



# Sixth Form Prospectus



MOUNT HOUSE  
SCHOOL

## Contents

Head's Welcome	3
Welcome from Heads of Sixth Form	4
Academic Ambition	5
The International Baccalaureate Career-related Programme (IBCP)	6
Preparing for University entrance	8
Leavers' destination and degree subjects	9
Careers Support	10
Pastoral	11
Leadership and Teamwork	12
Co-curricular and Academic Enrichment Programmes	13
Sixth Form Enrichment	14
Sport at Mount House Sixth Form	16
Opportunities for Trips and Travel	17
School Transport	18
Registration and Admission	19
Course Index	19

# Head's Welcome

A very warm welcome to Mount House, a co-educational, independent school and Sixth Form in leafy Hadley Wood, Hertfordshire.

**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.

We are an accredited IB World School and are proud to 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. Mount House students have the option to study the International Baccalaureate Career-Related

Programme (IBCP), Level 3 diplomas and/or A Levels. In the IBCP, IB subjects can be combined with Level 3 diplomas. Level 3 diplomas can also be combined with A Levels, offering Mount House Sixth Formers a wide range of subjects and flexibility in their sixth form studies. 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.



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

*Sarah Richardson*

■ Head, Sarah Richardson



# Welcome from Head of Year 12, Mrs Lazouras and Head of Year 13, Mrs MacDonald



**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.

## ■ Head of School, Rosa

**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. Transitioning into secondary school can be a challenging time, and we have Guardian Angels in the Sixth Form to pair with a new student in order to create a buddy system and act as mentors in this new period of their lives. Sixth Formers are also encouraged



to participate in our Speakers' Corner initiative, in which younger students are able to speak their minds on a particular issue affecting them. This provides exposure for a wide range of opinions and allows a space for everybody's viewpoints to be represented, should they be concerned or motivated by a specific issue.

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.

4 “ 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. ”

# Academic ambition

**Mount House offers two pathways and a wide range of subjects and the detail of these can be found at the back of this booklet.**

Students may choose to take three, and sometimes four, A Levels or follow the IB Career Programme.

For both pathways, 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.

For the IBCP option students undertake IB Subject options, Level 3 qualifications and a core that includes a Reflective Project and Personal and Professional Studies Course. These courses not only prepare students for the working world but are also valued by universities. The chance to study subjects at Level 3 that the student sees as relevant to future careers is just one exciting aspect of the IBCP qualification. Studying two or more world recognised IB academic subjects adds a rigour that has long set the IB qualifications out as excellent. The Reflective project offers the chance to explore a topic of their choice in depth including research and presentation. Meanwhile the Personal and Professional Studies course gives an excellent foundation for self-reflection and skills such as interview and ethical questions. For these reasons it offers skills perfect for university entry. For A Level students 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 IB courses and A Levels which are 'new' subjects - subjects which students are not (usually) able to take as GCSEs. These include Global Politics, Literature in Performance, Environmental Science, 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 ”



# The International Baccalaureate Career-related Programme (IBCP)



## Practical IB course with a focus on business

The IB Career-Related Programme (IBCP) is a combination of academic courses from the international gold standard IB Diploma Programme (IBDP) and a recognised career and practice-oriented study programme. This new, innovative course is suited for students who want to focus their last two years on job-related, applied learning. This preparation is ideal for those who aim to study at a university or college in the same field, or those who want to look at apprenticeships and business sponsored degrees. It is recognised by Russell Group universities and universities across the world.

The IBCP prepares students for businesses and industries that require workers with self-confidence, community interactions, accomplished personal and professional skills, an understanding of global languages, and the ability to make ethical decisions.

- Diploma Programme courses provide the theoretical underpinning and academic rigour
- Career-related studies further support the programme's academic strength and provide practical, real-world approaches to learning
- The IBCP core helps them to develop skills and competencies required for lifelong learning.

Above all, the Career-Related Programme is characterised by its emphasis on practical relevance. Students learn to think critically and creatively as well as communicate clearly and effectively. They can apply their knowledge to internationally relevant scenarios



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and situations while developing excellent research and presentation skills. Graduates of this course are internationally and globally oriented and have acquired strong academic and business skills.

