



MAIDEN ERLEGH  
TRUST



MAIDEN ERLEGH  
SCHOOL

# Maiden Erlegh School

# CURRICULUM BOOKLET

# KS5



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## Curriculum Intent

We aim to deliver a high quality, rigorous and coherent curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

The objectives for our curriculum are:

- To meet the needs of our students and keep as many options open to them as possible
- To secure the best possible academic results for all our students
- To ensure high quality learning over time
- To ensure substantial knowledge and language acquisition
- To practise and develop transferable skills development
- To prepare students for the next phase of their education or employment and life in modern Britain
- To develop well-rounded, confident and open-minded young adults.

Our curriculum design is based on:

- Well designed sequences of learning over time
- A core of essential vocabulary, knowledge and skills, both subject-specific and transferable
- Freedom for teachers to apply their professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students: post 16 and post 18
- The recruitment, development and retention of strong teachers and curriculum leaders.

There are three option pathways adapted to the needs and interests of different ability groups. Students can study 4 A level subjects, or Technical course, or a mixture of A level and Technical Education options. Students starting in Year 12 start 4 level 3 courses and after the PPEs in February, the students will decide which 3 courses to continue with. In Year 12 and 13 students have 4 hours a week per subject. All students have directed personal study in Year 12 and 13 for 4 hours a week. Students are expected to complete work experience which is relevant to their course either through their own organisation or via the school.



## ENTRY REQUIREMENTS

### Technical Level 3 courses

#### **Entry criteria for Year 12**

Students who have achieved the minimum entry requirement of 5 A\*-C or 9-4 grades largely through Level 2 technical courses and who have not achieved a grade 4 in either English or mathematics.

#### **Pathway description**

Three Technical Level 3 courses and English and mathematics GCSE resit. Work experience linked to their vocational courses and/or career aspirations is provided.

#### **Entry criteria for Year 13**

Technical Level 2 courses are two year courses and students must complete the necessary vocational coursework in Year 12 and achieve a minimum of a pass in order to continue into Year 13.

### Three A Levels/Level 3 technical courses

#### **Entry criteria for Year 12**

Students who have achieved at least 5 A\*-C or 9-4 grades including English and/or mathematics at Grade 4 or above.

#### **Pathway description**

Students will choose three Key Stage 5 courses at A Level or Technical Level 3 and English or mathematics GCSE resit where necessary. Work experience opportunities are offered to all students and we recommend students complete some work experience during Key Stage 5. Those following technical qualifications work experience is provided. The Extended Project Qualification (EPQ) is available for students with capacity to undertake it successfully but it is optional.

#### **Entry criteria for Year 13**

Students whose half termly progress data and pre-public examination results suggest they would fail two or more courses would mean that transition into Year 13 would not be recommended. Technical Level 3 courses are two year courses and students must complete the necessary coursework in Year 12 and achieve a minimum of a pass in order to continue into Year 13.

## Curriculum allocation

Subject	Hours per week
Option A	4
Option B	4
Option C	4
Option D	4
Supervised Study	4
Enrichment	4
<b>TOTAL</b>	<b>24</b>

## Supporting literacy and numeracy across the curriculum

### <INFORMATION REQUIRED>

## Supporting Personal, Social, Moral, Spiritual and Cultural (PSMSC) education



In addition to sessions preparing students for applying for places after the Sixth Form, the programme is not only designed to provide students with a range of information about how to keep themselves safe and well, both now and as they move on, but also to raise awareness in students about important social issues. Topics covered include: financial awareness and budgeting, mental wellbeing, healthy lifestyles, tolerance, study skills, cyber-literacy and cyber awareness, life in Modern Britain. The programme is delivered through a mixture of tutor-led sessions on Friday mornings, assemblies, outside speakers and off-site events.

## **Enrichment curriculum**

Sixth Form students have the opportunity to become involved in a wide range of activities, such as sport, music, drama, debating and public speaking. Students who have particular interests are encouraged to organise new societies. Examples of Sixth Form societies and events are:

- Debating Society
- Amnesty International
- Environment club
- Sporting tournaments
- Maiden Erlegh's Got Talent
- Peer Mentors,

Trips last year included: physics trip to CERN, business trip to New York, work experience in France and/or Germany, geography and biology field work, drama and music performances, art trips to museums and our World Challenge trip to **Costa Rica**.

## **ICT to support learning**

Every Sixth Former is entitled to bring their own device into school and have access to the school network and the school's WIFI. Once activated they can then use their devices in the Study Area and Common Room as well as in the Dining Rooms and in lessons where teachers permit it.

## **SEND provision**

Where students have special educational needs or disabilities (SEND) they would work with our inclusion team who would advise teachers about reasonable adjustments which can be made to support their progress through their Individual Learning Plans. Concessions staff will also work with staff, students and parents to understand if examination access requirements are applicable and which ones reflect students' successful usual ways of working.

## **More and Exceptionally Able provision**

All students are challenged and supported to be aspirational for themselves and then to reach or indeed exceed their potential. We recognise that more able students sometimes need specialist guidance especially as they move into the Sixth Form and as they make their choices and apply to university or apprenticeships. Maiden Erlegh has an excellent reputation for our work with the more able both in class and outside.

More able students succeed because they follow an academic curriculum which is delivered by inspiring experts. Nevertheless, it is essential that the students themselves also display a hunger for learning and passion for their subjects which goes beyond the taught course. We provide them with, and signpost them to, enrichment activities and wider reading.

We also help them to develop highly effective learning skills and habits. We expect them to embrace all of these opportunities and we will work closely with them so they can then progress to a destination of their choice. Where necessary we provide individual coaching and mentoring and also provide support for entrance exams and interviews where necessary.



Over a third of our applicants go to Russell Group universities, including Oxbridge, and every year we have students who go on to highly competitive courses such as medicine, veterinarian science, law and engineering. We also frequently have students who secure places in well-known art and performing arts colleges.

## **EAL provision**

### **<INFORMATION REQUIRED>**

## **Destinations information, advice and guidance**

We start our 'Future Pathways' process in Year 12. We organise a series of Careers Seminars led by professionals from a wide range of sectors. We also hold an annual Careers Fair, which has representatives from local Further Education providers, some universities and local apprenticeship employers. In the Summer term, we start the formal process for those aspiring to university or advanced or degree level apprenticeships. Our specialist advisors lead on a programme of support and guidance so that students can make successful applications.

The tutor is responsible for writing the student's UCAS, apprenticeship or work reference and they will also provide coaching on the writing of personal statements and application letters. Students can also request an Independent Careers Interview if necessary.

## **Work experience and work related learning**

We expect all students to undertake formal work experience, usually in Year 12. It must be approved by us as part of the wider scheme of work related learning. We strongly recommend that students arrange their own work experience placements. This will ensure that students will benefit from developing important employability skills such as good communication, presentation skills and writing a CV. Students will also gain a better understanding of the application, interview and recruitment process. Information, advice and guidance will be offered throughout the process. If a student is unable to find a placement despite their best efforts, the school can arrange it on their behalf.

## **How can you support your child**

General revision and study help:

- <http://revisionworld.com/a2-level-levelrevision/exam-tips-and-advice>
- <http://www.life-pilot.co.uk/info-point/beinga-student/>
- [http://www.educationscotland.gov.uk/study\\_skills](http://www.educationscotland.gov.uk/study_skills)
- <http://www.howtostudy.org>
- [http://www.bbc.co.uk/schools/parents/helping\\_with\\_exams](http://www.bbc.co.uk/schools/parents/helping_with_exams)
- Effective note taking: [https://www.youtube.com/watch?v=WtW9lyE\\_04QQ](https://www.youtube.com/watch?v=WtW9lyE_04QQ)
- General vision site (multiple subjects): <http://www.revisionworld.com/a2-level-levelrevision>

## **KS5 PROSPECTUS INTRODUCTIONS**

Welcome

Dear Students and Parents

Thank you for the interest which you have shown in our Sixth Form. We are very proud of the opportunities at Maiden Erlegh, and of our students and their achievements.

Maiden Erlegh is among the best schools and sixth forms in the country. Students here overwhelmingly meet or exceed their potential at A level, indeed progress is typically well above average. As a result,



students go on to their chosen university courses, including Oxbridge and other prestigious establishments, but also increasingly they are securing advanced and degree level apprenticeships.

We are a large Sixth Form but we work with students as an individual as they embark on their 16-19 Study Programme. They will have their own individual learning plan based on their personal aspirations for the future. For students, the main part of this plan is taken up with A level and/or Technical courses and the independent study underpinning them. Our responsibility is to ensure students have the information and skills necessary to secure the best destination for them when they leave us, and that they are equipped and confident to go forwards into your adult life. To this end, the individual learning plan includes a programme of sessions and events which will help them prepare for life beyond the Sixth Form. This includes work related learning, enrichment, PSMSC (Personal, Spiritual, Moral, Social and Cultural Education) and a period of work experience which we expect all students to undertake.

In addition to this formal plan, students will have extra-curricular and student leadership opportunities which we encourage all students to participate in. Student Committees are lively and active in decision making as well as in arranging social events. The Head Boy and Head Girl and their deputies liaise regularly with senior staff to ensure the student voice is heard. Through opportunities such as these, not only will students grow in confidence and develop a range of “soft” skills ready for life after the Sixth Form, they will also meet fantastic people, give back to the school community and have fun!

We offer a formal induction programme to help students make the transition from school as we recognise that young people need a different type of care and support in the Sixth Form. They will have a personal tutor who will review their individual learning plan with you on a regular basis and they can access a range of additional support as appropriate including academic mentoring, expert advice on post18 applications, careers guidance and a range of other support eg: counselling.

Please take time to read the prospectus carefully, as the choices made are not just important now, but will also affect university and careers options.

Like me, the students at Maiden Erlegh are extremely proud of their Sixth Form and we look forward to meeting you to discuss any questions which you might have about the Sixth Form at Maiden Erlegh and also to receiving your application.

Yours sincerely, Anne Cheshire Head of Sixth Form

#### Sixth Form life and culture

We expect students to contribute to our culture and ethos of purposeful and professional working, where people present themselves well, are kind and respectful to others, and whom younger students can aspire to become in the future.

#### Good Sixth Form study habits

The key requirements for success are motivation, enthusiasm and to contribute to the life of the Sixth Form and wider school; the key skills are selfdiscipline to work very hard, resilience and the willingness to listen and respond to advice and feedback. Studying for a post-16 course is demanding and in order to be successful, students should expect regular supervised study and homework from each of their courses. In general we suggest that students match timetabled hours for each subject with study outside the classroom.

#### Dress code and appearance

The dress code mirrors what is appropriate for an adult, professional working environment and distinctively different from the uniform worn in the rest of the school. The colours for boys and girls are black, dark grey or navy and in short, students should wear suits or suit-style combinations with matching tailored jackets and skirts/trousers. Boys must wear suit shirts and ties and girls' skirts and tops must be modest and





professional looking. Where students wish to wear a cultural adaptation to our dress code, we can accommodate this but would ask that colours and style remain professional.

### Equipment

There is an expectation that students bring the equipment, folders, notes and books they need for each day. We provide a range of resources but students are expected to provide their own stationery and purchase their own text books in some cases.

### Registration and attendance

In almost all cases, individual learning plans are based on a commitment to full time education. This means students must attend school each day and arrive on time for school and for each timetabled session. Students are expected to be in the Sixth Form area at 8.35 am and register personally with tutors not later than 8.40am. We ask students not to make commitments outside school before 4.00pm and to keep part time work to a maximum of 12 hours a week, reducing their hours at examination times. Medical appointments, driving lessons, and other similar commitments should be arranged outside the school day and holidays should not be taken during the school terms. As part of our safeguarding procedures we ask that parents/guardians notify the school of a student absence by telephone or email by 9am on the day of absence and that this is followed up with a letter once the student returns to school.

### Identification

All Sixth Form students are required to wear a photographic identification badge. This is for their own safety but also for the safety of all students as in that way all people on site can be easily identified as having a right to be there. We will provide all students with a badge and lanyard which they must wear every day. If they forget or lose their badge, they will be required to pay for any subsequent badges.

### Study Area

The Study Area is a purpose-built space for use solely by the Sixth Form between 8am and 5pm. It is an area where students work independently and silently on tasks set by their teachers or ones they have identified will help them improve. For certain periods students will be timetabled in this area and those sessions are a compulsory part of their Individual Learning Plan. Students who are free and wish to study are welcome to use the facility and take up any free spaces.

### Technology

Every Sixth Former is entitled to bring their own device into school and have access to the school network and the school's WIFI. Once activated they can then use their devices in the Study Area and Common Room as well as in the Dining Rooms and in lessons where teachers permit it.

### Free time

Students will work very hard while they are with us, but their time here will include free time. During that time they can relax in the Common Room with friends, use the time to volunteer in school or do extra-curricular activities. They can of course do extra study or, if appropriate, use it for work experience.

### Progress monitoring and student support

Every student is allocated to a Tutor Group and their Tutor will be the person who guides them through the two years and helps review progress through their Individual Learning Plan. Students' progress is closely monitored to ensure that all are on track to meet or exceed their potential. Tutors also deliver parts of the Personal Development Programme which covers such topics as careers and recruitment skills, destinations post-18, health and wellbeing, preparing for adult life and managing relationships. Students also have access to our counselling and/or School Nurse services and we can source external mentors too where appropriate.



### Financial assistance

The Post 16 Bursary is available to students on free school meals as well as those who are struggling to cover costs associated with attending Sixth Form eg: transport, books and trips. For more information please see our website.

### Student leadership and representation

Each year a Head Boy and a Head Girl are appointed, following applications to the Headteacher and a series of formal interviews. They are supported by a Deputy Head Boy and Girl and a senior team who take on a range of leadership roles. Responsibilities include leading the School Council and Sixth Form Committees, representing the school on formal occasions, hosting events, charity fundraising and participating in the appointment of new staff. Senior students meet regularly with the Head of Sixth Form and Headteacher to discuss new initiatives as well as offering their views on current practice and policy. The Social Committee is voted for by each of the twenty four tutor groups to liaise with the Head of Sixth Form to plan social and charity events. The Common Room Committee is elected by the student body and is responsible for the upkeep of the common room. They have a budget and, in consultation with the Head of Sixth Form, have established student guidelines for the use of the common room.

### Extra-curricular activities

Sixth Form students have the opportunity to become involved in a wide range of activities, such as sport, music, drama, debating and public speaking. Students who have particular interests are encouraged to organise new societies. Examples of Sixth Form societies and events are: • Debating Society • Amnesty International • Environment club • Sporting tournaments • Maiden Erlegh's Got Talent • Peer Mentors. Trips last year included: physics trip to CERN, business trip to New York, work experience in France and/or Germany, geography and biology field work, drama and music performances, art trips to museums and our World Challenge trip to Costa Rica.

### Special Educational Needs and Disabilities

Where students have special educational needs or disabilities (SEND) they would work with our inclusion team who would advise teachers about reasonable adjustments which can be made to support their progress through their Individual Learning Plans. Concessions staff will also work with staff, students and parents to understand if examination access requirements are applicable and which ones reflect students' successful usual ways of working.

### Provision for the more able

All students are challenged and supported to be aspirational for themselves and then to reach or indeed exceed their potential. We recognise that more able students sometimes need specialist guidance especially as they move into the Sixth Form and as they make their choices and apply to university or apprenticeships. Maiden Erlegh has an excellent reputation for our work with the more able both in class and outside. More able students succeed because they follow an academic curriculum which is delivered by inspiring experts. Nevertheless, it is essential that the students themselves also display a hunger for learning and passion for their subjects which goes beyond the taught course. We provide them with, and signpost them to, enrichment activities and wider reading. We also help them to develop highly effective learning skills and habits. We expect them to embrace all of these opportunities and we will work closely with them so they can then progress to a destination of their choice. Where necessary we provide individual coaching and mentoring and also provide support for entrance exams and interviews where necessary. Over a third of our applicants go to Russell Group universities, including Oxbridge, and every year we have students who go on to highly competitive courses such as medicine, veterinarian science, law and engineering. We also frequently have students who secure places in well-known art and performing arts colleges.

### Equality



We are very proud of how inclusive and cohesive our Sixth Form is. Students in Years 12 and 13 work and socialise with each other and they also model this to the younger students. Students will be expected to share these values and show respect to others at all times.

#### Destinations information, advice and guidance

We start our 'Future Pathways' process in Year 12. We organise a series of Careers Seminars led by professionals from a wide range of sectors. We also hold an annual Careers Fair, which has representatives from local Further Education providers, some universities and local apprenticeship employers. In the Summer term, we start the formal process for those aspiring to university or advanced or degree level apprenticeships. Our specialist advisors lead on a programme of support and guidance so that students can make successful applications. The tutor is responsible for writing the student's UCAS, apprenticeship or work reference and they will also provide coaching on the writing of personal statements and application letters. Students can also request an Independent Careers Interview if necessary.

#### Work experience and work related learning

We expect all students to undertake formal work experience, usually in Year 12. It must be approved by us as part of the wider scheme of work related learning. We strongly recommend that students arrange their own work experience placements. This will ensure that students will benefit from developing important employability skills such as good communication, presentation skills and writing a CV. Students will also gain a better understanding of the application, interview and recruitment process. Information, advice and guidance will be offered throughout the process. If a student is unable to find a placement despite their best efforts, the school can arrange it on their behalf.

#### Personal, Spiritual, Moral, Social and Cultural Programme (PSMSC)

In addition to sessions preparing students for applying for places after the Sixth Form, the programme is not only designed to provide students with a range of information about how to keep themselves safe and well, both now and as they move on, but also to raise awareness in students about important social issues. Topics covered include: financial awareness and budgeting, mental wellbeing, healthy lifestyles, tolerance, study skills, cyber-literacy and cyber awareness, life in Modern Britain. The programme is delivered through a mixture of tutor-led sessions on Friday mornings, assemblies, outside speakers and off-site events.

#### Admissions

Students entering the Sixth Form must pass at least five courses successfully at the following levels: GCSE at grades 9-4 or grades A\*-C or the equivalent at Level 2 technical qualifications. These must include either English or mathematics at grade 4 or C or above. Thereafter, each course has specific entry requirements and many require a GCSE grade 4 or C pass or higher in that subject or related subject. Please consult the subject pages for details. Students through their individual meetings with the Key Stage 5 pastoral team will be guided to one of three pathways, outlined below.

**Pathway 1 – Technical Level 3 courses** Entry criteria for Year 12 Students who have achieved the minimum entry requirement of five 9-4 or A\*-C grades largely through Level 2 technical courses and who have not achieved a grade 4 in either English or mathematics. Pathway description Three technical Level 3 courses and English or mathematics GCSE resit. Work experience linked to their technical courses and/or career aspirations is provided. Entry criteria for Year 13 Technical Level 3 courses are two year courses and students must complete the necessary coursework in Year 12 and achieve a minimum of a pass in order to continue into Year 13.

**Pathway 2 – Three A levels/Level 3 technical courses** Entry Criteria for Year 12 Students who have achieved at least five 9-4 or A\*-C grades in their GCSEs, including grade 4 in English and/or mathematics. Pathway Description Students will choose three Key Stage 5 courses at A level or technical Level 3. Work experience opportunities are offered to all students and we require students to complete work experience during Key Stage 5. The Extended Project Qualification (EPQ) is available for students with capacity to undertake it successfully but it is optional. Entry criteria for Year 13 Students whose half termly progress



data and pre-public examination results suggest they would fail two or more courses would mean that transition into Year 13 would not be recommended.

**Pathway 3 – Four A levels** Entry criteria for Year 12 Students who were predicted and largely achieved all 9/8 or A\*/A in their GCSE results. Pathway description Students will study four A levels in Year 12 and 13 and will have the option of studying for the EPQ at the end of Year 12. Work experience opportunities are offered to all students and we require students to complete work experience during Key Stage 5. Entry criteria for Year 13 Students whose half termly progress data and pre-public examination results suggest they would fail two or more courses would mean that transition into Year 13 with all four subjects would not be recommended. In some cases, where there is serious risk of failure, we may recommend students do not continue into Year 13 at all. Applications from students who have taken GCSE examinations elsewhere or equivalent qualifications are welcome. These applications are subject to the same entry criteria as those from students in Year 11 at Maiden Erlegh and, additionally, subject to the availability of places on the courses chosen.

### Making your choices

Entry to the Sixth Form is dependent on achieving certain grades at Key Stage 4. Entry onto specific courses is based on students meeting the professional recommendations for course entry criteria. This is because our professional experience has shown us that specific foundations are necessary to do well on different courses. Some courses are limited in number and priority will always be given to students meeting the full entry criteria. Our examination results over the years show that Maiden Erlegh Sixth Formers succeed.

All our students who have gained a grade 4 in English and mathematics at GCSE and a grade 4 in three other Level 2 courses can follow an exclusively Academic (A Level) or Technical, or a combination of both. Students who have not gained a Grade 4 in English or mathematics are expected to attend retake lessons and to resit the examination until a Grade 4 is achieved. They will be guided towards a Technical or mixed pathway.

The majority of students will select three courses which they will continue throughout Year 12 and 13. It is important that they are committed to these subjects. A Levels are linear courses and the Technical courses have a significant examined element. That means that they will not be taught or assessed in modules and that the majority of the final grade will come from a final examination. Students will, therefore, be required to build up knowledge, understanding and skills over time and potentially use them all with a great deal of precision by the end of Year 13.

If a student wishes to enter an AS examination, we will support them to do so independently but they will need to prepare and pay for it themselves.

Before students make their choices they need to ask themselves some key questions: Making your choices Maiden Erlegh Sixth Form 9 • How well will I do in my GCSE examinations? • Which pathway will I most likely be on? (page 8) • Which are my favourite subjects? • Which subjects am I best at? • Am I aiming for Higher Education, apprenticeship or training at the age of 18? (The UCAS website will tell you if you need particular qualifications to get access to Higher Education courses at 18.) • What sort of career am I likely to be interested in when I start looking for work?

Students may be aiming to carry on with subjects that they have studied at GCSE but there are some post-16 courses of which they will have no experience. • Find out as much as you can about the content of the courses you are interested in. • Talk to teachers and students who have experience of the courses. • Read the details in the prospectus. • Visit the examination board web sites to find out more. • Make sure you take advantage of additional opportunities in lessons, assemblies and after school meetings to find out about Sixth Form courses. • Talk to teachers who are closely involved with the work of the Sixth Form.

Useful websites: AQA: [www.aqa.org.uk](http://www.aqa.org.uk) EDEXCEL: [www.edexcel.org.uk](http://www.edexcel.org.uk) OCR: [www.ocr.org.uk](http://www.ocr.org.uk) UCAS: [www.ucas.com](http://www.ucas.com)



## Message from the Headteacher

As Headteacher, I am extremely proud of our Sixth Form provision and the range of opportunities that we can offer our students so that they achieve their full potential. I hope this prospectus has given you a flavour of this.

Our motto here is “opportunity, diversity and success for all” and whether or not you are currently studying at Maiden Erleigh School, you are most welcome here. Our students come from a range of different backgrounds and have diverse interests and aspirations. This means that our Sixth Form is an enriched and dynamic place. Furthermore, as many students take on leadership roles within the school, that energy flows through the school and they act as positive role models for younger students.

We believe in the pursuit of excellence and so we provide every opportunity we can, whether in class or outside, for students to achieve their very best. Year on year, our results show that students do just that.

We want every student to be prepared for the adult life they aspire to. Because we are a large Sixth Form, we can offer a broad taught curriculum and a substantial and varied personal development programme which means that we can provide for the whole person. This curriculum is delivered by expert and talented teachers and supported by dedicated tutors who will work with students over the two years on their Individual Learning Plan. Message from the Headteacher

We do expect students to share our aim for excellence and look to them to be role models for this in the way they work and present themselves to others. Part of this is being prepared and able to rise to the challenges and seize the opportunities on offer. Our students do just this every year. 96% of our Sixth Formers say they are regularly challenged through their work but through their work in partnership with their teachers and tutors 94% say they understand what they need to do to improve.

Every year I am so impressed by the calibre of our Sixth Formers, the majority of whom participate in the wider school community and take up leadership or ambassador roles within the school. This is part of the reason our Sixth Form and the school as a whole is a vibrant community but it also enables young people to develop a whole range of other skills that cannot be taught in a classroom. It is also so important in this day and age, that they develop an understanding of balance and combine hard work with other activities.

Our students are hugely successful in their examinations and go on to such a range of destinations and career paths. Our students develop their confidence, resilience and curiosity so they leave us as very well qualified, well rounded and astute young adults. The world is changing and young people today face many challenges. That said, the world will present them with many opportunities, some of them yet to be defined, and we want to play a part in preparing them for this brave new world.

I am delighted that you are thinking of joining our Sixth Form for the next phase of your education and I look forward to welcoming you into our community. Mary Davies Executive Headteacher





## ART & DESIGN: AQA

### OVERVIEW

All the art and design courses provide the opportunity to develop a reflective and personal approach to aesthetic awareness and expression. In addition the courses provide a valuable foundation for further study and career development in a wide range of areas: architecture, animation, digital imagery, film, special effects, make-up, fashion, footwear, textiles, graphic design, product design, theatre design, jewellery, millinery, printmaking, photography, visual communication, art history, fine art, ceramics, surface decoration, stained glass, fashion marketing or journalism, conservation, museums and galleries curating, bookbinding, illustration, landscape design, interior design, furniture design

### ENTRY REQUIREMENTS

A GCSE pass in art and design at grade 4 or above is needed to take an A level course. Students who have not studied art at GCSE will be asked to present a portfolio of work which will be used to assess their ability to pursue an A level course. Prior knowledge of the use of image manipulation software, such as Photoshop, is an advantage for the photography course. Sketchbooks will be used in all three options, as drawing underpins every aspect of art and design. Sketchbooks will include written analysis of the work of artists, designers and photographers. Students need to be independent and resourceful in developing an individual, intuitive and creative approach in response to set projects. Every student is expected to develop their own visual identity and teaching will include tutorials with individuals. There will be workshops at the start of the course where the class will be experimenting with the use of media, processes and techniques. Students are expected to become responsible for their own learning and should show initiative in directing their study.

### SUBJECT CONTENT

There are three titles to choose from; (i) Fine art (ii) Photography (iii) Art Craft and Design.

#### **Fine art**

This deals with art for its own sake and involves studying artists' work and the ideas and concepts behind it. The messages, which may be implied or conveyed in the work, might deal with issues about society today. Traditional examples of fine art include painting from the figure, the portrait, still life, abstraction, architecture and landscape. Understanding of pictorial space and the elements of composition form an important part of the study. Media and techniques to be explored will include: drawing, painting, printmaking, photography, sculpture, film, and installation. Written analysis of the work of other artists, both contemporary and of the past, is essential as are visits to major galleries and museums.

#### ***Photography (lens-based and light-based media)***

This course encourages students to develop their aesthetic, intellectual, creative, imaginative and intuitive powers through the use of lens-based media. As in the other endorsements students are expected to show an understanding of art, craft and design in contemporary society and in other times and cultures; sketchbooks and journals are essential for recording this information. Students will need to develop their lens-based skills in order to record experiences and observations in visual form. It is necessary to work in one or more of these areas: portraiture, landscape, still life, documentary, photo journalism, experimental imagery, photographic installation, video, TV and film. It will be important to learn to make appropriate choice of camera types and their application together with being able to use image manipulation software. An understanding of techniques related to the developing and printing of photographic images, presentation, layout and mounting is sought. The interpretation of ideas, feelings and meanings are explored in the context of chosen areas of photography. Historical and contemporary styles and genres will be examined. This course will use digital photography and students will need to have their own camera.

