



MAIDEN ERLEGH  
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MAIDEN ERLEGH  
SCHOOL

# Maiden Erlegh School

# CURRICULUM BOOKLET

# KS5

## **Academic Year 2019-2020**

S. Elliss –DHT: Curriculum

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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 puts 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.

Students starting in Year 12 start 3 Level 3 qualifications which can be A level subjects, or Technical courses, or a mixture of A level and Technical education options. A small number of students may study 4 qualifications in Year 12 if students have chosen to study Using and Applying Mathematics, as this is a 1 year course. Other students have the option of studying 4 A levels, if their academic success at KS4 is sufficiently high that the increase in work is not going to have a detrimental effect on their studies. All students have the opportunity to complete the Extended Project Qualification (EPQ).

## 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>      |

In Years 12 and 13 students have 4 hours a week per subject unless there are a small number of students studying a subject, as they will cover the course content in depth more quickly than a large cohort of students which enables more of a 'private tuition' approach to learning and support and therefore less teacher contact time is required. In some subjects with small numbers students in Year 12 and Year 13 may be taught together. All students have directed supervised study for a minimum of 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.



## Sixth Form Entry Requirements

Students entering the Sixth Form must pass at least five courses successfully at the following levels: GCSE at grades 9-4 or the equivalent at Level 2 technical qualifications. These must include either English or mathematics at grade 4 or above. Thereafter, each course has specific entry requirements and many require a GCSE grade 4 or pass or higher in that subject or related subject.

### Three A Levels/Level 3 technical courses

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

Students who have achieved at least 5 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.

## Subject specific entry requirements

| Subject               | Specific Entry Requirement   |
|-----------------------|--|
| Art and Photography   | Grade 4 in Art<br>OR submission of an Art portfolio in addition to sixth form entry criteria                                 |
| Biology               | Grade 5 in Single Science Biology or Combined Science<br>Grade 5 in English Language or Literature<br>Grade 5 in mathematics |
| Business Studies      | Sixth form entry criteria  |
| Chemistry             | Grade 5 in Single Science Chemistry or Combined Science<br>Grade 5 in mathematics  |
| Computer Science      | Grade 5 in Computer Science<br>Grade 5 in mathematics  |
| Design and Technology | Sixth form entry criteria  |
| Economics             | Grade 5 in English Language or Literature<br>Grade 5 in mathematics  |
| English Language      | Grade TBC in English Literature<br>Grade TBC in English Language   |
| English Literature    | Grade TBC in English Literature<br>Grade TBC in English Language   |
| French                | Grade 5 in French  |
| Geography             | Grade 4 in Geography   |



|                              |  |
|------------------------------|--|
|                              | Grade 4 in mathematics   |
| German                       | Grade 5 in German  |
| History                      | Grade 4 in History<br>OR Grade 4 in English Literature/Language  |
| Law                          | Grade 4 in English Literature or Language  |
| Maths                        | Grade 6 in mathematics   |
| Further maths                | Grade 7 in mathematics   |
| Music                        | Grade 5 in Music<br>OR Grade 5 in a musical instrument   |
| Philosophy and Ethics        | Grade 4 in English Language or Literature  |
| Physical Education           | Grade 4 in Combined Science  |
| Physics                      | Grade 5 in Single Science Physics or Combined Science<br>Grade 6 in mathematics                                      |
| Psychology                   | Grade 5 in English Language or Literature<br>Grade 5 in mathematics<br>Grade 5 in Single Science or Combined Science |
| Spanish                      | Grade 5 in Spanish   |
| Sociology                    | Grade 4 in English Language or Literature  |
| Theatre Studies              | Grade 4 in English Language or Literature  |
| Using & Applying mathematics | Grade 5 in mathematics   |

## Supporting literacy and numeracy across the curriculum

Academic writing sessions for students requiring extra support are timetabled in the school year prior to their PPEs and A2 examinations. Subjects which require a strong mathematical skills, run additional sessions for those students who have not opted for Maths A level e.g. Physics.

## 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, 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 Borneo.

## **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**

EAL students are able to access the support of the Inclusion centre as well as informal peer group support in the sixth form.

## **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://www.howtostudy.org>
- <https://www.familylives.org.uk/advice/teenagers/school-learning/exam-stress/>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/>
- <https://www.parentline.com.au/older-kids/issues/helping-kids-cope-exam-stress>



## ART & DESIGN: AQA

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### OVERVIEW

All the art and design courses provide the opportunity to develop a reflective and personal approach to aesthetic awareness and expression. Students are encouraged to develop and understand their own creative process and apply their understanding to a variety of problem solving and practical outcomes. 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 -20 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 10-20 students.

### **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 or in the department library.
- 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.

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Miss K Wragg

| TERM                            | COURSE CONTENT: Knowledge and skills   |  |
|---------------------------------|--|--|
|                                 | Year 12  | Year 13  |
| 1                               | An exploration of the NEA ; Component 1 Portfolio. 60% of the overall exam grade. Drawing, observation, exploring and experimenting with new materials, researching artists/practitioners writing about them. Creating an ambitious out - come or FINAL PIECE. Visit to Tate Modern. | <p>Completion of the NEA ; Component 1 Portfolio. 60% of the overall exam grade</p> <p>Refining and completing all of the 4 assessment criteria</p> <p>Drafting and Writing and completing a 1,000 to 3,000 word essay.</p> <p>Creating an ambitious out - come or FINAL PIECE. Visit to Tate Modern.</p> <p>ARTiculation a public speaking competition about Art.</p> |
| <b>ASSESSMENT OPPORTUNITIES</b> | 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 their experimental portfolio and adding support work/a short project. Issue of UNIT 2 (the Controlled Test) A practice of the assessment in Year 13   | Refining portfolio and adding support work. Issue of Component 2 (the Controlled Test)   |
| <b>ASSESSMENT OPPORTUNITIES</b> | Individual work in response to the student's chosen route of enquiry. Project questions, 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. Preparing ideas and themes for Year 13. Visit to Roche Court Sculpture Park to develop ARTiculation. (Extended discussion about pieces of sculpture and Art.)   | Refining and concluding all NEA; Component 2 Controlled Test work and final pieces.<br><br>15 hour 3 day practical examination   |
| <b>ASSESSMENT OPPORTUNITIES</b> | Year 12 PPE examination<br>Portfolio and controlled test marking<br>And moderation   | Portfolio and controlled test marking<br>And moderation<br>FINAL EXAMINATIONS  |



## **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 6 in biology or a grade 6 in combined science (higher tier must be studied). Students must also gain a grade 6 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 at 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.

