

# Welcome to Mount House Sixth Form 2021-2023

## Inspiring every individual

■ Head, Sarah Richardson

**The Mount House Sixth Form is an ambitious and dynamic environment, and in the post-Covid world Mount House will offer Sixth Form students exceptional opportunities for both academic study and personal development.**

All Mount House students take either three or four A' Levels, and are strongly encouraged to undertake the EPQ.

In addition, a vibrant enrichment programme will offer a multiplicity of opportunities for personal development through leadership, through travel and through a relentless focus on students developing their independence, their thinking skills and their creativity.

This is all with the support of experienced teachers and tutors committed to the educational

and personal development of their students.

In summary, Mount House students are encouraged to make a difference to both our School and the local community.

Although our Sixth Form programme has been curtailed by Covid in 2020, we are very excited about the opportunities we will be offering next year.



“ A **vibrant enrichment programme** will offer a multiplicity of opportunities for personal development. ”



# An environment in which to thrive and flourish



■ Head of Sixth Form, Mr McCormick

**Mount House School offers a very nurturing and tailored Sixth Form environment which supports each pupil on an individual basis and in small teaching groups to ensure they are given every opportunity to shape exciting plans for their future.**

This is an extremely important time in students' academic progression and we provide guidance and tools to aid each pupil in achieving their ambitions and ensure they are best placed to attend their first-choice university.

Mount House School provides a stimulating and demanding approach to teaching and learning. Our students in Sixth Form are expected to achieve their best possible academic performance and be motivated by high standards in all that they do.

## Developing skills and friendships

■ Head Pupil, Rachael Harper-Wilkinson

**The Sixth Form at Mount House is not just a two-year period of A' Levels, but an experience which develops life skills as well as great friendships.**

Everyone knows everyone in our Sixth Form, and we enjoy social time in the Common Room as well as out of school. We are lucky to be taught in small classes which are great for discussion, and our teachers are always available if we need extra help.

I am applying to read Medicine, and the UCAS application process has been really clear and supportive.

As Sixth Form students we feel really strongly about supporting younger students. Through the *Guardian Programme* we work with all the Year 7 students,

acting as mentors as they settle into secondary school with the challenges that brings.

We meet younger students regularly through our leadership roles in the School Houses and the *Student Council*, and support them in the fun activities of the House competitions as well as providing a link when they want to make suggestions for improvement.

We are encouraged, with support from our teachers, to take the initiative and this term we have started the *House of Equality*.

There are lots of opportunities available to all Sixth Formers, and because the Sixth Form is small we are able to work together as a tight knit community.



“As Sixth Form students we **feel really strongly** about supporting younger students.”



# Academic Ambition

**Mount House offers a wide range of A' Level subjects and the detail of these is in the attached Curriculum Booklet.**

Students are encouraged to take three, and sometimes four, A' Levels. Teaching takes place in small groups of between five and twelve students, enabling our experienced teachers to offer a personalised level of support.

Independent thought and working is encouraged, and throughout the Sixth Form students learn to become increasingly independent learners and develop skills which will serve them well at university and in life.

In addition to their chosen subjects, we also encourage students to complete an *Extended Project Qualification (EPQ)*; this exciting qualification gives students the opportunity to write a dissertation, conduct an investigation or produce an artefact on a topic which is entirely of their own choosing.

The EPQ requires students to direct their own learning, and to complete the EPQ they not only



need to plan their time carefully to deliver their project, but they must present their work to an audience, and be able to answer questions. For this reason, universities place a high value on the EPQ and it is an impressive academic addition to a student's application.

At Mount House we offer the traditional 'academic' A' Level subjects, and are also proud to be able to offer a wide range of creative subjects which are highly valued.

We also offer a number of A' Levels which are 'new' subjects - subjects which students are not

(usually) able to take as GCSEs. These include Economics, Government and Politics, Sociology and Psychology which are well-regarded and enjoyed by students. They are not only academically challenging and intellectually stimulating, but they are also seen by students as being 'useful', with a relevance to the world in which our students live.

“Independent thought and working is encouraged”

## A' Level results and 'Value Added' scores

**Mount House enjoyed strong results in 2020. 65% of our students achieved A\* and A grades and 93% Students achieved A\* to C grades.**

Every year we are proud of the achievements of Mount House students, especially in terms of the progress they make through their time with us.

At the start of Lower Sixth all students sit an Alis test. This is

an adaptive baseline assessment, run by CEM, used by many schools to predict likely A' Level outcomes. It is an invaluable tool in understanding students' progress and has been used by education professionals for over 30 years in over 70 countries. Year upon year our students achieve between one and two grades higher than their Alis prediction, clearly demonstrating the role of a Mount House education

in enhancing the academic outcomes for students.





# Preparing for University entrance

**Education at school is all about enabling students to take the next step - to attend their chosen university and pursue the career of their dreams.**

The Head of Sixth Form and tutors support individual students throughout their application process as they choose a university, write compelling personal statements and prepare for interviews. We work closely with the prestigious Russell group of universities and Oxbridge colleges.

Our Head of Sixth Form also has detailed knowledge to support arrangements relating to applications for American universities and leading universities throughout Europe.

Intellectual discussion and debate are encouraged to increase student enthusiasm for their subjects. They will be introduced to new topics and the most up-to-date thinking in their proposed area of specialism to support their applications.

Experienced tutors are on hand to support all university applications, whether it be Law at Nottingham, Business Studies at Fordham New York or Textiles at Loughborough.

Visits to Higher Education Fairs are arranged, and we work on a

timetable of open events with leading universities.

We also arrange visits and meetings with admissions tutors and lecturers from leading universities, and invite back former pupils to speak about their careers and studies.

“ Experienced tutors are on hand to **support** all university applications. ”



# Leavers' destinations and degree subjects

Here is a selection of our leavers destinations and degree subjects studied between 2018 and 2020.

## UK DESTINATIONS

- **Bart's and St Mary's School of Medicine & Dentistry**  
*Medicine*
- **Brunel University**  
*History, Politics, Law & Anthropology*
- **Central Saint Martin's College of Art & Design**  
*Art Foundation*
- **Keele University**  
*Neuroscience, Radiography*
- **London College of Fashion**  
*Fashion Portfolio*
- **The Courtauld**  
*History of Art*
- **University College London**  
*Law, Natural Sciences/Physics*
- **University of Birmingham**  
*Dentistry, Classics, Modern Languages*
- **University of Bristol**  
*Classics, Drama, Film Studies*
- **University of Cambridge, Newnham College**  
*Law*
- **University of Cardiff**  
*Biomedical Science, Media & Communications*
- **University College London**  
*Archaeology, Biochemistry, Law*
- **University of Durham**  
*Anthropology & Human Science*
- **University of Edinburgh**  
*English Literature*
- **University of Essex**  
*Business*
- **University of Hertfordshire**  
*Business, Finance, Economics, Philosophy*
- **University of Greenwich**  
*Psychology*
- **University of Kingston**  
*Psychology & Criminology*
- **University of Kent**  
*American Studies, Social Sciences, Classical Studies*
- **University of Leeds**  
*Classics, Law*
- **University of London, City**  
*Law, Radiology & Sociology*
- **University of London, Royal Holloway**  
*Classical Studies & Drama*
- **University of London, SOAS**  
*Architecture, World Philosophies*

- **University of London, St George's**  
*Biomedical Informatics*
- **University of Loughborough**  
*Psychology, Architecture, Textiles*
- **University of Manchester**  
*Ancient History*
- **University of Newcastle**  
*Spanish*
- **University of Nottingham**  
*Sociology & Social Care, Classics, Law*
- **University of Portsmouth**  
*Spanish and Latin American Studies*
- **University of Reading**  
*Food Biosciences, Classics, Business*
- **University of Southampton**  
*Biology, Chemistry*
- **University of Swansea**  
*Classics*
- **University of Wales, Trinity**  
*Classical Studies*
- **University of Warwick**  
*Law, Business*
- **University of York**  
*Mathematics*

## INTERNATIONAL DESTINATIONS

- **University of Winnipeg, Canada**  
*Accounting*
- **Fordham College, United States**  
*Business*
- **Keio University, Tokyo**  
*Biomedical Science*
- **University of Pecs, Hungary**  
*Medicine*





# Careers Support

**Mount House has a dedicated Careers professional offering individual support and guidance throughout the Sixth Form, working together with students to prepare them for work experience applications and internships.**

Practice interviews and coaching are offered to all students required to attend interviews for any application process.

## Third party organisations

**We work with Third party careers organisations who offer advice and support:**

- The *InvestIn* Programme offers immersive experiences in over 20 different careers
- The NCS assemblies and workshops help develop confidence, self-awareness and teamwork
- The ASK project offers alternative routes to university through opportunities to undertake apprenticeships

**We also work with specific corporations and trade bodies to create direct access for students:**

- Dentons Law Firm opportunities for a six-year structured training apprenticeship resulting in a law degree.
- Institute and Faculty of Actuaries open day for female students who are interested in pursuing a career in STEM.
- Macfarlanes Law Firm engaging with students and raising awareness about legal apprenticeship opportunities.
- Pearson Business School (business, accounting and law) taster day opportunities.

## Careers Fair

**The Summer Careers Fair is a key event, taking place in June.**

It will showcase a wide range of industry sectors with representatives available to discuss careers paths and advice on succeeding in their chosen field.

## Careers guest speakers

In addition to our Careers Fair we host a range of speakers who are leaders in their industry and provide inspirational and thought-provoking personal examples of their career experience. Past speakers have included:

**Sharmila Mehta** - UK immigration and nationality lawyer

**Susan Attard** - Local government Head of Productivity

**Apostolos Katsaris** - Chief Investment officer and Head of Dynamic Beta (finance investment)

**Karina Govinji** - Global Head of Inclusivity and Diversity at Vodafone

**Poojya Manjunath** - Lloyds banking group - Artificial intelligence products

**Joash Buijs** - Legal and General Investment Manager

**Benjamin Alalouff** - Management consultant KPMG

**Ruth Earle** - Inspirational speaker

# Pastoral

**Sixth Form students are in tutor groups of between six and ten tutees. We recognise the importance of pastoral care in our Sixth Form and these small group sizes mean that tutors get to know their tutees incredibly well. As a result we are able to offer a more personalised 'helping hand' that may not be possible in a larger setting.**

Students meet every morning with their tutor, and over two years in the Sixth Form their tutor will be a key part of their school life. Our tutorial programme is designed to support and guide students, and focuses on organisation and study skills, as well as citizenship, social and health education.

