

BARNARD CASTLE
SIXTH FORM

ACADEMIC CURRICULUM

For applicants starting in
September 2020

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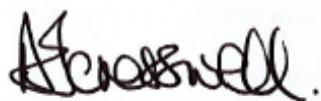
MESSAGE FROM THE HEAD OF SIXTH FORM

Barney Sixth Form is different. We offer our students the opportunity to develop their own set of transferable skills, which give them the foundation to embrace challenges in their future, and within the modern workplace. The growing competition for places in higher education from the UK and abroad, an ever-changing global market and the inevitability of emerging industry demands this.

As educators, we look ten years ahead. With the rise of artificial intelligence, **softer skills** are vital. We equip our students with the ability to make judgements, show empathy and build a moral compass, whilst defining their own academic thread. Barney offers A Levels, Pre-U and the Extended Project Qualification and all subjects are delivered in small classes by expert classroom practitioners. There are also opportunities for development outside of the classroom: drama, art and design, sport, music, school leadership, CCF, public speaking, and our tailored lecture series are just the beginning.

In the Sixth Form, not only does every student have a **personal tutor** providing academic and pastoral advice, they have an experienced UCAS advisor and dedicated careers co-ordinator on site. Furthermore, our bespoke Sixth Form Centre is unrivalled in the space it gives our students to work independently, share conversation and experiences with peers and tutors alike, and of course to relax. Barney encourages a thriving social life and we are keen for students to **build influential and lasting relationships**.

Overall, Barney supports its Sixth formers in starting their journey to become **multi-dimensional**, open-minded and resilient young adults. Whatever they want to be, or wherever they want to go, we will guide them with expert teaching and outstanding advice.



D J Cresswell
Deputy Head (i/c of Sixth Form)



A LEVEL CHOICES

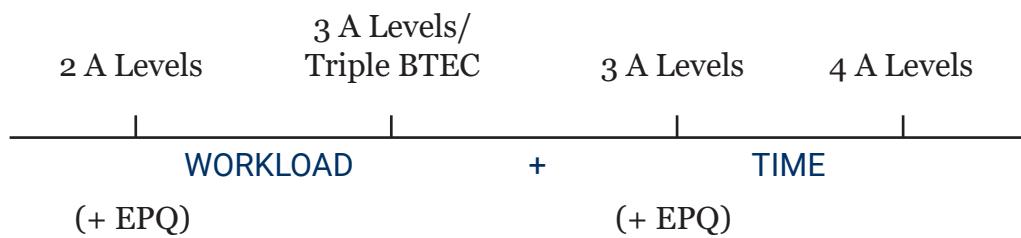
We are able to offer A Levels, Pre-U, Cambridge Technical and BTEC qualifications

In today's world, it is important to have breadth in your A Level choices, but you also have to consider where your strengths lie.

We pride ourselves on our broad intake and make a point of celebrating C grades as much as A grades, as long as the student has given their all in terms of effort! For us, success is about maximising potential, while making the best of all the opportunities in the Sixth Form and developing crucial softer skills.

SUCCESS = MAXIMISING POTENTIAL

We have students who study two A Levels and an Extended Project Qualification (EPQ), which is the minimum requirement to be eligible for university through a Foundation Course (adding a year in between the end of Year 13 and the first year of a degree). Barney Sixth Form also has students who study four or (very rarely) five A Levels.



For those who are wishing to move into the world of sports science, sports management or professional sport, we have a BTEC Sport course on offer. *Please see Page 31 for more information on this course.*

The Barney recommendation is three A Levels, plus and EPQ.

E.g. Geography (6 at GCSE)
French (6 at GCSE)
Maths (7 at GCSE) + EPQ title based on
Economics, Science,
Art or History



ANCIENT HISTORY

MR J D GEDYE :**HEAD OF DEPARTMENT**

JDG@BARNEYSCHOOL.ORG.UK

OCR :**EXAM BOARD**

ANCIENT HISTORY :**QUALIFICATION NAME**

GCSE A-LEVEL: H407 :**QUALIFICATION CODE**

Why choose Ancient History?

Studying Ancient History at A Level gives students the chance to acquire and develop historical and literary skills through the study of topics selected from the classical Greek and Roman worlds

Course requirements

There is no need to have studied Classics at GCSE in order to study the subject at A Level. However, an ability to comprehend texts, as well as to communicate effectively on paper, is important, as is an interest in the classical world.

Related subjects in the Sixth Form

History, Politics, English and Religious Studies all complement the skills required to do well in Ancient History.

Where could it lead?

Classics and Ancient History are highly regarded degree subjects at university, as are related subjects such as Archaeology and Anthropology. An A Level in Classics is valued for any number of arts-based degree courses, which in turn can lead to many different career paths.

Further important information

By studying both Greek and Roman history, students benefit from looking at the classical world from different angles, and develop many different skills as a result. To further complement and broaden their learning, A Level Classics students are invited to join our biennial trips abroad which, in 2019, will be a tour of Rome and the Bay of Naples.

What you will study

Lower Sixth

Depth Study – The Politics and Society of Sparta 478-404BC Ancient Greek history studied through the interpretation and evaluation of original sources; politics and society of ancient Sparta.

Roman Period Study- The Julio-Claudian Emperors

Roman history focussing on the reigns of Augustus, Tiberius, Gaius, Claudius and Nero.

Upper Sixth

Roman Depth Study – Ruling Roman Britain AD43-c.128

Roman history focussing on the province of Britannia in its first century under Roman rule.

Greek Period Study

A study of the Greek world from 492BC - 404BC.

How you will be assessed

Component 1: Sparta and the Greek World (H407/11)

A 2 hour 30 minute written paper (50% of A Level) taken at the end of the course.

Essay and source-based questions.

Component 2: Emperors and Empire (H407/23)

A 2 hour 30 minute written paper (50% of A Level) taken at the end of the course.

Essay and source-based questions.

"In Year 13 we cover classical studies which involves analysing texts from the ancient world in great detail. Extra reading is important but once you get it, it's really rewarding."

- Alexandra Wollny, student

ART

HEAD OF DEPARTMENT: MRS K BAPTIST

KB@BARNEYSCHOOL.ORG.UK

EXAM BOARD: CIE

QUALIFICATION NAME: ART & DESIGN: FINE ART OR UNENDORSED

QUALIFICATION CODE: CAMBRIDGE PRE-U PRINCIPAL,
SUBJECT 9830 OR 9798



What you will study

Lower Sixth

Portfolio

In this component, the emphasis is on exploration. During the first year of study students are encouraged to explore a variety of approaches within their selected areas of study so the Portfolio will reflect personal exploration of various themes through experimental and expressive means.

In two or three dimensions, the Portfolio needs to demonstrate evidence of: a highly informed and personal series of explorations within the unendorsed areas of study; perceptive recording, analysis, organisation and collation of observations; expressions and insights pertinent to intentions; extensive experimentation with ideas, concepts, materials, techniques and processes; and in-depth evaluation, review and refinement.

Evaluative Study

Towards the end of the Lower Sixth, students undertake the Evaluative Study, which is intended to give them an opportunity to further their insights and perceptions of the practice of other artists, craftspeople and designers in relation to their own work.

Upper Sixth

Project

The focus of the Project is the development of sustained pieces of studio practice based on an externally set starting point and building on skills developed in the Lower Sixth. The Project will culminate in a successfully resolved final piece or pieces. The starting points cover a range of ways of producing artwork and should allow all students to demonstrate appropriate approaches.

How you will be assessed

Pre-U Principal Subject

Component 1: Portfolio

Practical work: Internally assessed and externally moderated coursework.
(30% of Pre-U)

Component 2: Evaluative study

3,500-word study plus practical examples. Internally assessed and externally moderated. (30% of Pre-U)

Component 3 : Project

Practical work: Internally assessed and externally moderated coursework.
(40% of Pre-U)

Why choose Art?

The study of Art and Design helps students engage more deeply with the world around them and opens them up to new ways of seeing. The visual-spatial skills, which an appreciation and understanding of art encourages, are becoming increasingly essential in today's technological world. Students work closely with a variety of media, materials and techniques, and with traditional and new technologies. The problem-solving exercises they undertake help to develop higher order critical, reflective and imaginative thinking skills, and increases awareness of different roles, functions, audiences and consumers of art and design practice.

Course requirements

Students embarking on the Pre-U course do not need prior knowledge of the subject, but we have found that, having followed a GCSE course, students are better able to understand the depth of research required to produce a unit of work and the confidence to develop ideas and skills independently.

Related subjects in the Sixth Form

Studying Art can complement all other subject combinations at A Level.

Where could it lead?

Art students often find careers in architecture, landscape architecture and design, museum directorship or curatorship, fine art restoration, art history, engineering, graphic design, set design, fashion design, textile design and vehicle design.

Further important information

Pre-U students can work creatively during lessons or private study time in the designated Sixth Form art room. At least one of the other teaching rooms is also available for use during lessons. Most of the necessary materials and equipment are provided by the department.

Students have the opportunity to work in a range of disciplines including fine art, photography, textiles, print, 3D design and graphics. They are encouraged to pursue their own areas of interest, which, in the past, has allowed for plenty of scope for skill development, including welding, cutting and moulding metals, and carving and building in wood, breeze-block and plastics.

"The course is designed by art educators, is more specialist and is highly regarded in academic circles because it encourages a more university-style way of working."

- Mrs K Baptist, Head of Art



BIOLOGY

MRS R K GIBSON :**HEAD OF DEPARTMENT**

RKG@BARNEYSCHOOL.ORG.UK

PEARSON EDEXCEL :**EXAM BOARD**

BIOLOGY A (SALTERS-NUFFIELD) :**QUALIFICATION NAME**

GCE A LEVEL: 9BNO :**QUALIFICATION CODE**

What you will study

Lower Sixth

Topic 1: Lifestyle, Health and Risk

This topic covers the functioning of the circulatory system and the importance of diet and lifestyle choices to health with particular reference to cardiovascular disease. Structure and function of carbohydrates and lipids are also detailed alongside the concept of risk.

Topic 2: Genes and Health

This topic uses the context of the genetic disease cystic fibrosis to cover areas including the properties and transport of materials across cell membranes, DNA structure and replication, protein synthesis, enzymes and monohybrid inheritance.