## **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 £350. Some of our Y13 students take part in the biology Olympiad competition organised by the Institute of Biology

### **EQUIPMENT NEEDED**

Scientific Calculator, ruler

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

**Head of Department:** Mrs C Bell



| TERM                            | COURSE CONTENT: Knowledge and skills  |   |
|---------------------------------|---|---|
|                                 | Year 12   | Year 13   |
| 1                               | Biochemistry<br>Cell Biology  | Inheritance<br>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<br>Exchange<br>Nucleic acids ATP and Water  | Gene Expression<br>Respiration                            |
| <b>ASSESSMENT OPPORTUNITIES</b> | End of topic assessments which are skills based   | End of topic assessments which are skills based           |
| 3                               | Exchange Cont<br>Nucleic acid, ATP water Cont<br>immunology   | DNA technology<br>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<br>Plant transport<br>Digestion<br>Variation<br>Genetic diversity  | Homeostasis<br>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)<br>Succession Populations and ecosystems<br>Investigating populations<br>Variation in population size<br>Succession<br>Investigating biological problems<br>Energy transfer and energy and food production<br>Revision and Past paper practice | Homeostasis cont<br>Muscles<br>Essay Practice<br>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> | Year 12 Exam  | FINAL EXAMINATIONS  |



## BUSINESS STUDIES: AQA

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### 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 follow 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 business 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

### 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

### **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   Page 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   |



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

## BUSINESS STUDIES BTEC: Edexcel

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### 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 BTEC offers this opportunity in a structured, stimulating and interesting way. Universities offer a wide range of courses in many different areas by studying BTEC business studies students will gain an insight into which specific area interests them most. 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 Pearson Edexcel Syllabus and studies a variety of contexts e.g. Large/small, UK focused/global, service and manufacturing firms. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the business sector.

The learning programme covers the following content areas:

- business environments
- finance
- marketing.

The optional units have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas:

- human resources
- accounting
- marketing
- law.

### 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 assessments will measure how well students have achieved the following assessment objectives.  
AO1: Demonstrate knowledge of terms, concepts, 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**

2 internally assessed project based coursework assignments  
2 externally assessed exams

### **GROUPINGS**

Our groups are between 15-25 and we have 2 classes in each year group

### **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
- 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: Pearson BTEC National Business, Students book 1, 2016 specification
- 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

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

Curriculum Leader: Mr D Jones



| TERM                            | COURSE CONTENT: Knowledge and skills   |         |
|---------------------------------|--|---------|
|                                 | Year 12  | Year 13 |
| 1                               | Unit 1 Exploring Business<br><b>A</b> Explore the features of different businesses and analyse what makes them successful<br><b>B</b> Investigate how businesses are organised<br><b>C</b> Examine the environment in which businesses operate |         |
| <b>ASSESSMENT OPPORTUNITIES</b> | Mock assignment  |         |
| 2                               | <b>D</b> Examine business markets<br><b>E</b> Investigate the role and contribution of innovation and enterprise to business success.  |         |
| <b>ASSESSMENT OPPORTUNITIES</b> | Final assignment hand in   |         |
| 3                               | Unit 2 Developing a marketing campaign<br>Unit 3 Personal and Business Finance   |         |
| <b>ASSESSMENT OPPORTUNITIES</b> | PPE and End of year Exam   |         |

**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

**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

### CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr R Tait

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



## 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

## 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

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Miss F Brooke

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



## 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 to 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   |
|---|
| <b>What's assessed</b><br>Technical principles  |
| <b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 2 hours and 30 minutes</li><li>• 120 marks</li><li>• 30% of A-level</li></ul>  |
| <b>Questions</b><br>Mixture of short answer and extended response.  |
| Paper 2   |
| <b>What's assessed</b><br>Designing and making principles   |
| <b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour and 30 minutes</li><li>• 80 marks</li><li>• 20% of A-level</li></ul>  |
| <b>Questions</b><br>Mixture of short answer and extended response questions.<br><b>Section A:</b> <ul style="list-style-type: none"><li>• Product Analysis: 30 marks</li><li>• Up to 6 short answer questions based on visual stimulus of product(s).</li></ul> <b>Section B:</b> <ul style="list-style-type: none"><li>• Commercial manufacture: 50 marks</li><li>• Mixture of short and extended response questions</li></ul> |
| Non-exam assessment (NEA)   |
| <b>What's assessed</b><br>Practical application of technical principles, designing and making principles.   |
| <b>How it's assessed</b> <ul style="list-style-type: none"><li>• Substantial design and make project</li><li>• 100 marks</li><li>• 50% of A-level</li></ul>   |
| <b>Evidence</b><br>Written or digital design portfolio and photographic evidence of final prototype.  |

## GROUPINGS

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

## 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.

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr J Nash

| 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  |



## 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

## 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

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

**Curriculum Leader:** Mr D Jones



| TERM                            | COURSE CONTENT: Knowledge and skills   |  |
|---------------------------------|--|--|
|                                 | Year 12  | Year 13  |
| 1                               | <p>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</p> | <p>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</p> |
| <b>ASSESSMENT OPPORTUNITIES</b> | End of unit milestone  | End of unit milestone  |
| 2                               | <p>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 4. Macroeconomic policies</p>                | <p>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</p>   |
| <b>ASSESSMENT OPPORTUNITIES</b> | End of unit milestone  | End of unit milestone  |
| 3                               | Examination technique and revision for Theme 1 and Theme 2   | Examination technique and revision for Themes 1-4  |
| <b>ASSESSMENT OPPORTUNITIES</b> |  | FINAL EXAMINATIONS   |



## **ENGLISH LANGUAGE: EDEXCEL**

[\(BACK TO CONTENTS\)](#)

### **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 TBC in English literature and at least a grade TBC 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

### **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).
- 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, highlighters and a purple pen.

