



# Rossall School Sixth Form

Course Information Booklet



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## Introduction

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### Rossall School Sixth Form Course Information Booklet

**During the last ten years, the landscape of post-16 education has been subject to a staggering process of evolution.**

Education is Rossall School's main priority and we have created a curriculum which responds to the changes in UK education by putting forward a range of alternative qualifications that provide our students with the skills and world-class qualifications needed for entry into University and beyond.

Rossall is one of the few schools in the country to offer such a wide choice of curricula to pupils at Sixth Form level. This allows students to gain admission to universities around the world, including Oxford and Cambridge. Students starting their Sixth Form studies in September 2007 will be able to choose from the following:

- A-Levels
- International Baccalaureate Diploma (I.B)
- BTEC National Diploma (Level 3)
- NVQ (Level 3)

Choosing the right courses at Sixth Form is not easy. To help you to decide which course to follow, it is advisable to consider three important questions:

- Which subjects do I like?
- 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?

At Sixth Form, subjects are studied in much greater depth than they are at GCSE and they require considerably more private study time. If you are to be successful you must be committed and this is more likely to happen if you enjoy the subject.

If you know which course you want to do at University you should consult your tutor or the Examinations Officer to discover which curriculum and course subjects you need to meet the entrance requirements for your chosen University / College course. If you do not know which course you want to do at University, choose subjects you enjoy and are likely to do well in, with as much thought as possible to courses you might study.

To help you make your choice, we have assembled this booklet which contains information about the courses available (A-Levels, IB Diploma, BTEC and NVQ) and the subjects covered by each. Please do not forget that all of the teachers at Rossall are here to help you as you consider your options for Sixth Form education. If you have any questions or require more information about the subject courses on offer, please contact the relevant subject teacher, Head of Department, the Examinations Officer or the Deputy Head: Curriculum.



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## The A-Level Route

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### **University places are offered to A-Level candidates on the basis of three A-Levels.**

These three major subjects form the core of a student's programme of study and are followed over two years. Each A-Level is split into two distinct halves, termed "Advanced Subsidiary (AS)" and "A2".

### **Advanced Subsidiary (AS)**

This is a one-year course and is followed in the Lower Sixth. Students normally sit AS module examinations in each subject at the end of this year. Successful completion of the AS course is a prerequisite for admission to the A2 course.

### **A2**

A2 courses build upon the AS foundations and are examined at the end of the Upper Sixth year. Once this stage has been achieved, the student has gained the "full" A-Level award (a "GCE Advanced Level").

Teaching time for AS and A2 subject is four and a half hours per week.

### **The Fourth Subject:**

The principal thrust of the government initiative has been to increase the 'breadth' of the curriculum available to 16 year olds, whilst attempting to retain the 'depth' associated with traditional A-level courses. This is achieved by the study of a fourth subject to AS-Level during the Lower Sixth.

Students, therefore, complete their Sixth Form with the equivalent of three and a half A-Levels, although some of the most able choose to continue their fourth subject to A2.



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## The International Baccalaureate Diploma (I.B.)

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**The I.B. Diploma course has been established for over thirty years. It is a comprehensive and rigorous two-year curriculum, leading to examinations for 16-19 year old students.**

The (I.B.) International Baccalaureate Organisation is based in Geneva, although the Examinations Office is in Cardiff. With around two thousand participating schools, from one hundred and twenty two countries, the I.B. is truly a worldwide qualification. It is accepted by over 1,700 universities in over 110 countries, including all of North America, Western Europe, and Australia.

Rossall has been accredited as an I.B. World School for the delivery of the I.B. Diploma since 1998.

The curriculum model bridges the gap between the specialisation required by some national systems and the breadth preferred in others.

The Diploma programme involves the study of six subjects. All students must study a subject from each of six subject areas:

- 1. Literature in the student's own language**
- 2. Modern Language**
- 3. A Humanities subject**
- 4. An Experimental Science**
- 5. Mathematics**
- 6. Arts – or a second subject from one of the above groups.**



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### **I.B. COURSE DESCRIPTIONS**

**Students study three of their subjects to Higher Level (HL) and three subjects to Standard Level (SL).**

Each HL subject is worth the same value as a full A-Level, whilst each SL subject is equivalent to an AS-Level.

HL subjects are taught for four hours per week; SL subjects are taught for two and a half hours per week. All I.B. Public examinations take place at the end of the Upper Sixth year.

#### **The Theory of Knowledge (TOK)**

One of the most powerful skills in the I.B. arsenal is "TOK". This course underpins all the other subjects taught in the I.B. Diploma programme. TOK explores the relationships amongst the various disciplines and it encourages

critical reflection and analysis of knowledge and understanding within and beyond the classroom. These experiences enable students' skills to develop to an enhanced educational paradigm which will serve them for life.

#### **The Extended Essay (EE)**

Each Diploma student benefits from writing a 4000-word piece of independent research work in a subject of their own choice. The ability to write a research paper is invaluable for giving students a head start at University.

#### **Creativity, Action and Service (CAS)**

This section of the Diploma takes into account the hours spent by pupils involved in extra-curricular activities such as sport, drama and music, and service to the community.

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The I.B. Diploma is, therefore, a very comprehensive qualification, which is highly respected around the world. In terms of its academic weight, it is equivalent to four and a half A-Levels, yet it also furnishes students with the type of skills which are highly regarded by universities.



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## Vocational Courses: NVQ and BTEC

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### **NVQ Level 3**

Responding to the educational needs of our students, Rossall has recently expanded its vocational programme with the addition of the NVQ in Physical Education. Equivalent to two A-Levels, this qualification is normally studied in conjunction with one or more A-Level subjects (it is not possible to combine the course with the BTEC programme). This course is an excellent opportunity for students whose forte lies within the area of P.E., to spend a considerable proportion of their time in School focusing upon their greatest strength.

### **BTEC National Diploma Level 3**

In September 2007, Rossall will launch its latest curriculum initiative: the BTEC National Diploma.

This course, equivalent to three A-Levels, will accompany extensive development in the Departments of both Art and Design Technology, which will unite to provide one of the most flexible programmes of study available. There will be

a wealth of possible course combinations, encompassing the entire Art and Design spectrum. Students will be guided into specialised subject areas, which will provide an individual focus for their BTEC.

