BEWDLEY SIXTH FORM

We fly with our own wings

OUR CURRICULUM

The Curriculum by Year Group

YEAR 12

THE BEWDLEY SCHOOL FOUNDATION

Alis volamus propriis

THE CURRICULUM BY YEAR GROUP

YEAR 12

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 12 - 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 12 Biology begins to explain how living things function by looking in detail at precisely how and why processes within organisms happen through four distinct topics.

COURSE IMPLEMENTATION

Biological molecules

All life on Earth shares a common chemistry. Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways. This topic explores the chemistry that links all living things, looking in detail at carbohydrates, proteins, lipids, DNA, ATP and water. Assessment is via mid point and end of topic assessments using past exam questions.

Cells

All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This topic builds on GCSE cell knowledge by detailing a number of extra organelles, the exact structure of the cell membrane and how cells communicate with each other. The second half of the topic explores the complexity of the human immune response to infection. Assessment is via mid point and end of topic assessments using past exam questions.

Organisms exchange substances with their environment

The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. This topic explores exchange surfaces and the process of diffusion in a range of organisms from insects to humans, amoeba to trees. Assessment is via mid point and end of topic assessments using past exam questions.

Genetic information, variation and relationships between organisms
Biological diversity – biodiversity – is reflected in the vast number of species of organisms. Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both. This topic explores DNA, protein synthesis, meiosis, adaptations, biodiversity and selection. 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.

YEAR 12 - BUSINESS STUDIES

INTENDED OUTCOMES

Students will study business in a variety of contexts including the importance of decision making, the interrelated nature of business activities and how they affect competitiveness, factors that determine whether a decision is successful, technological advancements affecting how businesses operate, impact on stakeholder groups and numerical mathematical data requiring problem solving formulae to answer. Pupils will be enhancing their extended written responses by ensuring that their chains of reasoning to a business problem are appropriate for KS5 by frequently writing essays and also developing their mathematical skills by learning and practicing various calculations required for the exam.

COURSE IMPLEMENTATION

What is Business?

This topic will incorporate as to why businesses exist, the relationship between mission and objectives, why businesses set objectives/aims, measuring various mathematical calculations such as revenue, fixed, variable and total costs and how the external environment can affect costs and demand. The students will have a quantitative workbook to help practice mathematical calculations and will also have the opportunity to answer an extended written question on a case study of BP and to what extent should they think about cost minimisation/ profit maximisation is more important than being environmentally responsible for a multinational business.

Managers, Leadership & Decision Making

Students will get to learn about the distinction between management and leadership, influences on differing leadership styles. the value of decision making based on scientific data and intuition and how stakeholders can impact certain decision making processes. Students will have an end of topic series of extended questions to answer from including researching a case study on Hitachi and being given the opportunity to tackle a 25-mark question on whether it is impossible for a business to satisfy all stakeholders when making a major decision.

Marketing Management
Students should consider how developments in technology are affecting marketing decision making and activities, ethical and environmental influences on marketing decisions, understanding the market conditions (7 P's) and competition, how marketing decisions help improve competitiveness and the interrelationship between marketing decisions and other functions. Students will have the opportunity to answer a series of past exam questions on the topic of marketing management, one of which will be a 16-mark question on whether Sony was right to use the pricing strategy of price skimming on the launch of the PlayStation 5.

Operational Management
Students will be considering how developments in technology affect decision making and activities in operation, the value of setting operational objectives, the importance of efficiency, the benefits and difficulties of lean production, how to manage supply to match demand and the influences on the amount of inventory held. Pupils will have a series of questions to answer on the topic of operational management including a 25-mark question on why the Co-Op became such a large farmer and its effect on competitiveness.

Financial Management
Students will consider the value of setting financial objectives, the distinction between cash flow and profit, how to construct and analyse budgets, profitability and break-even charts whilst also being able to understand the advantages and disadvantages of different sources of finance for both short and long term uses. Students will have to answer a whole range of mathematical questions that will challenge their numerical problem-solving skills whilst also answering a 16-mark question on justifying whether a sports equipment store should open new stores to improve profitability.

Human Resource Management
Students will consider the value of setting human resource objectives, calculating and interpreting human resource data, differing models of organisational structure, benefits of motivated employees, learning links between mission, corporate objectives and strategy and the impact of the social and technological environment on strategic and functional decision making. Students will have a series of extended written questions to answer on the topic of human resource management with the 25-mark question focusing on answering whether it is inevitable that all businesses will seek to replace large numbers of employees with technology.

LEARNING IMPACT

Students will be learning the key skills to be able complete the difficult mathematical elements of the course and understand how to complete each type of question step-by-step. Throughout the course of Year 12, students will also be introduced to the more complex nature of answering extended written responses that will help their analytical thought processes to be able to argue a point with backed up with extended chains of reasoning and full evaluation. Parents will be able to see their child's progress through assessments being completed on Office 365 Teams Assignments at any time they wish to do so.

YEAR 12 - CHEMISTRY

INTENDED OUTCOMES

AS Chemistry builds on the skills acquired at GCSE and includes the fundamental theoretical concepts of the subject, current applications of chemistry and a strong emphasis on advanced practical skills; the emphasis throughout is on understanding concepts and applying chemistry ideas in novel contexts, as well as acquiring knowledge.

COURSE IMPLEMENTATION

Physical Chemistry – Atomic Structure
How the chemical properties of elements depend on their atomic structure and on the arrangement of electrons around the nucleus; linking the arrangement of electrons in orbitals to the organisation of elements in the Periodic Table, and measuring the mass of atoms and molecules in a mass spectrometer. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Amount of Substance
Explanations of how chemists measure an amount of a substance, the explanation of a mole, and how an amount in moles can be measured out by mass in grams, by volume in dm3 of a solution of known concentration and by volume in dm3 of a gas. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Bonding
Explaining how the physical and chemical properties of compounds depend on the ways in which the compounds are held together by chemical bonds and by intermolecular forces; theories of bonding and how materials scientists use knowledge of structure and bonding to engineer new materials with desirable properties. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Energetics

Analysing how the enthalpy change in a chemical reaction can be measured accurately, and

why it is important to know this value for chemical reactions that are used as a source of heat energy in applications such as domestic boilers and internal combustion engines. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Kinetics
The study of kinetics enables chemists to determine how a change in conditions affects the speed of a chemical reaction and how variables can be manipulated in order to speed them up or slow them down. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Physical Chemistry – Chemical Equilibria, Le Chatelier's Principle and Kc
A study of equilibria to analyse how far reactions will go; how Le Chatelier's principle is used to predict the effects of changes in temperature, pressure and concentration on the yield of a reversible reaction and a study of the equilibrium constant, Kc, which enables chemists to calculate how an equilibrium yield will be influenced by the concentration of reactants and products. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Inorganic Chemistry – Periodicity
A study of the Periodic Table to understand how a structured organisation of the known chemical elements is used to make sense of their physical and chemical properties; along with the historical development of the Periodic Table and models of atomic structure. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Inorganic Chemistry – Group 2 and Group 7
A study of the Group 2 elements, how the trends in the solubilities of the hydroxides and the sulfates of these elements are linked to their use; a study of the Group 7 elements and the trends in their physical and chemical properties, including the trends in ability of the halogens to behave as oxidising agents and the halide ions to behave as reducing agents. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

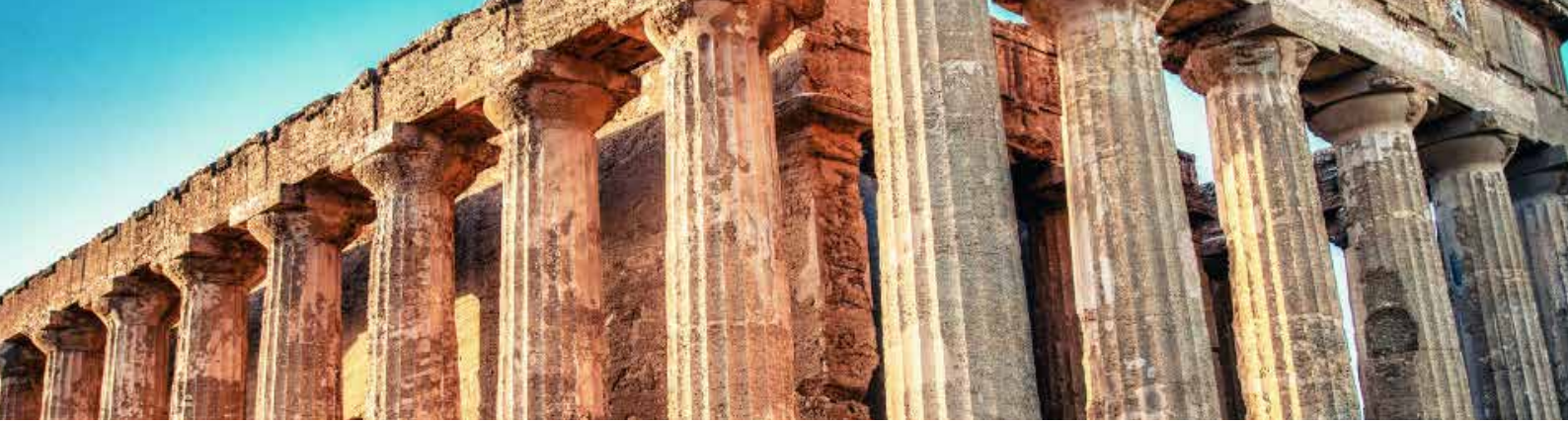
Organic Chemistry – An Introduction

A study of organic compounds such as petroleum fuels and DNA, how organic compounds can be synthesised and used as drugs, medicines and plastics; the naming of organic compounds based on the International Union of Pure and Applied Chemistry (IUPAC) system and representing the structure or formula of molecules, along with the study of organic mechanisms to explain reactions. Assessment will be via homework based on past paper questions, practical skills and an end of topic test.

