BEWDLEY SIXTH FORM

We fly with our own wings

OUR CURRICULUM

The Curriculum by Year Group

YEAR 13

THE BEWDLEY SCHOOL FOUNDATION

Alis volamus propriis

THE CURRICULUM BY YEAR GROUP

YEAR 13

CONTENTS

SUSTAINABILITY - UN GOALS - INTENT, IMPLEMENTATION AND IMPACT

Over the past quarter of a century the Department for Education has asked schools to audit and evaluate a range skills, knowledge and 'competences' which are delivered across many areas of the curriculum. This has included 'hard' key skills like literacy, numeracy and information technology, 'soft' key skills like working with others, problem solving and managing your own performance and a range of other cross curricular skills and dimensions.

Whilst these have largely disappeared from government legislation, they still provide a very useful vehicle for understanding the impact of the whole curriculum in key areas. We currently use this methodology to look at the development of information technology skills through the curriculum, which you can find here. Our other major area of focus is the sustainability of the school, and how our ideas about sustainability are represented in the school curriculum, through the United Nations Sustainable Development Goals.

YEAR 13 - BIOLOGY

INTENDED OUTCOMES

Biology A-level builds on knowledge acquired at GCSE and will provide the skills to make connections and associations with all living things. Year 13 Biology further develops understanding of how living things function by looking in much greater detail at precisely how and why processes within organisms happen through four distinct topics.

COURSE IMPLEMENTATION

Energy transfers in and between organisms

Life depends on continuous transfers of energy.In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP.

In respiration, various substances are used as respiratory substrates. The hydrolysis of these respiratory substrates is linked to the production of ATP. This topic looks in great detail at the chemistry and metabolic pathways behind respiration and photosynthesis, explaining exactly how plants are able to use light energy to synthesise new chemical compounds. Assessment is via mid point and end of topic assessments using past exam questions.

Organisms respond to changes in their internal and external environments

A stimulus is a change in the internal or external environment. A receptor detects a stimulus. A coordinator formulates a suitable response to a stimulus. An effector produces a response. This topic explores the structure of specific receptors, the neurones associated with them, synapses, the brain, the heart, muscles, and the processes involved in homeostasis. Assessment is via mid point and end of topic assessments using past exam questions.

Genetics, populations, evolution and ecosystems

The theory of evolution underpins modern Biology. All new species arise from an existing species. This results in different species sharing a common ancestry, as represented in phylogenetic classification. This topic explores how the inheritance of DNA causes characteristics, mechanisms of evolution and how Biologists investigate populations. Assessment is via mid point and end of topic assessments using past exam questions.

The control of gene expression

Cells are able to control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same coded genetic information, they translate only part of it. This topic delves into how and why certain genes are expressed by different cells, and how science is developing the ability to manipulate the genetic characteristics of different organisms. Assessment is via mid point and end of topic assessments using past exam questions.

LEARNING IMPACT

Ongoing assessment via mid point and end of topic assessments will be used to generate attainment grades throughout Year 12. End of year assessments will be based around past exam papers (AS and paper 1) to generate expected grades for Year 13 and UCAS predictions. The Biology A level is assessed through three papers; paper 1 (Y12 content), paper 2 (Year 13 content), paper 3 (Synoptic questions covering the whole course + one long 25 mark essay).

YEAR 13 - BUSINESS STUDIES

INTENDED OUTCOMES

The study of strategic decision making should build on the study of decision making in the functional areas where students will consider the impact of technology on strategic decision making, the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions, the difficulties in forecasting future trends, the importance of assessing feasibility and risk when making strategic decisions and the impact on stakeholders of strategic decisions and their response to such decisions. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues with most of the assessment material being based on real business situations. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

COURSE IMPLEMENTATION

Analysing the Strategic Position of a Business

Students will learn and start to understand topics such as corporate objectives, functional objectives, analysing the existing internal position of a business to assess strengths and weaknesses, analysing the external environment to assess opportunities and threats: political, social, economic, environmental, technological and legal change. As this unit is the biggest across the A Level, there will be numerous practice exam style questions to answer but the most challenging one will be 'The key to successful manufacturing business today is a positive management attitude to technological change.' To what extent do you agree with this view? (25 marks).

Choosing Strategic Direction

Students will be investigating which markets businesses should compete in and what products to offer, strategic positioning and choosing how to compete. Pupils will have opportunities to answer multiple choice questions, a series of open ended questions and some past paper exam questions such as 'Do you think Aston Martin should be targeting emerging economies such as the BRIC economies? Justify your answer'. (20 marks).

Strategic Methods: How to Pursue Strategies
Students will be investigating how businesses assess numerous factors such as a change in scale, innovation, globalisation, internationalisation and greater use of digital technology. Pupils will be tested using numerous different assessment challenges such as a series of multiple choice questions, textbook questions, verbal Q+A and also an opportunity to answer an extended written question on Amazon targeting new markets.

Managing Strategic Change
The pupils will get to learn about the causes of and pressures for change, overcoming barriers to change, managing organisational structure, managing strategic implementation and analysing problems with strategy. Students will have numerous assessment opportunities throughout the teaching of this unit including a 20 mark question on 'what extent do you think the leadership of Nadella will be the main factor determining the success of Microsoft's new strategy?'.

LEARNING IMPACT

Students' knowledge will be assessed regularly through past paper questions to practice along with trial examinations to showcase their knowledge and understanding of business concepts put into real life scenarios. They will build upon their initial mathematical and extended writing skills learned from Year 12 and enhance this in Year 13 to be A Level appropriate with numerous marking opportunities to develop exam techniques. Parents will be able to see feedback of essays through Office 365 Teams Assignments along with data drop being sent home, written reports and parents' evenings.

YEAR 13 - CHEMISTRY

INTENDED OUTCOMES

A2 Chemistry builds on the skills acquired in AS Chemistry and further explores the theoretical concepts of the subject, current applications of chemistry, with a strong emphasis on advanced practical skills; the emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts, as well as on the acquisition of knowledge.

COURSE IMPLEMENTATION

Physical Chemistry – Thermodynamics

The further study of thermodynamics builds on the Energetics section and is important in understanding the stability of compounds and why chemical reactions occur; enthalpy change is linked with entropy change enabling the free-energy change to be calculated. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Rate equations and Kp

Student study rate equations, the mathematical relationship between rate of reaction and concentration and how this provides information about the mechanism of a reaction that may occur over several steps; the further study of equilibria considers how the mathematical expression for the equilibrium constant Kp enables us to calculate how an equilibrium yield will be influenced by the partial pressures of reactants and products. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Electrode Potentials and Electrochemical Cells

Student will study the redox reactions which take place in electrochemical cells where

electrons are transferred from the reducing agent to the oxidising agent indirectly via an external circuit, and the commercial applications of electrochemical cells as a portable supply of electricity. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Acids, Bases and pH
Students will study the importance of acids and bases in domestic, environmental and industrial contexts, how the logarithmic scale, pH, has been devised to measure acidity; how buffer solutions are made and how they work in industrial and biological applications. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Inorganic Chemistry – Period 3 Elements
Students study the reactions of the Period 3 elements with oxygen; how the pH of the solutions formed when the oxides react with water illustrates trends in properties across this period. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Inorganic Chemistry – Transition Metals
Students will study the metals of the 3d block of the Periodic Table, how they form coloured compounds and are identified by test-tube reactions in the laboratory, their existence in different oxidation states and their uses as catalysts. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Organic Chemistry – Isomerism and Carbonyl Compounds

Students study how compounds that contain an asymmetric carbon atom form stereoisomers that differ in their effect on plane polarised light; the carbonyl group of aldehydes, ketones and carboxylic acids, their derivatives and how they are attacked by nucleophiles. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