Topic 3: Voice of the Genome

This topic follows the development of multicellular organisms from single cells to complex individuals. Cell ultrastructure, division and differentiation are all studied, as well as the role of the genotype, epigenetics and the effect of the environment on phenotype.

Topic 4: Biodiversity and Natural Resources

Why are there so many different species? How do we identify, classify and name all the species? How has all this diversity come about through natural selection? How can we conserve the biodiversity of life on Earth?

Upper Sixth

Topic 5: On the Wild Side

This topic looks at how ecosystems work, looking at the process of photosynthesis and covering ideas about climate change – the evidence and effects as well as how species may evolve by natural selection in a changing environment.

Topic 6: Immunity, Infection and Forensics

This topic looks at forensic processes and how DNA profiling can be used. Structure of bacteria and viruses is studied alongside the infectious diseases they can cause and how the body combats these infections.

Topic 7: Run for Your Life

This topic is centred on the physiological adaptations that enable animals to undertake strenuous exercise. It covers the processes of respiration, muscle contraction and homeostasis.

Topic 8: Grey Matter

This topic covers the nervous system, brain structure and function and the development of vision and learning.

How you will be assessed

A Level

Component 1: The Natural Environment and Species Survival

A two-hour written paper (33.3% of A Level)

Topics 1-4, 5 and 6, multiple choice, short answer and extended responses.

Component 2: Energy, Exercise and Coordination

A two-hour written paper (33.3% of A Level)

Topics 1-4, 7 and 8, multiple choice, short answer and extended responses.

Component 3: General and Practical Applications in Biology

A two-hour written paper (33.3% of A Level)

All topics, multiple choice, short answer, extended response, pre-release article questions.

Science Practical Endorsement

Core practical work must be completed. Students must demonstrate competency against set practical skills. This does not contribute to the overall grade but is recorded on the A Level certificate.

Why choose Biology?

Biology is the study of life and involves learning about a wide range of interesting topics, from molecular biology to whole ecosystems and across the diversity of life from microorganisms to elephants. It is a challenging subject that is relevant to every aspect of life and is one of the most dynamic fields of study.

An understanding of the principles of Biology allows you to appreciate not only how our bodies work and how diseases stop them working but also the fragility of life on Earth, from origins to extinction and all the interactions in between. It is a demanding subject at A Level, although if you are inquisitive about the world around you, you will thrive when studying biology.

Course requirements

The A Level course builds on learning at GCSE so students should have achieved at least a Grade 6 in GCSE Biology. A good GCSE in Chemistry is also an advantage. If you have studied GCSE Science and Additional Science, you should have achieved a Grade 7, as well as an appreciation of the work covered in the B3 section of the full Biology course. The increased mathematical component of the new A Level syllabus means it is also an advantage to have a good GCSE in Mathematics, at Grade 6 or above.

Related subjects in the Sixth Form

Biology A Level can be combined with a variety of other subjects. It is an advantage to be studying another Science, in particular Chemistry. Other complementary subjects are Mathematics, Physics, Geography, Psychology and Physical Education.

Where could it lead?

Biology is one of the top facilitator subjects required to enter good courses at the top universities across a range of subject areas. A Level Biology and beyond can take you in almost any direction and to anywhere in the world – potential scientific career areas include medicine, dentistry, veterinary science, science journalism, pharmacy, conservation, research science, the food industry, forensics, sports science, zoology, marine biology and nursing among many others.

Further important information

The Edexcel Salters-Nuffield course uses a context in each topic to explore the different biological principles, linking them together for a bigger picture of Biology as a subject. The course is firmly based around practical work (which will contribute to the science practical endorsement) including laboratory-based experiments and field work. There is also increased mathematical content in the new syllabus for which extra support is offered.

"I want to go on to study medicine so I'm combining Biology with Chemistry, Maths, French and Latin. I like the way Biology is taught with full practicals based on the theory, which means the subject integrates really well."

- Lexy Dalton, student

BUSINESS STUDIES

HEAD OF DEPARTMENT: MR G BISHOP

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EXAM BOARD: AQA

QUALIFICATION NAME: BUSINESS STUDIES

QUALIFICATION CODE: GCE A LEVEL: 7132

What you will study

Lower Sixth

The topics studied in the Lower Sixth are:

What is business?

Managers, leadership and decision making

Decision making to improve market performance

Decision making to improve operational performance

Decision making to improve financial performance

Decision making to improve human resource performance

Upper Sixth

The topics studied in the Upper Sixth are:

Analysing the strategic position of a business

Choosing strategic direction

Strategic methods – how to pursue strategies Manage strategic change.

How you will be assessed

A Level

Component 1: Business 1

A two-hour written paper (33.3% of A Level)

This covers all topics in three compulsory sections.

Section A has 15 multiple choice questions worth 15 marks.

Section B has short answer questions worth approximately 35 marks.

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

Component 2: Business 2

A two-hour written paper (33.3% of A Level)

This covers all topics in three data response compulsory questions worth approximately 33 marks each and made up of three or four-part questions.

Component 3: Business 3

A two-hour written paper (33.3% of A Level)

This covers all topics in one compulsory case study followed by approximately six questions.



Why choose Business Studies?

Entrepreneurs and business leaders create jobs, goods and services and, through salaries and sales, help to drive our economy forward. Will you be the next Peter Jones, Levi Roots or Michelle Mone, or produce your own range of children's luggage like Rob Law who developed Trunki? Should anyone leave school before they know what goes into business planning and strategic decision making? Study A Level Business Studies and find out.

Course requirements

A willingness to think in a practical way and to engage with the world of business is essential, as is an aptitude for working with business data. GCSE Business Studies is not a pre-requisite. We would usually look at a comparable humanities based subject and expect a Grade 6 at GCSE.

Related subjects in the Sixth Form

Economics, Geography and Politics are complementary subjects. Combines well with languages.

Where could it lead?

Business management and international business management are often follow-on courses, as are those in business and finance or accountancy, business and marketing, and human resource management.

Further important information

All topics and themes are supported by a full set of networked notes and presentations. Extensive use of case study and real world material is involved. Lessons are also supported by business visits and revision conferences.

"It's really interesting learning about the different disciplines that go into running a business. I didn't really know what was involved before, and now I've been inspired to start my own business with a friend at school."

- Ben Johnson, student

CHEMISTRY

DR I M BUTTERFIELD :**HEAD OF DEPARTMENT**

IMB@BARNEYSCHOOL.ORG.UK

AQA :**EXAM BOARD**

CHEMISTRY :**QUALIFICATION NAME**

GCE A LEVEL:7405 :**QUALIFICATION CODE**



What you will study

Lower Sixth

Physical, Inorganic and Practical Chemistry

This module explores the fundamental principles that form the basis of chemistry. Topics include: atomic structure, amount of substance, bonding and a study of redox and equilibria.

Physical, Organic and Practical Chemistry

This unit introduces more of the principles that underpin chemistry and looks at the application of these principles and those developed in Paper 1. Topics covered include: energetics, kinetics, analytical techniques and an introduction to organic functional groups such as alkenes, halogenoalkanes and alcohols.

Upper Sixth

Physical, Inorganic and Practical Chemistry

This topic includes and expands upon the physical and inorganic chemistry topics covered in the Lower Sixth. Topics include: kinetics, thermodynamics and acids and bases, as well as more advanced inorganic chemistry topics such as the study of the transition metals.

Physical, Organic and Practical Chemistry

This paper includes a further kinetic study as well as significantly more organic chemistry in the form of carbonyl compounds, aromatic chemistry, amine chemistry and polymers. Analytical techniques such as mass spectrometry, infra-red spectroscopy and nuclear magnetic resonance spectroscopy are studied.

How you will be assessed

Upper Sixth A Level

Component 1: Physical, Inorganic and Practical Chemistry

A two-hour paper (35% of A Level)

Component 2: Physical, Organic and Practical Chemistry

A two-hour paper (35% of A Level)

Component 3: Synoptic Paper

A two-hour paper (30% of A Level)

Why choose Chemistry?

The aim of the course is to encourage students to:

- Develop their interest in and enthusiasm for chemistry, including developing an interest in further study and careers in the subject;
- Appreciate how scientists make decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

We focus on understanding, rather than just factual recall, and on technological applications and their social, economic, ethical and environmental implications. There is an emphasis on practical work throughout the course.

Course requirements

A Level Chemistry is more mathematical in content than at GCSE. It requires the ability to think and write clearly and precisely, and to use mathematics confidently. Students should have achieved at least a Grade 5/6 in GCSE Chemistry or Grade 7 in Additional Science, and at least a Grade 5/6 in GCSE Mathematics.

Related subjects in the Sixth Form

Chemistry is often regarded as the central science. It is linked to Physics through physical chemistry, to Biology through organic chemistry and biochemistry, and to Geography through geology and geochemistry. It also fits well with Mathematics and Design Technology as a lead into engineering.

Where could it lead?

Chemistry provides a great variety of career opportunities in, for example, research, analysis, production, sales and marketing. An increasing number of Chemistry graduates find employment outside the chemical industries in the business and financial sectors due to the large numbers of transferable skills they acquire. An A Level qualification in Chemistry is a pre-requisite for many vocational degrees such as medicine, dentistry, veterinary science, chemical engineering and agriculture.

Further important information

Students are expected to develop their mental and manipulative skills through the exploration of a wide variety of chemical situations and to appreciate the scientific approach to problem solving. Emphasis is placed on data analysis and on learning by experiment; practical work is a vital feature of the subject and is fully incorporated into the course.

It is an essential feature that students assume ever-increasing responsibility for their own learning. In addition to work that is set, students are expected to read around the subject using the textbooks provided and the wide range of texts in the chemistry department and the school library. Students are also encouraged to seek any help they need from staff. There is an increased emphasis on practical work and the A Level comes with a practical skills endorsement for candidates who meet the required level of proficiency.

COMPUTER SCIENCE

HEAD OF DEPARTMENT: MISS J BROWN

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EXAM BOARD: OCR

QUALIFICATION NAME: COMPUTING

QUALIFICATION CODE: GCE A LEVEL: H446



What you will study

All components are taught throughout the Lower Sixth and Upper Sixth.

Computer Systems

This component introduces learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and also looks at software development, data types and legal and ethical issues;

Algorithms and Programming

Understand the benefits of applying computational thinking to solving a wide variety of problems;

Programming Project

Pupils will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. In addition, mathematical skills are embedded throughout the content of the three components.

