirations to study at one of the top destinations, you must choose wisely.

Universities look for students who not only have good grades, but grades in the right subjects for the course they want to apply for. If you already know what you want to study at university, you should think about choosing subjects that give you the best possible preparation for your chosen degree course. If you are not sure what you want to study at university, it is important to choose subjects that will leave as many options open as possible.

### *Things to take into consideration:*

**DOES THE COURSE YOU WISH TO STUDY AT UNIVERSITY REQUIRE SPECIFIC SUBJECTS?**

Some courses require you to take certain subjects at A Level and IB. Students interested in studying Medicine at university must take Chemistry, Biology and either Mathematics or Physics (or both). Similarly, language courses typically require an A Level or IB Higher Level in that particular language.

**CERTAIN SUBJECTS CAN KEEP YOUR OPTIONS OPEN FOR THE FUTURE**

Facilitating subjects such as English Literature, Mathematics and Further Mathematics, Sciences, Languages, History and Geography are useful if you do not know what you want to study at university and will give you more of a choice if and when you do decide to advance to higher education.

**A LEVEL AND IB SUBJECTS ARE MORE DIFFICULT THAN GCSE LEVEL**

At Sixth Form level, subjects are studied in greater detail and the transition from GCSE to IB or A Level is significant. Many A Level and IB subjects require at least a Grade 6 at iGCSE/GCSE to continue to study the subject at an advanced level.

## SUBJECTS CAN AFFECT YOUR UNIVERSITY CHOICE

If there is a certain university you have your heart set on, find out their course entry requirements before making your subject choices, but be realistic and open to advice.

## CHOOSE SUBJECTS YOU WILL ENJOY!

Most importantly, you have to enjoy what you are studying. You are more likely to do well in a subject if you feel passionate about it.

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\*Course commencement is conditional on student uptake

# Art & Design

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

Students will develop a practical and theoretical knowledge and understanding of:

- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- Continuity and change in different genres, styles and traditions
- A working vocabulary and specialist terminology.

### WHAT DOES IT INVOLVE?

Students will be required to develop the skills to:

- Record experiences and observations, undertake research and gather relevant information
- Explore relevant resources, analyse and evaluate images, objects and artefacts
- Use knowledge and understanding of the work of others to develop their own work
- Explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts, review and modify work and plan and develop ideas.

### HOW IS IT ASSESSED?

The course is addressed over two components both of which are internally assessed and externally moderated.

**Component 1** takes the form of a personal investigation and will contribute 60% towards your total mark.

**Component 2** takes the form of an externally set assignment which is given to you during your second year. This component will give you a choice of starting points from which you must select one and work on preparatory work leading up to a 15 hour examination.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

It is highly recommended that students who wish to take Art & Design in the Sixth Form have gained a grade 6 or above in this or a similar subject.

### WHY IS IT A USEFUL QUALIFICATION?

Studying Art and Design improves skills in the following areas:

- Imagination, creativity and resourcefulness
- Critical awareness and the ability to be reflective
- Creative problem-solving and decision making
- Research with written communication
- Visual presentation

These skills can lead to further training and careers in areas such as arts administration, museum and gallery curation, fashion, architecture, design, illustration, photography, fine art, marketing and advertising.

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# Biology

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

- To develop essential knowledge and understanding of different areas of Biology and how they relate to each other
- To develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works
- To develop interest in and enthusiasm for Biology, including developing an interest in further study and careers in Biology
- To appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### WHAT DOES IT INVOLVE?

#### Year 12

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms.

#### Year 13

- 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.

### HOW IS IT ASSESSED?

**Paper 1** - 35%

Topics 1-4, including relevant practical skills. 91 marks in total from both short and long answer questions.

**Paper 2** - 35%

Topics 5-8, including relevant practical skills. 76 marks for short and long answer questions and a 15 mark comprehension question.

**Paper 3** - 30%

All topics, 1 to 8, including relevant practical skills. 38 marks: structured questions, including practical techniques, 15 marks: critical analysis of given experimental data and a 25 mark essay.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

While there are no specific entry requirements it is strongly recommended that the student has a good background in a range of Biology topics.

### WHY IS IT A USEFUL QUALIFICATION?

Biology is a natural fit to pursuing career pathways in the science and health sectors. Students pursuing a qualification in biology will develop skills of literacy, numeracy, problem solving and critical thinking. Biologists connect with natural, social, economic, political and technological fields giving them insight into the ever changing world in which we live.

# Business

## A LEVEL - EDEXCEL

### WHAT ARE THE AIMS OF THE COURSE?

- Develop an enthusiasm for studying business
- Gain a holistic understanding of business in a range of contexts
- Develop a critical understanding of organisations and their ability to meet society's needs and wants
- Understand that business behaviour can be studied from a range of perspectives
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- Apply numerical skills in a range of business contexts.

### WHAT DOES IT INVOLVE?

There are four themes involved in the course:

- Marketing and people
- Managing business activities
- Business decisions and strategy
- Global business

### HOW IS IT ASSESSED?

There are three examinations at the end of the two year course of study:

#### Paper 1

Marketing, people and global businesses

Written examination: 2 hours

35% of A Level

#### Paper 2

Business activities, decisions and strategy

Written examination: 2 hours

35% of A Level

#### Paper 3

Investigating business in a competitive environment

Written examination: 2 hours

30% of A Level

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

It is not necessary to have studied this subject at GCSE level, however, GCSE passes in both English and Mathematics will be an indicator of potential in this subject. The course of study is highly analytical and does involve the learning of a significant amount of business related terminology.

### WHY IS IT A USEFUL QUALIFICATION?

Business encourages students to acquire a range of important and transferable skills such as:

- Data skills – students will be expected to manipulate data in a variety of forms and to interpret their results
- Presenting arguments and making judgements and justified recommendations on the basis of the available evidence
- Conducting research into a specific theme in preparation for one or more tasks
- Challenging their own assumptions using evidence that has become available.

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# Chemistry

## A LEVEL - OCR

### WHAT ARE THE AIMS OF THE COURSE?

Chemistry at A Level is a rich, interactive course that helps students develop theoretical and practical skills designed to provide a solid grounding for studying Chemistry at university. Students will be challenged to gain technical skills that help them to analyse experimental data and explore both traditional and modern theoretical concepts.

### WHAT DOES IT INVOLVE?

Students are taught practical skills integrated with theoretical subjects and are examined externally at the end of the course.

The two year course is comprised of 6 topics. The topics are:

- Development of practical skills in chemistry
- Foundations in chemistry
- The Periodic Table and energy
- Core organic chemistry
- Physical chemistry and the transition elements
- Organic chemistry and analysis.

### HOW IS IT ASSESSED?

A Level students will sit three papers:

#### Paper 1

Periodic table, elements and physical chemistry

2 hours 15 minutes

100 marks

37% of A Level

#### Paper 2

Synthesis and analytical techniques

2 hours 15 minutes

100 marks

37% of A Level

#### Paper 3

Unified chemistry

1 hour 30 minutes

70 marks

26% of A Level

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students should have obtained a minimum of a grade 6 in Chemistry or Double Award Science.

### WHY IS IT A USEFUL QUALIFICATION?

To study Chemistry is to study the world in which we live. This central science is essential for future medical doctors, dentists and vets. It is fundamental to forensic science and environmental science, and opens doors to more science courses at university than any other subject. It contains significant transferable skills that will help all students with their studies in higher education whether they choose to study chemistry or anything else.

# Drama and Theatre

## A LEVEL - EDUQAS

### WHAT ARE THE AIMS OF THE COURSE?

Drama and Theatre provides students with the opportunity to work as either performers and/or designers on three different performances. It encourages students to make connections between dramatic theory and their own practice. Students explore the work of two key theatre practitioners and apply their research to their own creative output. Students also learn about the processes and practices involved in interpreting and performing theatre by watching and analysing live theatre.

### WHAT DOES IT INVOLVE?

In **Component 1**, students reinterpret a text to create a piece of theatre in the style of a key practitioner.