#### **Art, Craft and Design**

This is a broad-based course and candidates are expected to explore a range of media, processes and techniques. The examination board stipulates that candidates should produce work associated with two or more of the titles, i.e. fine art, graphic communication, textile design, 3-dimensional design and photography. E.g. a student may try one outcome in ceramics, another in photography and another in painting a portrait or creating a wall-hanging in textiles. Any media, techniques or processes may be used including drawing, painting, photography, sculpture, ceramics, textiles, fashion, graphic design, film, animation and installation. Written analysis and contextualisation of the work of other cultures, artists, designers, photographers, and architects is essential as are visits to galleries and museums.

### ASSESSMENT OBJECTIVES



Within each component there are four assessment objectives:

A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

A04 – Present a personal and meaningful response that realizes intentions and, where appropriate, makes connections between visual and other elements.

## **ASSESSMENT STRUCTURE**

Component 1 is worth 60% of the A level grade. Students are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a final outcome. This may be a finished single outcome or a series of related finished outcomes. The personal investigation includes a written communication of 1-3000 words and must be in continuous prose.

Component 2, is the final 15 hour externally set assignment and is worth 40% of the A level grade.

## **GROUPINGS**

Approximate group size; 10 -15 students. This group is further split into the specific endorsements.

The Photography group is taught separate to the Fine Art and Art, Craft and Design group and is approximately 10-15 students.

## **HOMEWORK INFORMATION**

- Research the work of artists using appropriate web sites, make notes and print copies, [www.tate.org.uk](http://www.tate.org.uk); [www.saatchi.org.uk](http://www.saatchi.org.uk); [www.artnet.com](http://www.artnet.com); [www.artarchive.com](http://www.artarchive.com);
- Watch You Tube clips such as; "What do artist's do all day", observational drawings in sketchbooks
- Explore a range of media and materials to work these drawings up
- Experiment with photography in a range of settings
- Experiment with materials showing visual analysis of colour, tone, texture and form
- Plan ideas and explore personal outcomes in various forms
- Write evaluations and reflections on your own work in your journal
- At A2 work on drafts for the written personal investigation
- Work on your final pieces. Students should support their taught class work with four hours homework each week. Photography students should take at least two new camera shoots each week.

## **SUPERVISED STUDY INFORMATION**

Students can sign in on a signing in sheet in the Art department and create practical work as and when required in their supervised study times. Other tasks include; Writing in-depth using specialist vocabulary about how artists, designers and photographers connect to your own ideas and area of study. Working on drafts for your written personal investigation.

## **EXTENDED STUDY INFORMATION**

- Visit galleries and museums once a month to see work first hand
- Read widely from the book list in the back of your handbook
- Visit the University library to keep up to date with current journals
- Participate in workshops and extra-curricular classes to explore a wide range of media, techniques and processes
- Attend talks by ex- students and artists showing in The Peacock Gallery
- Maintain a personal visual diary or journal to supplement your sketchbook
- Think outside the box; experiment with ideas and interpretations of artists work
- Watch films, read novels, see plays and make connections with your other A Level subjects



- Make visits to various locations or set up your own directed scenario for photography, take every opportunity to travel
- Set up a work experience with a designer, architect, or art –related work studio

## **ENRICHMENT OPPORTUNITIES**

The department runs trips and visits to major national galleries, museums and sculpture parks throughout the year. Extra curricular classes are run in life drawing and students are offered workshops in printmaking and other aspects of the curriculum. Students are also encouraged to take part in the wide range of community arts courses on offer both as participants and assistants.

Visits to Art galleries and museums such as; The Tate Modern, The National Gallery, The National Portrait Gallery, The Saatchi Gallery, The V and A museum, The photographers' Gallery, The Cass Foundation (Goodwood Sculpture Park), Roche Court Sculpture Park are all Recommended depending on your personal theme being studied.

These galleries, museums and sculpture parks all have book shops where you might purchase books relevant to your area of interest.

## **EQUIPMENT NEEDED**

Sketchbooks, A3 or A4 These can be purchased in school at any time.

An A1 portfolio to protect work created on the course.

Recommended equipment; A set of drawing pencils, watercolours. A camera or phone for taking photographs.

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Take students to Art Galleries and Museums
- Ensure they have a clear space to work in at home
- Help to resource materials and equipment needed
- Drive them to places where they may need to do observational drawing e.g the river
- Encourage them to read Exhibition reviews in newspapers and watch programmes like The Culture Show
- Buy the AQA Art and Design Student handbook published by Nelson Thornes
- Review practical work but get them to be reflective and self- evaluate rather than offering an opinion

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Tate.org.uk, [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk), [www.npg.org.uk](http://www.npg.org.uk), [www.vam.ac.uk](http://www.vam.ac.uk), [www.saatchigallery.com](http://www.saatchigallery.com), [www.royalacademy.org.uk](http://www.royalacademy.org.uk), sculpture.uk.com, [www.sculpture.org.uk](http://www.sculpture.org.uk), thephotographersgallery.org.uk.

## **TEXTBOOKS OR REVISION GUIDES**

The Art Department has a library and a wide variety of books may be borrowed for small lengths of time from the Department. Students may select books that are relevant to their individual field of study.

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss K Wragg





TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Completion of the NEA ; UNIT 1 Portfolio. 60% of the overall exam grade Drawing, observation, exploring materials, looking at artists writing about them. Creating an ambitious out - come or FINAL PIECE.	Completion of the NEA ; Component 1 Portfolio. 60% of the overall exam grade
ASSESSMENT OPPORTUNITIES	Individual work in response to the student's chosen topic. Milestones connected to each assessment criteria	Individual work in response to the student's chosen topic. Milestones connected to each assessment criteria
2	Refining portfolio and adding support work/a short project. Issue of UNIT 2 (the Controlled Test)	Refining portfolio and adding support work. Issue of Component 2 (the Controlled Test)
ASSESSMENT OPPORTUNITIES	Individual work in response to the student's chosen individual project question Milestones connected to each assessment criteria.	Individual work in response to the student's chosen exam question Milestones connected to each assessment criteria. A2 15 hour 3 day examination
3	Refining and concluding all NEA work and final pieces.	Refining and concluding all examination work and final pieces.
ASSESSMENT OPPORTUNITIES	Year 12 PPE examination Portfolio and controlled test marking And moderation	Portfolio and controlled test marking And moderation FINAL EXAMINATIONS



## **BIOLOGY: AQA**

### **OVERVIEW**

This course encourages students to sustain and develop their enjoyment of and interest in biology. It is a stimulating and modern course, which serves the needs of students who are keen to pursue their study of biology and also those of the prospective University candidate. Many of the skills acquired on this course will be important to the student in any future endeavours or occupations. Some students will pursue biology related studies and occupations in for example: medicine, veterinary science, dentistry, physiotherapy, nursing, radiography, horticulture, crop sciences/management, pest control, soil science, food sciences, biochemistry, pathology, microbiology, conservation, environmental health.

### **SUBJECT CONTENT**

Studying biology aims to develop an awareness of advances in technology for example genetic engineering, a recognition of the value of biology in society and an appreciation of the relationship between different aspects of the subject. Students gain an appreciation of the physiology of human digestive, gas exchange, transport and control systems. The impact on human health of non-communicable diseases relating to lifestyle is also considered. The extensive variety of life is studied in terms of the similarities and differences in biochemical basis, cellular organisation and adaptations in organisms. We examine the influence of genetic and environmental factors on living things and study how variation in DNA results in genetic diversity. Topics will include; human biology and diseases, genetics. Biochemistry, plant biology and ecology. An understanding of scientific methods is emphasised and throughout the course different kinds of investigations will provide students with experience in designing experiments, handling quantitative information and evaluating their practical work.

### **ENTRY REQUIREMENTS**

Students applying to study biology in the Sixth Form must have achieved a grade 5 in biology or a grade 5 in combined science. Students must also gain a grade 5 in both GCSE English and mathematics. Those who intend to pursue biology or related subjects in Higher Education are also advised to study chemistry at A level

### **ASSESSMENT OBJECTIVES**

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context  
in a practical context  
when handling qualitative data  
when handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions  
develop and refine practical design and procedures.

### **ASSESSMENT STRUCTURE**

The A level will be assessed through three two-hour examinations. Examination papers will consist of written theory papers and assessment of practical skills. A Level examination papers will consist of a mixture of short and long answer questions, including comprehension and synoptic questions, which will include an essay question. Students will carry out a number of assessed practicals. Understanding of practical skills and investigations will also be assessed in the written examination papers

### **GROUPINGS**

We are a popular subject and generally have 4-5 groups in year 12. Group sizes vary up to 18 in a group.

### **HOMEWORK INFORMATION**

- Consolidate work covered in class using text book between one lesson and the next
- Read the Biology Student handbook and follow guidelines for successful study



- Complete exam-style questions from text book and AQA website
- Research and/or prepare presentation of a given topic
- Learn work thoroughly for tests.
- Make use of the examination and practical support booklets available on google classroom.
- Regular update PLCs when reflecting on your understanding of the content studied.
- You will get homework every lesson in addition.

### **SUPERVISED STUDY INFORMATION**

Regular tasks will be set to enable you to consolidate your understanding. You should also use this time to reflect upon your understanding and regularly update your PLC. We have a biofactsheet catalogue we encourage students to use in supervised study. This provided further reading on the content of the course whilst putting into context.

### **EXTENDED STUDY INFORMATION**

- Work through the Boardworks/ presentations via google classroom.
- Use the biofactsheet to supplement your understanding of key topics
- Refer to additional texts books as recommended in the Biology Student handbook
- Subscribe to Biological Sciences Review or read Department copy
- View television programs on Biological topics being studied
- Read Science sections of newspaper which cover Biological topics, particularly note the discussions that are raised with ethical, moral or social considerations.

### **ENRICHMENT OPPORTUNITIES**

The A level course covers many principles underlying the maintenance of ecosystems. The ecology component of the course will be taught during a Field Course at Dale Fort Field Centre in Pembrokeshire. This will provide valuable experience for the students and also an opportunity for them to build up their practical skills. The cost will be approximately £320. Some of our Y13 students take part in the biology Olympiad competition organised by the Institute of Biology

### **EQUIPMENT NEEDED**

Scientific Calculator, ruler

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

You can help even if Biology is strange to you:

- Encourage and support student to properly consolidate class work by summarising and expanding their notes. Biology is a hard subject at AS and A level where some concepts will need to be revisited regularly.
- Ask student to explain an idea to you.
- Discuss issues with the student that they have met in Biology with ethical, moral or social considerations with the aim of helping them to evaluate ideas.
- Encourage student to contact a teacher if they find a particular idea difficult.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

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

Google Classroom Code will be provided by class teacher. This contains a link to the main biology drive.

### **TEXTBOOKS OR REVISION GUIDES**

Year 1 AQA Biology, by Glenn Toole and Susan Toole (ISBN978-0-19-835176-4).

Year 2 AQA Biology Oxford press by Glenn Toole and Susan Toole **ISBN-13:** 978-0198357704

### **CONTACTS / ANY FURTHER INFORMATION**

**Head of Department:** Mrs C Bell



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Biochemistry Cell Biology	Inheritance Photosynthesis
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic assessments which are skills based and PPE	End of topic assessments which are skills based and PPE
2	Cell membrane Exchange Nucleic acids ATP and Water	Gene Expression Respiration
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic assessments which are skills based	End of topic assessments which are skills based
3	Exchange Cont Nucleic acid, ATP water Cont immunology	DNA technology Survival and response
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic assessments which are skills based	End of topic assessments which are skills based
4	Animal Transport Plant transport Digestion Variation Genetic diversity	Homeostasis Nervous system
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic assessments which are skills based	End of topic assessments which are skills based and PPE
5	Nutrient cycles. (Nitrogen and Carbon) Succession Populations and ecosystems Investigating populations Variation in population size Succession Investigating biological problems Energy transfer and energy and food production Revision and Past paper practice	Homeostasis cont Muscles Essay Practice Revision
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic assessments which are skills based and PPE	End of topic assessments which are skills based
6		
<b>ASSESSMENT OPPORTUNITIES</b>		FINAL EXAMINATIONS



## **BUSINESS STUDIES: AQA**

### **OVERVIEW**

After leaving full-time education many students will work in business. Whether they set up their own company or work for a large multinational, it is important that students understand how it works. Business studies at A level offers this opportunity in a structured, stimulating and interesting way. Universities offer a wide range of courses in many different areas by studying A level business studies students will gain an insight into which specific area interests them most. Above all, studying business studies allows students to understand how businesses make decisions and why these are made. The business studies department believe in a business like work ethic. Lessons are innovative and interesting, based on a wide range of teaching and learning styles which help to bring the subject alive

### **SUBJECT CONTENT**

The course follows the AQA Syllabus and studies a variety of contexts e.g. Large/small, UK focused/global, service and manufacturing firms. It considers:

- The importance of the context of the business in relation to decision making
- The interrelated nature of business activities and how they affect competitiveness
- The competitive environment and the markets in which businesses operate
- The influences on functional decisions and plans including ethical and environmental issues
- How technology is changing the way decisions are made and how businesses operate and compete
- Use of quantitative and non-quantitative data in decision making.

### **ENTRY REQUIREMENTS**

Students will require at least five grade 4 or above at GCSE or equivalent; sound mathematics and English language skills, coupled with a strong ability to work independently are desirable. Sound mathematics is particularly important for the accounting and finance aspects of the course. A level business studies is open to anyone regardless of whether or not they have studied the GCSE course

### **ASSESSMENT OBJECTIVES**

The exams will measure how well students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues.
- AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.
- AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences.
- AO4: Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.

### **ASSESSMENT STRUCTURE**

There are three A level papers.

### **GROUPINGS**

Our groups are between 26-28 and we have 3 classes in each year group

### **HOMEWORK INFORMATION**

- Business Studies online specific tasks
- Research examples to put concepts into context
- Encouragement of reading around subject
- Case study questions
- Complete Unit 1, Unit 2, Unit 3 and Unit 4 past examination papers
- Taking an interest in current affairs e.g. watching BBC news.
- Complete different exercises using the following websites: [www.examzone.co.uk](http://www.examzone.co.uk)  
[www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk) [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) [www.bized.co.uk](http://www.bized.co.uk)  
[www.tutor2u.net/revision\\_notes\\_gcse](http://www.tutor2u.net/revision_notes_gcse)
- Explore the Bank of England website
- Read Unit 1-4 revision guides. Guidance for homework is 30 minutes to 1 hour.

### **SUPERVISED STUDY INFORMATION**



Consolidation of classroom lesson notes. Preparation reading for the upcoming lessons. Essay planning.

## **EXTENDED STUDY INFORMATION**

- Fill in glossary of key terms
- Business Studies online specific tasks
- Extensive case study work
- Familiarising yourself with current affairs
- Read/subscribe to the Business Review, Economics Today, The Economics Review or The Economist
- Reading or researching the broadsheet papers (The Independent, The Times, The Guardian, The Daily Telegraph, The Financial Times). You will need to get in the habit of scanning through newspapers and identifying relevant articles
- Follow the business studies blog on [www.tutor2u.net](http://www.tutor2u.net) or sign up to follow Geoff Riley on twitter
- Set [www.bbc.co.uk/news](http://www.bbc.co.uk/news) as your homepage, looking especially at the economics news
- Read books from the core and recommended reading list: Author Title Publisher Stimpson P, Foden S, Mansell D AQA AS Business Studies Student Book Nelson Thornes Surridge M, Gillespie A AQA Business Studies for AS (3rd rev Ed) Hodder Arnold Wolinski J, Coates G AS Business Studies (2nd rev Ed) Philip Allan Updates Lines D, Martin B, Marcouse I Complete A-Z Business Studies Handbook (5th rev Ed) Hodder Arnold
- Explore <http://www.bized.co.uk>, <http://www.thetimes100.co.uk> and listen to [www.bbc.co.uk/radio/podcasts/worldbiz](http://www.bbc.co.uk/radio/podcasts/worldbiz) and [www.bbc.co.uk/fivelive/programmes/weekendbusiness.shtml](http://www.bbc.co.uk/fivelive/programmes/weekendbusiness.shtml)

## **ENRICHMENT OPPORTUNITIES**

The business studies department offers extra curricular activities including a trip to New York to explore the Business capital of America.

## **EQUIPMENT NEEDED**

Black and green pens

Calculator required

Hole punch

Folder

Lined paper

Textbook

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Discuss disruptive technologies and how they are effecting the business environment.

Converse about what is being published on the BBC website.

Ensure they have a well presented folder.

Ensure they have all the equipment they need.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business)

[www.tutor2u.net](http://www.tutor2u.net)

[www.theguardian.com/uk/business](http://www.theguardian.com/uk/business)

[www.telegraph.co.uk/finance/](http://www.telegraph.co.uk/finance/)

Google classroom code: Yr12; 3112r4 and Yr 13; 3Nffo0t

## **TEXTBOOKS OR REVISION GUIDES**

AQA A Level Business 1 Third Edition (Wolinski & Coates) (Year 1)

<https://www.hoddereducation.co.uk/Product?Product=9781471836091>

ISBN 9781471836091



AQA A Level Business 1 Third Edition (Wolinski & Coates) (Year 2)  
<https://www.hoddereducation.co.uk/Product?Product=9781471836114>  
ISBN 9781471836114

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr D Jones





TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	<p>Unit 1: What is business? Topic covered: 1. Understanding the nature and purpose of business 2. Understanding different business forms 3. Understanding that businesses operate within an external environment</p> <p>Unit 2: Managers, leadership and decision making. Topics covered: 1. Understanding management, leadership and decision making 2. Understanding management decision making 3. Understanding the role and importance of stakeholders</p>	<p>Unit 7: Analysing the strategic position of a business. Topics covered: 1. Mission, corporate objectives and strategy 2. Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis 3. Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance 4. Analysing the external environment to assess opportunities and threats: political and legal change</p> <p>End of unit milestone 114   P a g e 5.</p> <p>Analysing the external environment to assess opportunities and threats: Economic change 6. Analysing the external environment to assess opportunities and threats: social and technological 7. Analysing the external environment to assess opportunities and threats: the competitive environment 8. Analysing strategic options: investment appraisal</p> <p>Unit 8: Choosing strategic direction. Topic covered: 1. Strategic direction: choosing which markets to compete in and what products to offer 2. Strategic positioning: choosing how to compete</p>
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone
2	<p>Unit 3: Decision making to improve marketing performance. Topics covered: 1. Setting marketing objectives 2. Understanding markets and customers 3. Making marketing decisions: segmentation, targeting and positioning 4. Making marketing decisions: using the marketing mix</p> <p>Unit 4: Decision making to improve operational performance. Topics covered: 1. Setting operational objectives 2. Analysing operational performance 3. Making operational decisions to improve performance: increasing efficiency and productivity 4. Making operational decisions to improve performance: improving quality 5. Making operational decisions to improve performance: managing inventory and supply chains</p>	<p>Unit 9: Strategic methods: how to pursue strategies. Topics covered: 1. Assessing a change in scale 2. Assessing innovation 3. Assessing internationalisation 4. Assessing greater use of digital technology</p> <p>Unit 10: Managing strategic change. Topics covered: 1. Managing change 2. Managing organisational culture 3. Managing strategic implementation 4. Problems with strategy and why strategies fail</p>





<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone
<b>3</b>	Unit 5: Decision making to improve financial performance. Topics covered: 1. Setting financial objectives 2. Analysing financial performance 3. Making financial decisions: sources of finance 4. Making financial decisions: improving cash flow and profits Unit 6: Decision making to improve human resource performance. Topics covered: 1. Setting HR objectives 2. Analysing HR performance 3. Making HR decisions: improving organisational design and managing the human resource flow 4. Making HR decisions: improving motivation and engagement 5. Making HR decisions: improving employer-employee relations Examination technique and revision of units 1-6	Examination technique and revision of units 1-10
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	FINAL EXAMINATIONS



## CHEMSITRY: OCR

### OVERVIEW

As well as being a compulsory requirement for such courses as medicine, dentistry, forensic science and pharmacy, chemistry is a highly regarded qualification, which complements a large number of other disciplines. Chemicals like cosmetics, foods, medicines, fertilisers and fuels all play a very important role in our lives, and therefore generate numerous interesting employment opportunities. By helping to develop analytical thought it is a real asset to those seeking careers in such areas as law and business management. The course is designed to stimulate and sustain interest in chemistry. It shows the inter-relationship between the development of the subject and its application to our lives. It illustrates its value to society and how it may be used responsibly. It fosters imaginative and critical thinking as well as the acquisition of knowledge. Through practical work, skills in laboratory procedures and techniques are developed, and some of the concepts underlying the subject are discovered.

### SUBJECT CONTENT

Students follow the OCR A syllabus. The course content takes familiar themes from GCSE and develops them further, as well as introducing new ideas. The programme of study is as follows: Module 1 – Development of practical skills in chemistry: this module is taught in context throughout the two years. Year 12 Module 2 – Foundations of chemistry: structure of an atom; bonding; chemical calculations; acids and bases; redox reactions. Module 3 – Periodic table and energy: modern periodic table; periodicity; group 2; halogens; enthalpy changes; rates of reaction; chemical equilibrium. Module 4 – Core organic chemistry: basic concepts; alkanes; alkenes; alcohols; haloalkanes; analysis. Year 13 Module 5 – Physical chemistry and transition Elements: further rates of reaction; further chemical equilibrium; further acids and bases; thermodynamics; redox and electrode potentials; transition elements. Module 6 – Organic chemistry and analysis: aromatic compounds; carbonyls and carboxylic acids; amines, amino acids and polymers; organic synthesis; further analysis.

### ENTRY REQUIREMENTS

Students applying to study chemistry in the Sixth Form must have achieved a grade 6 in chemistry or a grade 6 in combined science. Students must also gain a grade 6 in mathematics

### ASSESSMENT OBJECTIVES

There are three assessment objectives in OCR's A Level in Chemistry A. These are detailed in the table below. Learners are expected to demonstrate their ability to:

#### Assessment Objective

- AO1 Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
- in a theoretical context
  - in a practical context
  - when handling qualitative data
  - when handling quantitative data.
- AO3 Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
- make judgements and reach conclusions
  - develop and refine practical design and procedures.

### ASSESSMENT STRUCTURE

Paper 1 – Periodic table, elements and physical Chemistry (2.25 hrs, modules 2, 3 and 5). Paper 2 – Synthesis and analysis (2.25 hrs, modules 2, 4 and 6). Paper 3 – Unified chemistry (1.5 hrs, all modules). Students must complete a minimum of 12 core practical tasks. The concepts met in these will be assessed through examination questions in all three papers. Students also receive a stand-alone grade for their practical competency (pass/fail), which does not contribute to their overall A level grade.

### GROUPINGS



**2 Groups / 20 per group**

### **HOMEWORK INFORMATION**

1. Consolidation of work covered in class using course book
2. Completing exam-style questions
3. Completing calculation exercises
4. Research and/or presentation of a given topic
5. Preparation for tests

**Set weekly/ 1 hour per teacher**

### **SUPERVISED STUDY INFORMATION**

A list of independent tasks provided

### **EXTENDED STUDY INFORMATION**

- Use the chemistry honesty library
- Read scientific publications
- Use resources available on google classroom

### **ENRICHMENT OPPORTUNITIES**

Each year some of our Year 13 students take part in the British Chemistry Olympiad. We are also encouraging Year 12 students to take part in the online Cambridge chemistry challenge. We have links with Reading University, and students have attended Careers Fairs and Spectroscopy Master Classes there.

### **EQUIPMENT NEEDED**

Calculator Required

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Encourage and support your children to properly consolidate classwork by summarising and expanding their notes. Chemistry is a challenging subject at A level where some concepts will need to be revisited regularly.

- Go through the glossary of terms
- Buy an additional book to support the course such as Phillip Allen Updates (Get the Grade AS/A2 Chemistry)

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Chemguide.co.uk

Google Classroom Code provided by class teacher

### **TEXTBOOKS OR REVISION GUIDES**

OCR AS/A level Chemistry A by Sam Holyman ISBN: 978-1-4479-9078-9

OCR A level Chemistry A by Sam Holyman ISBN: 978-1-4479-9081-9

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr R Tait



<b>TERM</b>	<b>COURSE CONTENT: Knowledge and skills</b>	
	<b>Year 12</b>	<b>Year 13</b>
<b>1</b>	Atoms and reactions Electrons, bonding and structure	Rates Acids Carbonyls Aromatics
<b>ASSESSMENT OPPORTUNITIES</b>	Multi step calculations Academic writing Topic Tests	Academic writing PPEs
<b>2</b>	Periodic table Basic concepts of hydrocarbons	Redox and Ecell Transition metals Nitrogen Chemistry Analysis Synthesis
<b>ASSESSMENT OPPORTUNITIES</b>	Academic writing Topic Tests	Academic writing Multi step calculations Reaction pathways
<b>3</b>	Energy Equilibrium Rates	
<b>ASSESSMENT OPPORTUNITIES</b>	Academic writing Multi step calculations	Final examinations

**N.B. ASSESSMENT OPPORTUNITIES** = Formative and Summative activities



## COMPUTER SCIENCE: AQA

### OVERVIEW

This course will mostly suit students wishing to pursue a career in software engineering and/or games development but will develop a range of skills that are transferable to many other career paths. Students will learn to devise systems and programs for a range of applications. In addition to gaining a strong theoretical knowledge of the science of computing and programming, students will develop their problem solving skills through tasks that require them to provide real solutions to real problems, such as writing computer game, applications of artificial intelligence or developing mobile apps. Whilst students will obviously develop their Computer Science skills further through studying this course, they will also gain important experience of working independently, planning and managing their time effectively and their written communication skills. Computer Science is an exciting, interesting and highly relevant course for A level students.

### SUBJECT CONTENT

This course will test your ability to program, as well as your theoretical knowledge of Computer Science. There are two exam papers and an assignment covering a range of topics, including: • Fundamentals of programming, data structures, data representation and databases • Systematic approach to problem solving • Theory of computation • Fundamentals of computer systems, computer organisation, functional programming and architecture • Consequences of uses of computing • Fundamentals of communication and networking • Big Data

### ENTRY REQUIREMENTS

Grade 6 in GCSE Maths and Grade 5 in GCSE Computer Science/Computing. Students must be highly logical and have an analytical approach to problem solving. They must overall be patient and never give up on trying to solve problems.

### ASSESSMENT OBJECTIVES

AO1: Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

AO2: Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms.

AO3: Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

### ASSESSMENT STRUCTURE

There are two exam papers which account for 40% of the marks each. The NEA accounts for 20%. For the exam papers you will be expected to answer a series of short questions and write/adapt/extend programs. You will also be given preliminary material, a skeleton program and test data for use in the exam.

Assessment (NEA)

This is fundamentally a computer project. The project will allow you to develop your practical skills in the context of solving a realistic problem or carrying out an investigation. The project is intended to be as much a learning experience as a method of assessment; you have the opportunity to work independently on a problem of interest over an extended period, during which you can extend your programming skills and deepen your understanding of Computer Science. The most important skill that will be assessed through the project is your ability to create a programmed solution to a problem or investigation.

### GROUPINGS

In KS5 Computer Science, we usually have one class of up to 16 students

### HOMEWORK INFORMATION

Homework is set twice a week, usually involving one of the following:

- Reading around the subject
- Completing exam-style questions
- Research
- Revision
- Coding practise



## **SUPERVISED STUDY INFORMATION**

Additional reading and coding tasks

## **EXTENDED STUDY INFORMATION**

Reading around the subject

Using Google Classroom resources

Listening to TED talks

Reading Computer Science related articles

## **ENRICHMENT OPPORTUNITIES**

The department offers conference trips on specific topics within the A level to UCL. There are additional trips or points of interest advertised on Google Classroom or on our department Twitter feed:

@METCompSci. Students are encouraged to take part in the Computer Science after school club and to attend additional classes after school, allowing students access to the network to explore additional languages or topics.