How you will be assessed

A Level

Component 1: Computer Systems

A two-and-a-half hour written paper recalling knowledge and understanding (40% of the A Level);

Component 2: Algorithms and Programming

A two-and-a-half hour written paper relating to problem solving skills and the ability to apply the knowledge and understanding encountered in component 1 (40% of the A Level);

Component 3: Programming Project

Synoptic project – a practical portfolio-based assessment that is internally marked and externally moderated (20% of A Level).

Why choose Computing?

Computers pervade every aspect of modern life and modern society simply could not function without computers. Computing at A Level gives students a general grounding in computing, including an understanding of computer systems, the principles of programming, and the solving of problems.

Course requirements

Students will have been assessed in IT skills at Key Stage 3 and many will have followed a course in IT or Computing at Key Stage 4. Whilst not assuming the full knowledge and understanding of the subject at Key Stage 4, the course assumes that all candidates will have a basic understanding and knowledge of both the hardware and software of a standard, stand-alone computer system.

Related subjects in the Sixth Form

Computing integrates well with subjects across the curriculum and is as relevant to a student studying Arts subjects as it is to one studying Science subjects. Art, Business Studies, Economics, Maths, Further Maths, Politics and Science all complement Computing.

Where could it lead?

Students following GCE Computing courses typically go on to higher education courses – such as Computing, Computation, Computer Science and Software Engineering where knowledge of computing is beneficial – and careers in computer systems research and development, computer programming, systems analysis and design, computer games production and software engineering. Students who study Computing also go on to careers in medicine, law, business, politics, education or any type of science.

Further important information

Computing is a demanding subject and the pace at A Level is fast. Success comes more easily to able mathematicians with a strong work ethic who have a genuine interest in the subject and have some experience of programming. You will need to be able to learn new skills quickly and to write succinctly in an exam situation.

"I'm finding A Level Computing really interesting; it's a significant step up from GCSE and goes into great detail and depth, which is very relevant to advancing technology. I want to go on to study engineering, so it's useful for that."

- Ed Butler, student



DRAMA & THEATRE STUDIES

MR T S EDWARDS :**HEAD OF DEPARTMENT**

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WJEC EDUQAS :**EXAM BOARD**

DRAMA & THEATRE STUDIES :**QUALIFICATION NAME**

GCE A LEVEL: 601/8554/5 :**QUALIFICATION CODE**

What you will study

Lower Sixth

Theatre Workshop

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC.

The piece must be developed using the theories of an influential theatre practitioner. Learners must produce a realisation of the performance or design; and a creative log.

Upper Sixth

Text in Action

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC: a devised piece and an extract from a text in a contrasting style chosen by the learner.

Text in Performance

This covers a specified extract of text, details of which are released during the first week of June, one year before the examination.

How you will be assessed

A Level

Component 1: Theatre Workshop

Non-exam assessment: internally assessed, externally moderated (20% of A Level)

Learners are assessed on either acting or design.

Component 2: Text in Action

Non-exam assessment: externally assessed by a visiting examiner (40% of A Level)

Learners are assessed on either acting or design. They must realise their performance live for the visiting examiner and produce a process and evaluation report within one week of completion of the practical work.

Component 3: Text in Performance

A two-and-a-half hour written examination (40% of A Level)

Sections A and B, Open book: Two questions based on two different texts, one written pre-1956 and one written post-1956.

Section C, Closed book: The extract of text required for answering the questions will be printed on the examination paper, with a series of questions.

Why choose Drama and Theatre Studies?

Drama at Barnard Castle School continues to develop and thrive. The subject is enjoyable, blending physically demanding practical work with complex theoretical analysis of texts and themes.

Students are taught to think critically and independently, writing essays to a high standard, developing teamwork and creating exciting and mature original theatre using the ideologies of practitioners such as Artaud, Brecht, Stanislavski and physical theatre practitioners such as Frantic Assembly, Gecko and Theatre Ad Infinitum. The course is fully accredited and is accepted as such by all universities.

Course requirements

Knowledge and experience of Drama is useful, but not a prerequisite of studying the course at A Level. The course is a combination of both practical and theoretical and analytical work, and the theory exams require a good standard of English and English Literature, preferably a Grade 5/6 or above at GCSE.

Related subjects in the Sixth Form

Drama can be studied alongside any number of subjects, although it does perhaps best lend itself to English Literature, Religious Studies, Classics, Art, Modern Foreign Languages and English Language. The course is also sometimes chosen as a contrasting skill set, alongside Sciences or Maths.

Where could it lead?

Drama is particularly useful as a skill set for jobs requiring public relations or 'performing' in a role – teaching, law, journalism, media and management all require confidence and teamwork, key skills developed by the course. It is also important for any students wishing to pursue a career in the arts.

Further important information

The course is demanding and challenging, asking for considerable commitment outside the timetabled day, especially during peak performance periods. It is by no means an 'easy option' as it develops a wide range of skills and abilities, requiring the application of complex theoretical ideologies to a number of texts.

Students are given the opportunity to see a wide variety of live theatre; several of our visits are researched and motivated by the students themselves as part of their own enrichment and in response to group interest. We also often attend workshops run by leading theatre practitioners including Scene Productions.

"Theatre Studies isn't like any other subject; there is a lot of practical work and it's so creative and inspiring. It's helped me gain confidence and it teaches you life skills as well as performance skills. I'm involved in school plays and the musical, which will support my chosen career in dance, but more importantly, will give you confidence no matter what line of work you are in."

- Lottie Newnam, student

DESIGN TECHNOLOGY

HEAD OF DEPARTMENT: MR A M BEATY

AMB@BARNEYSCHOOL.ORG.UK

EXAM BOARD: OCR

QUALIFICATION NAME: DESIGN TECHNOLOGY: PRODUCT DESIGN

QUALIFICATION CODE: GCE A LEVEL: H406

What you will study

Lower Sixth

Portfolio of Creative Skills

Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities which are designed to cover the following content requirements:

- Identifying requirements
- Learning from existing products and practice
- Implication of wider issues
- Design thinking and communication
- Material & component considerations
- Technical understanding
- Manufacturing processes & techniques
- Viability of design solutions
- Health & Safety

The work covered in the Lower Sixth is designed to prepare students for their major design project coursework and final examinations at the end of A2 study.

Upper Sixth

Coursework

The Iterative Design Project is a substantial design and make project that is individual to each learner and follows the methodology of iterative designing. The undertaking of their project should demonstrate their self-management and a clear understanding of iterative design processes in practice. Learners will need to demonstrate their knowledge, understanding and skills through overlapping, repeated iterative processes.

How you will be assessed

Final year A2 Coursework (50%)

A non-examined 'Iterative Design Project' is a substantial design, make and evaluate project. It is worth 50% of the A Level qualification.

Principles Examination (26.7%)

The 'Principles' examination paper assesses analysis of existing products, technical knowledge and understanding of materials, product functionality, manufacturing processes and techniques. The paper is 1 hour 30 minutes long. Content for this examination is covered in both Lower and Upper Sixth.

Problem Solving Examination (23.3%)

Requires learners to apply their knowledge and understanding through higher level thinking skills, reflecting on the viability of products and possible design solutions in context and being able to make critical judgements on the most appropriate methods and outcomes. The paper is 1 hour 45 minutes long. Content for this examination is covered in both Lower and Upper Sixth



Why choose Design Technology?

The study of the Design and Technology course will strengthen your critical thinking and problem solving skills within a creative environment, enabling you to develop and make prototypes that solve real world problems. You will:

- Develop intellectual curiosity of the design and manufacture of products and systems, and their impact on daily life and the wider world, making you a more discriminating purchaser.
- Be creative in your approach and develop your sketching ability and use digital technologies in designing and creating quality products.
- Learn about a range of materials, components and manufacturing methods to help create functional products.
- Learn to work collaboratively to develop and refine your ideas, responding to feedback from users, peers and expert practitioners.
- Gain insight into creative, engineering and manufacturing industries
- Learn about issues that affect the wider world such as sustainability, globalisation and inclusive design

The subject content of the course is focused on consumer products and applications, their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices. The content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design and Technology as a pivotal STEAM subject.

Course requirements

This course is designed to be a natural progression from GCSE Design Technology courses and it is recommended that students have achieved at least a Grade 5/6 in the subject at GCSE.

Related subjects in the Sixth Form

Art and Design, Business Studies, Mathematics and Physics are all suitable subjects for related study, while many of the problem-solving skills developed can be applied to other subjects.

Where could it lead?

Students who take A Level Design Technology often go on to study degrees in Aeronautical Engineering, Art and Design, Biomedical Materials Science, Electrical or Electronic Engineering, Materials Design, Mechanical Engineering and Industrial or Product Design. These can, in turn, lead to careers in engineering, industrial design, graphic design, packaging technology, research, website design, project engineering, computer aided design, drafting and furniture design.

Further important information

A Level Design Technology demands commitment, consistent effort, maturity and self-discipline. The many benefits contribute greatly to preparing students for the realities of the world of work. The coursework element can be tailored to gain experience and develop knowledge in areas of specific interest to the candidate, which can be useful in supporting them to prepare for future degree level study.

"I chose DT for my future career aspirations as a farmer. I like the mix of coursework and exam and, most importantly, the practical, hands-on aspects of the course which means I get to spend a lot of time in the workshop."

- Kim Hodgson, student

ECONOMICS

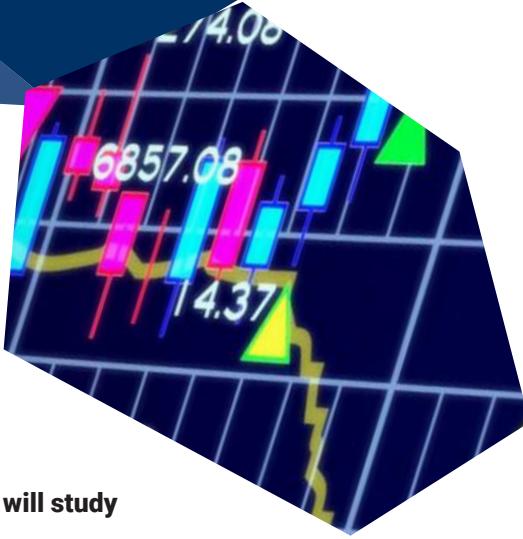
MR G BISHOP :**HEAD OF DEPARTMENT**

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AQA :**EXAM BOARD**

ECONOMICS :**QUALIFICATION NAME**

GCE A LEVEL: 7136 :**QUALIFICATION CODE**



What you will study

Lower Sixth

The operation of markets and market failure

Economic methodology and the economic problem; Price determination in a competitive market; Production, costs and revenue; Competitive and concentrated markets; The market mechanism, market failure and government intervention in markets.

