

CRGS

SIXTH FORM

Clitheroe Royal Grammar School
Founded in 1554



Welcome

Educating young people is both a great responsibility and a privilege and I am delighted that you are considering CRGS Sixth Form as a place to study after your GCSE examinations. With us, you will find support and challenge in equal measure. We will encourage you to grow as an individual, giving you the responsibility to make choices and helping you to excel both academically and personally.

In this guide we have aimed to highlight the exciting opportunities we can offer you. Our students have energy, enthusiasm and a love of learning. If you share these qualities I know that our Sixth Form is a place where you will thrive and I look forward to welcoming you in the near future.

At CRGS Sixth Form, we are passionate about learning and developing the talents, skills and qualities of all our students. The two years any young person spends at Sixth Form are transformational and our vision is focused on doing the very best for them and their future. We work with our students and their families to ensure that when they leave us they are happy, successful and able to make the most of opportunities as they continue to work towards achieving their ambitions, whatever they may be.

We are a warm, inclusive, mutually supportive community, which prides itself on academic excellence, a strong work ethic and enjoyment of learning. It is important to us to provide a nurturing and supportive environment for our young people while challenging them to work hard and aim high. Students are

encouraged to develop the skills of enquiry, initiative and creativity.

At CRGS, we strongly believe that the Sixth Form experience is more than just about A Levels. We are committed to providing students with a dynamic and engaging education that provides our young people with the confidence and experience to become the innovators and leaders of the future.

Meeting our students and staff is the best way to understand what sets CRGS Sixth Form apart. We warmly invite you to visit us and look forward to welcoming you here in person.



Mr J Keulemans
Headteacher



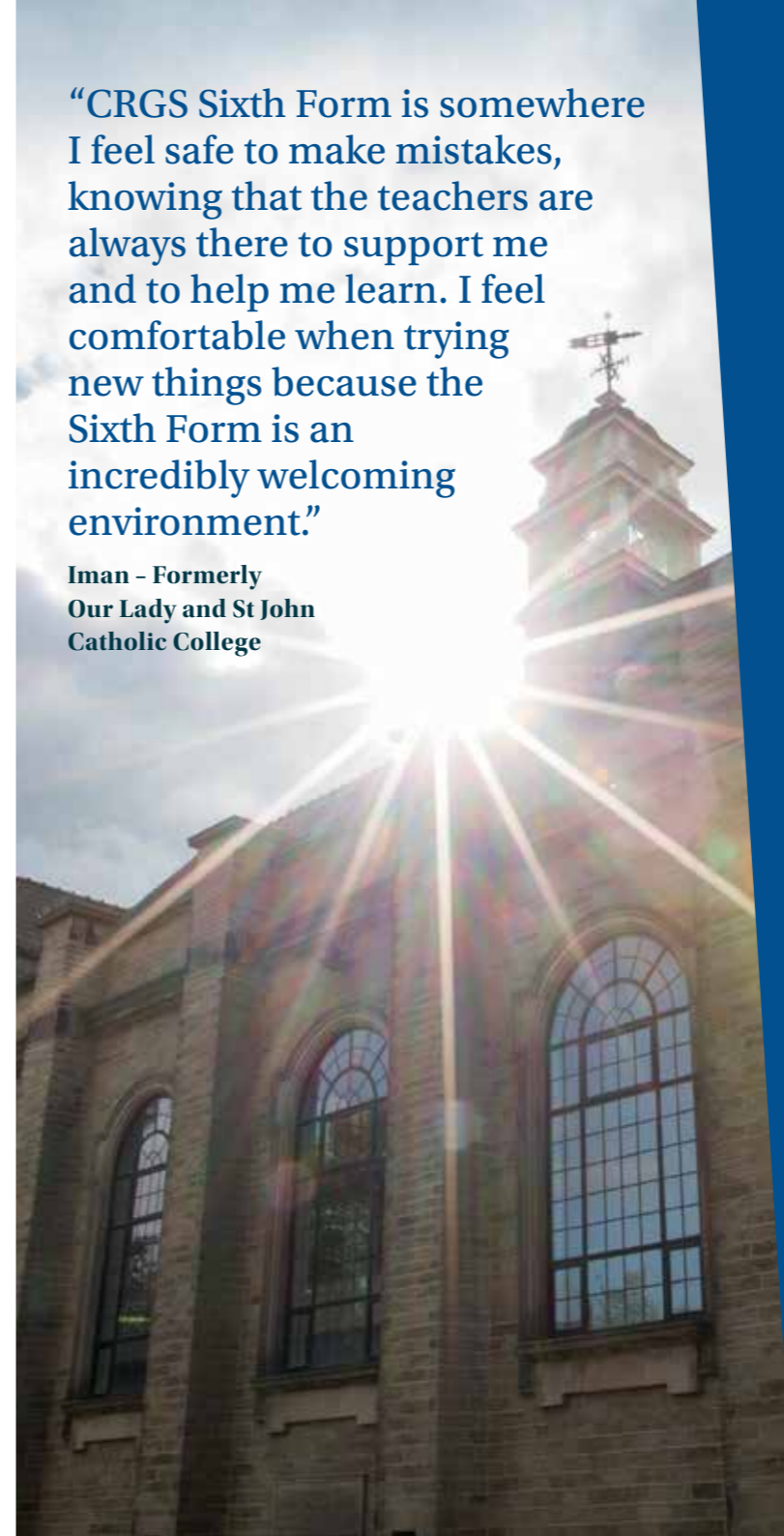
Mrs K Johnston
Deputy Headteacher
(Head of Sixth Form)



Ms H Ashton
Assistant Headteacher
(Sixth Form)

“CRGS Sixth Form is somewhere I feel safe to make mistakes, knowing that the teachers are always there to support me and to help me learn. I feel comfortable when trying new things because the Sixth Form is an incredibly welcoming environment.”

Iman - Formerly Our Lady and St John Catholic College



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Sixth Form *Life*



“CRGS Sixth Form’s staff and students were so welcoming and friendly that the transition from GCSEs to A Levels was much smoother than I could have hoped.”

Owen - Ribblesdale High School

We are able to offer “the best of both worlds”. We have the support structures, expertise and ethos of a school combined with the flexibility, facilities and freedom of a larger institution.

Sixth Form means greater freedom and independence. This, combined with the choice of subjects and more mature relationships with teachers, makes for a hugely rewarding experience. It is a time for discovery, expression and growth and we seek to provide our young people with diverse opportunities for them to explore their interests and individuality.

The Sixth Form years are a gateway to life beyond school and towards university and the world of work – a time for individuals to equip themselves with vital life skills, balancing independence and responsibility alongside the need to prioritise effectively to meet deadlines and other expectations.

Students are expected to work hard, think for themselves and take responsibility for their own learning. When not in lessons or undertaking independent study, students are able to relax and enjoy the company of their friends in a large dining area, where they have the opportunity to buy a snack, a hot drink or freshly cooked meal. Sixth Formers are also free to visit the many shops, cafes and coffee outlets in the town, enjoying the freedom to leave the site when they choose.

“I started CRGS Sixth Form with no confidence and little belief in myself. Now I am starting Year 13 with grades I would have never imagined, all owing to the friendly support and encouragement of my peers and teachers. The Sixth Form has really helped me realise that as long as I work hard, I can achieve anything!”

Charley - Formerly Burnley High School

Supporting Students

The well-being of our students is at the forefront of everything we do. We aim to provide a safe and secure environment for students where everyone can thrive.

Our team of 26 Form Tutors remain with their form for two years to promote continuity of pastoral care. Form Tutors work in partnership with one of our team of eight experienced Senior Tutors who have overall responsibility for the welfare and academic progress of their students. It is our experience that the tutorial system provides the individualised care and attention that are so important in ensuring that no young person is overlooked or overwhelmed.

If students have a pastoral issue, or need any kind of help or advice, they can visit Student Support and talk to our two full-time Student Support Managers at any time. In addition, we have a counsellor who works at the Sixth Form two days a week and students can book appointments if they wish to discuss a problem in confidence.

Our SENDCo is experienced at working with students with a variety of additional needs and ensures all our young people are able to access the curriculum and reach their potential.

The 16-19 Bursary Fund is a scheme to help young people facing financial hardship to stay in full-time education. Every year, many students are supported in their studies by the CRGS Bursary.

For more details, please visit:
www.crgs.org.uk/parents/financial-assistance



Developing Independence

Ensuring students make a confident start to their A Level studies is a priority for us. We help students develop their study skills as part of our Guidance Programme, as well as through lessons for Year 12 during the first term.

One of the biggest challenges of A Level study is working independently outside of lessons. It is therefore important that students have access to high-quality private study spaces throughout the day. CRGS Sixth Form is fortunate to be able to offer a choice of study environments to suit both silent and co-operative study.

The well-stocked Library, with current journals, books, revision guides and e-resources, is a sanctuary for those seeking a quiet, purposeful place for individual work. Laptops and iPads can be borrowed, although students are very welcome to bring their own devices and make use of the free Wi-Fi. In addition, the bright and airy Quad is available for quiet, collaborative study and is equipped with PCs for student use at any time.