For **Component 2**, students engage with a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice, the other a devised piece.

In **Component 3**, students study two complete performance texts and one extract from a third.

### HOW IS IT ASSESSED?

The performance created for **Component 1** (20% of the qualification) is internally assessed and externally moderated. In addition to the performance each student must produce a creative log which documents their creative process.

The performances created for **Component 2** (40% of the qualification) are externally assessed by a visiting examiner.

**Component 3** (40% of the qualification) is assessed by written examination.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Whilst there are no specific entry requirements students would be expected to have a proven interest in theatre, ideally through the study of Drama at GCSE.

### WHY IS IT A USEFUL QUALIFICATION?

Drama and Theatre is a practical and challenging qualification which encourages students to develop and apply an informed, analytical framework for making, performing, interpreting and understanding theatre.



# Economics

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

The aim of Economics is to understand the world around us and to provide students with tools to interpret society's decisions. The course aims to equip students with the literary and numerical skills to collect empirical evidence about how the economy is performing, and to make judgments on policy. The course offers a broad, rigorous choice for students with an innate intellectual curiosity.

### WHAT DOES IT INVOLVE?

The basic question Economics seeks to answer is how resources should be allocated, arising from the problem of scarcity. The course seeks to answer questions such as: 'Why does the price of crude oil rise when an oil pipeline is damaged?' 'Is measuring 'economic development' more important than GDP?' and 'How should the Government intervene in the market to prevent air pollution?' The course is split into microeconomics and macroeconomics and students will study both of these areas each year.

### HOW IS IT ASSESSED?

Three written papers, each lasting two hours. Each paper is marked out of 80 and each counts for 33.3% of the A Level.

**Paper One** focuses on microeconomics (Markets and Market Failure), **Paper Two** on macroeconomics (The National and International Economy) and **Paper Three** a mix of the two (Economic Principles and Issues).

Each paper will consist of short written answers and longer essays, and paper three also contains 30 multiple choice questions.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

There are no specific entry requirements, though enthusiasm for the subject, and a curiosity for what goes on in the world are highly desirable. There will be essays and mathematical problems throughout the course, so some confidence with English and numeracy is helpful.

### WHY IS IT A USEFUL QUALIFICATION?

Economics combines neatly with a vast array of other subjects, and helps students understand the reasons behind political decisions. The breadth of skills required, and depth of understanding students gain from the course, make Economics a demanding, but highly respected qualification to obtain. As the fastest growing subject at A Level in terms of student numbers, the content in Economics is a clear winner with students, who enjoy its rigorous method of looking at society and our world.

# English Literature

## A LEVEL - OCR

### WHAT ARE THE AIMS OF THE COURSE?

Students will be encouraged to:

- Read a wide range of literary texts across genres and eras
- Learn how to analyse and appreciate literary techniques
- Develop a writing style which is appropriate for the study of literature
- Prepare for academic study at university
- Develop a love and enjoyment of literature.

### WHAT DOES IT INVOLVE?

- An in-depth study of nine literary texts
- Wider reading in terms of the context of literary texts and the literary critics
- Essay writing
- Learning how to analyse the written word.

### HOW IS IT ASSESSED?

#### Paper 1

Written examination

2 hours 30 minutes

40% of A Level

Closed book

2 questions on Shakespeare, one on Drama and Prose.

#### Paper 2

Written examination

2 hours 30 minutes

40% of A Level

2 questions on the chosen topic area

Close reading and analysis

Comparative and contextual study

#### Coursework

20% of A Level

2 pieces on post-1900 Literature

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students who wish to take A Level English Literature should have gained at least Grade 6 in both iGCSE/GCSE English Language and English Literature.

### WHY IS IT A USEFUL QUALIFICATION?

- Improves essay writing, and analytical and annotation skills
- A good grounding for university study in any subject
- Considered to be a serious subject by universities when applying for higher education
- Excellent preparation for studying English Language/Literature at university.

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# EPQ

## A LEVEL - OCR

### WHAT ARE THE AIMS OF THE COURSE?

The Extended Project is an exciting qualification that puts the student in control, giving them the chance to explore something new. Excellent preparation for higher education, the Extended Project encourages independent thought, critical thinking and personal exploration. In an increasingly competitive climate for university applications, the Extended Project gives students individual skills and experience.

### WHAT DOES IT INVOLVE?

The Extended Project has no examination; it is an independent coursework project. Students will select one of the following topic formats for their project:

- The Dissertation (Typically in a humanities subject)
- The Investigation (Typically in a science-based subject)
- The Performance (Typically drama or music)
- The Artefact (Typically Art or Design Technology)

### HOW IS IT ASSESSED?

Students will be assessed on how they:

**Manage:** How well work is managed, such as planning and choosing which methods to use.

**Use Resources:** How information and resources are used and selected throughout the Project.

**Develop and Realise:** The range of skills used to achieve the final outcome.

**Review:** How effectively work is reviewed afterwards.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

The EPQ is undertaken by all A Level students, therefore there are no entry requirements.

### WHY IS IT A USEFUL QUALIFICATION?

- **An EPQ is worth valuable UCAS points**  
A top grade in an EPQ is worth the equivalent of half an A Level (28 UCAS points) which could be invaluable when applying to universities.
- **It develops useful skills**  
Skills such as time management, research skills, presentation skills, and essay writing can all be developed during the course of the EPQ, and many of these skills are transferable to university and beyond.
- **It allows freedom in subject selection**  
The EPQ lets students choose their own subject to explore.

# Geography

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

Students will study core Human and Physical Geography. In each area of study, students will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies.

Students are also required to undertake preparatory, investigative work in the field in order to be able to produce a fieldwork investigation.

### WHAT DOES IT INVOLVE?

**Physical Geography** - Water and carbon cycles, coastal systems and landscapes, hazards or ecosystems under stress.

**Human Geography** - Global systems and global governance, changing places, contemporary urban environments or population and the environment or resource security.

**Geographical Fieldwork Investigation** - Students complete an individual investigation which must include data collected in the field - based on a question or issue defined and developed by the student.

### HOW IS IT ASSESSED?

#### Component 1

Physical Geography

Written examination, 2 hours 30 minutes, 120 marks  
40% of A Level

#### Component 2

Human Geography

Written examination, 2 hours 30 minutes, 120 marks  
40% of A Level

#### Component 3

Geographical Fieldwork Investigation

3000 – 4000 words fieldwork write up, 60 marks

20% of A Level

Marked internally

Moderated externally

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students who wish to take Geography in the Sixth Form should have gained at least a Grade 6 at iGCSE/GCSE Geography.

### WHY IS IT A USEFUL QUALIFICATION?

Geography is inherently multi-disciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Geographers acquire multiple skills such as data analysis and the ability to understand geographic information systems. Geographers learn about the physics of climate change, the interaction of weather events and flood risk, and the way people's behaviour is influenced by the space around them.

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# Graphic Communication

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

Students will be introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques. Students will be expected to demonstrate all of the following:

- Understanding of meaning, function, style, scale, colour and content
- Awareness of their intended audience or purpose of their chosen area
- Ability to respond to an issue, concept or idea, working to a brief or answering a need
- Understanding of a variety of appropriate materials and genres.

### WHAT DOES IT INVOLVE?

Students will be required to work in a range of areas relevant to graphic communication such as:

- Advertising
- Packaging design
- Design for print
- Illustration
- Branding
- Multimedia

Students will gain a knowledge and understanding of:

- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- A working vocabulary and specialist terminology that is relevant using the work of others to inspire them

### HOW IS IT ASSESSED?

The course is addressed over two components both of which are internally assessed and externally moderated.

**Component 1** takes the form of a personal investigation and will contribute 60% towards the total mark.

**Component 2** takes the form of an externally set assignment which is given during the second year. This component gives students a choice of starting points from which they must select one and work on preparatory work leading up to a 15 hour examination.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

It is highly recommended that students who wish to take Graphic Communication in the Sixth Form have already gained a GCSE or equivalent in Art & Design or similar.