### IBCP – at a glance:

- A BTEC Level 3 Diploma Course
- Two subjects from the regular IB Diploma Programme
- A CP Core Programme consisting of the four components: Personal and Professional Skills, Service Learning, Language Development and Reflective Project

### Level 3 options (Career-related study)

For September 2023 the school will offer Level 3 qualifications in

Computer Science, Criminology and Food Science and Nutrition. Please see subject pages for more information.

### IB subject options

IB subjects can be taken at Higher Level (A Level equivalent for UCAS) or Standard Level (AS equivalent for UCAS). Every subject has at least 25% course work with many offering more. They also offer some more critical thinking and academic study alongside the Level 3 qualifications. From September 2023 the school is aiming to offer academic studies in Global Politics, Environmental Science (ESS), Literature and Language, and Business Management. Please see subject pages for more information.

## The IBCP Core

The CP core bridges the IB academic courses and the career-related study and provides students with a combination of academic and practical skills.

Four interrelated components form the core.

### Personal and professional skills

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.

In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. This forms part of the Mount House Futures course which looks beyond PPS to include further lifeskills.

### Service learning

Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research-based approach, students often undertake

service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies. This may be running clubs in school or getting credit for volunteering they already do in the local or wider community.

### Reflective Project

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies.

The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.

### Language Development

Language development ensures that all students have access to a language programme that will assist

and further their understanding of the wider world. The ability to communicate in more than one language is really useful and this element may well be school focused, business focused or as simple as a Duolingo commitment that student evidences.

## Main Features of the IB Career-Related Programme

- Internationality
- Practical Relevance
- Focus on Business
- Internship / Work Experience
- Ethical Competence
- National and International Recognition

“ The IBCP prepares students for businesses and industries that require workers with **self-confidence, community interactions, accomplished personal and professional skills** ”

## A Level results and ‘Value Added’ scores

**Mount House enjoyed strong results in 2022. 42% of the grades achieved were A\* and A grades and 71% were A\* to C grades with 100% pass rate.**

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 more than 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*.

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

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.

“ 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 2019 and 2023.

### UK DESTINATIONS

- **Central Saint Martin's College of Art & Design**  
*Art Foundation*
- **Cardiff Metropolitan University**  
*Business and Marketing*
- **Keele University**  
*Neuroscience, Radiography*
- **King's College, London (KCL)**  
*Communication and Media*
- **Manchester Metropolitan University**  
*Psychology*
- **Queen Mary University of London**  
*Marketing*
- **The Courtauld Institute of Art**  
*History of Art*
- **University College London (UCL)**  
*Law, Natural Sciences, Physics, Archaeology, Biochemistry, Psychology*
- **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 Cardiff**  
*Biomedical Science, Media & Communications*
- **University of Coventry**  
*Business*
- **University of Durham**  
*Anthropology & Human Science*
- **University of Edinburgh**  
*English Literature*
- **University of Essex**  
*Business*
- **University of Exeter**  
*Psychology*
- **University of Greenwich**  
*Psychology*
- **University of Kingston**

*Psychology & Criminology, Design*

- **University of Kent**  
*American Studies, Social Sciences, Classical Studies*
- **University of Leeds**  
*Classics, Law, Natural Sciences*
- **University of Liverpool**  
*Marketing*
- **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, Politics and Social Anthropology*
- **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, Politics and International Relations*
- **University of Surrey**  
*Law and Criminology, Business*
- **University of Swansea**  
*Classics*

- **University of Warwick**  
*Law, Business*
- **University of York**  
*Mathematics*

### INTERNATIONAL DESTINATIONS

- **Berklee College of Music, United States**  
*Music*
- **Concordia University, Canada**  
*Politics and International Relations*
- **Fordham College, United States**  
*Business*
- **IAB, Spain**  
*Drama*
- **Keio University, Tokyo**  
*Biomedical Science*
- **University of Pécs, Hungary**  
*Medicine*
- **University of Tsukuba, Japan**  
*Medicine*
- **University of Winnipeg, Canada**  
*Accounting*





# 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** - one of the biggest law firms 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** - finance 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

## Specific corporations

- **PricewaterhouseCoopers** - who they are, what they do and the range of career opportunities.



## 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
- **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.

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 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 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 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 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.