Our full-time Librarian is available to provide one-to-one support for students who are struggling to adapt to the organisational demands of A Level. The Librarian also runs a Revision Club at lunchtimes and offers seminars for students on a range of study skills.

“The Smithies Library is a really good place to study without getting distracted. The Librarian always helps when you ask, and there are lots of resources for the subjects you’re interested in.”

Cinthia - Formerly Hyndburn Academy

“CRGS Sixth Form has been fantastic. The balance between allowing freedom and instilling a strong work ethic and giving students the confidence to succeed is just right.”

Parent

“Everyone at CRGS Sixth Form, teachers and students, made me feel welcome, making it easy to settle in.”

Sophie - Formerly Bowland High

Preparing for the *Future*

Even before students join CRGS Sixth Form in September, we are considering their next steps and ensuring that they are taking the subjects they require to fulfil their career aspirations.

While it is important to achieve good grades, at CRGS Sixth Form we ensure that our students develop as people too, growing to become resilient, well-rounded individuals who are confident in their abilities and positive about their future.

Our specialist and experienced Sixth Form Team will discuss the most appropriate programmes of study with prospective students during our Options Meetings in January to March.

We are very successful in helping students to access the most competitive university courses and post-18 opportunities, such as Higher Level and Degree Apprenticeships. Over 90% of our students progress to university, the majority to the most

prestigious Russell Group universities. We are equally proud of those students who go on to take up places on highly competitive apprenticeship programmes and we provide help and advice to those students.

We aim to provide expert, up-to-date information and professional guidance to support students with their career planning, whatever their aspirations. We have a Careers Day where a wide range of speakers visit the Sixth Form and students are given the opportunity to hear first-hand about different pathways to success in their chosen field. We also hold a Futures Day where students are able to hear from a range of universities as well as exploring alternatives to Higher

Education post-18. We take all students to the UCAS Higher Education Convention and to a university Open Day in June. In the autumn term of Year 13, we also take a group of students to the National Apprenticeship Show.

Our full-time Careers Adviser is available to meet with students individually to discuss their future plans and the different routes available to them. All students undertake a week of work experience in Year 12. We also strongly encourage and facilitate work experience and volunteering over several months each Wednesday afternoon. This is especially important for students wishing to apply for courses which require demonstration of a commitment to caring.



“Sixth Form has given me the skills and encouragement to move on to study for my dream career at university.”

**Katie - Formerly
Main School**



“These two years have flown by and I have thoroughly enjoyed the experience. I’ve met some of the most amazing people and have grown so much as a person with the help of the staff at CRGS Sixth Form.”

Junaid - Formerly Mount Carmel RC High School, currently studying Medicine at the University of Liverpool

Aiming High

We have extensive experience and expertise in developing students aiming for the most competitive universities and courses.

We have a 'MedDenVet' Co-ordinator who leads students through a programme to prepare for all aspects of the challenging application process for these courses. Students undertake visits to local hospitals, take part in the Doctor for a Day programme and practise interview-style activities with local practitioners and current medical students.

As part of our Ethics, Philosophy and Religion Conference, aspiring medics can opt to take part in Medical Ethics seminars to develop their wider understanding of the issues. Students also run a MedSoc to support each other in their applications and share their common interests and experiences. We are extremely successful at helping students to win places at medical, dental and veterinary schools. In 2019-2021, 56 CRGS students gained access to these highly sought-after courses.

We encourage our most able students to apply for Oxford or Cambridge. Our Oxbridge Co-ordinator ensures that students are fully prepared to meet the challenges of the rigorous application process. This includes annual visits to both Oxford and Cambridge, hosting an Oxbridge Conference where students can receive advice from Admissions Tutors, as well as help and support to develop the skills required to tackle specialist admissions tests and face the interviews with confidence. Many of our former students who now attend Oxford or Cambridge support our current students in the application process. Currently there are 23 former CRGS students attending either Oxford or Cambridge.

We also provide specific support for students applying to other extremely competitive courses such as Law. This includes helping to prepare students for the LNAT and Thinking Skills Assessment. We also have a strong track record in the Bar Mock Trial Competition, with our teams reaching the National Finals at the Old Bailey on several occasions.

Our enthusiastic subject specialists are keen to help students push themselves outside their comfort zones. For example, Maths students are given the opportunity to take part in the UKMT Challenge and are supported in taking STEP papers where appropriate.

“I will never forget the time I spent at CRGS Sixth Form. The support I received to help me realise my dream of studying Veterinary Medicine at university was exceptional.”

Hazel - Formerly CRGS Main School, currently studying Veterinary Medicine at the University of Nottingham



Choosing your *A Levels*

We offer 26 different courses at A Level. We build our timetable around student option choices and therefore are able to offer most subject combinations. All students study linear A Levels, which are examined at the end of the two-year course. Applicants to the Sixth Form are initially asked to choose four A Level subjects in order of preference and they have the opportunity to discuss their choices at an informal, one-to-one Options Meeting. The vast majority of students start with four A Levels, with most deciding to focus on their three

chosen subjects after a few months. Starting Year 12 with four A Levels gives students the opportunity to follow a broad and flexible programme of study before making an informed decision and choosing to specialise in their final three subjects.

While it is sensible to consider possible future careers and Higher Education courses, it is also important to consider which subjects you enjoy and where your strengths lie. It is entirely possible that you may change your mind about your

“The teachers are enthusiastic about their subjects and provide engaging and stimulating lessons - helping me make really good progress at CRGS Sixth Form.”

Miriam - Formerly Ribblesdale High School

future plans during the course of your studies. Remember, the majority of degree courses do not require specific A Levels. We treat the first four weeks of Year 12 as an induction period, where students are allowed to change subjects to ensure that they are on the most suitable study programme for them.

The following pages show details of the 26 A Level subjects currently offered at CRGS Sixth Form. For more information about each course, please visit: www.crgs.org.uk/sixth-form/curriculum

Art and Design

Why study Art and Design (Fine Art)?

Art and Design is a wonderfully exciting, rewarding and enriching subject. The skills learnt through the course will equip you for future creative careers such as artist, architect, product designer, graphic designer, fashion designer, photographer or stage set designer, to name but a few. It also gives a sound background for other less obvious careers where the ability to think differently and creatively provides a competitive edge. Self-expression is actively encouraged through artwork, the written word and discussion. These are valuable tools for all aspects of future life.

Course Outline

Students will be introduced to a variety of experiences that explore a range of Fine Art media, processes and techniques. Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. They will look at relevant images, artefacts and resources relating to art, craft and design from the past and from recent times, including European and non-European examples. Students' responses to these examples will be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students will be aware of the importance of process as well as product. They will also develop an ability to identify and sustain their own lines of enquiry, evolving relevant skills through engagement in a wide range of processes and techniques. The scope of this subject allows for much personal expression. Students explore a wide range of media including paint, printing, drawing, sculpture, digital photography, image manipulation, assemblage, collage and installation art.

“The Art teachers provide the best environment and ideas to help you develop your creativity and skills.”



Assessment

Component 1: This personal investigation consists of coursework with no time limit and is worth 60%. Students are required to produce a practical investigation based on an idea, concept, theme or issue supported by written material of between 1,000 and 3,000 words. The investigation must show clear development from initial intentions to the final outcome(s). It must include evidence of the student's ability to research and develop ideas and relate their work to relevant critical/contextual materials.

Component 2: This assignment is set by AQA and is worth 40%. There will be a choice of eight questions to be used as starting points and students will choose one. Students have 15 hours of supervised time following a preparatory period. Student work can be presented in any suitable format, such as design sheets, sketchbooks, models or workbooks.



Biology

Why study Biology?

Biology is made up of a diverse range of subjects from molecular biology to the study of the biosphere. At A Level, you will develop a deep understanding of living processes and systems. You'll find the more you know about the living world, the more fascinating it becomes. You will be challenged to understand complex life processes and apply your knowledge to other situations. There is an emphasis on practical skills and synoptic essay writing. Biology is a qualification that is highly sought-after by universities and is an important stepping stone to future study.

Course Outline

In the first year, students will study biological molecules, cells, how organisms exchange substances with their environment, genetic information, variation and relationships between organisms.

In the second year, students will study energy transfer in and between organisms, how organisms respond to changes in their internal and external environments, genetics, populations, evolution, ecosystems and control of gene expression.

Assessment

You will sit three written examination papers (worth 35%, 35% and 30% of the final A Level grade). All three papers are taken at the end of the A Level course. The papers use a variety of assessment methods including short- and long-answer questions; extended-response questions; a comprehension question; structured questions including practical techniques; critical analysis of experimental data; and an essay.

Practical assessment of skills takes place throughout the year with students gaining a pass or fail that will accompany their A Level grade. All examinations will have questions that test skills that have been acquired while studying the subject. Practical-based questions will form 15% of the total assessment.