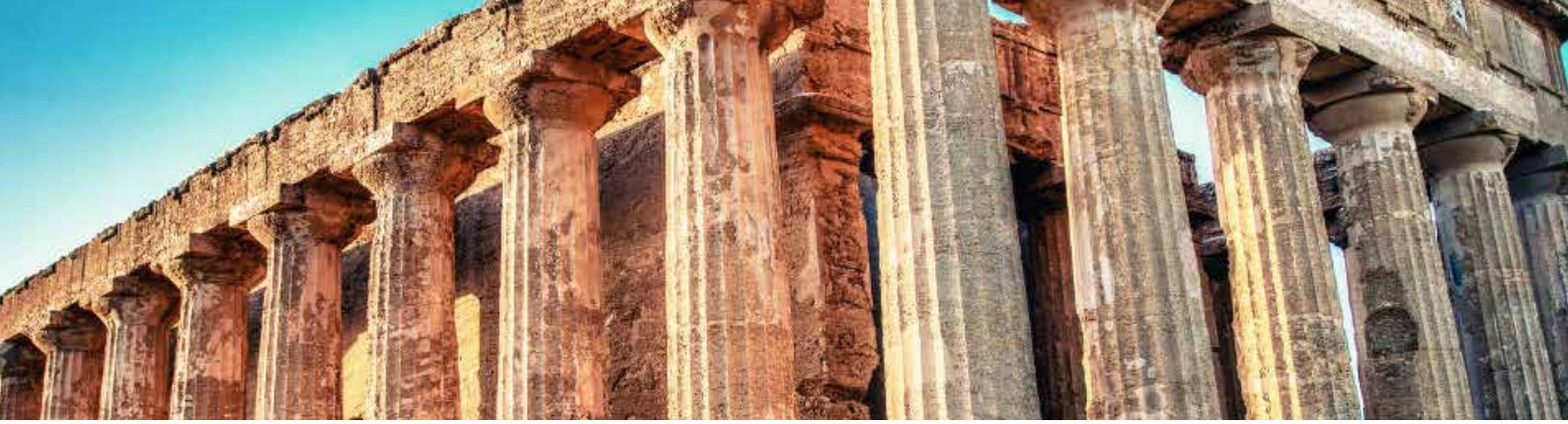
Organic Chemistry – Aromatic Chemistry
Students study aromatic compounds; benzene as an example of this type of molecule and looks at the structure of the benzene ring and its substitution reactions. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Organic Chemistry – Polymers, Amino Acids, Proteins and DNA
The study of polymers is extended to include condensation polymers, including the ways in which condensation polymers are formed, their properties, typical uses and problems associated with their reuse or disposal; the structure and bonding of amino acids, proteins and DNA and the way they interact is studied, along with drug action. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Organic Chemistry – Organic Synthesis and Analysis
Students will study the formation of new organic compounds by multi-step syntheses; the use of nuclear magnetic resonance spectroscopy along with mass spectrometry and infrared spectroscopy as an analytical technique. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

LEARNING IMPACT

Students' Working At grades will be produced using an average of the End of Topic assessments; this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.



YEAR 13 - CLASSICAL CIVILISATION

INTENDED OUTCOMES

All learners will study literary material from both Greece and Rome, and their surrounding worlds, focusing on reflections of the World of the Hero in Virgil's Aeneid and the conceptualisation of love and relationships in the works of prominent authors Plato, Sappho, Ovid and Seneca. Skills will focus on a chronological and contextual understanding of these modules, with emphasis on forming critical judgements about a variety of aspects of Classical antiquity from appropriate evidence.

COURSE IMPLEMENTATION

World of the Hero – Virgil's Aeneid

An in-depth study of Virgil's Aeneid, using focused passages to assess literary techniques and composition, characterisation and themes, and the social, cultural and religious context of this epic. Students will be assessed using small-scale knowledge comprehension and retention questions on the prescribed books of the epic, with a variety of other questions modelled on the OCR exam papers, ranging from [10] mark literary source questions to [20] and [30] mark thematic questions, where the quality of longer written response will be judged.

Love and Relationships – Plato

This module focuses on the in-depth study of various works from Plato, such as Symposium, Phaedrus, Charmides, Laws and Republic, to understand his ideas about love, desire, sex, homoeroticism, the nature of good and bad conduct and the contextual understanding of his contemporary audience in 5th Century Athens. Students will be assessed using small-scale knowledge comprehension and retention questions on the work and life of Plato, with a variety

of other questions modelled on the OCR exam papers, ranging from [16] to [30] mark thematic questions, where the quality of longer written response will be judged.

Love and Relationships – Seneca

This module focuses on the in-depth study of various works from Seneca, such as Letters on Morality, On Benefits, On Anger, On Marriage, On the Shortness of Life, various Consolations and Phaedra, to understand his ideas about love, desire, sex, homoeroticism, the nature of good and bad conduct and the contextual understanding of his contemporary audience in 1st Century CE Rome. Students will be assessed using small-scale knowledge comprehension and retention questions on the work and life of Seneca, with a variety of other questions modelled on the OCR exam papers, ranging from [16] to [30] mark thematic questions, where the quality of longer written response will be judged.

Love and Relationships – Sappho

This module focuses on the in-depth study of the fragmented work of Sappho, assessing her use of language, literary devices, themes, motifs, mythology and humour, to understand her ideas about love, desire, sex, homoeroticism, the nature of good and bad conduct and the contextual understanding of her contemporary audience in 6th Century BCE Lesbos. Students will be assessed using small-scale knowledge comprehension and retention questions on the work and life of Sappho, in addition to [10] mark prescribed literary source questions, and [16] to [30] mark thematic questions, where the quality of longer written response will be judged.

Love and Relationships – Ovid

This module focuses on the in-depth study of the third book of Ovid's Ars Amatoria, assessing his use of language, literary devices, didactic style, themes, motifs, mythology and humour, to understand his ideas about love, desire, sex, homoeroticism, the nature of good and bad conduct and the contextual understanding of his contemporary audience in 1st Century BCE Rome. Students will be assessed using small-scale knowledge comprehension and retention questions on the work and life of Ovid, in addition to [10] mark prescribed literary source questions, and [16] to [30] mark thematic questions, where the quality of longer written response will be judged.

LEARNING IMPACT

At the mid-point of Year 13 study, students will sit two separate mock exams; the first section will centre on the World of the Hero, with emphasis on the comparative elements of this component, between Homer's Odyssey and Virgil's Aeneid. The second mock exam will focus on Love and Relationships and assess student knowledge and skills across all four authors and their respective contexts, using prescribed literary sources as the foundation for a variety of OCR approved questions. This will be reported to parent/carers through the relevant data drop and Parents' Evenings, with half-termly communication of end-of-module assessment data for students who are under-performing or exceeding expectations.

YEAR 13 - COMPUTER SCIENCE

INTENDED OUTCOMES

The second year of the A Level has a shift of focus, moving away from predominantly theory and now focusing on a programming project for most of the year. There will be theory topics spread throughout the year, but the primary focus is now on producing high quality code and supporting paperwork, the theory topics of choice are designed to help support students with the year long project.

COURSE IMPLEMENTATION

Thinking abstractly
Students will be required to think abstractly during their project, so we take a look into the most important parts of a problem to focus on and solve by producing abstract models for solutions. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Thinking ahead
Students will have to foresee timescales months into the future this year, this theory workbook is designed to help support them do this, thinking about the required inputs and outputs of problems and how best to produce reusable sections to programs. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Thinking procedurally
Students need to code and think in a way that is as effective as possible, ensuring they think in a procedural way by creating reusable sections of code and properly identifying steps to solve a problem is vital in this unit. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Thinking logically

The creation of high-quality code is dependent on thinking logically, in this unit students will create flowcharts and pseudocode to specific problems to ensure they are as prepared for exam style questions as possible. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Thinking concurrently
Managing a project requires many plates to be spinning at once, this is overwhelming, in this unit students focus on what tasks can be done along side each other to make best use of their time during software development. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Programming techniques
We take a look at some of the more complex aspects of programming and ensuring students understand key concepts like recursion, parameter passing and value passing, ensuring modularity and have an understanding of object orientation techniques to produce well rounded programmers. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Computational methods
Everything is brought together in this unit, students recap decomposition, abstraction and how best to approach problems to ensure best use of their time independently and as part of a team. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Algorithms
As a natural extension beyond GCSE, students are required to know specific algorithms for searching and sorting data, these are similar to GCSE with some new ones covered such as Djikstra's shortest path and A* algorithm. Students will have direct teacher led lectures along with weekly challenges in the form of workbook theory challenges, this will be supported with weekly verbal feedback and regular multiple-choice quizzes.

Programming project

Students spend the majority of the year creating a coding solut9okn to a programming challenge of their choice, this brings together all the skills taught throughout the previous years study and ensures students leave the A Level having an understanding of how an agile workflow is best achieved when coding as a member of a team. Students will be working on a project all year with teacher led sessions to monitor their progress throughout the way.

LEARNING IMPACT

All Computing theory is designed to support the creation of the programming project this year, workbooks will be teacher marked and feedback to students. There will also be sessions which

are teacher led to best monitor how students are getting on in their programming project, students will be encouraged by a teacher during this controlled assessment time. Parents will be informed through the use of a mix of school reports, parents evenings and intervention from the classroom teacher as needed.

YEAR 13 - CRIMINOLOGY

INTENDED OUTCOMES

Application of theory to gain a real life insight into how the criminal justice system works in England and Wales.

COURSE IMPLEMENTATION

Crime Scene to Court Room

Interactive teaching that covers how we process a crime scene, what role agencies play in taking a case to court and knowing how to have a fair trial. Coursework (accounts for 25% of final grade) which is marked by teacher and moderated by the exam board (WJEC).