## **EQUIPMENT NEEDED**

Access to a computer with WWW access.

Ability to download software (Visual Studio Community Edition) to access programming content

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Buy the course textbook and encourage their child to revisit their classroom notes. Parents must encourage their child to practise programming at home.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Google Classroom provided by the teacher.

## **TEXTBOOKS OR REVISION GUIDES**

AQA AS and A Level Computer Science Textbook

PM Heathcote and RSU Heathcote ISBN: 978-1-910523-07-0

IDE: Visual Studio Community Edition for C# : <https://www.visualstudio.com/vs/community/>

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss F Brooke



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Fundamentals of programming Problem Solving	Fundamentals of databases Data Structures NEA
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Exam questions	Topic tests Exam questions
2	Data Representation Fundamentals of programming	OOP and Functional Programming Algorithms NEA
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Exam questions	Topic tests Exam questions
3	Hardware and software Fundamentals of programming	OOP and Functional Programming The Internet Regular languages NEA
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Exam questions	Topic tests Exam questions
4	Communications Fundamentals of programming	The Internet Revision NEA
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Exam questions	Topic tests Exam questions
5	Computer organisation and architecture Fundamentals of programming Revision	NEA Revision for Exams
<b>ASSESSMENT OPPORTUNITIES</b>	Past papers	
6	Preparing for NEA NEA	
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Exam questions	FINAL EXAMINATIONS

**N.B. ASSESSMENT OPPORTUNITIES** = Formative and Summative activities



## Product Design: AQA (Year 13 only)

### OVERVIEW

Product Design is an important A level due to the variety of problem solving, team work and independent tasks that make up both the coursework element and the exam.

Studying Product Design gives pupils the broad theoretical knowledge and practical skillset needed to use production methods and materials creatively. Students are able to explore who they are as a designer and the areas that most appeal to them, ranging from designers to materials and production techniques. The subject builds on the skills from GCSE and gives students the option to find their own pathway in the numerous aspects of the subject.

Product Design opens the door to a huge variety of career options. The skills developed help with any career linked with creativity, project management, communication, higher level thinking and problem solving. These skills are multi-disciplinary and transferable to a wide range of career pathways making this subject a very attractive option.

### SUBJECT CONTENT

The specification for this course covers both theory and practical. The theory work includes topics on material properties, CAD, design influence, sustainability and designers, amongst other topics. The course is delivered through NEA and exam preparation with students often developing both simultaneously. The knowledge built within the NEA element is also applicable to the exam.

### ENTRY REQUIREMENTS

It is recommended that students have a minimum grade B (7) in a Design and Technology GCSE subject, along with a keen interest in the course.

### ASSESSMENT OBJECTIVES

Assessment objectives (AOs)	Component weightings			Overall weighting
	Paper 1	Paper 2	NEA	
AO1			15	15
AO2			25	25
AO3	7.5	7.5	10	25
AO4	22.5	12.5		35
Overall weighting of components	30	20	50	100

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	120	x1	120
Paper 2	80	x1	80
NEA	100	x2	200
Total scaled mark:			400





## ASSESSMENT STRUCTURE

### Paper 1

**What's assessed**

Technical principles

**How it's assessed**

- Written exam: 2 hours and 30 minutes
- 120 marks
- 30% of A-level

**Questions**

Mixture of short answer and extended response.

### Paper 2

**What's assessed**

Designing and making principles

**How it's assessed**

- Written exam: 1 hour and 30 minutes
- 80 marks
- 20% of A-level

**Questions**

Mixture of short answer and extended response questions.

**Section A:**

- Product Analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s).

**Section B:**

- Commercial manufacture: 50 marks
- Mixture of short and extended response questions

### Non-exam assessment (NEA)

**What's assessed**

Practical application of technical principles, designing and making principles.

**How it's assessed**

- Substantial design and make project
- 100 marks
- 50% of A-level

**Evidence**

Written or digital design portfolio and photographic evidence of final prototype.

## GROUPINGS



Groups are no larger than 20, mixed ability and mixed gender.

### **HOMEWORK INFORMATION**

Homework is set every lesson. Each piece of homework should take between 30-60 minutes. Homework in preparation for the NEA can be more substantial due to the nature of the NEA.

Homework ranges from flipped learning activities where students prepare for lessons in advance to extension tasks.

### **SUPERVISED STUDY INFORMATION**

Students will be asked to complete outstanding NEA work, independent research and theory preparation. Study time for this course should be equally split with other subjects and it is recommended that students make use of the designated space in the department during this time.

### **EXTENDED STUDY INFORMATION**

Students are expected to take an active interest in the subject. This includes visits to galleries, museums and shops, all of which relate to the work they complete. Students are also to extend their knowledge through past papers and watching programmes and films relating to the lessons.

### **ENRICHMENT OPPORTUNITIES**

There will be several trips organised to accommodate students' needs for the NEA. Regular contact with outside companies allows students to seek advice and work to a client's needs.

### **EQUIPMENT NEEDED**

All students need a sketch book and drawing materials. All other materials will be provided.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

It is strongly recommended for A Level Product Design students to make the maximum use of the world around them. This includes visits to museums and galleries. Where students have access to machinery and equipment at home, this is welcomed, although not essential.



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1		
<b>ASSESSMENT OPPORTUNITIES</b>		NEA research and design ideas completed and assessed by teachers.
2		
<b>ASSESSMENT OPPORTUNITIES</b>		NEA ideas, development and prototype models assessed. Theory work assessed regularly.
3		
<b>ASSESSMENT OPPORTUNITIES</b>		NEA final ideas and prototypes assessed. Past exam papers completed and assessed.
4		
<b>ASSESSMENT OPPORTUNITIES</b>		NEA completion and final assessment.
5		
<b>ASSESSMENT OPPORTUNITIES</b>		Theory work and past paper assessment.
6		
<b>ASSESSMENT OPPORTUNITIES</b>		FINAL EXAMINATIONS

### USEFUL ONLINE INFORMATION/ONLINE RESOURCES

[www.Core77.com](http://www.Core77.com)   [www.technologystudent.com](http://www.technologystudent.com)

Google Classroom Code = **rotgsz**

### TEXTBOOKS OR REVISION GUIDES

All students have a copy of the recommended textbook as provided by school. Main books are:

AQA AS/A-Level Design and Technology: Product Design. ISBN = 1510414088

My Revision Notes: AQA A Level Design and Technology: Product Design. ISBN = 1510432299

### CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr J Nash

**N.B. ASSESSMENT OPPORTUNITIES** = Formative and Summative activities



## **ECONOMICS: EDEXCEL**

### **OVERVIEW**

A level economics is a rewarding intellectual experience, offering highly marketable skills in a way that is both stimulating and analytically rigorous. We encourage students to take a varied interest in current affairs and an understanding of what is going on around them within electronic and printed media. This course provides students with an insight into key issues in the news affecting everyday life. Why are oil prices so high? Why does the government provide free education for people up to 18? Why do economies experience recessions? Why is unemployment so high in some countries and what can be done about it? The study of economics provides us with answers to these questions and many more. Economics is at the heart of what drives many decisions in our modern world.

### **SUBJECT CONTENT**

Students will cover the following four key themes: Theme 1: students will study microeconomic concepts. Students will develop an understanding of the nature of economics, how markets work, market failure and government intervention. Theme 2: students will study macroeconomic concepts. Students will develop an understanding of the measures of economic performance, aggregate demand, aggregate supply, national income, economic growth and macroeconomic objectives and policy. Theme 3: this theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of business growth, business objectives, revenues, costs and profits, market structures, the labour market and government intervention. Theme 4: this theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macroeconomy. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

### **ENTRY REQUIREMENTS**

Students will require at least five grades 4 or above at GCSE or equivalent including at least a grade 5 in mathematics. Sound English language skills coupled with a strong ability to work independently are also desirable for this course. Therefore, it would be beneficial if students have achieved at least a 5 grade in English language. In addition to this, a natural interest in current affairs and the economy would be an advantage. A level economics is open to anyone regardless of whether or not they have studied the GCSE course

### **ASSESSMENT OBJECTIVES**

**AO1** Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues 28–30

**AO2** Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues 28–30

**AO3** Analyse issues within economics, showing an understanding of their impact on economic agents 20–22

**AO4** Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues 20–22 **Total 100%**

### **ASSESSMENT STRUCTURE**

Students will sit three A level papers. Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3. The paper is worth 35% of the overall qualification. Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4. This paper is also worth 35% of the overall qualification. Paper 3 will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes. This paper is worth 30% of the overall qualification.

### **GROUPINGS**

Our groups are approximately 25 and we have 2 classes per year group

### **HOMEWORK INFORMATION**

- Economic specific tasks



- Research examples to put concepts into context
- Encouragement of reading around subject
- Case study questions
- Complete Theme 1, Theme 2, Theme 3 and Theme 4 past examination papers
- Taking an interest in current economic events e.g. watching BBC news.
- Complete different exercises using the following websites: BBC, Guardian, tutor2u, YouTube's Econplusdal; Explore the Bank of England website
- Guidance for homework is 30 minutes to 1 hour.

### **SUPERVISED STUDY INFORMATION**

Consolidation of classroom lesson notes. Preparation reading for the upcoming lessons. Essay planning.

### **EXTENDED STUDY INFORMATION**

- Fill in glossary of key terms
- Extensive case study work
- Familiarising yourself with current affairs
- Read/subscribe to the Economist, Economics Today, The Economics Review
- Reading or researching the broadsheet papers (The Independent, The Times, The Guardian, The Daily Telegraph, The Financial Times). You will need to get in the habit of scanning through newspapers and identifying relevant articles
- Follow the economics blog on [www.tutor2u.net](http://www.tutor2u.net) or sign up to follow Geoff Riley on twitter
- Set [www.bbc.co.uk/news](http://www.bbc.co.uk/news) as your homepage, looking especially at the economics news
- Read books from the core and recommended reading list: Alain Anderton; Economics sixth edition.

### **ENRICHMENT OPPORTUNITIES**

The Business Studies department offers many extracurricular activities to enrich the course. Such activities include. A trip to New York to explore the Economic capital of America.

### **EQUIPMENT NEEDED**

Calculator, ruler and pencil required  
Black and green pens  
Calculator  
Lined paper  
Folder

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Ensure they have a well presented folder.  
Provide any reading material such as the economist.  
Ensure they have all the equipment they need.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.bbc.co.uk/news/](http://www.bbc.co.uk/news/)  
[www.tutor2u.net](http://www.tutor2u.net)  
[www.theguardian.com/](http://www.theguardian.com/)  
[www.telegraph.co.uk/](http://www.telegraph.co.uk/)  
[@tutor2u](https://twitter.com/tutor2u)  
Google classroom codes: Yr12 c75rxcu Yr 13 lm9d7xt

### **TEXTBOOKS OR REVISION GUIDES**

Edexcel A Level Economics A Book 1 (Year 1)  
<https://www.hoddereducation.co.uk/Product?Product=9781471830006>  
ISBN 9781471830006  
Edexcel A Level Economics A Book 2 (Year 2)  
<https://www.hoddereducation.co.uk/Product?Product=9781471830051>



ISBN 9781471830051

Anderton Economics 6<sup>th</sup> Edition (both years)

<http://andertonpress.co.uk/how-to-buy/students-other-customers/>

ISBN ISBN 978-0-9931331-0-7

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr D Jones

<b>TERM</b>	<b>COURSE CONTENT: Knowledge and skills</b>	
	<b>Year 12</b>	<b>Year 13</b>
<b>1</b>	Theme 1: Introduction to markets and market failure. Topics covered: 1. The nature of economics 2. The nature of demand 3. The nature of supply 4. How markets work: price determination 5. How markets work: the price mechanism in action Theme 2: The UK economy – performance and policies. Topics covered: 1. Measures of economic performance: economic growth 2. Measures of economic performance: inflation, unemployment and the balance of payments 3. Aggregate demand 4. Aggregate supply	Theme 3: Business behaviour and the labour market. Topics covered: 1. Business growth 2. Market structure: perfect competition and monopoly 3. Market structure: monopolistic competition and oligopoly 4. Pricing strategies and contestable markets Theme 4: A global perspective. Topics covered: 1. Globalisation and trade 2. Trading blocs and restrictions on trade 3. The balance of payments and exchange rates 4. Poverty and inequality in developed and developing countries 5. Emerging and developing countries
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone
<b>2</b>	Theme 1: Introduction to markets and market failure. Topics covered: 1. Market failure and externalities 2. Market failure: public goods and information gaps 3. Government intervention and government failure Theme 2: The UK economy – performance and policies. Topics covered: 1. National income and macroeconomic equilibrium 2. Economic growth 3. Macroeconomic policy objectives End of unit milestone End of unit milestone End of unit milestone End of unit milestone 4. Macroeconomic policies	Theme 3: Business behaviour and the labour market. Topics covered: 1. The labour market 2. Government intervention to promote competition Theme 4: A global perspective. Topics covered: 1. Promoting growth and development 2. The financial sector 3. The role of the central bank 4. The role of the state in the macroeconomy
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone
<b>3</b>	Examination technique and revision for Theme 1 and Theme 2	Examination technique and revision for Themes 1-4
<b>ASSESSMENT OPPORTUNITIES</b>		<b>FINAL EXAMINATIONS</b>



## **ENGLISH LANGUAGE: EDEXCEL**

### **OVERVIEW**

English language encourages students to develop their interest and enjoyment in the use of English, through learning more about its structures and functions. They learn to express themselves in speech and writing with increasing competence and sophistication. By learning about the concepts and linguistic frameworks for the study of language, they are able to investigate their own and others' use of speech and writing. English language is a subject for those who are intrigued by written and spoken texts in all forms, and develops linguistic, analytical and investigative skills.

### **SUBJECT CONTENT**

We are following the Edexcel English language Specification. In component 1 (language variation) students will explore how and why language varies depending on mode, field, function and audience; they will also learn how and why language has changed from 1550 to the present day. In component 2 (child language), students will explore how children learn to speak and write English up to the age of 8, and develop an understanding of some of the key theories of children's language development. Component 3 (investigating language) allows students to develop their research and investigation skills, selecting a topic in which to develop their personal language specialism. Component 4 (crafting language) is the NEA: students will produce two pieces of original writing in the same genre for different audiences and an accompanying commentary reflecting on their linguistic choices.

### **ENTRY REQUIREMENTS**

Students should have followed GCSE courses in English language and English literature, and gained grade 4 in English literature and at least a grade 5 in English language. An enthusiasm for discussion and writing, and an interest in the way language is constructed for different audiences and purposes, are important attributes to bring to the course

### **ASSESSMENT OBJECTIVES**

AO1 Apply appropriate methods of language analysis, using associated terminology and coherent written expression

AO2 Demonstrate critical understanding of concepts and issues relevant to language use

AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

AO4 Explore connections across texts, informed by linguistic concepts and methods

AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways

### **ASSESSMENT STRUCTURE**

Examinations (three papers) 80% Non-Examined Assessment 20%.

### **GROUPINGS**

Our groups are approximately 20 and we have 2 classes per year group

### **HOMEWORK INFORMATION**

1. Consolidation of learning in lesson: recapping key ideas; learning linguistic terms; making further notes.
2. Linguistic analysis of text(s): notes or essay form.
3. Internet research on language concepts/theorists.
4. Preparing presentation to class on particular text or topic (possibly with another student).
5. Planning/producing own writing for NEA purposes.
6. 1 hour per lesson.

### **SUPERVISED STUDY INFORMATION**

Consolidation of learning in lessons, updating glossaries and wider reading and research.

### **EXTENDED STUDY INFORMATION**

- Reading acclaimed texts on the English language (e.g. David Crystal's Cambridge Encyclopaedia of English Language).
- Visiting appropriate websites (e.g. [universalteacher.org.uk](http://universalteacher.org.uk)).





- Writing analyses of texts encountered in everyday life (e.g. the back of a Corn Flakes packet; the opening of Match of the Day; a note left by your mother).

## **ENRICHMENT OPPORTUNITIES**

English Language Conference.

## **EQUIPMENT NEEDED**

A folder with dividers

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Ensure that your child has a folder which is well organised.
- Ensure that your child is taking responsibility for their own learning by consolidating notes made in lessons.
- Test your child on key terminology and ask them for examples.
- Encourage them to talk through topics and explain what they are currently covering.
- Ensure that your child is very clear about the various NEA deadlines.
- Be a 'guinea pig' for any presentations they have to give.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<http://atp.uclan.ac.uk/buddypress/diffusion/?p=736> Thorough exploration of the development of language and gender studies.

[www.babelzine.com](http://www.babelzine.com) Babel Magazine (cutting edge research in Linguistics, aimed at a wide range of language lovers).

[www.bbc.co.uk/programmes/p00gx2dt](http://www.bbc.co.uk/programmes/p00gx2dt)

1996 Reith Lecture by Jean Aitchison, a Professor of Language and Communication in the Faculty of English Language and Literature at the University of Oxford.

[www.bl.uk/](http://www.bl.uk/) The British Library

<http://college.heinemann.com/shared/onlineresources/E00654/chapter1.pdf> Link to a section on Scaffolding Literacy Instruction by Adrian Rogers and Emily M. Rogers

[www.corpora4learning.net/resources/corpora.html](http://www.corpora4learning.net/resources/corpora.html)

This page offers short descriptions of the most widely known English language corpora.

[www.dialectsarchive.com/](http://www.dialectsarchive.com/) Recordings of varieties of English around the world.

[www.englishandmedia.co.uk/emag/](http://www.englishandmedia.co.uk/emag/) Emagazine is a quarterly subscription magazine, with website for A Level students of English subjects.

[www.gutenberg.org/](http://www.gutenberg.org/) Project Gutenberg for free ebooks

[www.knowledgepresentation.org/BuildingTheFuture/Kress2/Kress2.htm](http://www.knowledgepresentation.org/BuildingTheFuture/Kress2/Kress2.htm) | A Gunther Kress presentation on 'Reading Images: Multimodality, Representation and New Media', 2004

<http://linguistics-research-digest.blogspot.co.uk/> Summaries of recent articles about linguistics

<http://linguistics.slif.qmul.ac.uk/english-language-teaching> A student site about multicultural London English – loads of examples and transcripts.

[www.literacytrust.org.uk](http://www.literacytrust.org.uk) The National Literacy Trust covers a wide range from early years to adult literacy, but has interesting articles and details of resources for the 'Talk to Your Baby' campaign – regularly updated.

[www.llas.ac.uk/resources/gpg/2827](http://www.llas.ac.uk/resources/gpg/2827) An article overviewing the history of language and gender.

<http://technonanny.wordpress.com/> Originally available through the Teachit website, this is a blog written by a grandmother to Louise and Spike, who has been following them around with a voice recorder for over a year.

(<http://www.teachit.co.uk/index.php?CurrMenu=205>)

[www.ted.com/](http://www.ted.com/) Relevant talks on the TED site.

[www.universalteacher.org.uk/contents.htm#langa](http://www.universalteacher.org.uk/contents.htm#langa) Includes a range of topics on English language for A level students.

## **TEXTBOOKS OR REVISION GUIDES**

Recommended texts: *English Language AS & A2, Revision Express*, ISBN: 9781408206539; *The Usbourne Better Guide to Grammar* ISBN: 9780746058435; *Discover Grammar*, David Crystal ISBN-10: 0582294355

## **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mrs A Webb





TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1 (Autumn 1)	<p><b>Introduction to Key Concepts:</b> Students are taught the key concepts and related terminology. This forms the basis for the study of language across the 4 components.</p> <p><b>Intro to Component 1: Individual Variation</b></p> <p><b>Intro to Component 2: Child Language</b></p>	<p>Continue with <b>Component 4: Crafting Language</b> In the non-examination assessment, students will develop their research skills as they explore their selected writing genre and will demonstrate their skills as writers, crafting texts for different audiences and purposes. They will also reflect on their work in an accompanying commentary, making connections with their research. Component 4: NEA</p> <p><b>Revision of Component 2:</b> Child Language Spoken</p> <p><b>Revision of Component 1</b> Section B, Individual Variation</p>
ASSESSMENT OPPORTUNITIES	Terms/ Theory Tests Key Terms Milestone Test	PPE Child Language plus Individual Variation Draft NEA
2 (Autumn 2)	<p><b>Component 1: Individual Variation</b> Students will explore how language choices reflect and construct the identity or identities of the user and vary depending on the contexts of production and reception. Students will apply appropriate methods of language analysis to a range of written, spoken or multimodal data from 21st-century sources, using the key language frameworks and levels. Students will demonstrate critical understanding of concepts and issues, exploring attitudes to language and using a descriptive approach to evaluate how an individual's language choices are affected by: • the mode, field, function and audience • geographical factors • social factors, such as gender, age, ethnicity and other social identities.</p> <p><b>Component 2: Child Language</b> Students will explore: • spoken language acquisition between the ages of 0 and 8 • appropriate theories of children's language development.</p>	<p><b>Revision</b> of Yr 12 prior to PPE.</p> <p><b>Component 4: NEA</b> (improvements and completion)</p> <p><b>Component 2:</b> Child Language - Written (Revision)</p> <p><b>Component 1: Variation Over Time</b> Students will explore variation in the English language from c1550 (the beginnings of Early Modern English) to the present day. Students will apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of data. Students will explore: • the development of English as the national language • the cultural, social, political and technological influences that have changed English over time. Students will need to consider the effect of language variation over time across the language frameworks and levels, for example changes in: • the writing and spelling system (graphology and orthography) • pronunciation, evident in</p>



		<p>obsolete spelling and rhyme (phonology) • inflections, evident in verb endings and plurals (morphology) • sentence structures (syntax) • vocabulary, evident in pronoun usage and the incorporation of words from other languages (lexis) • meaning (semantics) • the form (style) and structure of whole texts (discourse).</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Terms/ Theory Tests Supported Essay writing Timed Essay Presentations Assessment Week</p>	<p>Terms / theory Tests Timed Essays Supported Essays PPE Final NEA</p>
<b>3 (Spring 1)</b>	<p>Continuation of Autumn 2</p> <p><b>Component 1: Individual Variation</b> Students will explore how language choices reflect and construct the identity or identities of the user and vary depending on the contexts of production and reception. Students will apply appropriate methods of language analysis to a range of written, spoken or multimodal data from 21st-century sources, using the key language frameworks and levels. Students will demonstrate critical understanding of concepts and issues, exploring attitudes to language and using a descriptive approach to evaluate how an individual's language choices are affected by: • the mode, field, function and audience • geographical factors • social factors, such as gender, age, ethnicity and other social identities.</p> <p><b>Component 2: Child Language</b> Students will explore: • spoken language acquisition <b>and</b> how children learn to write between the ages of 0 and 8 • the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading • appropriate theories of children's language development.</p>	<p><b>Component 1: Variation Over Time</b> (continues)</p> <p><b>Component 3: Investigating Language</b> (following pre-release from the board)</p> <p>Students should carry out a focused investigation and ensure that they have researched the following aspects of their chosen subtopic, as appropriate: • the origins/development • the main features • different varieties • changing attitudes • the influence of social/historical/cultural factors. Students will use their research, the observations made in their investigation and the data they gather to inform their response in the examination.</p> <p><b>Revision of Component 2 – CLA</b> prior to PPE.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Terms/ Theory Tests Timed Essays</p>	<p>Timed Essays Terms and Theory Tests Presentations PPE (CLA and Variation over Time)</p>



<b>4 (Spring 2)</b>	Continuation of Spring 1	<b>Component 3: Investigating Language</b> In this component, students will have the opportunity to develop their research and investigation skills. They will consolidate their knowledge of language frameworks and key language concepts gained from components 1, 2 and the non-examination assessment. Students will apply these skills to an area of language study that particularly interests them, selected from pre-released subtopics, in preparation for an externally assessed examination. This component is skills based, with the content being driven by individual students' interests.
<b>ASSESSMENT OPPORTUNITIES</b>	Terms/ Theory Tests Timed Essays	Presentations Supported Essays Timed Essays PPE (Component 3)
<b>5 (Summer 1)</b>	<b>Component 3: Investigating Language Global English</b> This topic will explore aspects of varieties of global English, including those from outside the UK, such as Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa, South and Southeast Asia.  <b>Component 4: Crafting Language</b> In the non-examination assessment, students will develop their research skills as they explore their selected writing genre and will demonstrate their skills as writers, crafting texts for different audiences and purposes. They will also reflect on their work in an accompanying commentary, making connections with their research.	Revision of Components 1, 2, and 3
<b>ASSESSMENT OPPORTUNITIES</b>	Creating short extracts for a variety of different genres for the NEA Presentations for Global English Component 3, Section A essay.	Terms/Theory Tests Timed Essays
<b>6 (Summer 2)</b>	Continuation of Summer 1 Plus revision of Component 1, Section A and Component 2.	
<b>ASSESSMENT OPPORTUNITIES</b>	Terms/ Theory Tests Presentations Timed Essays PPE Draft NEA	<b>FINAL EXAMINATIONS</b>



## ENGLISH LITERATURE: AQA

### OVERVIEW

The course focuses on the connections that exist between texts within a literary genre. In this way, students can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways in order that students can arrive at their own interpretations and become confident autonomous readers. Genre study is at the heart of English Literature and we choose to focus on tragedy. Working with genre involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time, and most of all in this specification contexts to do with how the text can be interpreted by readers now. Looking at texts as generic works involves connecting individual texts with others, as the whole idea of genre is a connective one. And finally, because genres and their qualities are not fixed, this means that interpretation is not fixed, and that multiple interpretations are possible.

### SUBJECT CONTENT

We are following the AQA English literature B Specification. Students will study a range of texts on the course.

For Paper 1 (Literary Genres – Tragedy), they will cover three texts: a Shakespeare play (currently *Othello*), another drama text (currently *Death of a Salesman*) and one further text (currently *Tess of the D'Urbervilles*).

For Paper 2 (Texts and genre – political writing), students will again cover three texts: one post-2000 prose text (currently *The Kite Runner*); one collection of poetry (currently 'William Blake' *Songs of Innocence and of Experience*) and one further text (currently *The Handmaid's Tale*). The non-exam assessment or coursework (Theory and Independence) requires the students to produce two essays, one on poetry and one on prose, informed by the study of a critical anthology.

### ENTRY REQUIREMENTS

Students should have followed GCSE courses in English language and English literature, gaining at least grade 5 in English language and English literature. An enthusiasm for the oral aspects of English lessons and a genuine enjoyment of prose, poetry and drama are important attributes to bring to the course. Students must be prepared to read extensively.

### ASSESSMENT OBJECTIVES

AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

- AO2: Analyse ways in which meanings are shaped in literary texts.
- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- AO4: Explore connections across literary texts.
- AO5: Explore literary texts informed by different interpretations

### ASSESSMENT STRUCTURE

Examinations (two papers) 80% Coursework 20%.

### GROUPINGS

Usually 2 groups

Up to 25 (?) students in one group

### HOMEWORK INFORMATION

1. Reading of prose/drama/poetry text, making relevant notes in preparation for lesson.
2. Consolidation of learning in lesson: recapping key ideas; learning literary terms; making further notes.
3. Internet research on author/text/topic.
4. Planning and/or writing an essay.
5. Preparing presentation to class on particular aspect of a text (possibly with another student).
6. Homework will be set twice a week (one piece of homework for each teacher. It could take up to 1 hour maximum.