### WHY IS IT A USEFUL QUALIFICATION?

Studying Graphic Communication at this level improves skills in the following areas and as a result is useful in a variety of careers:

- Imagination, creativity and resourcefulness
- Critical awareness and the ability to be reflective
- Research with written communication
- Visual presentation
- IT, particularly using creative software

All these skills may lead to further training and careers in areas such as advertising, marketing, design, illustration, communication, branding and multimedia.

# History

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

History is an exploratory subject that will encourage you to foster a deeper understanding of past events, people and societies, whilst allowing you to appreciate the world in which we now live. Ultimately, the History course aims to provide an enjoyable and intellectually stimulating examination of the past.

### WHAT DOES IT INVOLVE?

This course examines Russia from the 1917 Revolution to dictatorship under Stalin. You will explore the events which led to the downfall of the Romanov dynasty and the creation of a socialist state, and study key figures such as Trotsky, Lenin and Stalin. You will also study the Tudor dynasty in England, culminating in the reign of Queen Elizabeth I.

An ability to interpret and analyse the content of historical documents and a willingness to read widely are essential skills.

### HOW IS IT ASSESSED?

Two written examinations, each of 2 hours and 30 minutes. **Papers 1 and 2** each account for 40% of the A Level and a **personal study** of around 4500 words is worth 40 marks and 20% of the A Level.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

At least Grade 6 in History or similar subjects (e.g. English).

### WHY IS IT A USEFUL QUALIFICATION?

History is highly regarded in its own right, however, it also encourages you to develop a wide range of transferable skills, which are valued by universities and employers such as flexibility, making judgements, problem-solving, understanding people and effective communication skills as you establish theories and support them with evidence.



# Latin

## A LEVEL - OCR

### WHAT ARE THE AIMS OF THE COURSE?

Building on the foundations established at GCSE level, the A-Level Latin course is designed to enhance the linguistic skills of students with the ultimate aim of being able to translate unseen passages of Latin prose and poetry as written by Roman authors over 2000 years ago. Students also engage in the study of a broad range of Latin literature and delve more deeply into the cultural context in which this literature was written, whether Cicero's political speeches or Ovid's love poetry.

### WHAT DOES IT INVOLVE?

**Language** - further study using John Taylor's course books will refine and enhance linguistic skills and prepare students for attempting unseen prose and verse passages from a range of books and different authors.

**Literature** - students will study four different literature texts across the two years; two prose and two verse. These are likely to include Cicero, Ovid, Tacitus and Virgil.

### HOW IS IT ASSESSED?

**Language** - there are two papers: the first paper is an unseen translation paper which includes passages of prose and verse to translate into English; the second paper offers a choice between a comprehension passage and a short passage of English to translate into Latin.

**Literature** - there are two papers; one for prose literature and one for verse literature. Each offers passages for analysis for all of the texts studied and a final long essay question based on one of the texts studied.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students must achieve a Grade 6 or above at GCSE Latin.

### WHY IS IT A USEFUL QUALIFICATION?

A Level Latin offers excellent preparation for a range of university courses, with skills developed in critical thinking, the logic and problem solving required to translate Latin and the appreciation of the beauty of literature. It will compliment the study of Maths, Science, Humanities and other languages. The subject is hugely respected by universities and employers, and students of Classics often move into careers such as Law, Medicine and the Civil Service as well as many others.

# Mathematics

## A LEVEL - EDEXCEL

### WHAT ARE THE AIMS OF THE COURSE?

- Develop an understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- Develop the ability to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- Use mathematics as an effective means of communication
- Take increasing responsibility for learning and the evaluation of mathematical development

### WHAT DOES IT INVOLVE?

**Core Mathematics** (approximately 67%)

- This extends GCSE work in algebra, coordinate geometry and trigonometry whilst introducing new ideas and techniques, in abstract mathematical theory.

**Mechanics** (approximately 16%)

- Including mathematical modelling in which systems of forces are analysed and the motion of bodies is considered.

**Statistics** (approximately 17%)

- This develops the ideas of probability and statistics met in GCSE mathematics, progressing to the modelling of real life situations.

### HOW IS IT ASSESSED?

#### Paper 1

Pure Mathematics  
Written examination  
2 hours

#### Paper 2

Pure Mathematics  
Written examination  
2 hours

#### Paper 3

Mechanics and Statistics  
Written examination  
2 hours

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students who wish to take A Level Mathematics should have taken the Higher Tier at GCSE/iGCSE and gained at least a grade 7 or equivalent.

### WHY IS IT A USEFUL QUALIFICATION?

Mathematics imparts those skills which directly increase productivity in the work place such as the ability to think logically and to solve complex problems. Success in Mathematics also shows that the student possesses essential qualities such as determination and perseverance.

There is evidence to suggest that students who apply to university to study subjects such as Economics, are given more favourable offers if they are studying A Level Mathematics.

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# Further Mathematics

## A LEVEL - EDEXCEL

### WHAT ARE THE AIMS OF THE COURSE?

- Develop an understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- Develop the ability to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- Extend range of mathematical skills and techniques and use them in more difficult, unstructured problems
- Use mathematics as an effective means of communication.

### WHAT DOES IT INVOLVE?

This course involves the study of algebraic techniques to a high level. Students will learn to solve first and second order linear differential equations, consider 'Maclaurin' and 'Taylor' series expansions and explore the topic of polar coordinates. All in all, this course serves as an excellent basis for the serious mathematician who is considering a Mathematical or Engineering based course at university.

### HOW IS IT ASSESSED?

#### Year 12

Students will complete the AS level course in Mathematics, alongside the AS level course in Further Mathematics. They will sit an internal assessment at the end of Year 12, and this will consist of 2 papers, one core and one applied. The

applied section includes mechanics, statistics, harder pure maths and/or decision maths, and a choice is to be made between these courses. This will be chosen as a class near the beginning of the course, and followed through into Year 13.

#### Year 13

A further four examinations are taken, making a total of seven papers for this course. A Level examinations are 2 hours each and Further Maths papers are 90 minutes each.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students who wish to take Further Mathematics should have taken the Higher Tier at iGCSE/GCSE and gained at least a Grade 8.

### WHY IS IT A USEFUL QUALIFICATION?

Mathematics imparts those skills which directly increase productivity in the work place such as the ability to think logically and to solve complex problems. Success in Mathematics also shows that the student possesses essential qualities such as determination and perseverance.

Research carried out at the LSE has found that there is a high wage premium (up to +11%) associated with having studied Mathematics at A Level.

# Modern Foreign Languages

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

Students will be encouraged to enhance their linguistic skills and promote and develop a capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.

### WHAT DOES IT INVOLVE?

The course core content includes a range of themes based on social issues and trends, political and artistic culture, and grammar. In addition, all students will have the opportunity to study a range of literary texts and films.

### HOW IS IT ASSESSED?

Students will sit all examinations at the end of the course.

#### Paper 1

Listening, reading and writing  
2 hours 30 minutes  
50% of A Level

#### Paper 2

Writing. Students will be writing two essays based on the literary texts and/or film they have studied.

2 hours  
20% of A Level

#### Paper 3

Speaking. The oral examination consists of the discussion of one theme based on a stimulus card followed by the presentation and discussion of the student's Individual Research Project.

21-23 minutes, including 5 minutes preparation time  
30% of A Level

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students should have the skills and knowledge associated with a GCSE language course.

### WHY IS IT A USEFUL QUALIFICATION?

The ability to speak a second language is an acknowledged and proven competitive advantage in the work place. It will enable students to understand other cultures, teaching them to be flexible and mobile. It will open their heart and encourage them to meet new people, make friends and possibly change their life!

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# Music

## A LEVEL - EDEXCEL

### WHAT ARE THE AIMS OF THE COURSE?

The aims and objectives of the course are to enable students to:

- Develop performing skills
- Develop composing skills
- Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians
- Develop knowledge and understanding of a variety of instruments and styles
- Reflect critically and make personal judgements on their own and others' music
- Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

### WHAT DOES IT INVOLVE?

Each student is required to perform and record a recital of solo and/or ensemble music in front of a live audience of at least two people.