Organic Chemistry – Alkanes, Haloalkanes, Alkenes, Alcohols and Organic Analysis
A study of alkanes and their uses, how the environmental consequences of the use of alkanes as fuel; Halogenoalkanes and their uses and their effect on the atmosphere; Alkenes and their addition reactions to form polymers; Alcohols and their scientific, medicinal and industrial uses; and the analytical techniques used by chemists, including test-tube reactions and spectroscopic techniques. 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 12 - CLASSICAL CIVILISATION

INTENDED OUTCOMES

All students will study visual and literary material from both Greece and Rome, and their surrounding worlds, focusing on reflections of the World of the Hero in Homer's Odyssey and the works of prominent playwrights, Sophocles, Euripides and Aristophanes in Fifth Century Greek Theatre. Skills will focus on a chronological and contextual understanding of these modules, with emphasis on forming critical judgements about Classical antiquity from appropriate evidence.

COURSE IMPLEMENTATION

World of the Hero – Homer's Odyssey

An in-depth study of Homer's Odyssey, 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.

Introduction to Greek Theatre

This module focuses on the study of the physical theatre space used by the Greeks to stage their dramas, depictions of this staging in the visual/material record throughout Classical antiquity and an in-depth study of the context of Greek Theatre in Fifth Century Athens. Students will be assessed using small-scale knowledge comprehension and retention

questions on the context of Greek Theatre in Fifth Century Athens, and a variety of [10] mark visual source questions on the prescribed visual/material sources.

Greek Theatre – Sophocles' Oedipus the King
This module centres around an in-depth study of Sophocles' Oedipus the King, making assertions from Module 2 on the use of the physical theatre space and staging, and assessing the tragic themes and conventions used, such as the importance of the polis, tragic heroism and hamartia. Students will be assessed using small-scale knowledge comprehension and retention questions on the plot and structure of Sophocles' Oedipus the King, with a variety of other questions modelled on the OCR exam papers, ranging from [10] mark literary and visual source questions to [20] and [30] mark thematic questions, where the quality of longer written response will be judged.

Greek Theatre – Euripides' Bacchae
This module centres around an in-depth study of Euripides' Bacchae, making assertions from Module 2 on the use of the physical theatre space and staging, and assessing the tragic themes and conventions used, for example the role of the gods, the importance of family relationships and justice versus revenge. Students will be assessed using small-scale knowledge comprehension and retention questions on the plot and structure of Euripides' Bacchae, with a variety of other questions modelled on the OCR exam papers, ranging from [10] mark literary and visual source questions to [20] and [30] mark thematic questions, where the quality of longer written response will be judged.

Greek Theatre – Aristophanes' Frogs
This module centres around an in-depth study of Aristophanes' Frogs, making assertions from Module 2 on the use of the physical theatre space and staging, and assessing the comic themes and conventions used, for example death and the afterlife, the position and role of men and women within the polis, political ideals and ideas, and the representation of satire. Students will be assessed using small-scale knowledge comprehension and retention questions on the plot and structure of Aristophanes' Frogs, with a variety of other questions modelled on the OCR exam papers, ranging from [10] mark literary and visual source questions to [20] and [30] mark thematic questions, where the quality of longer written response will be judged.

LEARNING IMPACT

At the end of Year 12 study, students will sit a two-part mock exam paper; the first section will comprise 60% of the paper and assess student knowledge and skills in World of the Hero: Homer's Odyssey, using OCR approved questions of all variety. Whereas the second section will comprise 40% of the paper and assess student knowledge and skills in all aspects of Greek Theatre, from its context and visual/material sources to the three plays themselves. 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 12 - COMPUTER SCIENCE

INTENDED OUTCOMES

The A Level takes all the elements of the GCSE specification and develops knowledge further, some new modules are introduced but the course is designed to provide a well-rounded knowledge of Computing theory and programming, setting students up for degrees or workplace training in fields such as cyber security, games design or data analysis to name a few.

COURSE IMPLEMENTATION

Structure and function of the processor
Students will develop knowledge in the intricacies of the CPU, registers will be analysed and in depth understanding will be developed to understand how data is moved around the CPU and discovering the CPU's relationship with memory. 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.

Types of processor
Students look into different processor types and why some are more suited to certain tasks than others, including looking at different CPU architectures. 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.

Input, output and storage
Ensuring the basics of Computing is well understood is vital and this unit thoroughly explains real world scenarios of input and outputs, further being propped up by storage suitability and appropriate choice for different projects. 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.

Operating systems – systems software
Different operating systems are looked at in detail, including how tasks are scheduled in a

computer, the role of the bios and the significance of device drivers and virtual machines. 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.

Application generation
The use of applications and their difference from utility software will be explored, getting into the depths of translators, compilation and linkers and loaders will also be covered 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.

Software development
This unit links directly to the following year and the programming project, there will be a focus on different types of software development looking into methodologies that have programming at the centre, all the way to methodologies that require lots of prototypes to function efficiently. 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.

Types of programming language
Students will be taught high level languages throughout their course but there will also be a focus on low level languages, looking at machine code, assembly code, procedural and object orientated programming. 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.

Compression, encryption and hashing
Different types of compression will be explored and the reason for using one type over another and its effect on the original file, this includes comparing text and image compression. 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.

Databases
The storage of data is getting more and more important as Computing develops, students will take a look at how to build a database and ensure data is up to date, well organized and quick to search and sort. 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.

Networks
How data is sent around a local are and a wide are alike the internet will be explored. Going further by looking at different protocols that allow communication over the internet and allow data to get from one place to another. 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.

Web technologies
Having a firm grasp on how web pages are built and maintained is vital, this until will explain HTML, CSS and JavaScript, finishing with students creating their own website. 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.

Data types
Ensuring appropriate data types are selected for the data you are dealing with is really important, this is covered in this unit, ensuring students understand what different data types are and delving into binary numbers, including floating point binary, addition and subtraction. 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.

Data structures
Equally as important is ensuring the project data structure is selected for any given task, in this unit students will leave about arrays, stacks, queues, linked lists, trees, hash tables and graphs among others. 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.

Boolean algebra
Logic gates, Karnaugh maps, simplification of logical equations, all have a bearing on the efficiency and cost of building physical circuits, students get chance to focus on real world logical problems 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.

Computer related legislation
Computer related laws are being adapted almost constantly, ensuring students have a good grasp on laws and how they relate to everyday life is the focus of 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.

Ethical, moral and cultural issues

The primary focus of this unit is real world scenarios, students think about the ethical decisions when programming self-driving cars, the moral decisions around artificial intelligence or the cultural implications of automation in the workplace. 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
The A Level programming lessons focus on ensuring students are robust problem solvers, with the experience of multiple programming languages, focusing on Python, Lua with Defold and C#. Students will have weekly challenges that embed knowledge from taught sessions in the

form of workbook programming challenges or workshop style sessions and will have weekly verbal feedback and complete regular multiple-choice quizzes.

LEARNING IMPACT

All Computing theory will consolidate topics from the previous five years and seek to embed all GCSE learning and extend knowledge deeper to set students up for Computing based training or degrees, topics extend beyond GCSE such as, databases, software development, data structures and hashing to name a few. This is developed over time and adds knowledge weekly. This is teacher marked with individual written feedback provided. Parents will be informed through the use of a mix of school reports, parents evenings and intervention from the classroom teacher as needed.

YEAR 12 - CRIMINOLOGY

INTENDED OUTCOMES

Foundational criminological knowledge providing biological, psychological and sociological reasons for why crime occurs in Britain and what role agencies such as the media etc play in shaping the general public's opinion on crime.

COURSE IMPLEMENTATION

Changing Awareness of Crime

Interactive teaching that covers the impact media has on our perceptions of crime in British society by exploring different types of crimes, the consequences of crime coverage in the media and how we use campaigns to try and elicit change in the public's behaviour. Coursework (accounts for 25% of final grade) which is marked by teacher and moderated by the exam board (WJEC).

Criminological Theories
Biological, Sociological and Psychological reasons for criminality are explored using real life examples throughout. External exam that takes place in May. 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 in preparation for the end of unit external assessments.

YEAR 12 - DIGITAL MEDIA

INTENDED OUTCOMES

Students will develop their understanding of how the media influences society via advertisement whilst understanding how media organizations develop products to suit their targeted demographic.