Crime and Punishment
Exploration of how we organise the criminal justice system while considering the effectiveness of punishment in England and Wales. External exam that takes place in June. This counts as 25% of final grade, mark provided by exam board.

LEARNING IMPACT

Consistent in-class 'knowledge' assessments that are peer and self marked. Teacher assessments via homework and in-class writing tasks to prepare for end of unit external assessment.

YEAR 13 - DIGITAL MEDIA

INTENDED OUTCOMES

Students will enter their final year and continue on their Moving Image Pathway to secure their double award in the subject. Units undertaken in their final year will look at niche markets which will stretch and challenge their learning by investigating different cultures and how they interpret media outlets.

COURSE IMPLEMENTATION (SINGLE)

A continuous development of knowledge of the media industry through means of both internal and external assessment, which mainly focuses on analysing media products, measuring the impact of media and writing critical opinion pieces for a targeted demographic.

Unit 1 Media Audiences
Students will focus on cases studies which look at how media portrays, represents and stereotypes people, categories and groups, whilst also investigating how media conglomerates control the messages we see and hear. Digital Media students will use their knowledge from previous units to develop their knowledge based on using current media examples to support their learning, which in-turn will enable their exam answers to be logical and accurate.

Students will be continually assessed via Socratvie questions and written answers via past paper questions.

Unit 7 Journalism
Students will develop their writing skills by producing a lengthy article on a topic of their choice following a breakdown of the construction of a variety of opinion pieces from various news sources, not just the print media.

COURSE IMPLEMENTATION (DOUBLE)

Unit 9 Comic Books
Students will have an opportunity to look at different cultures from around the world and how comic books alter their overall style to cater for the needs of their target audiences. Students will then plan and create their own comic book, with their own style, to promote a message regarding global issues.

As the unit is internally assessed, students will be provided the assessment grid and brief written by the examination board - OCR.

Unit 10 Animation
Students will use their knowledge from Unit 9 Comic Books to create an animation. They will revisit how cultural identity reflects their demographics needs as well and understand how this then impacts society.

As the unit is internally assessed, students will be provided the assessment grid and brief provided by the examination board – OCR. Feedback will be provided verbally to support the development of their work, alongside peer assessment.

Unit 6 Social Media
In their final unit, students will look how media and business use social media to appeal to differing audiences. Students will understand how different platforms cater for different demographics, whilst also understand how organisation use data to improve future engagement.

The unit is externally assessed therefore practice papers provided by OCR and written in-house will be the primary focus for assessment within this unit.

LEARNING IMPACT

Single - Reporting will be conducted via formal parents evening, termly assessments and any communication via phone calls or e mail, which are logged.

Double - This will be assessed through practical performance and supporting written work as well completing a written exam. This will be reported to parents through school led data drops, reports and parent's evenings.

YEAR 13 - DRAMA

INTENDED OUTCOMES

A level Drama allows our students the opportunity to explore drama as a practical art form, where ideas and meanings are communicated to an audience considering the choices of form, style and convention.

COURSE IMPLEMENTATION

Making Theatre

Students are required to practically explore & workshop, interpreting a final key extract, each from a different play to those used in year 12. Students will choose a specialism to follow such as performer, lighting designer, sound designer, set designer.

Students will also be required to complete a reflective report in which they analyse and evaluate their theatrical interpretation of all three extracts studied.

This will be internally marked by teachers, with students performing this to a live audience. Furthermore, this extract will be recorded and sent to the examining body who will decide the final mark.

Drama and Theatre

This component is a 3-hour written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed. Students will study two full works from differing eras and writers.

Exam style questions will be used to assess students throughout the academic year. The final assessment will be a 3-hour exam.

Live Theatre Production

Students will attend live theatre performances with the local area and further afield. Through the process of note taking and writing of live notes, students will then evaluate and analyse the effectiveness of what they saw, and the stage craft used. Students will be given an exam

style question to assess their understanding. This will also be assessed within the 3-hour exam that students sit for Drama & Theatre'.

LEARNING IMPACT

This will be assessed through practical performance and supporting written work as well completing a written exam. This will be reported to parents through school led data drops, reports and parent's evenings.

YEAR 13 - ENGLISH LANGUAGE AND LITERATURE

INTENDED OUTCOMES

Students hone their knowledge and application of literary and linguistic analysis applying perceptive evaluative methods in their reading and interpretation of texts, showing how the two disciplines relate to each other. Students continue to engage creatively and critically with a wide range of texts, exploring writers' nuances and subtleties as well as the multi-layered nature of texts and their context.

COURSE IMPLEMENTATION

Component 1: Voices in Speech and Writing; an Anthology. Comparing Voices
Students complete the study of their prescribed anthology of twenty short non-fiction texts, revising the texts from Year 12. They hone their comparative skills when analysing one of their twenty short studied non-fiction texts with an unseen non-fiction text, both of which are printed on the exam paper. Timed practice questions and essay exercises in lessons throughout course.

Component 1: Voices in Speech and Writing. Drama Texts
Students revise their prescribed drama text. This is an open book exam; students are provided with 'clean copies' in all assessments. In addition to the evaluative literary and linguistic skills, study revise how the texts engage with the social, personal, literary and political issues raised in the late Twentieth Century and today. Timed practice questions and essay exercises in lessons throughout course.

Component 2: Varieties in Language and Literature; prose fiction and other genres. Crossing Boundaries
Students continue to analyse an unseen non-fiction text, applying literary and linguistic terminology when critically evaluating the writer's methods. 1 practice exam question in early Spring Term trial exams; 1 further in late Spring Term trial exams. Practice questions and essay exercises in lessons throughout Year 13.

Component 2: Varieties in Language and Literature; prose fiction and other genres. Crossing Boundaries
Students study their final fiction text from the 'Crossing Boundaries' section of this exam, comparing these writer's methods with their Year 12 fiction text. This is an open book exam; students are provided with 'clean copies' in all assessments. In addition to honing their comparative evaluative literary and linguistic skills, study also focuses on how the texts

engage with the social, personal, literary and political issues raised in the late Twentieth Century and today. 1 practice exam question in early Spring Term trial exams; 1 further in late Spring Term trial exams. Practice questions and essay exercises in lessons throughout Year 13.

Non-examination assessment
Students are underway writing their own a short story, a non-fiction article and a commentary on the linguistic and literary techniques they have crafted for these creative pieces. This is completed by the end of the winter term. Verbal feedback is continuous. Written feedback is provided at interim deadline dates. These dates are published to students and parents in Year 12, when the NEA is launched.

LEARNING IMPACT

Through formative assessment, introduced at salient points in line with the introduction of different texts, skills are assessed and personalised feedback is given to improve individual student attainment. Assessment data is reported regularly throughout the year with formative comments in an annual report which summaries achievement and gives a clear target for development.

YEAR 13 - ENGLISH LITERATURE

INTENDED OUTCOMES

The English Literature course has an historicist approach to the study of literature, which rests upon reading texts within a shared context; the course encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood; students continue their A Level study of elements of both exam papers – Love Through the Ages and Modern Texts, and complete the Non-Exam Assessment (NEA or Coursework).

COURSE IMPLEMENTATION

Love Through the Ages: Unseen Poetry Comparison
Love Through the Ages encourages students to explore aspects of a central literary theme as seen over time, using unseen material and set texts. Students hone the skills they have developed for poetry analysis and comparison whilst studying other texts last year, to enable them to evaluate and compare a pair of unseen poems in detail. Context focuses more closely on the typicality of representations seen in love poems. Following benchmark assessment in Year 12 summer exams, 1 practice exam question in November trial exams; practice questions and essay exercises in lessons throughout the year.

Modern Texts: Unseen Prose Evaluation
Modern Texts aims to encourage students to explore aspects of literature connected through a period of time, from 1945 onwards. Following their study of a Twentieth Century play and a Twentieth Century classic novel, students examine a variety of extracts from modern novels they have not studied in depth, to evaluate how writers present similar issues and themes to those seen in set texts. One practice exam question on November trial exams. Ongoing practice and skills development during study, plus additional practice assessments in lesson as needed.

Modern Texts: Modern Poetry Study (may be commenced early in year 12)
Following their study other pre-9900 poems and other modern Literature, students study a collection of modern poems by a single writer, written post 2000: in addition to skills honed in other units they consider the development and placement of themes and perspectives in the collection, as a whole and in parts. One practice exam question on November trial exams. Ongoing practice and skills development during study, plus additional practice assessments in lesson as needed.

NEA (Coursework)
NEA enables students to delve further into a pair of texts of specific interest to them, exploring themes, ideas, contexts and readings. Having researched and explored chosen texts over the summer, students draft and present their NEA coursework essay, closely monitored by teaching staff, for the first half term from September. Each student has an English 'tutor' who gives them detailed feedback once each week; there are also 2 further lessons a week working on essays, with English staff available for further general questions. Draft of NEA is given feedback in October; students then improve their work at home for final submission in December. Marks are submitted to the exam board in March; students are allowed to know their mark prior to submission in case of appeal.