Students must submit two compositions of a combined duration of 6 minutes.

The examination component of the course focuses on developing listening and appraisal skills through the study of music across a variety of styles and genres.

### HOW IS IT ASSESSED?

The A Level course comprises three components which are all externally assessed:

#### Component 1

Performing. A non-examined component, 30% of A Level

#### Component 2

Composition. A non-examined component, 30% of A Level

#### Component 3

Appraising. An examination paper

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Although GCSE Music is beneficial, it is not a prerequisite of the course. Students must, however, have the ability to read and understand written musical notation in at least two different clefs, and should be of at least an ABRSM (or equivalent) Grade 5 standard on their chosen instrument.

### WHY IS IT A USEFUL QUALIFICATION?

Studying music at A Level gives students the power to engage with music more deeply as a performer, composer and listener.

Even if students are not considering a career in music, A Level Music is held in high esteem by universities and other institutions of higher education. It is a very versatile subject to choose – essential for any student wanting a career within the music industry but also an excellent addition to any other combination of subjects.

# Photography

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

- Be introduced to a variety of experiences that explore a range of photographic media, techniques and processes, both traditional and new
- Explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, which will be integral to the investigating and making processes
- Create responses which will demonstrate the above, and an understanding of different styles, through practical and critical activities.

### WHAT DOES IT INVOLVE?

Students will gain a knowledge of:

- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed and interpreted through images
- Historical and contemporary developments and different styles and genres
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts
- Continuity and change in different styles, genres and traditions
- A working vocabulary and specialist terminology relevant to photography.

### HOW IS IT ASSESSED?

The course has two components both of which are internally assessed and externally moderated:

**Component 1** takes the form of a personal investigation and will contribute 60% towards your total mark.

**Component 2** takes the form of an externally set assignment which is given to you during your second year. This component will give you a choice of starting points from which you must select one and work on preparatory work, leading up to a 15 hour examination.

### ARE THERE ANY SPECIFIC ENTRY

### REQUIREMENTS?

It is highly recommended that students who wish to take Photography have already gained a GCSE or equivalent in Art and Design or similar subject.

### WHY IS IT A USEFUL QUALIFICATION?

Studying Photography at this level improves skills in the following areas:

- The ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in photography
- Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout

These skills might lead to careers in areas such as advertising, marketing, design, illustration, communication, branding and multimedia.



# Philosophy

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

Philosophy A-level provides students with the opportunity to engage with some of the big philosophical questions, and to work out their own responses to issues that have engaged humanity since Ancient Greece. Students will learn a range of philosophical methodologies, and apply them to a selection of key problems.

### WHAT DOES IT INVOLVE?

Four topics are studied:

- (i) Moral Philosophy;
- (ii) Metaphysics of God;
- (iii) Epistemology;
- (iv) Metaphysics of Mind.

### HOW IS IT ASSESSED?

2 papers, each of 3 hours. There are a range of question types – short answer and essay.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Curiosity is the essential requirement – students must be willing to question their own beliefs and values, and rigorously scrutinise abstract ideas. Being argumentative is also desirable.

### WHY IS IT A USEFUL QUALIFICATION?

Philosophy students make use of the tools of logic and reason to analyse the ways humans use language to describe the world, and our place within it. They learn critical thinking, close reading, clear writing, and logical analysis, all of which are key skills to take forward into higher education and employment.

# Physical Education

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

A Level Physical Education builds on students' experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in Physical Education. The qualification aims to equip students with skills and knowledge required for higher education or the world of work.

### WHAT DOES IT INVOLVE?

This two year course comprises two components: **theory** (70%) and **practical** (30%). The theoretical element contains seven modules within exercise physiology, sports psychology and sport and society. In the practical element, students are required to demonstrate their ability as a performer or coach in one activity and produce a written or verbal piece of coursework.

### HOW IS IT ASSESSED?

#### Paper One

2 hour written examination - 105 marks - multiple choice, short answer and extended writing across all three areas of study.

#### Paper Two

2 hour written examination - 105 marks - multiple choice, short answer and extended writing across all three areas of study.

#### Practical

90 marks - Students are internally assessed and externally moderated on their performance and their written/verbal analysis.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Although GCSE Physical Education will give a good foundation for the A Level course, it is not a necessity. It is necessary for students to be participating in one sport at a good level i.e. School First Team/Club/County/National.

### WHY IS IT A USEFUL QUALIFICATION?

A Level Physical Education is beneficial to students considering the following careers:

- Higher education degree courses
- The Police Force
- Armed Forces
- Leisure and recreation management
- Physiotherapy and nursing
- A sporting career

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# Physics

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

- To develop an interest in, and enthusiasm for, the subject
- To develop competence and confidence in practical, mathematical and problem solving skills
- To use theories, models and ideas to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas
- To understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### WHAT DOES IT INVOLVE?

Physics is a practical subject and throughout the course, students will carry out a wide range of practical activities to develop their skills and understanding, and to prepare them to study a physics-based subject at university.

- **Year 1** topics include: Measurements and their errors; particles and radiation; waves; mechanics and materials; electricity.
- **Year 2** topics include: Further mechanics and thermal physics; fields and their consequences; nuclear physics; turning points in physics.

### HOW IS IT ASSESSED?

The A Level course lasts two years with three examinations at the end of the second year. Although there is no coursework, students' performance during practical lessons will be assessed throughout the course.

#### Paper 1

2 hour written examination largely on Year 12 work.

#### Paper 2

2 hour written examination largely on Year 13 work.

#### Paper 3

2 hour written examination on practical experiments and skills, data analysis and turning points in Physics

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

A minimum of grade 6 at Higher Tier iGCSE/GCSE Physics, and an aptitude for Mathematics, but a grade 7 (or above) in both subjects is preferable.

### WHY IS IT A USEFUL QUALIFICATION?

Physics is a rigorous and well respected qualification, highly valued by universities. A qualification in Physics is essential for many branches of Engineering and recommended for courses in Pure Science, Electronics, Veterinary Science and Medicine.

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience.

# Politics

## A LEVEL - EDEXCEL

### WHAT ARE THE AIMS OF THE COURSE?

In A Level Politics we aim for our students to leave the subject with fantastic grades and with the skills they will need to be successful at university and beyond. However, more than that, each student should leave with a love of the subject, curious to learn more and with a burning desire to discuss and debate the big issues and questions that affect us all.

### WHAT DOES IT INVOLVE?

Studying Politics means asking the big questions. Who governs? Why do they govern? How should they govern? What should society look like? To answer these we study both British and American politics, drawing comparisons between how the two countries are governed. Alongside this we study key political ideas and ideologies. Throughout the subject students improve both their subject knowledge and intellectual skills and have countless opportunities to discuss those issues they feel strongly about.

### HOW IS IT ASSESSED?

**Three** externally examined **examination papers**, each lasting 2 hours.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

We would normally require a Grade 6 at GCSE History or if GCSE History has not been not studied, a 6 for GCSE English Literature.

### WHY IS IT A USEFUL QUALIFICATION?

Politics is a great A Level that can be used to study many different subjects at university, developing as it does the ability to reason, debate effectively and write persuasively. Many students who study the subject go on to study Politics or International Relations at university. Many others will go on to study related subjects such as History, Law or Economics.



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# Psychology

## A LEVEL - AQA

### WHAT ARE THE AIMS OF THE COURSE?

Students should be able to:

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to psychology
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods
- Evaluate therapies and treatments; their appropriateness and effectiveness
- Gain knowledge and understanding of research methods, practical research skills and mathematical skills

### WHAT DOES IT INVOLVE?

Students will follow a series of compulsory and optional topics, including:

- Social Influence – obedience and compliance;
- Psychopathology – mental illnesses (OCD, depression and phobias);
- Biopsychology – how the brain and nervous system work on a biological level
- Relationships – relationship models and explanations for attraction,

Throughout the course students will study approaches to and debates within psychology, as well as analysing research methods used by psychologists throughout the ages.

