MOUNT HOUSE SCHOOL



SIXTH FORM PROSPECTUS

HEAD'S WELCOME



SIXTH FORM AT MOUNT HOUSE IS AN AMBITIOUS AND DYNAMIC ENVIRONMENT AND OFFERS EXCEPTIONAL OPPORTUNITIES FOR BOTH ACADEMIC STUDY AND PERSONAL DEVELOPMENT.

Mount House provides a tailored Sixth Form education which is reflected in a high number of one-to-one and small group sessions, delivered by experienced subject experts. Not only do our students go on to attend some of the world's leading universities, they are encouraged to achieve their post-school ambitions and be fully prepared for life beyond school.

As well as A Levels, we offer a BTEC Enterprise Pathway, and Level 3 courses such as Criminology and Food and Nutrition, meaning we can offer our Sixth Formers a curriculum with enormous flexibility, enabling them to follow a traditional university route or to consider one of the degree apprenticeship programmes. In addition, our vibrant enrichment programme offers a multiplicity of opportunities for personal development through leadership, educational visits and through focusing on independence and creativity.

Thank you for considering Mount House for your son or daughter. I hope this prospectus contains useful information to help you make an informed decision about education at Sixth Form and I look forward to welcoming you.



Mr Jon Cooper
Head

"A vibrant enrichment programme will offer a multiplicity of opportunities for personal development."

WELCOME FROM HEAD OF YEAR 12, MR ABRAHAMS AND HEAD OF YEAR 13, MRS LAZOURAS

We are delighted to welcome you to Mount House Sixth Form. Over the two years you will explore your aspirations and develop your thinking and life skills, so that you leave us as an independent young person equipped to thrive and lead in the world. Mount House offers a very nurturing and tailored Sixth Form environment which supports you on an individual basis, in your chosen pathway. Small teaching groups ensure you are given every opportunity to fulfil your potential.

This is an extremely important time in your academic progression and we provide the guidance and expertise to aid you in achieving your ambitions whether that is attending university or pursuing an apprenticeship or company-sponsored degree path. Mount House provides a stimulating and demanding approach to teaching and learning and sixth formers are expected to achieve their best possible academic performance and be motivated by high standards in all that they do.

A STUDENT'S PERSPECTIVE

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

Mount House Sixth Form has been an exciting and unique experience. I have enjoyed making new friends and studying my favourite subjects.

The small class sizes enable us to be the complete focus of our teachers, which is very beneficial in achieving good grades and making sure that the classroom experience is focused and can be tailored to every student's needs. The discussions are interesting and productive and we are able to talk to our teachers openly if there are any topics that we struggle with.

While the classes themselves are small, the wider social circle in the school is very rewarding, and we have all become a tightly-knit group of friends who share our Sixth Form experience together. As well as this, we try and focus on being positive role models for the younger students throughout the school.

In our role as senior students, there are many programmes in place which help us to achieve this. For example, leadership roles such as Head of Houses and Form Captains create profiles for the older students and allow us to be a friendly face for the students lower down the school.

I'm really enjoying my time as a Mount House Sixth Former and I am grateful for the opportunities and attention from the teachers that has allowed me to adjust to A Levels, as well as the tight-knit community within the Sixth Form.

Senior Monitor

ACADEMIC AMBITION

MOUNT HOUSE OFFERS TWO PATHWAYS AND A WIDE RANGE OF SUBJECTS AND THE DETAILS OF THESE CAN BE FOUND AT THE BACK OF THIS BOOKLET.

Students may choose to take three, and sometimes four, A Levels or can opt for a range of Level 3 diplomas. Some may opt for a mixture of A Levels and Level 3 diplomas to suit their interests.

For both pathways, teaching takes place in small groups, between 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 and develop skills which will serve them well at university and in life. These courses not only prepare students for the working world but are also valued by universities. The opportunity to study subjects at Level 3 that the student sees as relevant to future careers is an exciting prospect and a chance to study in a way that offers greater coursework and more modular examinations.

For A Level students in addition to their chosen subjects, we also encourage students to complete the EPQ which 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.

Other academic enrichment opportunities include studying AS Further Maths which is popular with many students looking at entry into Mathematics, Engineering and similar careers.

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 and Level 3 diplomas which are 'new' subjects - subjects which students are not (usually) able to take as GCSEs.

These include Economics, Government and Politics, Sociology, Criminology, 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"

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.

We also encourage and support students who wish to enter apprentiships or degree level courses sponsored by businesses.

Our academic team also has detailed knowledge to support arrangements relating to applications for American and Japanese 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 Manchester, Art at Central St Martins or Science at UCL, in addition to universities worldwide.

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 students to speak about their careers and studies.