Revision of Set Texts studied in Year 12: Love Through the Ages and Modern Texts
Students re-visit and revise all set texts from year 12, exploring meanings at a deeper level. In particular, critical and alternative interpretations of these texts are explored. Complete Paper 1 or 2 in November trial exams, depending on performance in Year 12 exam questions. Complete Paper 1 or 2 in March trial exams: the alternative from the November exams is attempted. Ongoing practice assessments in lessons as needed. Students are also encouraged to attempt questions at home, for evaluation and feedback by class teachers.

LEARNING IMPACT

Whilst different texts and units focus on different key skills, all units and texts are assessed for AQA Literature's Assessment Objectives, with all work and exam answers being graded using centralised departmental assessment grids and exam board mark schemes, which are returned to students with detailed feedback. Results of key assessments are included in subject data feedback and an annual report.

YEAR 13 - FILM STUDIES

INTENDED OUTCOMES

"Everything I learned I learned from the movies."
— Audrey Hepburn

In Year 13, students continue to explore a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. They learn about more advanced specialist study areas, such as Narrative, Ideology, Spectatorship theories and Experimental filmmaking. They investigate how film works both as a medium of representation and as an aesthetic medium, and apply their skills onto American films since 2005, British films since 1995 and an experimental film. By Easter, students have completed their production work, where they have applied their knowledge and understanding of how films are constructed to their own film making or screenwriting.

COURSE IMPLEMENTATION

Component 1: Varieties of film and filmmaking Section B: American film since 2005 (two-film study)

For this two-film study, learners study one contemporary American mainstream film ("La La Land") and one contemporary American independent film ("Beasts of the Southern Wild") in relation to the core study areas. Students also explore the specialist study areas of spectatorship and ideology, and learn to apply a range of theories onto the 2 films studied. Students will be assessed on their ability to write two 1200-words essays about spectatorship and ideology, in relation to the two films studied in this section.

Component 1: Varieties of film and filmmaking Section C: British film since 1995 (two-film study)
For this two-film study, learners study two British films from 1995 ("trainspotting" and "Sightseers") in relation to the core study areas. Students also explore the specialist

study areas of Narrative and Ideology. As part of their end of section assessment, students answer one 40 mark question from a choice of two, requiring reference to the two films studies in this section. They have to write approximately 1200 words in one hour.

Component 2: Global filmmaking perspectives Section D: Film movements – Experimental film (1960-2000)
For this single-film study, learners study one experimental film ("Pulp Fiction"), in relation to the core study areas, with emphasis on the cult status of the film studied. Alongside the core areas, students need to apply the specialist study area of "Auteur" and "Narrative". As part of their end of section assessment, students answer one 20-mark questions, requiring references to the film studied in this section. They have to write approximately 600 words in 30 minutes.

Component 3: Production Section A: Documentary film
In this section, students apply what they have studied (especially the short films studied in y12) onto a creative project. The production may take the form of either a short film or a screenplay for a short film. The screenplay must be accompanied by a digitally photographed storyboard of a key sequence from the screenplay in order to demonstrate how the screenplay will be realised. As this section is a coursework, students must produce their final project by the end of February. This represents 40/60 marks for component 3.

Component 3: Production Section B: Evaluative analysis
In this section, students must provide a 1600-1800-words evaluative analysis of the production, which analyses and evaluates the production in relation to other professionally produced films or screenplays, including all the short films studied in y12. As this section is a coursework, students must produce their final evaluative analysis by the end of March. This represents 20/60 marks for component 3.

LEARNING IMPACT

In each assessment and trial examination, students develop their ability to cope with A Level-type questions. Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports.

YEAR 13 - FINE ART

INTENDED OUTCOMES

In Year 13 students work on a series of assignments consolidating their personal investigations and complete an externally set task, set by the exam board.

Students consolidate and apply their learning:

- Observational drawing skills, developing their understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists and context, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of media and techniques in the pursuit of designing exciting and meaningful pieces of art work.
- How to apply their knowledge and skills to create personal, meaningful and independent final pieces.

COURSE IMPLEMENTATION

Personal Investigation: Contextual Research
Students complete and enhance their independent artist and contextual research; improving links, knowledge, context and related experimentation, in order to better inform own ideas. Assessments are based on the quality and presentation of their research and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Investigation: Observational Drawing
Students develop and enhance their observational drawing skills, whilst ensuring, based on research and informed concepts, that they have records of the most appropriate imagery to inform their ideas. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Investigation: Experimentation and Design
Students apply their knowledge and understanding of composition and visual language, media and techniques, to create a series of design ideas, experiments and refinements conveying their meaning and intentions, whilst making connections to their research.

Assessments are on based the quality of the design work presented in students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Investigation: Final Personal Response
Students develop a personal and meaningful final outcome, consolidating the projects learning with the creation of a final piece that realises their intentions, demonstrates understanding of visual language and the application of formal elements. Assessments are made against the exam boards 4 assessment objectives across student's entire portfolio of work and the quality of their final piece.

Personal Investigation: Related Study
Students use their developed knowledge and understanding to complete their related studies, communicating how their research, knowledge and contextual understanding has informed their own ideas, critically evaluating their own work. Assessments are based on the quality of their related study; final assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

EST: Externally Set Task
Students will develop a second portfolio of work based on a choice of thematic starting points set by the exam board; they will choose a focus, carry out contextual research, make records of observations in the form of photographs and drawings, experiment with media and ideas in order to create focused and informed design ideas; producing their final piece in a 15-hour exam. Assessments are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

LEARNING IMPACT

The development of knowledge and skills across the year 13 curriculum allows students to consolidate detailed personal investigations, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering the independence needed to successfully complete their externally set task.

Final assessments for each project are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

Students' achievements and progress against the exam board assessment objectives, will be corresponded to parents through termly data and yearly written reports.

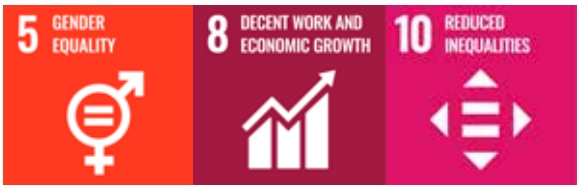
YEAR 13 - FRENCH

INTENDED OUTCOMES

In Year 13 French, students continue the A Level course and consolidate their ability to understand and respond to written and spoken language around the next A Level themes: “Changes in French society“ and “Political and Art cultures in French-speaking countries”. The y13 course is more advanced. It allows students to apply their knowledge of previously acquired vocabulary, grammar and phonics, and explore the more advanced aspects of the subject which will help them master the skills necessary to succeed at A Level.

COURSE IMPLEMENTATION

Theme 3 Unit 7 “The positive impact of immigration in France”



Students understand and give information about the origins of immigrants and their reasons for coming to France. They explore the positive contribution of immigrants and how these enrich French culture. Students practise expressions of time, mixing tenses and using indirect speech. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme3 Unit 7 “The positive impact of immigration in France”, students have been assessed in listening, reading and writing (preparation of task 1 speaking questions).

Theme 3 Unit 8 “The challenges of immigration and integration in France”
Students understand and give information about the effects of immigration on local people, the challenges of multiculturalism and the issues surrounding it. They practise using demonstrative pronouns, possessive adjectives, and recap the subjunctive mood. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme3 Unit 8 “The challenges of immigration and integration in France”, students have been assessed in listening, reading and Speaking (task 1 speaking question).

Theme 3 Unit 9 "Far-right in France"
Students understand and give information about Rassemblement National in France, the rise of Front National, the aims of the party leaders and what the public think of the far-right movement in France. They practise using comparative and superlative adjectives, how to use the passive mood with tenses other than the present tense, and the perfect subjunctive. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme3 Unit 9 "Far right in France", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Independent research project
Students prepare for task 2 in the oral examination, by selecting, researching, presenting and discussing a topic of their own choice. They learn to make notes, develop content right up to the conclusion, and make reference to a range of written texts in French. Students' work towards the IRP is monitored by the teacher, who can guide students throughout their research. While the teacher cannot mark students' written work, students' progress in their IRP is monitored every week, following a shared schedule.

Theme 4 Unit 10 "Occupation and Resistance in France during WW2"
Students understand and give information about Occupation and Collaboration in France. They practise construction phrases with the infinitive and mixed tenses. They also practise the present and imperfect forms of the subjunctive. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme 4 Unit 10 "Occupation and Resistance in France during WW2", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Theme 4 Unit 11 "Vichy Regime in France during WW2"
Students understand and give information about Marechal Petain and the Vichy Regime, the National Revolution and the consequences of the Vichy Regime. They practise avoiding the use of adverbs, recognising the past historic form of irregular verbs and how to use dependent and perfect infinitives. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme 4 Unit 11 "Vichy Regime in France during WW2", students have been assessed in listening, reading and speaking (task 1 speaking questions preparation).