Sixth Form tutor **Satbir Allman** writes:

*"I see my role as a sixth form tutor as fundamental to the success of my tutees.*

*"As a mum of three teenagers of my own and years of experience working with A' Level students I know that to remain on track they need TLC and gentle nagging in equal measure!"*

*"As a team of teachers, we focus on assisting our tutees to remain organised whilst equipping them with techniques to deal with the anxiety which can be experienced by even the most able A' Level students at some point during their studies.*

*"On-going support with time-management, regular goal-setting and effective revision skills is crucial for student well-being.*

*"Through giving our tutees proven techniques to help eliminate*

*procrastination and implementing healthy coping strategies, students not only feel supported but confident that they can achieve their target grades.*

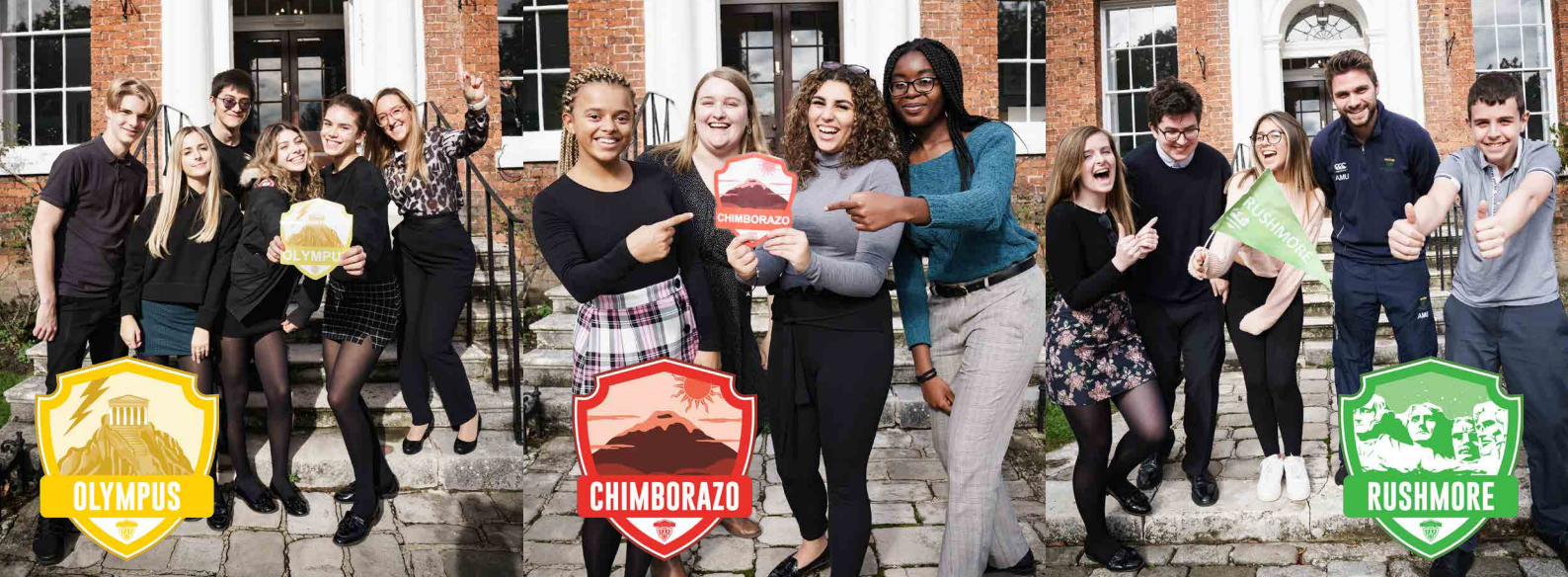
*"Growth mind-set is an integral part of our teaching philosophy helping to nurture a 'can do' attitude to learning which is reinforced each morning in tutorial time.*

*"We also understand the importance of having fun and have been known to treat our tutees to the odd surprise or two!"*

**“** Growth mind-set is an integral part of our teaching philosophy helping to nurture a **'can do' attitude** to learning **”**







# Leadership and Teamwork

**Our Sixth Formers will become the leaders of tomorrow. As a small, nurturing school, the opportunities for leadership are abundant and allow our Sixth Form students to grow, enhance and hone their leadership skills.**

Mount House prides itself on its very active House system whereby all staff and students are assigned to one of four houses.

The Houses are all named after mountains: *Olympus*, *Rushmore*, *Chimborazo* and *Everest* representing elements such as challenge, adventure and achievement.

Each House is described as a 'family within a family,' providing

a great sense of belonging and support throughout Mount House School life.

The House system rewards effort and achievement, both for excellent academic work and involvement in the many inter-house competitions which generate close bonds between pupils.

In Sixth Form the House system becomes a unique opportunity for students to grow and

develop leadership skills through responsibility for helping younger students in their House to succeed.

The pinnacle of this leadership opportunity is the student selection of Heads of House who support running the house meetings, assemblies and public speaking on behalf of their House.



## Guardians programme

**Each Lower Sixth student is a Guardian to one or two Year 7 students.**

They are a mentor to these students throughout their first year, and some will still choose to maintain regular contact with their Guardian in Year 8.

## Student Council

**This is led by Sixth Form students with teacher guidance.**

Ad hoc committees set up by the Head Student and her deputies this year have met to discuss and then enact changes to the Sixth Form Dress Code and propose changes to the Sixth Form Common Room.

Our Head Pupil with Deputy Head Girl and Boy >>







# Co-curricular and Academic Enrichment Programmes

**The Sixth Form is a crucial time to help students find and express their identity to prepare them for university and the world of work.**

New skills are learned and interests developed as students discover new passions alongside this time of great intellectual progression.

There is a large, and growing, range of clubs and societies, and sixth form students can join the organised activities to develop their own personal interests, or they can join with a view to leading the activities.

For 2021, we will be launching a *MedSoc* and a *LawSoc* for those interested in careers in medicine and law.

*The Varsity Club* is a popular Academic Enrichment Club where pupils have the opportunity to participate in a variety of critical thinking tasks and debate legal cases, politics and current affairs alongside key events in history and look for comparisons and patterns to form a narrative about the world in which we live.

In 2020, the *House of Equality* was created by a group of Sixth Formers to discuss issues to do with equality around the world. This term the focus has been

on *Black Lives Matter* and *Black History*, celebrating black culture and history through presentations, speeches, group discussions and more. The short-term goal is to raise awareness throughout the whole school and educate others about what is happening in the world. The long-term goal is to bring these issues forward into the curriculum. Going forward, the Society will be focusing on gender and LGBTQ equality.

## Duke of Edinburgh

**At Mount House school students have the opportunity to take part in the life-changing Duke of Edinburgh Award, the world's leading youth achievement award.**

Students are taken through the required training in order to prepare them for the level of Duke of Edinburgh Award in which they are taking part (Bronze, Silver or Gold).

Training will be led by members of staff and some levels of the award will be delivered by an 'Approved Activity Provider.' Through completing the various sections of the award 'Volunteering,' 'Physical,' 'Skill' and 'Expedition' (and 'Residential for the Gold Award) students will make friends for life, develop new skills and interests, push themselves mentally and physically, develop teamwork, communication and leadership skills and will experience an adventurous expedition like no other in an unknown area.

The award is a tool to develop essential skills for life and work and is recognised by universities and employers whilst allowing young people to successfully navigate adult life.

Further details for the award can be found at [www.dofe.org](http://www.dofe.org)



## Academic and Vocational Competitions

**Sixth Form students are encouraged to enter a variety of competitions.**

Our Mathematicians enter the *Senior Kangaroo* and our Chemistry students complete the *Chemistry Challenge* each year. Business Studies and Economics students engage with the *Bank of England Share Dealing Competition* and the *Tenner Challenge*. Historians have the opportunity to enter the *Julia Wood Essay Prize* competition run by St Hugh's College, Oxford. Last year, the school enjoyed success in the *Walter Scott Young Fiction* competition where out of a national field, one of our current Upper Sixth students placed in the top three entries.



## Sixth Form Enrichment

**We educate for life at Mount House School, and our Enrichment program contributes towards this personal development.**

Lower Sixth students have an Enrichment session each week, designed to teach students all the things the formal curriculum does not necessarily cover.

The programme starts with life skills, such as public speaking, basic first aid, rudimentary household chores, car maintenance, taxation, travelling and personal finance.

Running alongside the life skills programme, new for 2021 will be our **Project Based Learning** programme, designed to encourage '21st Century skills' such as collaboration and teamwork, problem solving,

commitment and perseverance as well as presentation skills.

Projects enable students to further develop social responsibility, cross cultural sensitivity and emotional intelligence. Working in groups alongside their teacher, students identify a 'real world' problem, and work together to draft and implement a response and then go on to measure their impact.

In addition, there will be a re-launched **Community Service Programme**. We have developed programmes which, Covid permitting, will offer Mount House students the opportunity

to work with local primary school students on a variety of activities including Science and Maths as well as in more creative areas and in sport. These will allow Mount House students a genuine opportunity to 'give back' at the same time as providing them with invaluable 'work' experience.

“ Projects enable students to **further develop** social responsibility, cross cultural sensitivity and emotional intelligence. ”



# Sport at Mount House Sixth Form

**At Mount House our new Games Programme for Lower and Upper Sixth is one timetabled afternoon of physical activity each week.**

Taking part in physical activity is a prerequisite for a healthy lifestyle and is linked to many benefits, not just for physical health, but mental and social health too. To support students in this essential aspect of their wellbeing each Sixth Former takes part in a weekly Games Afternoon, held every Wednesday throughout term.