The national economy in a global context

The measurement of macroeconomic performance; How the macroeconomy works: the curricular flow of income, AD/AS analysis and related concepts; Economic performance; Macroeconomic policy.

Upper Sixth

Individuals, firms, markets and market failure

Economic methodology and the economic problem; Individual economic decision making; Price determination in a competitive market; Production, costs and revenue; Perfect competition, imperfectly competitive markets and monopoly; The labour market; The distribution of income and wealth/poverty and inequality/ The market mechanism, market failure and government intervention in markets.

The national and international economy

The measurement of macroeconomic performance; How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts.

Economic performance

Financial markets and monetary policy; Fiscal policy and supply-side policies; The international economy

How you will be assessed

A Level

Component 1: Markets and market failure

A two-hour written exam (33.3% of A Level)

Section A includes data response questions requiring written answers - candidates choose one question from two contexts (worth 40 marks). Section B includes essay questions requiring written answers – candidates choose one from three (worth 40 marks)

Component 2: National and international economy

A two-hour written exam (33.3% of A Level)

Section A includes data response questions requiring written answers - candidates choose one question from two contexts (worth 40 marks). Section B includes essay questions requiring written answers – candidates choose one from three (worth 40 marks)

Component 3: Economic principles and issues

A two-hour written exam (33.3% of A Level)

Section A includes multiple choice questions (worth 30 marks) Section B contains case study questions requiring written answers (worth 50 marks).

Why choose Economics?

Every day the news carries stories that are rooted in economics. Food prices, taxes and spending cuts alongside minimum wages, energy costs and mortgages are all part of our world. Economics helps us to understand the behaviour of the market place system which prices everything we buy from houses to coffee and from sugar to soccer players.

Economics also helps us to understand more about the whole economy and how government can influence it. Inflation, unemployment, rates of exchange, the growth of our economy and international trade are all critical to our future.

Course requirements

A willingness to engage with current affairs and a logical mind are important, and a Grade 6 or 7 in GCSE Mathematics often indicates the latter.

Related subjects in the Sixth Form

Politics, History, Geography, Mathematics and Business Studies often make good complementary choices, as do Modern Foreign Languages

Where could it lead?

University statistics indicate that the majority of Economics graduates obtain employment within six months of graduating. The jobs they get are many and varied, although with an emphasis on the finance sector (including banking, accountancy, tax advice, actuarial work, insurance and trading).

Other roles that Economics graduates regularly go into include management, marketing, sales and advertising, human resources, IT and education.

Further important information

All work is supported by PowerPoint presentations for each topic area and by a full set of notes for each module on the student shared network. Work is extensively referenced to the real world via the excellent Tutor2U website and the wider economics news and economic blogosphere.

Students attend revision conferences and are also provided with large sets of exemplar answers with a heavy emphasis on the exam techniques required for high scoring.

"It's really informative in terms of how it helps you understand every day aspects of our economic system. It is an ever-changing subject and is always up-to-date."

- Ishan Aggarwal, student

ENGLISH LANGUAGE

HEAD OF DEPARTMENT: MRS F E BEADNELL
FEB@BARNEYSCHOOL.ORG.UK

EXAM BOARD: CIE

QUALIFICATION NAME: ENGLISH LANGUAGE

QUALIFICATION CODE: INTERNATIONAL A LEVEL: 9093



What you will study

The linear course consists of four key areas of study and development covered throughout the two-year course.

Lower Sixth Passages

Students are required to comment on the language used in a wide range of contemporary texts which are thematically linked.

Writing

Students are required to write two pieces of factual or imaginative writing of approximately 900 words which are thematically linked for a specific audience.

Upper Sixth Text Analysis

Students are required to analyse a piece of text, identifying features such as attitude, bias or prejudice.

Language Topics

Students are required to write about two topics from a choice of three. The three topics cover spoken language and social groups, English as a global language and child language acquisition.

How you will be assessed

International A Level

Component 1: Passages

A two-hour-and-15-minute written paper (25% of IAL) Essay questions.

Component 2: Writing

A two-hour written paper (25% of IAL) Essay questions.

Component 3: Text Analysis

A two-hour-and-15-minute written paper (25% of IAL) Essay questions.

Component 4: Language Topics

A two-hour-and-15-minute written paper (25% of IAL) Essay questions.

Why choose English Language?

Cambridge International A Level English Language offers learners the opportunity to study the English language and its use in contemporary communication. The syllabus explores the psychology of language and how it is used in a variety of forms that embrace the spoken and digital as well as the printed word.

The course develops skills in textual analysis, writing creatively, identifying and using appropriate styles and registers for different contexts, and understanding how language is used to inform and persuade.

Course requirements

It is recommended that students have attained literacy skills at a level equivalent to Grade 4/5 in GCSE English Language.

Related subjects in the Sixth Form

Subjects that relate well to this course include English Literature, History, Religious Studies, Politics, Psychology and Modern Foreign Languages.

Where could it lead?

English Language fosters skills in communication and leads to a wide range of career opportunities including: writing, journalism, broadcasting, personnel management, teaching, social work, copywriting, marketing and advertising.

Further important information

The English Language course requires students to write for a wide range of audiences and there are many opportunities for these skills to be fostered outside the classroom in writing for school publications and for competitions.

“It’s an interesting course that’s feeding my fascination for how we learn language and how it works, how our brains allow us to learn other languages and how we change the language we use for different situations.”

- Sam Farquhar, student



ENGLISH LITERATURE

MRS F E BEADNELL :**HEAD OF DEPARTMENT**

FEB@BARNEYSCHOOL.ORG.UK

CIE :**EXAM BOARD**

LITERATURE IN ENGLISH :**QUALIFICATION NAME**

INTERNATIONAL A LEVEL: 9765 :**QUALIFICATION CODE**

What you will study

Lower Sixth

Poetry and Prose Drama

Students study a prose text and an anthology of poetry. They also learn to tackle an unseen text involving comment and analysis. This includes one text written pre-1900.

Upper Sixth

Comment and Analysis Personal Investigation

Students study two drama texts and complete an investigation of 3,000-3,500 words covering texts they choose themselves. They are required to read and analyse four texts to complete this task.

How you will be assessed

Pre-U Principal Subject

Component 1: Poetry and Prose A two-hour written paper (25% of IAL)
Essay questions.

Component 2: Drama

A two-hour written paper (25% of IAL) Essay questions.

Component 3: Comment and Analysis

A two-hour-and-15-minute written paper (25% of IAL) Essay questions, responding to unseen texts.

Component 4: Personal Investigation

Externally marked project (25% of IAL)

Why choose English Literature?

The Literature in English Cambridge Pre-U course offers opportunities to explore texts from Chaucer to the present day. The syllabus encourages literary debate, promotes wider reading and develops skills in responding to a writer's use of language, form and style. The course emphasises breadth as well as depth, covering key areas of the canon whilst allowing students to develop their own interests in a personal investigation.

Assessment covers at least eight texts of poetry, drama and prose and includes Shakespeare and writing pre- and post-1900. The Cambridge Pre-U is considered an excellent preparation for university and employment.

Course requirements

It is recommended that students have attained literacy skills at a level equivalent to Grade 4/5 in GCSE English Language.

Related subjects in the Sixth Form

Subjects that relate well to literature include History, English Language, Religious Studies, Politics, Psychology and Modern Foreign Languages.

Where could it lead?

English graduates develop a wide range of skills that are valuable to employers including how to argue a point, how to think independently, to summarise, to write and speak well, to present information effectively and to work as part of a team. Career opportunities for those studying literature are wide-ranging and include: writing, journalism, broadcasting, personnel management, teaching, social work, copywriting, marketing and advertising.

Further important information

The English Department supports the study of literature by inviting authors into school to share with students their experiences of writing. Students are also encouraged to read as widely as possible outside the classroom in support of their studies.

"I remember very precisely a class when I first wondered exactly how poetry works. The English masters at Barney really have shaped my whole academic career."

- Richard Parkinson,
Professor of Egyptology, University of Oxford

EXTENDED PROJECT QUALIFICATION (EPQ)

HEAD OF DEPARTMENT: MR S S FORSYTH
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EXAM BOARD: AQA

QUALIFICATION NAME: LEVEL 3 EXTENDED PROJECT QUALIFICATION

QUALIFICATION CODE: LEVEL 3 EPQ: 7993



What you will study

Research Skills:

In this, the taught part of the course, students develop their research skills, partly through the main Sixth Form lecture and skills programme and partly in weekly skills lessons. We make regular visits to our partner universities (Durham University and Leeds University), where students receive teaching and guidance from experienced researchers, and also have access to both universities' reference libraries.

The skills that are covered include:

- Project management techniques
- Ethical and safety considerations
- Appraisal and management of risks
- Finding academic resources (the Dewey decimal classification system and the use of online journals)
- Critical evaluation of sources
- Collection and analysis of quantitative and qualitative data
- Statistical significance of data
- Referencing styles and the avoidance of plagiarism
- Interpreting sources for reliability and validity
- Structuring research reports
- ICT and presentation skills

Research Project:

Alongside the new skills that students learn, they need to conceive, plan, and implement a research project of their own choosing. This allows students to extend their learning in one of the subjects that they are already studying, or explore an interest in a new area, such as one they might consider following at university. Students are expected to be innovative and independent in their research; they make decisions, are critical and reflective, and solve problems.

Each week, the student meets with their project supervisor for a short, individual supervision meeting. The supervisor's role in these is to challenge and guide, but not to direct the student. Students are asked to justify their decisions and explain their reasoning as they draw conclusions, and this helps them to remain critical. Their project may take up to a year to complete, and students produce either a 5000-word dissertation-style research report, or a research-led artefact accompanied by a shorter report. Alongside this, students are expected to record their and their decision-making processes in a production log. At the end of their project, students make a presentation to friends and teachers detailing their path through the project and their findings.