Theme 4 Unit 12 "French Resistance during WW2"
Students understand and give information about French Resitance, Jean Moulin and women in the Resistance, and "Francais Libre" with General De Gaulles. They practise using different past tenses with expressions of time, using prepositions and interrogative adjectives and pronouns. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively.

By the end of Theme 4 Unit 12 "French Resistance during WW2", students have been assessed in listening, reading and speaking (task 1 speaking questions preparation).

Theme 4 Unit 12 "French Resistance during WW2"
Students understand and give information about French Resitance, Jean Moulin and women in the Resistance, and "Francais Libre" with General DeGaulles. They practise using different

past tenses with expressions of time, using prepositions and interrogative adjectives and pronouns. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively.

By the end of Theme 4 Unit 12 "French Resistance during WW2", students have been assessed in listening, reading and speaking (task 1 speaking questions preparation).

Literature Studies
Students develop a range of critical and analytical skills used in relation to a Literary text (a novel or a play). They prepare for the 300-word essay on their studied text, by exploring its context, its form and the meanings and responses created. They analyse the importance of language registers, representations and literary techniques when answering typical essay questions. Students get assessed on 3 essay-type questions (300 words), which are set throughout the study of Literary text over the course of y13. The work is marked, graded by the teacher and re-drafted by students.

LEARNING IMPACT

In each assessment and trial examination, students develop their ability to cope with A Level-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 13 - GEOGRAPHY

INTENDED OUTCOMES

Students follow OCR A-level Geography Syllabus.

COURSE IMPLEMENTATION

OCR – NEA Completion and Submission
Geographical skills and fieldwork is a compulsory part of Geography A Level. Students complete a piece of fieldwork led by them independently and written into their NEA worth 20% of their overall grade. Monitored by staff to ensure that students are up to date.

OCR – Earth Life Support Systems

Water and carbon cycled between the land, oceans and atmosphere in open and closed systems, the processes and these cycles are inter-related. Including in depth case studies. Verbal responses, Monitoring of classwork.

OCR Disease Dilemma
Diseases do not discriminate who becomes infected or develops symptoms. Explore the causes of disease and the impacts of them especially an epidemic or a pandemic. Verbal responses, Monitoring of classwork.

Diseases do not discriminate who becomes infected or develops symptoms. Explore the

causes of disease and the impacts of them especially an epidemic or a pandemic. Verbal responses, Monitoring of classwork.

OCR – Global Governance. Option C – Human Rights
To explore the processes and flows that occur at the global level and the ways in which these influence people, places and institutions. Including in depth Case Studies. Verbal responses, Monitoring of classwork.

OCR Hazardous Earth
Movement of the Earth's land masses, from Pangaea to present day. Seismic and volcanic activity creates hazards as populations have grown and in habited more of the Earth. Verbal responses, Monitoring of classwork.

LEARNING IMPACT

NEA can only be comment on generically following the OCR Geography Guidance.

Exam questions. Mock exams and end of unit assessments using OCR assessment materials.

YEAR 13 - HISTORY

INTENDED OUTCOMES

Students study the AQA syllabus covering 1C the Tudors: England 1485-1603 and 2Q The American Dream: reality and illusion, 1945-1980 plus a non examined unit on the Stuart kings and their relationship with Parliament.

COURSE IMPLEMENTATION

AQA component 1C: Breadth study, England: turmoil and triumph, 1485-1603

The nature of causes, consequences, change, continuity, similarity and differences over time, the links between perspectives such as political, economic, social or religious and the role played by individuals, groups, ideas or ideology exploring Instability and consolidation: 'the Mid-Tudor Crisis' 1547 -1563, the triumph of Elizabeth, 1563-1603. Questions and answers, monitoring of class work, presentations, peered writing, quizzes.

AQA component 2Q: Depth study, Challenges to the American Dream 1963-1980

The deep understanding of change and continuity through the interrelationships, roles of individuals, groups and ideology, identifying links and contrasting elements with a secure knowledge and understanding of the complexity of the historical process; the Johnson Presidency, 1963 – 1968, Republican reaction: the Nixon Presidency 1968 – 1974, The USA after Nixon 1974 -1980. Questions and answers, monitoring of class work, presentations, peered writing, quizzes.

Non Examined Unit (NEA)
Final amendments to student's independent study of approximately 100 years into the Stuart period examining the relationship between crown and Parliament; students will develop an

enhanced understanding of the nature and purpose of history as a discipline and how historians work. Monitored by staff to ensure student's final piece is up to date.

LEARNING IMPACT

Combination of essays and primary and secondary source work analysis in line with AQA exam board, NEA can only be commented on generically for feedback until final moderated mark is shared.

Reports will comment on how well students can recall and apply knowledge, analyse ideas, primary and secondary sources and make substantiated judgements about the Tudors and the American Dream AQA units as well as progress made with their coursework.

YEAR 13 - MATHEMATICS

INTENDED OUTCOMES

Students will be able to 'draw together information from different areas of the specification' and 'apply their knowledge and understanding in practical and theoretical contexts' as one of the requirements of the A-level specification is to test the content synoptically and for students to apply their knowledge in unfamiliar areas.

TEACHER A COURSE IMPLEMENTATION

Differentiation
Students will differentiate exponential and trigonometric functions, related sums, differences, and constant multiples; understand and use the derivative of ln x; apply differentiation to find points of inflection; differentiate using the product rule, the quotient rule and the chain rule, including problems involving connected rates of change and inverse functions. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Parametric Equations
Students will understand and use the parametric equations of curves and conversion between Cartesian and parametric forms; use parametric equations in modelling in a variety of contexts; differentiate simple functions and relations defined parametrically. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Numerical Methods
Students will locate roots of f(x) = 0 by considering changes of sign of f(x); understand how change of sign methods can fail; solve equations approximately using simple iterative methods; be able to draw associated cobweb and staircase diagrams; solve equations using the Newton-Raphson method and other recurrence and use numerical methods to solve problems in context. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Differential Equations

Students will construct simple differential equations in pure mathematics and in context; evaluate the analytical solution of simple first order differential equations with separable variables, including finding particular solutions; interpret the solution of a differential equation in the context of solving a problem, including identifying limitations of the solution. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Probability
Students will understand and use conditional probability, including the use of tree diagrams, Venn diagrams, two-way tables; understand and use conditional probability formulae; model with probability, including critiquing assumptions made and the likely effect of more realistic assumptions. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Normal Distribution
Students will understand and use the Normal distribution as a model; find probabilities using the Normal distribution; select an appropriate probability distribution for a context, with appropriate reasoning, including recognising when the binomial or Normal model may not be appropriate. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Hypothesis Testing
Students will extend their previous work on Hypothesis Testing to enable them to: carry out a hypothesis test for a product moment correlation coefficient, conduct a statistical hypothesis test for the mean of a Normal distribution with known, given or assumed variance and interpret the results in context. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

TEACHER B COURSE IMPLEMENTATION

Trigonometric Functions and Identities
Students will understand and use the standard small angle approximations of sine, cosine and tangent; understand and use the definitions of secant, cosecant and cotangent and of arcsin, arccos and arctan; their relationships to sine, cosine and tangent; understand their graphs, ranges and domains; understand and use double angle formulae; understand and use rcos(θ ± a) or rsin(θ ± a); construct proofs involving trigonometric functions and identities; use trigonometric functions to solve problems in context, including problems involving vectors, kinematics and forces. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Integration
Students will integrate exponential and trigonometrical functions and their related sums, differences and constant multiples; use a definite integral to find the area between two curves; understand and use integration as the limit of a sum; carry out simple cases of integration by substitution and integration by parts; understand these methods as the inverse processes of the chain and product rules respectively and integrate using partial fractions that are linear in the denominator. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Vectors
Students will use vectors in three dimensions using both column vectors and i, j, k notation to solve problems including those related to kinematics in up to 2 dimensions, including projectile motion. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Moments
Students will understand and use moments in simple static contexts. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Forces and Friction
Students will be able to: model forces as vectors, resolve forces, be able to answer questions set on an inclined plane or in other contexts that require forces to be resolved; understand that motion may not be restricted to horizontal or vertical and that inclined planes may be used; understand and use addition of forces; resultant forces and the dynamics for motion in a plane. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Projectiles
Students will model motion under gravity in a vertical plane using vectors. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Application of Forces
Students will be able to apply their knowledge to solve problems involving smooth pulleys and connected particles. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Further Kinematics
Students will be able to use vectors to solve kinematic problems including those requiring the use of calculus. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

LEARNING IMPACT

Each module has an end of module assessment which will marked and returned to students so that they can use this material as revision for the examinations in January and in the summer; these results will be reported to parents.