### HOW IS IT ASSESSED?

The A Level is assessed with three equally weighted **written papers**, each lasting 2 hours.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students should have at least a Grade 6 in iGCSE/GCSE Maths, a science (preferably Biology) and English. It is not necessary to have taken GCSE Psychology, as the course is designed for beginners.

### WHY IS IT A USEFUL QUALIFICATION?

Psychology is consistently in the top chosen subjects at A Level and universities across the UK. The reason for this is simple, it is a great way to learn a science subject, study the human mind and gain transferable skills in report writing and statistical analysis.

A Level is designed to help you understand how people think and behave. Students from Rossall who have taken Psychology now enjoy a wide range of careers in Medicine, Business, Marketing, Law, Policing and even Food Psychology. Now officially classed as the fourth science subject, Psychology can support many scientific disciplines, including Medicine and Neuroscience.

# Product Design & Architecture

## PRE U - CIE

### WHAT ARE THE AIMS OF THE COURSE?

This course aims to develop students knowledge and understanding of two distinct areas: Product Design, and Architecture. During this course, students will develop a range of transferable skills such as self-management, problem solving, creative thinking and communication.

### WHAT DOES IT INVOLVE?

The course involves the development of research skills, applying the ability to analyse and interpret material from a wide range of sources. Students will develop and refine their abilities to sketch, model and communicate their design intentions through a range of different media. Access to industry standard software and processes like 3D printing and laser cutting, further enhance their understanding of the commercial side of design and manufacture.

### HOW IS IT ASSESSED?

The course is assessed via **three units**. In Year 12 students will develop a portfolio of work based on projects covering both Product Design and Architecture. This accounts for 30% of their grade. Alongside this they will produce a 3500 word essay based on an aspect of design of their own personal interest, which is also 30% of the final mark. In Year 13, students will focus on one major project, based in either Product Design or Architecture, which accounts for the remaining 40%.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Ideally students should have taken a design-based course at GCSE, with a final grade at Grade 6 or above being achieved. However, students can be considered on an individual basis dependent on experience and aptitude for the subject.

### WHY IS IT A USEFUL QUALIFICATION?

This course provides a pathway to a wide range of university degree courses, with previous students progressing on to study Architecture, Product Design, Transport Design, Interior Design, Design Technology and Industrial Design.

There are many career pathways linked to this course, giving students a wide range of possible directions.



# BTEC Sport

## BTEC - PEARSON

### WHAT ARE THE AIMS OF THE COURSE?

The BTEC Sports Diploma is the equivalent of two A Levels. It applies learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills.

### WHAT DOES IT INVOLVE?

The course involves 9 units of work. The mandatory units covered are: anatomy and physiology, fitness training and programming, professional development in the sports industry, sports leadership, practical sports performance, investigating business in sport and skill acquisition in sport.

### HOW IS IT ASSESSED?

Most units are assessed with **coursework** consisting of assignments, video evidence or presentations. One unit is assessed with an **examination** and another with a supervised **written assessment**.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

There are no specific entry requirements for BTEC Sport.

### WHY IS IT A USEFUL QUALIFICATION?

BTECs can be adjusted with optional units to suit the needs of the learner. BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.





## Biology

### INTERNATIONAL BACCALAUREATE

#### WHAT ARE THE AIMS OF THE COURSE?

- To develop essential knowledge and understanding of different areas of Biology and how they relate to each other
- To develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works
- To develop interest in and enthusiasm for Biology, including developing an interest in further study and careers in Biology
- To appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

#### WHAT DOES IT INVOLVE?

**Core Modules** (Standard Level SL and Higher Level HL)  
These include: Cell biology; molecular biology; genetics; ecology; evolution and biodiversity; human physiology.

#### **Additional Higher Level Modules** (HL)

These include: Nucleic acids; metabolism; cell respiration and photosynthesis; plant biology; genetics and evolution; animal physiology.

#### **Standard Level and Higher Level options:**

These include: Neurobiology and behaviour; biotechnology and bioinformatics; ecology and conservation; human physiology.

#### HOW IS IT ASSESSED?

**Assessment SL:** Paper 1 multiple choice questions. Paper 2 has a data-based question, short and extended questions and one essay question. Paper 3 covers experimental skills, short/extended response questions on one option.

**Assessment HL:** Paper 1 multiple choice questions. Paper 2 data-based question, short and extended response questions and an essay question. Paper 3 is experimental skills and short/extended response questions.

**Assessed Practical** - Individual Investigation, 10 hours, worth 20%.

#### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

While there are no specific entry requirements, it is strongly recommended that the student has a good background in a range of Biology topics.

#### WHY IS IT A USEFUL QUALIFICATION?

Biology is a natural fit to pursuing career pathways in the science and health sectors. Students pursuing a qualification in Biology will develop skills in literacy, numeracy, problem solving and critical thinking. Biologists connect with natural, social, economic, political and technological fields, giving them insight into the ever changing world in which we live.



# Business Management

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

The aims of the Business Management course at Higher Level and Standard Level are to:

- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organisational behaviour
- Promote the importance of exploring business issues from different cultural perspectives, and from local, national and regional viewpoints
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations

### WHAT DOES IT INVOLVE?

The course covers the key characteristics of business organisation including human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalisation, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.

### HOW IS IT ASSESSED?

#### External Assessment

External assessment for Higher Level and Standard Level students consists of two written examination papers.

- Paper 1 is based on a case study issued in advance.
- Paper 2 consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course.

#### Internal Assessment

Internal assessment for HL students is a research project and for SL a written commentary on real world businesses.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

It is not necessary to have studied this subject previously, however proficiency in both English and Mathematics will be an indicator of potential in this subject. The course of study is highly analytical and does involve the learning of a significant amount of business-related terminology.

### WHY IS IT A USEFUL QUALIFICATION?

The skills gained in Business and Management allow students to build commercial awareness and start contributing to their chosen employer quickly and effectively.

The course teaches valuable skills and knowledge useful for university study in related areas.

# Chemistry

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

Students will explore the chemical world we live in. They will develop practical and analytical skills and develop their own investigative skills. They will study a wide range of theoretical topics and throughout the entire course will study the very nature of science. It is designed to be immersive and interactive and is an excellent preparation for studying Chemistry at university.

### WHAT DOES IT INVOLVE?

#### Core Modules (Standard Level and Higher Level)

The core topics studied at both Standard Level and, in more detail, Higher Level are:

stoichiometric relationships; atomic theory; periodicity; chemical bonding and structure; energetics/thermochemistry; chemical kinetics; equilibrium; acids and bases; redox processes; organic chemistry; measurement and data processing; one optional unit.

Candidates are required to study one option from the list of below:

- Materials
- Biochemistry
- Energy
- Medicinal Chemistry

### HOW IS IT ASSESSED?

#### External Assessment

The external assessment for Standard Level and Higher Level consists of three written papers which account for 80% of the final mark.

#### Internal Assessment

The internal assessment for both Standard Level and Higher Level is a practical project which accounts for 20% of the final mark.

It is internally assessed and externally moderated by the International Baccalaureate Organisation (IBO).

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students should have obtained a minimum of a Grade 6 in iGCSE/GCSE Chemistry or Double Award Science.

### WHY IS IT A USEFUL QUALIFICATION?

To study Chemistry is to study the world in which we live. This central science is essential for future medical doctors, dentists and vets. It is fundamental to forensic science and environmental science, and opens doors to more science courses at university than any other subject. It contains significant transferable skills that will help all students with their studies in higher education whether they choose to study Chemistry or anything else.

# Design and Technology

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

The course can be seen as an interface between the science and the arts, using principles from both in the design cycle. The Design Technology IB course is based upon a model of learning that incorporates knowledge, skills and design principles in problem solving contexts.

Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

### WHAT DOES IT INVOLVE?

Students studying Design and Technology IB at Rossall will have the opportunity to gain a broad understanding of the skills and knowledge inherent within this area of design. Students will be encouraged to develop their critical thinking, to see the relationships between designer, manufacturer and user, and to perceive the importance of the subject within the world in which we live.