COURSE IMPLEMENTATION (SINGLE)

Unit 20 – Advertising media

Students will analyse existing advertising campaigns which have impacted upon society both negatively and positively, whilst also planning, creating and evaluating their own campaign for a local coffee company Students will be assessed against the marking grids provided by the examination board, OCR.

Unit 2 – Pre-Production
Students will combine their learning from the planning element of Unit 20, and develop their knowledge of pre-production documentation which the media industry undertake Students will complete questions taken from previous examination which are then internally marked as well has completing Socrative quizzes based on prior learning.

Unit 3 – Creating a media product
As part of their media product design, students will create a front cover and double page spread based on a Bewdley brief, which will recap on their learning from demographic requirements as well as pre-production documentation. Students will be assessed against the marking grids provided by the examination board, OCR.

COURSE IMPLEMENTATION (DOUBLE)

Unit 4 Interactive Products

Within this unit, students will investigate the properties of a successful webpage before embarking in creating their own based on a written brief. This will encompass a variety of planning concepts including publishing their website for their chosen target audience. As the unit is internally assessed, students will be provided the assessment grid and brief written by the examination board – OCR.

Unit 15 Audio Visual Promos
Continuing on from their learning in Unit 20, students will focus on how film trailers are used to create audience pleasure, with a primary focus on the horror genre. This is before students create their very own trailer for the above genre. As the unit is internally assessed, students will be provided the assessment grid and brief written by the examination board – OCR. Feedback will be provided verbally to support the development of their work, alongside peer assessment.

Unit 8 Photography
Students will have an opportunity to create their own digital portfolio based in Bewdley, whilst also enhancing the image manipulation skills using Affinity Photo. Students will understand how photography is an important part of the media industry and will study famous examples to support their learning. As the unit is internally assessed, students will be provided the assessment grid and brief written by the examination board – OCR.

LEARNING IMPACT

All modules throughout both years 12 & 13 have linked assessment meaning learning is ever-evolving and students have plenty of opportunity to develop their understanding, knowledge and skills. This will be report via traditional methods of assessments and trial exams.

YEAR 12 - 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

Creating original Drama

Following the work and methodology of one influential theatre practitioner, students will learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process.

Students will consider and apply the social, historical and cultural context in which the practitioner is/was working, they will be innovative in their approach to create new material, they will collaborate with current local practitioners, and they will apply a theatrical style and convention to their work.

This will be assessed initially with mid project, 5 minute performances of work created and group discussion to reflect upon content created and the suitability of the style. This will be assessed internally by subject teachers.

It will finally be assessed by means of a full performance to a live audience. This live performance is marked by teachers following the exam board marking scheme.

Assessment will also be in the format of a reflective report, discussing the opportunities and challenges faced when creating the performance.

Drama & Theatre
Students are required to practically explore & workshop, interpreting two key extracts, each from a different play. Students will choose a specialism to follow such as performer,

lighting designer, sound designer, set designer. This will be internally marked by teachers, with students performing these to a live audience. This assessment will be used internally to aid to Year 13 requirements.

Live Theatre Production
Student 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 be completed twice throughout the year.

LEARNING IMPACT

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

YEAR 12 - ENGLISH LANGUAGE AND LITERATURE

INTENDED OUTCOMES

Students will develop their knowledge and application of literary and linguistic analysis applying evaluative methods in their reading and interpretation of texts, showing how the two disciplines can relate to each other. Students will engage creatively and critically with a wide range of texts, explore the ways in which texts relate to each other and the contexts in which they are produced and received.

COURSE IMPLEMENTATION

Component 1: Voices in Speech and Writing; an Anthology. Comparing Voices

Students study a prescribed anthology of twenty short non-fiction texts. They compare one of their twenty short studied non-fiction texts with an unseen non-fiction text, both of which are printed on the exam paper. 1 practice exam question in Spring Term trial exams; 1 further in Summer Term trial exams. Practice questions and essay exercises in lessons throughout course.

Component 1: Voices in Speech and Writing. Drama Texts
Students study a 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 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 Spring Term trial exams; 1 further in Summer Term trial exams. Practice questions and essay exercises in lessons throughout course.

Component 2: Varieties in Language and Literature; prose fiction and other genres. Crossing Boundaries
Students study one of their two comparative fiction texts from the 'Crossing Boundaries' section of this exam in Year 12. 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 also focuses on how the texts engage with the social, personal, literary and political issues raised

in the late Twentieth Century and today. 3 adapted practice exam questions are completed in summer term, in preparation for the comparative skills in Year 13.

Component 2: Varieties in Language and Literature; prose fiction and other genres. Crossing Boundaries
Students analyse an unseen non-fiction text applying literary and linguistic terminology when analysing and evaluating the writer's methods. Practice questions and essay exercises in lessons throughout course.

Non-examination assessment
There are no prescribed texts here; students are offered a free choice of one fiction and one non-fiction text. Students are welcome to draw on texts named elsewhere in the specification which have not been selected by the centre for the external assessments. Students write 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. The NEA begins in the final half term of Year 12 and is completed by the end of the winter term of Year 13. Students apply concepts and methods from integrated linguistic and literary study, using associated terminology and coherent written expression. They analyse ways in which meanings are shaped, demonstrating the significance and influence of the contexts in which texts are produced and received. Students explore connections across texts, demonstrating expertise and creativity in the use of English to communicate in different ways.

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 12 - 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; working from the belief that no text exists in isolation but is the product of the time in which it was produced, the course encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood; students commence A Level study of elements of both exam paper (Love Through the Ages and Modern Texts).

COURSE IMPLEMENTATION

Love Through the Ages: Shakespeare
Love Through the Ages encourages students to explore aspects of a central literary theme as seen over time, using set texts; students read widely in the topic area, reading texts from a range of authors and times.

Students study an entire, complete Shakespeare play, to explore Shakespeare's representations of love. Significant focus is given to the text in performance and the context of the text and its writer. Students begin to develop A level skills for closed book examination.

1 practice exam question in January exams; 1 further if needed in summer exams. Practice questions and essay exercises in lessons throughout course.

Love Through the Ages: Poetry and Prose
Students study an anthology of love poems published before 1900 and a Twentieth Century novel. In addition to evaluative skills for A Level, this unit builds comparison skills for A Level. Single poetry exam style question in early weeks of course. Poetry comparison question in November exams. Full comparison of prose and poetry in summer exams. Practice questions and essay exercises in lessons throughout course.

Modern Texts: Drama and Prose
Modern Texts aims to encourage students to explore aspects of literature connected through a period of time, from 1945 onwards; the unit explores both modern and contemporary literature's engagement with some of the issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

Students study a Twentieth Century play and a Twentieth Century classic novel, on following

the other. In addition to the evaluative and comparison skills described above, study also focuses on how the texts engage with the social, personal, literary and political issues raised in the late Twentieth Century and today.

Modern Drama single text question in November exam. Comparison of Drama and Prose in later weeks of Year 12 course, following completion of both texts. Practice questions and essay exercises in lessons throughout course.

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 12 - FILM STUDIES

INTENDED OUTCOMES

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

In Year 12, students are introduced to 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 the key elements of film form and how these create meanings and responses in a range of short films. They investigate how film works both as a medium of representation and as an aesthetic medium, and apply their skills onto European and Global films, a documentary and on a silent film. At the end of y12, students also start to plan their production work, where they can apply their knowledge and understanding of how films are constructed to their own film making or screenwriting.

COURSE IMPLEMENTATION

The key elements of film form
Students learn about the techniques filmmakers use to further narrative and character, stimulate an emotional response, reveal further layers of meaning and place a film within a particular genre or style. These core elements are cinematography/lighting, mise-en-scene, editing, sound and performance.

Students will apply their knowledge, skills and understanding on the short films that they need to study for their component 3 production: "Connect", "The Gunfighter", "Curfew", "Wasp", "The Wrong Trousers" and "Meshes of the Afternoon".

Students will be assessed on their ability to write 650-800 words about 2 core elements of their choice, in relation to any of the short films studied in this section.

Component 2 Global filmmaking perspectives: Section A = European/ Film Produced outside Europe
For this two-film study, learners study one non-English language European film ("Mustang")

and one non-English language film produced outside Europe ("Taxi Tehran") in relation to the core study areas. Students explore the films' distinct geographical, social, cultural worlds and their particular expressive use of film form. 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 1: Varieties of film and filmmaking. Section A: Hollywood 1930-1990 (comparative study)

For this two-film study, learners compare two films, from classic Hollywood ("Casblanca"), and New Hollywood ("Bonnie and Clyde"), in relation to the core study areas, with emphasis on context. Alongside the core areas, students need to apply the specialist study area of "Auteur". As part of their end of section assessment, students answer one 40-mark questions, requiring reference to the 2 films studied in this section. They have to write approximately 1200 words in 1 hour. each question will require students to compare the 2 films' contexts and auteur signatures.

Component 2 Global filmmaking perspectives: Section B: Documentary film
For this single-film study, learners study a documentary film ("Amy"), in relation to the core study areas and the specialist study areas of critical debate (the significance of digital technology and filmmakers' theories). As part of their end of section assessment, students answer two 20-mark questions, requiring reference to the film studied in this section. They have to write approximately 600 words in 30 minutes. One question is about digital technology and one question about the chosen filmmaker's theory.