YEAR 13 - FURTHER MATHEMATICS (AS)

INTENDED OUTCOMES

Students are expected to demonstrate the ability to provide responses that draw together different areas of their knowledge, skills and understanding from across the full course of study for both the AS Level Further Mathematics qualification and from A Level Mathematics; problem solving, proof and mathematical modelling will be assessed in Further Mathematics in the context of the wider knowledge which students taking AS Further Mathematics will have studied.

COURSE IMPLEMENTATION

Matrices and Transformations
Students will know how to find the matrix associated with a linear transformation and vice versa; know about the matrices that represent reflection in both the x and y axes; know about the matrices that represent rotations centre the origin; know about the matrices that represent enlargements centre the origin and stretches parallel to the Xx and Yy axes; know about the 3×3 matrices that represent reflections in x=0, y=0 or z=0; know about the 3×3 matrices that represent rotations through multiplies of 90° about the Xx, Yy or Zz axes and that the matrix representing a combined transformation can be found by matrix multiplication: the transformation represented by A followed by the transformation represented by B is represented by the matrix BA; be able to find invariant points for a linear transformation and be able to find invariant lines for a linear transformation. Assessment will be via continuous scrutiny of class and homework.

Proof by Induction
Students will know how to construct and present a proof using mathematical induction for sums of series, powers of matrices and divisibility results. Assessment will be via continuous scrutiny of class and homework.

Vectors and 3-D Space
Students will know how to calculate the scalar product of two vectors; be able to use the scalar product to find the angle between two vectors; find the vector equation of a line in three dimensions in vector form and the Cartesian equation of a line in three dimensions; calculate the angle between two lines using the scalar product; find the point of intersection of two straight lines given in vector form; know that two lines in three dimensions may either intersect, be parallel or be skew; be able to form and use vector equation of a plane and the Cartesian equation of a plane; convert between the different forms for the equation of a plane; know that a vector which is perpendicular to a plane is perpendicular to any vector in the plane; be able

to find the angle between two planes by finding the angle between their normal; find the angle between a line and a plane; find the point of intersection of a line and a plane; find the perpendicular distance from a point to a plane; find the perpendicular distance from a point to a line and find the perpendicular distance between two lines. Assessment will be via continuous scrutiny of class and homework.

Work, Energy and Power
Students will be able to find the work done by a force; calculate the kinetic energy of a moving object; calculate the gravitational potential energy of an object relative to a defined zero level; know about the principle of conservation of energy and about the work-energy principle; that power is the rate of doing work and be able to solve problems involving power. Assessment will be via continuous scrutiny of class and homework.

Impulse and Momentum
Students will know what is meant by momentum and impulse; about the connection between impulse and momentum; be able to solve problems involving collisions using the law of conservation of momentum; know about Newton's law of restitution and about the coefficient of restitution and be able to solve problems involving collisions by using conservation of linear momentum and Newton's experimental law. Assessment will be via continuous scrutiny of class and homework.

LEARNING IMPACT

In addition to the assessment of class and homework, there will be an examination in January and this result will be reported to parents.

YEAR 13 - MUSIC

INTENDED OUTCOMES

In their final year, pupils will consider their future options in the music industry, developing the ability to analyse a variety of roles and introspectively evaluate their suitability, identifying strengths and gaps that can be worked on to bring them closer to their desired career path (in tandem with their UCAS applications). Live performance is then the main focus of this year; pupils will continue to develop their instrumental and ensemble skills and given lots of performance opportunities, building a varied set list that will feed into their mock and external assessments.

COURSE IMPLEMENTATION

349 Careers in the Music Industry

The aim of this unit is to familiarise pupils with the processes associated with effective career planning and to align/link career aims with study for this qualification. For any music professional, the ability to manage a career through careful planning, combined with a thorough knowledge of the professional landscape and the opportunities available within it, will substantially increase the potential for pupils to have a range of robust career options available to them. Pupils must submit an essay and videoed presentation. All unit submissions count towards pupils' final grades. Pupils receive two opportunities to submit work to be marked; the first can be used as a formative opportunity to improve and the second is summative. This unit is marked internally.

387 Rehearsal Skills and Live Music Performance (Mock)

Pupils will plan, prepare and perform for a live music event with a set theme. They must justify how their set list meets the requirements of the brief whilst considering health and safety implications, keeping a comprehensive log of the rehearsal process. After the event, they must consider how future performances can be improved, evaluating strengths and areas for improvement. Pupils must submit an essay and videoed performance. This is a 'mock' run of the external unit and not formally assessed; feedback will be given to be fed forward into their external assessment in the next unit.

387 Rehearsal Skills and Live Music Performance

Pupils will plan, prepare and perform for a live music event with a set theme. They must

justify how their set list meets the requirements of the brief whilst considering health and safety implications, keeping a comprehensive log of the rehearsal process. After the event, they must consider how future performances can be improved, evaluating strengths and areas for improvement. Pupils must submit an essay and videoed live performance. Pupils DO NOT get an opportunity to resubmit and improve marks on a task unless it is graded as 'unclassified'; if it is, the resubmitted task is capped at a 'pass'. This unit is marked externally by the exam board.

Personal Development/Resubmission Opportunity
Pupils will have the opportunity to choose a personal music project to work on during the summer term after their external assessments are completed.

LEARNING IMPACT

Pupils will engage in a variety of practical (performance, composition and production) and written assessments which are reported on in line with the school reporting calendar – the grade given will show an average of their overall unit grades, and predicted grade for the course overall.

YEAR 13 - MUSIC TECHNOLOGY

INTENDED OUTCOMES

In their final year, pupils will consider their future options in the music industry, developing the ability to analyse a variety of roles and introspectively evaluate their suitability, identifying strengths and gaps that can be worked on to bring them closer to their desired career path (in tandem with their UCAS applications). Live sound is then the main focus of this year; pupils will take part in workshops and given lots of opportunities to develop their knowledge and confidence in setting up and running a PA system whilst also capturing multitrack recordings of performers.

COURSE IMPLEMENTATION

349 Careers in the Music Industry

The aim of this unit is to familiarise pupils with the processes associated with effective career planning and to align/link career aims with study for this qualification. For any music professional, the ability to manage a career through careful planning, combined with a thorough knowledge of the professional landscape and the opportunities available within it, will substantially increase the potential for pupils to have a range of robust career options available to them. Pupils must submit an essay and videoed presentation. All unit submissions count towards pupils' final grades. Pupils receive two opportunities to submit work to be marked; the first can be used as a formative opportunity to improve and the second is summative. This unit is marked internally.

388 Live Sound Recording and Sound Reinforcement (Mock)

Pupils will plan, prepare and act as the sound engineer for a live music event with a set theme, capturing and mixing (pre and post) a multitrack recording of a band. They must justify how their plan meets the requirements of the brief whilst considering health and safety implications, documenting a meticulous PA set up. After the event, they must consider how future projects/recordings can be improved, evaluating strengths and areas for improvement. Pupils must submit an essay, video evidence and a stereo .mp3 mix of the live recording. This is a 'mock' run of the external unit and not formally assessed; feedback will be given to be fed forward into their external assessment in the next unit.

388 Live Sound Recording and Sound Reinforcement
Pupils will plan, prepare and act as the sound engineer for a live music event with a set theme, capturing and mixing (pre and post) a multitrack recording of a band. They must justify how their plan meets the requirements of the brief whilst considering health and safety implications, documenting a meticulous PA set up. After the event, they must consider how future projects/recordings can be improved, evaluating strengths and areas for improvement. Pupils must submit an essay, video evidence and a stereo .mp3 mix of the live recording. Pupils DO NOT get an opportunity to resubmit and improve marks on a task unless it is graded as 'unclassified'; if it is, the resubmitted task is capped at a 'pass'. This unit is marked externally by the exam board.

Personal Development
Pupils will have the opportunity to choose a personal music technology project to work on during the summer term after their external assessments are completed.

LEARNING IMPACT

Pupils will engage in a variety of practical (performance, composition and production) and written assessments which are reported on in line with the school reporting calendar – the grade given will show an average of their overall unit grades, and predicted grade for the course overall.

YEAR 13 - PHYSICAL EDUCATION

INTENDED OUTCOMES

Students will further develop their understanding of exercise physiology, sports psychology and socio-cultural factors affecting performance; as well as completing an analysis of performance NEA task. Students will learn to apply previously learned theories and concepts used within the sporting world as well as honing clear and concise exam technique.