Students have the opportunity to take part in team based sports such as netball, football and hockey which take place either on campus or at specialist locations nearby including Southgate Hockey Club and Hadley Wood Playing Fields.

These activities filter into the Co-curricular Programme and offer an opportunity to participate in fixtures against other schools.

Individual sports are also encouraged and include options such as an afternoon at Furze field Gym working on individual fitness programmes, trampolining here on campus and learning to play golf at the Old Fold Manor Club. Students can also participate in badminton and table tennis which feature within the Co-Curricular programme and allow students to take part both individually and within teams.

Having developed skills within these sports, our Sixth Formers often volunteer to help with coaching and support sessions for younger year groups which support them in developing their leadership skills.

“ Taking part in physical activity is a prerequisite for a **healthy lifestyle** ”



# Opportunities for Trips and Travel

**A varied and exciting list of trips will be available for Sixth Formers to attend which complement their A' Level studies.**

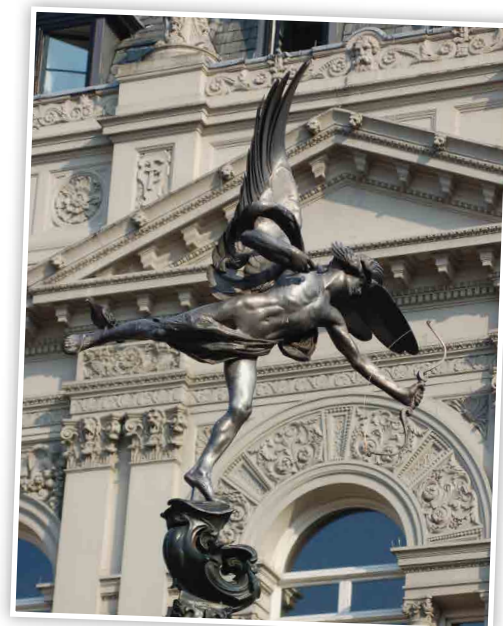
## **A' Level subject based trips**

**Like most schools, Mount House is excited to be able to plan for future trips and visits.**

Budding artists and photographers take full advantage of the rich array of galleries and exhibitions available in London. Students of literature visit Jane Austen's house in Hampshire,

historians travel to sites such as Chartwell or the Palace of Versailles. Language students can visit France and Spain in planned excursions to immerse themselves in the language and culture of their chosen subject.

In October 2022, there will be the opportunity for a cultural trip



to a European City, and this will be developed with input from the 2021 Sixth Form cohort.

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## **New York and Washington DC Trip - October 2021**

**This is the key trip of the year with an itinerary designed to appeal to a wide range of academic interests and will cover a number of subject areas including history, politics, literature, philosophy, music and art.**

In addition to enhancing our knowledge, this will also be an opportunity to share an exciting and thoroughly enjoyable experience.

In New York, we will be visiting all the famous locations of this vibrant city.

Our tour will include the Statue of Liberty, the Empire State Building, the 9/11 Tribute Centre, Wall Street, the United Nations Building, Time Square and the Metropolitan Museum of Art.

In the evenings, we will take advantage of some excellent Manhattan restaurants and enjoy the experience of attending a Broadway production.

We will then move on to the capital of the USA, Washington DC.

All the notable landmarks will be taken in including the home of the President of the United States, the White House.

We will also visit Congress to have a guided tour of the House of Representatives.

There will also be an opportunity to have a tour of the Supreme Court and visit the headquarters of the FBI.

The Lincoln Memorial made famous by Martin Luther King's '*I have a dream*' speech will also be on the itinerary as will the Vietnam Memorial and Arlington National Cemetery, the site of the grave of President John F. Kennedy and the eternal flame.

On our way back to Dulles Airport, we will also be visiting Mount Vernon, the home of George Washington, on the Potomac river.

During our stay in DC there will be plenty to do in the evenings, including meeting a veteran of the Civil Rights Movement and attending an ice hockey match and support the local team, the 'Washington Capitals'!





# World Challenge - Costa Rica July 2022

At Mount House during the summer of Lower Sixth we offer the opportunity to participate in World Challenge.

The 'Journeys' are a 14 day experience that aim to foster global citizenship through cultural immersion. It's about taking our students out of their bubbles and expanding their minds through the sharing of cultures.

Our planned destination is the tropical playground of Costa Rica hiking on foot through lush

national park rainforest, paddling a kayak along tropical coastlines, snorkelling with tropical fish and boat trips to spot whales, dolphins and sea turtles.

A Costa Rican expedition is an ecotourism dream. As one of the most ecologically diverse countries it now runs almost entirely on renewable energy!



Through this trip we can get involved in world class conservation efforts and support Costa Rica's aspiration to become a carbon neutral country.

## Next steps

**Thank you for your interest in Mount House Sixth Form. We look forward to meeting you at one of our virtual open evenings or in person.**

For any queries please contact: Mount House School, Camlet Way, Hadley Wood, Barnet, Herts, EN4 0NJ



020 8449 6889



[admissions@mounthouse.org.uk](mailto:admissions@mounthouse.org.uk)



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

## The A' Level options

The table below shows the options available, and you will find the detailed syllabi on the following pages.

Students should select no more than one subject from three or four of the columns, but if this prevents a student from choosing the subject combination they would like do please get in touch as within a small school there can be some flexibility.

| OPTION A              | OPTION B  | OPTION C  | OPTION D                | OPTION E      |
|-----------------------|-----------|-----------|-------------------------|---------------|
| Physics               | Chemistry | Biology   | Maths                   | Further Maths |
| Art                   | Sociology | Business  | Spanish                 | History       |
| Government & Politics | Textiles  | Geography | English Literature      | French        |
| Drama                 | Economics | Music     | Classical Civilisations | Psychology    |
|                       | Computing |           | PE                      |               |
|                       |           |           | Photography             |               |





Examination Board: AQA

## Course content and assessment

### AS (Units 1 & 2)

As well as forming 50% of the Advanced Level qualification, an AS in Art may be used as a stand-alone qualification.

The course is interesting in its own right and will also help you to build the skills, knowledge and understanding you will need to progress onto A2. During the course you will further develop an understanding of the basic elements of art, its history and its purpose.

The course is made up of 2 Units of study, each of which is assessed separately.

### A2 (Units 3 & 4)

The A2 course builds on the skills, knowledge and understanding that you have gained at AS level. It is made up of the 2 AS units plus 2 more units studied at a higher level, again each of which is assessed separately.

The skills you acquire will be determined to some extent by the area of study you choose. However, whether you see yourself as a painter, a graphic designer or a filmmaker, the same basic rules and skills apply.

### Unit 1 - 50% of AS, 25% of A' Level.

1. You will explore the expressive force of art and design. You will learn how to use appropriate language and practices to express your own ideas. You will use work journals/sketchbooks to develop your understanding of the formal elements of art. Tasks may be set by your teacher or may be developed by yourself or in discussion with teachers or other students.
2. You will be required to work from a given starting theme towards one or more well-considered conclusions. An example is given below:

*'A Sense of Place'*

*You might explore your own or other localities, both built and natural.*

*You might explore your own inner worlds; your own thoughts, feelings and imaginings.*

*You might make comparisons and connections between your interpretation of the theme and the work of other artists from around the world.*

### Unit 2 - Externally set assignment 50% of AS, 25% of A' Level.

A theme will be given to you to explore approximately 2 months before the timed test (8 hours).

During the preparatory period you will be expected to generate ideas from the theme, investigating a wide range of appropriate primary and other sources.

Your development of ideas and exploratory visual work should be subject to ongoing critical review.

All of your work will be exhibited in school and assessed by an external examiner.

### Unit 3 - Practical work and personal study 25% of A' Level

The area of study, theme or focus chosen should link work produced for both the practical work and personal study. These two elements should be seen as integrally connected and supporting each other.

The personal investigation is supported by a written element of 1,000 – 3,000 words.

Practical work for Unit 3 aims to provide opportunities for you to pursue your own creative, visual ideas in a chosen area of art, craft and design.

You will demonstrate the ability to resolve issues and ideas that emerge as an inevitable part of the process of creating art and design work.

As the practical work progresses work from the personal study will provide the focus for contextual analysis and connections, which should then be used to inform and inspire your own creative visual ideas.

### Unit 4 - Externally set assignment 25% of A' Level. Supervised time 15 hours.



CREATIVE ARTS





# BIOLOGY



MOUNT HOUSE  
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INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## Grouping policy

Students are taught in one mixed ability group – 6 periods per week

## Course content and assessment:

### Year 1

Topics: Biological Molecules; Cells; Organisms exchange substances with their environment; Genetic information, variation and relationships between organisms.

### Year 2

Unit 1 (Year 1+ assessment of Statistical skills):  
35% marks

Written Paper: 2 hours

Unit 2 (Year 2+ assessment of Statistical skills):  
35% marks

Written Paper: 2 hours

Unit 3 (Synoptic assessment + extended essay):  
30% marks

Written Paper: 2 hours

### Skills being developed

Application of Numbers; Communication;  
Information Technology; Working with Others;  
Improving own Learning and Performance;  
Problem Solving

### Important dates / deadlines

November Year 1 : End of Term exam

June Year 1: Paper 1 Mock exam

December of the examination year:  
Mock Exam Paper 1

March of the examination year:  
Mock Exam Paper 2

### Homework policy

Homework is set every lesson. The Homework set is designed to reflect the skills being developed above.

### Marking and grading

The Biology department follows the school marking policy and the work is marked regularly. There is one assessment every half term which involves marking of specific skills and which generates feedback to parents and aids target setting with students. Pupil work is assessed using GCE grades A\*-U.