## Peer Mentors programme

**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 offering support, advice and events.



## Student Council

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

Ad hoc committees set up by the Head of School and their 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.

## 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.

In 2022, we launched a *MedSoc* and a *LawSoc* for those interested in careers in medicine and law.

*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. 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.

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 programme contributes towards this personal development.

### Futures - Personal and Professional Studies

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.

Whilst the course is embedded within the IB Career-related programme offer (known as Personal and Professional Studies), our A-Level students will also participate fully in the Futures Programme. Our 'Futures programme' runs throughout Years 12 and 13 and is focused on personal and professional studies. It is a compulsory part of the curriculum designed to provide our students with the soft skills, personal understanding, and ability to consider perspectives beyond their own.



#### Within this course students will cover 5 core areas:

1. Personal Development – facing challenges, mental health, staying healthy, life skills (cooking on a budget, car maintenance, first aid), online reputation, organisation and time management, debt and loans.
2. Intercultural Understanding – outside speakers, rights and responsibilities, unconscious bias.
3. Effective communication – public speaking, interview skills, written communication, preparation for higher education.
4. Thinking Processes – critical thinking, understanding truth, learning to learn, power of language.
5. Ethics – social media and the workplace, codes of conduct, social situations, finance, global debates.

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



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 such as managing personal finance, developing good interview techniques, cooking on a budget and first aid. It dovetails with the tutorial program 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 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 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.

“ 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 subject studies.

In September we run a two-day trip to York for the incoming Year 12 cohort and we anticipate that all our Year 12 students will attend this trip. It will be a great way of 'old' and 'new' students getting to know each other early on in the school year.

The historic city of York has many attractions including Roman walls and York Minster, the 13th century Gothic cathedral. We plan a varied itinerary to appeal to all interests. There will be some education-based visits such as to the JORVIK Viking museum and also some 'fun' activities such as a chocolate tour and workshop. We are sure that this will be a really enjoyable trip which will also serve to unite the group for the next two years.



## Subject based trips

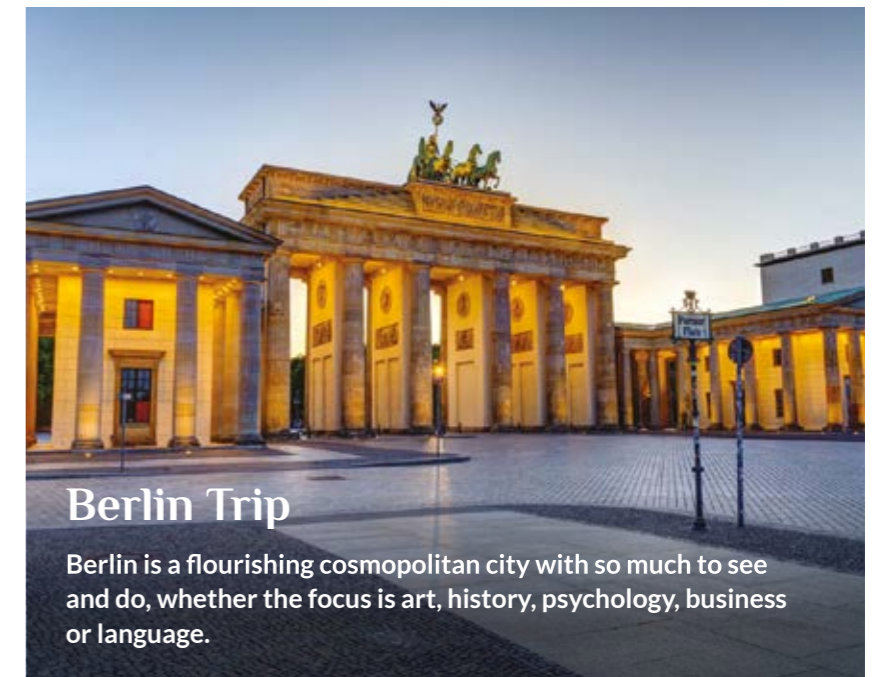
Like most schools, Mount House is excited to be able to plan for future trips and visits.

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, there will be the opportunity for a cultural trip to Berlin.