10% of exam questions rely on higher-level GCSE mathematical skills and therefore it is important that students are comfortable with developing their mathematical understanding.

“I really enjoy Biology as the teachers are excellent and passionate about their subject. They have really helped me to aim towards studying Medicine.”

Business

Why study Business?

Business is a live subject and affects every action we experience. It prepares students for the living world and the business environment. Studying Business will give a solid foundation on which to base your degree subject. It will open many doors in the world of both work and university and it will introduce you to subject areas you have never studied before.

Course Outline

In the first year of the course, you will explore: what is a business and what are the different forms of business? What are the internal and external influences on businesses? How important are the stakeholders of all businesses? What is the role of marketing in making decisions? How do businesses improve their financial performance, their operational performance and their human resource performance?

The second year of the course will deepen your understanding of the subject areas covered in your first year, concentrating on how and why businesses need to change. How do you assess the current strategic position of a business? How does a business change direction? What strategies does a new business put in place to pursue a new direction? How does a business manage the changes?

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

Assessment

There are three A Level papers, each two hours long, covering how businesses make decisions regarding their Financial, Operational, Human Resource and Marketing performance and how businesses implement and manage strategic change.

Each paper contributes 33.3% weighting towards the A Level grade. All questions are compulsory. Question papers use a variety of assessment styles including multiple-choice, short-answer, data response, essays and case studies. Real-life case studies will be used wherever possible to make it easier for students to relate to and apply their knowledge and skills, developed throughout the course.



Chemistry

Why study Chemistry?

Chemistry is involved in all parts of our lives in ways that we don't always appreciate. It helps to explain and enhance the material world that we live in. Studying Chemistry allows you to delve deeper into the behaviour of organic molecules, to see how simple medicines like aspirin can be synthesised and learn more about how plastics are made. You get to study molecules that are the building blocks of life. Chemistry is the subject for you if you are looking for answers and explanations and like to solve problems.

Course Outline

The course has three units:

- **Physical chemistry:** including amount of substance, atomic structure, bonding, thermodynamics, rate equations, equilibrium constant (K_c) for homogeneous systems, electrode potentials and electrochemical cells.
- **Inorganic chemistry:** including Group 2 and Group 7 chemistry, properties of Period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution.
- **Organic chemistry:** including alkenes, alcohols, isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography.

Students will be prepared to answer a range of question types. These include extended response questions which allow students to demonstrate their ability to construct and develop a sustained line of reasoning that is coherent, relevant, substantiated and logically structured. Extended responses may be in written English, extended calculations or a combination of both, as appropriate to the question.

Assessment

There are three written papers (worth 35%, 35% and 30% of the final A Level grade), which are all taken at the end of the A Level course.

20% of A Level marks require the use of higher GCSE mathematical skills exam questions and it is therefore important that students are comfortable with developing their mathematical understanding.

15% of A Level marks are awarded for practical knowledge and understanding. Practical assessment of skills takes place throughout the year, with students gaining a pass or fail that will accompany their A Level grade.



“My Chemistry teachers made my transition to A Level study seamless, and they never fail to show their passion for their subject in lessons.”

Classical Civilisation

Why study Classical Civilisation?

The Classical world is both the bedrock of Western civilisation and an utterly alien environment. Studying Classical Civilisation will give you access to some of the most original, stimulating and highly enjoyable literature ever written. You will also be able to study Greek and Roman art and architecture, think about the issues raised by Greek and Roman philosophers, consider the social position, duties and responsibilities of men and women and look at the relationship between great literature and those in power.

Course Outline

Component 1: Students study one of either Homer's *Iliad* or *Odyssey*, as well as Virgil's *Aeneid*. They can develop their knowledge of the epics, the way in which they were composed and the religious, cultural and social values and beliefs contained in them.

Component 2: The second component concerns the idea of a politician 'spinning' their public image – one that is very familiar in our contemporary media – and so this exploration of a Roman politician and his successful propaganda campaign is highly relevant and engaging for students. By examining the literature, visual material and culture of the period, students will assess the effectiveness of Augustus Caesar's self-presentation, as well as the effectiveness of his public image as a whole. The final topic is concerned with representations of Augustus in later art and literature.

Component 3: Greek Religion, an essential part of ancient Greek identity. Through the study of religious rituals and the functions and layout of famous temple complexes, students will develop their sense of the central role that religion played in the life of everyday people. Students will also explore the nature of the gods and their relationship with mortals. Also included are the very different roles played by Mystery Cults and the tensions caused by the rise of philosophical thinking.

Assessment

The World of the Hero: *Iliad/Odyssey* and *Aeneid* (100 marks, 40% of A Level, 2 hours 20 mins)

The Image of Augustus (75 marks, 30% of A Level, 1 hour 45 mins)

Greek Religion (75 marks, 30% of A Level, 1 hour 45 mins)

Computer Science

Why study Computer Science?

Learn how to program! The area of Computer Science is an exciting one, with major advances taking place in the development of both hardware and software. This course is aimed at all students, whether or not you have studied ICT or Computing at GCSE. You will learn about all aspects of Computer Science and we do not assume any previous experience of programming. Students who enjoy problem-solving often thrive in Computer Science.

Course Outline

A Level Computer Science has three units:

- Programming, Data Structures, Algorithms, Theory of Computation
- Data Representation, Computer Systems, Computer Organisation and Architecture, Consequences of Uses of Computing, Communication and Networking, Databases, Big Data, Functional Programming
- A practical project that allows students to develop their skills in the context of solving a realistic problem or carrying out an investigation. Students have the

opportunity to work independently on a problem of interest over an extended period, during which they can extend their programming skills and deepen their understanding of Computer Science. The most important skill that should be assessed through the project is a student's ability to create a programmed solution to a problem or investigation.

The course will cover problem-solving and using a computer to help with problem-solving tasks. It will include some advanced electronics, logic circuits, truth tables, systems control, robotics and artificial intelligence, finite

Assessment

A Level Computer Science requires students to demonstrate their ability to draw together their knowledge, skills and understanding from across the full course of study.

Students are assessed by two exams at the end of Year 13, worth 80%, plus 20% awarded for a practical project.

The first of the exams involves editing a computer program and writing new instructions as part of a practical exam on the computer.

state machines, algorithm design, relational databases, systems analysis, data structures and networking.

The biggest emphasis will be on learning how to write computer software. There will be a large amount of direct, hands-on experience, using modern micro-computers together with industry-standard software. Please note that this course does not include learning to use ICT packages such as word processors, desktop publishing and spreadsheets.

Design and Technology: Product Design

Why study Design and Technology: Product Design?

This creative qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students investigate historical, social, cultural, environmental and economic influences on design and technology, while enjoying opportunities to put their learning into practice by producing prototypes of their choice. You will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by Higher Education and employers.

Course Outline

Design and Technology: Product Design requires students to engage in both practical and theoretical study. Students will gain knowledge and understanding of a range of technical principles alongside design and making principles. This course aims to develop an insight into the creative, engineering and/or manufacturing industries.

Students will be encouraged to be open to taking design risks and showing innovation and enterprise while considering their role as responsible designers and citizens. Students should have intellectual curiosity about the design and manufacture of products

and systems and their impact on daily life and the wider world.

The course endeavours to develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use. The course will encourage students to work safely and skilfully to produce high-quality prototypes/products. Within the course, students will develop a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors.

Assessment

Students are assessed by two exams at the end of Year 13, worth 50%, plus 50% awarded for a practical project.

Paper 1: Technical principles: This is a written 2 hour and 30 minute exam. Paper 1 forms 30% of the A Level. The questions are based on technical principles of Design and Technology: Product Design.

Paper 2: Designing and making principles: This is a written 1 hour and 30 minute exam. Paper 2 forms 20% of the A Level. Paper 2 is a two-section examination paper. Section A of Paper 2 is based on product analysis. Section B of Paper 2 is based on commercial manufacture.

Non-Exam Assessment (NEA): This is a substantial design and make project. The NEA is worth 100 marks, which forms 50% of the A Level. This will be assessed by a written or digital design portfolio and photographic evidence of final prototype.



Drama and Theatre

Why study Drama and Theatre?

Studying Drama and Theatre is an exciting option. The course combines academic study with a wide range of interpersonal skills, requiring students to demonstrate teamwork, initiative, resourcefulness and presentation skills that build self-confidence and an ability to communicate effectively. These skills make you highly employable.

Course Outline

Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically and devise and work on performances. Drama and Theatre develops students' collaborative skills, their analytical thinking and their approach to research. Students grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision-making.

Component 1: Drama and Theatre (Written Examination)
Knowledge and understanding of drama and theatre. Study of two set plays. Analysis and evaluation of the work of live theatre-makers.

Component 2: Creating Original Drama (Practical)
Working Notebook; Devised Performance Process of creating devised drama. Performance of devised drama (students may contribute as performer, designer or director).

Component 3: Making Theatre (Practical)
Performance of Extract; Reflective Report. Practical exploration and interpretation of three extracts, each taken from a different play.