Component 2 Global filmmaking perspectives: Section C: Film movements – Silent cinema
For this two-film study, learners study 4 of the Buster Keaton's short comedy films, in relation to the core study areas ("One Week", "The Scarecrow", "The High Sign", "Cops"). Students tackle questions on the specialist area: critical debate on the realist and the expressive. As part of their end of section assessment, students answer one 20 mark question from a choice of two, requiring references to the four short films studied in this section. They have to write approximately 600 words in 30 minutes.

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 12 - FINE ART

INTENDED OUTCOMES

In Year 12 students work on a series of assignments based on independent themes.

Students will learn:

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

COURSE IMPLEMENTATION

Personal Investigation: Creative Challenge
Students experiment with independently chosen Art media and techniques to develop a personal response to initial artist research based on their chosen theme; students initially take photographs to inform their ideas, create compositional designs and produce a focused and sustained piece of work making connections with a chosen artists work. Assessments are based on the quality of their personal response and the connections conveyed within the piece.

Personal Investigation: Observational Drawing
Students develop and enhance their observational drawing skills using techniques that will challenge and test their understanding of drawing, improve accuracy and independence; develop their skills in tone, line, texture and form; whilst producing a series of drawings, based on students chosen themes, that will become a starting point for informing their personal investigation. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught.

Personal Investigation: Contextual Research
Students choose and research a series of artists' work or Art movements that inspire them and challenge their ideas; they learn how to independently critically analyse and evaluate works of art, develop and justify their opinions, and work in this style to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities

alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Experimentation and Design
Students take part in a series of workshops (designed considering student requirements based on previous experience), learning new techniques and experimenting with media relevant to personal projects, such as oil painting or digital media; students use this experience to develop their own ideas, designs and compositions whilst demonstrating an understanding of the context of their own ideas and the research that has informed them. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught and the quality of connections made with their research, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Personal Response
Students develop a personal and meaningful outcome for their portfolios, 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. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Contextual Research
Students explore the context of their chosen themes, carrying out research into their chosen foci considering, where appropriate, debate, scientific, historical, cultural & social investigation, consolidating intended meanings for own artwork and, where appropriate collating facts, figures, quotes, experiences etc, in order to inform ideas. Assessments are based on the quality and presentation of their research and their independent application of the key skills taught; with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Experimentation and Design
Students will be challenged to use and apply media in unusual ways, using mark making techniques; combining, removing and layering media in order to create original outcomes that consider emotion, mood and message; students use this experience to develop their own ideas, designs and compositions whilst demonstrating an understanding of the context of their own ideas and the research that has informed them. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught and the quality of connections made with their research, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Personal Response
Students develop a personal and meaningful outcome for their portfolios, 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 based on the quality and presentation of their research and their independent application of the key skills taught; with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Experimentation, Composition and Design
Students develop their understanding of the rules of composition in order to enhance the structure of their design work, considering how composition affects the tone of their work and how it communicates information or emotion to their audience; they create a series of design

portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Final Piece
Students develop a personal and meaningful 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. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Related Study
Students will develop their ability to write a structured, critical and reasoned essay and informs their practical ideas; developing their ability to communicate their knowledge and understanding of the practitioners, artworks, movements and genres that will inform the context of their personal investigation, in the writing of a related study. Assessments are based on the quality of their related study, with final assessments representing the accumulative development of student's entire portfolios.

LEARNING IMPACT

The development of knowledge and skills across the year 12 curriculum gives our students a strong foundation for the development of informed, creative, dynamic and meaningful art projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering independence.

Students' working at grades for Fine Art are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes; and how students make connections between these objectives to inform their ideas.

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

YEAR 12 - FRENCH

INTENDED OUTCOMES

In Year 12 French, students start complete the A Level course and consolidate their ability to understand and respond to written and spoken language around the first 2 A Level themes: “Changes in French society“ and “Political and Art cultures in French-speaking countries”. The Year 12 course acts as a accessible transition. It allows students to continue to build-up on 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 1 Unit 1 “Changes in family structures”

Students understand and give information about the different family structures in France, marriage and family relationships. They revise the present tense of regular and irregular verbs, the simple and near futures, and interrogative forms. 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 Theme1 Unit 1 “Changes in family structures”, students have been assessed in listening, reading and writing (preparation of task 1 speaking questions).

Theme 1 Unit 2 “Education”

Students understand and give information about schools in France, the impact of education on mental health, higher education and the transition into the workplace. They practise using definite and indefinite articles, the perfect tense (regular/irregular verbs) and using direct and indirect object pronouns in French. 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 Theme1 Unit 2 “Education”, students have been assessed in listening, reading and speaking (task 1 speaking question).

Theme 1 Unit 3 "The world of work".

Students understand and give information about work-life balance, the right of strike in France and equality between men and women at the work place. They practise using comparative and superlative adjectives, how to use the imperfect and pluperfect tenses, and learn about the passive 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 Theme1 Unit 3 "The world of work", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Theme 2 Unit 4 "Music"
Students understand and give information about Francophone music, popular musical genres and the influence of Francophone music. They practise using reflexive verbs, the past historic and how to use adverbs in extended sentences.

Theme 2 Unit 5 "Media"

Students understand and give information about freedom of speech in Media, print and online media in francophone countries, and the effect of media on politics and society. They practise using present and past participles, the negative form and how to use irregular verbs in the past historic. 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 Theme2 Unit 5 "Media", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Theme 2 Unit 6 "Festivals and traditions "
Students understand and give information about celebrations in French-speaking countries, francophone festivals and examples of customs and traditions in francophone countries. They practise using the imperative, extended sentences with the future tense and learn some verbs in the present 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 Theme2 Unit 6 "Festivals and traditions ", students have been assessed in listening, reading and speaking (task 1 speaking questions preparation).

Film Study
Students develop a range of critical and analytical skills used in relation to a film. They prepare for the 300-word essay on their studied film, by exploring the film's context, its form and the meanings and responses created. They analyse the importance of language registers, representations and film techniques when answering typical essay questions. 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. By the end of the module "Film Study", students have been practising three 300-words essays. They will have received constructive feedback and redrafted their passages, ready for their final examination.

LEARNING IMPACT

The development of knowledge and skills across the year 12 curriculum gives our students a strong foundation for the development of informed, creative, dynamic and meaningful art projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering independence.

Students' working at grades for Fine Art are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes; and how students make connections between these objectives to inform their ideas.

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

YEAR 12 - GEOGRAPHY

INTENDED OUTCOMES

Students follow OCR A-level Geography Syllabus.

COURSE IMPLEMENTATION

OCR – Landscapes Systems. Option A Coastal Landscapes

An understanding of the Earth's surface processes, together with their associated transfers of energy and movements of materials underpins the landscape systems topic. Including in depth Case studies. Verbal responses, Monitoring of classwork.

OCR Changing Spaces and Making Places

Exploration of the relationships and connections between people, the economy, and society and how these contribute to creating places. Including in depth Case Studies. Verbal responses, Monitoring of classwork.

OCR – Global Connections – Option B – Global Migration
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 – NEA Preparation and Geographical Fieldwork Skills
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.

LEARNING IMPACT

Exam questions. Mock exams and end of unit assessments using OCR assessment materials. NEA can only be comment on generically following the OCR Geography Guidance.

YEAR 12 - 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 Henry VII, 1485-1509 and Henry VIII 1509-1547. Questions and answers through class discussions and debates, monitoring of class work, presentations.

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: Truman and Post-war America, 1945–1952, Eisenhower: Tranquillity and Crisis, 1952-1960, JFK and the 'New Frontier', 1960-1963. Questions and answers, monitoring of class work, and presentations.

AQA component 3: Non Examined Unit (NEA)

An 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. Progress of tasks are monitored by staff to ensure student's research is up to date, NEA can only be commented on generically in line with AQA guidance.

LEARNING IMPACT

Combination of essays and primary and secondary source work analysis in line with AQA exam board.

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 12 - CORE MATHEMATICS

INTENDED OUTCOMES

Core Mathematics is the course designed to provide support for those students studying Biology, Geography and Psychology and concentrates on key Numerical and Statistical knowledge and skills.

COURSE IMPLEMENTATION

Estimation
Students will be able to represent a situation mathematically, make assumptions and simplifications, select and use appropriate mathematical techniques for problems and situations, interpret results in the context of a given problem, evaluate methods and solutions including how they may have been affected by assumptions made and make fast, rough estimates of quantities which are either difficult or impossible to measure directly. Assessment will be via continual assessment of classwork.

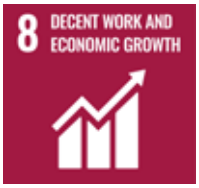
Data
Students will appreciate the difference between qualitative and quantitative data, including the difference between discrete and continuous quantitative data, appreciate the difference between primary and secondary data, including the use of secondary data that have been processed and be able to collect qualitative and quantitative primary and secondary data; students will be able to infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling and appreciate the strengths and limitations of random, cluster, stratified and quota sampling methods and apply this understanding when designing sampling strategies. Assessment will be via continual assessment of classwork.