How you will be assessed

Component 1: Production Log

Internally assessed and externally moderated coursework. A log document, provided by the exam board, which is to be completed by the student at key points in their project.

Component 2: Product

Internally assessed and externally moderated coursework. 5,000 word research report, or artefact plus shorter report. This can also be accompanied by other relevant evidence, as determined by the student.

Component 3: Presentation

Internally assessed and externally moderated coursework. Presentation to students and teachers, followed by a Q&A session. The EPQ is marked holistically with evidence from all components contributing to the final mark.

Why choose EPQ?

Everyone will need to carry out research at some point in their life. Whether it be as part of academic study at university, producing a report for an employer, or simply to aid in decision-making in our own lives, being able to provide in-depth information and justified conclusions on a given topic is an important skill. However, without a clear path to follow, research can be extremely time-consuming and unfruitful. The EPQ course aims to help students learn the skills and gain experience in research methods and project management, while at the same time affording students the opportunity to carry out some research of their own into a topic that thrills them.

Course requirements

The EPQ course begins in the January of the Lower Sixth year, allowing students a few months to settle into their other subjects first. The course is available to all students in the Sixth Form, but in order to be accepted onto the course, students need to submit a structured and feasible research proposal. The project is completed by December of the Upper Sixth.

Related subjects in the Sixth Form

The EPQ can complement any Sixth Form study programme of three or four other courses.

Where could it lead?

Completing the EPQ course helps students to be well prepared with the skills and mind-set needed for success with independent study. This course provides students with an excellent preparation for university. Acknowledging this, many universities now offer an alternative, lower grade entrance offer in your main subjects if you also achieve a top grade in your EPQ.

"The skills that I have learnt during my EPQ have benefited all of my subjects, and will be a huge advantage to me when I am at university writing longer research reports."

- Tom Greaves, student



GEOGRAPHY

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AQA :**EXAM BOARD**
GEOGRAPHY :QUALIFICATION NAME
GCE A LEVEL: 7037 :QUALIFICATION CODE

What you will study

Lower Sixth

Physical Geography and People and the Environment

Section A: Either Water and Carbon Cycles or Coastal Systems or Glacial Systems and Landscapes.

Section B: Either Hazards or Contemporary Urban Environments.

Human Geography and Geography Fieldwork Investigation

Section A: Changing Places.

Section B: Geography Fieldwork Investigation and Geographical Skills.

Upper Sixth

Physical Geography

Section A: Water and Carbon Cycles.

Section B: Either Hot Deserts Systems and Landscapes or Coastal Systems and landscapes or Glacial Systems and Landscapes.

Section C: Either Hazards or Ecosystems Under Stress.

Human Geography

Section A: Global Systems and Global Governance.

Section B: Changing Places

Section C: Either Contemporary Urban Environments or

Population and the Environment or Resource Security

Geography Fieldwork Investigation

How you will be assessed

A Level

Component 1: Physical Geography

A two-hour and 30-minute written exam (40% of A Level)

Multiple choice, short answer, levels of response and extended prose.

Component 2: Human Geography

A two-hour and 30-minute written exam (40% of A Level)

Multiple choice, short answer, levels of response and extended prose.

Component 3: Geography Fieldwork Investigation

A 3,000-4,000 written investigation which must include data collected from the field (20% of A Level).

The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. Marked by teachers and moderated by AQA.

Why choose Geography?

Michael Palin, President of the Royal Geographic Society, offers many reasons:

"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose. So many of the world's current issues - at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them. Global warming as it affects countries and regions, food and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration and the impacts of economic change on places and communities - these are just some of the challenges facing the next generation, which geographers must help solve."

Course requirements

There is no requirement to have studied Geography at GCSE, but students should have a good awareness of current affairs. We would usually look at a comparable humanities based subject and expect a Grade 6 at GCSE.

Related subjects in the Sixth Form

Geography acts as a good bridging subject between the Arts and the Sciences and therefore can be studied with a wide range of other disciplines.

Where could it lead?

Geographers traditionally enter a wide range of careers from banking to farming, advertising to architecture, teaching to planning, and the Forces. Those going on to read Geography at university find their choices of careers widening even further for employers in many fields seek graduate geographers. It is a subject which traditionally produces people with a high level of literacy, numeracy and computing skills, and geographers' range of skills makes them highly employable.

Further important information

Geographers spend almost as much time outside the classroom as they do inside. Fieldwork is undertaken at various points throughout the course and is an important aspect of the subject. As well as being a practical subject, it deals with current affairs, and an awareness of contemporary issues is therefore important.

"We learn a lot about current topics affecting the world today, especially in Human Geography, where we've been looking at globalisation and the growth of world cities. There are also aspects of international and European law, for example in UN Treaties, so it's a really varied subject."

- Jennifer Eckersley, student

HISTORY

HEAD OF DEPARTMENT: MR M P INCE

MPI@BARNEYSCHOOL.ORG.UK

EXAM BOARD: AQA

QUALIFICATION NAME: HISTORY

QUALIFICATION CODE: GCE A LEVEL: 7042



What you will study

1. Depth Study - Britain: Wars and Welfare 1906-1957

The Liberal Crisis, 1906-14

The Impact of War, 1914-22

The Search for Stability, 1922-29

The Hungry 30s, 1929-39

The People's War and Peace, 1939-51

Never had it so Good?, 1951-57

2. Breadth Study - Russia: Tsarist and Communist Russia 1855-1964

Trying to Preserve Autocracy, 1855-94

The Collapse of Autocracy, 1894-1917

The Emergence of the Communist Dictatorship, 1917-41

The Stalinist Dictatorship and Reaction, 1941-64

3. Historical Investigation

A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

How you will be assessed

Depth Study:

A two-hour and 30-minute written paper (40% of A Level).

Section A: one compulsory question linked to primary sources or sources contemporary to the period. (30 marks)

Section B: two essay questions from a choice of three (2 x 25 marks)

Breadth Study:

A two-hour and 30-minute written paper (40% of A Level)

Section A: one compulsory question linked to historical interpretations (30 marks)

Section B: two essay questions from a choice of three (2 x 25 marks)

Historical Investigation:

3000-3500 word dissertation worth 40 marks (20% of A Level). Marked internally by teachers and moderated externally by AQA.

Why choose History?

If you want to know the future, you must first look into the past. Studying History enables us to study the men and women who have helped shape the world we live in today. You will have the opportunity to study some of the key events in British and European history.

Course requirements

There is no requirement to have studied History at GCSE. We would usually look at a comparable humanities based subject and expect a Grade 6 at GCSE.

Related subjects in the Sixth Form

History is recognised by universities and employers as being particularly rigorous. Students who study History at Barnard Castle Sixth Form are equipped with a wide range of transferable skills such as the ability to interpret a range of evidence, analyse patterns and trends and write a clear and concise essay based on their interpretations. This means that History naturally complements many other subjects.

Where could it lead?

Historians will conclude the A Level course equipped with transferable skills that are useful for further study and employment. Comprehending source skills of inference, cross referencing and utility, as well as the ability to confidently construct a well-argued and cogent essay, are disciplines that lend themselves to a range of subjects and careers.

Past students have gone on to study History, Politics, International Relations, PPE, Economics, Law and Modern Foreign Languages.

"The detail that the History course goes into is perfect for a greater understanding of society. It complements my other subjects of Politics and English, as well as others ranging from Chemistry to Art."

- Rebecca Nichols, student

INFORMATION TECHNOLOGY

MISS J BROWN :**HEAD OF DEPARTMENT**

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OCR :**EXAM BOARD**

CAMBRIDGE TECHNICAL IN IT: LEVEL 3 INTRODUCTORY DIPLOMA :**QUALIFICATION NAME**

05840 :**QUALIFICATION CODE**



Cambridge Technical Introductory Diploma - 360 Guided Learning Hours (GLH)

Grade	Equivalent to A Level
D* = 56	A* = 56
D = 48	A = 48
M = 32	C = 32
P = 16	E = 16

Distinction*, Distinction, Merit, Pass

Why choose IT?

This qualification is not just about being able to use computers. Employers have said that they need people who are able to help them develop their systems or the systems for their customers, use IT as a tool to analyse data and develop applications. Therefore, this qualification is designed to give learners a range of specialist knowledge and transferable skills in the context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related Higher Education (HE) course.

Course requirements

There are no formal entry requirements for this qualification. However it would be advantageous if learners have studied similar unit content at Level 2. It is recommended that learners have, or are working towards, a Grade 4 or above in Maths and English GCSEs.

Related subjects in the Sixth Form

IT integrates well with subjects across the curriculum and is as relevant to a student studying Arts subjects, as it is to one studying Science subjects. (Art, Business Studies, Economics, Further Maths, Maths, Politics, Science).

Where could it lead?

This qualification is suitable for learners studying to prepare for employment in the IT sector who want to progress into IT-related apprenticeships; who want to gain a level 3 qualification to support further study in Further Education (FE); progress to Higher Education (HE) in IT; are studying for career development and who are already in employment. Learners could progress onto a Level 4 apprenticeship such as Network Engineer or Software Developer or into employment in the IT sector in areas such as technical support, digital technologies, application development or data analysis.

Further important information

The Introductory Diploma takes 360 GLH to deliver, which is a similar size to one A level. This provides learners with the opportunity to acquire skills to enable them to work in an IT environment and specialise in a key area in the IT sector. It also provides learners with the flexibility to achieve other qualifications, whether vocational or academic, in preparation for employment or further study in this sector via apprenticeships or higher education.

LATIN

HEAD OF DEPARTMENT: MR J D GEDYE

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EXAM BOARD: OCR

QUALIFICATION NAME: CLASSIC LATIN

QUALIFICATION CODE: GCE A LEVEL: H443



What you will study

Across the two year course, students will study a combination of prepared and unseen texts, as well as learning to write in Latin. These will include Tacitus' Annals (a gossip laden history of early imperial Rome), Seneca's Letters (an exploration of Roman philosophical ideas), Virgil's Aeneid, and Ovid's Heroides (a collection of letters from famous women to their largely untrustworthy husbands).

As well as learning to read the texts, students will be expected to comment on them within their historical and social context, and discuss the author's style and viewpoint.

How you will be assessed

A Level

Component 1: Unseen Translation

A one-hour and 45-minute written paper (33% of A Level) Students have to translate two passages of unseen Latin (both verse and prose) into English, as well as scan lines from the verse passage.