The city boasts some of the most impressive monuments you are likely to see in Western Europe, most with an incredible story behind them: the Brandenburg Gate, the Reichstag Building, Holocaust Memorial, Charlottenburg Palace, the Berlin Television Tower, Checkpoint Charlie and the Berlin Wall included.

Visually the streets are decked with art and sculpture in many



## Berlin Trip

Berlin is a flourishing cosmopolitan city with so much to see and do, whether the focus is art, history, psychology, business or language.

forms, which means there's no such thing as a dull walk around the city centre.

Our venture into the city centre will also include famous districts such as the Kurfurstendamm and Potsdamer Platz.

Just outside the city we will be able to visit Sachsenhausen Concentration Camp, the royal palaces and parks of Potsdam such as Sanssouci, the glittering palace of Frederick the Great of Prussia

and the 'Bridge of Spies' otherwise known as the Glienicke Bridge.

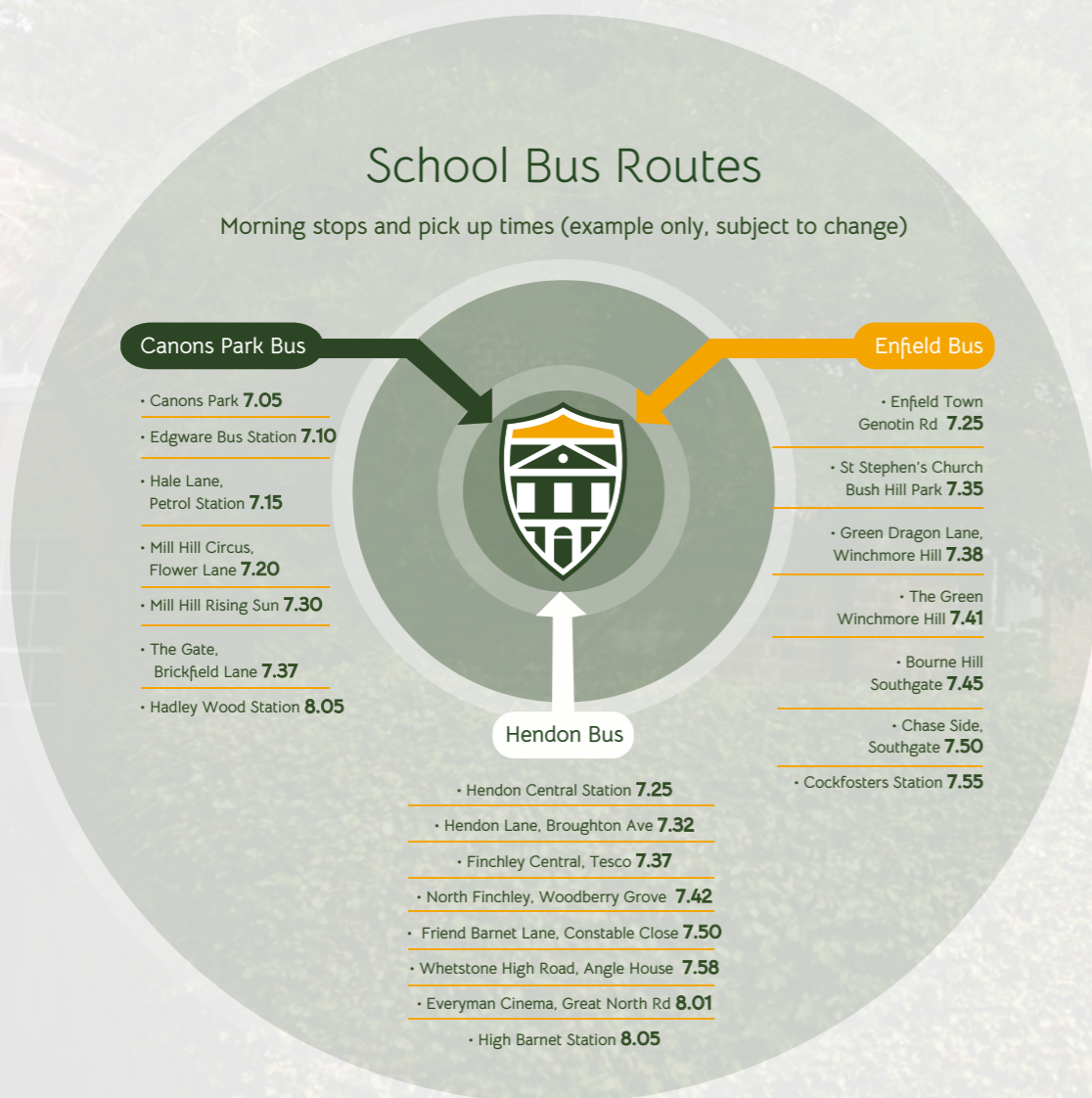
There are also scores of museums that feature all kinds of captivating exhibits and events such as the Topography of Terror and the German Resistance Museum.