### **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><br/>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><b>Component 4: NEA</b> (improvements and completion)</p> <p><b>Component 1: Variation Over Time</b><br/>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 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> <p><b>Component 3: Global English</b><br/>Students are introduced to the concept of Global English. Students will be given the opportunity to explore aspects of varieties of global English from outside the UK, such as Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa and South and Southeast Asia. This will help to prepare students prior to the Pre-Release of sub-topics in January.</p> |
| <b>ASSESSMENT OPPORTUNITIES</b> | <p>Terms/ Theory Tests<br/>Key Terms Milestone Test</p>   | <p>VOT Essay<br/>Draft NEA and Commentary<br/>Presentation showing the research into a global variety of English.</p>  |



|  |  |   |
|--|--|---|
| <p><b>2 (Autumn 2)</b></p>             | <p><b>Component 1: Individual Variation</b><br/>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><br/>Students will explore: ● spoken language acquisition between the ages of 0 and 8 ● appropriate theories of children's language development.</p> | <p><b>Component 1: Variation Over Time</b><br/>Continued from Autumn 1</p> <p><b>Component 2 Revision:</b> Child Language - Spoken and Written</p> <p><b>Revision of Component 1, Section: Individual Variation</b> prior to Preliminaries.</p>   |
| <p><b>ASSESSMENT OPPORTUNITIES</b></p> | <p>Terms/ Theory Tests<br/>Supported Essay writing<br/>Timed Essay<br/>Presentations<br/>Assessment Week</p>   | <p>Terms / theory Tests<br/>Timed Essays<br/>Supported Essays<br/>Final NEA</p>   |
| <p><b>3 (Spring 1)</b></p>             | <p>Continuation of Autumn 2</p> <p><b>Component 1: Individual Variation</b><br/>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></p>   | <p><b>Revision Prior to Preliminaries .</b></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> |



|                                 |   |  |
|---------------------------------|---|--|
|                                 | Students will explore: <ul style="list-style-type: none"> <li>spoken language acquisition <b>and</b> how children learn to write between the ages of 0 and 8</li> <li>the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading</li> <li>appropriate theories of children's language development.</li> </ul> |  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Terms/ Theory Tests<br>Timed Essays   | Timed Essays<br>Terms and Theory Tests<br>Presentations<br>Preliminaries (Component 1 and Component 2) |
| <b>4 (Spring 2)</b>             | Continuation of Spring 1  | <b>Component 3: Investigating Language</b><br>Continues from Spring 1                                  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Terms/ Theory Tests<br>Timed Essays   | Supported Essays<br>Timed Essays<br>Preliminaries (Component 3)  |
| <b>5 (Summer 1)</b>             | <b>Component 4: Crafting Language</b><br>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.       | <b>Revision</b> of Components 1, 2, and 3  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Creating short extracts and commentaries for a variety of different genres for the NEA  | Terms/Theory Tests<br>Timed Essays   |
| <b>6 (Summer 2)</b>             | Continuation of Summer 1<br><br>Plus <b>Revision of Component 1, Section A and Component 2.</b>   |  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Terms/ Theories tests<br>Timed Essays<br>Preliminaries<br>Draft NEA for Piece 1   | <b>FINAL EXAMINATIONS</b>  |



## ENGLISH LITERATURE: AQA B

[\(BACK TO CONTENTS\)](#)

### 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

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 TBC 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

### 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.

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: 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><br/>(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>  |
| <b>ASSESSMENT OPPORTUNITIES</b> | <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> |
| <b>ASSESSMENT OPPORTUNITIES</b> | <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><b>Paper 1:</b> Section C <i>Death of a Salesman</i> (based on single text)</p>  |  | <p>In class: at least one formally assessed response with feedback/DIRT (prior to Preliminaries) on:</p> <p><b>Paper 2:</b> The Unseen (Summer 2017-<i>Fahrenheit 451</i> extract) &amp; Section B <i>The Kite Runner</i></p>   |   |



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



## 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**

**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)

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mrs V Cripps



## 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).

## 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

Paper 2: Writing

Duration: 2 hours; total raw mark: 80

Paper 3: Speaking

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

### **GROUPINGS**

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

### **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**

Paris cultural residential visit (provisional). Individual speaking practices.

### **EQUIPMENT NEEDED**

Folder and ring binders, lined paper, a dictionary.

### **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. |
| <b>ASSESSMENT OPPORTUNITIES</b> | Grammar and vocabulary tests. Translations/summaries Past/ practice paper PLC Review   | Grammar and vocabulary tests PLC Review  |
| 2                               |  |  |
| <b>ASSESSMENT OPPORTUNITIES</b> |  |  |
| 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                    |
| <b>ASSESSMENT OPPORTUNITIES</b> | PPE 1-2 Grammar and vocabulary tests Past/ practice papers PLC Review  | Grammar and vocabulary tests PPE 1-2 Translations PLC Review   |
| 4                               |  |  |
| <b>ASSESSMENT OPPORTUNITIES</b> |  |  |
| 5                               | Split AS/ A Level Research and presentation (student own topics) Skills development – translation, essay writing,  | Themes 1 & 2 revisited : Unit 13: l'approfondissement  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Grammar and vocabulary tests Stepped / scaffolded research PLC Review  | Grammar and vocabulary tests   |
| 6                               |  |  |



## 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.

## **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) A human geography fieldtrip to Oxford to see the influence of the University on the fabric of the city.
- 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

## **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  |



## **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.

## **SUPERVISED STUDY INFORMATION**

Supervised Study for German is a proper additional 1 hour lesson's worth of work which will be set once a week.

## **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.

There may also be an opportunity to go to Berlin on a study trip.