LEAVERS' DESTINATIONS AND DEGREE SUBJECTS

HERE IS A SELECTION OF OUR LEAVERS' DESTINATIONS AND DEGREE SUBJECTS STUDIED OVER THE PAST FEW YEARS:

UK DESTINATIONS

UCL
Anthropology

Central Saint Martin's College of Art & Design
Art Foundation

University of Greenwich
Criminology

Jimmy Choo Academy
Design

King's College, London (KCL)
Communication and Media

Birmingham City University
Jewellery

University of Essex
Business

UCL
Anthropology

City St George's
Law

Brunel Univesity
Computer Science

Nottingham Trent University
Art Foundation

University of Birmingham
Dentistry, Classics, Modern Languages, Psychology, Business

University of Bristol
Classics, Drama, Film Studies

University of Bournemouth
Physiotherapy

University of Cambridge, Newnham College
Law

University of London, SOAS
Architecture, World Philosophies

University of Kent
American Studies, Social Sciences, Classical Studies

University of Manchester
Ancient History, Politics and Social Anthropology

University Royal Holloway
Classics

University of Southampton
Biology, Chemistry, Politics and International Relations

University of Durham
Anthropology & Human Science

University of Warwick
Law, Business

University of York
Mathematics

University of Reading
Food Biosciences, Classics, Business

University of Leeds
Classics, Law, Natural Sciences

INTERNATIONAL DESTINATIONS

Cardinal Herrera, Spain
Biomedical Science

Keio, Japan
Sciences

Berklee College of Music, United States
Music

University of Winnipeg, Canada
Accounting

University of Pécs, Hungary
Medicine

CAREERS SUPPORT

MOUNT HOUSE HAS DEDICATED CAREERS PERSONNEL 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 alongside the following third party organisations who offer our students advice, support and experience:

- Tutor1U - online free courses to support students. A series of short activity-based videos together with resource downloads.
- Young Professionals gives students the chance to get an insight into the legal industry.
- Education Project - medical work experience/ GP live courses.
- InvestIN - a wide variety of immersive work experience programmes for which we are a partner school.
- St James Place Wealth Management events.
- Springpod - a careers platform where students can experience the virtual world of work, gaining a clearer understanding of what working in the industry will look like. They will complete real work assignments and interact with industry professionals.
- Virtual University and Search Fair - features universities and colleges from across the UK as well as live webinars on UCAS personal statements, apprenticeships and student finance

WORKSHOPS

- Money management at university
- Personal statements
- Mock interview sessions
- Russell group applications

CAREERS FAIR

The Summer Careers Fair is a key event, taking place in the summer term.

It showcases 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

Ruth Earle
Inspirational Speaker

Seyi Rhodes
Tv Presenter and Journalist

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.

One of our Sixth Form Tutors writes:
"I see my role as a sixth form tutor as fundamental to the success of my tutees. Our team of teachers focuses 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.

Ongoing support with time-management, regular goal-setting and effective revision skills is crucial for student wellbeing.

Through giving our tutees proven techniques to help eliminate procrastination and implementing healthy coping strategies, students not only feel supported but 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!"



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 active House system whereby all staff and students are assigned to one of four houses. Each House is described as a 'family within a family,' providing a great sense of belonging and support throughout 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 students.

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.



WORKSHOPS

Each Lower Sixth student is trained as a Peer Mentor for the younger students in the school.

They are a mentor to these students throughout their first year and offer support, advice and events.

STUDENT COUNCIL

This is led by Sixth Form students with teacher guidance.

> "Each House is described as a 'family within a family,' providing a great sense of belonging and support"

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.

The Varsity Club is a popular Academic Enrichment Club where students 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. There has been a focus on gender and LGBTQ, 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.

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 or Silver). 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.

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**

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. Recently, 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 PROGRAMME CONTRIBUTES TOWARDS THIS PERSONAL DEVELOPMENT.

FUTURES

Giving our students the skills and knowledge to thrive and succeed beyond school is a key focus for us during their Sixth Form years. We want them to leave us fully prepared for the world outside our gates. It forms a key part of our careers provision alongside the work covered in UCAS preparation, careers talks, and individual subject expertise. The course is embedded into all our Sixth Form students' timetables. Our 'Futures programme' runs throughout Years 12 and 13 and is focused on developing soft skills and critical thinking, helping our students be real world ready, and stretched academically. It is a compulsory part of the curriculum and is designed to provide our students with the soft skills, personal understanding, and ability to consider perspectives beyond their own is a hugely rewarding experience.

Our Futures programme covers 6 core pillars of extended learning.

1. Critical Thinking and Global Perspectives aims to develop responsibility, practical problem-solving, ethical understanding, perseverance, an appreciation of identity and perspective and an understanding of the complexity of the modern world.
2. Academic Enrichment - an in-depth body of work allowing students to explore an area of interest in greater depth: EPQ Further Maths International Certificate Digital Literacy
3. Service learning - the practical application of knowledge and skills toward meeting an identified community need. Students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility.
4. Careers – a chance for students to explore the options after Sixth Form, develop and refine soft skills, and understand the range of careers open to them.
5. Life skills – exploring topics such as finance education, cooking on a budget, public speaking, and first aid.
6. PSHE - designed to enlighten students to the key issues we feel they need to be aware of, as well as the topics students' themselves tell us they want to know more about.

Overall, the course provides for our students the chance to learn about a variety of topics, from health, welfare, and personal safety to managing stress and creating a positive digital footprint.