This represents an enrichment trip for all in the Sixth Form, regardless of what A Levels are being studied.



# School Transport

Our school buses run an extensive service that makes Mount House School accessible to students from surrounding areas. Currently, Mount House has three bus routes for morning pickups and afternoon drop offs:



The school buses leave at 16.15 on Mondays and Fridays as there are no after-school clubs on those days. On Tuesday, Wednesday and Thursdays the buses leave after clubs at 17.15. A shuttle service to Hadley Wood Station, Cockfosters Station and High Barnet station is available on Tuesdays, Wednesdays and Thursdays at 16.15.

# Registration and Admission

A large number of our Year 11 students will stay on for Sixth Form. However, we have a number of places available for external candidates to join us in Year 12.



## Book a visit

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

Book a visit to a general open event and/or a Sixth Form Evening



## Register

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



## Supporting documents

Current school report and predicated grades submitted



## Family interview and subject choice discussion

Student and parents attend a family interview with the Head



## Conditional offer of place



## Confirmed place

Exam results submitted and if entry requirements met, the place will be confirmed

020 8449 6889

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

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

# Course Index

## A Level options

Art & Design – Fine Art	20
Art & Design – Photography	21
Art & Design – Textile Design	22
Biology	23
Business	24
Chemistry	25
Classical Civilisation	26
Computer Science	27
Drama and Theatre Studies	28
Economics	29
English Literature	30
French	31
Government and Politics	32
History	34
Mathematics	35
Further Maths	36
Physics	37
Physical Education	38
Psychology	39
Sociology	40
Spanish	41
EPQ - Extended Project Qualification	42

## IBCP courses

Level 3 Computer Science	44
Level 3 Criminology	45
Level 3 Food Science and Nutrition	46
Music BTEC	47

## IB courses

Global Politics	48
Business Management	49
Literature and Language	50
Environmental Systems and Societies	51



# A Level Options



## ART & DESIGN – FINE ART

Examination Board: AQA

### 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. 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.



## ART & DESIGN - PHOTOGRAPHY

Examination Board: AQA

### Course overview

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.





# ART & DESIGN - TEXTILE DESIGN



Examination Board: AQA.

## Course overview

You will be introduced to a variety of experiences that explore a range of textile media, processes and techniques. You will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales as well as studying relevant images, artefacts and resources integral to the investigating and making processes.

### Areas of study

Students are required to work in one or more area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas:

- fashion design
- fashion textiles
- costume design
- digital textiles
- printed and/or dyed fabric and materials
- domestic textiles and wallpaper
- interior design
- constructed textiles
- art textiles
- installed textiles.

### 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



Examination Board: AQA

## Grouping policy

Students are taught in one mixed ability group – six 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. Student 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)





# BUSINESS

Examination 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

- 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

*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.*



# CHEMISTRY

Examination Board: AQA



## Course aims

- To sustain and develop an enjoyment of, and interest in, the study of Chemistry.
- To 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.
- To 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.





# CLASSICAL CIVILISATION



Examination 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

### 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  
1 hour 45 minutes 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  
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



Examination 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 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.





Examination Board: AQA

## Specific requirements

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

It is advisable that a student 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 AQA 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.

### Co-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 students are also expected to be involved in the Inter-House drama competition and the annual school production



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.





# ENGLISH LITERATURE

Examination Board: Edexcel



## 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 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 *A 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 Mrs Richardson or Mrs MacDonald.



# FRENCH

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 – 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
- Literary text/film research project

#### **Literary text – No et Moi**

Film – **La Haine**

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





## 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: 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.

## Specific requirements

A minimum of a Grade 6 in English Language.