### HOW IS IT ASSESSED?

All Standard and Higher Level students complete a design project as an **internal assessment** task. Internal assessment accounts for 40% of the final mark.

The **Standard Level** course is assessed through a multiple choice paper (Paper 1), a core paper, which consists of a short response and extended answer questions (Paper 2), and the internal assessment design project.

At **Higher Level**, students answer an additional paper (Paper 3) based on the HL extension material, one of which is based on a case study.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

It is beneficial to have studied a design-related subject at GCSE level, however, the course assumes no prior knowledge and is assessed solely on the material studied over the two years.

### WHY IS IT A USEFUL QUALIFICATION?

This course provides a pathway into a diverse range of university courses and future careers. Previous students have left Rossall to study Engineering, Industrial Design, Transport Design, Product Design and Architecture.

These are fast developing sectors where there are currently many opportunities for graduates with this type of qualification.

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# Economics

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

The aim of Economics is to understand the world around us and to provide students with tools to interpret society's decisions. The course equips students with the literary and numerical skills to collect empirical evidence about how the economy is performing, and to make judgments on policy. The course offers a broad, rigorous choice for students with an innate intellectual curiosity.

### WHAT DOES IT INVOLVE?

The basic question Economics seeks to answer is how resources should be allocated, arising from the problem of scarcity. The course seeks to answer questions such as: 'Why does the price of crude oil rise when an oil pipeline is damaged?' 'Is measuring 'economic development' more important than GDP?' and 'How should the Government intervene in the market to prevent air pollution?' Standard Level and Higher Level students of Economics are presented with a common syllabus, with a Higher Level extension in some topics.

### HOW IS IT ASSESSED?

Both Standard Level and Higher Level complete three **Internal Assessments** worth 30% of the final grade for SL and 20% for HL.

#### **Standard Level two papers:**

**Paper One:** Extended Response

75 minutes worth 30% of final grade.

**Paper Two:** Data Response

1 hour 45 minutes 40% of final grade.

#### **Higher Level three papers:**

**Paper One:** Extended response

75 minutes worth 20% of final grade.

**Paper 2:** Data response

1 hour 45 minutes 30% of final grade.

**Paper 3:** Policy response

1 hour 45 minutes worth 30% of final grade.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

There are no specific entry requirements, though enthusiasm for the subject, and a curiosity for what goes on in the world are highly desirable. There will be essays and mathematical problems throughout the course, so some confidence with English and numeracy is helpful.

### WHY IS IT A USEFUL QUALIFICATION?

Economics combines neatly with a vast array of other subjects, and helps students understand the reasons behind political decisions. It is part of Group 3 in the IB programme 'Individuals and Societies' and complements many other subjects therein. The breadth of skills required, and the depth of understanding students gain from the course, make Economics a demanding, but highly respected qualification to obtain.

# English A - Language and Literature

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

This course aims to foster a lifelong interest in and enjoyment of language and literature amongst students who are encouraged to communicate and collaborate with confidence. Students develop skills in interpretation, analysis and evaluation of a wide range of texts, developing sensitivity to the formal and aesthetic qualities of them and an appreciation of how they contribute to diverse responses and open up multiple meanings.

### WHAT DOES IT INVOLVE?

Students will learn about the complex and dynamic nature of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various types of text and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural beliefs and to negotiate meanings for texts.

### HOW IS IT ASSESSED?

At Standard Level, 70% of the course is assessed externally through two examination papers.

**Paper 1** (1 hour 15 minutes) paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.

**Paper 2** (1 hour 45 minutes) consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.

30% of the course is assessed internally through an **oral commentary**.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

GCSE or iGCSE grade 6 or equivalent

### WHY IS IT A USEFUL QUALIFICATION?

The course develops students into critically minded and coherent communicators with a sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

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# Environmental Systems and Societies

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

- To promote understanding of environmental processes from local to global
- To provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels
- To recognise the extent to which technology plays a role in both causing and solving environmental problems
- To appreciate the value of local and international collaboration in resolving environmental problems.
- To appreciate that environmental issues may be controversial.

### WHAT DOES IT INVOLVE?

Students will study the ecosystem, human population, resource use, conservation and biodiversity, population management, global warming and environmental value systems.

### HOW IS IT ASSESSED?

**External assessment** consists of two written papers and provides opportunities for students to demonstrate an understanding through the application, use, synthesis, analysis and evaluation of environmental issues, information, concepts, methods, techniques and explanations.

**Internal assessment** accounts for 20% of the final assessment and is comprised of a series of practical and fieldwork activities.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students will be able to study this course successfully with no specific previous knowledge of Science or Geography.

An awareness of local global environmental concerns and an understanding of scientific investigative methods would be good preparation.

### WHY IS IT A USEFUL QUALIFICATION?

The prime intent of this course is to provide students with a coherent perspective of the inter-relationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives.

# Geography

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

The aims of the Geography syllabus at Standard Level (SL) and Higher Level (HL) are to enable students to:

- Develop an understanding of the inter-relationships between people, places, spaces and the environment
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of Geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

### WHAT DOES IT INVOLVE?

**Optional themes:** Drainage basins; coastal margins; extreme environments; geophysical hazards; leisure, tourism and sport; food and health; urban environments.

**Global Change** - Changing population; global climate - vulnerability and resilience; global resource consumption and security.

**Geographic Perspectives** - Global interactions; power, places and networks; human development and diversity; global risks and resilience.

**Fieldwork** - written report on a fieldwork question.

### HOW IS IT ASSESSED?

**Paper 1** (SL - 90 minutes, 35%; HL - 2 hours 15 minutes, 35%). Each option has a structured question and an extended answer question.

**Paper 2** (SL - 75 minutes, 40%; HL - 75 minutes, 25%). Three structured questions, based on each core unit, an infographic stimulus, with structured questions and one extended answer question.

**Paper 3** (HL only - 1 hour, 20%). Choice of three extended answer questions, based on each HL core unit.

**Internal Assessment** - Fieldwork question to be based on any suitable topic from the syllabus. SL-25%, HL-20%

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Students should have gained a Grade 6 at iGCSE/GCSE or equivalent. Students who have not studied GCSE Geography may find the Geography HL or SL courses challenging.

### WHY IS IT A USEFUL QUALIFICATION?

IB Geography develops intellectual skills, such as critically evaluating and judging evidence; research skills, such as using a range of technical methods for the collection and analysis of data; transferable skills, such as teamwork, problem solving, IT skills, and communication skills; personal attributes, such as time-management, development of responsibility.

Geography is a useful subject for those planning to continue their studies in areas such as Civil Engineering, Sociology and Geology.

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# History

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

IB History is an exploratory subject that encourages you to develop a sense of inquiry. It is also a course that aims to foster a deeper understanding of the past whilst allowing you to engage with multiple perspectives before expressing your own informed opinions. This will include an exploration of the nature of humans and the world today within a political, economic, social and cultural framework.

### WHAT DOES IT INVOLVE?

At Standard Level, the course comprises Papers 1 and 2.

**Paper 1** is 'The Move to Global War' - Japanese, German and Italian expansion in the 1930s.

**Paper 2** involves two main topics - 'Twentieth Century Authoritarian States' and 'The Cold War: Superpower Tensions and Rivalries'.

At **Higher Level** you will additionally study 'Italian and German Unification', 'Imperial Russia, Revolution and the establishment of the Soviet Union' and interwar European politics.

### HOW IS IT ASSESSED?

Two **written examinations** at Standard Level and three at Higher Level. In addition, you will conduct their own **personal investigation** on a topic of their choice.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

A Grade 6 or above in GCSE History or equivalent (e.g. English) is recommended.

### WHY IS IT A USEFUL QUALIFICATION?

The course will encourage you to become an independent learner, with the tools to form your own opinions and to defend and substantiate them. The course is designed to reinforce an emphasis upon international-mindedness, encouraging you to appreciate a multitude of global perspectives. You will explore historical examples of many of the challenges that face the world today, such as conflict, rights and governance, increasing an understanding of contemporary society by engaging with the past.

