

**KS5 CURRICULUM  
2019 - 2021**



**THE GRANGE SCHOOL**  
*Specialising in Business and Enterprise*



## THE CURRICULUM

Note: All courses follow an A-Level course unless otherwise stated.

1. Art and Design (Level 3 BTEC)
2. *Business Studies Department:*
  - 2a: Business
  - 2b: Business (*Level 3 BTEC*)
  - 2c: Travel & Tourism (Level 3 BTEC)
3. Drama and Theatre
4. Design & Technology – Product Design
5. English Literature
6. Film Studies
7. Geography
8. Health & Social Care (*Level 3 BTEC National Extended Certificate*)
9. History
10. Information Technology (*Level 3 BTEC National*)
11. Mathematics
12. Politics
13. Psychology
14. Religious Studies
15. Science (*Level 3 Extended Certificate*)
16. Sociology
17. Spanish
18. Sport (*Level 3 National Foundation Diploma / Diploma BTEC*)

**If you want any more advice, please contact the Subject Leaders**

# 1: Art & Design

<b>Course Details</b>	<p><b>Exam Board: Pearson</b></p> <p><b>Level: BTEC Level 3 National Extended Certificate in Art and Design.</b> Equivalent in size to one A Level.</p> <p><b>Examination Structure:</b> Mandatory content (83%). External assessment (58%).</p> <p><b>Coursework/Controlled Assessment:</b> 4 Units: 3 mandatory/2 Optional</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Prepare students for 2 optional assessed Units 1&amp;2</li> <li>• Give students a rounded knowledge of both 2D</li> <li>• Work with the interests and abilities of the group to ensure the strongest outcomes are achieved.</li> <li>• Students will develop Art &amp; Design projects to gain an understanding of the creative process.</li> <li>• To enable students to progress to higher education and possible employment in creative industries.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<ul style="list-style-type: none"> <li>• Introduction of course outline of mandatory units and those that are externally assessed.</li> <li>• Briefs to cover criteria in Units 1, 2 and 3.</li> <li>• Project/strongest outcomes. Briefs will be written when we meet the students to ensure</li> </ul>
<b>Spring term</b> (January - May)	<ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Visual recording and communication. (120GLH).</li> <li>• <b>Unit 2:</b> Critical and contextual studies in Art &amp; Design. (90 GLH).</li> <li>• <b>Unit 3:</b> The creative process. (90 GLH).</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June - July)	<ul style="list-style-type: none"> <li>• Developing of units from Year 12.</li> </ul>
<b>Autumn Term</b> (September – December)	<ul style="list-style-type: none"> <li>• Units 1, 2 and 3 continued.</li> <li>• Optional Unit introduced. (60GLH)</li> </ul>
<b>Spring term</b> (January - May)	<ul style="list-style-type: none"> <li>• Exams.</li> <li>• <b>Unit 1:</b> Visual recording and communication. 3 hours.</li> <li>• <b>Unit 2:</b> Critical and contextual studies in Art &amp; Design.</li> <li>• Completion of all units.</li> </ul>
<b>Assessments</b>	<p>Formative assessments will be carried out using the essential content sheets for each unit. Grades will be entered in line with six form data entry requirements.</p>
<b>Homework / independent study</b>	<p>Homework tasks will be set by each teacher in relation to the unit of study and all assessment criteria for that unit will be included on Show My Homework.</p>
<b>Equipment required</b>	<p>Art equipment will be offered to buy at the start of the year: folder(s), various paints, fineliner, sketchbooks, pencils, pastels, ink &amp; other media.</p>

<b>School-based enrichment opportunities</b>	Art trips to galleries and museums which link to projects.
<b>Resources available for home-based study</b>	Information will be put on Show My Homework to ensure understanding.