Representing Data Numerically and Diagrammatically
Students will be able to calculate/identify mean, median, mode, quartiles, percentiles, range, interquartile range, standard deviation, interpreting these numerical measures and reach conclusions based on these measures and construct and interpret diagrams for grouped discrete data and continuous data, knowing their appropriate use and reach conclusions based on these diagrams. Assessment will be via continual assessment of classwork.

Numerical Calculations and Currency Conversions
Students will be able to substitute numerical values into formulae, spreadsheets, and financial expressions, use the basic numerical skills from GCSE on order of operations, apply and interpret limits of accuracy, specify simple error intervals due to truncation or rounding, find approximate solutions to problems in financial contexts, use percentages to solve

problems involving percentage change and simple and compound interest to do with savings and investments and be able to solve problems involving student loans and mortgages; students should be able to convert from one currency to another given the exchange rate or a conversion graph, convert an amount from one currency to another given an example with a different amount and work out the commission charged for a currency transaction. Assessment will be via continual assessment of classwork.

Taxation



Students will be able to work out amounts of income tax and National Insurance owed on given salaries, work out the VAT and final price of an item given the price before VAT and work out the VAT and price before VAT given the final price. Assessment will be via continual assessment of classwork.

Solution to Financial Problems

Students will be able to understand and use the terms 'inflation' and 'deflation', understand what the Retail Price Index (RPI) is and how it is measured, understand what the Consumer Price Index (CPI) is and how it is measured and solve problems related to RPI and CPI. Assessment will be via continual assessment of classwork.

The Normal Distribution

Students will be able to sketch a curve to represent the normal distributions, relate probability to position on the normal distribution diagram, understand that the mean is the midpoint of the symmetrical curve, know that approximately two thirds of observations lie within 1 standard deviation of the mean and know that approximately 95% of observations lie within 2 standard deviations of the mean. Assessment will be via continual assessment of classwork.

Confidence Intervals

Students will be able to construct confidence intervals for a population mean given the results of a sample, construct confidence intervals for a population mean given the point estimate of a sample and the population variance or standard deviation and understand that if confidence intervals are given the mean must be the midpoint between them. Assessment will be via continual assessment of classwork.

Correlation and Regression

Students will be able to test pairs of data to judge whether or not they are correlated, determine whether the type of correlation is positive or negative, determine whether the strength of correlation is weak or strong, understand that correlation between two variables does not imply that the behaviour of one causes the behaviour of the other and relate strength of correlation to the product moment correlation coefficient. Assessment will be via continual assessment of classwork.

LEARNING IMPACT

Assessment will be via continual assessment of classwork and the examinations in January. These will be reported to parents during the normal data drops and Parents Evenings.

YEAR 12 - MATHEMATICS

INTENDED OUTCOMES

One of the requirements of the A-level specification is to test the content synoptically and for students to apply the knowledge they have in unfamiliar areas; students should be able to 'draw together information from different areas of the specification' and 'apply their knowledge and understanding in practical and theoretical contexts'.

TEACHER 1 COURSE IMPLEMENTATION

Surds and Indices
Students will understand and use the laws of indices for all rational exponents; use and manipulate surds, including rationalising the denominator. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Algebra and Functions
Students will learn about quadratic functions and their graphs including the discriminant of a quadratic function, completing the square; solve simultaneous equations in two variables by elimination and by substitution, including one linear and one quadratic equation; solve linear and quadratic inequalities in a single variable and interpret such inequalities graphically; manipulate polynomials algebraically, including expanding brackets and collecting like terms, factorisation and simple algebraic division; use of the factor theorem. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Graph Transformations
Students will understand the effect of simple transformations on the graph of y = f(x) including sketching associated graphs: y = af(x), y = f(x) + a, y = f(x + a) and y = f(ax). Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Differentiation
Students will understand and use the derivative of f(x) as the gradient of the tangent to the graph of y = f(x) at a general point (x, y); the gradient of the tangent as a limit; interpretation as a rate of change; sketching the gradient function for a given curve; differentiation from first principles for small positive integer powers of x; understand and use the second derivative as the rate of change of gradient; differentiate constant multiples, sums and differences, apply differentiation to find gradients, tangents and normals, maxima and minima and stationary points and identify where functions are increasing or decreasing. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Binomial Expansion
Students will understand and use the binomial expansion of (a + bx)^n for positive integer n; the notations n! and nCr; link to binomial probabilities. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Statistics and Probability
Students will use samples to make informal inferences about the population; understand and use sampling techniques; interpret diagrams for single-variable data; interpret scatter diagrams and regression lines for bivariate data; interpret measures of central tendency and variation; be able to calculate standard deviation; understand and use mutually exclusive and independent events when calculating probabilities and link to discrete and continuous distributions; understand and use simple, discrete probability distributions including the binomial distribution; calculate probabilities using the binomial distribution; understand and apply the language of statistical hypothesis testing, null hypothesis, alternative hypothesis, significance level, test statistic, 1-tail test, 2-tail test, critical value, critical region, acceptance region, p-value; conduct a statistical hypothesis test for the proportion in the binomial distribution and interpret the results in context and understand that a sample is being used to make an inference about the population and appreciate that the significance level is the probability of incorrectly rejecting the null hypothesis. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Proof
Students will understand and use the structure of mathematical proof, proceeding from given assumptions through a series of logical steps to a conclusion; use methods of proof, including proof by deduction, proof by exhaustion and disproof by counter example; proof by contradiction (including proof of the irrationality of surds and the infinity of primes, and application to unfamiliar proofs). Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Binomial Expansion
Students will be familiar with, and be able to use, the binomial expansion of (1 + x)^n. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Sequences and Series
Students will work with sequences including those given by a formula for the nth term, increasing sequences, decreasing sequences, periodic sequences; understand and use sigma notation for sums of series; understand and work with arithmetic sequences and series, including the formulae for nth term and the sum to n terms; understand and work with geometric sequences and series including the formulae for the nth term and the sum of a finite geometric series; the sum to infinity of a convergent geometric series, including the use of |r| < 1; modulus notation and use sequences and series in modelling. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

TEACHER 2 COURSE IMPLEMENTATION

Coordinate Geometry in the (x, y) plane
Students will understand and use the equation of a straight line, gradient conditions for two straight lines to be parallel or perpendicular, be able to use straight line models in a variety of contexts; understand and use the coordinate geometry of the circle including using the equation of a circle by completing the square to find the centre and radius of a circle.

Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Trigonometry
Students will understand and use the definitions of sine, cosine, and tangent for all arguments; the sine and cosine rules; the area of a triangle; understand and use the sine, cosine and tangent functions; their graphs, symmetries and periodicity and basic trigonometrical identities. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Vectors
Students will use vectors in two dimensions; calculate the magnitude and direction of a vector and convert between component form and magnitude/direction form; add vectors diagrammatically and perform the algebraic operations of vector addition and multiplication by scalars, understand their geometrical interpretations; understand and use position vectors; calculate the distance between two points represented by position vectors and use vectors to solve problems in pure mathematics and in context. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Integration
Students will know and use the Fundamental Theorem of Calculus. Integrate x^n (excluding n = –1), and related sums, differences, and constant multiples. Evaluate definite integrals and use a definite integral to find the area under a curve. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Exponentials and Logarithms
Students will know and use the functions a^x and e^x and their graphs; understand why the exponential model is suitable in many applications; know and use the function ln x and its graph; know and use ln x as the inverse function of e^x; understand and use the laws of logarithms; solve equations of the form ax = b; use logarithmic graphs to estimate parameters in relationships of the form y = ax^n and y = kb^x, given data for x and y and understand and use exponential growth and decay, their use in modelling with consideration of limitations and refinements of exponential models. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Kinematics
Students will understand and use the language of kinematics: position; displacement; distance travelled; velocity; speed; acceleration; understand, use and interpret graphs in kinematics for motion in a straight line: displacement against time and interpretation of gradient; velocity against time and interpretation of gradient and area under the graph; understand, use and derive the formulae for constant acceleration for motion in a straight line; students will use calculus in kinematics for motion in a straight line when the acceleration of the body is not constant. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Forces and Newton's Laws
Students will understand the concept of a force; understand and use Newton's first and second laws; understand and use weight and motion in a straight line under gravity; gravitational acceleration, g, and its value in SI units to varying degrees of accuracy; understand and use Newton's third law; equilibrium of forces on a particle and motion in a straight line. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Algebraic Methods
Students will simplify rational expressions including by factorising, cancelling, and algebraic division and decompose rational functions into partial fractions. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Functions and Graphs
Students will understand and use composite functions, inverse functions, and their graphs; apply two or more transformations to a function or describe a combination of two or more transformations that result in a given function and understand that applying transformations in a different order may result in two different functions. Assessment will be via continuous scrutiny of class and homework, coupled with an end of module test.

Radians
Students will work with radian measure, including use for arc length and area of sector. 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 April; these results will be reported to parents.

YEAR 12 - 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

Algorithms
Students will be able to follow an algorithm given by a flow chart or text; know the meaning of the order of an algorithm; solve bin packing problems using the first-fit algorithm and first-fit decreasing algorithm and sort lists using bubble sort or quick sort. Assessment will be via continuous scrutiny of class and homework.