# Language ab initio

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure.

### WHAT DOES IT INVOLVE?

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.

### HOW IS IT ASSESSED?

#### Paper 1 (1 hour)

Productive skills—writing (30 marks)

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

#### Paper 2 (1 hour 45 minutes)

Receptive skills—separate sections for listening and reading (65 marks) 50%

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

### Individual Oral Assessment

An internal assessment.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

There are no specific entry requirements for Language ab initio.

### WHY IS IT A USEFUL QUALIFICATION?

This course provides students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative, thinking skills.



# Language A - Literature (English, German)

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

This course aims to foster a lifelong interest in and enjoyment of literature amongst students who develop skills in interpretation, analysis and evaluation. Students cultivate a sensitivity to the formal and aesthetic qualities of literary texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.

### WHAT DOES IT INVOLVE?

Students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. This course is particularly concerned with empowering students to consider the ways in which literature represents and constructs social and cultural identities.

While English and German are primarily offered, there are twenty-three **Self-Taught languages** available to study. Rossall seeks to provide expert tuition for any requested language. Courses offered previously include: Chinese, Dutch, Russian, Spanish, Turkish and Vietnamese.

### HOW IS IT ASSESSED?

**Paper 1** is a guided literary analysis (Standard Level 35%, 1 hour 15 minutes; Higher Level 35% 2 hours 15 minutes) consisting of two passages, from two different literary

forms, each accompanied by a question – one is answered at Standard Level, both at Higher Level.

**Paper 2** is a comparative essay (Standard Level 35%, 1 hour 45 minutes; Higher Level 25%, 1 hour 45 minutes) consisting of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.

**Higher Level** students also complete an essay worth 20% on one literary work studied during the course.

The **Internal Assessment** is based on extracts from two works studied, and takes the form of an oral presentation and a subsequent question and answer session based on how the extracts treat a particular global issue. It is worth 30% at Standard Level and 20% at Higher Level.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

GCSE or iGCSE Grade 6 or equivalent.

### WHY IS IT A USEFUL QUALIFICATION?

The course provides opportunities for students to collaborate and be better prepared for an ever-changing world of work. Students are encouraged to become reflective, creative and critical thinkers, and confident communicators. Through the study of a wide range of texts, students are encouraged to think about the needs, perspectives, values and attitudes of other people. They will become more independent learners and global citizens through the study of a variety of texts and perspectives.

# Language B (English, French, German, Spanish)

## INTERNATIONAL BACCALAUREATE appropriate text type.

### WHAT ARE THE AIMS OF THE COURSE?

Students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

### WHAT DOES IT INVOLVE?

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar is reinforced and extended by understanding: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts. Students must study authentic texts that explore the culture(s) of the target language. At HL they also study two literary works.

### HOW IS IT ASSESSED?

75% External assessment.

**Paper 1** (25% - Standard Level 1 hour 15 minutes, Higher Level 1 hour 30 minutes) consists of one writing task of 250–400 words at SL and 450–600 words at HL from a choice of three, each from a different theme, using an

**Paper 2** (50% - Standard Level 1 hour 45 minutes, Higher Level 2 hours) consists of comprehension exercises on three audio passages and three written texts, drawn from all five themes.

An **Internal Assessment** (25%) consists of an individual oral assessment which involves a presentation based on a visual stimulus at SL and on an extract from one of the literary works at HL, followed by a conversation with the teacher on the topic of the stimulus and one additional topic. At Higher Level, one or more additional themes may be discussed.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

GCSE or iGCSE Grade 4 or equivalent.

### WHY IS IT A USEFUL QUALIFICATION?

The course centres on language acquisition ensuring that students have access to, and are exposed, to an additional language. Students engage with issues of global significance, use critical-thinking skills and listen carefully to the perspectives of others. They learn to show respect for the rights of people everywhere, critically appreciate the values and traditions of others and show empathy, compassion and respect.

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## Mathematics

## INTERNATIONAL BACCALAUREATE HOW IS IT ASSESSED?

### WHAT ARE THE AIMS OF THE COURSE?

- To appreciate the international dimensions of Mathematics and the multiplicity of its cultural and historical perspectives
- Foster enjoyment from engaging in mathematical pursuits, and develop an appreciation of the beauty, power and usefulness of Mathematics
- Develop logical, critical and creative thinking in Mathematics
- Develop patience and persistence in problem solving
- Have an enhanced awareness of technological developments in a variety of mathematical contexts

### WHAT DOES IT INVOLVE?

Mathematics is split into Analysis and Approaches, or Applications and Interpretations.

For Higher Level we offer both courses, and for Standard Level we offer Applications and Interpretations. For both courses an intimate understanding of the content is required by the end.

Higher Level is a very challenging course, broadly equivalent to A level Further Mathematics, whilst Standard Level is equivalent to A level Mathematics.

### Mathematics Higher Level

Two examination papers - 30% each  
Paper 3 - 20%  
Coursework - 20%

### Mathematics Standard Level

Two examination papers - 40% each  
Coursework - 20%

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

**Mathematics Higher Level:** Grade 8/9 at iGCSE/GCSE and have a natural aptitude for mathematics.

**Mathematics Standard Level:** Grade 6 or equivalent at Higher Tier iGCSE/GCSE.

### WHY IS IT A USEFUL QUALIFICATION?

**Higher Level:** The course provides a sound basis for students wishing to pursue sciences, engineering, economics or similar mathematics related courses at university. The course facilitates detail and rigour, enabling the students to develop high standards of mathematical processing.

**Mathematics Standard Level:** This course provides a grounding for students considering a degree in a subject which requires mathematical understanding including Social Sciences, Business and Economics.

# Music

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

The aims of Music are to enable students to:

- Become informed, reflective and inquisitive musicians
- Understand the dynamic and changing nature of music
- Explore the value and diversity of the arts across time, place and cultures
- Develop perceptual and analytical skills
- Develop their knowledge and potential as musicians, both personally and collaboratively.

### WHAT DOES IT INVOLVE?

Students will explore a range of musical material from across four areas of inquiry. These are:

- Music for sociocultural and political expression
- Music for listening and performance
- Music for dramatic impact, movement and entertainment
- Music technology in the electronic and digital age

### HOW IS IT ASSESSED?

- **Exploring Music in Context;** this consists of the study of musical genres and styles from a range of places and times. Students will explore familiar and unfamiliar music from three different contexts (personal, local, global). Students will keep a music journal that catalogues a range of explorative projects across a range of different musical styles.  
Externally marked, 30% SL / 20% HL
- **Experimenting With Music;** students will submit a portfolio consisting of a variety of compositions and performances. These must relate to at least two of the areas of inquiry.  
Internally marked, 30% SL / 20% HL
- **Presenting Music;** students will submit a variety of performances demonstrating engagement with a range of musical works from across the four areas of inquiry.  
Externally marked, 40% SL / 30% HL

- **The Contemporary Music Maker;** (HL only) students will submit a continuous presentation that documents an innovative and collaborative project. Internally marked, 30% HL.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

While prior music experience is not mandatory at Standard Level, it is recommended. Students should bear in mind that much of this course consists of creating and performing music. Prior experience of playing and writing music would be very beneficial.

### WHY IS IT A USEFUL QUALIFICATION?

The Diploma Programme Music course provides an appropriate foundation for further study in Music at university level or in Music career pathways.

It also provides an enriching and valuable course of study for students who may pursue other careers. This course provides all students with the opportunity to engage in the world of music as lifelong participants.



# Philosophy

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

IB Philosophy provides students with the opportunity to engage with some of the big philosophical questions, and to work out their own responses to issues that have engaged humanity since Ancient Greece. Students will learn a range of philosophical methodologies, and apply them to a selection of key problems.

### WHAT DOES IT INVOLVE?

There are elements to the course:

- (i) What is it to be Human?;
- (ii) Moral Philosophy;
- (iii) Contemporary Society;
- (iv) What is Philosophy?;
- (v) set text: Descartes' 'Meditations'.