In the summer term we go 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, text book

## **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<br>Set Book: 'der Besuch der alten Dame'  | Chapter 6: Reunification and its Consequences<br>Set film: 'Almanya'                |
| <b>ASSESSMENT OPPORTUNITIES</b> | Reading, Writing & Listening<br>PLC Review  | Reading, Writing & Listening<br>PLC Review  |
| 2                               | Chapter 6: Cultural life in Berlin, then and now<br>Set Book: 'der Besuch der alten Dame'   | Chapter 1: Migration<br>Set film: 'Almanya'   |
| <b>ASSESSMENT OPPORTUNITIES</b> | Reading, Writing & Listening<br>PLC Review  | Reading, Writing & Listening<br>PLC Review  |
| 3                               | Chapter 3: Youth Culture: Fashion, music and television<br>Set Book: 'der Besuch der alten Dame'  | Chapter 3: Racism<br>Set film: 'Almanya'  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Speaking, Reading, Writing & Listening  | Reading, Writing, Listening & Speaking PLC Review                                   |
| 4                               | Chapter 2: The digital world<br>Set Book: 'der Besuch der alten Dame'   | Chapter 4: Germany and the European Union<br>Set film: 'Almanya'                    |
| <b>ASSESSMENT OPPORTUNITIES</b> | Reading, Writing, Listening & Speaking<br>PLC Review  | Reading, Writing, Listening & Speaking<br>PLC Review                                |
| 5                               | Chapter 4: Festivals and traditions<br>Set Book: 'der Besuch der alten Dame'  | Chapter 5: Young people and politics<br>Revision<br>Set film: 'Almanya'             |
| <b>ASSESSMENT OPPORTUNITIES</b> | Reading, Writing & Listening<br>PLC Review  | Examinations  |
| 6                               | Chapter 5: Art and Architecture<br>Set Book: der Besuch der alten Dame<br>Choose topic for Individual Research Project for Paper 3 (Speaking) | Please note that Chapter 2: Integration will be taught alongside the film 'Almanya' |
| <b>ASSESSMENT OPPORTUNITIES</b> | All 3 papers  | FINAL EXAMINATIONS  |



## 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.

## 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.

### **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> |
| <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.   |
| 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>  |
| <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.   |
| 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>  |
| <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.   |
| 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.   |



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



## IT CAMBRIDGE TECHNICALS LEVEL 3: OCR

[\(BACK TO CONTENTS\)](#)

### 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 five 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 application design, 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 of the Internet of Everything. 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

Unit 1 Fundamentals of IT (Written examination)  
Unit 2 Global Information (Written examination)  
Unit 6 Application Design (Extended written project)  
Unit 13 Social Media and Digital Marketing (Extended written project)  
Unit 17 Internet of Everything (Extended written project)

### 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), 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

Small cohort of 10-17 in general

### SUPERVISED STUDY INFORMATION

Students are expected to carry out a lot of independent reading and research around the topics

### EXTENDED STUDY INFORMATION

- Independent learning is expected at Key Stage 5
- 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 IT and e-commerce world.

### EQUIPMENT NEEDED

All students should have access to Google Classroom to upload and retrieve their work



Students should have access to a computer/laptop, printer and MS Office software to do their coursework.

Students are also expected to have their writing equipment at all times

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Miss F Brooke

| TERM                            | COURSE CONTENT: Knowledge and skills  |   |
|---------------------------------|---|---|
|                                 | Year 12   | Year 13   |
| 1                               | Unit 1 Fundamentals of IT   | Unit 13 Social Media and Digital Marketing<br>Revision on Unit & 2                    |
| <b>ASSESSMENT OPPORTUNITIES</b> | Progress test   | Coursework<br>Resit external written examinations for Unit 1 & Unit 2 in <b>Jan</b>   |
| 2                               | Unit 2 Global Information<br>Unit 6 Application Design                            | Finalise all exam coursework  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Progress test<br>Exam Coursework  | Exam coursework submitted for external moderation                                     |
| 3                               | Unit 17 Internet of Everything  | Exam coursework submitted for external moderation for candidates who need to resubmit |
| <b>ASSESSMENT OPPORTUNITIES</b> | Exam Coursework<br>External written examinations in <b>May</b><br>Unit 1 & Unit 2 | External moderation of all examination coursework                                     |



## 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 5 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 groups comprising of up to 20 students.

## 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

**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  |
| <b>ASSESSMENT OPPORTUNITIES</b> | 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                               | Paper 1 Criminal Law Paper 2 Tort Law   | EU LAW Paper 3:Human rights   |
| <b>ASSESSMENT OPPORTUNITIES</b> |   |   |
| 3                               | Revision Case Law Identifying elements of Law Developing Ao3 skills   | Revision of paper 1, 2 and 3  |
| <b>ASSESSMENT OPPORTUNITIES</b> |   | FINAL EXAMINATIONS  |



## 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.

## 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.

The minimum specification required is the Casio fx-991EX Classwiz calculator. Some students find it advantageous to have a graphical calculator such as the Casio FX-9860GII or Casio FX-CG50.

## 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)<br>Periodic Unit Tests  | PPE (November). Year 2 content covered so far.<br>Periodic Unit Tests  |
| 2                               | Exponentials and logarithms • Differentiation • Integration<br><br>Statistical sampling • Data presentation and interpretation<br><br>Quantities and units in mechanics • Kinematics | 3D Vectors<br><br>Regression and correlation • Probability • The Normal Distribution<br><br>Moments • Forces at any angle • Friction • Projectile motion • Statics *<br>Dynamics • Variable acceleration |
| <b>ASSESSMENT OPPORTUNITIES</b> | Periodic Unit tests<br>PPE/Assessment week close to February half term holiday.  | PPE (February)   |
| 3                               | Probability • Statistics Distributions • Statistical Hypothesis testing  | Statistical hypothesis testing<br><br>Preparation for summer examinations  |



|                                 |   |   |
|---------------------------------|---|---|
|                                 | Forces and Newton's laws •<br>Variable acceleration |   |
| <b>ASSESSMENT OPPORTUNITIES</b> | End of Year assessment on Pure and Applied maths    | FINAL EXAMINATIONS<br>2 x 2hr papers in Pure Mathematics<br>1 x 1hr paper in Statistics and Mechanics |

**FURTHER MATHEMATICS: EDEXCEL**[\(BACK TO CONTENTS\)](#)**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 addition 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.

**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.

The minimum specification required is the Casio fx-991EX Classwiz calculator. Some students find it advantageous to have a graphical calculator such as the Casio FX-9860GII or Casio FX-CG50.