Assessment

Component 1 is examined by a 3 hour written examination paper which is worth 40% of the A Level. The examination is designed to allow students to demonstrate their creativity and imagination in interpreting set texts and to apply independent thinking as they evaluate a live theatre production.

Components 2 and 3 are examined by practical examinations, each worth 30% of the A Level. All three examinations take place at the end of the A Level course.



“Through the excellent Drama teaching, I've developed confidence, competence and adaptability.”

Economics

Why study Economics?

Economics teaches us the importance of making well-informed decisions. A large part of the subject involves decision-making: what should the government do to cut the budget deficit? What should a business do to raise profit margins? What will be the implications of the UK leaving the EU? Economics helps us to make choices. How can we make decisions about which career path to follow, what to invest our money in, or what bank to use, without having some knowledge about the economy? Through studying Economics, you will develop a greater awareness of many current issues that will prove extremely beneficial, no matter what your career aspirations may be.

Course Outline

The syllabus covers both micro-economics and macro-economics.

Micro-economics focuses on scarcity, demand and supply analysis, how markets work, market failure and why governments need to intervene. The course covers issues such as business growth, business objectives, revenues, costs, profits, the labour market and market structures such as monopolies.

For example: To what extent would the introduction of a minimum price for alcohol reduce its consumption? What are the arguments for and against the congestion charge in London? Why does the government provide a National Health Service? Should university tuition fees be scrapped?

Macro-economics focuses on economic performance measures, aggregate demand, aggregate supply, economic growth, unemployment, inflation, the balance of payments and policies used by governments to achieve their macro-economic objectives. The course covers international economics with a strong emphasis on the financial sector, poverty and inequality and the emerging and developing economies in the world. For example: Why does the Bank of England need to set a base rate of interest? What are the implications of the UK leaving the EU? What policies are used by the government to reduce unemployment? How can the government help to alleviate poverty in the UK? Should high-income earners be taxed more?



Assessment

Three externally assessed examination papers are taken at the end of Year 13. The exams use a variety of assessment methods including multiple-choice questions, short-answer questions, data-response and essay questions.

Paper 1: Markets and Business Behaviour (35% of A Level)

Paper 2: The National and Global Economy (35% of A Level)

Paper 3: Micro-economics and Macro-economics (30% of A Level)

English Language

Why study English Language?

English Language is a lively, relevant and engaging course with up-to-date content that reflects contemporary language study. Using exciting text and data-based sources of language, you will be introduced to the study of English in its various forms and contexts. The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows you to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills that are invaluable for both further study and future employment.

Course Outline

In Year 12, you will study:

- **Textual Variations and Representations**

You will analyse a variety of texts, including articles from magazines, newspapers, recipes, adverts... anything that has been written down! During this unit, the focus will be on developing your linguistic vocabulary and ability to analyse language texts in detail.

- **Children's Language Development**

You will study how children acquire language and learn to speak. Study is supported with reference to a variety of linguistic theorists.

- **Original Writing Investigation**

You will begin the original writing non-exam assessment (coursework) during the autumn term of Year 12.

In Year 13, you will continue to refer to elements of your work from Year 12, but you will also study:

- **Language Diversity & Change**

You will study the way in which our language is affected by things such as gender, ethnicity, occupation, status and region. You will also examine how the English language has changed over time and how it continues to develop in modern society.

- **Language in Action Investigation**

You will produce your own language investigation into a subject-related area of your choice.



Assessment

At the end of Year 13, the marks available in your final A Level examinations will be distributed as follows:

Paper 1: Language, the Individual and Society (Written exam, 2 hours 30 mins, 40% of A Level)

Paper 2: Language Diversity and Change (Written exam, 2 hours 30 mins, 40% of A Level)

Paper 3: Language in Action (Non-Exam Assessment, 20% of A Level)

English Language and Literature

Why study English Language and Literature?

A Level English Language and Literature links the skills of both English Literature and English Language and allows you to study novels, poetry and plays alongside non-fiction texts, developing your linguistic and analytical skills as well as providing exciting opportunities for creative writing. The variety of assessment styles used, such as recreative writing, commentary writing, discursive essays and research-based investigative writing, allows you to develop a range of skills that are subject-specific as well as transferable, by encouraging in-depth, critical and contextual thinking in response to a range of texts.

Course Outline

- **Paper 1: Telling stories**

- Section A – Remembered places; one compulsory question on the AQA anthology: Paris
 - Section B – Imagined worlds; one question on the prose set text – *The Lovely Bones*.
 - Section C – Poetic voices; one question on poetry set text – Robert Browning.
- Methods of language analysis are integrated into the activities.

- **Paper 2: Exploring conflict**

- Section A – Writing about society; one piece of recreative writing based on set text – *The Great Gatsby* – and a critical commentary evaluating your own writing.
 - Section B – Dramatic encounters; conflict in drama – Shakespeare's *Othello*
- Methods of language analysis are integrated into the activities.

Assessment

Paper 1: Written exam: 3 hours. 100 marks. 40% of A Level.

Paper 2: Written exam: 2 hours 30 mins. 100 marks, 40% of A Level.

Non-Exam Assessment (NEA): A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500-3,000 words), 20% of A Level.

“It was really refreshing to start A Level English and think about things from a completely new perspective with passionate teachers.”



English Literature

Why study English Literature?

A Level English Literature will encourage you to develop your interest in and enjoyment of literary study through reading widely and critically. It will help you to develop a number of subject-specific, as well as transferable, skills by encouraging in-depth, critical and contextual thinking in response to a range of literary texts. English Literature is a lively, relevant and engaging subject and by the end of the course you will be able to appraise different views of texts and appreciate the significance of historical and cultural influences.

Course Outline

In Year 12, we focus on aspects of comedy. The year begins with in-depth study of the Shakespearean comedy *Twelfth Night* and Jane Austen's *Emma*. We then move on to studying *The Importance of Being Earnest* by Oscar Wilde. In the summer term, you will be guided through your non-exam assessment (10% of final grade). This will be a study of your chosen prose text through a critical lens, e.g. Marxist, Feminist, Post-colonial.

In Year 13, we focus on crime writing. In addition to learning the skills needed to analyse unseen crime extracts, we also study *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge, the modern novel *Atonement* by Ian McEwan and *Brighton Rock* by Graham Greene. During the autumn and spring terms, you will also be guided through your second non-exam assessment (10% of final grade), this time for the poetry element of the course.



Assessment

**Literature 1B:
Aspects of Comedy**
(2 hours 30 mins, closed book, 40% of A Level)

Section A: The first question asks you to analyse an extract from the Shakespeare text you have studied.

Section B: The second question is an essay on the same text.

Section C: An essay linking *Emma* and *The Importance of Being Earnest*.

**Literature 2A:
Elements of Crime Writing**
(3 hours, open book, 40% of A Level)

Section A: One compulsory question on an unseen passage.

Sections B and C: Essay questions based on three texts:

- Pre-1900: *The Rime of the Ancient Mariner*
- Post-2000 Prose: *Atonement*
- *Brighton Rock*

**Non-Exam Assessment (NEA):
Theory and Independence**
(Two 1,250-1,500-word essays, 20% of A Level)

French

Why study French?

Studying French is fun and rewarding. Lessons focus primarily on communication and are very interactive. French A Level offers so many possibilities as it is an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and the International Court of Justice.

Did you know that 125 million people in over 45 countries use French on a daily basis? French culture is world-renowned. France is famous for its philosophers, literature, films, cuisine, fashion, art and architecture.

Course Outline

The A Level course encourages students to communicate confidently in French, through both the spoken and the written word, and develop insights into the contemporary society, cultural background and heritage of countries where French is spoken.

The course develops the four skills of Listening, Reading, Speaking and Writing and is based on four themes: Being a young person in French-speaking society; diversity and difference; understanding the French-speaking world; and France 1940-50: The Occupation and post-war years.



Assessment

Assessment takes place at the end of Year 13:

Component 1: Speaking (30%)

- A structured discussion based on a short, written stimulus linked to one of the four A Level themes outlined above.
- An oral exposé and discussion. Candidates give a short presentation on an independent research project of their choice. This can be related to a book or film, or an area of French life that interests them. This is followed by a discussion on the topic of the exposé and related issues. This test is conducted by a visiting examiner.

Component 2: Listening, Reading and Translation (50%)

- Listening – This part of the examination focuses on the ability to understand and respond to extracts drawn from a range of everyday situations such as brief conversations, news items, interviews and reports. Candidates are issued with individual CDs. They have control of the recordings and are able to stop and replay them at any time.
- Reading – The examination is based on a number of items taken from newspapers, magazines and advertisements.
- Students are asked to translate short texts from French into English and English into French.

Component 3: Critical and analytical response in Writing (20%)

- Students study the film *Les Choristes* and the book *No et moi* by Delphine de Vigan. They must write essays of about 300 words on each, in French.

Geography

Why study Geography?

Studying Geography on local, national and global scales will enable you to engage critically with real-world issues and develop a deeper understanding of the diverse issues the world faces in the 21st century. It will challenge your perceptions and stimulate your investigative and analytical skills.