Component 2: Prose Composition and Comprehension

A one-hour and 15-minute written paper (17% of A Level)

Component 3: Latin Prose Literature

A two-hour written paper (25% of A Level)

Component 4: Latin Verse Literature

A two-hour written paper (25% of A Level)

Why choose Latin?

Latin is regarded by universities and employers alike as one of the most versatile and academically rigorous subjects, requiring attention to detail, the ability to structure and write essays, and the ability to think outside the box. The new A Level syllabus allows us to study a wide range of authors and texts, spanning hundreds of years, and this variety is what makes A Level Latin so engaging.

Course requirements

A Grade 5/6 in GCSE Latin is our minimum requirement.

Related subjects in the Sixth Form

Popular combinations include Modern Foreign Languages, History, English, English Literature, Maths, and Music.

Where could it lead?

Latin is a highly desirable subject because of the transferable skills it encourages. Latin students go into a wide variety of fields, with particularly popular ones being law, civil service, journalism and even military intelligence; a gateway to learning other languages at university.

"Latin helps you understand other subjects and the origins of the language used, for example, terms used in Politics, Medicine and Law. In AS, we cover a lot of language used at A Level so that helps to make it less of a step up."

- Alex Booth, student

MATHEMATICS & FURTHER MATHEMATICS

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PEARSON EDEXCEL :**EXAM BOARD**

MATHEMATICS, FURTHER MATHEMATICS :**QUALIFICATION NAME**

9MA0, 9FM0 :**QUALIFICATION CODE**



What you will study

AS and A Level Mathematics have 100% prescribed content as set by The Department for Education and Ofqual. This means that the specifications from all exam boards are identical. Studying Statistics and Mechanics is compulsory at both AS and A Level. Further Mathematics has 50% (all Pure) prescribed content and the rest is optional. AS and A Level are now separate qualifications.

In the Lower Sixth students study AS Mathematics. Two thirds is Pure including sections on algebra, trigonometry and calculus. One third is Mechanics and Statistics including sections on kinematics, forces, Newton's laws, probability, statistical distributions and hypothesis testing. In the Upper Sixth students complete the full course, extending their study on sections covered in the AS course.

Students opting to study Further Mathematics complete the full A Level Mathematics course in their Lower Sixth and are taught in their own block. Their Further Mathematics 50% compulsory Pure sections extend into complex numbers, differential equations, matrices, polar coordinates, hyperbolics and further calculus and algebra. The remaining 50% is a choice of optional modules on further pure, further mechanics, further statistics and decision mathematics.

How you will be assessed

AS

Component 1: Pure

A two-hour paper (worth 100 marks)

Component 2: Statistics and Mechanics

A one-hour paper (worth 50 marks)

A Level

Students are assessed with three papers that include questions on the AS course material.

Component 1: Pure

A two-hour paper (worth 100 marks)

Component 2: Pure

A two-hour paper (worth 100 marks)

Component 3: Two sections, one each on Statistics and Mechanics

A two-hour paper (worth 100 marks)

Further Mathematics

Students must take four 90-minute papers (worth 75 marks each)

Papers 1 and 2 cover the compulsory 50% Pure sections

Papers 3 and 4 cover the optional Decision and Further Pure,

Mechanics and Statistics sections. This allows for ten different routes.

Why choose Maths?

Studying Mathematics at A Level can be very rewarding and, at the same time, very challenging. Mathematics has a full and varied use in the wider world. The value of Mathematics, and its acceptability for degree courses and careers, is almost without parallel amongst A Level subjects.

Course requirements

Grade A (or 7) in GCSE Mathematics is the usual minimum standard required to begin a GCE course in the subject. It must also be stressed that achieving a grade A or 7 at GCSE does not necessarily mean that success at GCE will follow and some students may still struggle with the jump in standard. Confidence with algebraic techniques is crucial.

Very able mathematicians may wish to study Further Mathematics and they should have achieved an A* (8/9) in GCSE Mathematics. Entry to the Further Mathematics course is in the Upper Sixth after students complete an accelerated A Level Mathematics course in the Lower Sixth (taught separately). Students therefore need to state their intention to study Further Mathematics from the start of Sixth Form..

Related subjects in the Sixth Form

Mathematics may be combined with many other A Level subjects and is a popular choice for many. Traditionally, students taking an A Level in a science subject, in particular Physics, would be expected to take Mathematics. The subject can also be very useful for students studying Economics, Business Studies, Geography and Computing.

Where could it lead?

This qualification is suitable for learners studying to prepare for employment in the IT sector who: want to progress into IT-related apprenticeships; who want to gain a level 3 qualification to support further study in Further Education (FE); progress to Higher Education (HE) in IT; are studying for career development and who are already in employment. Learners could progress onto a Level 4 apprenticeship such as Network Engineer or Software Developer or into employment in the IT sector in areas such as technical support, digital technologies, application development or data analysis.

Further important information

A progress test is taken during the first assessment period to check for a student's suitability to continue with the course. All papers must be taken in the same exam sitting and so the option of retaking papers is eliminated unless the whole course papers are retaken.

Practice away from the classroom is crucial to gain a high level of success. To help towards this, the department provides Mathematics tutorials every weekday (except Wednesdays) from 4pm-5pm.

MODERN FOREIGN LANGUAGES

HEAD OF DEPARTMENT: MRS H KENT

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EXAM BOARD: AQA

QUALIFICATION NAME: FRENCH, GERMAN, SPANISH

QUALIFICATION CODE: FRENCH: GCE A LEVEL: 7652

QUALIFICATION CODE: GERMAN: GCE A LEVEL: 7662

QUALIFICATION CODE: SPANISH: GCE A LEVEL: 7692



What you will study

Lower Sixth

In the Lower Sixth, you will develop your listening, reading, writing and speaking skills in your chosen language by studying its use in social, technological, cultural, political and historical contexts. (See the individual language sections on page 23 for the themes covered.)

Upper Sixth

In the Upper Sixth, you will develop further your listening, reading, writing and speaking skills in your chosen language in the contexts of social issues and culture in the target language countries. (See the individual language sections on page 23 for the themes covered.) You will also study a film and a literary work in some depth. In addition to this, you will have the opportunity to undertake personal research in the target language on a subject of particular interest to you.

Students who opt for AS Level in French / German / Spanish are taught alongside A Level French / German / Spanish students in the Lower Sixth.

How you will be assessed

AS

Component 1: Listening, reading and writing A one-hour-45-minute written paper (45% of AS) Listening, reading and writing questions.

Component 2: Writing

A 90-minute written paper (25% of AS) Translation and essay on a set text or set film.

Component 3: Speaking

12-14min oral exam (30% of AS)

Conducted by your teacher and marked externally.

A Level

Component 1: Listening, reading and writing A two-hour-30-minute written paper (50% of A Level) Listening, reading, writing and translation questions.

Component 2: Writing

A two-hour written paper (20% of A Level)

Two essays on set texts or on one set text and one film.

Component 3: Speaking

A 21-23 minute oral exam (30% of A Level)

Presentation and discussion of individual research project, discussion of one of four sub-themes studied.

Why choose Modern Foreign Languages?

We live in a multicultural global society in which languages are increasingly important. While A Level language courses will help you to communicate with people in other countries, you will gain a lot more than just language skills. You will investigate fascinating aspects of culture and society in the target language countries and, by so doing, gain a deeper understanding of your own society and of how the world works.

Employers recognise the value of language qualifications in job applicants. Apart from the obvious benefits of being able to communicate with people in other countries, it is recognised that successful language learners demonstrate good interpersonal skills and qualities such as determination, discipline and resilience.

Course requirements

There is quite a gap between the finishing point of GCSE and the start of the A Level course. Bridging the gap is much easier if you have a good grade at GCSE so students should have at least a B grade (5/6) at GCSE in the language they wish to continue.

Related subjects in the Sixth Form

Languages go well with any combination of subjects; students combine them successfully with the Sciences, Maths, Economics, History, Politics or Classics. A lot depends upon your chosen career. University degree courses in many disciplines have exchange programmes which allow you the opportunity to study for a semester or a year abroad. Taking a language alongside your other subjects at A Level keeps your options open should you choose to study or work abroad in the future; some universities will offer a lower entry level if combined with a humanities subject.

Where could it lead?

You could study your chosen language(s) on their own at university or you can combine it with another subject. If, for example, you had A Levels in French, Biology and Maths, you could apply for a degree in Zoology with French and spend your third year undertaking research in a French-speaking country. Popular choices are degrees such as international business or law combined with a language. Language graduates apply successfully for jobs in the Diplomatic Service, finance, media and many other fields. You can also use the skills and strategies you have developed to study another language such as Chinese, Russian or Arabic.

Further important information

The Modern Languages Department has experienced teachers whose enthusiasm for their languages is second to none. The AQA-endorsed A Level German textbook has been co-authored by the head of department. Students are challenged and stretched, but with support every step of the way, in particular with our French Language Assistant, who is on hand to organise individual speaking sessions.

"Speaking another language gives me a certain uniqueness and the edge over people who can't. French is a contrast to my other subjects, which I find refreshing."

- Mark Nicholson, student

FRENCH THEMES

Social issues and trends

Theme 1

Aspects of French-speaking society: current trends (AS and A Level)

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

Theme 2

Aspects of French-speaking society: current issues (A Level)

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Political and artistic culture

Theme 1

Artistic culture in the French-speaking world (AS and A Level)

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

Theme 2

Aspects of political life in the French-speaking world (A Level)

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration



SPANISH THEMES

Social issues and trends

Theme 1

Aspects of Hispanic society (AS and A Level)

- Modern and traditional values
- Cyberspace
- Equal rights

Theme 2

Multiculturalism in Hispanic society (A Level)

- Immigration
- Racism
- Integration

Political and artistic culture

Theme 1

Artistic culture in the Hispanic world (AS and A Level)

- Modern day idols
- Spanish regional identity
- Cultural heritage

Theme 2

Aspects of political life in the Hispanic world (A Level)

- Today's youth, tomorrow's citizens
- Monarchies and dictatorships
- Popular movements

GERMAN THEMES

Social issues and trends

Theme 1

Aspects of German-speaking society (AS and A Level)

- The changing state of the family
- The digital world
- Youth culture: fashion and trends, music, television

Theme 2

Multiculturalism in German-speaking society (A Level)

- Immigration
- Integration
- Racism

Political and artistic culture

Theme 1

Artistic culture in the German-speaking world (AS and A Level)

- Festivals and traditions
- Art and architecture
- Cultural life in Berlin, past and present

Theme 2

Aspects of political life in the German-speaking world (A Level)

- Germany and the European Union
- Politics and Youth
- German re-unification and its consequences

"I am lucky to have had the opportunity to take a range of languages. For me, French and Spanish A levels are equipping me with vital skills in adaptability, communication and confidence, which I am sure will be necessary in later life."
- Evie Brenkley, student

MUSIC

HEAD OF DEPARTMENT: MR R J DAWSON

RJD@BARNEYSCHOOL.ORG.UK

EXAM BOARD: WJEC EDUQAS

QUALIFICATION NAME: MUSIC

QUALIFICATION CODE: GCE A LEVEL: A660

What you will study

For this specification learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All learners must study Component 3.