Networks
Students will know what is meant by a graph and by a network; that a network can be represented by a matrix; what is meant by a complete graph, a planar graph and isomorphic graphs; what is meant by a tree, a spanning tree and a minimum spanning tree; be able to find a minimum spanning tree using Prim's algorithm (from a network or a matrix) or Kruskal's algorithm (from a network); use Dijkstra's algorithm to find a shortest path; what is meant by the order of a vertex; what is meant by an Eulerian graph and a semi-Eulerian graph and be able to solve route inspection problems to find the shortest distance required to travel along every edge of a network, starting and finishing at the same vertex. Assessment will be via continuous scrutiny of class and homework.

Critical Path Analysis
Students will be able to construct an activity network from a precedence table to model a project; know about the use of dummy activities; to be able to find earliest event times and latest event times; to find earliest start times, latest start times, earliest finish times and latest finish times for an activity; to identify critical activities and the critical path; to find the float associated with an activity; to construct Gantt charts (cascade charts) and to find the lower bound for the number of workers needed to complete a project in the shortest possible time. Assessment will be via continuous scrutiny of class and homework.

Linear Programming

Students will be able to illustrate linear inequalities in two variables graphically; formulate simple maximisation and minimisation problems; use graphs to solve 2-D linear programming problems and interpret the solution to a linear programming problem. Assessment will be via continuous scrutiny of class and homework.

Complex Numbers
Students will be able to solve any quadratic equation with real coefficients; add, subtract, multiply and divide complex numbers in the form $x+iy_{x+iy}$; to use the terms 'real part' and 'imaginary part' about the complex conjugate; know that non-real roots of quadratic equations form a conjugate pair; know about the modulus and argument of a complex number; be able to convert between the Cartesian form and the modulus-argument form of a complex number; to multiply and divide complex numbers in modulus-argument form; to use and interpret Argand diagrams; be able to represent the sum or difference of two complex numbers on an Argand diagram and to construct and interpret simple loci in the Argand diagram. Assessment will be via continuous scrutiny of class and homework.

Sequences and Series
Students will be able to use the standard series formulae. Assessment will be via continuous scrutiny of class and homework.

Roots of Polynomials
Students will know about the relationships between roots and coefficients of quadratic equations, cubic equations and quartic equations; be able to form a new equation whose roots are related to the roots of a given equation by a linear transformation; that non-real roots of polynomial equations with real coefficients occur in conjugate pairs and be able to solve cubic equations or quartic equations with real coefficients. Assessment will be via continuous scrutiny of class and homework.

Volumes of Revolution
Students will be able to calculate the volume of revolution formed by rotating a plane region about both the x and y axis. Assessment will be via continuous scrutiny of class and homework.

Matrices and their Inverses
Students will be able to add, subtract and multiply conformable matrices, and to multiply a matrix by a scalar; know about the zero matrix and identity matrix; be able to calculate the determinant of a 2×2 matrix, and to use the matrix facility on a calculator to find the determinant of a 3×3 matrix; know that the magnitude of the determinant of a 2×2 matrix gives the area scale factor of the associated transformation, and that the sign of the determinant indicates whether the orientation of the image is preserved or reversed; know that the magnitude of the determinant of a 3×3 matrix gives the volume scale factor of the associated transformation, and that the sign of the determinant indicates whether the orientation of the image is preserved or reversed; know about the significance of a zero determinant in terms of transformations; know what is meant by a singular matrix and a non-singular matrix; be able to find the inverse of a 2×2 matrix, and to use the matrix facility on a calculator to find the inverse of a 3×3 matrix; know about how an inverse matrix relates to transformations; be able to find the determinant and inverse of a 3×3 matrix without using a calculator; know how to solve three linear simultaneous equations in three variables by use of the inverse matrix and be able to interpret geometrically the solution and failure of solution of three simultaneous linear equations. Assessment will be via continuous scrutiny of class and homework.

LEARNING IMPACT

There will be examinations in January and in the summer; these results will be reported to parents.

YEAR 12 - MUSIC

INTENDED OUTCOMES

Pupils will develop their knowledge of harmony and composition around chords and progressions and the history of their chosen instruments. Following this they will develop their performance skills across a variety of vocational, industry-relevant scenarios e.g. working as a session musician and auditioning for a specific music role. Throughout this, pupils will be given lots of performance opportunities both in and outside of sixth form to help develop confidence and experience in performing live; one of the main aims in Year 12.

COURSE IMPLEMENTATION

311 Practical Harmony Application (Chords and Progressions)

Pupils will compose four chord progressions across a range of tonalities: major, harmonic minor, a mode of the major scale and a mode of the harmonic minor scale, building understanding of triads, sevenths, and extensions among others e.g. 6th, sus, dim, aug and add chords, as well as chord functions, harmonic rhythm and Roman numerals. Pupils must submit an essay and four audio files of compositions. 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.

322 Music Instrument Development

Pupils will develop critical thinking and analysis, promoting understanding of the historical, sociological and technological development of musical instruments, including their use in popular music and the players involved. By exploring, analysing and dissecting the use and development of instruments – both historical and current – pupils will be able to use instrumental timbres to full effect and further develop their personal playing techniques. 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.

363 Session Musician

This unit aims to develop the learner's ability to operate effectively as an instrumentalist/ vocalist in a range of musical styles and environments (both live and in the studio), whilst developing strategies to broaden musical horizons, increase flexibility and promote versatility. Pupils must submit an essay and videoed performance. 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.

365 Auditioning for Music
For a musician, possessing the skills to audition effectively and successfully is vital. This unit aims to develop the musical, performance and soft skills to participate effectively in the audition process - pupils will develop the techniques, forms and accepted procedures of auditioning, together with the development of analytical and strategic thinking skills. Pupils must submit an essay and videoed audition. 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.

LEARNING IMPACT

Pupils must submit an essay and videoed audition. 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.

YEAR 12 - MUSIC TECHNOLOGY

INTENDED OUTCOMES

The RSL level 3 course is designed to give pupils the widest breadth of experience across the main fields that fall under the umbrella of music technology; namely studio recording, mixing, producing (using synthesisers and samplers) and mastering. Across these, they will learn the fundamentals of good sound management and gain staging, whilst also being given extra-curricular opportunities to experience live sound engineering in advance of their external unit in Year 13.

COURSE IMPLEMENTATION

327 Understanding Recording Techniques

Pupils are tasked with capturing their first studio recording from the offset, giving them practical first-hand experience to aid their research into the fundamentals of recording, learning about the fundamentals of sound, different types of microphones, polar patterns and dynamic processors such as compressors, equalizers and noise gates. Pupils must submit an essay with supporting .mp3 audio examples. All unit submissions count towards pupils' final grades. Pupils receive two submissions; the first can be used as a formative opportunity to improve and the second is summative. This unit is marked internally.

382 Using Effects

Using effects in the mixing stage is a highly creative part of the production process. The aim of this unit is to develop pupil's understanding of the theory and purpose that underpins effect plugins and develop their skills at applying effects in a multi-track recording. To do this, pupils will also complete another studio recording and work together to complete the initia l mix using dynamic processing only, before the application of effects. Pupils must submit an essay, DAW project file and a stereo .mp3 of their mix. All unit submissions count towards pupils' final grades. Pupils receive two submissions; the first can be used as a formative opportunity to improve and the second is summative. This unit is marked internally.

366 Music Sequencing and Production

With an EDM festival as the focus, pupils will produce their own EDM tracks, learning how to manipulate digital synthesisers and sample/process any sound to create unique timbres. To

aid this, pupils will also learn how to use envelopes, LFOs, quantisation and automation to enhance their tracks. Pupils must submit an essay, DAW project file and a stereo .mp3 of their track. All unit submissions count towards pupils' final grades. Pupils receive two submissions; the first can be used as a formative opportunity to improve and the second is summative. This unit is marked internally.

372 Studio Audio Mastering
In this unit, pupils will produce a mastered version of a previously mixed track, suitable for professional release. To achieve this, they will learn about fundamentals such as file formats, sample rate and bit depth, assessing responses over different monitor systems and the plugins involved at the mastering stage e.g. level metering, multiband compressors and limiters, saturation etc. Pupils must submit an essay, DAW project file and a stereo .mp3 of their track. All unit submissions count towards pupils' final grades. Pupils receive two submissions; the first can be used as a formative opportunity to improve and the second is summative. This unit is marked internally.

LEARNING IMPACT

Pupils must submit an essay, DAW project file and a stereo .mp3 of their track. All unit submissions count towards pupils' final grades. Pupils receive two submissions; the first can be used as a formative opportunity to improve and the second is summative. This unit is marked internally.

YEAR 12 - PHYSICAL EDUCATION

INTENDED OUTCOMES

Students will develop their understanding of exercise physiology, sports psychology and socio-cultural factors affecting performance. Students will learn to understand theories and concepts used within the sporting world as well as developing clear and concise exam technique.

PE 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 mock exams.

Psychological factors affecting performance
Students will learn 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 mock exams.

Sports Psychology
Students will learn about 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 mock exams.