## **SUPERVISED STUDY INFORMATION**

Reading / annotating / researching / drafting essays / answering short answer questions / exploring literary critical theory

## **EXTENDED STUDY INFORMATION**

- Finding and reading critical work on set texts.
- Making notes from the above.
- Reading other works by set authors.
- Watching film/stage version of set text and analysing it.

## **ENRICHMENT OPPORTUNITIES**

Evening theatre trips may be arranged, which may or may not be directly related to the plays being studied.

## **EQUIPMENT NEEDED**

Copies of the texts – the class teacher will inform students of preferred editions.

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Ensure that your child has a folder which is well organised.
- Ensure that your child is taking responsibility for their own learning by consolidating notes made in lessons.
- Test your child on key terminology and ask them for examples.
- Encourage them to talk through topics and explain what they are currently covering.
- Ensure that your child is very clear about the various coursework deadlines.
- Discuss books, poems and plays with your child.
- Visit the theatre.
- Be a 'guinea pig' for any presentations they have to give.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717> specification

## **TEXTBOOKS OR REVISION GUIDES**

Yr12 set texts: *Othello*, William Shakespeare – any good edition with room for annotation; *Death of a Salesman*, Arthur Miller (Penguin Modern Classics) 2000; *Tess of the D'Urbervilles*, Thomas Hardy (Penguin Classics) 2003

Yr13 set texts: *The Handmaid's Tale*, Margaret Atwood (Contemporary Classics) 1996; *The Kite Runner*, Khaled Hosseini (Bloomsbury Paperback) 2011; one poetry text (to be confirmed during the course)

Useful (not essential) textbook: AQA A Level English Literature B: Student Book, Oxford University Press ISBN 9780198337485

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss A Davies / Mrs A Webb



TERM	COURSE CONTENT: Knowledge and skills			
	Year 12		Year 13	
1	<p><b>Introduction to Tragedy</b></p> <p><b>Paper 1: Literary Genres: Drama</b></p> <ul style="list-style-type: none"> <li>Shakespeare: <i>Othello</i></li> </ul>	<p><b>Paper 1 : Literary Genres: Drama</b></p> <ul style="list-style-type: none"> <li>Miller: <i>Death of a Salesman</i></li> </ul>	<p><b>Introduction to Social and Political Protest Writing</b> (2-3 weeks)</p> <p><b>Paper 2: Elements of Political and Social Protest Writing</b></p> <ul style="list-style-type: none"> <li>Atwood: <i>The Handmaid's Tale</i></li> </ul>	<p><b>NEA Prose</b></p> <p><b>Paper 2: Elements of Political and Social Protest Writing</b></p> <p>Blake: <i>Songs of Innocence and Experience</i></p>
ASSESSMENT OPPORTUNITIES	<p>At least one formally assessed response with feedback/DIRT on:</p> <p><b>Paper 1:</b> Section A <i>Othello</i> (extract-based)</p> <p><b>Paper 1:</b> Section C <i>Death of a Salesman</i> Section C (based on single text)</p>		<p>Ongoing guidance/support with NEA drafting process</p> <p>At least one formally assessed response with feedback/DIRT (prior to PPE) on:</p> <p><b>Paper 2:</b> Section B <i>The Handmaid's Tale</i> &amp; <b>Paper 2:</b> Section B <i>Songs of Innocence and Experience</i></p>	
2	<p><b>Paper 1: Literary Genres: Drama</b></p> <p>Shakespeare: <i>Othello</i></p>	<p><b>Paper 1 : Literary Genres: Drama</b></p> <ul style="list-style-type: none"> <li>Miller: <i>Death of a Salesman</i> (3 weeks)</li> </ul> <p><b>Paper 2: Literary Genres: Prose</b></p> <p>Hardy: <i>Tess of the D'Urbervilles</i> (4 weeks)</p>	<p><b>Paper 2: Elements of Political and Social Protest Writing</b></p> <p>Atwood: <i>The Handmaid's Tale</i></p> <p><b>Paper 2: Elements of Political and Social Protest Writing</b></p> <p>Unseen text every fortnight</p>	<p><b>Paper 2: Elements of Political and Social Protest Writing</b></p> <p>Finish Blake: <i>Songs of Innocence and Experience</i></p> <p><b>Paper 2: Elements of Political and Social Protest Writing</b></p> <p>Begin Hosseini: <i>The Kite Runner</i></p>
ASSESSMENT OPPORTUNITIES	<p>At least one formally assessed response with feedback/DIRT on each text</p> <p><b>Paper 1:</b> Section A <i>Othello</i> (extract-based)</p>		<p>In class: at least one formally assessed response with feedback/DIRT (prior to PPE) on:</p>	





	<b>Paper 1:</b> Section C <i>Death of a Salesman</i> (based on single text)		<b>Paper 2:</b> The Unseen (Summer 2017- <i>Fahrenheit 451</i> extract)  &  Section B <i>The Kite Runner</i>	
<b>3 &amp; 4</b> (Spring term)	<b>Paper 1: Finish 'Othello' Practice of Section B style tasks</b>  <b>NEA: Introduction to NEA (Poetry) and Critical Theory</b> <ul style="list-style-type: none"> <li>Overview of NEA task requirements</li> </ul>	Paper 2: Literary Genres: Prose <ul style="list-style-type: none"> <li>Hardy: <i>Tess of the D'Urbervilles</i></li> </ul>	<b>Paper 1: Literary Genres: Drama</b>  Revisit Shakespeare: <i>Othello</i>	Revise <i>Death of a Salesman</i> and <i>Tess of the D'Urbervilles</i>
<b>ASSESSMENT OPPORTUNITIES</b>	At least one formally assessed response with feedback/DIRT (prior to PPE) on: <b>Paper 1:</b> Section B <i>Othello</i> <b>Paper 1:</b> Section C <i>Death of a Salesman/Tess of the D'Urbervilles</i> (texts tested independently at this stage)  <b>PPE 1</b>  <b>Paper 1 Examination: 2018 examination with most up to date examiner feedback etc.</b> Section A <i>Othello</i> (extract-based) + Section B <i>Othello</i> Section C <i>Death of a Salesman</i> (single text only)  At least one formally assessed response with feedback/DIRT on:  <b>Paper 1:</b> Section C <i>Death of a Salesman/Tess of the D'Urbervilles</i> (writing about both texts in response to the same statement)		Unseen / examination practice	
<b>5 &amp; 6</b> (Summer term)	<b>NEA: Finish poetry preparation (above) and then completion on NEA Poetry task</b> Drafting of Poetry NEA using booked IT suites and 1:1 appointments with students on their area of study	<b>Paper 2: Literary Genres: Prose Finish off <i>Tess of the D'Urbervilles</i> if needed</b>  <b>NEA – Prose task preparation</b>	Revise@ <ul style="list-style-type: none"> <li><i>The Handmaid's Tale</i> revision and practice</li> <li><i>Songs of Innocence and Experience</i> revision and practice</li> <li><i>The Kite Runner</i> revision and practice</li> </ul>	
<b>ASSESSMENT OPPORTUNITIES</b>	Verbal feedback/1:1 tutorials/peer-assessment etc.  <b>Paper 1 Examination: Full paper</b>		EXAMINATIONS	





## OVERVIEW

Students will continue to consolidate and develop their skills in reading, writing and speaking and listening, with the aim of ensuring that they are able to gain a strong pass in the resit in November.

The curriculum will focus on improving language skills, reading novels, short stories, plays, poetry and a range of non-fiction. The literature will include 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century texts. Students who study English often go on to study it at University or pursue careers in Journalism, tv and advertising and acting.

## COURSE CONTENT

### Component 1: Fiction and Imaginative Writing (40% of the total GCSE)

For Section A, students will study a range of fiction and develop the skills to analyse and evaluate 19<sup>th</sup> century prose extracts.

For Section B, students will develop imaginative writing skills and learn to use spelling, punctuation and grammar accurately.

### Component 2: Non-fiction and Transactional Writing (60% of the total GCSE)

For Section A, students will study a range of 20<sup>th</sup> and 21<sup>st</sup> century non-fiction texts (including literary non-fiction) and will develop the skills to analyse, evaluate and compare non-fiction extracts.

For Section B, students will develop transactional writing skills for a variety of forms, purposes and audiences. They will learn to use spelling, punctuation and grammar accurately.

**Spoken Language:** students will develop presentational skills for a talk to an audience on a topic of their choice.

## ASSESSMENT OBJECTIVES

### *Reading*

#### A01

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

#### A02

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

#### A03

Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.

#### A04

Evaluate texts critically and support this with appropriate textual references.

### *Writing*

#### A05

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

#### A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



*Spoken Language*

**A07**

Demonstrate presentation skills in a formal setting.

**A08**

Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

**A09**

Use spoken Standard English effectively in speeches and presentations.

**ASSESSMENT STRUCTURE**

**Paper 1 : Fiction and Imaginative Writing**

- Section A – Reading: questions on an unseen 19th-century fiction extract.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.
- The total number of marks available is 64.
- Assessment duration 1 hour and 45 minutes.

**Paper 2 : Non Fiction and Transactional Writing**

- Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.
- The total number of marks available is 96.
- Assessment duration: 2 hours 05 mins.

**GROUPINGS**

**There is one re-sit group and typically this is no more than 10 students**

**HOMEWORK INFORMATION**

1. Punctuation/ grammar exercises
2. Learning key terms for analysis of poetry, prose and media texts
3. Reading non-fiction and media texts
4. Essays (or parts of essays) for coursework or for examination practice
5. Preparation for speaking and listening assessments. Homework should take a minimum of 40 minutes per week.

**EXTENDED STUDY INFORMATION**

Guide them towards extra punctuation and grammar practice on

[www.bbc.co.uk/skillswise/words/grammar](http://www.bbc.co.uk/skillswise/words/grammar)

Encourage them to read widely – suggest that they read different genres, different authors.

**EQUIPMENT NEEDED**

Lever Arch Folder, dividers, plastic wallets, highlighters and set texts (to be advised by class teachers and a letter home)

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Google classroom code: Year 12: js965fl

**TEXTBOOKS OR REVISION GUIDES**

REVISE Edexcel GCSE (9-1) English Language Revision Guide (REVISE Edexcel GCSE English 2015)

□ ISBN-10: 1447988086

□ ISBN-13: 978-1447988083

REVISE Edexcel GCSE English Language Revision Workbook: For the 9-1 Exams (REVISE Edexcel GCSE English 2015)

□ ISBN-10: 1447987896

□ ISBN-13: 978-1447987895

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss A Davies



## **FOOD SCIENCE & NUTRITION: EXAM BOARD**

### **OVERVIEW**

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. This Level 3 Diploma will enable students to have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food.

### **SUBJECT CONTENT**

Learners complete three units: 1. Meeting the needs of specific groups The purpose of this unit is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs. 2. Ensuring food is safe to eat Learners will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. 3. Current issues in food science and nutrition Through this unit, learners will develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policy-making perspective.

### **ENTRY REQUIREMENTS**

Students will require at least five grade 4s at GCSE. There is a strong emphasis on practical cooking so students should have sound food practical skills. At least a Grade 4 in GCSE Food Preparation and Nutrition would be an advantage.

### **ASSESSMENT OBJECTIVES**

**Copy and paste from specification**

### **ASSESSMENT STRUCTURE**

Unit 1: Meeting nutritional needs of specific groups will be both internally and externally assessed (90 minute examination; plus 15 minutes reading time).

Unit 2: Ensuring food is safe to eat is externally assessed. An assignment will be set each academic year and cannot be opened before May 1. It is an eight hour timed, supervised assessment, including a three hour practical. Learners are not allowed to collaborate during times when they are working on assessment tasks.

All internal assessments for Unit 1 and Unit 3 will follow the procedures of Controlled Assessment

### **GROUPINGS**

**Approximate group size? Amount of groups?**

### **HOMEWORK INFORMATION**

**How long should it take? How often will it be set? What sort of tasks will be set?**

### **SUPERVISED STUDY INFORMATION**

**What sort of tasks will be set?**

### **EXTENDED STUDY INFORMATION**

**Reading around the subject**

### **ENRICHMENT OPPORTUNITIES**

It is hoped that these will include focused visits to organisations that prepare and serve food, visiting speakers e.g. local environmental health officers and possible opportunities to work with catering staff from a local primary school.

### **EQUIPMENT NEEDED**

**Please indicate any compulsory equipment needed.**

**Any recommended but not essential mark with a \***

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

**Practical tips to support your subject e.g. visit a museum, create a quiz to aid revision**



## USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom Code

## TEXTBOOKS OR REVISION GUIDES

These should be the ones that we use in school: name, author and ISBN

## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs F Dray

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1		
ASSESSMENT OPPORTUNITIES		
2		
ASSESSMENT OPPORTUNITIES		
3		
ASSESSMENT OPPORTUNITIES		
4		
ASSESSMENT OPPORTUNITIES		
5		
ASSESSMENT OPPORTUNITIES		
6		
ASSESSMENT OPPORTUNITIES		FINAL EXAMINATIONS



## **FRENCH: AQA**

### **OVERVIEW**

The study of French offers students the opportunity to learn one of the world's key languages, spoken by more than 220 million people on five continents. French is also the only language, alongside English, that is taught in every country in the world and the official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. The ability to communicate in French, therefore, gives you an advantage on the job market and opens the door to working for French and francophone countries globally. In terms of travel, France is a major tourism destination in its own right, and speaking French will enhance your enjoyment of travel across the francophone world. And finally (and perhaps most importantly) French is the language of love, reason and culture. The study of A level French will not only develop linguistic fluency through the study of grammar, syntax and vocabulary, but will also introduce you to different elements of French and francophone culture, society, politics, and art. You will perfect a variety of skills including summary, prose and translation as well as comprehension and essay writing. A key element of the new course is research skills and presentation. In addition you will study film and literature in general but through two key pieces of work. It is a stimulating and fascinating subject in its own right, but an excellent complement for a range of other subjects, academic and technical.

### **SUBJECT CONTENT**

We have opted for the AQA A level course. A range of generally contemporary topics are studied eg: • The changing nature of family • The 'cyber-society' • The place of voluntary work • Positive features of a diverse society • Life for the marginalised • How criminals are treated • A culture proud of its heritage • Teenagers, the right to vote and political commitment • Demonstrations, strikes – who holds the power? • Politics and immigration. Students also study a French film (eg :Au Revoir les Enfants) and a literary work (eg: Boule de Suif by Maupassant). Please note that where numbers are small, we teach this as a combined course for Years 12 and 13.

### **ENTRY REQUIREMENTS**

In order to cope with the rigours of A level French some linguistic competence is essential, but it is not the preserve of the most able linguists. We expect students to have gained at least a grade 5 at GCSE but also a passion for language and meaning and a desire to experiment with new vocabulary and grammar. You will need to be disciplined in working independently as well as collaboratively and have an ability to commit language to memory accurately

### **ASSESSMENT OBJECTIVES**

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level French specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

AO1: Understand and respond:

in speech to spoken language including face-to-face interaction

in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond:

in speech to written language drawn from a variety of sources.

in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English

### **ASSESSMENT STRUCTURE**



## Paper 1: Listening, Reading and Writing

Duration: 2 hours 30 minutes; total raw mark: 100

### Listening and responding

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in French what they have understood from the passage they have heard and marks will be awarded for the quality of French used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions requiring a response in French, students should give only the information required by the question.

Across the passages for listening, reference will be made to at least two French-speaking countries other than France.

At least one passage will involve more than one speaker. Passages will be studio recorded and recordings provided to schools and colleges. Students will have individual control of the recording.

### Reading and responding

Students will read a range of stimulus texts adapted from authentic sources, including online sources.

Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in French what they have understood from the stimulus text they have read and marks will be awarded for the quality of French used. Students must write in full sentences and use their own words as far as possible in this question.

For the remaining questions requiring a response in French, students should give only the information required by the question.

Across the stimulus texts for reading, reference will be made to at least two French-speaking countries other than France.

### Translation

Students will translate a passage of at least 100 words from French into English. The content will be based on the themes and sub-themes in this specification.

Students will translate a passage of at least 100 words from English into French. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in French, giving them some of the vocabulary and structures which they will need for the translation.

No dictionaries are allowed in this exam.



### **Paper 2: Writing**

Duration: 2 hours; total raw mark: 80

Students will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in French and will require a critical and analytical response.

Students will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the books and films is not allowed in this exam.

### **Paper 3: Speaking**

Duration: 21–23 minutes (including 5 minutes supervised preparation time); total raw mark: 60

The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5–6 minutes, and Part 2 will be the presentation and discussion of the student's individual research project.

## **GROUPINGS**

Usually one class of 5-10 students in yr12. 12/13 can be taught together where classes are small.

## **HOMEWORK INFORMATION**

Homework should be set every lesson and should take about an hour to complete.

Tasks could include: rote learning, listening and reading comprehensions, grammar exercises, translations, summaries, essays and research.

## **SUPERVISED STUDY INFORMATION**

**Reading around the subject, research, grammar exercises.**

## **EXTENDED STUDY INFORMATION**

- Guide them towards extra vocabulary and grammar practice eg: <http://www.languagesonline.org.uk>  
<http://www.frenchteacher.net/free-resources/samples> <http://fog.ccsf.cc.ca.us/~creitan/grammar.htm>
- Encourage them to read around thematic issues, including youth culture, lifestyle, education and the world of work and the world around us, in French by googling them on [www.google.fr](http://www.google.fr)
- Get them interested in wider French/Francophone culture eg: reading translations of French language novels, finding out about key periods in French history ...
- Get them to watch classic and contemporary French films in French with English subtitles. They can then record new vocabulary and learn it.
- Get them to research key francophone personalities. Get them to give an account of why they are or were influential, not a description of their life and times.
- Go to France and make them do all the transactions!

## **ENRICHMENT OPPORTUNITIES**

Exchange with school in Brittany. Speaking practices.

## **EQUIPMENT NEEDED**

Folder and ring binders, lined paper, a dictionary\*

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Even if you don't speak a word of French you can help:

- Test them on the meanings of French words when they have to learn vocab or grammar





- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it? Ask them what certain words mean – how spontaneously can they answer you?

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

### **French news and cultural websites:**

<http://www.tv5monde.com> (Francophones news and culture)

<http://lci.tf1.fr> (French tv channel)

<https://www.bfmtv.com/> (French news channel)

<http://www.parismatch.com/> (French magazine)

### **Learning sites:**

<https://quizlet.com/en-gb>

<https://www.memrise.com/>

<http://mfl.jimdo.com/resources/french-as-level>

<http://www.alevelfrench.com/home/#.V3V3o7qrLI>

**Google classroom:** k739xoa

## **TEXTBOOKS OR REVISION GUIDES**

AQA A Level French (includes AS) Hodder Education ISBN 978 1 4718 5795 9

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss C Brayle



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Theme 1: Aspects of French-speaking society: current trends. Unit 1: La famille en voie de changement Unit 2 : la 'cyber société' Unit 3 : le rôle du bénévolat	Theme 3: Aspects of French-speaking society current issues. Unit 7: Les aspects positifs d'une société diverse Unit 8 : Quelle vie en France pour les marginalisés ? Unit 9 : Comment on traite les criminels Literature : Molière, Le Tartuffe.
ASSESSMENT OPPORTUNITIES	Grammar and vocabulary tests. Translations/summaries Past/ practice paper PLC Review	Grammar and vocabulary tests PLC Review
2		
ASSESSMENT OPPORTUNITIES		
3	Theme 2: Artistic culture in the Frenchspeaking world. Unit 4: une culture fière de son patrimoine Unit 5 : la musique francophone contemporaine Unit 6 : le septième art Film study : Au Revoir les enfants	Theme 4: Aspects of political life in the French-speaking world Unit 10: les ados, le droit de vote et l'engagement politique Unit 11 : manifestations et grèves – a qui le pouvoir ? Unit 12 : la politique et l'immigration
ASSESSMENT OPPORTUNITIES	PPE 1-2 Grammar and vocabulary tests Past/ practice papers PLC Review	Grammar and vocabulary tests PPE 1-2 Translations PLC Review
4		
ASSESSMENT OPPORTUNITIES		
5	Split AS/ A Level Research and presentation (student own topics) Skills development – translation, essay writing,	Themes 1 & 2 revisited : Unit 13: l'approfondissement
ASSESSMENT OPPORTUNITIES	Grammar and vocabulary tests Stepped / scaffolded research PLC Review	Grammar and vocabulary tests
6		
ASSESSMENT OPPORTUNITIES		FINAL EXAMINATIONS



## **GEOGRAPHY: AQA**

### **OVERVIEW**

Geographers have a unique viewpoint combining political and economic aspects with an understanding of the physical processes. Geography develops the ability to combine scientific principles with economic awareness, environmental concern with an appreciation and tolerance of peoples' attitudes and values. Geography gives a balanced viewpoint, which is great preparation for the world of work. Geographers are trained to be excellent decision makers who look at all aspects of a situation. Some jobs make direct use of geographical knowledge such as those in tourism, town planning and environmental management and teaching. Geography is also useful for law, journalism, medicine and working in the media for example because it combines the understanding of the facts of the sciences with the perception of the arts. Geography graduates have one of the lowest unemployment rates of any discipline and 2/3rds of graduates got into professional and managerial jobs. In addition, a fifth of geographers go on to further study after their degree. All these facts show the potential value of geography as an A level option.

### **SUBJECT CONTENT**

A level will consist of three components:

Component 1 is physical geography paper (2hr 30mins) worth 40% of their A level a) Water and carbon cycles b) Coastal systems and landscapes c) Hazards (volcanic, seismic, and storm hazards)

Component 2 is human geography paper (2hr 30mins) worth 40% of their A level a) Global systems and governance b) Changing places c) Contemporary urban environments.

Component 3 is a geographical investigation where a student will write a 3,000-4,000 word project on one part of the course, linked to their fieldwork worth 20% of their A level.

### **ENTRY REQUIREMENTS**

The most important attributes for good geographers are an inquisitive mind and a wish to learn more about the world around us. This course is suitable for students who gained a grade 4 or above in GCSE geography and you should ideally also have a grade 4 or above in GCSE mathematics. Geographical skills are assessed throughout the A level. Geographical skills is where students will develop cartographic, graphical, statistical and ICT skills with particular reference to fieldwork.

### **ASSESSMENT OBJECTIVES**

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole
- develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts
- recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
- develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts
- gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies
- understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations

### **ASSESSMENT STRUCTURE**



Components 1 and 2 will both be assessed at the end of year 2 with two examinations worth 80% of the A level. The geographical investigation is worth the last 20% and is marked by teachers and moderated by the exam board and is started in the summer term of year 1.

## **GROUPINGS**

We have two groups each year of approximately 20 students in each class.

## **HOMEWORK INFORMATION**

Homework will be set each lesson that you have geography and will take approximately 1hr on each occasion. Typical homework tasks are:

- a) Examination questions to complete
- b) Research tasks – finding out about a specific theory/concept/process.
- c) Preparing revision material for new case studies
- d) Group presentations on specific topics.
- e) Wider reading articles to prepare for class debate next lesson.
- f) Graphical and numerical analysis of data to look for patterns.

## **SUPERVISED STUDY INFORMATION**

Each module you will be given a supervised study list that will have the following tasks:-

- Research tasks to help further your geographical understanding.
- Additional case studies that could be of use in 20 mark questions.
- End of unit questions
- Shorter response questions to practice
- Longer 9 and 20 mark questions to practice

During your supervised study time you decide which tasks to complete depending on your areas of strengths and weaknesses in the module.

## **EXTENDED STUDY INFORMATION**

TED talks, Geography review magazine, GA website

## **ENRICHMENT OPPORTUNITIES**

All students are required by the exam board to undertake fieldwork in relation to processes in both, physical and human geography. Students must undertake four days of field work during their A level course. This is an opportunity to learn many new skills both subject related and personal. Currently we offer the following fieldtrips

- a) Investigation of the Urban Heat Island effect along a transect from Tilehurst to Winnersh and across the centre of Reading.
- b) Coastal trip to Milford-on-sea on Christchurch bay to study coastal transportation and deposition.
- c) Study of redevelopment of Bracknell city centre and the impact of the new Lexicon
- d) Fourth day is to collect data for their NEA, so will be dependent on the project title.

## **EQUIPMENT NEEDED**

Basic equipment – pen, pencil, A4 writing paper, ruler, calculator.

\*CGP revision guide

\*AQA A level textbook

\*subscription to the Wider World geography review magazine

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Ensure rigorous reading around topics and structured timetable or revision prior to external examinations.

- Discuss current geographical affairs in the news.
- Get them to talk through the new case studies they have learned.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

A google classroom will be set up for each year group and there may be an additional classroom one set up by their individual teachers. All codes will be given to students at the beginning of each year.



## TEXTBOOKS OR REVISION GUIDES

AQA A level Geography, Skinner et al, ISBN 978 1 4718 5869 7

A level Geography: AQA Year 1 & 2 Complete revision and practice, CGP books. ISBN 978 1 78294 648 9

## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Hutchinson

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Urban environments and Hazards	Water and Carbon cycles Global systems & Governance
<b>ASSESSMENT OPPORTUNITIES</b>	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks.	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks. NEA 20% individual project written up
2	Urban environments and Hazards cont'd	Water and Carbon cycles Global systems & Governance
<b>ASSESSMENT OPPORTUNITIES</b>	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks.	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks. NEA 20% individual project written up
3	Urban environments and Hazards cont'd	Water and Carbon cycles Global systems & Governance
<b>ASSESSMENT OPPORTUNITIES</b>	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks.	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks. NEA 20% individual project written up
4	Coasts and Changing places	Revision & Examination practice
<b>ASSESSMENT OPPORTUNITIES</b>	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks.	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks. NEA 20% individual project handed in.
5	Coasts and Changing places	Revision & Examination practice
<b>ASSESSMENT OPPORTUNITIES</b>	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks.	Specimen exam questions used as mini milestones, full milestones and class and home activity tasks.
6	Geographical skills	
<b>ASSESSMENT OPPORTUNITIES</b>	Specimen examination questions used as mini assessments, full assessment and class and home activity tasks.	FINAL EXAMINATIONS



## **GERMAN: AQA**

### **OVERVIEW**

Students enjoy learning German as it is logical, ordered and distinct. Working out the meanings of long compound nouns or simply words which resemble the English can be rewarding. In fact, students of German are known to acquire good vocabulary skills, a better understanding of the English language, have improved literacy and higher reading achievement, as well as enhanced listening and memory skills. Clearly, becoming linguistically aware develops higher thinking skills and improves the interpersonal skills required in everyday life and in any career. Studying German at A level certainly gives students an edge. It is regarded as an academic subject and an extremely useful language by universities and employers alike and as Germany's role in Europe and in business increases, German has never been so important. Particularly in business, it should not be assumed that everyone speaks English; they do not. Foreign business partners feel at ease when conversing in their own language and meetings flow more easily, therefore being able to offer German in a competitive market is sought after. A level German equips the student with a firm grasp of the language and an understanding of the culture and socio-political issues. Students find that it complements a wide range of other A levels and can also be linked well with numerous degree subjects such as law, business, politics, history and of course with French or a new language from scratch.

### **SUBJECT CONTENT**

We follow the AQA course and the textbook we use is called 'AQA German A level' published by Oxford University Press. Students not only have access to the book but also the e-book including listening activities, online grammar activities and comprehension tasks including answers to check afterwards. Topics in the first year of the course include the changing state of the family, the digital world, youth culture: fashion and trends, music and television, festivals and traditions, art and architecture and cultural life in Berlin, past and present. In the second year of the course, the following topics are studied: immigration, integration and racism, Germany and the European Union, politics and youth and German re-unification and its consequences. We also study a book and a film and make sure students have rigorous grammar practice.