### Additional equipment required by the student

Calculator

### Useful websites

<http://www.aqa.org.uk/>

Institute of Biology [www.iob.org](http://www.iob.org)



SCIENCES

BIOLOGY



# BUSINESS

Examination Board: AQA



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

## Course content

The Business Studies course follows the AQA specification and is designed to provide candidates with a critical understanding of the internal functions of contemporary business and the dynamic external environment within which businesses operate.

The course encourages candidates to acquire a range of skills including data skills and candidates are expected to make judgements and present arguments on the basis of the available evidence.

Candidates will also be acquiring the transferable skills of making decisions using the appropriate business tools and methods.

### Subject content for the course

- 1 What is business?
- 2 Managers, leadership and decision making
- 3 Decision making to improve marketing performance
- 4 Decision making to improve operational performance
- 5 Decision making to improve financial performance
- 6 Decision making to improve human resource performance
- 7 Analysing the strategic position of a business
- 8 Choosing strategic direction
- 9 Strategic methods: how to pursue strategies
- 10 Managing strategic change

### A' Level assessments

#### Paper 1: Business 1

All subject content is assessed  
Written exam: 2 hours  
100 marks in total - **33.3%** of A' Level

*Question structure:*

*Three compulsory sections:*

*Section A has 15 multiple choice questions (MCQs) worth 15 marks.*

*Section B has short answer questions worth 35 marks.*

*Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each.*

#### Paper 2: Business 2

All subject content is assessed  
Written exam: 2 hours  
100 marks in total - **33.3%** of A' Level

*Question structure:*

*Three data response compulsory questions worth approximately 33 marks each and made up of three or four-part questions*

#### Paper 3: Business 3

All subject content is assessed  
Written exam: 2 hours  
100 marks in total - **33.3%** of A' Level

*Question structure:*

*One compulsory case study followed by approximately six questions.*







# CHEMISTRY



MOUNT HOUSE  
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INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## Course aims

- To sustain and develop an enjoyment of, and interest in, the study of Chemistry.
- Be a suitable preparation for Chemistry studies at higher education and for professional courses.
- To develop essential knowledge and understanding of chemical facts, concepts and principles.
- To develop an understanding of the connections between facts, principles and concepts from different areas of Chemistry.
- Recognise the value and responsible use of Chemistry in society;
- To promote an appreciation of the importance of experimental and investigatory work in the study of Chemistry.
- To develop an understanding of the link between the theory, experimentation and scientific method through 'How science works'.
- To provide opportunities for an understanding of spiritual, moral, ethical, social and cultural issues.
- To promote a better understanding of Chemistry and its application to and impact on their lives.

### Course Content (specification 7405) Year 1

#### *Physical chemistry:*

Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Equilibria and Redox Equations.

#### *Inorganic Chemistry:*

Periodicity, Group 2 and Group 7.

#### *Organic Chemistry:*

Introduction to Organic Chemistry, Alkanes, Haloalkanes, Alkenes, Alcohols

### Year 2

#### *Physical Chemistry:*

Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, equilibria and Redox equations. Thermodynamics, Rates, Equilibrium constant, Electrochemical cells, Acids and alkalis.

#### *Inorganic chemistry:*

Periodicity, Group 2 and Group 7. Properties of Period 3 elements, Transition metals and Reaction of ions in aqueous solutions.

#### *Organic chemistry:*

Introduction to Organic Chemistry, Alkanes, Haloalkanes, Alkenes, Alcohols and organic analysis. Isomerism, Carbonyl compounds, Aromatic, Amines, Polymers, Amino acids and proteins

Exams will be linear – this means that students will sit all three A' Level papers at the end of their A' Level course.

Practical skills will be assessed in written exams. About 15% of the marks for A' Level will be based on the understanding and interpretation of practical work.

Furthermore, 20% of the paper will require mathematical skills which include re-arranging equations, plotting graphs, calculating gradients and using logs.



SCIENCES

CHEMISTRY



# CHINESE (MANDARIN OR CANTONESE)

Examination Board: AQA

## Course aims

- Enhance their linguistic skills and promote and develop their 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.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media.
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken.
- Mediate between cultures and between speakers of the language and speakers of English.
- Foster their ability to learn other languages.
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment.
- Develop their capacity for critical and analytical thinking through the language of study.
- Develop as independent researchers through the language of study.

## Assessment

### Paper 1:

Listening, reading and translation

Written examination: 2 hours

**40%** of the qualification

80 marks

*May/June*

### Paper 2:

Written response to works and translation  
(\*\*Paper code: 9CN0/02)

Written examination: 2 hours and 40 minutes

**30%** of the qualification

120 marks

*May/June*

### Paper 3:

Speaking (\*\*Paper code: 9CN0/03M/03C)

Internally conducted and externally assessed

Total assessment time: between 21 and 23 minutes, that includes a single period of 5 minutes' formal preparation time.

**30%** of the qualification

72 marks

*April/May*

## Specific Requirements:

Students are expected to have studied Chinese at GCSE level.



**LANGUAGE &  
LITERATURE**





# CLASSICAL CIVILISATION



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## Course content

This is a two year A' Level course which provides candidates with the opportunity to study Greek and Roman civilisation, literature and artwork through a range of topics.

It encourages candidates to develop a range of analytic, interpretative and communication skills that can be applied to a wide variety of subjects.

### Content Overview

#### 1 The World of the Hero:

This is a compulsory component comprising of an in-depth study of:

- either Homer's Iliad or Odyssey
- and Virgil's Aeneid

This component is solely focused on the study of literature in translation

#### Assessment Overview

100 Marks  
2hr 20min exam  
**40%** of total A' Level

### Content Overview

#### 2 Culture and the arts:

Learners must study one component in this component group, chosen from:

- Greek Theatre
- Imperial Image
- Greek Art
- Invention of the Barbarian

Components in this group involve the study of visual and material culture. In all except Greek art this is combined with the study of literature in translation.

#### Assessment Overview

75 Marks  
1hr 45min exam  
**30%** of total A' Level

### Content Overview

#### 3 Beliefs and ideas:

Learners must study one component in this component group, chosen from:

- Greek Religion
- Love and Relationships
- Politics of the Late Republic
- Democracy and the Athenians

Components in this group involve the study of an area of classical thought, in combination with either the study of literature in translation or visual/material culture.

#### Assessment Overview

75 Marks  
1hr 45min exam  
**30%** of total A' Level

#### Specific requirements

Learners undertaking this A' Level course may have studied the GCSE Classical Civilisation course.

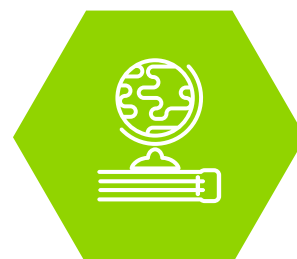
This specification builds on the knowledge, understanding and skills taught at GCSE level.

However, prior knowledge or learning related to the subject is not a formal requirement as the subject is suitable for any candidate interested in the Greek and Roman civilisations, especially those wishing to read Classics at a higher level.

Grade 6 in GCSE Classics (History or English if Classics has not been studied previously) is required.

#### Co-curricular activities

Past trips have included theatre trips to see Greek tragedies, visits to the British Museum, lecture days with 'Sovereign Education' and a field trip to Pompeii and Greece.



**HUMANITIES**

CLASSICAL CIVILISATION



# DRAMA & THEATRE STUDIES

Examination Board: WJEC Eduqas

## Specific requirements

It is useful to have had experience of performing to an audience.

It is advisable that a pupil gain a Grade 6 and above in GCSE Drama to undertake this course.

It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama.

### The course

This WJEC Eduqas specification is designed to promote a balance between practical theatre making and the theoretical understanding of drama and theatre.

This stimulating and engaging course of study encourages learners to make connections between dramatic theory and their own practice.

Learners study five performance texts (two complete texts and three key extracts from three different texts, studied in the context of the whole text) representing a range of social, historical and cultural contexts.

The complete texts are studied for the written examination and the key extracts are divided between all three components.

Learners also study two influential theatre practitioners (individuals or companies) and produce three performances; one text performance, one devised performance and one performance based on a creative reinterpretation of an extract from a text.

This content is divided as follows between the three components.

### Component 1: Theatre workshop

Learners participate in the creation, development and performance of:

- one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company.

### Component 2: Text in action

Learners participate in the creation, development and performance of:

- one devised piece using the working methods and techniques of a second different influential theatre practitioner or recognised theatre company
- one extract from a text in a different style to the devised performance.

### Component 3: Text in performance

Learners explore:

- two complete performance texts from different historical periods
- one extract from a third contrasting text.

### Extra-curricular activities

Rehearsal time is endless, so you will be asked to work after school and on the occasional weekend. Also, theatre trips are arranged 2-3 times a term and some productions only take place in the evening.

You will be asked to pay for your own ticket and transport costs. Excellent attendance is vital as you will be mostly working and being graded in groups.

Besides the course based activities the pupils are also expected to be involved in the Inter-House Drama Competition and the annual School Production



CREATIVE ARTS



# ECONOMICS



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## Course aims

Economics requires the application of economic models to a variety of current issues and controversies.

There is an abundance of economic content in newspapers and financial journals.

The subject is taught through the use of ICT and discussions; however, a great deal of emphasis is placed on independent study.

Economics is seen as a strong subject by Universities and combines well with a range of different subjects. For example, the analytical approach used is similar to Mathematics courses, while the essay writing and research techniques are similar to those in History, English and Psychology.

### Paper 1

#### ***Individuals, firms, markets and market failure***

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

### Paper 2

#### ***The national and international economy***

9. The measurement of macroeconomic performance
10. How the macro-economy works: the circular flow of income, AD/AS analysis, and related concepts
11. Economic performance
12. Financial markets and monetary policy
13. Fiscal policy and supply-side policies
14. The international economy

Both papers assessed through:

- 2 written exams, 2 hours  
Each 80 marks  
Each **33.3%** of A' Level  
Questions in each paper
- Section A: data response questions requiring written answers, choice of one from two contexts worth  
40 marks
- Section B: essay questions requiring written answers, choice of one from three worth  
40 marks

### Paper 3

#### ***Economic Principles and Issues***

What's assessed: all content 1–14 above  
Assessed through:

- Written exam: 2 hours  
80 marks  
**33.3%** of A' Level  
Questions
- Section A: multiple choice questions worth 30 marks
- Section B: case study questions, written answers - 50 marks

### Requirements

Grade 7 in Mathematics GCSE.