### 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:<br/>Complex numbers • Algebra and Functions • Matrices</p> | <p>Further Mechanics 1 (AS content):<br/>Momentum and Impulse • Work, Energy and Power • Elastic collisions in one dimension</p> <p>Core Pure Mathematics 2:<br/>Complex numbers • Hyperbolic Functions • Polar Coordinates • Further algebra and functions</p> <p>Further Statistics 1:<br/>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.):<br/>Matrices • Mathematical proof • Vectors • Calculus</p> <p>Further Statistics 1:<br/>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:<br/>Further calculus • Differential equations</p> <p>Further Mechanics 1 (Year 2 content):<br/>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)  |
| 3                               | <p>Year 2 A-level Pure Mathematics Year 2 course</p> <p>Year 2 A-level mathematics Mechanics</p>   | Finishing off, preparation for summer examinations  |
| <b>ASSESSMENT OPPORTUNITIES</b> | End of year 12 test/PPE on the year's work.  | <p>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.</p> |

**USING & APPLYING MATHEMATICS: AQA ([BACK TO CONTENTS](#))**

**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.

### **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).

### **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<br>Teacher 2: The normal distribution, Confidence Intervals, Scatter Diagrams and estimation. |
| <b>ASSESSMENT OPPORTUNITIES</b> | Half termly assessments for each teacher's content.<br>Fortnightly mini-assessments/assessed homework.  |



|                                 |   |
|---------------------------------|---|
| <b>2</b>                        | Teacher 1: Fermi Estimation, Review and revision of Paper 1.<br>Teacher 2: Critical Analysis, Review and revision of Paper 2.   |
| <b>ASSESSMENT OPPORTUNITIES</b> | End of topic assessments.<br>Fortnightly mini-assessments/assessed homework<br>PPE/Test at February half term   |
| <b>3</b>                        | Exam paper practice and preparation for examinations. Studying of preliminary material.   |
| <b>ASSESSMENT OPPORTUNITIES</b> | <b>FINAL EXAMINATIONS</b><br>There are two 1 ½ hr terminal papers: Paper 1: compulsory content<br>Paper 2: statistical techniques These lead to a Level 3 qualification "Level 3 Mathematical Studies" from Edexcel, equivalent in value to an AS-level.<br>There will be periodic topic testing throughout the course. |

**MATHEMATICS GCSE RESIT: EDEXCEL** ([BACK TO CONTENTS](#))**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.

**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.<br>Topic work as required.<br>Past paper practice | As Year 12 if required |
| <b>ASSESSMENT OPPORTUNITIES</b> | November re-sit opportunity  |                        |
| 2                               | Topic work as required.<br>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

[\(BACK TO CONTENTS\)](#)

### 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.

### 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

**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<br/>Media Language &amp; Representation<br/>**Start with unseen texts and develop vocabulary and analysis skills**<br/>Set texts: Component 1, Section A<br/>Advertising<br/><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<br/>Media Industries and Audiences –<br/>Set texts: Component 1, Section B<br/>Advertising and Marketing –, <i>Wateraid</i> (Audio Visual advert 2016) and <i>Tide</i> (print advert)</p> | <p>Complete Component 3: NEA</p> <p><b>Component 2: Television in the Global Age</b></p> <p><i>Life on Mars</i> (Season 1, Episode 1) and <i>The Bridge</i> (Season 3, Episode 1)</p> <p>Learners will explore the form of television through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political and historical contexts.</p> <p>Learners will study the role of media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. Relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. Learners should continue to develop their ability to use relevant subject-specific terminology in this component..</p> |
| <b>ASSESSMENT OPPORTUNITIES</b> | Practice questions / unseen responses  | NEA – Draft of Production Piece 1 and 2 / Statement of Aims.<br>Practice questions with DIRT   |
| 2                               | <p>Component 1, Section A Music videos<br/>Set texts: <i>Dream</i> (or Formation) &amp; <i>Riptide</i></p> <p>Component 1, Section B Film Industry<br/>Set texts: <i>Straight Outta Compton</i> and <i>I, Daniel Blake</i></p>   | <p><b>Component 2: Magazines - Mainstream and Alternative Media</b></p> <p>Vogue (July 1965) and The Big Issue (Oct 17-23 2016, No.1227)</p> <p><b>Component 2: Media in the online age</b></p> <p><i>Zoella</i> and <i>Attitude</i></p>   |
| <b>ASSESSMENT OPPORTUNITIES</b> | Practice questions / unseen responses  | Practice questions with DIRT<br>Feedback on NEA  |
| 3                               | <p>Component 1, Section A<br/>Newspapers<br/><i>The Daily Mirror</i> (Nov 10, 2016)<br/>Front cover and article on US election<br/>And <i>The Times</i> (Nov 10, 2016) front and back pages.</p>   | Revision of Component 1 and 2 in preparation for Preliminaries.  |



|                                 |   |  |
|---------------------------------|---|--|
|                                 | Component 1, Section B Radio<br><i>Late Night Woman's Hour: Home</i><br>28th October 2016   |  |
| <b>ASSESSMENT OPPORTUNITIES</b> | PPE? Full Paper 1 : Section A & B   | Practice questions with DIRT Preliminaries                           |
| 4                               | Component 1, Section B Video Games<br><i>Assassin's Creed II: Liberation (2012)</i><br>Component 1, Section B Newspapers<br><i>The Daily Mirror And The Times</i> | Component 1 Revision and Mastery<br>Component 2 Revision and Mastery |
| <b>ASSESSMENT OPPORTUNITIES</b> | Practice questions / unseen responses   | Practice questions with DIRT   |
| 5                               | Introduce component 3 : NEA   | Revision / exam prep   |
| <b>ASSESSMENT OPPORTUNITIES</b> | Presentation to class   | Practice questions with DIRT   |
| 6                               | Begin practical tasks for NEA   |  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Assessment week: Full Component 1 paper<br>NEA mini deadlines   |  |



## 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

### Unit 1 – Performing

The purpose of this component is to assess students' performing skills in a solo and/or ensemble context. They will be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills in both year 12 and 13. They will regularly complete practice performances and receive feedback using the Edexcel mark scheme.

### Unit 2 - Composing

#### Year 12

Students will start to create a "composer's toolkit" by completing short composition tasks in different styles, learning about different melodic and harmonic features and 4-part SATB writing. Students will start working on their free composition.

#### Year 13

Students will complete their free composition and chorales (4-part SATB).

### Unit 3 - Appraising

#### Year 12

Students will start the course by studying the elements of music in detail and learn the key terminology associated with element and the set works.

#### Year 12 and 13

Across the two years, students will study six different areas of study each containing three set works. They will analyse each of the pieces and listen to a variety of pieces related to the set works.