They will also cover a number of practical topics topics such as managing personal finance, developing good interview techniques, cooking on a budget and first aid. It dovetails with the tutorial programme where many of the topics are considered in further depth, alongside the individual support and discussions tutors offer students.

We review the topics each year to make sure they are still relevant to our students and bring in outside agencies and subject specialists for some sessions.

SERVICE LEARNING AND VOLUNTEERING

We expect all of our Sixth Formers to be thinking about the communities they are part of, be that at school or beyond. We facilitate all our Sixth Formers to give some of their time and expertise to others. This could be by having time to volunteer in the local community, run a club for younger students here at school, or offer their support to local primary schools. This can take the form of direct support or advocacy and research. We will also organise some larger "whole year" opportunities. As part of their Personal and Professional Development course, students will reflect on what they have learnt and how they have applied their subject and soft skills.

SPORT

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 THURSDAY THROUGHOUT TERM.

Students have the opportunity to take part in team sports such as netball, football, basketball, tennis and cricket which take place either on campus or at Hadley Wood Playing Fields.

Some of these activities filter into the Co-Curricular Programme and offer an opportunity to participate in fixtures against other schools.

Individual sports are also encouraged including trampolining 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.



ONSITE AT MOUNT HOUSE

Badminton
Basketball
Gymnastics
Hockey
Netball
Table Tennis
Tennis
Trampolining

MONKEN HADLEY COMMON

Cross Country

HADLEY WOOD PLAYING FIELDS

All grass sport such as Athletics, Cricket and Football

OLD MANOR GOLF CLUB

Golf

A LEVEL COURSES

ART & DESIGN – FINE ART

EXAM BOARD: EDEXCEL

Course Content
You will be introduced to a variety of experiences and explore a range of fine art media, processes and techniques. You will also have the opportunity to explore drawing for different purposes, using a variety of methods and media on a variety of scales, studying relevant images, artefacts and resources and responding through practical and critical activities.

Areas of Study
You will be required to work in one or more area(s) of Fine Art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture
- ceramics
- installation
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography.

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, including an extended essay. This will count for 60% of your total A Level mark.

Component 2 - Externally set assignment
You will produce personal work in response to a starting point set by the exam board, 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 Creative Arts 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.

ART & DESIGN - PHOTOGRAPHY

EXAM BOARD: EDEXCEL

Course Content
You will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. You will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times and will respond to these examples through practical and critical activities.

Areas of Study
Students are required to work in one or more area(s) of photography, 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, photojournalism
- fashion photography
- experimental imagery
- multimedia
- photographic installation
- moving image (video, film, animation).

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 Creative Arts 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.

BIOLOGY

EXAM BOARD: AQA

Course Overview
Biology is a popular subject in the Sixth Form. Each class is taught by two biology teachers, each teaching their area of biological expertise. Our curriculum is based on the AQA A Level biology syllabus 7041/2. At the end of Year 12 students sit an internal End of Year exam which, along with other biology assessments throughout the year, contributes to a holistic UCAS prediction.

In the Summer term, after the End of Year exam, students study sampling techniques and field work, and employ statistical analysis to determine the significance of their data.

In Year 13 the biology classes are again taught by the same two teachers they had in Year 12 ensuring continuity.

Biology is well-equipped for practical work. Students are trained to use A Level equipment with precision and skill. There are 12 required practicals at A Level split equally between Years 12 and 13, along with additional enrichment practicals including opportunities for dissection. Students are assessed on five core practical skills (CPACs) throughout the course to obtain a practical endorsement.

Biology is a multidisciplinary subject, with links to geography through field work and population demographics, mathematics through statistical analysis, and chemistry through biochemistry. It also provides links to A' Level philosophy and psychology and many of our student study a combination of biology, chemistry, physics, maths and psychology.

Course Content

Year 12
- Topic 1: Biological Molecules: Covers the structure and function of the key molecules of life, including carbohydrates, lipids, proteins (enzymes), nucleic acids (DNA, RNA), ATP, water, and inorganic ions.
- Topic 2: Cells: Explores cell structure, organelles, transport across cell mem-branes, cell division (mitosis and meiosis), and the immune system.
- Topic 3: Organisms Exchange Substances with their Environment: Focuses on the mechanisms of gas exchange, digestion, absorption, and mass transport in both plants and animals.
- Topic 4: Genetic Information, Variation and Relationships Between Organ-isms: Explores DNA, protein synthesis, genetic diversity (mutation and meio-sis), natural selection, classification, and biodiversity.
- Internal End of Year exams
- Field work Preparation and sampling techniques

Year 13
- Topic 5: Energy Transfers in and Between Organisms: Covers the biochemical processes of photosynthesis and respiration, as well as the transfer of energy through ecosystems and nutrient cycles.
- Topic 6: Organisms Respond to Changes in their Internal and External Envi-ronments: Focuses on homeostasis, nervous and hormonal communication, and responses in plants and animals.
- Topic 7: Genetics, Populations, Evolution and Ecosystems: Deals with patterns of inheritance, population genetics (including the Hardy-Weinberg principle), evolution, speciation, and the dynamics of populations and ecosystems.
- Topic 8: The Control of Gene Expression: Explores how gene expression is regulated, the role of mutations in disease (like cancer), and modern applica-tions of gene technologies.
- External A' Level exams

BUSINESS

EXAM BOARD: AQA

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
- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- 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
- Assessment 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
- Assessment 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
- Assessment structure:
  - One compulsory case study followed by approximately six questions.
  - The Business Studies course follows the candidates with a critical understanding of the internal functions of contemporary business and the dynamic external environment within which businesses operate.