COURSE IMPLEMENTATION

Physiological factors affecting performance

Students will learn to apply their knowledge of anatomy and physiology within a sporting context, they will further explore skeletal, muscular, cardiovascular and respiratory systems, energy, exercise physiology, diet, nutrition and injury prevention. Students will be assessed through end of topic tests, peer and self-marking of exam questions and end of year exams.

Psychological factors affecting performance

Students will further develop their knowledge of how athletes acquire skills, be able to classify skills across different continuums, methods of practice, stages of learning, types of guidance and feedback and memory models. Students will be assessed through end of topic tests, peer and self-marking of exam questions and end of year exams.

Sports Psychology

Students will further understand individual differences that will affect participation in physical activity, attitudes, motivation, anxiety, aggression, social facilitation and group dynamics, goal setting, confidence, self-efficacy, leadership and stress management. Students will be assessed through end of topic tests, peer and self-marking of exam questions and end of year exams.

Socio-cultural issues in physical activity and sport

Students will further develop knowledge about the emergence and evolution of modern sport, global sporting events, contemporary issue in physical activity and sport, ethics and deviance, commercialisation, routes to sporting excellence and modern technology.

Evaluating and Analysing Performance for Improvement
Students will learn to analyse the performance of others and create an action plan to improve upon a performer's weakness, culminating in an oral response critically evaluating their peers performance.

LEARNING IMPACT

Students' 'working at' grades will be produced using a combination of end of topic tests and formative exam questions; practical skills will be taken into consideration providing sufficient evidence has been given, NEA grading will be completed in line with OCR mark schemes and moderated by the exam board. Grades will be reported to parents in line with whole school assessment calendar and discussed at parents evening.

YEAR 13 - PHYSICS

INTENDED OUTCOMES

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Year 13 Physics further develops knowledge acquired during Year 12 by exploring in greater detail the mathematical rules underpinning the known universe.

COURSE IMPLEMENTATION

Further mechanics and thermal physics
This unit builds on the Year 12 mechanics topic to advance knowledge through understanding of; circular motion, simple harmonic motion, simple harmonic systems, forced vibrations and resonance, thermal energy transfer, ideal gases and molecular kinetic theory. Assessment is via mid point and end of topic assessments using past exam questions.

Fields and their consequences
The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this unification. Students study in detail; fields, gravitational fields, orbits of planets and satellites, coulombs law, electric field strength, electric potential and capacitance, magnetic fields and electromagnetic induction. Assessment is via mid point and end of topic assessments using past exam questions

Nuclear physics

This section builds on the work of Particles and radiation to link the properties of the nucleus to; Rutherford scattering, radiation, radioactive decay, nuclear instability, nuclear radius, mass & energy, induced fission and nuclear safety. Assessment is via mid point and end of topic assessments using past exam questions.

Astrophysics
Fundamental physical principles are applied to the study and interpretation of the Universe. Students gain deeper insight into the behaviour of objects at great distances from Earth and

discover the ways in which information from these objects can be gathered. Assessment is via mid point and end of topic assessments using past exam questions.

LEARNING IMPACT

Ongoing assessment via mid point and end of topic assessments will be used to generate attainment grades throughout Year 12. End of year assessments will be based around past exam papers (AS and paper 1) to generate expected grades for Year 13 and UCAS predictions. Final assessment is via three 2 hour exams.

YEAR 13 - POLITICS

INTENDED OUTCOMES

Students follow the AQA A Level Politics Specification. This requires in depth study of UK and US government and politics with in depth comparisons across the two political systems. Students will be required to identify parallels, connections, similarities and differences between aspects of politics to develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. Political ideologies are studied which have relevance to both of the systems of government and politics.

COURSE IMPLEMENTATION

Government of the USA and Comparison Politics

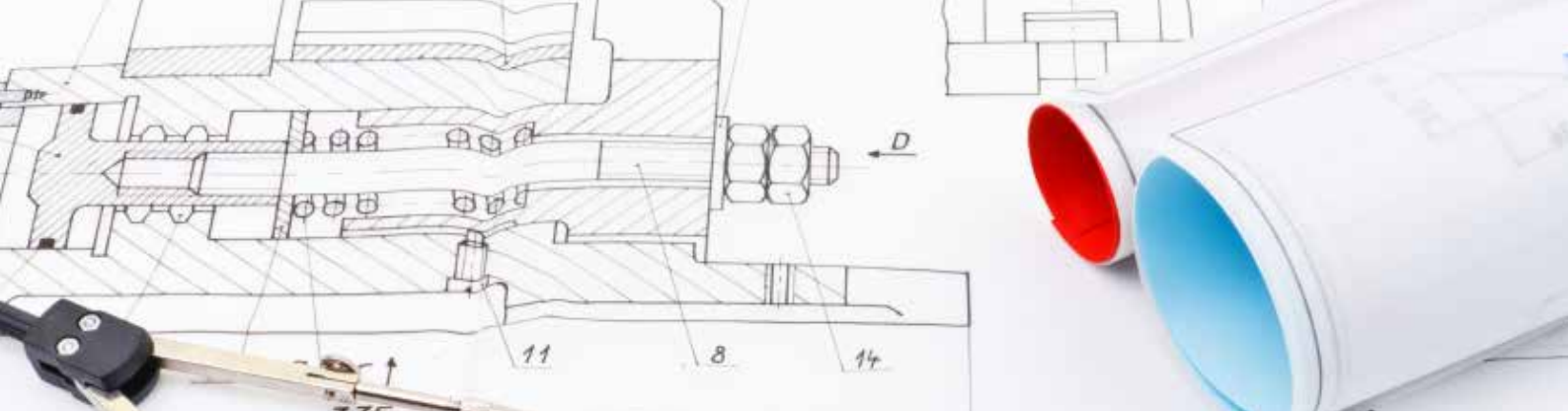
The legislative branch of government: Congress, comparison of legislatures, the executive branch of government: President, comparison of executives, pressure groups and civil rights. These are then compared against the UK. Questions and answers through in class discussions and debates, monitoring of classwork, in class presentations and regular practice exam questions, including essays, extract analysis and focused analytical questions.

Political Ideas; Feminism, Socialism, Conservatism, Liberalism

Branches of political ideology, key thinkers and their core ideas which shape the political ideologies. Questions and answers through in class discussions and debates, monitoring of classwork, in class presentations and regular practice exam questions, including essays, extract analysis and focused analytical questions.

LEARNING IMPACT

Questions and answers through in class discussions and debates, monitoring of classwork, in class presentations and regular practice exam questions, including essays, extract analysis and focused analytical questions. Termly grade reports, annual written reports and parents evenings.



YEAR 13 - PRODUCT DESIGN (DESIGN & TECHNOLOGY)

INTENDED OUTCOMES

NEA practical work. To be able to work safely, independently and skilfully to produce high quality prototypes/products to a client driven specification and brief.

THEORY: Students will learn how Product Designers will work in a commercial environment to take a product from a drawing to a fully functioning product.

COURSE IMPLEMENTATION

LEARNING IMPACT

NEA Practical work

Students will create their finished design idea to completion from their chosen materials and finishes. Students Will now have a complete piece of practical that has enabled them to have a deeper understanding of making projects from their chosen materials, and to ensure they gain and in-depth knowledge of they know how a design solution needs to be reflective of practical constraints. This will be marked as part of the complete NEA assessment for practical as per AQA criteria and account for up to a maximum of 25/100 marks.

3.2 Design and making principles – Theory
Students will build on their knowledge and skills that was established in Year 12 and enhance this will taking how product designers take a concept and develop it into a commercially viable product. Students will work through this unit and will have specialised exam practice lessons to establish a good exam technique. This will culminate in both 2 trial exams for this module but also the previous module taught in Year 12.

LEARNING IMPACT

The NEA will not be marked until the end of Year 13 to allow students to keep adding to their work after receiving generic oral feedback as appropriate and in line with JCQ guidelines for all subjects with an NEA. Students will be assessed via written examinations at the end of Year 13 assessing units one and two theory content and combined with the NEA mark to give an over

all grade. Apart from end of year NEA and end of year examination, assessments will be reported to parent/carers through the relevant data drop and Parents' Evenings, with half-termly communication of end-of-unit assessment data for students who are under-performing.

YEAR 13 - PSYCHOLOGY

INTENDED OUTCOMES

This year students will deepen their knowledge base of psychology by explore a variety of controversies and contemporary issues in psychology. Students will further study specific behaviours such as offending, schizophrenia and gender in order to assess psychological literature to discuss the possible implications of it.