Students will gain vital geographical, fieldwork and life skills including awareness of different attitudes and values, decision-making and data analysis. The Independent Investigation is a great opportunity for students to investigate an area of Geography that interests them, reinforcing the department's aims and ethos, to inspire a love of Geography by drawing on issues that are contemporary and relevant to a student's own experiences.

Course Outline

Students learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision-making.

Component 1:

- Section A: Changing Landscapes (Glaciated Landscapes)
- Section B: Changing Places

Component 2:

- Section A: Global Systems (Water and Carbon Cycles)
- Section B: Global Governance – Change and Challenges (Processes and patterns of global migration and global governance of the Earth's oceans)

Component 3:

- Section A: Tectonic Hazards
- Section B: Contemporary Themes in Geography (Ecosystems; Economic Growth and Challenge; China)

Component 4:

Independent Investigation based on the collection of field data and secondary information

Assessment

Component 1: Changing Landscapes and Changing Places
Written examination, 1 hour 45 minutes, 20.5 % of qualification

Component 2: Global Systems and Global Governance
Written examination: 2 hours, 27.5% of qualification

Component 3: Tectonic Hazards and Contemporary Themes in Geography
Written examination, 2 hours 15 minutes, 32% of qualification

Component 4: Independent Investigation
Non-Exam assessment, 3,000-4,000 words, 20% of qualification



German

Why study German?

Studying German is fun and rewarding. Lessons focus primarily on communication and are very interactive. Our exam results are well above the national average so with commitment and hard work you will do well.

German A Level offers so many possibilities. Did you know that Germany is the fourth largest economic power in the world, the Germans are world leaders in engineering and that German is the second most commonly used scientific language?

Course Outline

The course encourages students to communicate confidently in German through the spoken and written word and develop insights into the contemporary society, cultural background and heritage of countries where German is spoken.

There are four themes:

- Being a young person in German-speaking society
- Diversity and difference
- Understanding the German-speaking world
- The making of modern Germany: 1989 onwards.

The course focuses on the four skills of Listening, Reading, Speaking and Writing. There are three components that test a mixture of these skills. Students must take all three components at the end of the two-year course.

Assessment

Component 1: Speaking (30%)

- Task 1 – Presentation of an independent research project of your choice, which provides you with the opportunity to choose an area of personal interest related to the German-speaking world. This will be followed by a discussion based on your project.
- Task 2 – A theme-based discussion based on a stimulus card comprising an image, a short text and a point for discussion. The stimulus material will be based upon any of the sub-themes covered in the course. The speaking test is conducted by a visiting examiner.

Component 2: Listening, Reading and Translation (50%)

- Listening – This part of the examination focuses on the ability to understand and respond to extracts drawn from a range of everyday situations such as brief conversations, news items, interviews and reports. Candidates are given a recording, which they are able to stop and replay at any time.
- Reading – Candidates respond to a variety of texts drawn from a range of authentic resources, including fiction and non-fiction.
- Translation – Candidates translate short texts from German into English and from English into German.

Component 3: Critical and analytical response in Writing (20%)

- Students study a German film and a German book. They will be asked to write essays of about 300 words on each, in German.

History

Why study History?

Apart from being extremely enjoyable, interesting and important, History is a stimulating subject that allows you to learn invaluable skills for life after school.

It teaches you how to analyse, evaluate and interpret evidence effectively and enables you to develop excellent literacy, thinking and debating skills. History gives you detailed knowledge of past events and knowing how people lived and behaved in the past helps you to understand why people and governments act as they do today.

Course Outline

Paper 1: Breadth study with interpretations: Britain Transformed 1918-1997. Sections A and B of the paper explore how Britain was transformed economically, politically, socially and culturally between 1918 and 1979. Section C is an in-depth study on the interpretations of the Thatcher years.

Paper 2: In-depth study with sources: The USA 1955-92: Conformity and Challenge. This paper explores the issues facing the USA in this period of very significant social and political change.

Paper 3: Aspects of breadth and depth with sources: Protest, Agitation and Parliamentary Reform in Britain c.1780-1928. This course covers how Britain developed into a mass democracy and the people and protest movements that influenced events.

Paper 4: Non-Exam Assessment: Students undertake an independently researched enquiry on interpretations of the Origins of World War One. Students are required to analyse and evaluate the works of three chosen historians.



Assessment

Students will be examined in four papers at the end of Year 13:

Paper 1: Britain Transformed 1918-1997. This paper is worth 30% of the A Level qualification.

Paper 2: The USA 1955-92: Conformity and Challenge. This paper is worth 20% of the A Level qualification.

Paper 3: Protest, Agitation and Parliamentary Reform in Britain c.1780-1928. This paper is worth 30% of your final A Level.

Paper 4: Non-Exam Assessment: Origins of World War One. The coursework is worth 20% of your A Level and will be internally assessed before external moderation at the end of Year 13.

Mathematics

Why study Mathematics

A Level Mathematics provides you with transferable skills for the real world, logical skills, analytical skills and problem-solving skills. There is the opportunity to study Mechanics, which looks at the Mathematics of the real world by studying forces and equations of motion and Statistics.

Mathematics A Level is well respected by employers and admissions tutors for all degree subjects. People who have studied Mathematics are in a fortunate position because they will have a wide choice of career opportunities.

Course Outline

In the first year, students will study:

- Proof, Algebra and functions, Co-ordinate geometry in the (x,y) plane, Sequences and series and Trigonometry, as well as new topics of Differentiation and Integration, Exponentials and logarithms
- Statistical sampling, Data presentation and interpretation, Probability and Statistical distributions
- Quantities and units in mechanics, Kinematics, Forces and Newton's laws

In the second year, students will study:

- Differentiation, Integration, Functions, Trigonometry, Vectors and Numerical methods
- Statistical hypothesis testing and Moments

“Maths has taught me that it’s worth exploring mistakes because there isn’t always one solution.”

Assessment

You will sit three, two-hour, written examination papers (each worth a third of the final A Level grade), all of which are taken at the end of the A Level course.

Paper 1: Pure Maths

Paper 2: Pure Maths and Statistics

Paper 3: Pure Maths and Mechanics.

The papers use a variety of assessment methods including short- and long-answer questions. Calculators are allowed for all papers.



Further Mathematics

Why study Further Mathematics?

Further Mathematics provides you with transferable skills for the real world, logical skills, analytical skills and problem-solving. There is the opportunity to study Mechanics, which looks at the Mathematics of the real world by studying forces and equations of motion. Or you could study Statistics in more depth, or a module in Decision Mathematics, which can be useful in business.

Further Mathematics A Level is well respected by employers and admissions tutors for all degree subjects. Students who have studied Further Mathematics are in a fortunate position because they will have a wide range of career opportunities. This course is for able students who are considering taking Mathematics, Physics, Engineering or Computing at a leading university. Students taking A Level Further Mathematics also take A Level Mathematics.

Course Outline

In the first year, students will study: Proof, Complex numbers, Matrices, Polar co-ordinates, Linear regression, Statistical distributions, Correlation Momentum and impulse, Collisions and Centres of mass.

In the second year, students will study: Further algebra and functions, Further calculus, Further vectors, Hyperbolic functions and Differential equations,

Algorithms and graph theory, Algorithms on graphs, Critical path analysis, Linear programming, Hypothesis testing, Chi squared tests, Elastic strings and springs.

Throughout the course, students are encouraged to see the links between different areas of Maths and to apply their Maths skills across all areas.



Assessment

You will sit three, two-hour, written examination papers (each worth a third of the final A Level grade), all of which are taken at the end of the A Level course.

Papers 1 and 2: Pure Maths.
Paper 3: Split between Mechanics and Statistics.

The papers use a variety of assessment methods including short- and long-answer questions. Calculators are allowed for all papers.

Music

Why study Music?

Music encompasses all other subjects taught and develops links between them. From Italian Opera to Brazilian Samba, musicians study the languages and cultures of many countries around the world. The production of sound deals with the scientific aspects of music and mathematics is embedded within beats, scale patterns and chord progressions.

Music is a highly creative and performance-driven subject. It develops skills and abilities such as public speaking, self-confidence and fine motor skills. Musicians use their analytical skills to develop new approaches to issues and the cultural aspects of the subject help students to understand their place in the world. Skills needed for employment in the 21st century include adaptability, decision-making and high-level analytical skills; music makes use of and develops all of these and more.

Course Outline

Component 1: Performance
The purpose of this component is to assess students' performing skills in a solo and/or ensemble context.

Component 2: Composing
The purpose of this component is to assess students' skills in composing music. Students will learn the processes involved in creating music through developing the technical and expressive skills needed by a composer.

Component 3: Appraising
The purpose of this component is for students to develop their listening and appraising skills through the study of music across a variety of styles and genres.