# HISTORY

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: 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%

### Specific requirements

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

Examination 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.





# FURTHER MATHS

Examination 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 pupils 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.



# PHYSICS

Examination Board: OCR



## 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.

## Course Content

- 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

## 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





# PHYSICAL EDUCATION

Examination 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 learners 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

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 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

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 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

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 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 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 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.





# EPQ - EXTENDED PROJECT QUALIFICATION

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:

- 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 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 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.

#### 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.

# IBCP Level 3 Diploma Options



## LEVEL 3 CRIMINOLOGY

Examination board: WJEC – Level 3 Diploma

### Course aims

- 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*



## LEVEL 3 COMPUTER SCIENCE (IT)

Examination Board: OCR

### Course aims

OCR Level 3 (A Level Equivalent) Cambridge Technical Extended Certificate in IT

QN: 601/7098/0

Cambridge Technicals in IT allows students to gain an insight into IT and cybersecurity. A range of units provide students with practical and project-based opportunities to develop knowledge and skills in areas such as project management, infrastructure, application development and data analysis.

#### Year One

*Unit 01 Fundamentals of IT: Assessed by ONE exam*  
Students will gain a sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

*Unit 02 Global information: Assessed by ONE Exam*

Students will understand the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations.

*Unit 08: Project Management: Assessed by ONE Extended assignment*

Students will understand and use various project planning skills and techniques, thereby enabling them to become more effective in the workplace.

#### Year Two

*Unit 03 Cyber Security: Assessed by ONE Exam*  
Students gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. They will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges.

*Unit 17 Internet of Everything: Assessed by ONE Extended assignment*

Students will learn about the Internet of Everything (IoE) and how it is used. Using their knowledge, they will carry out a feasibility study for a potential idea. They will pitch their idea to potential stakeholders and use their feedback to revise their proposal.



# LEVEL 3 FOOD SCIENCE AND NUTRITION



Examination board: WJEC – Level 3 Diploma

## Why study Food Science and Nutrition?

For any of us food is everything. We love making it, consuming it, and watching others prepare it. If this sounds familiar, then you may be interested in developing this passion and consider looking for a career connected to the food industry. Currently a career in the food industry is a highly credible option with fantastic and varied career prospects, including as a food technologist and nutrition scientist. You can explore further the world of food from every angle, whether that is food production, food hygiene, marketing, or food and nutrition. It is therefore the perfect linking course to many food related degrees and apprenticeships.

## What will I be studying?

Level 3 Food Science and Nutrition contains elements such as food science experiments and planning technically skilled menus. You will play detective, trying to identify a person's possible dietary deficiencies and future health concerns that could develop. To counteract these possible issues, you will create menu plans for supporting a more balanced nutritious diet for specific people and needs.

Possibly the most enjoyable part of the course is the practical cookery. In Year 12 we will teach various culinary high-end skills that you can use to produce restaurant quality dishes, such as patisserie tartlets and creating a ramen from scratch. Accompanying this you will identify various food safety and hygiene issues connected to food production techniques and plan ways to prevent risks to consumers.

For those of you interested in a career as a food technologist, during the final year of the course we simulate a development kitchen, responding to consumer issues with a food product, investigating what went wrong and how this can be amended to produce a superior product.

## How will I be studying?

Throughout Year 12 and Year 13 your teaching will be a mixture of practical lessons and theory lessons. With every unit the focus changes, starting with high level culinary skills changing to investigating food production problems and finishing with food safety in industry.

Accompanying Units 1 and 2 there will be coursework. This coursework will directly link to the practical elements and be independently led. The course aims to help students develop an investigative nature.

## How is the course assessed?

Unit 1: Meeting the nutritional needs of specific groups.

- Internal and external assessment (mandatory)
- 90-minute examination
- Controlled assessment

Unit 2: Ensuring food is safe to eat

- External assessment (Mandatory)
- An 8-hour supervised assessment

Unit 3: Experimenting to solve food production

- Internal assessment (optional)

Unit 4: Current issues in food science nutrition

- External (optional)

Learners must take Units 1 and 2, and then select Unit 3 or Unit 4.