Socio-cultural issues in physical activity and sport

Students will learn 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.

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 considered in Y13. Grades will be reported to parents in line with whole school assessment calendar and discussed at parents evening.

YEAR 12 - 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 12 Physics develops knowledge acquired at GCSE further exploring the mathematical rules underpinning the known universe.

COURSE IMPLEMENTATION

Measurements and their errors
Within this unit students will develop their use of SI units and their prefixes, understand the limits of physical measurements and be able to estimate physical quantities. Assessment is via mid point and end of topic assessments using past exam questions.

Particles and radiation

Within this topic students will build on the particle model topic from GCSE to study the constituents of the atom, stable & unstable nuclei, particles, antiparticles & photons, particle interactions, classification of particles, quarks and antiquarks, the photoelectric effect and wave-particle duality. Assessment is via mid point and end of topic assessments using past exam questions.

Waves

Within this topic students will build on knowledge learned in the waves topic at GCSE to study; progressive waves, longitudinal and transverse waves, superposition and formation of stationary waves, reflection, diffraction and interference. Assessment is via mid point and end of topic assessments using past exam questions.

Mechanics and energy
Within this topic students will build on knowledge learned in the forces and energy topics at GCSE to study; Scalars & vectors, moments, motion along a straight line, projectile motion, Newton's laws, momentum, the bulk properties of solids and Young's modulus. Assessment is via mid point and end of topic assessments using past exam questions.

Electricity
Within this topic students will build on knowledge learned in the electricity topic at GCSE to study; The basics of electricity, current-voltage characteristics, resistivity, circuits, potential divider, Electromotive force & internal resistance. 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.

YEAR 12 - 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.

COURSE IMPLEMENTATION

Government and Politics of the UK

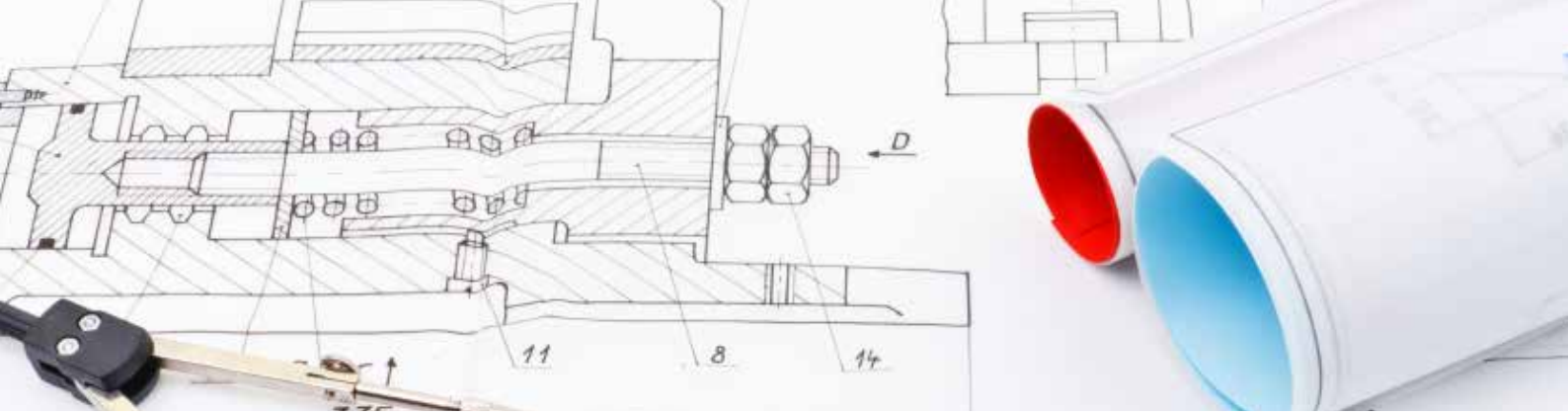
The nature and sources of the British Constitution, The Structure and Role of Parliament, The Prime Minister and cabinet, The Judiciary, Devolution, democracy and participation, elections and referendums, Political parties, Pressure groups, The European Union. Questions and answers through in class discussions and debates, monitoring of classwork, in class presentations and regular practice exam questions, including essays, extract analysis and focused analytical questions.

Government of the USA and Comparison Politics

The constitutional framework of US Government, comparison of constitutional arrangements, the judicial branch of government, comparison of judiciaries, democracy and participation, elections and referendums, political parties and a comparison of these issues. 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 12 - PRODUCT DESIGN (DESIGN & TECHNOLOGY)

INTENDED OUTCOMES

NEA Folder work: To develop an in-depth knowledge of what is required to research, design, develop, manage and plan a bespoke, client driven project that solves real world problems

Theory work: To develop a comprehensive working knowledge of the intricacies of design theory and how products are manufactured.

COURSE IMPLEMENTATION

NEA Folder Work

Students will create a folder of work for the NEA: Project to be decided by the student in collaboration with their teacher ; This will include several pages of relevant research, a specification and design brief, a design & development section, a manufacturing specification, and an ongoing and end evaluation, all bespoke and client driven to solve a real world problem. Students will have a completed design portfolio that will enable them to manufacture their prototype with a clear understanding of the constraints, clients wants and needs, materials and finished and construction techniques. This will be marked as part of the complete NEA assessment for folder work as per AQA criteria and account for up to a maximum of 75/100 marks.

3.1 – Technical Principles – Theory
Students will work through an exhaustive list of the technical aspects of Product Design. Learning about a variety of commercial and industrial manufacturing processes, the legal and moral requirements of product design as well as how products are made commercially viable. Students will be regularly tested using past exam questions, coupled with feedback on all low stakes and high stakes quizzing. Students will also be given trial exam papers at two points during the course which will rigorously test their knowledge of the technical principles of product design.

LEARNING IMPACT

Students will be regularly tested using past exam questions, coupled with feedback on all low stakes and high stakes quizzing. Students will also be given trial exam papers at two points

during the course which will rigorously test their knowledge of the technical principles of product design. Regular data drops with parents, School reports and annual parents evenings.

YEAR 12 - PSYCHOLOGY

INTENDED OUTCOMES

Students will explore a wide range of biological and psychological perspectives designed to give them a brief insight into factors influencing human behaviour.

COURSE IMPLEMENTATION

Research Methods
This unit covers the variety of ways psychologists gather and interpret data. Students will gain an understanding of experimental and non-experimental methods as well as statistical testing to understand the significance of research. There will in-class formative assessments which will equip students for their summative end of topic assessments.

Approaches in Psychology
This unit allows students to explore different perspectives in psychology and how they can be used to explain human behaviour. The topic enables students to assess whether behaviour is the result of biological factors e.g. genetics or the result of psychological factors such as the environment. 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.

Social Influence

This topic explores social behaviours such as conformity and obedience. Students will study real life atrocities such as the holocaust to understand why this happened and how it can be prevented. Before moving onto study minority influence in order to assess how individuals can bring about social change. 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.

Memory
Students will learn about theories of how human memory works and look at explanations of forgetting. This knowledge and understand will enable students to consider how research into

memory can be applied to the topic of eyewitness testimony. 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.

Attachment
For this unit student develop an understanding of how early attachments to caregivers impact on later adult development. Students will also look at ways in which attachment types can be assessed using observational techniques as well as develop an understanding of cross culture differences in attachment styles. 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.

Psychopathology

This topic explores the term 'abnormal behaviour', students gain an understanding of the ways in which abnormal behaviour can be defined, they will also look at the potential problems that this may cause. Before moving onto study three mental health conditions in detail; depression, phobias and obsessive compulsive disorder, students will try to uncover potential causes of these conditions as well as understand how they can be treated. 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. Teacher assessments will take the form of end of unit tests, timed questions during lessons and regular homework.

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

YEAR 12 - SOCIOLOGY

INTENDED OUTCOMES

Exploration of some of the basic aspects of society (class, gender and ethnicity) and to discover why these can impact someone's life course so greatly and why they have differencing levels of importance in certain areas of life, such as education.

COURSE IMPLEMENTATION

Family and Households

Students will explore the reasoning for why families are the way that they are and discover what role the government has in the way our families work and function in the modern era. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

Research Methods Part 1

Students will undertake a small scale research project where they are able to explore how sociological research is conducted. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

Education

Students will discover why education works in the way it does, how has it changed and crucially has it changed for the better so everyone has access to an equal and fair education. 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 12 - SPANISH

INTENDED OUTCOMES

In Year 12 Spanish, students start complete the A Level course and consolidate their ability to understand and respond to written and spoken language around the first 2 A Level themes: "Changes in Spanish society" and "Culture in Spanish-speaking countries". The y12 course acts as a accessible transition. It allows students to continue to build-up on 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 1 Unit 1 "Changes in family structures"

Students understand and give information about the different family structures in Spain, marriage and family relationships. They revise the present tense of regular and irregular verbs, adjectival agreements and reflexive verbs in different tenses. 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 Theme1 Unit 1 "Changes in family structures", students have been assessed in listening, reading and writing (preparation of task 1 speaking questions).