There are 18 set works to study over the two-year course. They include pieces by:

- The Beatles (*Eleanor Rigby*, *Tomorrow Never Knows*)
- Danny Elfman (*Batman Returns*)
- Courtney Pine (*Back in the Day*)
- Igor Stravinsky (*The Rite of Spring*)
- Wolfgang Amadeus Mozart (*The Magic Flute*)
- John Cage (*Three Dances for Two Prepared Pianos*)

Assessment

Performance
(solo and ensemble) 30%

Composition
(two compositions) 30%

Appraising (final exam) 40%



Physical Education

Why study Physical Education?

Physical Education is a fascinating, diverse and modern subject. It covers scientific aspects such as anatomy and physiology as well as contemporary concerns such as the media and drugs in sport. Sport Science is one of the most popular university courses and students at CRGS often go on to study at the world-leading Loughborough University.

Course Outline

A Level Physical Education develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity and demonstrate their ability as either performer or coach.

Component 1: Applied anatomy and physiology, exercise physiology, biomechanics. Students will gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They will also study the effects of force and motion on the body and how they can be used to our advantage.

Component 2: Skill acquisition, sport psychology. Students study the models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. They also explore the psychological factors that affect group dynamics and the effects of leadership and stress.

Component 3: Sport and society, contemporary issues in physical activity and sport, the role of technology in physical activity and sport. This component focuses on the social and cultural factors that have shaped sports over time and their influences on physical activity. Students consider the impact of hosting a global sporting event such as the Olympic Games and

Assessment

Component 1: Physiological factors affecting performance (Written paper, 2 hours, 30%)

Component 2: Psychological factors affecting performance (Written paper, 1 hour, 20%)

Component 3: Socio-cultural issues in physical activity and sport (Written paper, 1 hour, 20%)

Component 4: Performance in physical education (Non-Exam Assessment, 30%)

the influence of modern technology on both the performer and the spectator of contemporary sport.

Component 4: Students are assessed in the role of either performer or coach in one practical activity. They are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Students are also assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). They observe a live or recorded performance by a peer and provide an oral analysis and critical evaluation of their peer's performance.

Physics

Why study Physics?

Physics develops your problem-solving and analytical skills. Physicists investigate topics that range from properties of the most fundamental elementary particles to astrophysical phenomena that may lead to understanding the origin of the Universe.

Do you want to investigate the limits of space, the beginning of time and everything in between? How about understanding how the technology around you works? Want to save the planet or maybe just help people get better when they are ill? Whatever career you follow, the knowledge and skills you gain by studying Physics will be invaluable. Physics trains your brain to think beyond boundaries.

Course Outline

Section 1: Measurements and their errors – Base units and the nature of measurement errors.

Section 2: Particles and Radiation – An introduction to fundamental properties of matter and to electromagnetic radiation and quantum phenomena.

Section 3: Waves – This section develops in-depth knowledge of the characteristics, properties and applications of travelling waves and stationary waves.

Section 4: Mechanics and Materials – Vectors and their treatment are introduced, followed by development of the understanding of forces, energy and momentum.

Section 5: Electricity – This section provides opportunities for practical work and lays the groundwork for later study of the many electrical applications that are important to society.

Section 6: Further Mechanics and Thermal Physics – The earlier study of mechanics is advanced through a consideration of circular motion and simple harmonic motion. A further section allows the thermal properties of materials, the properties and nature of ideal gases and the molecular kinetic theory to be studied in depth.

Section 7: Fields – The ideas of gravitation, electrostatics and magnetic field theory are developed within this topic. Practical applications considered

Assessment

Paper 1: (2 hours, 34%)

Paper 2: (2 hours, 34%)

Paper 3: (2 hours, 32%)



include: planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors and electromagnetic induction.

Section 8: Nuclear Physics – This section explores properties of the nucleus to the production of nuclear power through the characteristics of the nucleus, the properties of unstable nuclei and the link between energy and mass.

Option Topic: Astrophysics – Fundamental physical principles are applied to the study and interpretation of the Universe. Students gain insight into the behaviour of objects at great distances from Earth and discover the ways in which information from these objects can be gathered.

Politics

Why study Politics?

Politics exists because people disagree about how they should live, who should get what and who should make decisions. Politics seeks to establish the general rules under which we live; it is the most basic and necessary of social activities. For the philosopher Aristotle, politics was the 'master science': that is, nothing less than the activity through which people try to improve their lives and create the 'good society'. What makes politics different as a subject is its emphasis on debate, discussion and argument. It is likely to suit students who have an interest in the world around them, like to think for themselves who want to develop their own views, rather than accept the views of others.

Course Outline

Component 1:

UK Politics and Core Political Ideas

UK Politics explores the nature of politics and how people engage in the political process in the UK. Students will explore the emergence and development of the UK's democratic system and the similarities and differences between direct and indirect democracy. They will focus on the roles of political parties, the significance of the manifestos and their relevance to the mandate of the resulting government. Students will examine electoral systems in the UK and consider how individuals and groups are influenced in their voting behaviour and political actions. They will also examine the role of the media in contemporary politics and develop their understanding of voting patterns and voting behaviour. Core Political Ideas – Students explore the three traditional political ideas of conservatism, liberalism and socialism.

Component 2:

UK Government and Optional Political Ideas

- UK Government – Students are introduced to the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the branches of the government – legislative, executive and judiciary – as well as the relationships and balance of power between them and considers where sovereignty now lies within this system.
- Optional Political Ideas – This section allows students to explore one of five additional political ideas. Students will learn about the core ideas and principles, the effects of these ideas, the divisions within each idea and their key thinkers.

Assessment

There are three externally examined papers:

Component 1: UK Politics. Written examination: 2 hours, 33.3%

Component 2: UK Government. Written examination: 2 hours, 33.3%

Component 3: Comparative Politics. Written examination: 2 hours, 33.3%

Component 3:

Comparative Politics – Government and Politics of the USA

The USA has been considered by some to be a 'beacon of democracy'. Understanding the nature of US democracy and the debates surrounding it is crucial, given the considerable impact that the USA has on UK, European and global politics. Students will explore the US constitution and the arguments surrounding it. Students will be expected to debate the nature of democracy in the USA and evaluate the extent to which it remains an issue.

Psychology

Why study Psychology?

Psychology is the scientific study of the human mind and behaviour. If you have ever wondered why people behave as they do or if you have questioned the extent to which behaviour is determined by our genes, then Psychology may be for you. Psychology is a fascinating adventure into the motivations and reasons behind a range of our behaviours.

Course Outline

When you study Psychology, you will learn about a range of biological and psychological explanations of human behaviour. You will learn how to analyse behaviour from differing psychological perspectives. For example, in the topic of Gender, we consider whether our understanding of being male or female develops with age (Cognitive approach), are you male or female because you identify with someone who is similar (Psychodynamic approach) or are you male or female because you were born that way (Biological approach) – interestingly, we have recently considered whether the term 'male/female' is even relevant in our contemporary world.

The topics you will study are:

- The origins of Psychology and the major approaches (Behaviourism, Cognitive, Psychodynamic, Humanistic and Biological)
- Memory
- Social influence (obedience and conformity)

- Attachment
- Issues and debates in Psychology such as nature/nurture, determinism and free will, gender and culture
- Psychopathology (abnormality)
- Biopsychology
- Schizophrenia
- Aggression
- Gender
- Research Methods

Throughout the whole course we look at how psychologists investigate behaviour in terms of a range of research methods. Research methods is a central component of Psychology as it enables the discipline of Psychology to use empirical evidence to help develop our understanding of human behaviour.

“My Psychology teachers always make the lessons engaging and enjoyable.”

Assessment

There are three written papers that are taken at the end of the two-year course and they include both short-answer and long-answer types of question. Your understanding of research methods will be assessed in the examination using scenario-based questions. Research methods will also be embedded in questions about the topics.

Paper 1: Introductory Topics in Psychology (2 hours, 33.3%)

Paper 2: Psychology in Context (2 hours, 33.3%)

Paper 3: Issues and Options in Psychology (2 hours, 33.3%)



Religious Studies

Why study Religious Studies?

Religious Studies is like thinking, only louder. You won't be told what to think. Instead, we introduce you to the ideas of philosophers and ask: does this make sense?

Religious Studies will help you to become sharper and more articulate in your ability to reason. It will encourage you to analyse and spot flaws in reasoning and construct a better argument. It will help you become more confident in your ability to debate and exchange ideas. Above all, you will reflect in a mature fashion on fundamental questions about meaning – “Who am I?”, “Where am I going?”, “What is right and wrong?”.

Course Outline

Philosophy of Religion: This involves the study of philosophical issues and questions raised by religion and belief. This includes a study of the arguments for and against the existence of God and challenges to religious belief such as the problems of evil and suffering and psychological explanations for belief. We also consider the nature of God. What does it mean to describe God as all-knowing? Does such a description have implications for human free will? Are there any signs that there is a God who interacts with the world and how might it happen? Can we survive after death? Do we have souls and, if we have, are they separate from our bodies?