CHEMISTRY

EXAM BOARD: AQA

Course Overview
We follow the AQA A level chemistry specification (7405). The course is divided into the traditional areas of physical chemistry, inorganic chemistry and organic chemistry.

Chemistry A level will inspire and nurture your passion for the subject and lay the groundwork for further study. Many students go on to study medicine, chemistry, biochemistry, biomedical sciences, pharmacy and chemical engineering. Those with exceptional grades go on to study chemistry or natural sciences or vocational courses like medicine, veterinary sciences or dentistry.

You will be taught by a team of two teachers who will deliver different topics using a variety of activities including teacher led lessons, group work, practical work and research activities. There is a lot of practical work involved and you will keep a lab book as a log of your work. There is no practical exam or assessment. You have to complete a set number of Required Practicals during which your teachers will carry out a basic skills assessment.

The course is divided into three disciplines:
1. Physical chemistry: atomic structure, amount of substance (moles), bonding, thermodynamics, kinetics, equilibria, redox and electrode potentials.
2. Inorganic chemistry: groups 2 and 7, periodicity, transition metals and reactions of ions in aqueous solution.
3. Organic chemistry: carbon-based molecules such as alkanes, alkenes, alcohols, aldehydes, ketones, carboxylic acids, amines and amino acids; mechanisms, isomerism, polymers, proteins and DNA, organic synthesis and analysis.

Course Content

Year 12
- C1 Atomic Structure
- C3 Bonding
- C2 Amount of substance
- C5 Kinetics
- C11 Introduction to organic chemistry
- C4 Energetics
- C6 Chemical equilibria
- C12 Alkanes
- C13 Halogenoalkanes
- C7 Oxidation, reduction and redox
- C9 Group 2, the Alkali Earth Metals
- C14 Alkenes
- C15 Alcohols
- C10 Group 7, the Halogens
- C16 Organic analysis
- C8 Periodicity
- Internal End of Year exams
- C17 Thermodynamics ('A' Level)

Year 13
- C21 Acids and Bases
- C25 Optical isomerism
- C26 Aldehydes and ketones, Carboxylic acids and derivatives
- C18 Rate equations
- C20 Electrode potentials and electrochemical cells
- C27 Aromatic chemistry
- C28 Amines
- C29 Polymers
- C30 Amino acids, proteins and DNA
- C23 Transition metals
- C24 Reactions of ions in aqueous Solution
- C19 Equilibrium constant Kp for homogeneous systems
- C32 Nuclear magnetic resonance spectroscopy
- C22 Properties of Period 3 elements and their oxides
- C33 Chromatography
- C31 Organic synthesis
- External A Level exams

CLASSICAL CIVILISATION

EXAM BOARD: OCR

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
- 2 hours 20 minutes exam
- 40% of total A Level

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
- 1 hour 45 minutes exam
- 30% of total A Level

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
- 1 hour 45 minutes 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.

COMPUTER SCIENCE

EXAM BOARD: OCR

Course Overview
This Computer Science qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. This A Level will develop the student's technical understanding and their ability to analyse and solve problems using computational thinking.

Course Content
To achieve this qualification, you will be required to complete three components of study. Two of these units will be externally assessed through a series of external examinations.

The remaining unit is an internally marked (externally moderated) coursework project.

Component 1: Computer Systems (Exam)
Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.

It covers:
- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems,
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

Component 2: Algorithms and Programming (Exam)
This builds on component 01 to include computational thinking and problem-solving.
It covers:
- What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.)
- Problem solving and programming – how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems.

Component 3: Programming Project (Coursework)
Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science

Why Choose Computer Science?
This course also lays an appropriate foundation for further study of Computer Science, Engineering, Physics or related subjects in higher education. Russell Group universities list Computer Science as a useful A Level for many degree courses including biology, chemistry, economics, engineering, geology, mathematics, materials science, medicine, physics, psychology, and sociology. A good grade in Computer Science at A level is valued by universities and employers since it requires the development of analytical thinking and problem-solving skills. Computer Scientists are also in demand and find work in many industry sectors.

Specific Requirements:
You do not need to have to have studied Computing or IT before, but if you have studied OCR Level 2 IT or GCSE Computing this would be an advantage. We do, however, require a minimum grade 6 in Maths and English.

DRAMA & THEATRE STUDIES

EXAM BOARD: EDEXCEL

Specific Requirements
The Edexcel specification is designed to promote a balance between the theatre making process and a theoretical understanding of drama and theatre.