### **ENTRY REQUIREMENTS**

In order to cope with the rigours of A level German some linguistic competence is essential. We expect, therefore, students to have gained at least grade 5 GCSE in German. Students should also be keen to deepen their knowledge of the language and their understanding of the culture and society of the German speaking world.

### **ASSESSMENT OBJECTIVES**

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level German specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

AO1: Understand and respond:

in speech to spoken language including face-to-face interaction

in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond:

in speech to written language drawn from a variety of sources.

in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.





## **ASSESSMENT STRUCTURE**

Year 13 Assessment consists of three papers:

- Paper 1: listening, reading and writing paper (50% of the A level)
- Paper 2: writing test (20% of the A level) on a film and a book which have been studied over the two years.
- Paper 3: a speaking test (30% of the A level) on an individual research project and on one of the general topics covered in lessons.

## **GROUPINGS**

Usually one class of 5-10 students in yr12. Year 12 and 13 can be taught together where classes are small.

## **HOMEWORK INFORMATION**

Homework should be set every lesson and should take about an hour to complete.

Tasks could include: rote learning, listening and reading comprehensions, grammar exercises, translations, summaries, essays and research.

## **SUPERVISED STUDY INFORMATION**

Reading around the subject, research, grammar exercises.

## **EXTENDED STUDY INFORMATION**

- Extra vocabulary and grammar practice eg: <http://www.languagesonline.org.uk>
- Read around thematic issues, including youth culture, lifestyle, education and the world of work and the world around us, in German by googling them on [www.google.de](http://www.google.de)
- Get interested in wider German culture eg: reading translations of German language novels, finding out about key periods in German history
- Watch classic and contemporary German films in German with English subtitles. They can then record new vocabulary and learn it.
- Research key German/Austrian/Swiss personalities. Give an account of why they are or were influential, not a description of their life and times.
- Listen to German music on youtube
- Go to a German-speaking country and speak German as much as possible!
- For further ideas, look at the handbook on google classrooms

## **ENRICHMENT OPPORTUNITIES**

In the past we have been able to offer a unique opportunity to take part in a work experience exchange trip to Worms in Germany.

This year there may be an opportunity to go to Berlin on a study trip.

In January we will be going to The Museum of Leicester for a workshop on their German Impressionist Art followed by a trip to a German restaurant for lunch.

Speaking Practices.

## **EQUIPMENT NEEDED**

Folder and ring binders, lined paper, a dictionary\*

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Even if you don't speak a word of German you can help:

- Test them on the meanings of German words when they have to learn vocabulary or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they are writing
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it? Ask them what certain words mean – how spontaneously can they answer you?

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**





- [www.deutsch-to-go.de](http://www.deutsch-to-go.de)
- [www.nachrichtenleicht.de](http://www.nachrichtenleicht.de)
- <http://www.tivi.de/fernsehen/logo/start/>
- [www.deutschseite.de](http://www.deutschseite.de)
- [www.deutschakademie.de](http://www.deutschakademie.de)
- [www.brainscape.com](http://www.brainscape.com)
- [www.goethe.de](http://www.goethe.de)

See German A Level Learning Journal for many more suggestions

Google Classroom Code:kpc26h

### TEXTBOOKS OR REVISION GUIDES

AQA German A Level Year 1 and AS, Oxford University Press, ISBN 978-0-19-836689-8

AQA German A Level Year 2, Oxford University Press, ISBN 978-0-19-836686-7

Recommended: AQA A Level German: Grammar & Translation Workbook Paperback – 14 Sep 2017

by Dagmar Sauer (Author)

### CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs E Peduru

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Chapter 1: Different family set-ups Chapter 4: Festivals and traditions Set film: 'Almanya'	Chapter 2: Integration Chapter 3: Racism Chapter 4: Germany and the European Union Set film: 'Almanya'
<b>ASSESSMENT OPPORTUNITIES</b>	Reading, Writing & Listening Test PLC Review	Reading, Writing & Listening Test PLC Review
2		
<b>ASSESSMENT OPPORTUNITIES</b>	Reading, Writing & Listening Test PLC Review	
3	Chapter 2: The digital world Chapter 3: Youth Culture: Fashion, music and television Chapter 5: Art and Architecture Set film: 'Almanya'	Chapter 5: Young people and politics Set film: 'Almanya' Chapter 6: Reunification and its consequences Set film: 'Almanya'
<b>ASSESSMENT OPPORTUNITIES</b>	Reading, Writing & Listening Test	Reading, Writing, Listening & Speaking Test PLC Review
4		
<b>ASSESSMENT OPPORTUNITIES</b>	Reading, Writing, Listening & Speaking Tests PLC Review	Reading, Writing, Listening & Speaking Tests PLC Review
5	Chapter 6: Cultural life in Berlin, then and now 'AQA German A Level Year 2' Chapter 1: Migration Introduction to set text 'Der Besuch der alten Dame' by Dürrenmatt	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	PLC Review	Examinations
6		
<b>ASSESSMENT OPPORTUNITIES</b>	Speaking Test	FINAL EXAMINATIONS



## **HISTORY: OCR**

### **OVERVIEW**

History gives you a broad understanding of why so much of the world is as it is today. As you go through life it is important to be able to understand current affairs and the reasons behind contemporary situations. History encourages pupils to conduct independent research, to identify the problems inherent in a question, to assess the arguments and evidence of others, to analyse primary data, and last, but not least, to construct coherent arguments in an accessible and persuasive way. These are all key skills highly valued by universities and employers. History provides a distinctive education by providing a sense of the past, and an awareness of the development of differing values, systems and societies. Apart from being enjoyable, history also enables students to learn about the past and through it, come to a far better understanding of the present.

### **SUBJECT CONTENT**

Year 12 Students study two units:

- England 1547-1603: the later Tudors.
- Democracy and dictatorships in Germany 1919-1963

Year 13 students study two units:

- Civil rights in the USA 1865-1992
- NEA (Elizabeth I)

All 4 units are assessed in the A Level.

### **ENTRY REQUIREMENTS**

To undertake A Level history students will have studied GCSE history and obtained grade 4 or above. Students must be motivated, organised and committed, willing to work independently and as part of a group, but above all have a high level of interest and enjoyment in history.

### **ASSESSMENT OBJECTIVES**

- AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
- AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

### **ASSESSMENT STRUCTURE**

Assessment at A Level is through three written examinations all taken at the end of Year 13. There is also one piece of internally assessed, board approved NEA, which is then externally moderated. This is a 3,000-4,000 word essay.

### **GROUPINGS**

Two groups.

Approximately 15 students per group.

### **HOMEWORK INFORMATION**

- Learning key terminology and definitions.
- Writing essays.
- Completing past examination questions.
- Preparation for milestone assessments.
- Extended reading/research.
- Preparing group and individual presentations.

Homework is set as per the school policy: an hour's worth of homework every lesson.

### **SUPERVISED STUDY INFORMATION**

- Extended reading.
- Further research.
- Essays.
- Timelines.



## EXTENDED STUDY INFORMATION

Additional reading or research <http://www.schoolhistory.co.uk> <http://www.spartacus.schoolnet.co.uk>  
<http://www.bbc.co.uk/history>

- Encourage students to read books about history with a particular focus on the reading lists in handbooks.
- Develop an interest in the nature of interest e.g. EH Carr 'What is History?'
- Read Historic Journals e.g. History Today
- Get students interested in wider History by watching television series, films based on history or some of the many documentaries on TV
- Go to museums and historical sites of interest.

## ENRICHMENT OPPORTUNITIES

University subject-specific lectures promoted.

## EQUIPMENT NEEDED

A4 lined paper, pens, pencil, highlighters, ring-binders/lever-arch files, \*dividers, \*plastic wallets, \*glue stick, \*coloured pencils.

## HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Even if you know very little about History you can support by:

- Helping students get their folders organised.
- Reading through the work before it is handed in.
- Encouraging wider reading.
- Testing students on key terminology and definitions.
- Talking to students about what they are learning.
- Reinforcing the importance of effective revision over a longer period of time.

## USEFUL ONLINE INFORMATION/ONLINE RESOURCES

The Google Classroom Code will be confirmed in first lessons.

## TEXTBOOKS OR REVISION GUIDES

Y12

OCR A Level History: England 1485–1603 Paperback – 26 Jun 2015

by [Nicholas Fellows](#) (Author), [Mary Dicken](#) (Author)

ISBN-10: 147183669X ISBN-13: 978-1471836695

Access to History: Democracy and Dictatorships in Germany 1919-63 for OCR Second Edition Paperback – 28 Aug 2015

by [Geoff Layton](#) (Author)

ISBN-10: 147183915X ISBN-13: 978-1471839153

Y13

OCR A Level History A: Civil Rights in the USA 1865-1992 Paperback – 31 Mar 2009

by [Mr David Paterson](#) (Author), [Mr Doug Willoughby](#) (Author), & [1 more](#)

ISBN-10: 0435312669 ISBN-13: 978-0435312664

Access to History: Civil Rights in the USA 1865-1992 for OCR Paperback – 29 Jul 2016 by [Nicholas Fellows](#) (Author), [Mike Wells](#) (Author)

ISBN-10: 1471867889 ISBN-13: 978-1471867880

## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Stewart



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	<ul style="list-style-type: none"> <li>- Religious Change (Edward &amp; Mary)</li> <li>- Elizabeth and Religion.</li> <li>- The establishment and development of the Weimar Republic: 1919–Jan 1933.</li> </ul>	<ul style="list-style-type: none"> <li>- NEA.</li> <li>- African American Civil Rights.</li> <li>- N.B. The Elizabeth module is the NEA element of the course so is not assessed through assessments. There will be, on average, two past exam paper questions set for each topic of the American Civil Rights module.</li> </ul>
ASSESSMENT OPPORTUNITIES	There will be, on average, two exam paper questions set for each module each half term.	There will be, on average, two exam paper questions set for each module each half term.
2	<ul style="list-style-type: none"> <li>- Elizabeth and Religion.</li> <li>- Rebellion and unrest (Edward &amp; Mary).</li> <li>- The establishment and development of the Weimar Republic: 1919–Jan 1933.</li> <li>- The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939.</li> </ul>	<ul style="list-style-type: none"> <li>- NEA.</li> <li>- African American Civil Rights.</li> </ul>
ASSESSMENT OPPORTUNITIES	There will be, on average, two exam paper questions set for each module each half term.	There will be, on average, two exam paper questions set for each module each half term.
3	<ul style="list-style-type: none"> <li>- Rebellion and unrest (Edward &amp; Mary).</li> <li>- Elizabeth's management of financial, economic and social affairs.</li> <li>- The stability of the monarchy (Edward &amp; Mary).</li> <li>- The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939.</li> <li>- The impact of war and defeat on Germany: 1939–1949.</li> </ul>	<ul style="list-style-type: none"> <li>- NEA.</li> <li>- Native American Civil Rights.</li> <li>- Trade Union Civil Rights.</li> </ul>
ASSESSMENT OPPORTUNITIES	There will be, on average, two exam paper questions set for each module each half term.	There will be, on average, two exam paper questions set for each module each half term.
4	<ul style="list-style-type: none"> <li>- The stability of the monarchy (Edward &amp; Mary).</li> <li>- The nature of Elizabeth's monarchy, government and parliament.</li> <li>- The impact of war and defeat on Germany: 1939–1949.</li> <li>- Divided Germany: The Federal Republic and the DDR 1949– 1963.</li> </ul>	<ul style="list-style-type: none"> <li>- Native American Civil Rights.</li> <li>- Trade Union Civil Rights.</li> </ul>



<b>ASSESSMENT OPPORTUNITIES</b>	There will be, on average, two exam paper questions set for each module each half term.	There will be, on average, two exam paper questions set for each module each half term.
<b>5</b>	<ul style="list-style-type: none"><li>- The nature of Elizabeth's monarchy, government and parliament.</li><li>- Elizabethan later years.</li><li>- Divided Germany: The Federal Republic and the DDR 1949– 1963.</li><li>- Revision.</li></ul>	<ul style="list-style-type: none"><li>- Women's Civil Rights.</li><li>- Civil Rights Revision.</li></ul>
<b>ASSESSMENT OPPORTUNITIES</b>	There will be, on average, two exam paper questions set for each module each half term.	There will be, on average, two exam paper questions set for each module each half term.
<b>6</b>	<ul style="list-style-type: none"><li>- Elizabethan later years.</li><li>- Divided Germany: The Federal Republic and the DDR 1949– 1963.</li><li>- Revision.</li></ul>	
<b>ASSESSMENT OPPORTUNITIES</b>	There will be, on average, two exam paper questions set for each module each half term.	<b>FINAL EXAMINATIONS</b>



## IT CAMBRIDGE TECHNICAL: OCR

### OVERVIEW

Computers are present and influence almost every aspect of our daily lives and use within business has expanded rapidly. Competency with the use of application software is gained more by experience than academic study, but like most practical disciplines, a sound grasp of theoretical knowledge is essential. This new nationally recognised qualification is similar in nature to a BTEC in that assessment is by assignment and offers the same UCAS points. Employers increasingly seek people who are conversant with ICT systems and are able to use them to develop solutions to problems. Cambridge Technicals provide students with these necessary skills for employment or further study at university.

### SUBJECT CONTENT

The Cambridge Technical student must complete six units. Year 12 Students gain an awareness of the concepts of the internet and how computer devices can be utilised for both a business' and individual's benefit. Students will look at digital marketing and explore both positive and negative impacts of the use of social media as a marketing tool. They will also explore potential developments in the computer gaming industry. Year 13 Students will focus on preparing for the written examinations. They will gain an understanding of the fundamentals of IT systems, the characteristics of networks and communication within business contexts. Students will also gain an understanding of information systems and data management.

### ENTRY REQUIREMENTS

Conversance in MS Office or equivalent applications is necessary. Students will require at least a C grade in GCSE ICT. Other students who have not studied ICT at Level 2 may be considered if they are able to demonstrate a sustained interest and aptitude for the subject. Students who enjoy regular coursework assessment rather than terminal examinations would find this a suitable course. Students must have a genuine interest and aptitude in the use of computers for business contexts.

### ASSESSMENT OBJECTIVES

**Copy and paste from specification**

### ASSESSMENT STRUCTURE

Students demonstrate their understanding of the content by completion of assignments which are marked internally and moderated by an external assessor. Assignments clearly set out the criteria on which the students are assessed and what is required to achieve each of the three grades: Distinction (GCE A grade equivalent), merit (GCE C grade equivalent), and pass (GCE E grade equivalent). The final overall subject grade is an aggregation of the individual unit grades. Each unit has equal weighting for assessment. There are two written examinations.

### GROUPINGS

**Approximate group size? Amount of groups?**

### HOMEWORK INFORMATION

Use feedback sheet to make amendments to coursework tasks • Complete coursework tasks as directed in the assignment booklet • Ensure that portfolio is complete and organised **How long should it take?**  
**How often will it be set?**

### SUPERVISED STUDY INFORMATION

**What sort of tasks will be set?**

### EXTENDED STUDY INFORMATION

Practise skills learnt in practical lessons, using examples provided in lesson • Do additional research using magazines, books and internet to further development and research

### ENRICHMENT OPPORTUNITIES

The Cambridge Technical course is embedded with real life problems drawn from the business world. Students are encouraged to be up to date with news and developments in the ICT world. At least one field trip is offered each year.

### EQUIPMENT NEEDED

All students should have a memory stick



**Please indicate any compulsory equipment needed.**

**Any recommended but not essential mark with a \***

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Proof read pupils coursework tasks • Read through and discuss the task/feedback with pupils, so they understand what they need to do • Go through the task sheet and help to plan what they need to do, order/structure the document

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Web addresses**

**Google Classroom Code**

## **TEXTBOOKS OR REVISION GUIDES**

Cambridge Technicals Level 3 IT ISBN 9781471874918

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss Brooke

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Social Media for Business	Animation unit
<b>ASSESSMENT OPPORTUNITIES</b>	Coursework	Coursework
2	Social Media for Business	Animation unit
<b>ASSESSMENT OPPORTUNITIES</b>	Coursework	Coursework
3	Mandatory unit on Employability	Ecommerce unit.
<b>ASSESSMENT OPPORTUNITIES</b>	Coursework	Coursework
4	Mandatory unit on Employability	Ecommerce unit.
<b>ASSESSMENT OPPORTUNITIES</b>	Coursework	Coursework
5	Mandatory Unit on Computer Systems	Gaming technologies unit.
<b>ASSESSMENT OPPORTUNITIES</b>	Coursework	Coursework
6	Mandatory Unit on Computer Systems	
<b>ASSESSMENT OPPORTUNITIES</b>	Coursework	FINAL EXAMINATIONS





## **LAW: AQA**

### **OVERVIEW**

Studying Law gives students an understanding of the role of Law in today's society and raises their awareness of the rights and responsibilities of individuals. Students will debate and discuss key issues about topics that affect all of us every day, such as how laws are made and applied, how disputes are remedied and the mechanisms that are in place to keep the law consistent and just. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. They will develop their extended writing and presentation skills as well as their ability to offer supported argument using a variety of methods. All these skills are highly sought after by higher education and employers both within and outside the legal professions.

### **SUBJECT CONTENT**

Students will follow the AQA A level specification (7162). Which covers a range of topics from the nature of law, how laws are made and applied through the legal system, to criminal law, the concept of liability in both criminal and civil law and the different ways cases are remedied. Four units are covered over the two year course: 1. The nature of law and the English legal system 2. Criminal law 3. Tort 4. Human rights

### **ENTRY REQUIREMENTS**

Students should have gained grade 4 or above in English. There will be a requirement to undertake some in depth reading around the topics being studied and a willingness to do this and a good memory are essential. An enthusiasm for discussion and writing, and an interest in current affairs and especially those related to criminal and civil law, are important attributes to bring to the course.

### **ASSESSMENT OBJECTIVES**

- **AO1:** Demonstrate knowledge and understanding of the English legal system and legal rules and principles.
- **AO2:** Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology.
- **AO3:** Analyse and evaluate legal rules, principles, concepts and issues.

### **ASSESSMENT STRUCTURE**

The Law A level will be assessed through three two hour examinations. Each paper will consist of a combination of multiple choice, short answer and extended writing questions. Throughout the course students will be assessed through the quality of their notes, milestone assignments and presentations.

- Paper 1: ELS and Criminal Law
- Paper 2: ELS and Tort Law
- Paper 3: ELS and Law of Contract or HR

### **GROUPINGS**

Approximately two groups comprising of up to 20 students.

### **HOMEWORK INFORMATION**

- Two pieces of work will be set every week, this will consist of additional reading, revision for upcoming assessments, timed essays, and application questions. An hour should be spent on each piece of work. Students will be asked to consolidate classroom learning through further reading, attempting past questions from AQA website. Review their own progress by self - assessing their performance against their benchmarks.

### **SUPERVISED STUDY INFORMATION**

- Reading over notes made in class.
- Consolidating knowledge by making additional notes from the text book
- Reading newspapers online to keep up to date with any current affairs involving UK law
- Create revision notes for case examples

### **EXTENDED STUDY INFORMATION**



- Watch parliamentary debates about any new Acts or laws  
<https://www.parliament.uk/visiting/visiting-and-tours/watch-committees-and-debates/>

## **ENRICHMENT OPPORTUNITIES**

There will be opportunities to visit local law courts (such as Reading Crown Court) and the High Court and/or Old Bailey in London. Students may also be able to participate in national competitions for mock trials.

## **EQUIPMENT NEEDED**

- A4 ring binders
- AQA textbook
- Highlighter pens
- A4 lined paper and pens

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN**

- Ensure students are organised and have the right equipment for the lessons
- Ensure the students know which topics they are learning and are up to date with their PLC's
- Ensure that assessment feedback is thorough and the student knows how to improve
- Ensure that all set homework is handed in on the deadline date
- Ensure that students are revising for upcoming assessments.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Web addresses:

- <http://www.thelawbank.co.uk/>
- <https://sixthformlaw.info/>
- <http://www.aqa.org.uk/subjects/law/as-and-a-level>
- <https://www.bbc.co.uk/news>

Google Classroom Code: **e9i3l4o**

## **TEXTBOOKS OR REVISION GUIDES**

AQA A-Level Law for Year1/AS ISBN: 9781510401648

AQA A-Level Law for Year 2 ISBN: 9781510401747

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs P Moon



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Introduction to the ELS: civil and criminal law, outline of court system, legal rules, sources of law and rule of law • Parliamentary law making • Delegated legislation • Statutory interpretation • Judicial precedent • Law reform • Civil dispute resolution • Criminal courts • Legal personnel • Access to justice and funding • judiciary	ELS Concepts of Law: Justice, fault, morality, competing interests
ASSESSMENT OPPORTUNITIES	This will be a range of exam questions from past papers •Students will be assessed on MC, 5 mark, 10 mark, 15 mark and 30 mark questions. •student will be expected to prepare revision and assessment will take place in exam conditions. •Feedback will be given by teacher, including suggestions for improvement •DIRT time for students with opportunity to complete 'green pen' feedback. •Assessments will be Half term Mile stone assessments and homework based tasks.	This will be a range of exam questions from past papers •Students will be assessed on MC, 5 mark, 10 mark, 15 mark and 30 mark questions. •student will be expected to prepare revision and assessment will take place in exam conditions. 128   P a g e EU LAW Paper 3:Human rights Term 3 Revision of paper 1, 2 and 3 •Feedback will be given by teacher, including suggestions for improvement •DIRT time for students with opportunity to complete 'green pen' feedback. •Assessments will be Half term Mile stone assessments and homework based tasks.
2		
ASSESSMENT OPPORTUNITIES		
3	Paper 1 Criminal Law Paper 2 Tort Law	EU LAW Paper 3:Human rights
ASSESSMENT OPPORTUNITIES		
4		
ASSESSMENT OPPORTUNITIES		
5	Revision Case Law Identifying elements of Law Developing Ao3 skills	Revision of paper 1, 2 and 3
ASSESSMENT OPPORTUNITIES		
6		
ASSESSMENT OPPORTUNITIES		FINAL EXAMINATIONS



## **MATHEMATICS: EDEXCEL**

### **OVERVIEW**

Following an A level course in mathematics enables students to develop the skills of mathematical reasoning; to extend their knowledge of mathematical theory and techniques; to become confident and competent in applying their skills to a variety of situations, including some encountered in other subject areas. Students will become resourceful in problem solving and appreciate the importance of mathematics in other academic disciplines and the wider world. Mathematics is of interest and practical use to a wide variety of students. Students studying any of the sciences, economics, design & technology, computing or geography may well benefit from building up their pure mathematics skills, as well as the statistics and mechanics content. Mathematics fits comfortably into most combinations of A level subjects and is a valuable qualification both for Higher Education and future employment

### **SUBJECT CONTENT**

A level Mathematics includes Pure Mathematics, Statistics and Mechanics, with a two-thirds weighting towards Pure Mathematics. In Pure Mathematics students are introduced to analytical and logical processes and a range of problem solving techniques, which include the development of a high level of competence in algebraic manipulation. Topics studied include mathematical proof, geometry, trigonometry, exponentials and logarithms, calculus and vectors. These are developed in the second year with a focus on trigonometry and calculus but also introducing sequences and series, and numerical methods for solving equations. With advanced skills in trigonometry, students will be able to solve a wider range of equations, and by linking in calculus, will solve problems with rates of change and areas enclosed by curves. The solution of differential equations is introduced, and working with 3- dimensional vectors. In Statistics, students study statistical sampling, presenting and analysing data, modelling data using statistical distributions, statistical hypothesis testing and probability theory. A large, real-life data-set is used to appreciate the challenges of working with real data. The emphasis is on analysis and decision making based upon statistical techniques, and use is made of technology such as spreadsheets and calculators. Students will need a calculator with the ability to compute summary statistics and access probabilities from standard statistical distributions. In Mechanics, students learn about quantities and units in mechanics, kinematics, forces and Newton's laws of motion. They develop an appreciation of mathematical modelling and its applicability and limitations in different situations. The mechanics content complements work done in Physics (if the student is studying it) but with the emphasis on mathematical problem solving,

### **ENTRY REQUIREMENTS**

It is essential that students have a sound foundation of mathematical skills and knowledge. This should be reflected in a good GCSE result. Students must provide evidence to show that they have been consistently working at grade 6 or above throughout Year 11. A grade 6 is required as most topics in A level mathematics involve algebraic manipulation. A strong grasp of all area of algebra is essential for you to succeed on this course.

### **ASSESSMENT OBJECTIVES**

- A01 Use and apply standard techniques (approx. 50%)
- A02 Reason, interpret and communicate mathematically (approx. 25%)
- A03 Solve problems within mathematics and in other contexts (approx. 25%)

### **ASSESSMENT STRUCTURE**

Throughout the course, students will be set assignments on a regular basis, and are expected to consolidate classroom learning through further practice between lessons. In addition there will be formal assessments at appropriate intervals conducted under examination conditions. External assessment is based entirely on three terminal examinations or 2 hours each, two on Pure Mathematics and one on Applied Mathematics (statistics and mechanics).

### **GROUPINGS**

Depending on demand we usually have four or five mathematics A-level classes per year group. Class sizes vary.

### **HOMEWORK INFORMATION**

Routine homework may be set every lesson and will typically be consolidation of new methods covered during that lesson, using exercises from the text book or other resources provided by the teacher. As a



general rule it is expected that an hour's lesson is backed up by an hour's further study, whether as homework or supervised study.

Homework may also include

1. Researching a topic for self study and enrichment
2. Review progress on a weekly basis and take remedial action by referring to worked examples in text book, attending Maths Surgery or seeking help from teachers
3. Revision for tests through completing questions, chapter reviews etc 4
4. Self assessment : reviewing of performance against benchmarks

## **SUPERVISED STUDY INFORMATION**

Supervised study is an opportunity to consolidate learning from recent lessons, completing text book exercises, reviewing and responding to teacher feedback or practising examination standard questions.

## **EXTENDED STUDY INFORMATION**

- MyMaths A-Level activities
- Past Papers on exam board web site (or other publicly accessible web sites)
- University of Oxford Maths Admission Test ("MAT") past papers
- Test of Mathematics for University Admission (TMUA) [past papers](#)
- Optional challenge/extension questions at end of homework activities
- [www.nrich.org.uk](http://www.nrich.org.uk)

## **ENRICHMENT OPPORTUNITIES**

Students are invited to participate in the UK Senior Maths Challenge which takes place in November each year and is open to both Year 12 and Year 13. Over recent years many Year 12 students have enjoyed the annual Maths Inspiration lectures at the Hexagon in Reading.

## **EQUIPMENT NEEDED**

Students **must** have a calculator includes the following features:

- an iterative function
- the ability to compute summary statistics and access probabilities from standard statistical distributions.

We recommend the Casio fx-991EX Classwiz calculator (or better, but please note JCQ regulations on allowed calculators)

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Ensure your child catches up on any work missed.
- Ensure that your child is taking responsibility for their own learning by completing plenty of practice questions.
- Research course requirements for further study after A level and discuss these.
- Encourage your child to have a revision plan.
- Encourage them to talk through topics and explain what they are currently covering. (Let them teach you!)
- Ensure students have correct equipment for lessons that include: calculator of required specification and text books.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.mymaths.co.uk](http://www.mymaths.co.uk)  
[www.kangaroomaths.co.uk](http://www.kangaroomaths.co.uk)  
[www.nrich.org.uk](http://www.nrich.org.uk)  
[www.s-cool.co.uk](http://www.s-cool.co.uk)

## **TEXTBOOKS OR REVISION GUIDES**

The four essential text books for the course are as follows:

Year 1:



- Edexcel AS and A level Mathematics Pure Mathematics Year 1/AS Textbook + e-book (ISBN 9781292183398)
- Edexcel AS and A level Mathematics Statistics & Mechanics Year 1/AS Textbook + e-book (ISBN 9781292183282)

Year 2 (study begins end of Year 12):

- Edexcel A level Mathematics Pure Mathematics Year 2 Textbook + e-book (ISBN 9781292183404)
- Edexcel A level Mathematics Statistics & Mechanics Year 2 Textbook (ISBN 9781446944073)
- The same publisher (Pearson) and others publish other resources such as work books and revision guides which students may find helpful, but are not required.