Students who seek to follow this route will study, almost exclusively, within the Art and Design studios, moving between specialist project areas. As members of Rossall School, they will, of course, receive all of the support and guidance which they will need in their pursuit of places at College or University.

With their BTEC National Diploma, students will be exempt from the Foundation Year, prior to Art College or University. As there is no Government funding for this Foundation Year, the BTEC course which we offer is a tremendous basis from which to springboard into a career in Art or Design.

One further bonus in pursuing a BTEC route is that it enables students to take A-Levels in many Art or Design subjects, in conjunction with their BTEC course. They may complete their two year programme

with, not only a BTEC National Diploma, but, if they wish, further A-Levels, such as Art, History of Art, Ceramics, Textiles, Graphic Design and Product Design.

Rossall will be the only School or College on the Fylde Coast to offer such a broad range of Art and Design courses.



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## Sixth Form Options 2006 - 2007

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|  | AS      | A2      | IBSL | IBHL | NVQ | BTEC |
|--|---------|---------|------|------|-----|------|
| <b>Number of lessons per week</b>                    | 4.5     | 4.5     | 2.5  | 4    | 9   | 15   |
| <b>Duration of course in years</b>                   | 1 (LVI) | 1 (UVI) | 2    | 2    | 2   | 2    |
| <b>Art</b>   | •       | •       | •    | •    |     | •    |
| <b>Biology</b>                                       | •       | •       | •    | •    |     |      |
| <b>Business</b>                                      | •       | •       | •    | •    |     |      |
| <b>Chemistry</b>                                     | •       | •       | •    | •    |     |      |
| <b>Design and Technology</b>                         | •       | •       | •    |      |     | •    |
| <b>Economics</b>                                     | •       | •       | •    | •    |     |      |
| <b>English</b>                                       | •       | •       | •    | •    |     |      |
| <b>French</b>  |         |         | •    | •    |     |      |
| <b>Further Mathematics</b>                           | •       | •       |      |      |     |      |
| <b>Geography</b>                                     | •       | •       | •    | •    |     |      |
| <b>German</b>  |         |         | •    | •    |     |      |
| <b>History</b>                                       | •       | •       | •    | •    |     |      |
| <b>Mandarin</b>                                      |         |         | •    | •    |     |      |
| <b>Mathematics</b>                                   | •       | •       | •    | •    |     |      |
| <b>Media Studies</b>                                 | •       | •       |      |      |     |      |
| <b>Music</b>   | •       | •       | •    | •    |     |      |
| <b>Music Technology</b>                              | •       | •       |      |      |     |      |
| <b>Philosophy</b>                                    | •       | •       |      |      |     |      |
| <b>Physical Education</b>                            |         |         |      |      | •   |      |
| <b>Physics</b>                                       | •       | •       | •    | •    |     |      |
| <b>Psychology</b>                                    |         |         | •    |      |     |      |
| <b>Other languages (self-taught incl Vietnamese)</b> |         |         | •    |      |     |      |
| <b>Spanish</b>                                       |         |         | •    |      |     |      |



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## In Conclusion

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Rossall is committed to providing a unique educational experience for its students. Our provision is quite distinctive and enables students to pursue courses, which will prepare them well for entry into Higher Education - including those seeking Oxbridge entry. Our pursuit of excellence, through the solid academic A-Level courses, balanced by the recent addition of many more vocational courses, is further enhanced by the international ethos and breadth of the world-class International Baccalaureate.

We are confident that the Sixth Form education at Rossall is one, which is of tremendous benefit to our students - both during their time at school and as they secure their futures.

**C. EGDELL,**

Deputy Head (Curriculum)



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# Rossall School Sixth Form Subject Details



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## Art

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1. **Advanced Subsidiary (AS) (AQA)**
2. **Advanced GCE (A2) (AQA)**
3. **International Baccalaureate Standard Level (IBSLA) (IBO)**
4. **International Baccalaureate Standard Level (IBSLB) (IBO)**
5. **International Baccalaureate Higher Level (IBHL) (IBO)**
6. **BTEC Nationals Design (Edexcel Level 3)**

Art in the Sixth Form is a developing subject whose popularity has greatly increased with the advent of the International Baccalaureate.

Students considering pursuing a career in Art or a related discipline are strongly advised to start building up a portfolio of work at the earliest opportunity, since in gaining entry to Art courses, it is the portfolio which is given as much, if not more, scrutiny as paper qualifications.

Throughout the various courses students are encouraged to develop their work through the maintenance of sketchbooks and journals containing preliminary ideas and the subsequent development. Research and theoretical work are vital elements of all the courses.

For details of the contents of the International Baccalaureate course/or A Level please speak to the Head of Department, Mrs Holder-Williams, or the International Baccalaureate Co-ordinator, Dr Dohmen.

### **BTEC National Diploma In Design**

The BTEC National Diploma in Design is a combined Art and Design course linking the two subjects through shared elements within the course structure. The use of elected specialist units allows students the flexibility to essentially adapt the course to their specific requirements, be it towards an area of general interest or

towards a chosen career path the students will gain skills, knowledge and techniques that apply directly to many varied career paths within the fields of Art and Design.

A BTEC National Diploma is a practical, work related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about chosen employment areas. Students develop the skills you need to start or progress a career.

It is equivalent to three A-Levels which means that on completion of the course students can choose whether to get a job straight away or go to higher education first.

The course is made up of 18 units – five course units, which everyone takes, three compulsory specialist units and ten further specialist units. The specialist units enable students to study particular areas in depth.

All students take these five course units:

- Drawing Development
- Historical and Contextual Understanding
- Materials, Techniques and Processes
- Ideas and Concepts
- Visual Communication

Students take the following three compulsory specialist units:

- Design Exploration \*
- Design Application \*
- Design Realisation \*

Taking ten specialist units also:

- Design Methods
- Professional Practice
- Computers in Design
- Specialist Contextual Investigation
- Graphic Media, Techniques and Technology
- Graphic Image Making
- Information Graphics

- Photography Media, Techniques and Technology
- Location Techniques
- Experimental Imagery
- Fashion Media, Techniques and Technology
- Fashion Production Techniques
- Fashion Visualisation
- Surface Design Media, Techniques and Technology
- Exploring Textiles
- Surface Pattern
- 3D Design Media, Techniques and Technology
- 3D Design
- 3D Modelling and Animation (Computer Applications)
- Multimedia Media, Techniques and Technology
- Multimedia Authoring Brief
- Website Design

*\*denotes a unit assessed via a Final Major Project*

- All units are assessed and graded and an overall grade for the qualification is awarded.
- BTEC National Diplomas are valued by employers and higher education (universities and colleges).
- Students wishing to get a job straight away could work in a design-related industry such as Fashion, Graphic Design or 3D Design.