This stimulating course of study encourages learners to make connections between dramatic theory and their own practice. The three components include two practical exams – the first, an opportunity to devise an original performance piece, applying the methods of an established theatre practitioner and the second, the performance of a monologue or scene from a different performance text. The final written practical exam includes a study of a complete performance text, for which you must create your own interpretation and vision and, in addition to this, you will provide an evaluation and analysis of a live theatre production.

Component One - Devising:
- You will devise an original performance piece, applying the techniques of a chosen practitioner;
- You will also complete a written portfolio analysing the devising process.
- Assessed internally.

Component Two - Text in Performance:
- This is a group or individual realisation of a key extract from a play.
- Assessed by an external examiner.

Component Three - Theatre Makers in Practice:
This is the final written exam in which you:
- explore, practically, a complete performance text;
- explore and interpret another text in light of a chosen theatre practitioner;
- respond to questions on both texts;
- provide an extended response analysing and evaluating a live theatre performance.

Specific Requirements:
- It is advisable that you gain a grade 6 and above in GCSE Drama;
- It is important that you are interested in gaining a greater understanding of the production of plays from the perspective of performers, directors and designers and also have a keen desire to communicate your views through drama;
- It is essential that you are keen to be involved in performances and are willing to devote much energy and time to rehearsals.

It is beneficial to have had prior performance experience.

ECONOMICS

EXAM BOARD: AQA

Course Overview
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.

ENGLISH LITERATURE

EXAM BOARD: EDEXCEL

Course Overview
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 a grade 6 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 Othello
- Section B: Other drama. Students answer one question from a choice of two on Streetcar Named Desire.

Component 2: Prose
This is an open book exam.
Students answer one comparative essay question on *Never Let Me Go* and *Frankenstein*.

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 anthology Poems of the Decade.
- 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.

English Language
We are also able to offer A Level English Language (AQA) subject to demand. If you are interested, please contact Mr Cooper or Mrs MacDonald.

FRENCH

EXAM BOARD: EDEXCEL

Course Overview
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 – No et Moi

Film – La Haine

Introduction to Research Project A2 – this forms the basis of the speaking exam.

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
- Literacy text/film research project

GEOGRAPHY

EXAM BOARD: AQA

Course Content
Geography is a knowledge and application-based subject that aims to create 'global citizens' who are passionate about investigating and reflecting upon the challenging issues of the world around us and the people who live in it. The purpose of the A Level curriculum is to inspire and equip learners with the skills to confidently take their place in a modern, ever-changing world through the use of ICT, enquiry-based learning and fieldwork.

The A Level qualification consists of three sections, made up of core and choice topics:

Section A: Physical Geography
- Water and carbon cycles (core)
- Hot desert systems and landscapes OR coastal systems and landscapes OR glacial systems and landscapes
- Hazards OR ecosystems under stress.

Section B: Human Geography
- Global systems and global governance
- Changing places
- Contemporary urban environments OR population and the environment OR resource security.

Section C: Geography fieldwork investigation
(non-exam assessment)
Students complete an individual investigation, in the form of a long research report (4000 - 6000 words) which must include data collected in the held. the individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification.

Assessment
This is a linear qualification, therefore at the end of the course in Year 13 students will sit all their examinations and submit their non-exam assessment.
- Paper 1: Written examinations 40% of A Level
- Paper 2: Written examination 40% of A Level
- NEA: 20% of A Level marked by teacher, moderated by AQA.

Geography at GCSE level will provide the basics and background to develop the themes and content previously studied.

However, if a candidate wishes to take up this subject from scratch, and 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 include:
- Day trip to east London (Tower Hill to Surrey Quays)
- Field trips to the Bay of Naples and Sicily.

GOVERNMENT AND POLITICS

EXAM BOARD: EDEXCEL

Course Overview
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: 9PL0/01)
Written examination: 2 hours
33% 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: 9PL0/02)
Written examination: 2 hours
33% 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: 9PL0/3A or 3B)
Written examination: 2 hours
33% of the qualification
84 marks

Students study either USA (9PL0/3A) or Global (9PL0/3B)

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.

A minimum of a Grade 6 in English Language.

HISTORY

EXAM 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: The Cold War in Asia, 1945-93.
- Unit 3: The Changing Nature of Warfare, 1792-1945.
- Unit 4: Coursework on a topic chosen by the student.

Assessment

- Unit 1: written exam (1 hour 30 mins). 25%
- Unit 2: written exam (1 hour). 15%
- Unit 3: written exam (2 hours 30 mins). 40%
- Unit 4: Internally assessed and externally moderated essay. 20%

It is not necessary for students to have studied History at GCSE in order to take this subject, but at least a Grade 6 should have been achieved in English Language.

MATHEMATICS

EXAM BOARD: EDEXCEL

Assessment:
Pure Mathematics: The examinations will consist of two, 2-hour papers. Each paper contains approximately fifteen questions with varying mark allocations per question which will be stated on the paper.

All questions may be attempted.