Religion and Ethics: This aspect of the course focuses on human conduct and character. It explores questions about how we should make moral judgements. We shall study different ethical theories and their application in the world. We consider Natural Law, Kantian Ethics and Utilitarianism and apply the principles of each theory to a range of personal, societal and global issues. We also consider the works of key ethical thinkers and significant ideas in religious and moral thought such as conscience – what does someone mean when they say they ‘acted upon their conscience’?

Developments in Christian Thought: Students have the opportunity to undertake a systematic study of key concepts within the development of Christian thought. This includes the influential ideas of Augustine on human nature and his teaching of Original Sin and the reinterpretation of God by feminist theologians in the light of the changing views on gender and gender roles in society. We shall consider the diversity of Christian moral reasoning and focus in particular on the teaching and example of Dietrich Bonhoeffer and his ideas of civil disobedience. Also, we shall explore the challenges to Christian thought posed by the rise of secularism and secularisation. Does Christianity still have a role to play in society? And is God simply the result of wishful thinking?

Assessment

Paper 1: Philosophy of Religion (2 hours, 33.3% of A Level)

Paper 2: Religion and Ethics (2 hours, 33.3% of A Level)

Paper 3: Developments in Religious Thought (2 hours, 33.3% of A Level)

Sociology

Why study Sociology?

Sociology transforms your understanding of the world, it is useful for many careers and, best of all, it is interesting. It can be used to understand the law, teaching, health and the world in which business operates.

It will give you ideas about how to change your world and the world around you. Our students are very successful and go on to study the most competitive courses at the most competitive universities. In recent years, the department has received awards from the Good Schools Guide for the best results in the country.

Course Outline

All students study the social structure of contemporary society and reference is also made to cross-cultural studies. In particular, students become aware of the influences upon behaviour and look at why there are patterns of behaviour. For instance, students examine the effects of the media upon behaviour and ask questions such as: “Does watching violent television make us more violent?”. In addition, other institutions such as the Church, the Education System and the Family are examined for their possible effects upon behaviour.

Students also examine topics such as the role of women and the nature and distribution of poverty and wealth in modern Britain. Specific acts of behaviour such as crime, deviance, divorce and cross-cultural comparisons will also be considered. Further to this, the social construction of health and illness will be explored in conjunction with a discussion of some of the possible solutions to illness. Underlying the syllabus are the key questions of: “What motivates behaviour?”, “Where does our identity come from?” and “What policies should we pursue to address the social problems we encounter?”.

Assessment

Paper 1: Education with Theory and Methods (2 hours, 33.3% marks)

Paper 2: Topics in Sociology (2 hours, 33.3% marks)

Paper 3: Crime and Deviance with Theory and Methods (2 hours, 33.3% marks)

“Sociology is such an interesting subject. It helps you to broaden your mind and shows you society in a way you’ve never seen before.”



Spanish

Why study Spanish?

Studying Spanish is fun and rewarding. Lessons focus primarily on communication and are very interactive. Our exam results are well above the national average, so with commitment and hard work, you will do well. Spanish A Level offers so many possibilities. Did you know that Spanish is spoken by 500 million people and is the second largest native language in the world? In three generations, 10% of the world population will be able to communicate in Spanish.

Course Outline

The course encourages students to communicate confidently in Spanish through both the spoken and the written word, and develop insights into the contemporary society, cultural background and heritage of countries where Spanish is spoken.

The two themes covered in Year 12 are:

- Aspects of Hispanic Society – modern and traditional values; cyberspace; equal rights.
- Artistic Culture in the Hispanic World – modern-day idols; Spanish regional identity; cultural heritage or cultural landscape.

The two themes covered in Year 13 are:

- Multiculturalism in Hispanic Society – immigration; racism; integration.
- Aspects of Political Life in the Hispanic World – today's youth, tomorrow's citizens; monarchies, republics and dictatorships; popular movements.



Assessment

The examinations are designed to develop the four skills of Listening, Reading, Speaking and Writing and are divided into three components that test a mixture of these skills. Candidates must take all three components units:

Component 1: Speaking

The speaking exam is 30% of the qualification. Learners are not permitted to use dictionaries in any part of the assessment.

- Task 1 – (a) Presentation of independent research project (b) Discussion on the content of the research project
- Task 2 – Discussion based on a stimulus card relating to one of the themes studied.

The test is conducted by a visiting examiner.

Component 2: Listening, Reading and Translation

- Written examination: 2 hours 30 minutes, 50% of the qualification. Learners are not permitted to use dictionaries in any part of the assessment.
- Section A: Listening exam
- Section B: Reading exam
- Section C: Translation – from Spanish into English and English into Spanish.

Component 3: Critical and analytical response in writing (closed-book)

- Written examination: 2 hours, 20% of the qualification. Learners are not permitted to use dictionaries in any part of the assessment.
- Two essays – one based on a literary work and the second on an additional literary work or film from the prescribed list.

A Broader Curriculum

We aim to offer all students a broad and balanced experience with plenty of opportunities to deepen and widen their knowledge, skills and understanding.

In addition to A Levels, we offer students the opportunity to undertake the EPQ and/or Core Maths. Both these options are well-regarded Level 3 qualifications which attract UCAS points, equivalent to half an A Level. Equally importantly, students who undertake these options are developing key skills that will help them on their future courses and in employment.

The EPQ (Extended Project Qualification) requires students to undertake an independent research project focused on a subject of their choice. It is highly valued by university tutors as it helps students to develop the key skills necessary for success at university. Many universities will give differentiated offers to students who are successful in their

EPQ (e.g. ABB instead of AAB). Students are allocated a supervisor who guides and supports them to complete a 5,000-word dissertation or practical project. Core Maths is aimed at those students who wish to continue to study Maths without taking Maths A Level. It focuses on practical applications of Maths and supports the mathematical and statistical elements in subjects such as Economics, Biology, Psychology, Geography and Business.

We also offer students the opportunity to do a non-examined, short course in Critical Thinking that helps young people develop important thinking skills and is excellent preparation for specialist admissions tests.

“Completing my EPQ allowed me to learn key skills such as academic referencing and making presentations that will really help me in Higher Education.”

Joshua – Formerly Settle College

“The opportunities for trips and clubs are amazing. They help me to develop my understanding of my subjects and how they link to the wider world.”

Ben - Formerly CRGS Main School



Beyond *the Classroom*

We think an important part of being a Sixth Form student is gaining a better understanding of the wider world.

Students are able to take part in foreign exchanges, field trips and educational visits, both at home and abroad. Recent trips have visited the United States, China, Russia and South Africa. Every other year, the Sixth Form participates in Operation Wallacea, in 2020 to Madagascar. All students who study Biology have the opportunity to visit Bangor as part of a four-day field trip in the summer term of Year 12. The students stay in university accommodation and use the facilities on campus to enhance their study of the subject and gain experience of student life. There is also an annual field trip for Physics students to CERN in Switzerland to deepen their understanding of the practical application of the subject. Each year, at least two of our students take part in the Holocaust Education Trust's Lessons from Auschwitz programme, which involves visiting Poland. Virtually all our subjects run trips to subject conferences and lectures, productions and galleries.

We encourage as many students as possible to participate in physical activities. Teams are fielded in football, netball, rugby and badminton on Wednesday afternoons. We also have strong swimming and skiing teams that take part in both local and national competitions. Opportunities are also available for students to undertake recreational physical

activities on a Wednesday afternoon in our Sports Hall at our Main School site on Chatburn Road. We have considerable experience of supporting young athletes who are participating in national development programmes and appreciate the importance of flexibility for these individuals.

Each year, we are delighted to welcome a large number of very talented students to CRGS Sixth Form and you do not need to study Music or Theatre to take part in the extra-curricular activities. The Drama Club meets regularly and each year stages at least one production, often in conjunction with students from our Main School. There are opportunities to get involved in all aspects of a production, including lighting and sound. There are a number of musical ensembles and choirs for students to participate in, with plenty of opportunities to enjoy performing.

“One of the best things about CRGS Sixth Form is getting involved in student-led societies and getting to know people that share my interests.”

Fatema - Formerly QEGS Blackburn

Leadership Opportunities

Students are encouraged to set up and run their own clubs and societies. We currently have more than 20 student-led groups, which meet at lunchtime, providing students with extremely valuable opportunities to develop transferable leadership, teamworking and organisational skills. New Year 12 students are recruited to these clubs and societies at our Freshers Fair in mid-September. This is an excellent way for students to mix outside lessons and make friends with like-minded individuals, as well as broadening their horizons and enhancing their understanding of the wider world.

Additionally, we offer students a wide range of other leadership opportunities. Each year, 20 students are selected to be part of our Student Leadership Team. These students assist in the day-to-day running of the Sixth

Form and play an important part in representing CRGS in the wider community. They are also responsible for running the Student Council.

Approximately 50 students are trained each year to act as Peer Mentors to the new Year 12 students to aid their transition to the Sixth Form. There are also Library Prefects who support our Librarian in the smooth running of the Library and Subject Mentors who work with Year 12 students to develop key study skills and consolidate their knowledge and understanding.