**BUSINESS  
& FINANCE**

**ECONOMICS**





# ENGLISH LITERATURE

Examination Board: Edexcel



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

## Course aims

This is a lively and challenging course, which will appeal to those who take pleasure in reading a wide variety of literature and who enjoy expressing their opinions and developing independent ideas.

Students learn how to read critically and discerningly and to write and speak accurately, persuasively and with confidence.

They are required to engage creatively with a substantial body of texts and to explore the contexts of the texts they are reading as well as others' interpretations of them.

Candidates should have studied both English Language and English Literature for GCSE and need to have obtained at least B grades for both.

This is a linear two year course.

There will be three externally assessed exams and one piece of coursework will be moderated externally.

### Component 1: Drama

This is an open book exam.

Section A: Shakespeare. Students answer one question from a choice of two on *King Lear*.

Section B: Other drama. Students answer one question from a choice of two on *A Streetcar Named Desire*.

### Component 2: Prose

This is an open book exam.

Students answer one comparative essay question on *Tess of the D'Urbervilles* and *Wuthering Heights*.

### Component 3: Poetry

This is an open book exam.

Section A: Students answer one question from a choice of two on an unseen modern poem written post 2000 and one named poem from the studied contemporary text.

Section B: Students answer one question on the chosen text – *The Wife of Bath*.

## Coursework

(20% of the total marks)

Students produce one extended, comparative essay referring to two texts.

The advisory word count is 2,500-3,000 words. This assignment is internally assessed and externally moderated.

## Co-curricular activities:

There will be an active agenda of theatre trips, conferences and academic lectures.

There is also scope for creative writing, debating and public speaking.

Students are encouraged to immerse themselves as much as possible in the wider cultural life of London.

Full participation in the English department's enrichment programme is essential.



LANGUAGE &  
LITERATURE



# FRENCH



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: Edexcel

## Course content

- To understand and study in greater depth aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied, demonstrating a high level of critical awareness.
- To use the foreign language to analyse, hypothesise, evaluate, argue a case, justify, persuade, rebut, and develop arguments and present viewpoints in speech and in writing.
- To demonstrate their capacity for critical thinking, to see relationships between different aspects of the subject and to perceive their field of study in a broader context.
- To understand and apply the grammatical system and a range of structures.

The A' Level course develops the skills of listening, speaking, reading and writing. Students study the following topics:

### YEAR 1

#### Theme 1 : Changes in French society

- Attitudes towards marriage, family and relationships
- The Education system
- The world of work
- Equality
- Workers rights.

#### Theme 2: Political and artistic culture in Francophone countries

- Changes and developments in Music
- The impact of music on popular culture
- Media and online press
- The Impact of Media on society and politics
- Festivals, traditions and customs

#### **Literary text / film**

Introduction to Research Project A2

### YEAR 2

#### Theme 3 : Immigration and French multicultural society

- The positive impact of immigration on French society
- Economy and culture
- The lack of integration of immigrants
- Alienation felt by immigrants
- The rise of the National Front in France
- Leaders of the National Front.

#### Theme 4 : The Occupation and The French Resistance

- Occupied France
- Anti-Semitism
- The Vichy Regime
- Maréchal Pétain
- The National Revolution
- The Resistance movement
- Charles de Gaulle
- Jean Moulin
- Women in the Resistance
- Literary Text/Film Research Project



LANGUAGE &  
LITERATURE

FRENCH



# FRENCH

Examination Board: Edexcel



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

## Assessment

All students are assessed with a terminal examination in each of the two units studied:

| Assessment objectives | Students must...                                                                                                                                                                                                  | Weighting |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| AO1                   | Understand and respond: <ul style="list-style-type: none"><li>• in speech to spoken language including face-to-face interaction</li><li>• in writing to spoken language drawn from a variety of sources</li></ul> | 20%       |
| AO2                   | Understand and respond: <ul style="list-style-type: none"><li>• in speech to written language drawn from a variety of sources</li><li>• in writing to written language drawn from a variety of sources</li></ul>  | 30%       |
| AO3                   | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure                                                                                                             | 30%       |
| AO4                   | Show knowledge and understanding of, and respond critically and analytically, to different aspects of the culture and society of countries/communities where the language is spoken                               | 20%       |

## Specific requirements

Students are expected to have studied French at GCSE level, and to have obtained a Grade 6 in listening, speaking, reading and writing.

They are also expected to have completed independent research about the countries where the language learned is spoken, in order to familiarise themselves with past and current developments.

## Co-curricular activities

Students are expected to have two lessons a week with the Language Assistant who will prepare them for their speaking exam.

Students are expected to attend one-day conferences in order to familiarise themselves with the topics covered and examination skills needed, and to participate in visits to countries where the target language is spoken.





# GEOGRAPHY



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## Course Content

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with their physical environment at a variety of scales from the local to the global.

### AS

Qualification consists of two modules:

#### Unit 1: Physical and human geography

Physical Geography (core and options):

- Rivers, floods and management (core)
- Cold environments
- Coastal environments
- Hot desert environments and their margins

Human Geography (core and options):

- Population change (core)
- Food supply issues
- Energy issues
- Health issues

#### Unit 2: Geographical skills

### A2

Qualification consists of a further three modules:

#### Unit 3: Contemporary geographical issues

Physical options:

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- Ecosystems: change and challenge

Human options:

- World cities
- Development and globalisation
- Contemporary conflicts & challenge

### Unit 4B: Geographical issue evaluation

#### Assessment

The timing of the AS examinations in June varies. Unit 1 has a two hour exam (worth **35%** of a full A' Level), unit 2 has a 1 hour written examination (worth **15%** of a full A' Level).

At the end of the year 13 the A2 'Issues' paper is 2½ hours in duration (value **30%**). This examines knowledge and understanding of concerns in today's world; at least one from each area.

Unit 3 has a 1½ hour structured short and extended questions based on an advance information leaflet issued by AQA.

#### Specific requirements

To have studied Geography at GCSE level will have provided the basics and background for the themes studied as there is development of content previously studied.

However, should a candidate wish to take up this subject from scratch, has a genuine interest in the themes and issues studied, they will be considered on merit.

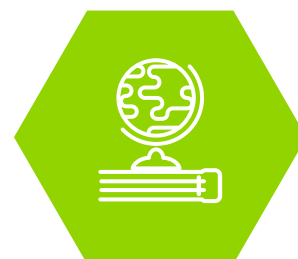
With strong links to the Science curriculum, strength at GCSE level would be valued.

Good literacy skills (Grade 6 or above), as demonstrated in English, Classics or History, would also indicate candidates with the necessary skills to interrogate the topics.

#### Co-curricular activities

Past trips have included:

- Day trip to east London (Tower Hill to Surrey Quays)
- Field trips to Bay of Naples and Sicily.



HUMANITIES

GEOGRAPHY



# GOVERNMENT AND POLITICS

Examination Board, Specification Code and Examination Details: Edexcel Level 3 Advanced GCE in Politics (9PLO)

## Politics A' Level

Politics A' Level is a highly regarded A' Level by all universities and colleges of Higher Education.

The subject is particularly useful for students who are thinking of pursuing a career in business and finance, law, public policy, media, journalism the civil service and international relations.

The subject is taught interactively with class discussions and debates.

The course is complemented by a series of speakers from the world of politics, including civil servants, government advisors, councillors and many more.

## A' Level Politics - 3 Papers

### Assessment overview for 3A and 3B

#### Section A

- One 12-mark question from a choice of two, which assesses AO1 and AO2.

#### Section B

- One compulsory 12-mark question focused on comparative theories, which assesses

#### AO1 and AO2.

#### Section C

- Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3.

### **Component 1: UK Politics** **(\*Component code: 9PLO/01)**

Written examination: 2 hours

**33⅓%** of the qualification

84 marks

#### Content overview

1. Political Participation, students will study:

- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour
- The Media.

2. Core Political Ideas, students will study:

- Conservatism
- Liberalism
- Socialism.

### Assessment overview

Section A: Political Participation

One 30-mark question from a choice of two (each question uses a source) - students must complete one of these.

Plus one 30-mark question from a choice of two - students must complete one of these.

All questions assess AO1, AO2 and AO3.

### Section B: Core Political Ideas

One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

### **Component 2: UK Government** **(\*Component code: 9PLO/02)**

Written examination: 2 hours

**33⅓%** of the qualification

84 marks

#### Content overview

1. UK Government, students will study:

- The constitution
- Parliament
- Prime Minister and executive
- Relationships between the Branches

2. Non-core political ideas, students will study one idea from the following:

- Anarchism
- Ecologism
- Feminism
- Multi-culturalism
- Nationalism

## Assessment overview

### Section A: UK Government

- One 30-mark question from a choice of two (each question uses a source) – students must

Complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

- All questions assess AO1, AO2 and AO3.

### Section B: Non-core Political Ideas

- One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

### Component 3: Comparative Politics (\*Component code: 9PLO/3A or 3B)

Written examination: 2 hours

**33%** of the qualification

84 marks

### Students study either USA (9PLO/3A) or Global (9PLO/3B)

#### Content overview

For USA (3A), students will study:

- The US Constitution and federalism
- US Congress
- US presidency
- US Supreme Court and Civil rights
- Democracy and participation
- Comparative theories.

OR

For Global (3B) students will study:

- Sovereignty and globalisation
- Global governance: political and economic
- Global governance: human rights and environmental
- Power and developments
- Regionalism and the European Union, comparative theories.

## Textbooks

Politics Edexcel A' Level Pearson 2017.  
Recommended revision guides.