Statistics and Mechanics: The examination will consist of one, 2-hour paper. The paper will contain approximately 12 questions with varying mark allocations per question which will be stated on the paper.

All questions may be attempted.

Calculators are permitted throughout all examinations.

Description of Course Content
There are ten lessons per week, each of which is 55 minutes long.

Students are taught in one mixed ability group.

Pure Mathematics
Proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods, vectors.

Statistics
Statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing.

Mechanics
Quantities and units, kinematics, forces and Newton's laws, moments.

Description of course content
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 complex, unstructured problems.

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 in pure and applied Mathematics in November.

External examinations in June.

PHYSICS

EXAM BOARD: OCR

Course Overview
Physics is an extremely challenging and stimulating subject and we follow the Edexcel A-Level Physics course (9PH0), which is a two-year program covering a broad range of core and advanced topics.

Physics is crucial to understanding the world around us, the world inside us and the world beyond us. Physics challenges our imaginations with concepts like relativity and string theory and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives—from healing joints, to curing cancer, to developing sustainable energy solutions. Physics covers the very small: atoms and electrons, to the very large: stars and galaxies.

In physics we attempt to answer the fundamental questions– how did it all begin and how will all end?

Course Content

Year 12
- Topic 1: Working as a Physicist
  Foundational skills for scientific practice, including units, measurement, uncertainty, data analysis, and peer review.
- Topic 2: Mechanics
  Vectors and scalars, motion, forces, work, energy, power, moments, and momentum.
- Topic 3: Electric Circuits
  Current, potential difference, resistance, Ohm's law, circuit analysis, and electrical components.
- Topic 4: Materials
  Density, deformation of solids, stress, strain, the Young modulus, and properties of materials.
- Topic 5: Waves and Particle Nature of Light
  Wave properties, superposition, interference, diffraction, lenses, the photoelectric effect, and wave-particle duality.
- Internal End of Year Exams.

Year 13
- Topic 6: Further Mechanics
  Circular motion, simple harmonic motion, and impulse.
- Topic 7: Electric and Magnetic Fields
  Electric fields, capacitance, magnetic fields, and electromagnetic induction.
- Topic 8: Nuclear and Particle Physics
  The structure of the atom, the Standard Model, and fundamental particles.
- Topic 9: Thermodynamics
  Ideal gases, heat, temperature, and thermal properties of materials.
- Topic 10: Space
  Stellar physics and cosmology, including the Hertzsprung-Russell (H-R) diagram.
- Topic 11: Nuclear Radiation
  Radioactive decay, nuclear instability, and nuclear binding energy.
- Topic 12: Gravitational Fields
  Newton's law of gravitation and gravitational potential.
- Topic 13: Oscillations
  Simple harmonic motion, free and forced oscillations, and resonance.
- External A Level Exams.

PHYSICAL EDUCATION

EXAM BOARD: OCR

Course Aims
- To develop an insight into and understanding of movement, performance and behaviour in relation to play, sport, physical education and recreation.
- To develop the knowledge and skills to enable students to reach a high standard of performance.

Key Aims
OCR's A Level in Physical Education will equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires them to:
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use the knowledge to improve performance.
- Understand how physiological and psychological states affect performance
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- Understand the role of technology in physical activity and sport
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance
- Understand the contribution which physical activity makes to health and fitness
- Improve as effective and independent and as critical and reflective thinkers with curious and enquiring minds.

The A Level comprises five 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 and sport.

This component also represents 20% of the A Level.

Performance in Physical Education. This component will assess core and advanced skills in either performing or coaching one activity.

This represents 15% of the A Level.

Evaluating and analysing performance for improvements.

This represents 15% 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.

PSYCHOLOGY

EXAM 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 Three 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.

SOCIOLOGY

EXAM 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 peoples' life chances and lifestyles.

It requires an open and inquisitive mind where elements of 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.

SPANISH

EXAM 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 capacity for critical thinking, to see relationships between different aspects of the subject and to perceive the 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 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, impact on society and politics.
- Festivals, customs and traditions.

Introduction to independent research project
Literacy 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 Suárez;the impact of this dictatorship in today's society.

Independent research project
Literacy text/film

Assessment
All students are assessed with a final 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.

LEVEL 3 CRIMINOLOGY

EXAM BOARD: WJEC

Course Overview
Understand different categories of crime.

- Understand the influences on perceptions of crime. Debate why there is under-reporting or crime. Critique data collected on crime.
- Explore the factors that lead to the committal of crime. Critique existing theories of crime and reconcile perspectives to arrive at an evidence based judgement.
- Attain an in-depth knowledge of the criminal justice system from the moment a crime is committed to the verdict. Explore these issues from the perspective of society, the victim, the by-stander, the police, the legal profession and the accused.
- Develop an awareness of criminality, understanding it within a cultural and social context.
- Evaluate the effectiveness of social control to deliver criminal justice policy.
- The ability to solve problems.
- The skills of project-based research, development and presentation.
- The fundamental ability to work alongside other professionals, in a professional environment.
- The ability to apply learning in vocational contexts.