Component 1

Option A: Performing (35%)

A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both.

One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: Performing (25%)

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

Component 2

Option A: Composing (25%)

Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

Option B: Composing (35%)

Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

Component 3

Three areas of study:

Area of study A: The Western Classical Tradition

(The Development of the Symphony 1750-1900) which includes a set work. Choose one set work for detailed analysis and the other for general study.

Symphony No. 104 in D major, 'London': Haydn A choice of one area of study from:

Area of study B: Rock and Pop

Area of study C: Musical Theatre

Area of study D: Jazz

A choice of one area of study from:

Area of study E: Into the 20th Century including two set works:

Trio for Oboe, Bassoon and Piano, Movement II: Poulenc Three Nocturnes, Number 1, Nuages: Debussy

Area of study F: Into the 21st Century including two set works:

Asyla, Movement 3, Ecstasio: Thomas Adès

String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish



Why choose Music?

The course requires study across the three traditional strands in music education: performance, composition and appraising music. A Level music is an excellent choice for students who play an instrument or sing to around grade 6 standard. As well as developing composing skills and techniques, the course includes study of music set works from a wide range of styles and traditions.

Study of music can lead on to advanced study at university or a career in the music profession. Also the skills required to study music are independent learning, self-motivation, ability to be self-critical, and the ability to perform, all of which are qualities which are ideal attributes for many diverse careers from the Law to Business, as well as careers associated with the arts and humanities.

Course requirements

Students have usually achieved a Grade 5/6 in GCSE Music.

Related subjects in the Sixth Form

Music links well with many other subjects. In studying the set works, comparisons are made with artistic works and connections are also made with literature and dramatic works which are often enhanced with music. The study of acoustics in physics and the practical and technological requirements for recording music establishes a link with other scientific subjects.

Where could it lead?

A wide range of styles are studied in this course and this can lead on to an extraordinary range of future courses, some of which emphasise the practical aspects of the subject while others concentrate on the theoretical parts. Applications for university courses are made through UCAS, while applications for courses at British conservatoires are made through CUCAS.

Further important information

Most students will have successfully followed the GCSE course, although gifted performers or composers, after consultation with staff, could be accepted without GCSE Music.

Students taking A Level Music will be fully involved in practical music-making, so enthusiasm and dedication are essential. Studying Music in the Sixth Form is invaluable for those wishing to prepare for a Music diploma.

"Music is a possible career choice for me so it's fantastic that it's an option at Barney. It's a very varied syllabus and you can choose different components to personalise what you study, whether you want to focus on composition or performance."

- Nathan Barker, student



PHYSICAL EDUCATION

MS R MASTERMAN :**HEAD OF DEPARTMENT**

RSM@BARNEYSCHOOL.ORG.UK

AQA :**EXAM BOARD**

PHYSICAL EDUCATION :**QUALIFICATION NAME**

GCE A LEVEL: 7582 :**QUALIFICATION CODE**

What you will study

Lower Sixth

The topics covered in the Lower Sixth are:

Applied anatomy and physiology

Skill acquisition

Sport and society

Biomechanical movement

Sport psychology

Sport and society and the role of technology in physical activity and sport

Upper Sixth

The topics covered in the Upper Sixth are:

Applied anatomy and physiology

Skill acquisition

Sport and society

Exercise physiology

Biomechanical movement

Sport psychology

Sport and society and the role of technology in physical activity and sport

How you will be assessed

A Level

Component 1: Factors Affecting Participation

A two-hour written paper (35% of A Level)

Section A: Applied anatomy and physiology.

Section B: Skill acquisition.

Section C: Sport and society.

Component 2: Factors Affecting Optimal Performance

A two-hour written paper (35% of A Level)

Section A: Exercise physiology and bio-mechanics.

Section B: Sport psychology.

Section C: Sport and society and technology in sport.

Non-Exam Assessment:

(30% of A Level)

Students assessed as a performer/coach in a full sided version of their chosen activity.

Written analysis of performance. Internally assessed, externally moderated.

Why choose Physical Education?

Studying Physical Education at A Level enables those with a real interest in sport and PE to undertake a subject where credit can be gained through both their practical and theoretical ability.

Course requirements

It is preferable, but not essential, for students to have studied PE at GCSE. Students should have ability in at least one sport for practical assessment purposes. An interest and passion for sport and related issues is important.

Related subjects in the Sixth Form

A Level Biology (energy production and muscle contraction), Psychology (individual differences such as aggression, anxiety and arousal), Physics (bio-mechanics) and Religious Studies (drug taking) are all complementary choices for PE students, but PE can be studied successfully alongside all other courses on offer.

Where could it lead?

Alongside various sport-related degrees such as Sports Science, Sport Nutrition, Sport Psychology, pupils have gone on to degrees in medicine, veterinary science and physiotherapy.

Further important information

The subject will be taught as a two year linear course, with exam assessment occurring after two years.

The subject is always taught by two members of staff, one male and one female. We have expertise in many areas and, combined with the school's excellent facilities, we can provide interesting challenges that enable our students to reach their potential in both the practical and theoretical areas.

"Employers are calling out for people with team skills, the ability to communicate and emotional intelligence. PE combines all of these areas and does it in a fun and exciting way."

- Ms R Masterman

PHYSICS (PRE-U)

HEAD OF DEPARTMENT: MR C R BUTLER

CRB@BARNEYSCHOOL.ORG.UK

EXAM BOARD: CIE

QUALIFICATION NAME: PHYSICS

QUALIFICATION CODE: CAMBRIDGE PRE-U, PRINCIPAL SUBJECT: 9792



What you will study

The Cambridge Pre-U course is an exciting and challenging two-year course. It encourages students to think more deeply about the philosophical and mathematical aspects of Physics, and includes a substantial, individual practical project.

Lower Sixth

Part A

At the start of the Lower Sixth we cover foundational topics and skills that underpin the rest of the course. Topics include mechanics, gravitational fields, the deformation of solids, energy concepts, electricity, waves, superposition, atomic and nuclear processes, and quantum ideas.

Upper Sixth

Part B

In part B we study more modern and complex topics including rotational mechanics, oscillations, electric fields, gravitation, electromagnetism, special relativity, molecular kinetic theory, nuclear physics, the quantum atom, interpreting quantum theory, and astronomy and cosmology.

Personal Investigation

Students plan and investigate a practical problem of their own choosing. They are assessed on their ability to plan the project, make detailed observations of measurements, use a range of measuring instruments, apply appropriate physics principles; and produce a well-organised research report.

How you will be assessed

Pre-U Principal Subject

Component 1: Multiple choice

A 90-minute objective test (20% of Pre-U)

Multiple choice questions (content from Part A and B)

Component 2: Core Physics & Pre-Release

A two-hour written paper (30% of Pre-U)

Structured questions (content from Part A plus pre-release)

Component 3: Synoptic & Optional Questions

A three-hour written paper (35% of Pre-U)

Short- and long-answer questions (content from Part B) plus extended questions on mathematical and philosophical topics.

Component 4: Personal Investigation

(15% of Pre-U)

A 20-hour, individual practical project with a 5,000 word research report. Internally marked and externally moderated.

Why choose Physics?

Physics is the foundational science and is absolutely crucial in our technology-based society. From microelectronics to space exploration, from the study of the quantum to the cosmology of the Big Bang, Physics is there to aid our understanding, underpin our technology and satisfy our curiosity. The world energy crisis means that alternative energy generation and nuclear fusion as a power source are moving up the global agenda. Dark matter, dark energy and other aspects of cosmology are a fascinating area of development and we can expect exciting breakthroughs in the coming decade. This is an exciting time to be studying Physics.

Course requirements

Students will need a good grounding in physical science which equates to a minimum Grade 5/6 in GCSE Physics and Mathematics. For the Pre-U Course we recommend that students have achieved Grade 7 in both Physics and Mathematics at GCSE.

Related subjects in the Sixth Form

A Sixth Form Physics qualification is highly regarded by employers from all parts of the industrial, commercial and academic spectrum. It can be combined with other A Levels as diverse as Philosophy, History, Politics and Modern Foreign Languages as well as other sciences and Mathematics.

Where could it lead?

Physics graduates do not only follow careers in pure Physics but they can be found in medicine, computing, design, the media, marketing, law, aviation, the services, engineering, research, astronomy, education and telecommunications among others.

Further important information

The Department adopts a practical approach to teaching Physics with students given opportunities to learn through performing experimental investigations. The staff team includes well-qualified Physicists with a wide experience of scientific research and exposure to industry. Two have postgraduate research degrees.

"Physics is the science we connect with the most on a daily basis and it teaches you how the world works. The move up from GCSE to Pre-U is a smooth progression, taking the subject on and adding more detail."

- Oliver Dunn, student



POLITICS

MRS A J CAMPBELL :**HEAD OF DEPARTMENT**

AJC@BARNEYSCHOOL.ORG.UK

PEARSON EDEXCEL :**EXAM BOARD**

GOVERNMENT & POLITICS :**QUALIFICATION NAME**

GCE A LEVEL: 9GPO1:**QUALIFICATION CODE**

Why choose Politics?

If you enjoy debating current affairs and following the news, this may be the course for you. It is a subject which offers a real world insight into political events as they unfold. Politics is a subject which equips students with an essential understanding of the society in which they play a part.