Students who decide to go to University or college you could take a degree or a BTEC Higher National in subjects such as:

- 3D Design
- Fashion and Textiles
- Design
- Fine Art
- Graphic Design
- Multimedia
- Photography

**Sarah Holder-Williams**  
Department of Art

[www.rossallschool.org.uk](http://www.rossallschool.org.uk)



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## Biology

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**1. Advanced Subsidiary (AS)  
(AQA Syllabus B)**

**2. Advanced GCE (A2)  
(AQA Syllabus B)**

**3. International  
Baccalaureate Standard  
Level (IBSL) (IBO)**

**4. International  
Baccalaureate Higher Level  
(IBHL) (IBO)**

There are opportunities for biologists in industry, food, medicine and agriculture. The health service, environmental agencies and forensics are just a few of the main employers of biologists. Diet and health are central to our lives and recent developments in molecular biology bring this science to a technical level on par with chemistry and physics.

Our AS course links well to GCSE and soon expands the students' horizons. A2 teaches the complexity and beauty of life, whether on a global scale or at a molecular level.

The International Baccalaureate at Higher Level provides a rich training ground for University and is a challenging but popular course of study, both in depth and breadth. It links well to environmental geography and PE. Standard Level provides a much simpler grounding in basic biology, for the student with an interest.

High flyers are prepared for entry to top universities. This is the science subject which demands the most in terms of linguistic ability.

**Gary Butcher**

Department of Science



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## Business and Management: International Baccalaureate

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### 1. **International Baccalaureate Standard Level (IBSL) (IBO)**

### 2. **International Baccalaureate Higher Level (IBHL) (IBO)**

Business and management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international co-operation and responsible citizenship are at the heart of business and management.

The IBO Business and Management programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management and finance. However, a fundamental

feature of the programme is the concept of synergy. In its technical sense, it is a concept that means an organisation should seek an overall return greater than the sum of its parts. Applied to the Business and Management programme, it necessitates a style of teaching and learning based on integrating and linking the various modules to give students, by the end of the course, a holistic overview.

Other characteristics of the Business and Management programme are that teaching and learning should include the application of tools and techniques of analysis to enhance the understanding of complex business activities. Students should also appreciate the ethical concerns and issues of social responsibility in the business environment. Finally, students should be able to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. This should enable students to

assimilate the principles of business and management, and to become critical and effective participants in local and world affairs.

The aims of the International Baccalaureate Business and Management programme are to develop in the candidate:-

- The importance of exploring business issues from different cultural perspectives
- A holistic view of the world of business
- The capacity to think critically
- The ability to make decisions
- Appreciate the pace, nature and significance of change

**Sean Hoffman**  
Department of Economics and  
Business Studies



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## Business Studies

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### **1. Advanced Subsidiary (AS) (AQA)**

### **2. Advanced GCE (A2) (AQA)**

### **3. International Baccalaureate (SL) (IBO)**

Business Studies at AS and A2 level is offered to members of the Sixth Form. It is usual to have studied the subject at GCSE level but it is by no means a prerequisite of entry on to the course. This course actually assumes no prior learning, so it is entirely suitable for the novice.

The main skills required are of an analytical and evaluative nature. Students must respond to given data and apply their knowledge to the world of business and commerce. Why firms exist, for whom they exist and how they operate are key questions.

The course is an excellent foundation for those who wish to pursue careers in business and opens up a wide range of possibilities for study at University. Possible career paths include management, personnel, production, accounting and marketing, amongst others.

### **Advanced Subsidiary (AS)**

This course consists of three modules. The first is examined in January and the remaining two in June:-

- Marketing and Accounting and Finance
- People and Operations Management
- External Influences and Objectives and Strategy

### **Advanced GCE (A2)**

Successful completion of the AS course may lead to the A2 course which comprises:-

- Marketing and Accounting and Finance, People and Operations Management
- EITHER a Business Report and Essay OR a Business Project
- External Influences and Objectives and Strategy

### **INTERNATIONAL BACCALAUREATE (SL)**

IB Diploma programme Design & Technology is based on a model of learning which incorporates knowledge, skills and design problems in problem solving contexts, while at the same time maximising the use of local and readily available resources.

The Design and Technology course at IB can be a compliment to the Arts, or directed towards the scientist/engineer.

The course assumes no previous experience in either Design Technology or designing.

The design cycle is at the core of the course and it is expected that students will use this process in the practical investigative work as well as the theory.

Technology relies on the laws and properties of nature to create new products and systems, this enables the course to sit comfortably into the experimental sciences segment of the IB programme because students need to understand scientific advances already made within society and to be able to speculate as to what may be made in the future.

All of this means that the course is flexible enough to accommodate all levels of pupils from a variety of differing backgrounds, within which they will learn valuable skills which can be used to guide them into a career in a number of professions including: Engineering, architecture, product and industrial design to name but a few.

### **Sean Hoffman**

Department of Economics and Business Studies



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## Chemistry

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**1. Advanced Subsidiary (AS) (OCR)**

**2. Advanced GCE (A2) (OCR)**

**3. International Baccalaureate Standard Level (IBSL) (IBO)**

**4. International Baccalaureate Higher Level (IBHL) (IBO)**

Chemical principles underpin our understanding of the living world and the materials used to house us, clothe us and transport us every day. 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. Chemical engineers are in demand all over the world, and are the highest paid of all UK engineers.

A-level and International Baccalaureate courses are practical in nature and include atomic structure and bonding, organic chemistry, and industrial processes. Students enjoy the training in practical skills and the challenge of imagining reactions at an atomic level.

Small classes at International Baccalaureate Higher and Standard Level encourage full participation and allow help to be given freely to individuals.

Many students go on to use their chemistry skills at University, from food scientists to engineers.