### HOW IS IT ASSESSED?

At HL, there are 3 exams (1hr, 1hr 15 mins, 2hrs 30 mins). At SL, there are two exams (1hr, 1hr 45 mins). All students complete an IA in which they write about a philosophical issue found in a film, piece of literature, or news article.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

Curiosity is the essential requirement – students must be willing to question their own beliefs and values, and rigorously scrutinise abstract ideas. Being argumentative is also desirable.

### WHY IS IT A USEFUL QUALIFICATION?

Philosophy students make use of the tools of logic and reason to analyse the ways humans use language to describe the world, and our place within it. They learn critical thinking, close reading, clear writing, and logical analysis, all of which are key skills to take forward into higher education and employment.

# Physics

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

- To appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- To apply and use a body of knowledge, methods and techniques that characterise science and technology
- To develop experimental and investigative scientific skills including the use of current technologies
- To develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### WHAT DOES IT INVOLVE?

- **Core topics:** Measurements and uncertainties; mechanics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic, nuclear and particle physics; energy production
- **Additional Higher Level topics:** Wave phenomena; fields; electromagnetic induction; quantum and nuclear physics
- **Option topic:** Relativity, engineering physics, imaging or astrophysics
- A **collaborative, interdisciplinary activity** which can be practically or theoretically based.

### HOW IS IT ASSESSED?

#### External assessment details—Standard Level (SL)

- Paper 1 –multiple-choice questions on core content.

- Paper 2 –Short-answer and extended-response questions on core material.
- Paper 3 –Questions on core and SL option material.

#### External assessment details—Higher Level (HL)

- Paper 1 – multiple-choice questions
- Paper 2 – Short-answer and extended-response questions on the core and HL material.
- Paper 3 – Questions on core, HL and option material.

**Internal (individual) assessment:** Duration: 10 hours; weighting: 20%

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

**Physics Higher Level:** Grade 7 at iGCSE/GCSE and an aptitude for Mathematics as this course goes well beyond A Level.

**Physics Standard Level:** Grade 6 at Higher Tier iGCSE/ GCSE Physics and Maths as this course is much closer to A Level than AS Physics in level of difficulty and content covered.

### WHY IS IT A USEFUL QUALIFICATION?

A qualification in Physics is essential for many branches of engineering and recommended for courses in Pure Science, Electronics, Veterinary Science and Medicine.

Physics is also classed as a facilitating subject by the Russell Group that represents 24 leading UK Universities. These can help students keep their options open when choosing a degree and many of the top universities will ask you to have at least one qualification in a facilitating subject.

# Psychology

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

The aims of Psychology are to enable students to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- Develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry

### WHAT DOES IT INVOLVE?

In both Higher and Standard Level Psychology, students will undertake **three core areas** of study in the first year. These are biological, social and cognitive psychology.

The themes in the first year include, social influence; stereotype formation and effects; Post Traumatic Stress Disorder, the biology of love, and memory. Alongside this, students will also learn research methodology and undertake various experimental pieces of work. The Higher Level extension topics are animal experimentation, globalisation and cognition in a digital world.

In the second year, Higher Level and Standard Level

students will study Abnormal (Clinical) Psychology as an applied module. Higher Level students will then also take the Psychology of Health as an applied module and the qualitative research module.

### HOW IS IT ASSESSED?

#### Higher Level

Three papers:

Paper 1 (35%), Paper 2 (25%), Paper 3 (20%)

Internal assessment (20%) group quantitative experiment and written report.

#### Standard Level

Two papers:

Paper 1 (50%), Paper 2 (25%)

Internal assessment (25%) group quantitative experiment and written report.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

There are no specific entry requirements but students should have attained a Grade 6 or above in GCSE (or equivalent) Maths, English and a Science (preferably Biology).

### WHY IS IT A USEFUL QUALIFICATION?

Psychology is now recognised as a full Science and universities now welcome it as a facilitating subject. Students who have taken this course have gone on to many different careers from working with chefs and supermarkets to medicine, business and marketing and, of course, the various disciplines within Psychology.

# Visual Arts

## INTERNATIONAL BACCALAUREATE

### WHAT ARE THE AIMS OF THE COURSE?

This course aims to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills

### WHAT DOES IT INVOLVE?

While undertaking this course students will:

- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas

### HOW IS IT ASSESSED?

At both Standard Level and Higher Level the course consists of three interrelated areas.

- Theoretical practice results in a **Comparative Study** worth 20% of the final mark and is marked externally
- Art-making practice results in a **Process Portfolio** worth 40% of the final mark and is marked externally

- Curatorial practice results in an **Exhibition** worth 40% of the final mark and is marked internally

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

It is most beneficial if students taking this course have studied GCSE or equivalent in Art and Design.

### WHY IS IT A USEFUL QUALIFICATION?

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives, students are expected to engage in, experiment with and critically reflect upon a range of contemporary practices and media.



# English as an Additional Language

## IELTS

### WHAT ARE THE AIMS OF THE COURSE?

- To provide preparation and training for the IELTS Academic Test
- To help you develop the language skills you need to succeed in your other academic subjects and prepare for university study.
- To develop general English skills to enable you to participate fully in all areas of school life.

### WHAT DOES IT INVOLVE?

Most students requiring EAL will have 4 hours of tuition a week in Year 12, and 3 hours a week in Year 13. Teaching takes place in relatively small groups. The focus will be on developing the more formal, academic language required for study at this level. Students will cover a range of topics relevant to the IELTS examination and will be encouraged to participate actively in lessons. Clinics will be available for those requiring additional practice or support.

### HOW IS IT ASSESSED?

The examination involves four separate components:

#### Reading

A 1 hour paper with 40 questions based on 3 reading passages.

#### Writing

A 1 hour paper with 2 tasks. Task 1 is based on a visual stimulus and Task 2 is a discussion essay.

#### Listening

Students will listen to four recorded texts, monologues and conversations by a range of native speakers, and answer a series of questions.

#### Speaking

The speaking component is conducted by an IELTS examiner and takes between 11 and 14 minutes to complete.

### ARE THERE ANY SPECIFIC ENTRY REQUIREMENTS?

We strongly recommend that students aim to reach level B2 before starting an A Level course.

### WHY IS IT A USEFUL QUALIFICATION?

IELTS is the most widely accepted English language qualification at universities in the UK and other countries.

# University Destinations

## DESTINATIONS 2021

In recent years, students from Rossall have gone on to study at top national and local universities, including Oxbridge (8%), Imperial (5%), Lancaster (18%) and Manchester (24%).

1. Birbeck, University of London
2. Durham University
3. Imperial College London
4. Instituto Maragoni, London
5. King's College London
6. Loughborough University
7. Manchester Metropolitan University
8. Oxford Brookes University
9. Queen's University, Belfast
10. Regents University, London
11. Royal Holloway, University of London
12. Teeside University, Middlesborough
13. The University of Edinburgh
14. University of Bath
15. University of Birmingham
16. University of Bradford
17. University of Bristol
18. University of East Anglia
19. University of Exeter
20. University of Huddersfield
21. University of Leeds
22. University of Leicester
23. University of Liverpool
24. University of Manchester
25. University of Nottingham
26. University of Reading
27. University of Sheffield
28. University of Stirling
29. University of Sussex
30. University of Warwick
31. University of Westminster, London
32. University of York



### INTERNATIONAL UNIVERSITIES

- Carleton University, Canada
- Charles University, Prague
- Chicago State University, USA
- Hamburg School of Business Administration
- IE University Madris, Spain
- Indiana University, Bloomington
- International School of Management, University of Hamburg
- Les Roches, Marbella
- Middlesex University, Dubai
- Universidad Iberoamericana, Mexico
- University of Hamburg

### OTHER ROUTES

- Burnley Football Club
- Mercedes - Degree Apprenticeship
- RAF Officer Training

# INSPIRING *excellence*



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Accredited by the  
**BRITISH COUNCIL**  
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