Course requirements

There are no formal GCSE requirements beyond the school's entry requirements, although having a good GCSE in English will aid essay writing. No prior knowledge is assumed, but a willingness to keep up to date with current affairs is important.

Related subjects in the Sixth Form

Politics at Barnard Castle Sixth Form is a well-established course which can be studied alongside many subjects. It is chosen mainly by those who favour the Humanities and the Arts, but it can also give breadth to scientists. Those considering a career in law may also find this subject useful.

Where could it lead?

Politics can be a useful choice for a wide range of careers, and for students who wish to keep their options open. Politics students are recognised as having good literacy and analytical skills. They are capable of reasoning independently and expressing their ideas clearly. A desire to study Politics suggests a lively and enquiring mind, a desire to explore new ideas and an ability to communicate effectively.

Further important information

Students must show a willingness to switch off Capital Radio and tune into Radio 4 and Five Live, which may please parents too! Students should watch politics-based television programmes such as Question Time and perhaps follow politicians on social media.

What you will study

UK Politics

We study two themes: the first is political participation, including democracy, parties, electoral systems and voting behaviour and the media. The second theme is the core political ideas of conservatism, liberalism and socialism.

UK Government

This includes the constitution, Parliament, the role of the Prime Minister and relationships between branches of government. We explore non-core political ideas; in particular anarchism, ecologism, feminism, multiculturalism and nationalism.

Comparative Politics in the USA

This includes the US constitution and federalism, the US Congress, Presidency, the Supreme Court and civil rights, democracy and participation in the USA and comparative theories.

How you will be assessed

A Level

Component 1: UK Politics

A two hour written paper (33.3% of A Level)

Section A: Political Participation: one 30-mark question from a choice of two using source material and one separate 30-mark question from a choice of two.

Section B: Core Political Ideas: one 24-mark question from a choice of two.

Component 2: UK Government

A two hour written paper (33.3% of A Level)

Section A: UK Government: one 30-mark question from a choice of two using source material and one separate 30-mark question from a choice of two.

Section B: Non-Core Political Ideas: one 24-mark question from a choice of two.

Component 3: Comparative Politics the USA

A two hour written paper (33.3% of A Level)

Section A: one 12-mark question from a choice of two. Section B: one compulsory 12-mark question focused on comparative theories.

Section C: two 30-mark questions from a choice of three.

"What subject could be more relevant than this in today's world."

- Jemimah Osborne, student

PSYCHOLOGY

HEAD OF DEPARTMENT: MRS M ABELA
MMA@BARNEYSCHOOL.ORG.UK

EXAM BOARD: PEARSON EDEXCEL

QUALIFICATION NAME: PSYCHOLOGY

QUALIFICATION CODE: GCE A LEVEL: 9PSO



What you will study

Lower Sixth

- Topic 1: Social psychology
- Topic 2: Cognitive psychology
- Topic 3: Biological psychology
- Topic 4: Learning theories

Upper Sixth

- Topic 5: Clinical psychology
- Topic 6: Criminological psychology
- Topic 9: Psychological skills

How you will be assessed

Paper 1: Foundations in psychology
A two-hour written exam

Paper 2: Applications of psychology
A two-hour written exam

Paper 3: Psychological skills
A two-hour written exam

All the exams are taken at the end of the second year.

Why choose Psychology?

Psychology is the scientific study of the mind and how we can attempt to explain behaviour. It is a popular subject at A level due to young adulthood being a time of striving to understand the various aspects of human life which contribute to establishing the make up of an individual. Students are given the opportunity to research how people process and apply information about themselves and others from diverse perspectives which include elements of both nature and nurture. Practical investigations, alongside the study of psychological theories and applications to the real world are all included within the course structure.

Course requirements

Students should have achieved at least a grade 4 in Science and Mathematics.

Related subjects at Sixth Form

Depending on the longer term goals of the individual and the interdisciplinary nature of the subject psychology can relate to a wide range of other A level subjects.

Where could this lead?

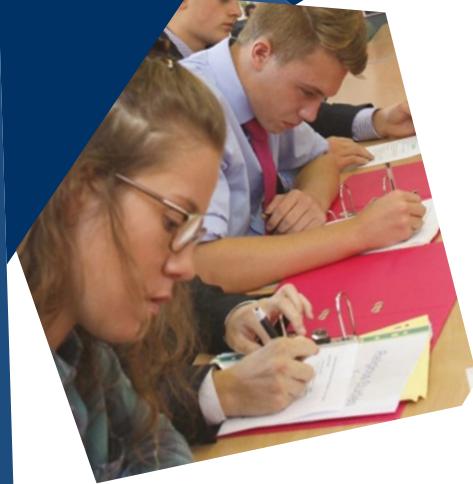
Psychology A Level is useful for those wishing to pursue a career in areas such as medicine, social work, law, business, advertising, the probation service and teaching. For students who wish to continue with Psychology beyond degree level, career options include educational psychology, forensic psychology and clinical psychology.

Further important information

Studying Psychology at Barnard Castle Sixth Form is taught in small groups with a strong focus on the needs of each individual within the class. Discussions, presentations, group and individual tasks all feature heavily within our programme. Lessons are welcoming, relaxed and interactive with all students receiving one-to-one attention on a regular planned basis alongside our offering of weekly tutorials. Students are taught by a psychology graduate with many years of teaching experience and who is also an examining team leader for the Edexcel A level psychology qualification.

"All of life is education and everybody is a teacher and everybody is forever a pupil."

- Abraham Maslow



RELIGIOUS STUDIES

MISS C J SNAITH :**HEAD OF DEPARTMENT**

CJS@BARNEYSCHOOL.ORG.UK

AQA :**EXAM BOARD**

RELIGIOUS STUDIES :**QUALIFICATION NAME**

GCE A LEVEL: 7062 :**QUALIFICATION CODE**

Why choose Religious Studies?

The course is made up of Philosophy, Ethics, and Christianity and is suitable for atheist, agnostic and believer alike. We are about the academic study of religion and morality. Students thrive upon discussion and projects surrounding both human and animal ethics. We stretch our minds, asking why a loving God would allow suffering? Are there such things as miracles? If there is life after death what form would it take? We study how Christianity responds to issues of gender and sexuality, scientific discovery and growing secularisation. This very popular A level is for thinkers and those who enjoy grappling with questions where the answers may be far from reach. We take our studies out of school to lectures and workshops.

Course requirements

Grade B (5/6) or above in GCSE English is preferred.

Related subjects in the Sixth Form

Religious Studies is a course which stands in its own right or alongside other humanities subjects; it can also be combined with Science A Levels. It is particularly valuable to those who wish to go on and study Law or Medicine since it allows students to see the ethics behind advances in technology and laws.

Where could it lead?

Religious, philosophical and ethical qualifications are respected by universities and employers since they reflect personal and empathetic skills as well as academic astuteness. Graduates are able to pursue careers in any of the historic professions of law, the Armed Forces and the Civil Service, or any job where analytical, logical and strategic thinking are required.

Further important information

The lessons are taught in seminar, rather than didactic, style, in a relaxed and welcoming manner. There are two members of the department, each with their own unique and creative style which offers students the chance to have topics or issues presented in alternative ways to support their understanding. Tutorials take place every week to offer individual support for students. The department also runs educational visits, for example Oxford masterclass study days and trips to Newcastle, Durham and York.

What you will study

Lower Sixth

Philosophy of religion and ethics

Philosophy of religion

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

Ethics and religion

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

Upper Sixth

Study of Christianity and dialogues

Study of Christianity

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism

The dialogue between Christianity and philosophy

How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied

The dialogue between Christianity and ethics

How religion is influenced by, and has an influence on ethical studies in relation to the issues studied

How you will be assessed

A Level

Component 1: Philosophy of Religion and ethics

A three-hour written exam worth 100 marks (50% of A Level)

Component 2: Study of Christianity and dialogues

A three-hour written exam worth 100 marks (50% of A Level)

"From Aristotle's ideas on how to live a happy life, to 21st Century medical and animal ethics, I know I'm learning about real issues and real human thoughts."

- Year 13 student

BTEC SPORT

HEAD OF DEPARTMENT: MS R S MASTERMAN
RSM@BARNEYSCHOOL.ORG.UK

EXAM BOARD: PEARSON EDEXCEL

QUALIFICATION NAME: BTEC SPORT

QUALIFICATION CODE: BTEC L3 NATIONAL CERTIFICATE IN SPORT (SINGLE)

QUALIFICATION CODE: BTEC L3 NATIONAL EXTENDED DIPLOMA SPORT (TRIPLE)



What you will study

Pearson BTEC Level 3 National Certificate in Sport (Single)

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate A Levels.

Units of Study include:

(4 Units covered over two years)

Anatomy and Physiology

Fitness Training and Programming for Health, Sport and Well-being

Professional Development in the Sports Industry

Sports Leadership (Optional)

Practical Sports Performance (Optional)

Pearson BTEC Level 3 National Extended Diploma Sport (Triple)

This is intended as an Applied General qualification, equivalent in size to three A Levels. It is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in sport before entering employment.

Units of Study include:

(14 Units covered over two years)

Anatomy and Physiology

Fitness Training and Programming for Health, Sport and Well-being

Professional Development in the Sports Industry

Coaching for Performance

Research methods in Sport

Practical Sports Performance

Development and Provision of Sport

Business in Sport

Skill Acquisition

Optional Units:

Application of Fitness testing

Sports Psychology

Sports Leadership

Sports injury management

Leisure Management

Sports Performance Analysis

Exercise for specific groups

Current issues in Sport

Rules, regulations and officiating

Why choose BTEC Sport?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education within the sporting industry.

Course requirements

It is preferable, but not essential, for students to have studied PE at GCSE. An interest and passion for sport and related issues is important. Students should have ability in at least one sport either coaching or performing for practical assessment purposes.

Related subjects

BTEC Sport lends itself well to a wide range of subject areas and therefore can be studied alongside any discipline within the school.

Where could it lead?

The varied units cover both the single and triple BTEC sport options give learners specialist knowledge and skills, enabling entry into employment within the Sport and Leisure industry, Apprenticeships, or University/ Higher Education degrees for example PE Teaching, Sports science, Sports psychology and physiotherapy.

Further information

The course is taught over a two year program, with regular assessments throughout. Units are assessed individually by practical, written or exam based assessments.



BARNARD CASTLE
SIXTH FORM