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr R Miles

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Algebra and functions • Trigonometry • Coordinate Geometry • Vectors	Differentiation • Integration • Parametric Equations • Sequences and Series • Binomial expansion • Methods of mathematical proof • Numerical methods for solution of equations
<b>ASSESSMENT OPPORTUNITIES</b>	Essential Skills test (week 2) Periodic Unit Tests	PPE (November). Year 2 content covered so far. Periodic Unit Tests
2	Exponentials and logarithms • Differentiation • Integration  Statistical sampling • Data presentation and interpretation  Quantities and units in mechanics • Kinematics	3D Vectors  Regression and correlation • Probability • The Normal Distribution  Moments • Forces at any angle • Friction • Projectile motion • Statics * Dynamics • Variable acceleration
<b>ASSESSMENT OPPORTUNITIES</b>	Periodic Unit tests PPE/Assessment week close to February half term holiday.	PPE (February)
3	Probability • Statistics Distributions • Statistical Hypothesis testing  Forces and Newton's laws • Variable acceleration	Statistical hypothesis testing  Preparation for summer examinations
<b>ASSESSMENT OPPORTUNITIES</b>	End of Year assessment on Pure and Applied maths	<b>FINAL EXAMINATIONS</b> 2 x 2hr papers in Pure Mathematics 1 x 1hr paper in Statistics and Mechanics





## **FURTHER MATHEMATICS: EDEXCEL**

### **OVERVIEW**

For students who enjoy mathematics, the study of Further Mathematics provides additional challenge, and the opportunity to explore new mathematical concepts. Students enhance their skills of analysis and mathematical reasoning. Further Mathematics forms a bridge to degree courses with a mathematical foundation such as the sciences, engineering, computing, economics, or, of course, mathematics itself. It develops a rigour of logical argument that is beneficial for success in many other disciplines at University level. Students of further mathematics also find that it reinforces and consolidates skills required for the standard mathematics A level, and find it a rewarding and enjoyable subject to study

### **SUBJECT CONTENT**

Further Mathematics A level includes topics in pure mathematics (about 50% of the course), as well as statistics and mechanics (about 25% each). In pure mathematics students are introduced to aspects not previously encountered, such as complex numbers, matrices and further methods of mathematical proof. The course also builds upon skills introduced in A level Mathematics in the fields of vectors, calculus and functions. In the second year of study we develop these ideas further and introduce additional techniques such as polar coordinates, hyperbolic functions and differential equations. In Further Mechanics students extend their skills from the mathematics course, covering topics such as momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs. These complement work they are doing in Physics (if they are studying it) but approach the subject from a more mathematical, problem solving direction. Further Statistics includes linear regression, discrete and continuous statistical distributions, correlation, statistical hypothesis testing and chi-squared tests. These are all extremely useful techniques for students who may need to do statistical analysis of data in other subjects or in the future. The combination of the techniques studied in pure mathematics, and their application in statistics and mechanics allow students to use mathematics to model some quite sophisticated real-life situations and gain the satisfaction of predicting results that actually work, as well as appreciating the applicability and limitations of mathematical models.

### **ENTRY REQUIREMENTS**

It is essential that students studying this course have a considerable interest and appreciation for mathematics, together with a proven aptitude for the subject. They should be conversant with all aspects of the higher tier GCSE course, which needs to be reflected in a grade 7, 8 or 9.

### **ASSESSMENT OBJECTIVES**

- AO1 Use and apply standard techniques (approx. 60%)
- AO2 Reason, interpret and communicate mathematically (at least 10%)
- AO3 Solve problems within mathematics and in other contexts (at least 10%)

### **ASSESSMENT STRUCTURE**

Throughout the course, students will be set assignments on a regular basis, and are expected to consolidate classroom learning through further practice between lessons. In additions there will be formal assessments at appropriate intervals conducted under examination conditions. External assessment is based entirely on four terminal examinations (two on pure mathematics and one in each of statistics and mechanics).

### **GROUPINGS**

We typically have one class studying Further Mathematics (depending on demand) who also study their mathematics A-level in the same group. Class sizes vary from year to year.

### **HOMEWORK INFORMATION**

Routine homework may be set every lesson and will typically be consolidation of new methods covered during that lesson, using exercises from the text book or other resources provided by the teacher. As a general rule it is expected that an hour's lesson is backed up by an hour's further study, whether as homework or supervised study.

Homework may also include

1. Researching a topic for self study and enrichment





2. Review progress on a weekly basis and take remedial action by referring to worked examples in text book, attending Maths Surgery or seeking help from teachers
3. Revision for tests through completing questions, chapter reviews etc 4
4. Self assessment : reviewing of performance against benchmarks

## **SUPERVISED STUDY INFORMATION**

Supervised study is an opportunity to consolidate learning from recent lessons, completing text book exercises, reviewing and responding to teacher feedback or practising examination standard questions.

## **EXTENDED STUDY INFORMATION**

- MyMaths A-Level activities
- Past Papers on exam board web site (or other publicly accessible web sites)
- University of Oxford Maths Admission Test ("MAT") past papers
- Test of Mathematics for University Admission (TMUA) [past papers](#)
- Optional challenge/extension questions at end of homework activities
- [www.nrich.org.uk](http://www.nrich.org.uk)

## **ENRICHMENT OPPORTUNITIES**

Students are invited to participate in the UK Senior Maths Challenge which takes place in November each year and is open to both Year 12 and Year 13. Over recent years many Year 12 students have enjoyed the annual Maths Inspiration lectures at the Hexagon in Reading.

## **EQUIPMENT NEEDED**

Students **must** have a calculator includes the following features:

- an iterative function
- the ability to compute summary statistics and access probabilities from standard statistical distributions.

We recommend the Casio fx-991EX Classwiz calculator (or better, but please note JCQ regulations on allowed calculators)

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Ensure your child catches up on any work missed.
- Ensure that your child is taking responsibility for their own learning by completing plenty of practice questions.
- Research course requirements for further study after A level and discuss these.
- Encourage your child to have a revision plan.
- Encourage them to talk through topics and explain what they are currently covering. (Let them teach you!)
- Ensure students have correct equipment for lessons that include: calculator of required specification and text books.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<http://furthermaths.org.uk/>  
[www.mymaths.co.uk](http://www.mymaths.co.uk)  
[www.kangaroomaths.co.uk](http://www.kangaroomaths.co.uk)  
[www.nrich.org.uk](http://www.nrich.org.uk)  
[www.s-cool.co.uk](http://www.s-cool.co.uk)

## **TEXTBOOKS OR REVISION GUIDES**

Year 1:

In addition to the three Year 1 books for A-level Mathematics, students will need:

- Edexcel AS and A level Further Mathematics Core Pure Mathematics Book 1/AS Textbook + e-book (ISBN 9781292183336)
- Edexcel AS and A level Further Mathematics Further Statistics 1 Textbook + e-book (ISBN 9781292183374)



- Edexcel AS and A level Further Mathematics Further Mechanics 1 Textbook + e-book (ISBN 978-1292183312)
- Further Mathematics students will also need to purchase the three books for the second year of the A-level maths course part way through the first year of study.

Year 2

- Edexcel A level Further Mathematics Core Pure Mathematics Book 2 Textbook + e-book (ISBN 9781292183343)

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr R Miles

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	<p>Year 1 of the A-level Mathematics Pure and Statistics courses.</p> <p>Core Pure Mathematics 1: Complex numbers • Algebra and Functions • Matrices</p>	<p>Further Mechanics 1 (AS content): Momentum and Impulse • Work, Energy and Power • Elastic collisions in one dimension</p> <p>Core Pure Mathematics 2: Complex numbers • Hyperbolic Functions • Polar Coordinates • Further algebra and functions</p> <p>Further Statistics 1: Geometric and negative binomial distributions • Hypothesis testing • The Central Limit Theorem • Chi squared tests • Probability generating functions • Quality of tests</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Essential Skills test (week 2)</p> <p>Periodic Unit Tests.</p>	<p>PPE (November). Content covered since end of Y12 test.</p>
2	<p>Core Pure Mathematics 1 (cont.): Matrices • Mathematical proof • Vectors • Calculus</p> <p>Further Statistics 1: Poisson and binomial distributions • discrete probability distributions • Hypothesis testing • Chi squared tests</p> <p>Year 1 of the A-level Mathematics mechanics course</p> <p>Begin Pure Mathematics (Year 2 course)</p>	<p>Core Pure Mathematics 2: Further calculus • Differential equations</p> <p>Further Mechanics 1 (Year 2 content): Momentum and impulse • Elastic collisions in two dimensions • Elastic strings and springs</p>



<b>ASSESSMENT OPPORTUNITIES</b>	PPE/Test – near February half term	PPE (February)
<b>3</b>	Year 2 A-level Pure Mathematics Year 2 course  Year 2 A-level mathematics Mechanics	Finishing off, preparation for summer examinations
<b>ASSESSMENT OPPORTUNITIES</b>	End of year 12 test/PPE on the year's work.	A-level examinations are • Two 1½ hr papers in Pure Mathematics (all content) • One 1½ hr paper in Further Statistics • One 1½ hr paper in Further Mechanics. During the year there will be periodic Unit Tests throughout the course.

## USING & APPLYING MATHEMATICS: AQA

### OVERVIEW

U&A mathematics is a new course designed for post-16 students who want to continue studying mathematics but not at A level. This new mathematics qualification will help you retain, deepen, and extend your mathematical skills to be better prepared for higher education and employment. The qualification merits UCAS points the same as AS level and will be completed in one year. U&A Mathematics will help you understand and apply clear mathematical reasoning to real-life problems, analyse and interpret data in various contexts and confidently deal with everyday financial mathematics. This course includes a financial management element helping you to understand the impact of interest rates on loans and investments. These practical mathematical skills will also help you with your other A level subjects such as sciences, geography, business studies, psychology and economics. Universities have already come out in strong support of U&A mathematics qualifications (generally known as “Core Maths”); even subjects such as history now recognise the importance of the statistical and critical analysis and problem solving skills learned on this course. Employers from all different sectors are also firmly behind U&A mathematics qualifications. Many roles in today's workspace require high levels of budget management and problem-solving skills which are valuable assets in today's working environment. U&A mathematics will help equip you with these skills.

### SUBJECT CONTENT

Building on skills from GCSE we look at calculating with percentages, such as interest calculations and Retail Price Index and Consumer Price Index. Data analysis techniques are used to summarise and compare data sets. Estimation is an enjoyable and practical topic that uses the technique of Fermi Estimation to come up with rough estimates of complex problems based on assumptions, such as the amount of water needed to supply a town. Maths for Personal Finance covers interest on loans and savings, and specifically how mortgages and student loans work. For the second paper we study Critical Analysis, in which we look at a set of calculations that have been done and consider the validity of assumptions and conclusions that have been made. Further statistical techniques are studied including using the Normal Distribution, calculating correlation coefficients, linear regression, and confidence intervals.

### ENTRY REQUIREMENTS

You will need a grade 5 or above in mathematics at GCSE. An aptitude for, and interest in problem solving and using mathematics in real life contexts will enable you to attain the higher grades in this course.

### ASSESSMENT OBJECTIVES

AO1: Use and apply standard techniques

AO2: Select appropriate techniques to solve problems in a mathematical or non-mathematical context and analyse data and represent situations mathematically

AO3: Devise strategies to solve problems where the method is not obvious and communicate processes and results



## **ASSESSMENT STRUCTURE**

We are studying the course from AQA entitled "Level 3 Mathematical Studies (1350)". This is examined through two terminal papers. There is no coursework.

## **GROUPINGS**

There are usually one or two groups in year 12. Class sizes vary.

## **HOMEWORK INFORMATION**

Routine homework may be set every lesson and will typically be consolidation of new methods covered during that lesson, using exercises from the text book or other resources provided by the teacher. As a general rule it is expected that an hour's lesson is backed up by an hour's further study, whether as homework or supervised study.

Homework may also include

1. Researching a topic for self study and enrichment
2. Review progress on a weekly basis and take remedial action by referring to worked examples in text book, attending Maths Surgery or seeking help from teachers
3. Revision for tests through completing questions, chapter reviews etc 4
4. Self assessment : reviewing of performance against benchmarks

## **SUPERVISED STUDY INFORMATION**

Supervised study is an opportunity to consolidate learning from recent lessons, completing text book exercises, reviewing and responding to teacher feedback or practising examination standard questions.

## **EXTENDED STUDY INFORMATION**

- <https://www.stem.org.uk/core-maths>
- [www.nrich.org.uk](http://www.nrich.org.uk)
- BBC Radio 4 "More or Less" – well worth listening to
- Past Papers on exam board web site (or other publicly accessible web sites)
- Optional challenge/extension questions at end of homework activities

## **ENRICHMENT OPPORTUNITIES**

Over recent years many Year 12 students have enjoyed the annual Maths Inspiration lectures at the Hexagon in Reading.

## **EQUIPMENT NEEDED**

Scientific Calculator (eg Casio fx85GTplus).

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Ensure your child catches up on any work missed. • Ensure that your child is taking responsibility for their own learning by completing plenty of practice questions. • Encourage your child to have a revision plan. • Encourage them to talk through topics and explain what they are currently covering. (Let them teach you!) • Ensure students have correct equipment for lessons that include: calculator of required specification and text books.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Core Maths Support Programme <https://www.stem.org.uk/core-maths>

## **TEXTBOOKS OR REVISION GUIDES**

AQA Mathematical Studies Student Book (Oxford University Press) ISBN: 9780198365938

Recommended:

AQA Mathematical Studies Workbook: Level 3 Certificate ISBN 9780198417095

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr R Miles



TERM	COURSE CONTENT: Knowledge and skills
	Year 12
1	Teacher 1: Maths for Personal Finance, Analysis of data Teacher 2: The normal distribution, Confidence Intervals, Scatter Diagrams and estimation.
ASSESSMENT OPPORTUNITIES	Half termly assessments for each teacher's content. Fortnightly mini-assessments/assessed homework.
2	Teacher 1: Fermi Estimation, Review and revision of Paper 1. Teacher 2: Critical Analysis, Review and revision of Paper 2.
ASSESSMENT OPPORTUNITIES	End of topic assessments. Fortnightly mini-assessments/assessed homework PPE/Test at February half term
3	Exam paper practice and preparation for examinations. Studying of preliminary material.
ASSESSMENT OPPORTUNITIES	FINAL EXAMINATIONS There are two 1 ½ hr terminal papers: Paper 1: compulsory content Paper 2: statistical techniques These lead to a Level 3 qualification "Level 3 Mathematical Studies" from Edexcel, equivalent in value to an AS-level. There will be periodic topic testing throughout the course.

## MATHEMATICS GCSE RESIT: EDEXCEL

### OVERVIEW

Students who join the Sixth Form without a grade 4 in Mathematics GCSE need to continue to study the subject in order to try to improve their grade. It is extremely important to leave school with the best possible grade in Mathematics, and through a bespoke programme of study we support students in identifying and closing gaps in their skills and knowledge. We provide two opportunities to re-sit the examinations; November and June and, if necessary, this can continue through Year 13.

### SUBJECT CONTENT

Students will sit three examinations in the November and/or summer series. The assessments will cover the following content headings: • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability • Statistics Two tiers are available: Foundation and Higher (content is defined for each tier). Each student is permitted to take assessments in either the Foundation tier or Higher tier. The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.

### ENTRY REQUIREMENTS

Students should have followed a GCSE course in Mathematics in order to enter as a re-sit candidate. We are following the Edexcel Mathematics course but students who have previously been entered for other examination boards may be accommodated, subject to the agreement of the Head of Subject. A commitment to achieving a grade 4 or higher in the subject is definitely required.

### ASSESSMENT OBJECTIVES



AO1 Use and apply standard techniques  
AO2 Reason, interpret and communicate mathematically  
AO3 Solve problems within mathematics and in other contexts

### **ASSESSMENT STRUCTURE**

• Paper 1 is a non-calculator assessment. • Paper 2 and Paper 3 are calculator papers. • Each paper is 1 hour and 30 minutes long and contains 80 marks. Please note that examination results for the November series are not released until the following January. Students will need to continue attending lessons in the interim in case they need to be re-entered for the examination in the summer series.

### **GROUPINGS**

Number and size of groups varies but there is usually one small class.

### **HOMEWORK INFORMATION**

1. Researching a topic for self study and enrichment
2. Consolidate classroom learning through further examples including past papers
3. MyMaths activities including GCSE grade booster packs
4. Revision for tests through completing questions, chapter reviews etc
5. Self assessment: reviewing of performance against benchmarks and grade descriptors.

### **SUPERVISED STUDY INFORMATION**

n/a

### **EXTENDED STUDY INFORMATION**

- MyMaths GCSE graded booster pack activities [www.mymaths.co.uk](http://www.mymaths.co.uk)
- Past papers available on Edexcel or other public websites
- Optional challenge/extension questions at end of homework activities
- Useful websites: <http://www.bbc.co.uk/education/subjects/z6pfb9q> [www.emaths.org.uk](http://www.emaths.org.uk)  
[www.mathsguru.co.uk](http://www.mathsguru.co.uk) <http://nrich.maths.org> <http://www.hegartymaths.com>

### **ENRICHMENT OPPORTUNITIES**

There will be opportunities for students to be able use their mathematical knowledge and skills through extended activities and “Rich Tasks” that will help them to develop their functional skills. We feel that it is important that every student knows how to apply the skills gained in lessons to be able to solve real life problems. The new GCSE specifications also incorporate this into its syllabus as a matter of course.

### **EQUIPMENT NEEDED**

Maths geometry equipment (ruler, compasses, protractor, pencil, eraser) and a scientific calculator.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

A high grade in GCSE Mathematics is not within everyone’s reach, but with hard work and a proactive approach we have seen students increase their grade significantly over their year 11 result. Parents can support their child to have a positive and “can do” attitude towards mathematics.

- Read through questions with your child and encourage them to pick out information needed to answer it.
- Provide your child with a revision guide and help them plan their revision.
- Encourage them to talk through topics and explain what they are currently covering. (Let them teach you!)
- Look at your child’s work on a regular basis so that you can see their progress.
- Help your child if you can but please annotate any help given by writing a note/comment in their exercise book.
- Ensure students have correct equipment for lessons .
- Ensure your child catches up on any work missed.





- Functional Skills: Get your child to relate Mathematics to real life eg: percentages and best buys in shops. Any DIY projects get your child to estimate and measure. Read paper/watch news for interest rates.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[BBC Bitesize GCSE Mathematics](#)

[MyMaths](#)

[PiXL Math App](#)

[Kerboodle](#) (on-line text book)

### **TEXTBOOKS OR REVISION GUIDES**

Edexcel GCSE Maths Foundation Student Book ISBN 978-0198351504

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mrs S Gibbs

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Diagnostic assessment and identification of needs. Topic work as required. Past paper practice	As Year 12 if required
<b>ASSESSMENT OPPORTUNITIES</b>	November re-sit opportunity	
2	Topic work as required. Past paper practice	
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests as appropriate	
3	Past paper practice	
<b>ASSESSMENT OPPORTUNITIES</b>	Final examinations	





## **MEDIA STUDIES: WJEC/EDUCAS**

### **OVERVIEW**

We live in a media-saturated environment. We get most of our information about the world from the mass media, therefore it is vital to study media organisations and texts and their influential role in today's society. The media are also at the forefront of technological advances which affect our lives and the way we consume texts. Media education seeks to increase students' critical understanding of the media: how texts work; how they produce meanings; how they are organised and how audiences make sense of them. Critical and creative powers are developed through analysis and production of media artefacts. This is one of the fastest growing areas in further and higher education and universities view the A level qualification favourably.

### **SUBJECT CONTENT**

#### **Year 12**

Candidates will investigate the media in order to reach an understanding of how meanings and responses are created. In Component 1, candidates study a variety of 'set' texts which link to the topics of media language, representation, media industries, audiences and media contexts. In the Summer term, students will begin working on Component 3, the non-examined element of their course (NEA). Students need to apply the knowledge and understanding of the media by producing work from two media platforms (print and/or e-media and/or moving image) that responds to a brief and targets an audience set by the exam board.

#### **Year 13**

In Component 2, students study three areas of the media in depth, exploring all areas of the theoretical framework. Students will focus on audio-visual, print and online products set by Eduqas. The areas of the media to be studied in depth are: Television, Magazines and Online Media - blogs and websites.

### **ENTRY REQUIREMENTS**

You need to have a genuine interest in the mass media as well as the ability to analyse texts in detail and understand theory. You should be capable of working independently and with others. We hope you will make a lively and sustained contribution to discussion in lessons. As the course is essay-based you should ideally have a grade 4 or above in English language or English literature.

### **ASSESSMENT OBJECTIVES**

#### **AO1**

Demonstrate knowledge and understanding of:

- The theoretical framework of media.
- Contexts of media and their influence on media products and processes.

#### **AO2**

Apply knowledge and understanding of the theoretical framework of media to:

- Analyse media products, including in relation to their contexts and through the use of academic theories.
- Evaluate academic theories.

Make judgements and draw conclusions.

### **ASSESSMENT STRUCTURE**

Components 1 and 2 are both assessed by a written examination. Component 3 is assessed by two pieces of practical production coursework.

### **GROUPINGS**

Class sizes vary up to 20 students.

### **HOMEWORK INFORMATION**

Homework tasks vary depending on the work covered in class. Students are expected to work for an hour outside of the classroom for every hour lesson they have. Homework tasks may include consolidating ideas learned in class by writing notes; conducting research, completing practice questions.

### **SUPERVISED STUDY INFORMATION**



Supervised Study should be used to consolidate students' understanding of the 'set' texts and the critical theory covered in the course. There are many different areas covered in a limited time and so students need to be independent in their approach to their learning.

### **EXTENDED STUDY INFORMATION**

Online newspapers and magazines

Watching a variety of television programmes and listening to a variety of radio stations

Reading Media Magazine (hard copy available in school plus online versions available with login).

### **ENRICHMENT OPPORTUNITIES**

A trip to the Harry Potter Studios encourages students to consider development from script to screen.

Media students can expect to experience training in Movieplus editing software, Photoshop, digital moving image cameras and sound equipment.

### **EQUIPMENT NEEDED**

Folders and dividers

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Discuss how media texts (TV programmes, adverts, websites, magazines) around the house support / reject media theories

Encourage students to engage with media texts beyond their comfort zone. Perhaps try a different radio station once a week or aim to watch a documentary once a fortnight?

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Subscriptions: The Times/Guardian/Mirror newspapers

Media Magazine (the school will provide log-in details)

Google classroom code: **t4pvqgm (subject to change for 2018/2019)**

**Exam board:** <http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/>

### **TEXTBOOKS OR REVISION GUIDES**

WJEC/Eduqas Media Studies for A Level Year 1 & AS ISBN: 9781911208105

WJEC/EDUQAS MEDIA STUDIES FOR A LVL YR 2 & A2: STUDENT BOOK ISBN: 978-1-911208-11-2

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs A Webb



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	<p>Introduction to Component 1 : Section A Media Language &amp; Representation **Start with unseen texts and develop vocabulary and analysis skills** Set texts: Component 1, Section A Advertising <i>Tide</i> (Print advert 1950s) , <i>Kiss of the Vampire</i> (Film poster 1963), <i>WaterAid</i> (Audio Visual advert)</p> <p>Introduction to Component 1 : Section B Media Industries and Audiences – Set texts: Component 1, Section B Advertising and Marketing –, <i>Wateraid</i> (Audio Visual advert 2016) and <i>Tide</i> (print advert)</p>	Complete Component 3: NEA
ASSESSMENT OPPORTUNITIES	Practice questions / unseen responses	NEA – due October half term
2	<p>Component 1, Section A Music videos Set texts: <i>Dream</i> (or Formation) &amp; <i>Riptide</i> Component 1, Section B Film Industry Set texts: <i>Straight Outta Compton</i> and <i>I, Daniel Blake</i></p>	Component 2: TV <i>Life on Mars</i> and <i>The Bridge</i>
ASSESSMENT OPPORTUNITIES	Practice questions / unseen responses	Practice questions
3	<p>Component 1, Section A Newspapers <i>The Daily Mirror</i> (Nov 10, 2016) Front cover and article on US election And <i>The Times</i> (Nov 10, 2016) front and back pages. Component 1, Section B Radio <i>Late Night Woman's Hour: Home</i> 28th October 2016</p>	Component 2: Magazines <i>Vogue</i> and <i>The Big Issue</i>
ASSESSMENT OPPORTUNITIES	PPE? Full Paper 1 : Section A & B	Practice questions
4	<p>Component 1, Section B Video Games <i>Assassin's Creed II: Liberation</i> (2012)</p> <p>Component 1, Section B Newspapers <i>The Daily Mirror</i> And <i>The Times</i></p>	Component 2: Online <i>Zoella?</i> <i>Pointless Blog?</i> <i>DesiMag?</i>
ASSESSMENT OPPORTUNITIES	Practice questions / unseen responses	Practice questions



<b>5</b>	Introduce component 3 : NEA	Revision / exam prep
<b>ASSESSMENT OPPORTUNITIES</b>	Presentation to class	
<b>6</b>	Begin practical tasks for NEA Revision of Component 1	
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment week: Full Component 1 paper NEA mini deadlines	



## MUSIC: EDEXCEL

### OVERVIEW

A music qualification is highly regarded in many occupational areas. Apart from leading to specialist careers in music and the arts, this qualification can highlight other attributes: the capability to work independently and as part of a group and the ability to show initiative as well as developing practical and academic skills. The Edexcel syllabus is popular because of its variety, it covers all the key musical skills and involves a wide range of musical styles from classical to pop, rock to opera and jazz to world music. The course is suited to anyone who has a keen interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of both live and recorded music.

### SUBJECT CONTENT

Year 12

In Unit 1, Performing, you will perform, as a soloist and/or as an ensemble, pieces of your choice lasting a minimum of six minutes. You will be expected to perform in school concerts during the course. In Unit 2, Composing, you will submit two compositions chosen from a selection of four possible briefs from the exam board (combined duration 41 /2 minutes. You will study six different areas of study each containing three set works. Year 13

In A2 Level, students specialise in extended performance. You will perform a recital lasting eight minutes. You will have a free choice of music, you may play on one or more instruments and you will be expected to present a balanced programme of pieces. You may perform as a soloist and/or part of an ensemble. For unit 5, you will compose two compositions, one in response to a brief and one assessing technique. You will study six different areas of study, each containing three set works.

### ENTRY REQUIREMENTS

At the start of the course the ability to play an instrument to at least grade 5 is essential for the practical demands of the course. Candidates who can read music and who have at least a GCSE grade 5 in music are more likely to succeed at A level.

### ASSESSMENT OBJECTIVES

**Copy and paste from specification**

### ASSESSMENT STRUCTURE

Performing (30%)

Students have to perform (either solo and/or ensemble) for a minimum of six minutes at AS and eight minutes at A level.

Composing (30%)

At AS students compose two pieces, one to a set brief and the second in response to a different brief or as a free composition. At A level students must compose two pieces, one in response to the free choice brief/free composition and one in response to a brief assessing technique. The two pieces must have a combined duration of at least 4½ minutes at AS and six minutes at A level.