**Gary Butcher**  
Department of Science



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## Design and Technology

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### **1. Advanced Subsidiary (AS) (OCR)**

### **2. Advanced GCE (A2) (OCR)**

### **3. BTEC Design (Edexcel Level 3)**

The Department of Design and Technology at Rossall School presently offers in both AS and A2 the OCR Examination Board course in Product Design.

The course is structured to give an insight into the field of product design offering students the opportunity to conduct research into a number of different areas during the course, allowing them to gain understanding of the processes involved in the work of a professional designer.

Students will be taught how to identify areas of research and gain knowledge of the factors which influence design, including the use of responsible design through consideration of materials, processes and their impact upon our environment.

Alongside this, they will gain valuable experience within the following areas:-

- Drawing techniques, including engineering drawings and Computer Aided Design (CAD) as well as sketching and presentation drawings.
- 2D and 3D prototype model construction and engineering.
- Material properties, testing procedures and control systems.
- Interpretation and analysis of ergonomic and anthropometric data.

The students will gain insight into many areas within the rapidly changing technological society in which we live, and be able to put this into practice in their coursework projects.

The course is biased towards coursework in the form of projects and investigative studies which account for 70% of the overall mark in both AS and A2, with the remaining 30% being in the form of a written examination.

### **BTEC National Diploma in Design**

This course is taught jointly by the Departments of Design Technology and Art; details may be found within the "Art" section of this booklet".

### **Lee Hodgetts**

Department of Design and Technology



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## Economics

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1. **Advanced Subsidiary (AS) (AQA)**
2. **Advanced Level (A2) (AQA)**
3. **International Baccalaureate Standard Level (IBSL) (IBO)**
4. **International Baccalaureate Higher Level (IBHL) (IBO)**

Economics is a social science, closely related to other academic disciplines such as sociology, political science and anthropology. History and geography also provide background materials for the study of economics.

Among the challenges common to all societies is the search for acceptable levels of economic well-being. This quest remains with us, not only because of the vast gulf separating the poorest and the richest inhabitants of our planet, but also because of the limits to resources, time and human effort. Individuals, firms and governments must constantly make choices which will affect both their own economic well-being and that of society as a whole. How are such choices made and on what basis are their consequences to be analysed? The questions of 'What?' 'How?' and 'For Whom?' are central to the field of economics.

These central questions of 'What?' 'How?' and 'For Whom?' should not be seen as abstract economic concepts which are confined to a classroom, but as contemporary real world issues. The first two questions are closely linked to the problems of sustainable development, the environment and the impact of technology. The 'for whom' question is linked to the issue of income distribution at all levels. The UN has claimed that over 30% of the world's people live on less than one dollar per day. At the same time, the Human Development Report observed that the combined wealth of the

358 dollar-billionaires in the world was greater than the national incomes on which 45% of the population live.

### **Advanced Subsidiary (AS) and Advanced GCE (A2)**

The specifications provide candidates with:

- A coherent combination of micro- and macro-economic content and methods of enquiry.
- The ability to explore a range of current economic issues, particularly at the A2 stage, and to draw upon data from local, national and international sources.
- The ability to develop a critical approach to economic models and methods of enquiry.

The specifications encourage the development of a 'tool kit' of knowledge and skills used by economists.

On completion of the AS, candidates are able to develop further their understanding of appropriate micro- and macro-economic aspects of applied economics. The subject matter of the modules is of relevance in today's complex global economy as well as being of significance in fostering a better appreciation of contemporary economic issues in the UK economy.

The specifications are self-contained qualifications and, for some students, an AS GCE in Economics will be consistent with broadening the basis of the Sixth Form studies. For others, the AS GCE and A2 qualifications will be:

- An appropriate foundation for a higher education in Economics or in other areas such as business administration, environmental planning, transport and logistics, development studies and European

studies, which have an economic underpinning to them.

- An appropriate entry qualification for employment into a wide range of business and professional service employment.

These specifications assume no previous study of Economics.

### **International Baccalaureate**

Economics in the International Baccalaureate puts great emphasis on the issue of development in the belief that the study of economics and economic development are part of the solution to these problems. At the root of economics as a discipline is the search for a better understanding of the workings of human society.

The aims of the International Baccalaureate Economics programme are to develop in the candidate:-

1. Disciplines skills of economic reasoning.
2. An ability to apply the tools of economic analysis to past and contemporary situations and data, and to explain the findings clearly.
3. An understanding of how individuals, organisations, societies and regions organise themselves in the pursuit of economic objectives.
4. An ability to evaluate economic theories, concepts, situations and data in a way which is rational and unbiased.
5. International perspectives which feature a respect for, and understanding of, the interdependence and the diversity of economic realities in which individuals, organisations and societies function.

### **Sean Hoffman**

Department of Economics and Business Studies

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## English

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- 1. Advanced Subsidiary (AS) (OCR)**
- 2. Advanced GCE (A2) (OCR)**
- 3. International Baccalaureate Higher Level (IBHL) English A1 (IBO)**
- 4. International Baccalaureate Standard Level (IBSL) English A2 (IBO)**
- 5. International Baccalaureate Higher Level (IBHL) English B (IBO)**

The English Department aims to offer Sixth Form students access to a wide variety of literary experiences, including active drama, the Literary Society and a wide choice of theatre visits.

### **Advanced Subsidiary (AS)**

Candidates are prepared for the OCR A2/AS English Literature examination, and the A2/AS syllabus requires the study of at least eight literary texts in six units. This course consists of three units to be taken at the end of the Lower Sixth year:-

- A Shakespeare play (1hr.30mins examination paper – closed text)
- A prose text and a poetry text one from pre-1900 (1hr.30mins examination – open text)
- Coursework: two items of written work on a text chosen by the Department.

### **Advanced GCE (A2)**

This course consists of three more units to be taken at the end of the Upper Sixth year:

- Pre-1900 Poetry and Drama (2hr. examination paper – closed text)
- A two-hour examination paper on a post 1914 prose text
- Comparative and Contextual Study of texts linked by a theme (2 $\frac{1}{4}$ hr. examination paper – closed text)

### **Language A1, English**

Language A1 is the language that the students choose as their best language. For many it will be their mother tongue, while for others it will be the principal language of their school, the language in which most of the curriculum is taught and in which they do their written and oral work.

The Language A1 programme aims to promote an appreciation of the wealth and subtleties of the language. It seeks to facilitate the clear expression of ideas, to aid clear, precise presentation of argument and to assist in understanding of both oral and written discourse.