#### Areas of study:

1. Vocal music
2. Instrumental music
3. Music for film
4. Popular music and jazz
5. Fusions
6. New directions

## 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

AO1 - Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context

AO2 - Create and develop musical ideas with technical and expressive control and coherence

AO3 - Demonstrate and apply musical knowledge

AO4 - Use analytical and appraising skills to make evaluative and critical judgements about music

## ASSESSMENT STRUCTURE

### Performing (30%)

Students have to perform (either solo and/or ensemble) for a minimum of eight minutes at A level. The expected standard level is grade 7.

### Composing (30%)



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 six minutes.

**Appraising (40%)**

The content of musical elements, musical contexts and musical language is taught through the context of six areas of study, each containing three set works. This is assessed through a 2-hour written exam.

**GROUPINGS**

Class sizes are small which allows for the individual needs of the students to be catered for

**SUPERVISED STUDY INFORMATION**

A-level music students are allowed to work in the music department during their supervised study lessons. During this time, they may practice for their performance, work on the composition and 4-part SATB tasks and complete practice listening questions.

**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: senior and junior bands, samba band, choir, woodwind and strings groups, and brass band.

A-level music students are also expected to perform in the termly concerts.

**EQUIPMENT NEEDED**

Manuscript book

Edexcel AS/A Level Anthology of Music 2016 by Julia Winterson ISBN: 9781292118369

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss J Pitman



| TERM                            | COURSE CONTENT: Knowledge and skills   |   |
|---------------------------------|--|---|
|                                 | Year 12  | Year 13   |
| 1                               | Introduction to the course<br>Practice performances<br>Music theory<br>Set works 1-3<br>Introduction to Bach Chorales<br>Composers toolkit   | Practice performances<br>Set works 11-14<br>Free composition  |
| 2                               | Practice performances<br>Bach Chorales<br>Set works 4-6  | Performance recital (8 minutes)<br>Set works 15-18<br>Free composition (deadline)   |
| 3                               | Practice performances<br>Set works 7-10<br>Free composition  | Compositional techniques exam (Bach Chorale)<br>Revision on set works   |
| <b>ASSESSMENT OPPORTUNITIES</b> | <p>Through the year students will complete a practice perform once a half term which is assessed using the A-level mark scheme. As the year progresses, students will be expected to perform a longer period of time.</p> <p>Students will also complete mini composition tasks based on the set works they are studying.</p> <p>At the end of each set work, student will complete an exam style listening question and an essay question.</p> <p>Students will complete Bach Chorale exercises which will be assessed using the A-level marking criteria</p> | <p>Students will perform their final recital between March and April of year 13.</p> <p>Students will receive regular feedback on their free composition using the A-level mark scheme.</p> <p>Students will continue to complete an exam style listening question and an essay question after each set work.</p> |



## 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

## 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:  
<https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision>  
<http://www.mel-thompson.co.uk/>  
<https://www.thestudentroom.co.uk/a-level/subjects/religious-studies/>  
<https://peped.org/philosophicalinvestigations/> (select the discipline- Ethics or Philosophy at the top of the page under subjects)
- 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 and our own google classrooms pages) 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 supporting the delivery of Philosophy Club to Foundation students and completing an EPQ on any religious or philosophical enquiry question
- Utilise our department's A level google classrooms pages:
- A level Philosophy: uh10y2n
- A level Ethics: bwt2et
- A level Buddhism: 85mwo57

## **ENRICHMENT OPPORTUNITIES**

There is a wealth of excellent enrichment available to students on the internet and on our google classrooms page, including access to original source texts and podcasts from philosophers, as well as there being an academic reading library in G7. Regular exposure to current affairs is to be encouraged and A level students have two sessions throughout the course delivered by RE Inspired who explore the philosophical topics of the Problem of Evil in year 12 and Religious experiences in year 13. In addition, a local Buddhist nun holds a seminar for our KS5 students to enrich their understanding of the chosen religion.

## **EQUIPMENT NEEDED**

Buddhism Year 1 and Year 2 – Maiden Erleigh School Reader containing academic reading for the Buddhism element of the course, given to students by the department

Philosophy and Ethics:

OCR A level Religious Studies – Year 1 by Wilkinson, Wilcockson and Campbell

ISBN: 9781471866692

OCR A level Religious Studies- Year 2 by Wilkinson, Wilcockson and Campbell

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.

## **TEXTBOOKS OR REVISION GUIDES**

Buddhism Year 1 and Year 2 Given to students by the department

Philosophy and Ethics:

OCR A level Religious Studies – Year 1 by Wilkinson, Wilcockson and Campbell

ISBN: 9781471866692

OCR A level Religious Studies- Year 2 by Wilkinson, Wilcockson and Campbell

ISBN: 9781471866746

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss S Jones

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## 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

## 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

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

Curriculum Leader: Mr J Flynn

| TERM                            | COURSE CONTENT: Knowledge and skills   |   |
|---------------------------------|--|---|
|                                 | Year 12  | Year 13   |
| 1                               | <b>Physiological factors affecting performance</b><br>Applied anatomy and Physiology <ul style="list-style-type: none"> <li>- Skeletal and Muscular systems</li> <li>- Cardiovascular and respiratory systems</li> </ul> | <b>Physiological factors affecting performance</b><br>Exercise Physiology<br><b>Psychology</b><br>Sports Psychology |
| 2                               | <b>Social cultural issues</b><br>Sport in society<br>Contemporary issues in Sport  | <b>Biomechanics</b><br><b>Physiological factors affecting performance – Injuries and prevention in Sport</b>        |
| 3                               | <b>Physiological factors affecting performance</b><br>Diet and nutrition and their effect<br>Preparation and training methods<br><b>Psychology</b><br>Skill acquisition  | <b>Performance in Sport</b><br><b>Evaluation and analysis of performance for improvement</b>                        |
| <b>ASSESSMENT OPPORTUNITIES</b> | A2 style examination question – at the end of each unit.   | A2 style examination question – at the end of each unit.  |



## 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 6 or above in GCSE Physics or 66 in 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

## 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
- 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

### **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?**

Physics is a hard subject at A level where some concepts will need to be revisited regularly. 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.
- Go through the glossary of terms section
- 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/maidenerleghschools.co.uk/maiden-erlegh-school-physics-d/home>