Volunteering is another important aspect of helping CRGS students develop the skills required beyond Sixth Form. Our students volunteer in a wide range of settings on Wednesday afternoons and placements can be facilitated by our Careers Office.



“CRGS Sixth Form has enabled me to meet lots of new people from many different backgrounds, whilst enjoying a lovely community atmosphere. The teachers are really supportive and passionate.”

**Madinah - Sixth Form President 2021-22,
Formerly Westholme**

“I really enjoyed the transition to Sixth Form; the greater independence gives us more control over our studies and other activities. I would encourage future students to make the most of various opportunities such as student-led societies.”

**Toro - Sixth Form Senior Vice President 2021-22,
Formerly Ribblesdale High**

Destinations

The overwhelming majority of our students go on to Higher Education and, increasingly, our students are following alternative, highly competitive routes into degree- or higher-level apprenticeships.

Our students are discerning and ambitious to study the very best courses at prestigious universities and join top employers, with most students progressing to their destination of choice.



“I thoroughly enjoyed my time at CRGS Sixth Form. The staff are incredibly supportive and have helped me develop into a confident, hard-working individual. I’ve made many happy memories and I’m really looking forward to my future.”

Zahra - Formerly CRGS Main School, currently studying English Literature and Philosophy at Durham University



“The support and guidance I received from my subject teachers and Senior Tutor really helped me to secure my place at Oxford. I will always be grateful for their encouragement and I don’t think I would be where I am today without them.”

Rebecca - Formerly St Augustine’s RC High School, currently studying Spanish at Queen’s College, Oxford



“The teachers, atmosphere and friends you make at CRGS Sixth Form truly make for the best years of your life and are a recipe for success both academically and socially. I wouldn’t have achieved the grades I did without the amazing help from the staff.”

Jacob - Formerly CRGS Main School, currently studying Biology at the University of York

“CRGS gave me a broad range of opportunities which allowed me to pursue my career as soon as I knew what I wanted to do. The support and encouragement I received were amazing, especially as I didn’t choose the normal university route.”

Amina - Formerly Pleckgate High School, School and College Leaver in Management Consulting at PwC



“I really benefited from the dedicated support and expertise of staff through the challenging Medicine application process, as well as the additional opportunities provided, which strengthened my application.”

Ciara - Formerly St Bede’s RC High School, currently studying Medicine at the University of Liverpool



“I am so pleased to have spent two years at CRGS Sixth Form. The support and teaching were truly exceptional. The opportunities, both academic and extra-curricular, helped me to grow and develop into the person that I am today. I cannot recommend CRGS Sixth Form enough!”

Ben - Formerly Bowland High, currently studying Economics at the University of York



“I loved my time at CRGS Sixth Form. All the staff created a safe and welcoming environment and the teachers were always there to support my academic goals, giving me the confidence to progress. CRGS Sixth Form has encouraged me to develop my independence and a wide range of academic skills.”

Mya - Formerly Blessed Trinity RC College, currently studying Psychology at York St John University



How to apply

Step 1: Visit our Sixth Form

Our Sixth Form Open Evening is in November, from 5.30-8.00pm. It is not necessary to book. We are always happy to arrange individual visits to the Sixth Form. Students are welcome to visit by themselves, or with their parents or carers.

Step 2: Apply Online

Our online application form is open from mid-October. Visit www.crgs.org.uk/sixth-form/admissions

Brief outlines of the 26 A Level subjects that we offer are provided in this guide. Full details of the courses and our entry requirements are available online. Visit www.crgs.org.uk/sixth-form/curriculum

Step 3: Attend an Options Meeting

After you submit your application form, you will be invited to attend an Options Meeting at the Sixth Form, where you will have a one-to-one meeting with a member of staff to discuss your A Level subject choices. This is an informal process, which is intended to help you make the right choices and give you the opportunity to ask any questions you might have. We encourage parents or carers to accompany you.

Step 4: Accept your offer and find out more

After your Options Meeting, you will be offered a place that will usually be conditional on your exam results.

After you have received a conditional offer of a place, we will invite you to a Student Preview Event in late June or early July. Preview Events last half a day. Follow the link in your email invitation to book yourself onto whichever date and time is most convenient for you. The Student Preview Events are a great opportunity to meet other new students and find out more about what to expect in the Sixth Form.

Step 5: Confirm your place

On GCSE Results Day we will confirm your place and your subject choices. Once again you will talk with experienced teaching staff who will confirm your enrolment and discuss any subject changes with you.

Step 6: Join CRGS Sixth Form and begin your A Level studies

If you have any questions about the Admissions process, please do not hesitate to contact us:

Tel: **01200 423118**

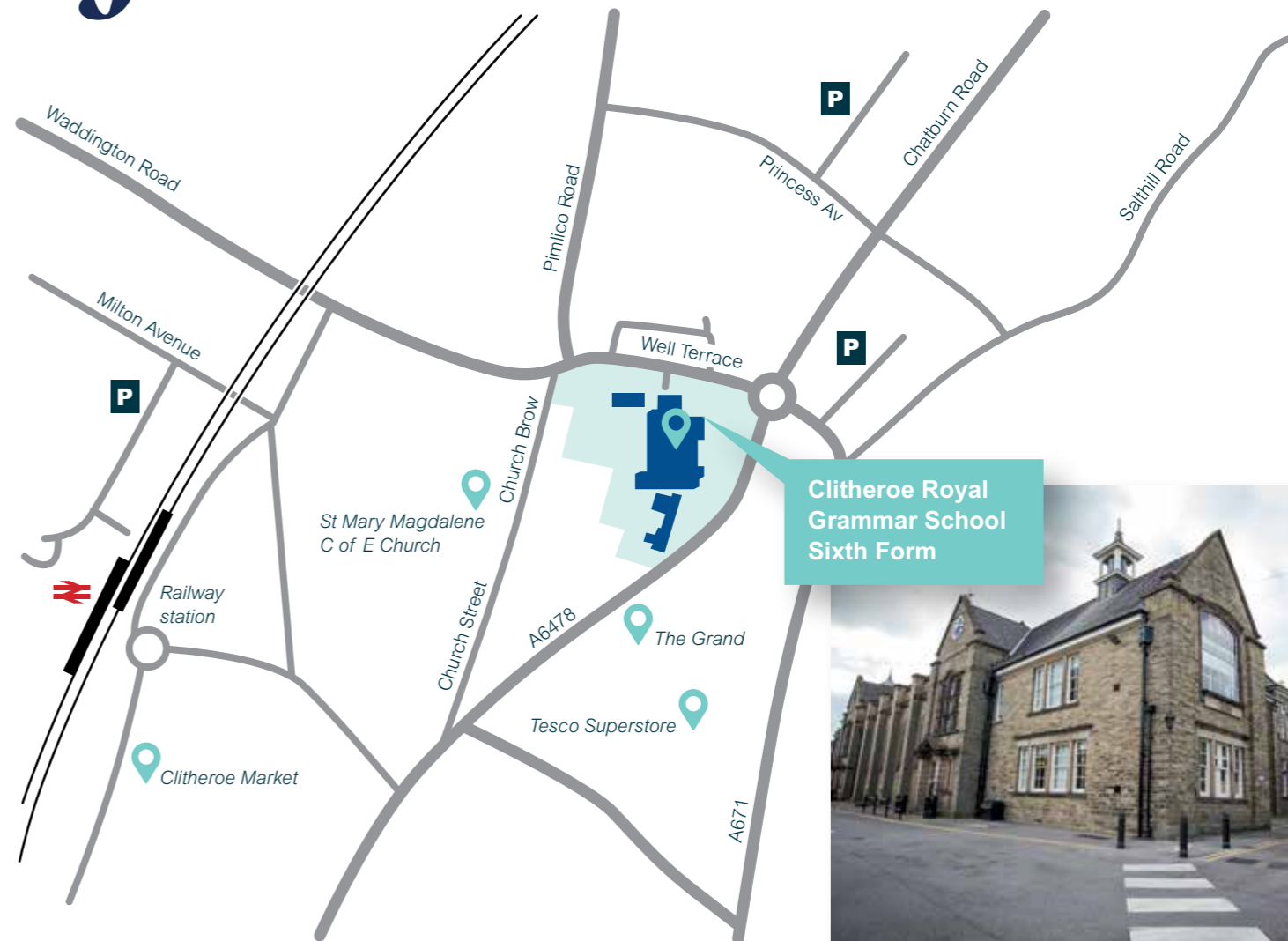
Email: sixthformadmissions@crgs.org.uk

We look forward to receiving your application.

How to find us

CRGS Sixth Form students come from over 45 different schools across a very wide geographical area.

We are located in Clitheroe, near to the town centre and close to the bus and railway stations. There are direct bus routes from all major local towns.





CRGS
SIXTH FORM

CRGS Sixth Form
York Street
Clitheroe
BB7 2DJ

01200 423118
sixthform@crgs.org.uk
www.crgs.org.uk

Admissions enquiries:
sixthformadmissions@crgs.org.uk