The Language A1 programme encourages the development of an appreciation of literature and a knowledge of the culture of the student's own society and that of other societies.

Through the study of World Literature, which is a central and integral part of the programme, the student may gain a broadened and international perspective of literature and human thought.

The programme is divided into four parts:

- Part 1  
World Literature
- Part 2  
Detailed Study
- Part 3  
Groups of works
- Part 4  
School's free choices

The total number of works studied is 15. Coursework is based on parts 1, 2 and 4 and there is a final examination based on part 3.

### **Language A2 Standard Level, English**

The Language A2 programme is designed for study by speakers with a high level of competence in English, though it may not be their mother tongue. Students following this programme may be bilingual but may not wish to study both languages at A1. It is a suitable programme for those students who are beyond foreign learner stage but are not considered native speakers of English.

The A2 programme aims to develop a variety of linguistic skills through the study of a wide range of texts to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas.

The A2 programme gives candidates from a wide variety of backgrounds the opportunity to reach a high level of competency in a second language and, at the same time, to appreciate a range of issues generated by the study of language and culture.

Internal assessment is based on written and oral work. Candidates submit two pieces of written work and participate in a variety of oral work. The external assessment is based on two written examination papers.



**Rossall**

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

**Language B – Higher Level,  
English**

The Language B programme is a foreign language-learning programme designed for study at both Higher and Standard Levels by students with previous experience of learning the language. The main focus of the programme is on language acquisition and development. The study of literary and other texts will play an important part in this process.

The programme meets the needs of International Baccalaureate students who have already studied the target language for between two and five years immediately prior to the beginning of their International Baccalaureate course. However, students with limited learning experience of the target language or those with no previous learning experience of the target language, but who live in a country where that language is spoken, may be able to follow the Language B course at

Standard Level.

The subject matter of the Language B course is drawn from the three themes:- Exploring change; Exploring groups; Exploring leisure.

The themes allow the student access to a range of text types as a means of developing language skills. The study of literary texts such as novels, plays and poems is part of the programme. The course also allows the study of a range of topics such as the homeless, health and habits, changes in technology and the arts.

Throughout the course, students engage frequently in oral work, to practise and develop their language skills through a variety of experiences and exercises. The final internal assessment is based on oral work only, whilst the external is on two written exam papers.

**Jean Briggs**

Department of English



Rossall

## Geography

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

- 1. Advanced Subsidiary (AS)  
(OCR Syllabus A)**
- 2. Advanced GCE (A2)  
(OCR Syllabus A)**
- 3. International Baccalaureate  
Standard Level (IBSL) (IBO)**
- 4. International Baccalaureate  
Standard Level (IBHL) (IBO)**

The Sixth Form Geography courses offered at Rossall School equip each student with the skills and knowledge necessary to understand the immensely diverse and rapidly changing world in which we live. The subject explores the physical environment, the human environment and the interactions between the two at global, national and local scales. Geography is a progressive subject, not only looking at the present with an appreciation of the past, but also looking to the future to prepare us for the decisions and events that lie ahead.

### **The Physical Environment**

Geography aims to provide the student with an understanding through the study of the organisation, form and processes occurring in the various environmental systems. Physical geography subjects include rocks and weathering, mass movement, hydrology, ecosystems, the atmosphere, and natural hazards.

### **The Human Environment**

Geography aims to enable the student to identify factors affecting spatial systems of human activity and to appreciate the complex nature of the inter-relationships involved in the development of locational patterns. Human geography subjects include urban and rural settlements and their functions, population, and tourism.

### **Geographical Techniques**

Throughout their course, students will become familiar with different techniques and tools of investigation. These include sampling strategies, questionnaires, surveys, cartographic techniques, measurements using fieldwork instruments and statistical analysis including frequency distribution, central tendency, dispersions, ranking correlation and significance tests.

### **Fieldwork**

Each student is expected to complete the required coursework and fieldwork submissions, and to this end a full programme of fieldtrips accompanies the classroom teaching.

In the Lower Sixth we take all students on a four-day visit to the Lake District and study topics as diverse as hydrology, forestry, settlement, tourism and environmental management. Other visits include the study of rural settlement in Over Wyre and the study of land-use patterns in Blackpool.

### **ADVANCED SUBSIDIARY (AS)**

Successful completion in the Lower Sixth year of the modules below will lead to the award of an AS qualification:

- The Physical Environment
- The Human Environment
- Geographical Investigation

### **ADVANCED GCE (A2)**

- Physical and Human Options
- People and Environment Options
- Personal Investigative Study

### **INTERNATIONAL BACCALAUREATE**

For details of the content of the International Baccalaureate course please speak to the Head of Faculty, Mr Roberts, or the International Baccalaureate Co-ordinator, Dr Dohmen.

### **John Roberts**

Department of Geography



Rossall

## History

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

### 1. Advanced Subsidiary (AS) (AQA)

### 2. Advanced GCE (A2) (AQA)

### 3. International Baccalaureate Standard Level (IBSL) (IBO)

### 4. International Baccalaureate Higher Level (IBHL) (IBO)

History is obviously not a vocational course, but the qualities which it develops, of incisive casual analysis and clarity, and economy of expression, make it a highly valued subject for University entrance. Business and industry, journalism, the Armed Services, accountancy, City institutions, the Civil Service, the Law, and the media all recruit history graduates.

The subject will require use of documents (primary/secondary), an ability to interpret and analyse their content, a willingness to read selected books/articles as well as the skill to write historical essays and/or structured questions. A pass in GCE History is desirable, but not essential, though possession of a sound pass in English would be prudent.

Both Advanced Level and Advanced Subsidiary Level courses at Rossall will follow the OCR syllabus in Early Modern/Modern History. The specification enables candidates to study:-

- Significant events, individuals and issues

- A range of historical perspectives

- The history of more than one country or state

- Continuity and change over a period of time

#### AS LEVEL

##### Unit One

US Foreign Policy 1890 – 1991. There will be a one and a half hour examination.

##### Unit Two

British History 1815 – 1841. There will be a one and a half hour examination.

##### Unit Three

Course essays. One from each of the units above.

#### A2 LEVEL

##### Unit Four

US Domestic Policy 1877 – 1989. There will be a one and a half hour examination.