Appraising (40%)

The content of musical elements, musical contexts and musical language is taught through the context of six areas of study, each containing two set works at AS and an additional set work at A level, allowing co-reachability between the two qualifications.

### GROUPINGS

**Approximate group size? Amount of groups?**

### HOMEWORK INFORMATION

Rehearse/ practice for Solo or Ensemble performance. • Complete compositional techniques exercise. • Complete SATB cadence exercise. • Written planning for draft composition ideas with justifications for your choices. • Draft musical ideas and themes for composition ("mullings"). • Research compositional influences for CD sleeve write-up. • Practice planning and writing the CD sleeve which forms part of Paper 2. • Write an essay response to a question on one of the set works using bar number references to support your answer. • Finishing score analysis from lesson. • Identifying key words, definitions and examples for each of the set works (on 'DIY Analysis' pro-forma). • Learn key musical vocabulary for



specific set works and more general Italian terms for Paper 3. **How long should it take? How often will it be set?**

## **SUPERVISED STUDY INFORMATION**

**What sort of tasks will be set?**

## **EXTENDED STUDY INFORMATION**

• Encourage further reading around set works and associated composers. • Make connections between set works and other works by the same composer/ artist. • Encourage further listening around set works and in more general terms to extend a broader knowledge of musical styles.

## **ENRICHMENT OPPORTUNITIES**

The Music Department regularly organises trips to see concerts and musicals to enrich the students' learning. As an A level music student, it is expected that you will regularly participate in at least one extra curricular activity at school each week. This could be as a performer, a conductor, an accompanist or a coach for the younger years activities. There are plenty of extra curricular opportunities to choose from and you are encouraged to start your own groups too. Our extra curricular programme includes: concert and junior bands, samba band, choir, woodwind and strings groups, and jazz band.

## **EQUIPMENT NEEDED**

Manuscript book

**Please indicate any compulsory equipment needed.**

**Any recommended but not essential mark with a \***

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Encourage regular practice at home. • Encourage them to perform in front of family and friends. • Encourage participation in concerts and performances both inside and outside of school. • Ask them to read their composition plans to you and to justify how and why their ideas meet the given brief. • Ask them to play any initial melody ideas to you- even if you are not musical, you will be able to tell if these ideas are coherent enough to sound like a tune! • Ask them to talk about where they got their compositional influences from, as this will form part of their CD sleeve write-up, • Test them on their musical vocabulary and ask them to describe the main points of interest from each of the set works.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Music writing software (e.g. Sibelius, Musescore)

**Google Classroom Code**

## **TEXTBOOKS OR REVISION GUIDES**

Edexcel AS/A level Anthology of Music (2016) ISBN: 9781292118369

Mrs D's Harmony Workbook (available from [www.harmonyworkbook.co.uk](http://www.harmonyworkbook.co.uk))

Edexcel AS and A Level Music Study Guide ISBN: 9781785581694

Edexcel A Level Music Revision Guide ISBN: 9781785581724

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss J Pitman



<b>TERM</b>	<b>COURSE CONTENT: Knowledge and skills</b>	
	<b>Year 12</b>	<b>Year 13</b>
<b>1</b>		
<b>ASSESSMENT OPPORTUNITIES</b>	Throughout the course of the year, students study the set works for the AS exam, conduct interim performances and develop one composition. The Solo Performance programme (5-6 mins) is recorded in or before April, the Composition is recorded and completed before April. The Listening exam, including the analysis of the set works is in June. Throughout the year, students work is continually assessed in-line with Edexcel specification. N.B. The set works list changes every year so it is not possible to say which are addressed in each term	Throughout the course of the year, students study the set works for the A2 exam and conduct a series of interim performances, building up to their recital performance programme- this is recorded in or before April. The Listening exam, including the analysis of the set works is in June. Throughout the year, students work is continually assessed in-line with Edexcel specification. N.B. The set works list changes every year so it is not possible to say which are addressed in each term
<b>2</b>		
<b>ASSESSMENT OPPORTUNITIES</b>		
<b>3</b>		
<b>ASSESSMENT OPPORTUNITIES</b>		
<b>4</b>		
<b>ASSESSMENT OPPORTUNITIES</b>		
<b>5</b>		
<b>ASSESSMENT OPPORTUNITIES</b>		
<b>6</b>		
<b>ASSESSMENT OPPORTUNITIES</b>		<b>FINAL EXAMINATIONS</b>





## **PHILOSOPHY & ETHICS: OCR**

### **OVERVIEW**

Philosophy, Ethics and Religion explores the way we view the world and how we understand human nature. Ethical issues dominate the newspapers and questions concerning the right and wrong way to behave are pertinent in every area of life. During lively lessons, students are encouraged to question, discuss and present their own arguments, comparing and contrasting these with the theories of great thinkers. The skills developed are applicable in careers such as medicine, law and business, as well as being valuable preparation for university. This subject is also highly regarded by Russell Group universities.

### **SUBJECT CONTENT**

Year 12

In philosophy, students will appreciate ancient philosophical influences and then evaluate the success of several classical arguments for the existence of God. The authenticity of religious experience will be questioned and finally the challenge of the problem of evil will be explored. In Ethics, students will look at normative ethical theories and begin to apply these theories to contemporary moral dilemmas. Students will also discover Buddhist ideas about human nature and sources of religious authority.

Year 13

Students will delve into the nature of the soul, mind and body, the possibility of life after death, the nature of God and issues surrounding religious language. In Ethics, the nature of ethical language will be analysed, alongside debates surrounding conscience and free will. Finally, students will explore the background of Buddhism and analyse a range of Buddhist world views.

### **ENTRY REQUIREMENTS**

Whilst it is a help, it is not necessary to have a GCSE in Religious Studies. Candidates will need at least a GCSE at Grade 4 in English. In addition to an interest in the subject, students will need to have a positive attitude towards background reading and developing a fluent essay writing style.

### **ASSESSMENT OBJECTIVES**

A01- knowledge and understanding (40%)

A02- evaluation and analysis (60%)

### **ASSESSMENT STRUCTURE**

Three examinations will take place at the end of the A2 course, with each exam lasting two hours.

### **GROUPINGS**

Approximate group sizes= 12 students on average

### **HOMEWORK INFORMATION**

Milestone assessment tasks, and preparation for milestone tasks (often involving preparation of a page of notes). 2. Reading of texts in preparation for lessons, and to consolidate learning (at A2 this will often be the reading of texts from the Course Reader). 3. Answering questions set by teachers. 4. Interactive and creative activities, for example creation of posters. 5. Active revision of course content (active revision involves tasks like creating mindmaps; writing practice essay plans; making detailed notes from additional reading of textbooks and websites).

Homework and revision should take students at least 1 hour a week for each element of the course (Philosophy, Ethics and Buddhism).

### **SUPERVISED STUDY INFORMATION**

Students should dedicate 1/3 of their supervised study time to Religious Studies.

Tasks will be set each week and should take approximately 1 hour to complete.

Tasks include: essay planning, wider reading, comprehension tasks and research on specific topics.

### **EXTENDED STUDY INFORMATION**

- Use textbooks and the websites to read around the topics, especially focusing on gathering the views of scholars to use in analysis and evaluation: <http://www.tutor2u.com/>  
<http://www.thatreligiousstudieswebsite.com/> <http://www.mel-thompson.co.uk/> <http://www.thorpe-st-andrewhigh.co.uk/Students/RE/alevel.html> <http://www.rsrevision.co.uk>
- Pupils can extend their learning



by engaging with ethical issues in the news, and by watching television programming about religious, philosophical and ethical issues. • Reading philosophical and ethical texts, for example the writings of philosophers such as John Hick or Richard Swinburne. • Using past examination papers and sample papers (available on the OCR website) to attempt practice essays or write essay plans. • Independent wider reading is essential for success at AS and A2 Level – pupils should use reading lists provided by teachers. • Engage with extra-curricular activities, such as the student-run Philosophy Society and participate in essay-writing competitions promoted by teachers.

## **ENRICHMENT OPPORTUNITIES**

There is a wealth of excellent enrichment available to students on the internet, including access to original source texts and podcasts from philosophers. Regular exposure to current affairs is to be encouraged and A level students have been given the opportunity to attend a conference in Oxford Town Hall which enriches their study of philosophy, ethics and religion. In addition, a local Buddhist nun holds a seminar for our KS5 students to enrich their understanding of religion.

## **EQUIPMENT NEEDED**

Buddhism Year 1 and Year 2 Reader available from the school shop is compulsory to purchase (approximately £2)

### Philosophy and Ethics:

OCR A level Religious Studies – Year 1 by Wilkinson, Wilcockson and Campbell  
Hodder Education- [Learn More](#)  
ISBN: 9781471866692

OCR A level Religious Studies- Year 2 by Wilkinson, Wilcockson and Campbell  
Hodder Education- [Learn More](#)  
ISBN: 9781471866746

### *Optional:*

- Cush, D. (1993) 'A student's approach to world religions: Buddhism'
- Harvey, P. (2012) 'An introduction to Buddhism: teachings, history and practices'
- 'The Puzzle of God' (1999) by Peter Vardy. This text contains key chapters on a range of Philosophy units, particularly helpful for Miracles and the Nature of God.
- 'The Puzzle of Ethics' (1999) by Peter Vardy. This text contains useful chapters on a range of Ethical theories, with some chapters on the application of these theories to issues such as euthanasia and abortion.

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Ensure students have a well-organised folder containing all of their class-work, sorted into a logical order that is easily accessible
- Discuss philosophical questions and ethical issues with students (e.g. views about euthanasia – encourage students to 'teach' you what they have learnt)
- If possible, encourage access to the course textbooks or encourage students to borrow textbooks during their study periods.
- Discuss with students their progress, particularly their performance on milestone assessments.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Students must be regularly using our Google classrooms pages:

Philosophy: [uh10y2n](#)

Ethics: [kp5j6k8](#)

Buddhism: [p8x8ttl](#)

## **TEXTBOOKS OR REVISION GUIDES**

Buddhism Year 1 and Year 2 Reader available from the school shop is compulsory to purchase (approximately £2)



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	<u>Philosophy:</u> Plato and Aristotle Arguments for the existence of God (a posteriori) <u>Ethics:</u> Natural Law Situation Ethics Kantian Ethics <u>Buddhism:</u> Life of the Buddha	<u>Philosophy:</u> Soul, mind and body <u>Ethics:</u> Meta Ethics <u>Buddhism:</u> Development of Mahayana Buddhism Buddhism in the Far East and Far West
<b>ASSESSMENT OPPORTUNITIES</b>	A2 style examination question – at the end of each unit.	A2 style examination question – at the end of each unit.
2		
<b>ASSESSMENT OPPORTUNITIES</b>	<u>Philosophy:</u> Arguments for the existence of God (a priori) <u>Ethics:</u> Utilitarianism Euthanasia <u>Buddhism:</u> Taking Refuge Samsara	<u>Philosophy:</u> Religious Language <u>Ethics:</u> Conscience <u>Buddhism:</u> Madhyamaka and Prajnaparamita Engaged Buddhism
3	<u>Philosophy:</u> Problem of evil Religious Experience <u>Ethics:</u> Business Ethics <u>Buddhism:</u> 3 Marks of existence 4 Noble Truths Meditation	<u>Philosophy:</u> Religious Language (21 <sup>st</sup> Century) <u>Ethics:</u> Sexual Ethics <u>Buddhism:</u> Buddhism and Gender
<b>ASSESSMENT OPPORTUNITIES</b>	A2 style examination question – at the end of each unit.	A2 style examination question – at the end of each unit.
<b>ASSESSMENT OPPORTUNITIES</b>		FINAL EXAMINATIONS
<u>Philosophy and Ethics:</u> OCR A level Religious Studies – Year 1 by Wilkinson, Wilcockson and Campbell Hodder Education- Learn More ISBN: 9781471866692  OCR A level Religious Studies- Year 2 by Wilkinson, Wilcockson and Campbell Hodder Education- Learn More ISBN: 9781471866746		
<b>CONTACTS / ANY FURTHER INFORMATION</b> <b>Curriculum Leader:</b> Miss S Jones		



## PHYSICAL EDUCATION: OCR

### OVERVIEW

A level PE allows students to explore a number of completely different aspects of sports participation. It is this breadth, together with the nature of the syllabus that allows us to offer a range of teaching and learning styles; students will often find themselves engaged in practical activity in order to further their understanding of theory. They will combine their practical performances, in one chosen activity, with academic assessments in pursuit of a strong overall grade. Our large indoor sports hall, two designated classrooms and an Astroturf pitch provide for a thoroughly enjoyable learning experience. A level physical education is recognised by all Universities as a scientific- academic qualification and is particularly useful in the pursuit of places on sports science, Physiotherapy and sports related teaching courses.

### SUBJECT CONTENT

The AS syllabus currently has three strands, each of which allows students to study an entirely different aspect of sports participation and surrounding issues. The contemporary studies module offers students the chance to explore a range of issues surrounding the modern day sporting world. It is during this time that students will consider sociological elements such as football hooliganism and sponsorship and their impact on the development of selected, high profile sports. Physical Education students will also study anatomy and physiology. Following a brief section based around the workings of the bones and muscles in the human body, movement analysis projects become prevalent. The acquisition of skill component of the syllabus focuses upon how humans learn. In particular, students will consider the coaching methods and learning environments that are beneficial to particular groups of individuals in a sporting context. In the history of sport component students will consider the factors in the development of several different competitive sports. For example, the Industrial Revolution, associated developments in transport links and the need for a release from the monotony of working life are considered in relation to the development of Association Football. Exercise physiology focuses on how the body prepares itself for and recovers from exercise. Sports psychology gives students an insight into how they can mentally prepare themselves for big events and ensure that peak physical conditioning is not undermined by anxiety and negative psychological factors.

### ENTRY REQUIREMENTS

A grade 4 or better in GCSE Combined Science is required as A level physical education is an academic qualification. Prospective students must be regular participants in at least one competitive activity.

### ASSESSMENT OBJECTIVES

- AO1** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4** Demonstrate and apply relevant skills and techniques in physical activity and sport.  
Analyse and evaluate performances

### ASSESSMENT STRUCTURE

Assessment of the course is completed by written examination, a formal analytical task and practical assessment of one chosen sporting activities.

### GROUPINGS

20

### HOMEWORK INFORMATION

Past paper questions • 20 marker analysis • Learn key terminology and definitions for the topic. • Write your own mark scheme tasks • Peer marking on extended answers • Revision for knowledge tests

### SUPERVISED STUDY INFORMATION

- Reading over notes made in class.



- Consolidating knowledge by making additional notes from the text book
- Research case studies
- Create revision notes

### **EXTENDED STUDY INFORMATION**

Past papers • Additional research on each topic. • Revision and creation of own revision tools. • Review topics to identify personal areas of strengths and focus for development.

### **ENRICHMENT OPPORTUNITIES**

A level physical education students will benefit from participating in a variety of sporting fixtures.

### **EQUIPMENT NEEDED**

**PE kit**

**Text book**

**Folders**

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Encourage your child to get actively involved in sport and activities to promote a healthy lifestyle. • Discuss relevant issues with your child, for example sport and the media. • Listen to your child's observation analysis to help with their oral assessment. • Ensure your child is actively involved in the activities they will be assessed in. • Support your child with their practical coursework but reading it through for them and asking questions.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Psychology 84wc4i**

**Social cultural 4ivl43**

### **TEXTBOOKS OR REVISION GUIDES**

PE FOR A LEVEL YEAR 1, Includes AS.

John Honeybourne, Sarah Powell

Hodder Education – Learn More

ISBN: 9781471851735

PE FOR A LEVEL YEAR 2.

John Honeybourne, Sarah Powell

Hodder Education – Learn More

ISBN: 9781471851742

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr J Flynn



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
	<p>The structure of the course will include the following topics. - Applied Anatomy and Physiology. - Exercise physiology - Biomechanics - Skill Acquisition - Sports Psychology - Sport and Society</p> <p><b>Applied Anatomy and Physiology:</b> Students will cover the structure and function of the bodily systems to include, skeletal, muscular, cardiovascular and respiratory. <b>Exercise Physiology:</b> Students will cover the implications of diet and its effect on performance. They will also look at methods of training and preparation to improve. <b>Biomechanics:</b> Students will focus on biomechanical principles, levers and the use of technology. <b>Skill Acquisition:</b> Students will learn how to classify different skills, types of practice methods, skill transfer and theories of learning. They will also look at stages of learning with guidance and feedback. <b>Sports Psychology:</b> Student will cover how individual difference affect participation and how group dynamics and goal setting affects performance. <b>Sport and Society:</b> Students will look at the emergence of different sports and how global sporting events have modernised.</p>	<p>The structure of the course will include the following topics. - Applied Anatomy and Physiology. - Exercise physiology - Biomechanics - Skill Acquisition - Sports Psychology - Contemporary Issues</p> <p><b>Applied Anatomy and Physiology:</b> Students will study how energy is create and used during exercise. Also they will cover environmental effects on the body. <b>Exercise Physiology:</b> Students will cover how to prevent injury and injury rehabilitation. <b>Biomechanics:</b> Students will focus on types of motion, fluid mechanics and projectile motion. <b>Skill Acquisition:</b> Student will cover how memory impacts participation and performance. <b>Sports Psychology:</b> Students will cover attribution theories as well as confidence and self-efficacy in sport. They will also look at leadership and how to manage stress. <b>Contemporary Issues:</b> Students will look at ethics in sport including commercialisation and media influences. The course will also focus on sporting excellence routes and how modern technology impact fair play and outcomes in sport.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p><b>Theory:</b> Students will be assessed throughout the course using a variety of methods. For example verbal discussions, mini tests and homework. Student will be set examination style questions for each topic. Most lessons will start with a recap knowledge test assessing the previous lessons objectives. Each unit will have a formal assessment each half term to assess student's strengths and areas for development. The will complete in class using examination questions. <b>Practical:</b> - Students will be assessed practically in their chosen practical activity. - Students will also complete an oral examination. They will be required to observe a performance which they will then need to fully analyse. They will need to include comments on the performer's strengths and weakness, and suggest ways the performer could improve whilst</p>	<p><b>Theory:</b> Students will be assessed throughout the course using a variety of methods. For example verbal discussions, mini tests and homework. Student will be set examination style questions for each topic. Most lessons will start with a recap knowledge test assessing the previous lessons objectives. Each unit will have a formal assessment each half term to assess student's strengths and areas for development. The will complete in class using examination questions. <b>Practical:</b> - Students will be assessed practically in their chosen practical activity. They will need to provide evidence of competitive participation which must include video evidence. - Students will also complete an oral examination. They will be required to observe a performance which they will then need to fully analyse. They will need to include</p>



	showing knowledge of the theory specification.	comiments on the performer's strengths and weakness, and suggest ways the performer could improve whilst showing knowledge of the theory specification.
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## PHYSICS: AQA

### OVERVIEW

Physics is the most fundamental of all of the Sciences. The work covered at A level will allow you to understand and analyse the most important fundamental questions about how the universe functions from the tiniest sub-atomic particles to the largest supernova and the heaviest black holes. A background in physics is a springboard to many careers, from chocolate production to cosmology, from financial services to engineering. Additionally, an A level in physics is an affirmation of a sound intellect for many other courses, such as medicine, and research suggests that students with physics A levels will more likely enter higher wage professions upon entering the world of work.

### SUBJECT CONTENT

#### Year 12

Students will build on the material already covered at GCSE. Students will be re-introduced to forces and mechanics, but this will be studied in more depth, and be required to analyse more complex situations. Students will also develop their understanding about how electric circuits work and be introduced to new ideas, linked to engineering, regarding the behaviour of materials. Topics such as waves and atoms will be studied with links being made between these subjects through particle and quantum physics.

#### Year 13

Students will study further mechanics topics that are necessary to explain the natural world such as simple harmonic motion and circular motion. Magnetic and electric fields will also be studied and related to how particle accelerators work. Further work on gravitational fields will help explain the motion of the planets and stars. The topic of thermodynamics will be covered as well as how  $E=mc^2$  can be used to explain the processes of nuclear fission and nuclear fusion, the latter of which will be linked to the life of star, and evolution of the Universe.

There is an optional unit that can be chosen during the second year of the course. In previous years, students have opted to follow the Astrophysics or Engineering Physics unit. Throughout the course, links between different areas of the syllabus become more apparent.

### ENTRY REQUIREMENTS

The most important attributes for a good physics student are an inquisitive mind and a desire to learn more about the world around us. You should have gained a grade 5 or above in GCSE Physics or Combined Science. Importantly, you should be numerate and have also gained a grade 6 at GCSE mathematics. You will be at an advantage if you are also studying mathematics at A level, and indeed most university courses that require physics, would need mathematics also, such as engineering or physics itself

### ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgements and reach conclusions
- develop and refine practical design and procedures.

### ASSESSMENT STRUCTURE

For A level, students will sit three two-hour examinations. They will consist of a variety of multiple choice questions as well as questions that require short and long answers.

### GROUPINGS

There two Physics groups in each year with between 15 and 20 students

### HOMEWORK INFORMATION



Each teacher will normally set one homework every two weeks. We would expect students to spend about 2 or 3 hours on the home work.

1. Completing exam-style questions
2. Completing calculation exercises
3. Completing Required Practical write ups
4. Research and/or presentation of a given topic
5. Preparation for tests

This should be supplemented by your personal study which should include:

1. Consolidation of work covered in class using course book
2. Use of the Physics Factsheets
3. Revision Questions (Year 13) on Physics Website

## **SUPERVISED STUDY INFORMATION**

- PiXL independent study booklets are available from the Physics website as well as the answers
- Physics Factsheets

## **EXTENDED STUDY INFORMATION**

- Read some of the popular Science books as recommended on the VLE
- Attend one of the open days at the Diamond light source particle accelerator near Didcot  
<http://www.diamond.ac.uk/Home/Public.html>
- Work through the boardworks presentations via the VLE

## **ENRICHMENT OPPORTUNITIES**

Students have in the past taken part in a variety of extra-curricular visits, such as to the Large Hadron Collider at CERN and the Medical Physics department at the Royal Berkshire Hospital. Students have been encouraged to lead on extracurricular clubs, such as engineering club.

## **EQUIPMENT NEEDED**

In addition to paper and black and green pens you should also have:

- a scientific calculator
- a ruler (preferably 30cm)
- pencil
- protractor
- set square
- compass for circle drawing\*

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- You can help even if Physics is all Greek to you:
  - Encourage and support your children to properly consolidate classwork by summarising and expanding their notes.

Physics is a hard subject at AS and A level where some concepts will need to be revisited regularly.

- Go through the glossary of terms section on the VLE.
- Buy an additional textbook to support the course such as Collins (Physics Advanced Science)

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Log on to google classroom using the code gt16by to gain access to the Physics website

<https://sites.google.com/maidennerleghschools.co.uk/maiden-erlegh-school-physics-d/home>

Where there are links to lots of support material

## **TEXTBOOKS OR REVISION GUIDES**

AQA Physics, A LEVEL YEAR 1 AND AS (year 12), by Jim Breithaupt (ISBN: 978-0-19-835186-3).  
AQA Physics, A LEVEL YEAR 2 (year 13), by Jim Breithaupt (ISBN: 978-0-19-835772-8).



## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr J D'Cruz

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Matter and Radiation (1) Quarks and Leptons (2) Forces and Equilibrium (6) On the move (7)	Simple Harmonic Motion (18) Thermal Physics (19) Nuclear Energy (27) Gravitational Fields (21)
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic tests Required Practical	End of topic tests pre public examination Required Practical
2	Quantum Phenomena (3) Newton's laws of motion (8) Force and momentum (9)	Electric Fields (22) Capacitors (23) Gases (20)
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic tests Required Practical	End of topic tests pre public examination Required Practical
3	Work, energy and power (10) Materials (11) Electric current (12) DC circuits (13)	Magnetic Fields (24) Rotational Dynamics (28.3)
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic tests Required Practical	End of topic tests Required Practical
4	Waves (10)	Electromagnetic Induction (25) Thermodynamics and Engines (28.3)
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic tests Required Practical	End of topic tests pre public examination Required Practical
5	Optics (14)	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic tests Required Practical End of Year Exam	
6	Motion in a circle (17) Radioactivity (26)	
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic tests Required Practical	FINAL EXAMINATIONS



## PSYCHOLOGY: AQA

### OVERVIEW

Psychology is the scientific study of the mind and human and non-human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems. If you study psychology you'll be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills. Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare. Psychologists can work in social care, mental health, education, business, research and sports.

### SUBJECT CONTENT

Students will follow the A level AQA specification linear programme. The A level consists of three papers. The following content will be covered over the two years: **Paper 1 Introductory topics in psychology:** • Social Influence • Memory • Attachment • Psychopathology **Paper 2 Psychology in context:** • Approaches in psychology • Biopsychology • Research methods with inferential statistics **Paper 3 Issues and debates and other options:** • Psychology of relationships • Forensic psychology • Schizophrenia • Issues and debates

### ENTRY REQUIREMENTS

Psychology A level is scientific and research based. It requires a good understanding of biology and a willingness to develop this further. It involves the use of mathematics and the ability to read around topics (a mixture of scientific and other research texts). It also involves writing academic essays. Typically, students will have at least a grade 5 in biology or combined science and a grade 5 in English and mathematics

### ASSESSMENT OBJECTIVES

- **AO1:** Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- **AO2:** Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative /Quantitative data
- **AO3:** Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures.

### ASSESSMENT STRUCTURE

•Students will be examined on each paper. Each written exam will be two hours, 96 marks in total and each paper is worth 33.3% of the A level. The paper will consist of each topic and they are assessed out of 24 marks. •Questions will consist of multiple choice, short answer and extended writing. •The skills that will be assessed are knowledge/ understanding, analysis/evaluation and application.

Paper 1: Introductory topics in Psychology

Paper 2: Psychology in context

Paper 3: Issues and Options in Psychology

### GROUPINGS

There are approximately 3 groups in Year 12 and 3 groups in Year 13. Class sizes can comprise of up to 20 students.

### HOMEWORK INFORMATION

- All homework's must be recorded in a diary with deadline dates clearly stated. All homework's are expected to be handed in on time. Homework reminders can also be found on google classroom
- Two sets of Homework will be set each week. Each homework should take an hour.
- On top of this there is an expectation that students will also use their time for wider reading, read over their course notes and make additional notes.



- Homework tasks include: Learning key terms, learning the key studies, preparing essay assessments, answering exam style questions, applying knowledge to Research Methods questions, revision for timed essays.

## **SUPERVISED STUDY INFORMATION**

Students should read the BBC news to keep up to date with current affairs. Psychology journal articles can be found on websites. • Students should make read the relevant chapters of the course text book, read over the course booklets, make additional notes, answer additional exam Questions in the text books, read the additional articles on google classroom in order to help them to develop their subject knowledge.

## **EXTENDED STUDY INFORMATION**

Students are encouraged to read around the subject beyond the text book. They can make use of psychology websites and journals. Copies of the psychology review are available to access from Mrs Moon. Furthermore: looking at past papers, creating revision notes of key studies, reviewing topics and reflecting on the PLC's regularly will be beneficial.

## **ENRICHMENT OPPORTUNITIES**

Behind Bars conference will give the opportunity for students to enhance their understanding of criminal behaviour with talks from ex-offenders, prison wardens and a forensic psychologist. Furthermore, visits to museums, universities and listening to key speakers will bring psychology to life.