Assessment

Paper 1: Changing Awareness of Crime
Controlled Assessment
25% of the qualification

Paper 2: Criminological Theories
Written examination: 90 minutes
25% of the qualification
75 marks
May/June of Year 12

Paper 3: Crime Scene to Courtroom
Controlled Assessment
25% of the qualification

Paper 4: Crime and Punishment
Written examination: 90 minutes
25% of the qualification
75 marks
May/June of Year 13

BTEC NATIONAL DIPLOMA IN ENTERPRISE AND ENTREPRENEURSHIP

EXAM BOARD: EDEXCEL PEARSON

Course Overview
This dynamic programme is designed for students who are eager to develop the knowledge, skills and confidence needed to succeed in the world of business. The course combines classroom-based learning with practical experience, giving you the opportunity to study key topics such as innovation, social enterprise, marketing campaigns, and business finance.

You will spend four days a week in school, where you will complete a mixture of coursework and examined units, as well as gain valuable digital skills through the ICDL Level 3 IT Users qualification and creativity through the NCFE Level 3 Certificate in Creative Craft (Cookery). Every Friday, you will take part in a structured work experience placement, applying what you learn in real-world settings and building a strong foundation for your future career or higher education.

By completing this pathway, you can achieve up to 152 UCAS points, opening doors to university study, apprenticeships or employment in a wide range of business and enterprise fields. This is an excellent choice for ambitious students who are ready to take the first step towards launching their future.

Coursework Units

- Enterprise and Entrepreneurs
- Launch and Run an Enterprise
- Survival and Growth
- Social Enterprise (link to WOHA)
- Innovation and Enterprises

Examined Units

- Developing a Marketing Campaign
- Personal and Business Finance
- Business Decision Making

ICDL Level 3 IT Users (24 UCAS Points)

- Word Processing
- Presentation Software
- Spreadsheet Software
- Database Software
- Improving Productivity Using

NCFE Level 3 Certificate in Creative Craft (Cookery) (16 UCAS points)

- Craft techniques, materials, tools and equipment
- Develop craft ideas
- Explore commercial briefs
- Produce cookery work in response to a commercial craft brief

LEVEL 3
FOOD AND NUTRITION

EXAM BOARD: WJEC

Course Overview
An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition will be available to you if you study this qualification.

You will complete three units: two mandatory and one optional. The first mandatory unit (usually completed in year 12) will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through ongoing practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

The second mandatory unit will allow you to develop your understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience. Studying one of the two optional units will allow you the opportunity to study subjects of particular interest or relevance to you, building on previous learning and experiences.

Together with other relevant qualifications at Level 3, such as AS and A levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, you will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

What Skills will I Develop?
You will build on and extend your practical food preparation skills and also each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands authentic work related learning in each of the available units. It also requires you to consider how the use and application of your learning impacts on yourself, other individuals, employers, society and the environment. The applied purpose will also enable you to learn in such a way that you develop:

- skills required for independent learning and development
- skills to ensure your own dietary health and well being
- a range of generic and transferable skills the ability to solve problems
- the skills of project based research, development and presentation
- the ability to apply mathematical and ICT skills
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts.

How Are You Assessed?
Unit 1 Meeting Nutritional Needs of Specific Groups - Assessed by exam and assessed by non-exam assessment which is marked by your teacher (25% each). The purpose of this unit is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

Unit 2 Ensuring Food is Safe to Eat - Assessed by exam (25%). In this unit, you will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. From this understanding, learners will be able to recommend the control measures that need to be in place, in different environments, to ensure that food is safe to eat.

Plus one further optional unit (choose one of two). Both assessed by non-exam assessment which is marked by your teacher 25% of the diploma marks. Choose either Experimenting to Solve Food Production Problems or Current issues in Food Science and Nutrition. In Unit 3, you will use your understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems. In Unit 4 you will develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policymaking perspective.

NB: Optional units are chosen as a group and will depend upon the students in the group – all students will complete the same optional unit.

*Graded: Pass, Merit, Distinction & Distinction**

LEVEL 3 SPORTS AND EXERCISE SCIENCE

EXAM BOARD: WJEC – EDEXCEL PEARSON

Course Overview
The Pearson BTEC Level 3 National Extended Certificate in Sport and Exercise Science is intended to be an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education, and ultimately to employment, probably in the sport sector. The qualification is equivalent in size to one A Level and has been designed as a one-year, full-time study programme, or a full two-year programme when studied alongside further Level 3 qualifications. Learners wishing to take this BTEC will have successfully completed a Level 2 programme of learning with GCSEs or vocational qualifications.

What Does this Qualification Cover?
The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted, in order to confirm that the content is appropriate and consistent with current practice. Everyone taking this qualification will study three mandatory units, covering the following content areas:

- Unit 1: Functional Anatomy
- Unit 2: Applied Sport and Exercise Psychology
- Unit 3: Coaching for Performance and Fitness

The mandatory content allows learners to concentrate on the development of their practical skills and the broad knowledge required for entrance to higher education programmes in sport and exercise science. Learners choose one optional unit from a small range of options, which have been designed to support progression to a variety of sport courses in higher education and to link with relevant occupational areas. This allows learners either to choose a specific specialist area in which they wish to develop their skill, or to continue on a broad programme.