##### Unit Five

British History 1841 – 1914. There will be a one and a half hour examination.

##### Unit Six

The US and Vietnam 1963 – 1973. There will be a one and a half hour examination.

### INTERNATIONAL BACCALAUREATE

There are two papers: Higher Level (HL) and Standard Level (SL).

#### Paper One:

The Cold War outside Europe 1960 – 1979. There will be a one hour examination based on documents.

#### Paper Two:

This will focus on two areas –

(a) Causes, practices and effects of war in the 20th Century, and

(b) The Cold War and East-West Relations between 1945 – 1995. There will be a one and a half hour examination (essay based).

HL requires a regional study of Europe between 1750 – 1990.

Here a series of in-depth studies focusing on the histories of a selection of countries will be taught. These are Tsarist Russia to Communist USSR, the First World War 1914 – 1918, International Diplomacy 1919 – 1939, the Second World War, and rise of single party states. There will be an essay-based two and a half hour examination.

Both HL/SL students must also submit an internal study based on a topic of their own choosing. It is internally assessed and externally moderated.

#### Gavin Ford

Department of History



Rossall

## Mathematics

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

- 1. Advanced Subsidiary (AS) (OCR)**
- 2. Advanced GCE (A2) (OCR)**
- 3. International Baccalaureate Higher Level (IBHL) (IBO)**
- 4. International Baccalaureate Standard Level (IBSL) (IBO) (Mathematical Methods)**

Mathematics is a popular subject, currently studied by 63 Sixth Formers at A-Level and all 95 International Baccalaureate students. The courses will provide the mathematical support needed for Advanced Level science subjects, particularly Physics, but are aimed at anyone who has enjoyed success in the subject and wishes to take it further.

### **Advanced Subsidiary (AS) Advanced GCE (A2)**

The revised course should make the subject more manageable than it was for Intermediate Tier GCSE candidates but it cannot be recommended to anyone at less than the grade B standard.

There are usually three sets taking this option to accommodate the large numbers and wide range of ability.

The AS course, completed in the first year, consists of two Pure Mathematics modules and one statistics module, each examined (as with all modules) by a 90-minute examination which is taken at the end of the year. Two more Pure Mathematics modules and one of either Mechanics or Discrete Mathematics complete the course in the second year.

### **INTERNATIONAL BACCALAUREATE**

#### **Higher Level (IBHL)**

This course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The course consists of the study of seven core topics and one option topic, and two pieces of work for portfolio, based on the two types of tasks (mathematical investigation and mathematical modelling). Candidates must have at least grade A at GCSE or IGCSE. Assessment is by three papers where these papers are externally set and externally marked. Together they contribute 80% of the final mark for the course and 20% for the portfolio which is internally assessed by teacher and externally moderated by the IBO.

#### **INTERNATIONAL BACCALAUREATE Standard Level (IBSL)**

This two-year course of mainly Pure Mathematics would suit candidates who have competence in the subject and wish to take the subject further than GCSE and see how more advanced techniques are used to solve practical problems. The content is narrower than AS but takes the subject further and is therefore more demanding, particularly in the second year. Candidates must have at least Grade B at GCSE. Assessment is by two terminal examinations, supplemented by marks from project work done during the course.

### **FURTHER MATHEMATICS**

#### **1. Advanced Subsidiary (AS) (OCR)**

Further Mathematics is currently studied by 31 students. It extends both the width and depth of their Mathematics. It is an excellent course for the specialist mathematician or for able scientists, particularly those aiming for Oxford or Cambridge.

The AS course, completed in the first year, comprises a module of Further Pure Mathematics and two Mechanics modules, making it a very beneficial experience for candidates wishing to progress to studies in Engineering or the Physical Sciences.

The second year course includes a second Further Pure module, a second Statistics module and either a third Pure module or a second Discrete Mathematics module.

The subject requires a considerable talent for the subject, as well as interest, curiosity and a determination to master demanding ideas and techniques.

Department of Mathematics



Rossall

## Media Studies

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

### **1. Advanced Subsidiary (AS) (OCR)**

#### **2. Advanced GCE (A2) (OCR)**

This subject offers opportunity to combine a theoretical understanding of the mass media with the development of practical skills for media production. Essentially this course offers students the chance to understand film, TV, advertising and the press by studying how they are produced and using those skills produce their own media products.

The AS is divided into three modules, two of which are assessed by examination and one by coursework.

The modules are as follows:-

#### **Foundations Production (coursework)**

In this module students will plan, construct and evaluate a media production.

It is most likely that the topic for this module will be 'thriller films'. You will be expected to plan and film the opening five minutes of a thriller film after analysing the work of contemporary film makers.

#### **Textual Analysis (examination)**

In this module students will answer questions dealing with technical aspects of the moving image medium.

Work for this module will involve studying the camera work, lighting, etc of television programmes and how they can create or enhance meaning.

#### **Audience and Institutions (examination)**

This module assesses their knowledge and understanding of media institutions, technology and audience consumption. Essentially students will be studying who makes media products, who 'consumes' them and why.

This module offers a chance to study media ownership. They will become familiar with the process of production, cross-media convergence of technology and the nature of audience consumption.

This course will appeal to anyone who has an interest in the media. There will be a considerable amount of written analytical work to do as well as group practical work, so a good written style and the ability to work in a group are essential skills.

#### **Unit 2733: Advanced Production**

In this unit students will make one media production demonstrating advanced creative and practical skills. They will need to plan, construct and evaluate the work with regard to the form and style of the production and its intended audience. This will be marked internally and externally moderated by OCR.

#### **Unit 2734: Critical Research study**

In this unit students will carry out independent and sustained research on a topic from a set list produced by OCR. The research will involve detailed and comparative textual analysis, investigating academic and critical perspectives and carrying out primary research into media industries and audiences. This will be independent work, supervised by the teacher. This unit will be assessed by a 2-hour exam.

#### **Unit 2735: Media Issues and Debates**

In preparing for this unit students will study issues and debates arising for the media in society, broken down into three areas – broadcasting, film and print. For each area, there will be three set topics provided by OCR. This unit brings together understanding of textual analysis, institutions, representation and audiences. This unit will be assessed by a 2-hour exam.