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



## 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.

## 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)

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

Curriculum Leader: Mrs P Moon

| <b>TERM</b>                     | <b>COURSE CONTENT: Knowledge and skills</b>  |   |
|---------------------------------|--|---|
|                                 | <b>Year 12</b>   | <b>Year 13</b>  |
| <b>1</b>                        | Social Influence Memory Attachment<br>Research Methods   | Issues and Debates Schizophrenia<br>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> |
| <b>2</b>                        | Psychopathology, Bio-Psychology,<br>Research Methods   | Forensic Psychology, Psychology of<br>relationships , Research Methods  |
| <b>3</b>                        | Approaches Bio-Psychology Research<br>Methods  | Revision of paper 1, 2 and 3  |
| <b>ASSESSMENT OPPORTUNITIES</b> |  | <b>FINAL EXAMINATIONS</b>   |



## 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 an 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 outperform 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 students 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 (A02) *Application (of evidence, examples, research etc)*

Assessment Objective 3 (A03) *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 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.

## 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 lever-arch ringbinder folders (one per teacher)  
 A pad of A4 paper  
 Folder dividers  
 Highlighter pens  
 Green biro/pen  
 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\*

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr B Garner, Assistant Headteacher

| 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. |
| 3                               | Families & Households Education with Research Methods   | Beliefs in Society Crime and deviance   |
| 5                               | Research Methods  | Sociological Theory   |
| <b>ASSESSMENT OPPORTUNITIES</b> |   | FINAL EXAMINATIONS  |



## OVERVIEW

The study of Spanish offers students the opportunity to learn one of the world's key languages, spoken by more than 400 million Spanish speakers in 21 countries: Andorra, Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Equatorial Guinea, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, Venezuela and Spain have Spanish as its national language; other places such as the USA has adopted and integrated Spanish into culture and everyday life due to the huge presence it has commanded in many states.

The ability to communicate in Spanish, therefore, gives you an advantage on the job market and opens the door to working for Spain and Spanish speaking countries globally. Spanish has emerged as the most important language for the UK in an analysis made by the British Council.

With an ever-increasing presence in the global market, emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge (whether working directly for or dealing with such companies) is increasing. For example, Mexico is seen as one of the fastest growing countries in the world, with a booming consumer market – knowledge of Spanish is essential to 'tap in' and access this market. The vast range of countries that speak Spanish makes an understanding of the language very useful for those who want to travel and experience such countries. Knowing the local language can greatly enhance one's experience, allowing them a greater understanding and appreciation of culture, history and the physical environment.

Plenty of aspects of culture in the Spanish-speaking world have become world-renowned and famous. Artists such as Salvador Dali, Pablo Picasso, Fernando Botero and Frida Kahlo have produced some of the most famous pieces of artwork in the modern era. Writers from Cervantes to Vargas, Llosa and García Márquez have enriched the world literature. A total of 11 Spanish-speaking writers have won the Nobel prize for Literature: five from Spain and six from Latin America.

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:

### Aspects of Hispanic society

- Modern and traditional values (*Los valores tradicionales y modernos*)
- Cyberspace (*El ciberespacio*)
- Equal rights (*La igualdad de los sexos*)

### Artistic culture in the Hispanic world

- Modern day idols (*La influencia de los ídolos*)
- Spanish regional identity (*La identidad regional en España*)
- Cultural heritage (*El patrimonio cultural*)

### Multiculturalism in Hispanic society

- Immigration (*La inmigración*)
- Racism (*El racismo*)
- Integration (*La convivencia*)

### Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (*Jóvenes de hoy, ciudadanos del mañana*)
- Monarchies and dictatorships (*Monarquías y dictaduras*)
- Popular movements (*Movimientos populares*)



### Literary texts and films

- The course includes the study and analysis of a Hispanic film (e.g. *Volver* (2006) by Pedro Almodóvar) and a literary work (e.g. *Crónica de una muerte anunciada* (1981) by Gabriel García Márquez)

### Individual research project

- 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 and conduct their own research, prepare an oral presentation and be prepared to respond to questions on the topic.

## 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 STRUCTURE

- **Paper 1:** Listening, Reading and Writing  
*Duration:* 2 hours 30 minutes; total raw mark: 100
- **Paper 2:** Writing  
*Duration:* 2 hours; total raw mark: 80
- **Paper 3:** Speaking  
*Duration:* 21–23 minutes (including 5 minutes supervised preparation time); total raw mark: 60

## GROUPINGS

Usually one class of 5-10 students in year 12. Years 12 and 13 can be taught together when applicable.

## SUPERVISED STUDY INFORMATION

Reading around the subject, research, grammar exercises.

## EXTENDED STUDY INFORMATION

**The Best SPANISH Songs of All Time (top 100)**

<https://www.youtube.com/playlist?list=PL5AB5121B1C573654>



**Top 50 Spanish movies**

<https://www.imdb.com/list/ls000377981/>

**10 Essential youtubers**

<https://www.lindsaydoeslanguages.com/10-essential-spanish-youtubers-to-help-you-learn-spanish/>

**List of famous Spaniards/Latinos**

<https://www.imdb.com/list/ls000020393/>

**Spanish Language.co.uk** (Website with links to a huge number of online websites for Spanish television, magazines, newspapers, radio stations etc). Some of the links do not work but the majority do!

<http://www.spanishlanguage.co.uk/media.htm>

**Spanish Television/Magazine/Newspaper/Radio:**

**Spanish television** (catch-up TV):

[www.RTVE.es](http://www.RTVE.es)

**Diez minutos** (Spanish magazine about celebrities)

<http://quemedices.diezminutos.es/>

**Cadena SER** (Spanish radio station)

<http://cadenaser.com/>

**La Butaca** (Spanish film reviews)

<http://www.labutaca.net/>

**AS** (Spanish sports newspaper)

<http://as.com/>

**ENRICHMENT OPPORTUNITIES**

- Speaking practices with native Speakers
- TRIPS and work experience TBD

**EQUIPMENT NEEDED**

A folder, pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every Spanish lesson. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own dictionary may be useful as well.