## 2a: Business

<b>Course Details</b>	<p><b>Exam Board: WJEC EDUQAS</b></p> <p><b>Level: A-Level.</b></p> <p><b>Examination Structure:</b> 100% Examination all in Year 13.</p> <p><b>Coursework/Controlled Assessment: N/A.</b></p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Gain an holistic understanding of business in a range of contexts.</li> <li>• Develop a critical understanding of organisations and their ability to meet society's needs and wants.</li> <li>• Understand that business behaviour can be studied from a range of perspectives.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Finance</b> – including Cash Flow, Sources of Finance, and Break-even.</p> <p><b>Human Resource Management</b> – including Training, Management, and Leadership and Motivation.</p> <p><b>Enterprise</b> – including the Role of Entrepreneurs, Aims and Objectives, Location and Ownership.</p>
<b>Spring term</b> (January – April)	<p><b>Marketing</b> – including Market Research, Types of Markets, and Supply and Demand.</p> <p><b>Human Resources</b> – continued.</p> <p><b>Ownership</b> and Business structures.</p>
<b>Summer term</b> (May - July)	<p><b>Marketing</b> – continued and including the Marketing Mix.</p> <p><b>Operations Management</b> - including Capacity Utilisation, Quality and Stock Control, and Methods of Production.</p>
<b>Curriculum Content – YEAR 13</b>	
<b>Autumn Term</b> (September – December)	<p><b>Strategy</b> – including Implementation, Tactics, Ansoff's Matrix, and Decision-making Models.</p> <p><b>Finance</b> – including Financial Analysis, Data Tracking and Forecasting.</p>
<b>Spring term</b> (January – April)	Marketing Analysis, Risk Management, Investment Appraisal, Financial Accounts, External Factors, Globalisation.
<b>Summer term</b> (May - July)	Revision and exam preparation.
<b>Assessments</b>	There will be 3 written examinations with equal weighting. These will include multiple choice questions, short knowledge-based questions, data analysis questions, and longer essay-style questions.
<b>Homework / independent study</b>	Homework will be set on a regular basis with a minimum of 2 exam standard assessments per half-term. Students are expected to read extensively and ensure they keep up to date with the world of business.
<b>School-based enrichment opportunities</b>	Young Enterprise and The Share Centre Challenge are offered at least every 2 years.
<b>Resources available for home-based study</b>	Students will purchase a textbook and are given access to a wide range of online resources.



## 2b: Business

<p><b>Course Details</b></p>	<p><b>Exam Board: Pearson/Edexcel</b></p> <p><b>Level: Level 3 BTEC National Extended Certificate in Business.</b></p> <p><b>Examination Structure:</b> Equivalent in size to <b>one</b> A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%). 1 optional unit.</p> <p>Year 12: Unit 1 Written Exam. Year 13: Unit 2 Exam.</p> <p><b>Coursework/Controlled Assessment:</b> Year 12: Unit 3 Coursework. Year 13: Unit 4 Coursework.</p>
<p><b>Key Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• An introduction to the establishment, growth and survival of a business.</li> <li>• Key concepts and terminology of marketing and how it fits within the organisation.</li> <li>• Main elements of marketing communications, customer relationship management, communications methods and tools, development of an outline marketing communications campaign.</li> <li>• Key concepts associated with digital marketing.</li> <li>• Understanding legal, ethical and social concerns influencing business activities.</li> <li>• Marketing research and the roles and functions within this area of marketing.</li> </ul>
<p><b>Curriculum Content – YEAR 12</b></p>	
<p><b>Autumn Term</b> (September – December)</p>	<p><b>Unit 1: Exploring Business</b> <b>Learning Outcomes:</b> <b>A:</b> Explore the features of different businesses and analyse what makes them successful. <b>B:</b> Investigate how businesses are organised.</p> <p><b>Unit 2: Developing a Marketing Campaign</b> <b>Learning Outcomes:</b> <b>A:</b> Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions. <b>B:</b> Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns.</p>
<p><b>Spring term</b> (January – April)</p>	<p><b>Unit 1: Exploring Business</b> <b>Learning Outcomes:</b> <b>C:</b> Examine the environment in which businesses operate. <b>D:</b> Examine business markets.</p> <p><b>Unit 2: Developing a Marketing Campaign</b> <b>Learning Outcomes:</b> <b>C:</b> Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances. <b>D:</b> Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments.</p>
<p><b>Summer term</b> (May - July)</p>	<p><b>Unit 1: Exploring Business</b> <b>Learning Outcomes:</b> <b>E</b> Investigate the role and contribution of innovation and enterprise to business</p>