Theme 1 Unit 2 "The world of work"

Students understand and give information about young people and work, the different sectors of work and equality between men and women at the work place. They practise using definite and indefinite articles, interrogatives and comparatives. 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 Theme1 Unit 2 "The world of work", students have been assessed in listening, reading and Speaking (task 1 speaking question).

Theme 1 Unit 3 "Tourism in Spain"
Students understand and give information about the changes and the impact of tourism, the impact of tourism on the environment and the economic benefits of tourism. They practise contrasting the imperfect and preterite tenses, using direct/indirect pronouns and using the conditional tense. 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 Theme1 Unit 3 "Tourism in Spain", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Theme 2 Unit 4 "Music"
Students understand and give information about the influence of singers and musicians and the changes in musical styles. They also learn about tango music and some Spanish / Latin-American dances. They practise using the verb "gustar", the infinitive, the gerund. 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 Theme2 Unit 4 "Music", students have been assessed in listening, reading and Speaking (task 1 speaking questions preparation).

Theme 2 Unit 5 "Communication and Media"

Students understand and give information about the impact of TV, the present and the situation of the Spanish press, the impact of social networks on . They practise using the imperative, the present subjunctive and relative 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 Theme2 Unit 5 "communication and Media", students have been assessed in listening, reading and Writing (task 1 speaking questions preparation).

Theme 2 Unit 6 "Customs and traditions "
Students understand and give information about aspects of customs related to food, non-religious festivals, aspects of Latin-America gastronomy and some religious fiestas in Spain. They practise using the preterite tense, "por" and "para", negative forms and verbs followed by prepositions. 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 Theme2 Unit 6 "Customs and traditions ", students have been assessed in listening, reading and speaking (task 1 speaking questions preparation).

Film Studies
Students develop a range of critical and analytical skills used in relation to a film. They prepare for the 300-word essay on their studied film, by exploring the film's context, its form and the meanings and responses created. They analyse the importance of language registers, representations and film techniques when answering typical essay questions. 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. By the end of the module “Film Study”, students have been practising three 300-words essays. They will have received constructive feedback and redrafted their passages, ready for their final examination.

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 12 - TEXTILE DESIGN

INTENDED OUTCOMES

In Year 12 students work on a series of assignments based on independent themes.

Students will learn:

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

COURSE IMPLEMENTATION

Personal Investigation: Creative Challenge
Students experiment with paper construction techniques in order to design and make a sculptural paper garment; students initially take photographs to inform their ideas, and produce a focused and sustained piece of work that conveys their own chosen themes. Assessments are based on the quality of their personal response and the connections conveyed within the piece.

Personal Investigation: Observational Drawing
Students develop and enhance their observational drawing skills using techniques that will challenge and test their understanding of drawing, improve accuracy and independence; develop their skills in tone, line, texture and form; whilst producing a series of drawings, based on students chosen themes, that will become a starting point for informing their personal investigation. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught.

Personal Investigation: Contextual Research
Students choose and research a series of artists' / designers' work or Art movements that inspire them and challenge their ideas; they learn how to independently critically analyse and evaluate works of art, develop and justify their opinions, and work in this style to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and

analytical abilities alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Experimentation and Design
Students take part in a series of workshops (designed considering student requirements based on previous experience), learning new textile techniques and experimenting with textile media relevant to personal projects; such as layered bondaweb and relief techniques; students use this experience to develop their own ideas, designs and compositions whilst demonstrating an understanding of the context of their own ideas and the research that has informed them. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught and the quality of connections made with their research, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Personal Response
Students develop a personal and meaningful outcome for their portfolios, 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. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Contextual Research
Students explore the context of their chosen themes, carrying out research into their chosen foci considering, where appropriate, debate, scientific, historical, cultural & social investigation, consolidating intended meanings for own artwork and, where appropriate collating facts, figures, quotes, experiences etc, in order to inform ideas. Assessments are based on the quality and presentation of their research and their independent application of the key skills taught; with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Experimentation and Design
Students will be challenged to use and apply media in unusual ways, using mark making techniques, combining, removing and layering textile media in order to create original outcomes that consider emotion, mood and message; students use this experience to develop their own ideas, designs and compositions whilst demonstrating an understanding of the context of their own ideas and the research that has informed them. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught and the quality of connections made with their research, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Personal Response
Students develop a personal and meaningful outcome for their portfolios, 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 based on the quality and presentation of their research and their independent application of the key skills taught; with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Experimentation, Composition and Design
Students develop their understanding of the rules of composition in order to enhance the structure of their design work, considering how composition affects the tone of their work and how it communicates information or emotion to their audience; they create a series of design ideas, experiments and refinements conveying their intentions and making connections to their

research. Assessments are based the quality of the design work presented in students' portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Investigation: Final Piece
Students develop a personal and meaningful 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. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

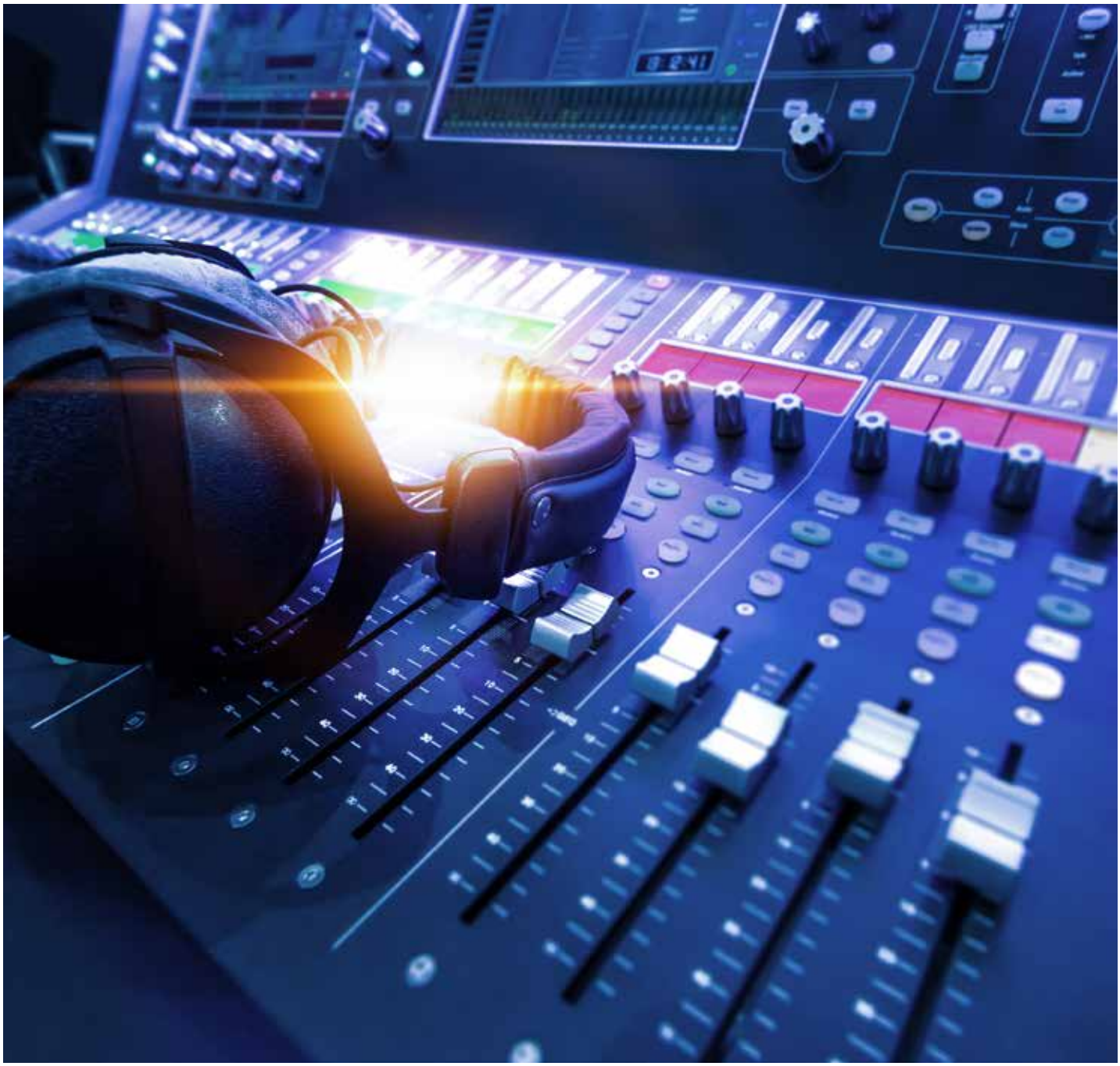
Personal Investigation: Related Study
Students will develop their ability to write a structured, critical and reasoned essay and informs their practical ideas; developing their ability to communicate their knowledge and understanding of the practitioners, artworks, movements and genres that will inform the context of their personal investigation, in the writing of a related study. Assessments are based on the quality of their related study, with final assessments representing the accumulative development of student's entire portfolios.

LEARNING IMPACT

The development of knowledge and skills across the Year 12 curriculum gives our students a strong foundation for the development of informed, creative, dynamic and meaningful art projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering independence.

Students' working at grades for Textile Design are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes; and how students make connections between these objectives to inform their ideas.

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



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