#### **Jean Briggs**

Department of English



**Rossall**

## Modern Foreign Languages

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

**1. International Baccalaureate  
Higher Level A1 (First  
Language) (IBO)**

**2. International Baccalaureate  
Standard Level A2 (Second  
Language) (IBO)**

**3. International Baccalaureate  
Spanish B (IBO)**

**4. International Baccalaureate  
Spanish Ab Initio (IBO)**

We offer various courses  
(preparing for the) International  
Baccalaureate.

All are two year courses:  
French, German, Spanish,  
Mandarin

All are taught by well-qualified  
specialist teachers, some of  
whom are native speakers of  
the languages they teach.  
Students may also have lessons  
in small groups with the  
Language Assistants.

**Language A1**

Offered to native speakers of  
German and Mandarin. This is  
a literature course.

We also offer support for native  
speakers of other languages  
who choose to do this as a  
self-taught course.

**Language B**

Higher and Standard Levels in  
French, German and Spanish.  
The topics covered are  
wide-ranging, and there is  
plenty of scope for students to  
do further research on those  
areas of particular interest  
to them.

At Higher Level, it is expected  
that some literary texts will be  
read, although the examination  
does not include a 'Literature'  
paper.

Oral work is a very important  
component and accounts for  
30% of the final result.

**Ab Initio**

Offered in Spanish and  
Mandarin, for those who have  
not studied these languages  
previously.

If you wish for further  
information on course content,  
or examination requirements,  
please speak to Dr Dohmen,  
Co-ordinator of the IB, or Mrs  
Janet Nichol, Head of Modern  
Foreign Languages

**Janet Nichol**

Department of Modern Foreign  
Languages



# Rossall

## Rossall School Sixth Form Course Information Booklet

# Music and Music Technology

ALL AGES, ALL LEVELS, ALL INSPIRED

### 1. **Advanced Subsidiary (AS)** **(Edexcel)**

### 2. **Advanced GCE (A2)** **(Edexcel)**

### 3. **International Baccalaureate** **(Standard Level) (IBO)**

### 4. **International Baccalaureate** **(Higher Level) (IBO)**

Music at Advanced Level demands a high level of commitment outside the classroom; this presents little problem to the well-motivated candidate who is already used to performing in concerts and recitals – indeed, such performances form part of the coursework. Potential employers and those in Higher Education put an especially high value on the successful completion of a Music course in the Sixth Form, whether or not a student wishes to pursue Music having left school.

There is considerable flexibility within the framework of the AS and A2 specifications for Music from the Edexcel Examinations Board. All routes have compulsory components of Performing, Composition and Listening, thereby extending in range and depth the tried and tested formula for GCSE Music.

#### **Advanced Subsidiary (AS)**

Each student is required to perform a mixture of ensemble and solo pieces on at least four occasions during the year, including the performance of an “own composition”. He/she must also perform one or more solo pieces, lasting a total of between five and six minutes, which is recorded and externally assessed.

The composition unit is comprised of two papers which are completed as coursework and externally assessed. Paper 21 requires the student to produce a score and recording of his/her own original composition (of approximately 3 minutes duration), whereas paper 22 consists of exercises in compositional technique (harmony and melody writing).

A listening test and a written paper are taken at the end of the year.

There is a choice of areas of study for the latter, allowing for a wide range of musical interests. Topics are: Keyboard Music, Music for Film & Television, Music for Large or Small Ensembles, Popular Music & Jazz, Sacred or Secular Vocal Music, 20th & 21st (!) century Art Music and World Music. Each topic has a list of set works which are to be studied in detail, but a student must also demonstrate an overall grasp of the genre concerned.

#### **Advanced Gce (A2)**

A student choosing to continue the subject into a second year can elect to either give a recital or present a further folio of (original) compositions.

Further performing must include at least one solo and one ensemble item, and there is an examination in compositional techniques.

A further listening test and another written paper are taken. The latter extends the previously chosen area of study and adds a new one (from the same list).

#### **International Baccalaureate (HL and SL)**

Music IB is offered to the students at both Standard and Higher Level. Both courses can be tailored to suit the musical interests of the student and are designed to provide an excellent preparation for the study of Music at University or conservatoire level. There are 2 compulsory parts to both courses:

- **Musical Perception and Analysis;** this consists of the study of musical genres and styles from Medieval to the present day from both Western and non-Western tradition, the study and analysis of one set work and a written media script of 1200-1500 words investigating the relationships between two musical genres. This unit is worth 50% of the course and includes a 2½ hour listening exam which is externally assessed.
- **Solo Performance;** in this unit the student presents a 20 minute

recital which is recorded, internally assessed and externally moderated. On the Standard Level course this unit is worth 50% and can be replaced by a group performance or a composition portfolio, depending on the individual's strengths. On the Higher Level course the recital is compulsory and is worth 25% of the exam.

The remaining 25% of the Higher Level course consists of a composition unit in which the student has to compose and record 3 contrasting works of approximately 15 minutes in total. The scores, recordings and written statement explaining techniques used, are internally assessed and externally moderated.

#### **Music Technology**

Using the extensive resources of the School's Music Technology Studio, students will complete coursework in Sequencing and Recording, and will make their own musical arrangements or compositions using technology.

There is also a written paper in which students will analyse the ways in which technology has been used to interpret music from the classical tradition and in contemporary idioms and to be aware of, and describe, the various ways in which technology has been used in studio recordings.

This is a very practical course which requires students to have the skill and imagination to use technology creatively and to have a good knowledge of what happens in today's recording studios, but students also need a good understanding of musical notation and theory.

Students who undertake this course will need a high level of personal motivation and an appreciation of a wide range of music. The coursework is varied and demanding but also very satisfying for a dedicated student.

**Margaret Young**  
Department of Music



Rossall

## Philosophy

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

### 1. Advanced Subsidiary (A/S) (AQA)

#### 2. Advanced GCE (A2) (AQA)

One of the great virtues in studying philosophy is the idea that philosophy is for all, and not just the select few. One can admire the philosopher, without aspiring to be one. If, unlike the brainteasers one finds at the back pages of the Sunday newspaper, there is no solution to a philosophical problem at the bottom of the page, still one can enjoy pitting one's wits against some of the greatest minds in history. It is indeed one of the more fascinating lessons of history that faces with the challenge of philosophy, the finest minds have proved all too fallible.