## Recommendations

Watching and listening to Newsnight and relevant UK and American documentaries on TV and Radio. Reading a quality newspaper via purchase or online.

Maintaining an active approach to variety of websites and sources determined during the course.

## Specific requirements

A minimum of a Grade 6 in English Language.



**HUMANITIES**





# HISTORY



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: OCR

## Course overview

- Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance.
- Acquire an understanding of different identities with society and an appreciation of social, cultural, religious and ethnic diversity through the study of aspects of British and non-British history.
- Build on their understanding of the past through experiencing a broad and balanced course of study.
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.
- Develop the ability to ask relevant and significant questions about the past and to research them.
- Acquire an understanding of the nature of historical study; for example that history is concerned with judgements based on available evidence and that historical judgements may be provisional.
- Develop their use and understanding of historical terms, concepts and skills.
- To make links and draw comparisons within and/or across different periods and aspects of the past.
- Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

### Content

Unit 1: Britain 1930-1997.

Unit 2: France 1814-1870

Unit 3: The Tudors 1485-1603

Unit 4: A thesis style essay of 4,000 words on a historical interest of student choice.

### Assessment

Unit 1: written exam (1 hour 30 mins);

Unit 2: written exam (1 hour).

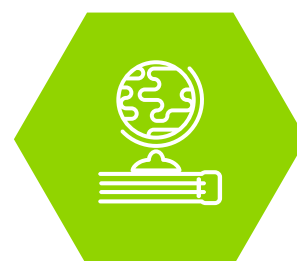
A2-Unit 3: written exam (2 hours 30 mins);

Unit 4: Internal Assessment based on an extended essay.

### Specific requirements

It is not necessary for students to have studied History at GCSE in order to take AS or A2 in this subject, but if they have, at least a Grade 6 should have been achieved in History.

Students who have not taken GCSE in History should have achieved at least a Grade 6 in a similar subject.





## Course overview

Cambridge International AS and A' Level Information Technology encourages learners to explore their subject in depth.

The syllabus has been designed, in consultation with teachers and universities, to help learners develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject.

Cambridge International AS and A' Levels are international in outlook, but retain a local relevance.

The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

### Course content

In a world where information technology (IT) is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data.

The impact of IT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who understand these new technologies.

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding.

Learners study the structure and use of IT systems within a wide range of organisations, including the use of a variety of computer networks.

As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society.

### AS Levels

1. Data, information, knowledge and processing
2. Hardware and software
3. Monitoring and control
4. E-safety and health and safety
5. The digital divide
6. Using networks
7. Expert systems
8. Spreadsheets
9. Database and file concepts
10. Sound and video editing

### A' Levels

You will be assessed across the six units discussed above, three in your AS year and a further three to complete your A2 studies.

11. Emerging technologies
12. Role and impact of IT in society
13. Networks
14. Project management
15. System life cycle
16. Graphics creation
17. Animation
18. Mail merge
19. Programming for the web

### Assessment

For Cambridge International AS and A' Level Information Technology, candidates:

- Take Papers 1 and 2 only (for the Cambridge International AS Level qualification)  
or
- Follow a staged assessment route by taking Papers 1 and 2 (for Cambridge International AS Level qualification) in one series, then Papers 3 and 4 (for Cambridge International A' Level qualification) in a later series  
or
- Take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A' Level.

All components are externally assessed.



# INFORMATION TECHNOLOGY



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: Cambridge International Examinations

| Component                                                                                                                                                                                                                                                                                                                                                                                                                | A' Level | A' Level |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| <b>Paper 1 Theory - 1 hour 45 minutes</b><br>This written paper tests sections 1–10 of the syllabus content. Candidates answer each question in the spaces provided on the question paper. All questions are compulsory.<br>90 marks                                                                                                                                                                                     | 50%      | 25%      |
| <b>Paper 2 Practical - 2 hours 30 minutes</b><br>This paper tests sections 8–10 of the syllabus content. Candidates will also need to use their previous knowledge from sections 1–7.<br>All tasks are compulsory.<br>Candidates must use the most appropriate software and the most appropriate methods.<br>110 marks                                                                                                   | 50%      | 25%      |
| <b>Paper 3 Advanced Theory - 1 hour 45 minutes</b><br>This written paper tests sections 11–19 of the syllabus content. The content of sections 1–10 is assumed knowledge. Candidates answer each question in the spaces provided on the question paper. All questions are compulsory.<br>90 marks                                                                                                                        |          | 25%      |
| <b>Paper 4 Advanced Practical - 2 hours 30 minutes</b><br>This paper tests sections 16–19 of the syllabus content, and sections 8–9 of the syllabus content within a problem-solving context. Candidates will also need to use their previous knowledge from all sections of the syllabus. All tasks are compulsory.<br>Candidates must use the most appropriate software and the most appropriate methods.<br>110 marks |          | 25%      |







# MATHEMATICS



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board, Specification Code and Examination Details  
Edexcel, C3 (6663), C4 (6664), S1 (6683) or M2 (6678)

## Assessment:

**C3:** The examination will consist of one 1½ hour paper. It will contain about eight questions with varying mark allocations per question which will be stated on the paper.

All questions may be attempted. Calculator NOT permitted.

**C4:** The examination will consist of one 1½ hour paper. The paper will contain about eight questions with varying mark allocations per question which will be stated on the paper.

All questions may be attempted. Calculator permitted.

**M2/S1:** The examination will consist of one 1½ hour paper. The paper will contain about seven questions with varying mark allocations per question which will be stated on the paper.

All questions may be attempted. Calculator permitted.

## Description of course content

There are 7 lessons per week, each of 45 min.

Students are taught in one mixed ability group.

Core Mathematics 3: algebraic fractions, functions, exponential and log functions, numerical methods, transforming graphs of functions, trigonometry, differentiation.

Core Mathematics 4: partial fractions, coordinate geometry in the plane, the binomial expansion, differentiation, vectors, integration.

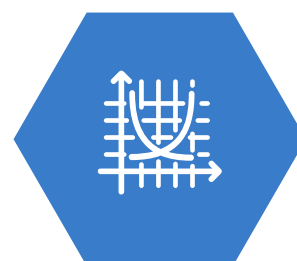
Statistics 1: mathematical modelling probability and statistics, representation of sample data, methods for summarising sample data (location), methods for summarising data (dispersion), probability, correlation, regression, discrete random variables, the normal distribution.

Mechanics 2: kinematics of a particle moving in a straight line or plane, centres of mass, work, energy and power, collision, statics of rigid bodies.

## Skills being developed:

Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.

Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs, to extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems



MATHEMATICS

MATHEMATICS



# MATHEMATICS



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board, Specification Code and Examination Details  
Edexcel, C3 (6663), C4 (6664), S1 (6683) or M2 (6678)

Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.

Recognise how a situation may be represented mathematically, understand the relationship between real-world problems and mathematical models and how these can be refined and improved.

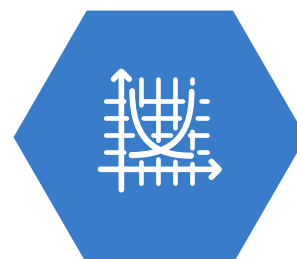
Use mathematics as an effective means of communication and comprehend mathematical arguments and articles concerning applications of mathematics.

Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general. Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## Important dates / deadlines

Mock examinations for C3 and S1/M2 in November

External examinations for C3, C4 and S1/M2 in June





# FURTHER MATHS



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: Edexcel Further Mathematics

## Grouping policy

Students are taught in one mixed ability group.

## Assessment:

**FP2:** The examination will consist of one 1. hour paper. It will contain about eight questions with varying mark allocations per question which will be stated on the paper. All questions may be attempted.

**FP3:** The examination will consist of one 1. hour paper. It will contain about eight questions with varying mark allocations per question which will be stated on the paper. All questions may be attempted

**D2:** The examination will consist of one 1½ hour paper. The paper will contain about seven questions with varying mark allocations per question which will be stated on the paper. All questions may be attempted.

## Course content:

### A2 Further Maths - FP2:

Further Pure Maths 2  
Inequalities; series, first order differential equations; second order differential equations; further complex numbers, Maclaurin and Taylor series.

### FP3: Further Pure Maths 3

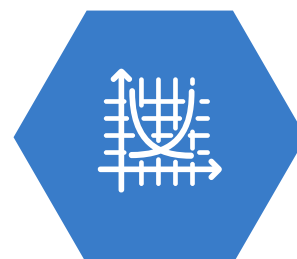
Further matrix algebra; vectors, hyperbolic functions; differentiation integration, further coordinate systems

### D2: Decision Maths 2

Transportation problems; allocation (assignment) problems; the travelling salesman; game theory; further linear programming, dynamic programming; flows in networks

## Skills being developed:

- Understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
- Abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.
- Understanding of coherence and progression and how different areas of mathematics can be connected.
- Recognising how a situation may be represented mathematically and understanding the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved.
- Use of mathematics as an effective means of communication; read and comprehend mathematical arguments and articles concerning applications of mathematics.
- Awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.



MATHEMATICS

FURTHER MATHS





# MUSIC



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: Edexcel

## The course

This specification is designed to allow students to study music in an integrated way with the opportunity to specialise at Advanced GCE.

It allows students to study music as a practical intellectual and creative subject with specialist pathways in performing and composing.

It is designed to have the rigour of Advanced GCE in terms of the breadth, depth and scope of the content as well as in the challenges posed in the assessment tasks.

The Areas of Study cover a wide range of music:

- Classical
- World
- Popular, and
- Jazz

Each area is seen within a broader cultural and historical context.

### Specific Requirements

Students should be at least Grade 5 standard on their chosen instrument.

It is not always necessary to have done GCSE music, although it is helpful.

### Course Content & Assessment

#### A' Level

##### Component 1: Performing

Students must perform for a minimum of 8 minutes, either as soloists or in an ensemble. Externally assessed (**30%** of total GCE marks)

##### Component 2: Composing

Students must compose two pieces of music. One must be to a brief set by Pearson. This is worth 20 marks and must be at least 1 minute in duration.