## **EQUIPMENT NEEDED**

- Equipment – calculator
- ring-binder folders (one per teacher)
- A pad of A4 paper
- Folder dividers
- Plastic wallets
- Black, Red, Green pens and highlighter pens
- A copy of each course pack (further information will be provided at the beginning of the course)
- Psychology textbook (see section on textbooks and revision guides)

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Ensure that your son/daughters folder is consistently organised and that they are aware of which folder they will need for the day. Check that they are on top of their homework, meeting deadline dates and working towards their target grade. Support your son/daughter by checking they understand what they are studying and are responding to feedback to improve their assessment. Ensure that you son/daughter are regularly reading around the subject and are aware of what they have covered and what they will be covering by checking that their PLC's are up to date. Support them by helping them revise for upcoming assessments and PLC's.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Web addresses:

- <http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>
- <https://www.simplypsychology.org/>
- **GOOGLE CLASSROOM:** i1z6a7

## **TEXTBOOKS OR REVISION GUIDES**

Year 1 – AQA Psychology for A level Year 1 & AS by Cara Flanagan, Dave Berry, Matt Jarvis and Rob Liddle; ISBN: 9781908682406 (illuminate publishing)

Year 2 – AQA Psychology for A level Year 2 by (same authors as Yr. 1 text book!) ISBN: 9781908682413 (illuminate publishing)



## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs P Moon

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Social Influence Memory Attachment Research Methods	Issues and Debates Schizophrenia Research Methods
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>Students will spend time on assessment. This will be a range of exam questions from past papers</li> <li>The paper will include a range of 2 mark, 6 mark and 16 mark question.</li> <li>student will be expected to prepare revision and assessment will take place in exam conditions.</li> <li>Feedback will be given by teacher, including suggestions for improvement</li> <li>DIRT time for students with opportunity to complete 'green pen' feedback.</li> <li>Assessments will be Half term Mile stone assessments and homework based tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students will spend time on assessment. This will be a range of exam questions from past papers.</li> <li>The paper will include a range of 2 mark, 6 mark, 8 mark and 16 mark question.</li> <li>student will be expected to prepare revision and assessment will take place in exam conditions</li> <li>Feedback will be given by teacher, including suggestions for improvement</li> <li>DIRT time for students with opportunity to complete 'green pen' feedback.</li> <li>Assessments will be Half term Mile stone assessments and homework based tasks.</li> </ul>
2		
<b>ASSESSMENT OPPORTUNITIES</b>		
3	Psychopathology Bio-Psychology Research Methods	Forensic Psychology Psychology of relationships Research Methods
<b>ASSESSMENT OPPORTUNITIES</b>		
4		
<b>ASSESSMENT OPPORTUNITIES</b>		
5	Approaches Bio-Psychology Research Methods	Revision of paper 1, 2 and 3
<b>ASSESSMENT OPPORTUNITIES</b>		
6		
<b>ASSESSMENT OPPORTUNITIES</b>		FINAL EXAMINATIONS





## SOCIOLOGY with CRIMINOLOGY: AQA

### OVERVIEW

Sociology is the study of human societies. Sociologists ask questions such as why do people behave in the way that they do? Why do some individuals break society's rules? How are societies held together and broken apart? Sociology is a new subject for most candidates, providing them with analytical skills to enable them to apply sociology to an understanding of modern societies and their own experiences. It deals with issues that are relevant and interesting and it broadens students' understanding of their world and their place within it. Sociology provides a good preparation for many careers. Criminology, in particular, is a new and interesting area which many students like to pursue at university and into the work place.

### SUBJECT CONTENT

Year 12

The topics studied in year 12 will include families and households, which will address issues such as: Why is divorce on the increase? Why are more people wanting to live alone? and How might the family be harmful to its members? The study of the education system includes: What are schools for?, Why do girls out perform boys? and does home life influence achievement? The study of sociological methods within the education unit involves exploring how sociologists conduct research and how they collect the evidence which they then use to inform their research.

Year 13

The topics studied will include: beliefs in society, which will address issues such as why do people join sects and cults?, Why is church attendance declining? and Is there a future for religion? The study of crime, deviance and criminology includes: Who commits crime and why?, How can the media increase crime rates? and can crime statistics be trusted? Theory and methods will underpin the study of units in year 13.

### ENTRY REQUIREMENTS

No previous study of Sociology is required, but applicants need to read widely, take an active interest in current issues and be able to write essays fluently. Candidates must have at least a grade 4 in English language or English literature

### ASSESSMENT OBJECTIVES

Assessment Objective 1 (AO1) *Knowledge and Understanding (of theories, research etc)*

Assessment Objective 2 (AO2) *Application (of evidence, examples, research etc)*

Assessment Objective 3 (AO3) *Analysis and Evaluation (of evidence, examples, research etc)*

### ASSESSMENT STRUCTURE

There are three examinations at the end of Year 13:

Paper 1 (X2 hours): Education with Theory and Methods

Paper 2 (X2 hours): Families & Households; Beliefs in Society

Paper 3 (X2 hours): Crime and Deviance (Criminology) with Theory and Methods

### GROUPINGS

There are typically 4-5 groups in Year 12 and 4 groups in Year 13. Sociology is an immensely popular subject and students thoroughly enjoy the course. Class sizes are kept as small as possible and typically comprise 20 students.

### HOMEWORK INFORMATION

Homework is set each lesson. Students are expected to read widely, making use of the course packs and google.classroom materials in particular. For each lesson, students should complete an additional two hours of independent work.

Typical homework tasks include:

*Learning key concepts, preparing for practise essay assessments, researching key studies, exploring the news, google.classroom resources, comprehension tasks using research articles.*

### SUPERVISED STUDY INFORMATION





- Students should visit the Home Office website to investigate different issues regarding British society and government policies.
- Students to try to watch a news programme once a day in order to keep up-to-date with current affairs.
- Students should make full use of the resources available in the library and / or read the relevant chapters of the course text book in order to help them to develop their subject knowledge.

## **EXTENDED STUDY INFORMATION**

Students are expected to keep a regular eye on the BBC news pages, since these provide a wealth of information that is relevant to this course. Course packs should be used frequently in following the content of the course. Regular use of the information posted on google.classroom is recommended.

## **ENRICHMENT OPPORTUNITIES**

Sociology students are encouraged to visit Reading Crown Court, which provides them with an interesting and informative insight into how the British Criminal Justice System operates. They can watch real cases taking place! This trip compliments the Crime, Deviance and Criminology unit which is studied in year 13. We also often invite guest speakers into school as part of the Beliefs in Society unit in year 13.

## **EQUIPMENT NEEDED**

X2 ring-binder folders (one per teacher)

A pad of A4 paper

Folder dividers

A copy of each course pack (further information will be provided at the beginning of the course)

AQA A Level Sociology Themes and Perspectives Year 1 & AS (2018) Haralambos & Holborn\*

AQA A Level Sociology Themes and Perspectives (2018) Haralambos & Holborn\*

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Please encourage your son/daughter to prepare for milestone assessments thoroughly. They will always be given one week to prepare.
- During the examination period, please encourage your son/daughter to work through the exam questions booklet that they will have been given. They should attempt to answer some of the questions and then discuss these with their class teacher.
- Please encourage your son/daughter to meet all set deadlines and to make an appointment with their class teacher should they not understand anything.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Google classroom code: u45mmau

[bbc.co.uk/news](http://bbc.co.uk/news)

## **TEXTBOOKS and REVISION GUIDES**

AQA A Level Sociology Themes and Perspectives Year 1 and AS. Haralambos & Holborn (2018)

AQA A Level Sociology Themes and Perspectives. Haralambos & Holborn (2018)

Succeed at A Level Sociology Book One. Rob Webb and Keith Trobe (Revision guide)

Succeed at A Level Sociology Book Two. Rob Webb and Keith Trobe. (Revision guide)

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr B Garner



TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Families & Households; Education	1 Beliefs in Society; Crime and deviance
<b>ASSESSMENT OPPORTUNITIES</b>	Students will complete a series of milestone assessments by completing past exam-style essay questions in class, under strict timed conditions. Students will be given time to revise and prepare, but will complete each assessment without using their notes.	Students will complete a series of milestone assessments by completing past exam-style essay questions in class, under strict timed conditions. Students will be given time to revise and prepare, but will complete each assessment without using their notes.
2		
<b>ASSESSMENT OPPORTUNITIES</b>		
3	Families & Households Education with Research Methods	Beliefs in Society Crime and deviance
<b>ASSESSMENT OPPORTUNITIES</b>		
4		
<b>ASSESSMENT OPPORTUNITIES</b>		
5	Research Methods	Sociological Theory
<b>ASSESSMENT OPPORTUNITIES</b>		
6		
<b>ASSESSMENT OPPORTUNITIES</b>		FINAL EXAMINATIONS



## SPANISH: AQA

### OVERVIEW

Speaking and understanding another language is an invaluable skill which can be useful in many ways throughout life. In the future, you will be competing for jobs on a European and World level and your knowledge of another language and culture will really make you stand out. Students who have studied Spanish at A level go on to have careers in a variety of sectors including teaching, translating, sales and marketing, travel & tourism, journalism, fashion, work in the foreign office or secret service, interpreting, banking.

Spanish is the second most widely-spoken language in the world with over 400 million speakers. It's also one of the most spoken languages in Europe. Being able to speak Spanish can provide you with numerous academic and career opportunities. It will provide you with the opportunity to work and travel in Europe, Central and South America, and other Spanish-speaking countries. Through learning the language, you will be able to access the Spanish and Latin American cultures, which are rich in areas such as dance and literature.

Language skills alone are already an advantage in potential employers' eyes, but Spanish even more so, as it's so widely spoken. Many British and American companies conduct business in Spanish-speaking countries, and with over 30 million Spanish speakers in the US alone, it's a great skill to have if you're looking to work abroad.

South America is a huge agricultural producer, producing a large quantity of the world's coffee, sugarcane and bananas. Being able to speak Spanish could open up opportunities to work for global export companies. Similarly, in Spain, the manufacturing and textile industries are strong, providing further opportunities.

### SUBJECT CONTENT

We have opted for the AQA A level course. Students must study the following themes and sub-themes in relation to at least one Spanish-speaking country

- Aspects of Hispanic society
- Multiculturalism in Hispanic society
- Artistic culture in the Hispanic world
- Aspects of political life in the Hispanic world

In addition,

- Literary texts and films

Students must study **either** one text and one film **or** two texts from the list below. Abridged editions should not be used. Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish and demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Finally,

- Various aspect of the Spanish grammar

### ENTRY REQUIREMENTS

In order to cope with the rigours of A level Spanish some linguistic competence is essential, but it is not the preserve of the most able linguists. We expect students to have gained at least a grade 5 at GCSE but also a passion for language and meaning and a desire to experiment with new vocabulary and grammar. You will need to be disciplined in working independently as well as collaboratively and have an ability to commit language to memory accurately.



## ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Spanish specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

AO1: Understand and respond:

in speech to spoken language including face-to-face interaction

in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond:

in speech to written language drawn from a variety of sources

in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

## Assessment objective weightings for A-level Spanish

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2		
AO1	12.5	0	7.5	20
AO2	27.5	0	2.5	30
AO3	10	10	10	30
AO4	0	10	10	20
Overall weighting of components	50	20	30	100



## ASSESSMENT STRUCTURE

### Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	
Paper 1: Listening, reading and writing	100	x2	200
Paper 2: Writing	80	x1	80
Paper 3: Speaking	60	x2	120
Total scaled mark:			400

### Paper 1: Listening, Reading and Writing

Duration: 2 hours 30 minutes; total raw mark: 100

#### Listening and responding

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in Spanish. Questions will include the need to infer meaning and will include of abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in Spanish what they have understood from the passage they have heard and marks will be awarded for the quality of Spanish used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions requiring a response in Spanish, students should give only the information required by the question.



Across the passages for listening, reference will be made to at least two Spanish-speaking countries other than Spain.

At least one passage will involve more than one speaker. Passages will be studio recorded and provided to schools and colleges. Students will have individual control of the recording. The language and delivery of the recorded material will reflect its content and context.

## **Reading and responding**

Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in Spanish. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in Spanish what they have understood from the stimulus text they have read and marks will be awarded for the quality of Spanish used. Students must write in full sentences and use their own words as far as possible in this question.

For the remaining questions requiring a response in Spanish, students should give only the information required by the question.

Across the stimulus texts for reading, reference will be made to at least two Spanish-speaking countries other than Spain.

## **Assessment**

In questions requiring a summary, the marks for content (AO1 or AO2) and language (AO3) are awarded independently.

Long summaries will be marked for content (AO1 or AO2) or language (AO3) until the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 or AO2 mark is awarded for content points which contain the required information regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 or AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. Examples of this are in the specimen mark scheme. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.



In comprehension questions with no AO3 marks, where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 or AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set. Examples of this are in the specimen mark scheme.

## Translation

Students will translate a passage of at least 100 words from Spanish into English. The content will be based on the themes and sub-themes in this specification.

Students will translate a passage of at least 100 words from English into Spanish. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in Spanish, giving them some of the vocabulary and structures which they will need for the translation.

No dictionaries are allowed in this exam.

## Paper 2: Writing

Duration: 2 hours; total raw mark: 80

Students will answer an essay question in Spanish for each of the two works they have studied (this can be a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in Spanish and will require a critical and analytical response.

Students will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the books and films is not allowed in this exam.

## Paper 3: Speaking

Duration: 21–23 minutes (including 5 minutes supervised preparation time); total raw mark: 60

The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5–6 minutes, and Part 2 will be the presentation and discussion of the student's individual research project.





## Part one

In Part one, the teacher-examiner gives the student two cards, following the sequencing table provided as part of the assessment material and avoiding the topic of the student's individual research project. Each card is based on a sub-theme and the two cards are drawn from different themes. The student chooses one of the two cards.

The stimulus card will form the basis for the discussion. The content of each card will be based on one of the sub-themes in this specification. Cards will contain images, text and three questions. The teacher-examiner will ask the student the questions during the discussion.

The student must ask the teacher-examiner two questions arising from the material on the card.

To meet the requirement to ask questions, a student must seek information or an opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement. Sample questions are shown in the specimen mark scheme.

Students may make notes during the 5 minute supervised preparation time and may make reference to these notes during the discussion of the sub-theme. The notes should be stored securely in the centre until results day.

## Part two

In Part two the student will present the findings of his or her research for up to two minutes. This will be followed by a discussion of the findings of the student's research. Examples of the types of question the teacher-examiner will ask during the discussion of the project are included in the *AS and A-level French, German and Spanish Instructions for the Conduct of the Examinations* at [aqa.org.uk](http://aqa.org.uk).

Students will provide in advance on the *Research project form* a list of headings to indicate the scope of their research and the sources used. Apart from the names of published sources, any headings must be in English. The teacher may help the student to complete the form. Students must use at least two sources and at least one of them must be an online source. Apart from the two required sources, any remaining sources and/or headings must not exceed 80 words. Sources could be visual, audio or written (in any combination) and must be capable of leading to findings that will form the basis of a 9–10 minute discussion.

### GROUPINGS

Usually one class of 5-10 students in yr12. 12/13 can be taught together where classes are small.

### HOMEWORK INFORMATION

Homework should be set every lesson and should take about an hour to complete.

Tasks could include: rote learning, listening and reading comprehensions, grammar exercises, translations, summaries, essays and research.

### SUPERVISED STUDY INFORMATION

Reading around the subject, research, grammar exercises.



## ENRICHMENT OPPORTUNITIES

Looking at workexperience or exchange with schools in Spain.

## EQUIPMENT NEEDED

Folder and ring binders, lined paper, a dictionary. Use of exercise books to organise your work.

## HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Even if you don't speak a word of Spanish you can help:

- Test them on the meanings of Spanish words when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it? Ask them what certain words mean – how spontaneously can they answer you?

## EXTENDED STUDY INFORMATION

Select an article which interests you, read it carefully and select at least 10 new pieces of vocabulary to look up. The choice of topic area is limitless. The temptation may be to pick an article on fashion, but you should avoid doing this every week as they are not so easy to understand. It is a good idea to vary the topic area and to choose articles related to the syllabus topics so that you encounter a variety of vocabulary.

[www.bbc.co.uk/languages/spanish/news](http://www.bbc.co.uk/languages/spanish/news)

The best place to start is the BBC's languages web-pages. Choose the "**reportajes**" link to find articles from the former "**Semanario Internet**" with a variety of reading exercises. The articles are

archived into topic areas that relate to the AS and A level syllabus.

Some of them include audio clips so you can base your listening task on the same topic.

[www.elmundo.es](http://www.elmundo.es)

Spanish daily newspaper. The website gives you access to all of the day's news articles.

[www.elpais.es](http://www.elpais.es)

Spanish daily newspaper. The website gives you access to the day's news articles although you may require a subscription to view the majority of the articles in full.

[es.news.yahoo.com/](http://es.news.yahoo.com/)

[www.abc.es/](http://www.abc.es/)

On-line Spanish daily news.

[www.terra.es](http://www.terra.es)

On-line Spanish daily news.

[www.donbalon.es/front/](http://www.donbalon.es/front/)

Spanish football website with related articles.

[www.hola.com](http://www.hola.com)

Spanish celebrity gossip magazine. Subscription required to view some of the article

[www.terra.es](http://www.terra.es) (archive news)

[www.marca.es](http://www.marca.es) (sport)

[www.estrelladigital.es](http://www.estrelladigital.es)

You should select a short audio or video clip from the Internet. Play the clip at least three times and write a brief summary in Spanish (it needn't be any longer than 50 words) with a vocabulary list



of at least 10 words. These could be key words or they could be words that are new to you and had to be looked up.

It is easier to start with short news bulletins. Video clips are ideal as they are easier to understand. Start with shorter clips and then when you feel ready, you could choose a radio programme from the Radio station websites listed below.

### Spanish News

[www.euronews.net](http://www.euronews.net)

Select language 'español' and then choose from a wide variety of News videos.

[www.20minutos.es/](http://www.20minutos.es/)

[es.news.yahoo.com/](http://es.news.yahoo.com/)

Follow the link to **Video Noticias** for three-minute news clips.

[es.noticias.yahoo.com/](http://es.noticias.yahoo.com/)

### Spanish TV channel websites:

[www.antena3tv.com](http://www.antena3tv.com)

Choose from the menu for the topic area you are interested in and then browse for video clips:

[www.antena3videos.com/](http://www.antena3videos.com/)

### For news, browse for videos at:

[www.informativos.telecinco.es/](http://www.informativos.telecinco.es/)

[www.canalsur.es](http://www.canalsur.es)

Click on the link to TV "en directo" (live) and you will be able to watch the channel on streaming video.

[www.informativos.telecinco.es/reproductor\\_video.htm](http://www.informativos.telecinco.es/reproductor_video.htm)

### For celebrity gossip....

[es.celebrities.yahoo.com/](http://es.celebrities.yahoo.com/)

Click on "Perfiles de Famosos"

### Spanish Radio on-line

[www.rtve.es/rne/envivo.htm](http://www.rtve.es/rne/envivo.htm)

Select a radio station from the list.

[www.topradio.es/](http://www.topradio.es/)

Easy listening music radio station for Spanish and English / American pop music.

[www.lyngsat.com/freeradio/](http://www.lyngsat.com/freeradio/)

[Spain.html](#)

Selection of the most important radio channels

## TEXTBOOKS OR REVISION GUIDES

An AQA-approved textbook is certified by our subject experts to provide good support for our specifications. The textbooks included below for A-level Spanish by [Oxford University](#)

[Press](#) and [Hodder Education](#) are now AQA approved.



You can order AQA-approved textbooks directly from the publishers. You don't need to buy approved textbooks in order to teach our specifications.

### **AQA A-level Spanish (includes AS)**

Authors: Mike Zollo, José Antonio García Sánchez, Tony Weston, Mike Thacker

Publisher: Hodder Education

ISBN-13: [9781471858093](https://www.hoddereducation.co.uk/9781471858093)

Price: £29.99

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr G Raso – Spanish Trust Leader

TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Phase 1: intensive grammar programme linked to thematic content. <ul style="list-style-type: none"> <li>Aspects of Hispanic society: social issues and trends</li> <li>Artistic culture in the Hispanic world</li> </ul>	Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work. <ul style="list-style-type: none"> <li>Aspects of Hispanic society: social issues and trends</li> <li>Aspects of political life in the Spanish-speaking world</li> <li>Study of second work.</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Grammar and vocabulary tests. Translations/summaries Past/ practice paper PLC Review	Grammar and vocabulary tests PLC Review
2	Phase 2: development of all skills through theme-linked teaching and learning. <ul style="list-style-type: none"> <li>Aspects of Hispanic society: social issues and trends</li> <li>Artistic culture in the Hispanic world</li> <li>Chosen film or book</li> </ul>	Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues. <ul style="list-style-type: none"> <li>Aspects of Hispanic society: social issues and trends.</li> <li>Aspects of political life in the Spanish-speaking world.</li> <li>Study of second work.</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>		
3	Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. Content focus according to assessment tasks: <ul style="list-style-type: none"> <li>essay-writing on book or film</li> <li>speaking and stimulus cards</li> </ul>	Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking). The content and skills aspects of the A-level course are now completed.



	<ul style="list-style-type: none"> <li>reading, listening and translation according to sub-themes and aspects.</li> </ul>	
<b>ASSESSMENT OPPORTUNITIES</b>	PPE 1-2 Grammar and vocabulary tests Past/ practice papers PLC Review	
<b>4</b>	<p>Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. Content focus according to assessment tasks:</p> <ul style="list-style-type: none"> <li>essay-writing on book or film</li> <li>speaking and stimulus cards</li> <li>reading, listening and translation according to sub-themes and aspects.</li> </ul>	<p>Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking). The content and skills aspects of the A-level course are now completed.</p>
<b>ASSESSMENT OPPORTUNITIES</b>		Grammar and vocabulary tests PPE 1-2 Translations PLC Review
<b>5</b>	<p>Phase 3b: 'top up' teaching on film or book for A-level needs. Developing skills in speaking, essay writing, listening, reading and translation into and from target language. Explore independent research possibilities. Transition between year 12 work (sub-themes) and year 13.</p>	<p>Phase 4: intensive and comprehensive exam preparation. All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Grammar and vocabulary tests Stepped / scaffolded research PLC Review	Grammar and vocabulary tests
<b>6</b>		
<b>ASSESSMENT OPPORTUNITIES</b>		<b>FINAL EXAMINATIONS</b>



## THEATRE STUDIES: AQA

### OVERVIEW

Our specification inspires students to become independent theatre makers with the skills they need to go on to higher education, whether that is to study a course in drama and theatre or another subject. It is varied, demanding and very rewarding, encouraging you to develop your own interests and skills relating to the world of theatre. Past students have gone on to Oxford, Cambridge, Bristol Old Vic Theatre School, Central School of Speech and Drama and Goldsmiths University, London, to name but a few of the institutions that acknowledge the merits of this course. Career paths are as varied as acting or directing, lighting and sound technicians, teaching, working in the media, in personnel, or management – all careers where employers value the confidence and maturity this course engenders.

We want students to have an inspiring experience of A level Drama and Theatre. This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances. The e a t r e S t u d i e s Contact for further information: Ms I Pravda, Head of Department Students choose to develop as a: • performer • designer (lighting, sound, set, costume, puppets) • director • combination of these. This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course.

### SUBJECT CONTENT

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study. The subject content for A level Drama and Theatre is divided into three components: 1. Drama and theatre 2. Creating original drama 3. Making theatre In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

### ENTRY REQUIREMENTS

Applicants should have good literacy skills, as well a genuine interest in the study of plays and theatre. Applicants should have a minimum Grade 4 in English language or literature. GCSE drama is highly desirable, but not essential. A good work ethic is of prime importance, as is a commitment to group practical work. Visits to the theatre and rehearsals out of school hours will be regular features of this course.

### ASSESSMENT OBJECTIVES

**Copy and paste from specification**

### ASSESSMENT STRUCTURE

There is one three hour examination, one devised piece, a working notebook, performance of an extract and a reflective report at the end of Year 13

### GROUPINGS

**Approximate group size? Amount of groups?**

### HOMEWORK INFORMATION

- Learning the meaning and spellings of more sophisticated specialist vocabulary
- Reading set play texts
- Researching the social, historical and cultural context of a set play text
- Writing up 2 sides of A4 notes on a play they have seen
- Preparing a presentation on a key theme
- Preparing character profiles
- Planning and writing practice essays
- Researching a key theatre practitioner (this will include reading articles they have written or articles about them)
- Learning lines
- Writing 'Supporting Notes' as part of the Unit 2 coursework

**How long should it take? How often will it be set?**



## **SUPERVISED STUDY INFORMATION**

**What sort of tasks will be set?**

## **EXTENDED STUDY INFORMATION**

Read other plays by the author of the set text • Search out further reading on key theatre practitioners • Take advantage of the rich and varied opportunities for seeing live theatre • Search for relevant video footage on Youtube (for example, performances of plays being studied, interviews with practitioners) • Engage in further reading on the theatre in general, or on specific areas being studied. (key titles include: 'Brecht on theatre', Jacques Lecoq: The Moving Body', 'Dictionary of the Theatre', 'Theatre @ Risk) • Purchase or borrow the AQA Study Guides for AS and A2 and read the relevant chapters to support homework tasks

## **ENRICHMENT OPPORTUNITIES**

Involvement in extra-curricular drama is a key feature of life for Theatre Studies students at Maiden Erleigh School. They can expect to become involved in all or some of the following: school production, visits to theatres and from theatre companies, backstage tours and workshops with professional actors, helping out and or running lower school drama and directing clubs, assisting in drama lessons.

## **EQUIPMENT NEEDED**

**Please indicate any compulsory equipment needed.**

**Any recommended but not essential mark with a \***

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Encourage them to see live theatre – (special discounts and occasional free offers are worth looking out for)
- Test them on the meanings and spellings of specialist terms
- Remind them to look in the Study Guides they have bought for help and guidance
- Remind them to refer to their course booklet and theatre file, where lots of bespoke handouts have been prepared for them as support
- Test them on their lines
- Ask them about forthcoming deadlines and check their progress against this
- Remind them about the aqa website, where excellent resources such as mark schemes and past papers can be found – [www.aqa.org.uk](http://www.aqa.org.uk)

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Web addresses**

**Google Classroom Code**

## **TEXTBOOKS OR REVISION GUIDES**

The Glass Menagerie

Penguin Drama/Theatre/1988 ISBN: 0140106391

A Servant to Two Masters' by Carlo Goldini. Adaption by Lee Hall.

Methuen Drama/ISBN:9780413748508

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Ms I Pravda





TERM	COURSE CONTENT: Knowledge and skills	
	Year 12	Year 13
1	Study of Theatre Styles and Practitioners The process of creating devised drama Live theatre	Study of 2 further Set Texts: 'The Servant to Two Masters' 'Our Country's Good'
ASSESSMENT OPPORTUNITIES	Begin A2 course Students are assessed on:- • Study of a set text – written (In preparation for the A-Level exam – to be sat in 2018) • Analysis and evaluation of the work of live theatre makers – written. (Exam to be sat in 2018) • Practical performance, with working Notebook (Final marks recorded and kept in school to be entered in 2018) There will be on-going formative assessment of work completed in class and at home.	Students are assessed through 2 further units of work: Unit 1 = Written examination Unit 2 = Practical examination, with Supporting Notes There will be on-going formative assessment of work completed in class and at home.
2		
ASSESSMENT OPPORTUNITIES		
3	Component 2 -Practical Unit: Presentation of devised drama (influenced by the work and methodologies of one prescribed practitioner). Live theatre	Practical Unit: Devised Performance
ASSESSMENT OPPORTUNITIES		
4		
ASSESSMENT OPPORTUNITIES		
5	Study of Set Text – 'Yerma' Live Theatre	Revision for written examination
ASSESSMENT OPPORTUNITIES		
6		
ASSESSMENT OPPORTUNITIES		FINAL EXAMINATIONS