Assessment
Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Mandatory content (83%)

External assessment (58%)

ACADEMIC EXTENSIONS

BCS LEVEL 3 CERTIFICATE IN IT USER SKILLS (IT USER)

EXAM BOARD: BCS

Course Aims
The BCS Level 3 Certificate in IT User Skills allows you to build on your existing digital knowledge and become an expert user of the software applications that are essential in every business today.

Course Content (Topics)
- Improving Productivity using IT
- Presentation Software
- Word Processing Software Using Email
- Using the Internet

Course Assessment Including Coursework
- One assessment portfolio (Productivity in IT) Online practical examinations.

Ongoing Work and Feedback in Department
- Practical activities learning the advanced features and functions of office 365

What to Expect in Lessons
Guided independent study learning the advanced features of computer software.

Entry Requirements
N/A

Opportunities for Enrichment and Trips
N/A

Additional Equipment Required
Own windows-based laptop or macbook with access to Microsoft Office 365

FURTHER MATHS

EXAM BOARD: EDEXCEL

Assessment:

Core Pure Mathematics: The examinations will consist of two, 1½ hour papers. Each paper contains approximately eight questions with varying mark allocations per question which will be stated on the paper.

All questions may be attempted.

Optional Papers:
To complete the A Level Further Mathematics course, two more 1½ hour papers will be taken. These will be selected from a choice of Further Pure Mathematics, Further Statistics, Further Mechanics and Decision Mathematics.
All students will take the same optional papers, which will be determined during their first year of study on the A Level Mathematics course.

Calculators are permitted throughout all examinations.

Course content:
Students are taught in one mixed ability group.

Core Pure Mathematics
Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations.

Skills developed:
- Develop an understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
- The ability 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 complex, unstructured problems.
- Develop an understanding of coherence and progression and how different areas of mathematics can be connected.
- To understand how a 'real-world' problem may be represented by using a mathematical model and how these models can be refined and improved.
- To use mathematics as an effective means of communication; read 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 in November.
External examinations in June.

From September 2026, we will be offering Further Maths as an AS Level.

EPQ - EXTENDED PROJECT QUALIFICATION

EXAM BOARD: AQA

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:

- Mature into crucial, 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 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 artefact. 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.

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
- 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.

AO1 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.

REGISTRATION AND ADMISSION

USUAL ENTRY POINTS FOR ADMISSIONS INTO MOUNT HOUSE ARE YEAR 7, YEAR 9 AND YEAR 12; HOWEVER, WE DO OCCASIONALLY OFFER PLACES IN OTHER YEAR GROUPS SHOULD A PLACE BECOME AVAILABLE.

While the school uses entrance exams to select its students, we give greater weighting to interviews, achievements in all areas and school references. Each year group is selected as a cohort, in which children with different aptitudes and personalities will inspire and support each other.

ADMISSIONS PROCESS:

BOOK A VISIT
mounthouse.org.uk/opendays

REGISTER
mounthouse.org.uk/register

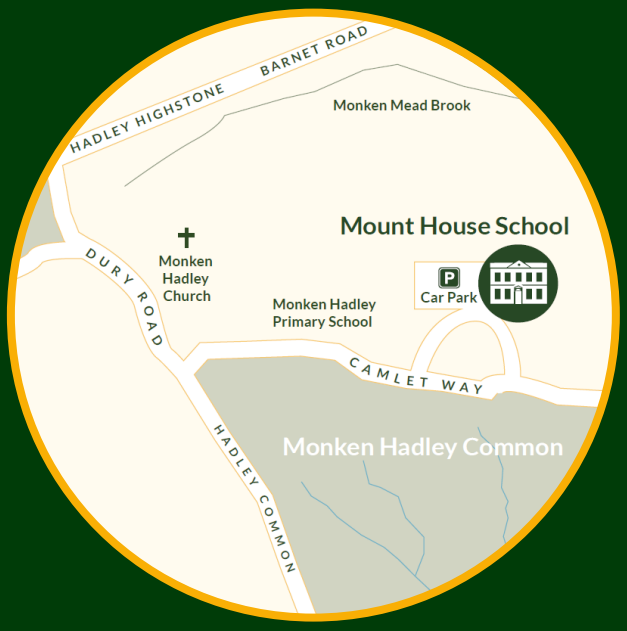
FAMILY INTERVIEW
Parent and child invited to interview with the Head.

ENTRANCE ASSESSMENTS

OFFER OF A PLACE

For more information contact us:
admissions@mounthouse.org.uk
0208 449 6889.

MOUNT HOUSE SCHOOL



Mount House School
Camlet Way
Barnet
Hertfordshire
EN4 0NJ

T: 020 8449 6889
E: admissions@mounthouse.org.uk
W: mounthouse.org.uk

Follow us **@MountHouseSch**