The other composition can be free or also to a brief, depending the student's personal choice.

This is worth 40 marks and it must be at least four minutes in duration.

Externally assessed (**30%** of total GCE mark)

##### Component 3: Appraising

Assessment is through a two hour examination paper.

##### Section A: Area of study and dictation

This requires students to answer three questions related to the set works.

There is also one short melody/rhythm completion exercise.

##### Section B: Extended response

This comprises of two essay questions (20 marks and 30 marks respectively). Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract. Essay two gives a choice of three questions that ask students to evaluate the musical elements context and language of one set work. Each option will be from a different area of study.

(**40%** of the total GCE Marks)

##### Co-curricular Activities

Outings will be arranged to concerts and any workshops that may be useful. Theory and composition study classes will take place once a week.





# PHOTOGRAPHY



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## The course

Photography A' Level is primarily a practical course with a creative focus.

Students will be expected to use photographic media, techniques and processes as a form of expression.

Students should explore relevant images, artefacts and resources relating to Photography and a wider range of art and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making process.

Students will be expected to respond to the work of contemporary and traditional photographers through practical and critical activities.

### Course content

We follow the 2 year Photography A' Level course. Candidates are required to work in one or more area(s) of Photography during this time, such as those listed below.

They may explore overlapping areas and combinations of areas:

- Portraiture
- Landscape photography (working from the urban, rural and/or coastal environment)
- Still-life photography, working from objects or from the natural world
- Documentary photography, photo journalism
- Experimental imagery
- Photographic installation, video, television and film.

### Course assessment

#### Component 1 - Personal investigation

you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material.

This will count for **60%** of your total A' Level mark.

#### Component 2 - Externally set assignment

you will produce personal work in response to one of eight exciting starting points, which will count for **40%** of your total A' Level mark.

At the end of the course you will create an exhibition for all of your work for assessment and moderation.

### Marking and Grading:

The Photography department follows the school marking policy and there are regular assessments, which generate feedback to parents and aid target setting with students.

Student work is assessed using GCE grades A\*-U.

Additional Equipment required by the student:

- Digital SLR
- Memory stick
- SD card
- Filters
- Tripod
- Laptop with Photoshop



CREATIVE ARTS

PHOTOGRAPHY



# PHYSICS



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA 7407/7408

## Course aims

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

## Assessment

A' Level Exams as follows at the end of the two year course

Unit 1: **35%** marks  
Written Paper: 2 hours

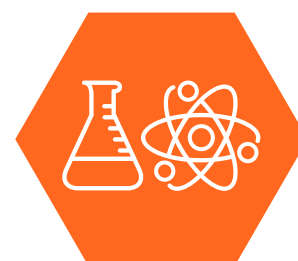
Unit 2: **35%** marks  
Written Paper: 2 hours

Unit 3: **30%** marks  
Written Paper: 2 hours

## Course Content

- A' Level
- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics
- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics

PHYSICS



SCIENCES



# PHYSICAL EDUCATION

Examination board OCR



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

## Course aims

- To develop an insight and understanding of movement, performance and behaviour in relation to play, sport, physical education, recreation
- To develop the knowledge and skills to enable students to reach a high standard of performance.
- understand and critically evaluate current key influences that might limit or encourage young people's involvement in physical activity.

### Key Aims

1. Developing the skills and techniques the candidate requires to perform effectively in physical activities: applying and adapting a wide range of skills and techniques effectively in different types of Physical activity; developing and applying their skills in different roles, such as performer and leader/coach within physical activities; applying their skills in different contexts within a physical activity.
2. It will enable candidates to maintain and develop their involvement and effectiveness in physical activity through:
  - Developing their knowledge and understanding of factors that enable them and others to be physically active:
    - i. As part of a balanced lifestyle, and
    - ii. As part of a lifelong involvement in an active and healthy lifestyle; developing their knowledge and understanding of the relationship between skill, strategy/ composition and body and mind readiness so as to ensure that both their own and other's performance is both effective and efficient in roles such as performer and leader/coach.
3. These specifications will enable candidates to be informed and discerning decision-makers who understand how to be involved in physical activity through helping them to:
  - understand how they and others make the most of the opportunities and pathways available to be involved in physical activity; understand and critically evaluate how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in a range of physical activities;

### The A' Level comprises of four components:

- Physiological factors affecting performance: applied anatomy and physiology, exercise physiology and biomechanics.  
This component represents **30%** of the A' Level.
- Psychological factors affecting performance: skill acquisition and sports psychology.  
This component represents **20%** of the A' Level.
- Sociocultural issues in physical activity and sport: sport and society and contemporary issues in physical activity.  
This component also represents **20%** of the A' Level.
- Performance in Physical Education.  
This represents **30%** of the A' Level.

### Specific entry requirements

This course requires at least a Grade 5 in Maths and Science.

Students should be actively playing/coaching in a chosen sport on a weekly basis throughout the course as this is reflective of the practical weighting of the course.



SCIENCES

PHYSICAL EDUCATION





# PSYCHOLOGY



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## The course

This qualification offers an engaging and effective introduction to Psychology.

Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and by employers, including critical analysis, independent thinking and presentation skills.

There is an emphasis on the scientific approach of psychologists, with questions in the exams about research methods.

The topics are wide-ranging and interesting. Students learn about the theories associated with the topics and they must then evaluate these theories.

**The A' Level specification has 3 units:**

### Unit 1: Introductory topics in Psychology

The topics are: Social influence; Memory; Attachment; Psychopathology

#### **Assessment**

Written Paper: 2 hours (**33.3%** of A' Level marks). Multiple choice, short answer and extended writing questions.

### Unit 2: Psychology in context

The topics are: Approaches in Psychology; Biopsychology; Research methods

#### **Assessment**

Written Paper: 2 hours (**33.3%** of A' Level marks). Multiple choice, short answer and extended writing questions.

### Unit 3: Issues and options in Psychology

The Option Topics include: Relationships or Gender or Cognition and development; Schizophrenia or Eating behaviour or Stress; Aggression or Forensic Psychology or Addiction

#### **Assessment**

Written Paper: 2 hours (**33.3%** of A' Level marks). Multiple choice, short answer and extended writing questions

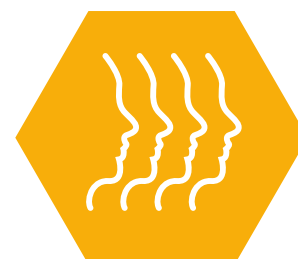
#### **Skills Assessed**

- Knowledge and Understanding (AO1)
- Application (AO2)
- Analysis and Evaluation (AO3)

#### **Specific Requirements**

GCSE: English and Maths Grade 5 or above.

Textbooks: Psychology for AQA A' Level





# RELIGIOUS STUDIES

Examination Board, Specification Code and Examination Details:  
AQA: Religious Studies (7026)

## The course

Our AS and A' Level courses build on the concepts and skills developed at GCSE to help nurture students' passion for the study of religion, paving the way for higher education and future study.

### Course Aims

Our courses offer a choice of different religions; ensuring students have a thorough understanding of diverse philosophical and ethical viewpoints.

Students gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media.

Religious Studies is a thought provoking subject and our contemporary themes will help you inspire engaging classroom discussion.

### Highlights include:

- all religions, philosophical and ethical themes have the same learning requirements, helping you integrate your teaching
- we've worked with subject experts, teachers and higher education to create a stimulating and relevant curriculum with a straightforward approach to assessment
- question papers will allow students of all abilities the chance to show what they know
- the AS and A' Level are co-teachable – although they are decoupled, the AS content links directly to A' Level as it's the first half of the A' Level course.

### Component 1: Philosophy of religion and ethics

### Component 2: Study of religion and dialogues

#### What is assessed

#### Section A: Philosophy of religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

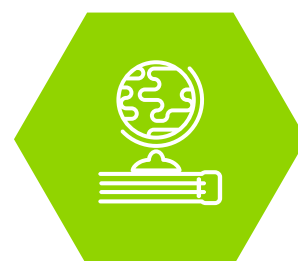
#### Section B: Ethics and religion

- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

Two unstructured questions will be set.  
Students must answer one.

#### The dialogue between Christianity and ethics

- Christian responses to the following approaches to moral decision-making in the light of key Christian moral principles:
  - deontological, with reference to Kant.
  - teleological and consequential, with reference to Bentham.
  - character based, with reference to virtue ethics.
- How far Christian ethics can be considered to be deontological, teleological, consequential, or character based.
- Christian responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering.
- Christian responses to issues surrounding wealth, tolerance and freedom of religious expression.



HUMANITIES



# RELIGIOUS STUDIES



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

- Christian understandings of free will and moral responsibility, and the value of conscience in Christian moral decision-making.
- The impact of other ethical perspectives and ethical studies on Christian views about these issues, both past and present. This may include challenges to and support for Christian views; compatibility of Christian views with those of other ethical perspectives; the relative strengths and weaknesses of Christian perspectives and other ethical perspectives studied on these issues; the implications of criticisms of Christian ethical teaching for the religion as a whole and its sources of authority.

Two unstructured questions will be set. Students must answer one.

## Questions

- **Section A: Philosophy of religion** – two compulsory two-part questions, each worth 10 marks and 15 marks.
- **Section B: Ethics and religion** – two compulsory two-part questions, each worth 10 marks and 15 marks.

In both sections, questions may span more than one topic. In each two-part question, the first part tests AO1 and the second part tests AO2.

## Specific Requirements

A minimum of a 5 in RS GCSE and in English Language and Literature.

## Grouping Policy:

Students are taught in one mixed ability group.



# SOCIOLOGY



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA.

## Course content

Sociology is a very interesting and thought-provoking subject which opens up the mind to the world and society we live in.

It aims to look at how society has developed and how individuals and organisations can shape people's life chances and life styles.

It is very academic and requires both an open and inquisitive mind where issues from a number of theoretical issues are analysed and evaluated. Good essay skills will be taught for exam success.