COURSE IMPLEMENTATION

Issues and Debates in Psychology
Students will cover contemporary issues and controversial debates in psychology for example the extent to which behaviour is the result of nature or nurture. This topic is synoptic as students will be drawing on previous learning from year 12 to assess each of these issues. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

Gender Development

Students will develop an understanding of theories surrounding gender development, students will explore concepts such as sex role stereotypes and androgyny before moving on to looking as how hormones and chromosomes influence sex development. This topic also covers gender dysphoria and looks at psychological literature to assess possible explanations for this. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

Biopsychology

Students will explore the brain in depth looking at how functions are localised to specific areas. They will also familiarise themselves with the variety of scanning techniques that neurologists use to assess the brain. Students will also look at concepts such as brain plasticity and also ways in which the brain is able to recover function as a result of damage and trauma. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

Schizophrenia
This topic explores the complexities of the mental health condition schizophrenia. Students will look at the ways in which clinicians diagnose the condition and they will also develop an insight into the possible causes and treatments of the condition. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

Forensic Psychology
For this unit students will explore different theories of crime to assess whether there is a biological or environmental basis for criminal behaviour. Students will then use this knowledge to attempt explain how criminal behaviour can be reduced. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

Statistics
Students will gain an understanding of a variety of inferential statistical testing such as Chi-Squared, Sign test and Related T test. Students will learn under what conditions these tests are used and how to determine significance in data. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

LEARNING IMPACT

Knowledge will be assessed through weekly in class assessments that will be peer marked. teach assessments in the form of timed questions during lesson, regular homework and end of unit tests.

This will be reported by parents by following the school data drop policy and calendar.

YEAR 13 - SOCIOLOGY

INTENDED OUTCOMES

A deeper exploration of some of the more complex parts of society (crime and religion), noting how they impact society as a whole but also how and why different individuals can have vastly different experiences with these aspects of society.

COURSE IMPLEMENTATION

Crime and Deviance

Students will explore how gender, class and ethnicity impact someone's experience of the criminal justice system, all while using real life examples. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

Beliefs in society

Students will ponder why we have religion in the modern era when so many key thinkers believed that religion would no longer be needed in this day and age. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

Research Methods Part 2

Final consolidation of key thinkers/movements and what they believe in all while relating back to classical research methods. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

LEARNING IMPACT

Consistent in-class 'knowledge' assessments that are peer/self marked with teacher

assessments via homework and in-class writing. Application of key knowledge to real life will be of primary focus as students will be able to show how classroom learning is actually a reality!

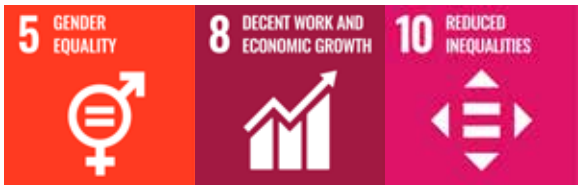
YEAR 13 - SPANISH

INTENDED OUTCOMES

In Year 13 Spanish, students continue the A Level course and consolidate their ability to understand and respond to written and spoken language around the next A Level themes: "Immigration and multicultural society" and "Spanish Civil War and the rise of Francoism". The y13 course is more advanced. It allows students to apply their knowledge of previously acquired vocabulary, grammar and phonics, and explore the more advanced aspects of the subject which will help them master the skills necessary to succeed at A Level.

COURSE IMPLEMENTATION

Theme 3 Unit 7 "The positive impact of immigration in Spain"



Students understand and give information about the origins of immigrants in Spain, the needs of the job market in Spain and the Moorish influence on food and art, in Spain. Students practise using "ser" and "estar", direct and indirect object pronouns and the passive voice. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme3 Unit 7 "The positive impact of immigration in Spain", students have been assessed in listening, reading and writing (preparation of task 1 speaking questions).

Theme 3 Unit 8 "The challenges of immigration and integration in Spain"
Students understand and give information about the effects of immigration on schools and local communities, the housing conditions of immigrants and the marginalisation and alienation that the latter suffer. They practise radical and orthographic changes in verbs, expressions of time and the subjunctive. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme 3 Unit 8 "The challenges of immigration and integration in Spain", students have been assessed in listening, reading and Speaking (task 1 speaking question).

Theme 3 Unit 9 "Public reaction to immigration and its social impact"

Students understand and give information about immigration policies, public opinion on immigration and the future impact of immigration Spanish society. They practise using comparative and superlative adjectives, how to use the past participle, cardinal and ordinal numbers and subordinating conjunctions. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme 3 Unit 9 "Public reaction to immigration and its social impact", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Independent research project
Students prepare for task 2 in the oral examination, by selecting, researching, presenting and discussing a topic of their own choice. They learn to make notes, develop content right up to the conclusion, and make reference to a range of written texts in Spanish. Students' work towards the IRP is monitored by the teacher, who can guide students throughout their research. While the teacher cannot mark students' written work, Students' progress in their IRP is monitored every week, following a clear schedule.

Theme 4 Unit 10 "The Spanish Civil War and the rise of Francoism"
Students understand and give information about the reasons for Franco's rise to power, Franco's victory in the Civil War. They practise using the perfect tense, a range of tenses in the subjunctive and conditional sentences. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively. By the end of Theme 4 Unit 10 "The Spanish Civil War and the rise of Francoism", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Theme 4 Unit 11 "The Franco Dictatorship"
Students understand and give information about the living conditions during the Franco Regime, the impact of restrictions and censorship and the division in Spanish society during the dictatorship. They practise using adverbs, indefinite articles and pronouns, and Spanish word order. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively.
By the end of Theme4 Unit 11 "The Franco Dictatorship", students have been assessed in listening, reading and speaking (task 1 speaking questions preparation).

Theme 4 Unit 12 "The transition from dictatorship to democracy"

Students understand and give information about the key moments of the transition, the role of Adolfo Suarez in creating a liberal democracy in Spain, and the impact of the transition on Spanish society. They practise using impersonal verbs, the compound tenses (pluperfect, future perfect, conditional perfect), and the subjunctive in main clauses. Students have to learn around 20 words from the A Level vocab list every week and they are tested on these in class every week. They also get an A Level homework task such as listening, reading or writing, to prepare them effectively.
By the end of Theme 4 Unit 12 "The transition from dictatorship to democracy", students have been assessed in listening, reading and speaking (task 1 speaking questions preparation).

Literature Studies
Students develop a range of critical and analytical skills used in relation to a Literary text (a novel or a play). They prepare for the 300-word essay on their studied text, by exploring its context, its form and the meanings and responses created. They analyse the importance

of language registers, representations and literary techniques when answering typical essay questions. Students get assessed on 3 essay-type questions (300 words), which are set throughout the study of Literary text over the course of y13. The work is marked, graded by the teacher and re-drafted by students.

LEARNING IMPACT

In each assessment and trial examination, students develop their ability to cope with A Level-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 13 - TEXTILE DESIGN

INTENDED OUTCOMES

In Year 13 students work on a series of assignments consolidating their personal investigations and complete an externally set task, set by the exam board.

Students consolidate and apply their learning of:

- Observational drawing skills, developing their understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists and context, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of textile media and techniques in the pursuit of designing exciting and meaningful pieces of art work.
- How to apply their knowledge and skills to create personal, meaningful and independent final pieces.

COURSE IMPLEMENTATION

Personal Investigation: Contextual Research
Students complete and enhance their independent artist and contextual research; improving links, knowledge, context and related experimentation, in order to better inform own ideas. Assessments are based on the quality and presentation of their research and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Investigation: Observational Drawing
Students develop and enhance their observational drawing skills, whilst ensuring, based on research and informed concepts, that they have records of the most appropriate imagery to inform their ideas. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Investigation: Experimentation and Design
Students apply their knowledge and understanding of composition and visual language, textile media and techniques, to create a series of design ideas, experiments and

conveying their meaning and intentions, whilst making connections to their research. Assessments are on based the quality of the design work presented in students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Portfolio: Final Personal Response
Students develop a personal and meaningful final outcome, consolidating the projects learning with the creation of a final piece that realises their intentions, demonstrates understanding of visual language and the application of formal elements, based on their independent themes. Assessments are made against the exam boards 4 assessment objectives across student's entire portfolio of work and the quality of their final piece.

Personal Investigation: Related Study
Students use their developed knowledge and understanding to complete their related studies, communicating how their research, knowledge and contextual understanding has informed their own ideas, critically evaluating their own work. Assessments are based on the quality of their related study; final assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

ESA: Externally Set Assignment
Students will develop a second portfolio of work based on a broad thematic starting point set by the exam board; they will choose a focus, carry out contextual research, make records of observations in the form of photographs and drawings, experiment with textile media and ideas in order to create focused and informed design ideas; producing their final piece in a 10-hour exam. Assessments are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

LEARNING IMPACT

The development of knowledge and skills across the year 11 curriculum allows students to consolidate detailed personal portfolios, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering the independence needed to successfully complete their externally set assignment.

Final assessments for each project are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

Students' achievements and progress against the exam board assessment objectives, will be corresponded to parents through termly data and yearly written reports.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