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr G. Raso



| TERM                            | COURSE CONTENT: Knowledge and skills  |  |
|---------------------------------|---|--|
|                                 | Year 12   | Year 13  |
| 1                               | <p><b>Theme 1:</b> Aspects of Hispanic society:</p> <ul style="list-style-type: none"> <li>Unit 1: Modern and traditional values</li> <li>Unit 2 : Cyberspace</li> <li>Unit 3 : Equal rights</li> </ul> <p><b>Theme 2:</b> Artistic culture in the Hispanic world</p> <ul style="list-style-type: none"> <li>Unit 1: Modern day idols</li> <li>Unit 2: Regional identity</li> </ul> | <p><b>Theme 3:</b> Multiculturalism in Hispanic society</p> <ul style="list-style-type: none"> <li>Unit 1: Immigration</li> <li>Unit 2: Racism</li> <li>Unit 3: Integration</li> </ul> <p><b>Theme 4:</b> Aspects of political life in the Hispanic world</p> <ul style="list-style-type: none"> <li>Unit 1: Today's youth, tomorrow's citizens</li> <li>Unit 2: Monarchies and dictatorships</li> </ul> |
| <b>ASSESSMENT OPPORTUNITIES</b> | Grammar and vocabulary tests. Translations/summaries Past/ practice paper PLC Review  | Grammar and vocabulary tests PLC Review / practice paper   |
| 2                               | <p><b>Theme 2:</b> Artistic culture in the Hispanic world</p> <ul style="list-style-type: none"> <li>Unit 3: Cultural heritage</li> </ul> <p><b>Revision</b></p>  | <p><b>Theme 4:</b> Aspects of political life in the Hispanic world</p> <ul style="list-style-type: none"> <li>Unit 3: Popular movements</li> </ul> <p><b>Revision</b></p>  |
| <b>ASSESSMENT OPPORTUNITIES</b> | PPE 1-2 Grammar and vocabulary tests Past/ practice papers PLC Review   | Grammar and vocabulary tests PPE 1-2 Translations PLC Review   |
| 3                               | <ul style="list-style-type: none"> <li><b>Hispanic history and culture through cinema.</b></li> <li><b>Study and analysis of a Hispanic movie</b> (e.g. <i>Volver</i>)</li> <li><b>Essay writing skills</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Study and analysis of a Hispanic literary text</b> (e.g. <i>Crónica de una muerte anunciada</i>)</li> <li><b>Essay writing skills</b></li> <li><b>Individual research project</b></li> </ul>   |
| <b>ASSESSMENT OPPORTUNITIES</b> | Grammar and vocabulary tests. Translations/summaries Past/ practice paper PLC Review  | Grammar and vocabulary tests PLC Review / practice paper   |
| 4                               | <ul style="list-style-type: none"> <li><b>Hispanic history and culture through cinema.</b></li> <li><b>Study and analysis of a Hispanic movie</b> (e.g. <i>Volver</i>)</li> <li><b>Essay writing skills</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Study and analysis of a Hispanic literary text</b> (e.g. <i>Crónica de una muerte anunciada</i>)</li> <li><b>Essay writing skills</b></li> <li><b>Individual research project</b></li> </ul>   |
| <b>ASSESSMENT OPPORTUNITIES</b> | PPE 1-2 Grammar and vocabulary tests Past/ practice papers PLC Review   | Grammar and vocabulary tests PPE 1-2 Translations PLC Review   |
| 5                               | <ul style="list-style-type: none"> <li><b>General revision</b></li> <li><b>Grammar</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>General revision</b></li> </ul>  |
| <b>ASSESSMENT OPPORTUNITIES</b> | Grammar and vocabulary tests Stepped / scaffolded research PLC Review   | Grammar and vocabulary tests   |
| 6                               | <ul style="list-style-type: none"> <li><b>Summer project</b> on Spanish modern history and society through a literary work or movie (e.g. <i>Las bicicletas son para verano</i>)</li> </ul>   | NA   |



## 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.

Students choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- director
- combination of these.

## 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

- AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.
- AO2: Apply theatrical skills to realise artistic intentions in live performance.
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4: Analyse and evaluate their own work and the work of others.

## ASSESSMENT STRUCTURE

Practical assessment: Devised performance and performance of an extract from a published play. Written coursework: 'Working Notebook', 'Reflective Report' Written examination: Three hour paper at the end of Y13

## GROUPINGS

Usually 5-12 students in a class. Performance groups are between 2 and 5 students.

## SUPERVISED STUDY INFORMATION

Students are expected to research and read around the topic being studied in class. Articles, interviews, website links, research tasks, exercises and books will be provided for this. Students should discuss with their teacher how and where to extend their learning. They are expected to condense notes on work covered during the week to consolidate their learning.

## 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', 'The Frantic Assembly Book of Devising')



Purchase or borrow the AQA Study Guides for 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 Erlegh 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**

Drama footwear- clean socks/plimsolls with grips for practical work

**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 review (Section C- in the written examination)  | Study of Set Text B for the written exam: 'The Glass Menagerie'<br>Devising an original piece of drama and writing the Working Notebook.<br>Presentation of devised drama performance and Working Notebook               |
| <b>ASSESSMENT OPPORTUNITIES</b> | Component 1: Students are assessed on analysis and evaluation of the work of live theatre makers – written. (Exam to be taken at the end of Year 13) There will be on-going formative assessment of work completed in class and at home.   | Practical Examination, the Practical Performance of the devised piece and submission of the Working Notebook, examined internally and moderated externally.  |
| 2                               | Component 1: Study of a set text A – 'Jerusalem' (In preparation for the written exam – to be taken at the end of Year 13)<br>Component 3: Study and performance of Extract 1 of a chosen play and accompanying notes on the creative process (the Reflective Report)                            | Performance of Extract 3 to an external examiner and submission of the final Reflective Report outlining the opportunities and challenges of the creative process. Revision Sections A, B and C for written examination. |
| <b>ASSESSMENT OPPORTUNITIES</b> | On-going formative assessment of work completed in class and at home.  | Practical Examination and Reflective Report examined externally.   |
| 3                               | Component 3: Study and performance of Extract 2 and accompanying notes on the creative process (the Reflective Report)<br>Component 1: Live theatre review (section C)<br>Component 2: Creation and performance of a devised piece and Working Notebook to practise for Component 2 examination. | Preparation for the written paper  |
| <b>ASSESSMENT OPPORTUNITIES</b> | On-going formative assessment of work completed in class and at home.  | FINAL SUMMER EXAM  |