While one is being entertained by the thoughts of philosophers, one can take additional comfort in the thought that one's mental powers are being steadily improved. Philosophy teaches us to argue a case more forcefully, to express our thoughts better and also to be more flexible and creative in our approach to the problems that face us in our work or our daily lives.

Recently, much has been made of the contrast between logical

and creative approaches to problem-solving, between 'vertical' and 'lateral' thinking. One of the most significant features of philosophical problem-solving is the way that both approaches are closely integrated.

To make headway in philosophy one needs to see round problems, to treat with suspicion any starting points or assumptions; in other words, to think laterally as well as vertically. The philosopher prizes equally the faculties of logic and vision, yet also learns to appreciate the completely unexpected move, the gift of serendipity.

### AS MODULES

- **Module 1**  
Theory of Knowledge
- **Module 2**  
One theme chosen from:  
Moral Philosophy  
Philosophy of Religion
- **Module 3**  
One text chosen from:  
Plato's "The Republic"  
Descartes' "Meditations"  
Marx & Engels' "The German Ideology"  
Sartre's "Existentialism & Humanism"

### A2 MODULES

- **Module 4**  
One theme chosen from:  
Philosophy of Mind  
Political Philosophy  
Philosophy of Science
- **Module 5**  
One text chosen from:  
Aristotle's "Nicomachean Ethics"  
Hume's "An Enquiry Concerning Human Understanding"  
Mill's "On Liberty"  
Nietzsche's "Beyond Good and Evil"  
Russell's "The Problems of Philosophy"  
Ayer's "Language, Truth and Logic"
- **Module 6**  
Synoptic Study

Either assess the relative contributions of two philosophers to major debate, or assess the impact of one philosopher on the development of ideas within a philosophical theme. [Based on a question set by the examining board.]

### Peter Jurczak

Department of Religion,  
Philosophy and Ethics



Rossall

## Physical Education

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Course Information  
Booklet

### 1. OCR Level 3 National Certificate (OCR)

### 2. National Diploma (OCR) In Sport

The OCR Nationals suite of qualifications are vocationally-related qualifications that provide valuable opportunities for post-16 individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Higher Education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates.

These qualifications will be particularly suitable for those who wish to study in preparation for employment in job roles where they will be expected to use their understanding of sporting principles, activities, environments and organisations.

### OCR Level 3 National Diploma in Sport

#### Entry requirements:

No formal requirements

#### Qualification structure:

Completion of 12 units:  
4 Mandatory and 8 Optional

#### Assessment & Grading:

All Centre-assessed at a time suitable to centre and candidate.

No timetabled exams.

Pass = 12 pts

Merit = 20 pts

Distinction = 28 pts

### Equivalence to A-Levels:

2 A-Levels

\*To arrive at the grade for the full award, points are allocated as follows:-

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1 pt for a unit graded at **PASS**

**12-14 pts =**

2 grade Es at A-Level

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**15-17 pts =**

2 grade Ds at A-Level

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**18-19 pts =**

2 grade Cs at A-Level

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2 pts for a unit graded at **MERIT**

**20-22 pts =**

2 grade Cs at A-Level

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**23-27 pts =**

2 grade Bs at A-Level

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3 pts for a unit graded at

**DISTINCTION**

---

**28-36 pts =**

2 grade As at A-Level

Although the academic content is very similar and just as challenging as the AS and A2 level PE, the form of assessment is significantly different.

The assessment is vocationally based and will allow a much more hands-on approach to the sports industry. Assessment takes place throughout a module and there are no external exams.

This would allow pupils who come to Rossall to play sport, to just study "sport" at Rossall instead of trying to find other A-Levels which they are not interested in or are unlikely to succeed at.

### Emma Williams

Department of Physical  
Education



**Rossall**

## Physics

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Information Booklet

- 1. Advanced Subsidiary (AS) (OCR)**
- 2. Advanced GCE (A2) (OCR)**
- 3. International Baccalaureate Standard Level (IBSL) (IBO)**
- 4. International Baccalaureate Higher Level (IBHL) (IBO)**

A demanding, exciting subject. The purest of sciences, which asks the fundamental questions about the universe and our existence in it.

Mathematics is the language of physics, and when progressing to University, the demands become great. At least a grade 'B' at GCSE is a basic requirement at this stage.

Across the world, engineers are in high demand in disciplines such as electricity and electronics, structures, materials, mechanics, space, mining and aeronautics.

The rewards for successfully completing a course at A-Level or International Baccalaureate include access to many University courses, and to some of the extraordinary ideas and discoveries responsible for our technological age.

Rossall has a rich tradition of sending pupils to top universities to further their studies. Our strong mathematical roots allow many pupils to achieve outstanding success.

**Gary Butcher**  
Department of Science



**Rossall**

## Psychology

ALL AGES, ALL LEVELS, ALL INSPIRED

Rossall School  
Sixth Form  
Information Booklet

### 1. Standard Level IB (IBO)

This course is designed to give students an overview of psychology at the IB standard level. Psychology itself is a science which attempts to study the human mind and considers the role that both nature and nurture play in the creation of mind. Over the two years, students will study three key perspectives – biological, cognitive and learning, and an option which is the study of dysfunctional behaviour.

Biological psychology is based on the biological structure of the brain and the manner in which this can be studied. Students will consider the variety of structures and their importance. Cognitive psychology considers such factors as memory creation and how we perceive things. Learning considers the manner in which we learn not only academically but also in terms of physical movement, learning language and recognising the world around us. The study of dysfunctional behaviour gets students to question what exactly is normal and abnormal and to consider the causes and effects of mental illnesses such as schizophrenia, bi-polar, depression and post-traumatic stress disorder.

Throughout the course, students are expected to consider how each perspective overlaps with the others and also to consider the manner in which their own minds work. Students are encouraged also to think about methodologies, scientific studies and the ethics associated with them.

The exam is of two papers – one which covers the key perspectives and another which considers the option. These total 80% of the grade.

Students are also expected to perform an experiment in year 13 which will be designed and run by them with guidance from their teacher. This experiment and subsequent report is 20% of the overall course grade.

This year there are 5 students studying in Year 13 and 5 in Year 12.

**Mrs Rose  
(Ms Allen)**  
Faculty of Social Sciences



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**Rossall**

[www.rossallschool.org.uk](http://www.rossallschool.org.uk)