## Enrichment opportunities

Work experience

Visits to relevant health institutes, factories

# BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN MUSIC PERFORMANCE



Examination board: Pearson

## Course aims

A BTEC in Music is a great choice for learners looking for a practical and creative qualification. The course aims to provide learners with the relevant skills and knowledge that employers value, as well as the confidence to progress into a fulfilling, exciting career in a creative industry. BTEC level 3 courses are the same level as A levels, are more vocationally focused than A levels, and include real-life practical tasks and work experiences.

This course is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The programme gives a broad overview of the music sector, with a focus on performance, including musical skills development and professional practice.

## Course content

The mandatory units studied are Practical Music Theory, Harmony, Professional Practice in the Music Industry and Ensemble Music Performance. One of the following units are selected as the 'optional' unit: Composing Music, Music Performance Session Styles, Solo Performance, or Improvising Music.

## Assessment breakdown

This qualification is equivalent in size to one A Level. It comprises of four units, of which three are mandatory and two are external. Mandatory content (83%). External assessment (58%).



## GLOBAL POLITICS

Note: This is a subject choice the school has submitted to IBO during candidacy and approval will come alongside overall IB World School status ready for September 2023. The aim is to run this course.

### Course description and aims

The IB global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

It is a very open course that allows student to explore areas of interest in depth through the coursework and class discussions.

The aims of the global politics course are to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues

### Course content

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict.

Assessed through 2x examination papers (60%)

Coursework (40%): Engagement activity. An engagement on a political issue of personal interest, complemented with research. Internally assessed.

For those undertaking the Higher Level course there are no additional examinations but rather further coursework. Students look at global political challenges. Political issues in two of the following six global political challenges are researched and orally presented through a case study approach. 1. Environment 2. Poverty 3. Health 4. Identity 5. Borders 6. Security. These presentations are internally assessed and externally moderated.



## BUSINESS MANAGEMENT

Note: This is a subject choice the school has submitted to IBO during candidacy and approval will come alongside overall IB World School status ready for September 2023. The aim is to run this course.

### Course description and aims

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organisation and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

### Aims of the course

The aims of the IB business management course are to enable students to:

1. develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. foster an informed understanding of ethical and sustainable business practices
3. explore the connections between individuals, businesses and society
4. engage with decision-making as a process and a skill.

### Course content

- Introduction to business management
- Organisation and environment
- Human Resource Management
- Finance and Accounts
- Marketing
- Operations

Assessed through 2 x papers including one based on pre-release material (70%)

- Coursework Internal Assessment project (30%)



# LITERATURE AND LANGUAGE



Note: This is a subject choice the school has submitted to IBO during candidacy and approval will come alongside overall IB World School status ready for September 2023. The aim is to run this course.

## Course description and aims

This is a course with plenty of student choice and a chance to explore a range of literature forms not just novels. It focuses on students own interpretations of the books, poems, songs, speeches etc that they select. Language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation

- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way to foster a lifelong interest in and enjoyment of language and literature

### Course content

Unit 1 - Readers, writers and texts  
Unit 2 - Time and space  
Unit 3 - Connecting texts

Assessed through 2 papers (70%) including one comparative essay on texts studied

Course work (30%) – an oral assessment on a text of student's choice from those studied considering the global issues the text explores.



# ENVIRONMENTAL SYSTEMS AND SOCIETIES



Note: This is a subject choice the school has submitted to IBO during candidacy and approval will come alongside overall IB World School status ready for September 2023. The aim is to run this course.

## Course description and aims

Environmental systems and societies (ESS) is an interdisciplinary course firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

The aims of the environmental systems and societies course are to enable students to:

- acquire the knowledge and understandings of environmental systems and issues at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability

- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

### Course content

2 papers worth 75%

1. Foundations of environmental systems and societies
2. Ecosystems and ecology
3. Biodiversity and conservation
4. Water and aquatic food production systems and societies
5. Soil systems and terrestrial food production systems and societies
6. Atmospheric systems and societies
7. Climate change and energy production
8. Human systems and resource use

Coursework (25%) Practical scheme of work involving practical activities individual investigation. This is internally assessed and externally moderated.



# MOUNT HOUSE SCHOOL

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