The key areas of study include: the family, education and research methods, belief systems, theoretical perspectives and crime and deviance. Independent research and study is an integral part of the course.

Sociology helps to prepare our students for university and careers in law, government, business, social work, teaching and higher education.

### A' Level Sociology

- **Paper 1**  
Education with Theory and Methods
- **Paper 2**  
Topics in Sociology: Families and Households and Beliefs in Society
- **Paper 3**  
Crime and Deviance with Theory and Methods

### Assessment

A' Level Sociology has three exam papers:

- Paper 1: (2 hours)
- Paper 2: (2 hours)
- Paper 3: (2 hours)

### Skills Assessed

- Knowledge and Understanding (AO1)
- Application (AO2)
- Analysis and Evaluation (AO3)

### Specific Requirements

- GCSE English at Grade 6 or above.
- One Humanities subject at Grade 6 or above.

### Co-curricular Activities

An annual revision conference and visiting speakers.

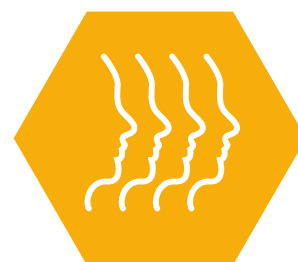
### Text books

Two text books:

- AQA A' Level Sociology Book one. Webb et al
- AQA A' Level Sociology Book two. Webb et al
- Collins sociology student support guides for Education, Theory and Methods. Families and Households. Beliefs in Society. Crime and Deviance.

### Recommendations

Keep up to date with contemporary issues and news items.



SOCIAL  
SCIENCES

SOCIOLOGY





# SPANISH

Examination Board: Edexcel

## Course content

- To understand and study in greater depth aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied, demonstrating a high level of critical awareness.
- To use the foreign language to analyse, hypothesise, evaluate, argue a case, justify, persuade, rebut, develop arguments and present viewpoints in speech and in writing.
- To demonstrate their capacity for critical thinking, to see relationships between different aspects of the subject and to perceive their field of study in a broader context.
- To understand and apply the grammatical system and a range of structures.

The A' Level course develops the skills of listening, speaking, reading and writing. Students study the following topics:

**Spanish Year 1** - The course covers:

### Theme 1: The Evolution of Spanish Society

Theme 1 is set in the context of Spain only.

- Attitudes towards marriage, family and relationships.
- Working life in Spain and attitudes towards work; job opportunities for young people; gender equality.
- Tourism and its economic impact; the opportunities offered by tourism; the socio-environmental impact

### Theme 2: Political and artistic culture in the Spanish-speaking world

- Music: changes and trends; the impact of music in contemporary culture
- The media television and soap operas: the media print and online; the impact on society and politics.
- Festivals, customs and traditions

### Introduction to independent research project Literary text/film

**Spanish Year 2** - The course covers:

### Theme 3: Immigration and the multicultural Spanish society (Spain only)

- Immigration and its historical origins; Muslims in Al - Andalus; the influence of immigrants from North Africa and Latin America.
- Integration and multiculturalism the benefits and challenges of multiculturalism; attitudes towards immigrant communities.

### Theme 4: The Francoist dictatorship and the transition to democracy (Spain only)

- The Civil War; Franco's dictatorship and the rise of Franco; everyday life under the Franco regime: political oppression, censorship, the divisions in society.
- The transition from dictatorship to democracy; the role of King Juan Carlos in the transition; the Government of Ysuarez; the impact of this dictatorship in today's society

### Independent research project

Literary text/film

#### Assessment

All students are assessed with a terminal examination in each of the units studied:

- Speaking **30%**,
- Listening and Reading **40%**,
- Writing and Translation **30%**

#### Specific Requirements

Students are expected to have studied Spanish at GCSE level, and to have obtained a Grade 6 in listening, speaking, reading and writing.

They are also expected to have completed independent research about the countries where the language is spoken, in order to familiarise themselves with past and current developments.

### Co-curricular Activities

Students are expected to attend one-day conferences in order to familiarise themselves with the topics covered and examination skills needed, and to participate in visits to countries where the target language is spoken.



LANGUAGE &  
LITERATURE

SPANISH



# TEXTILE DESIGN



MOUNT HOUSE  
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INSPIRING EVERY INDIVIDUAL

Examination Board: AQA.

## Course content

The Art & design Textiles course consists of a combination of contextual studies and practical units which are designed to encourage candidates to develop their capacity to design and make textile products and to appreciate the complex relations between design & materials.

There is an emphasis on creativity, experimentation and exploration of a range of textile media, techniques and processes which are both traditional and contemporary.

Students can choose one or more area of study from fashion, interior, printed or dyed materials, constructed textiles or textile installation.

The course is divided into four main units, which include:

### Unit 1 - Personal Portfolio

**25%** of the A' Level grade

Students will have the opportunity to explore themes of interest through drawing and mix media, translating their ideas into textile outcomes.

They will experiment in a variety of textile methods from printing to stitching.

They will work in sketchbooks to record inspirations and show development of ideas.

They will gain knowledge of artists and designers and use various sources as a starting point to explore their ideas.

### Unit 2 - Externally Set Assignment

**25%** of the A' Level grade

During unit 2 students will be able to select from a list of five possible starting points set by the exam board which they must then research, draw and investigate into techniques as a response to the chosen theme.

They will then in unaided, supervised time (5 hours) carry out developmental work towards a final idea.

### Unit 3 - Personal investigation

**25%** of the A' Level grade

This is a practical unit with written elements in which candidates are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a finished piece or pieces.

The practical elements should be linked with some aspect of contemporary or past practice of artists, designers or craftspeople.

The written element will be between 1000-3000 words and can be communicated through a personal study, a journal, a log, reports on gallery visits or an evaluation and reflection on own work.

### Unit 4 Externally Set Assignment

**25%** of the A' Level grade

For their final unit, students will select from a choice of eight titles.

They will then independently research and investigate into their chosen title to gain understanding of the theme.

This will then prepare them for the unaided, supervised time (15 hours) in which they must develop ideas and produce a final outcome.

### **Assessments**

The A' Level in Textiles includes four separate assessments, which include:

#### **AS (Units 1 & 2)**

- Unit 1: Coursework portfolio 80marks
- Unit 2: AS Externally Set Assignment  
Supervised time 5 hours 80 marks

#### **A2 (Units 3 & 4)**

- Unit 3: Personal Investigation -  
Personal investigation supported by written element of 1000-3000 words 80marks
- Unit 4: A2 Externally Set Assignment  
Supervised time 15 hours 80 marks



CREATIVE ARTS



# EPQ - EXTENDED PROJECT QUALIFICATION



MOUNT HOUSE  
SCHOOL  
INSPIRING EVERY INDIVIDUAL

Examination Board: AQA

## Course aims

This qualification provides an opportunity for students to exercise their abilities beyond the A' Level syllabus and prepare for university or their future career.

They can also use it to earn extra UCAS points. The EPQ is offered at Mount House as a standalone qualification.

The EPQ specification allows each student to embark on a largely self-directed project.

They start by taking responsibility for the choice and design of an individual project. During the process students learn to:

- Mature into critical, reflective and independent learners
- Develop and apply decision-making and problem-solving skills
- Increase planning, research, analysis, synthesis, evaluation and presentation skills
- Apply new technologies confidently
- Demonstrate creativity, initiative and enterprise

### Required evidence

All Project students follow the same basic project process and have to supply the following evidence for assessment:

- Project product, in the form of a research report, production or artefact
- Written report\*
- Presentation of the completed Project
- Completed Production Log.

\* A written report must accompany a production or an artifact. Students meet each week with the EPQ supervisors who monitor the progress of their log.

Students explore key research skills within a classroom environment to support their understanding and performance of the project.

The emphasis is on independent learning and students need to balance their studies effectively alongside the demands of their A' Level courses.

## The research report

It is up to your student to choose whether to make a research report the sole product of the Project, or to create a product in another format, such as a production or artefact.

If it is the sole product, the research report could take the form of an academic essay, research report of an investigation, exploration of a hypothesis, or academic report.

If the product takes another format, the student will still need to supply a shorter supplementary research report.

At Level 3 EPQ, the approximate length of these must be:

- Research report – 5000 words
- Supplementary research report – 1000 words (min).

Reports should be long enough to explore the relevant issues and use appropriate terminology, style and form of writing.

Each report is likely to contain:

- References to a range of information sources
- Historical literature or some other background research
- Details of the design, knowledge, understanding and skills used
- A conclusion, including an evaluation of the outcomes of the Project.



**BUSINESS  
& FINANCE**

EPQ - EXTENDED PROJECT QUALIFICATION



## **Assessment and grading**

- The Extended Project Qualification is equivalent to an AS Level and is graded on a six grade scale, A\* to E.
- NB: Students who fail to meet the minimum standard for grade E will be awarded a U (unclassified) and will not receive a qualification certificate.
- It is internally assessed by the teaching Supervisor and standardised by the Centre Coordinator.
- The marking gives most importance to development and application of transferable and key skills.

### **A01 Manage**

(20% of marks)

Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

### **AO2 use resources**

(20% of marks)

Research, critically select, organise and use information, and select and use a range of resources.

Analyse data, apply it relevantly and demonstrate understanding of any links, connections and complexities of the topic.

### **AO3 develop and realise**

(40% of marks)

Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.

## **AO4 review**

(20% of marks)

Evaluate all aspects of the extended project, including how outcomes relate to stated objectives and own learning and performance.

Select and use a range of communication skills and media, in an appropriate format, to present evidence of project outcomes and conclusions

## **Exemplar materials and commentaries**

- The board's website contains examples of logs and projects helping students to clarify what is expected of them.

## **Specific requirements**

- Candidates should be fluent in English and have obtained a B grade in the area of their project.

## **Co-curricular activities**

- This is largely dependent upon the project itself. In many cases the development of research skills is very useful and independent or group activities focusing on this aspect would be useful.



**BUSINESS  
& FINANCE**