	<p>success.</p> <p><b>Submit coursework for internal assessment.</b></p> <p><b>Unit 2: Developing a Marketing Campaign</b>  <b>Undertake controlled assessment in May.</b></p>
<b>Curriculum Content – YEAR 13</b>	
<b>Autumn Term</b> (September – December)	<p><b>Unit 3: Personal and Business Finance (Exam)</b></p> <p><b>Learning Outcomes:</b></p> <p><b>A:</b> Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.</p> <p><b>B:</b> Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios.</p> <p><b>Optional Unit From:</b></p> <ul style="list-style-type: none"> <li>• Recruitment and Selection Process.</li> <li>• Investigating Customer Service.</li> <li>• Market Research.</li> <li>• The English Legal System.</li> <li>• Work Experience in Business.</li> </ul>
<b>Spring term</b> (January – April)	<p><b>Unit 3 — Personal and Business Finance (Exam)</b></p> <p><b>C:</b> Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context.</p> <p><b>D:</b> Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance.</p> <p><b>Optional Unit From:</b></p> <ul style="list-style-type: none"> <li>• Recruitment and Selection Process.</li> <li>• Investigating Customer Service.</li> <li>• Market Research.</li> <li>• The English Legal System.</li> <li>• Work Experience in Business.</li> </ul>
<b>Summer term</b> (May - July)	<p><b>Unit 3 — Personal and Business Finance (Exam)</b></p> <p>Preparation for Exam.</p> <p><b>Optional Unit From:</b></p> <ul style="list-style-type: none"> <li>• Recruitment and Selection Process.</li> <li>• Investigating Customer Service.</li> <li>• Market Research.</li> <li>• The English Legal System.</li> <li>• Work Experience in Business.</li> </ul> <p><b>Coursework Submitted.</b></p>
<b>Assessments</b>	<p>Unit 1 exam and Unit 3 coursework Year 12.</p> <p>Unit 2 Exam and Unit 4 coursework Year 13.</p>
<b>Homework / independent study</b>	<p>Homework will be set on a regular basis with tasks related to individual teachers' units.</p> <p>Exam questions for exam-based units and coursework, flipped learning, and research for internally assessed work.</p>



<b>School-based enrichment opportunities</b>	Young Enterprise, Student Investor and The Share Centre Challenge are offered at least every 2 years. Visits and talks with businesses.
<b>Resources available for home-based study</b>	Level 3 BTEC National Book 1. Resources made available on the VLE. Tutor2u. <a href="http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-1">http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-1</a>

## 2c: Travel and Tourism

<p><b>Course Details</b></p>	<p><b>Exam Board: Pearson/Edexcel</b></p> <p><b>Level: Level 3 BTEC National Extended Certificate in Travel and Tourism.</b></p> <p><b>Examination Structure:</b>            Equivalent in size to <b>one</b> A Level.            4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%). 1 optional unit.            Written exam for <b>Unit 1: The World of Travel &amp; Tourism.</b></p> <p><b>Coursework/Controlled assessment:</b>            Year 12:  <b>Unit 9: Visitor Attractions</b> Coursework. (3 pieces of coursework).</p> <p>Year 13:  <b>Unit 2: Global Destinations</b> Controlled Assessment.  <b>Unit 3 – Principles of Marketing in Travel and Tourism</b> Coursework. (4 pieces of coursework).</p>
<p><b>Key Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• To understand the travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.</li> <li>• Different types of destinations and their importance – learners will investigate the features and appeal of global destinations.</li> <li>• Principles of marketing in travel and tourism – learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.</li> </ul>
<p><b>Curriculum Content – YEAR 12</b></p>	
<p><b>Autumn Term</b> (September – January)</p>	<p><b>Unit 1: The World of Travel &amp; Tourism (exam)</b>  <b>Learning Outcomes:</b>  <b>A:</b> Explore the features of different businesses and analyse what makes them Successful.  <b>B:</b> Investigate how businesses are organised.  <b>C:</b> Examine the environment in which businesses operate.  <b>D:</b> Examine business markets.  <b>E:</b> Investigate the role and contribution of innovation and enterprise to business success.</p> <p>Students will sit this examination in the first sitting which is the Summer Series 2020.</p>
<p><b>Spring term</b> (February – April)</p>	<p><b>Unit 9: Visitor Attractions (coursework)</b>  <b>Learning Outcomes:</b>  <b>A:</b> Investigate the nature, role and appeal of visitor attractions.            At this point students will complete their first piece of coursework for this unit of study.</p> <p><b>B:</b> Examine how visitor attractions meet the diverse expectations of visitors.            At this point students will complete their second piece of coursework for this unit of study.</p>
<p><b>Summer term</b> (May - July)</p>	<p><b>Unit 9: Visitor Attractions (coursework)</b>  <b>Learning Outcomes:</b>  <b>C:</b> Explore how visitor attractions respond to competition and measure their success and appeal.</p>

	<p>At this point students will complete their third and final piece of coursework for this unit of study.</p> <p><b>Unit 1: The World of Travel &amp; Tourism (exam)</b> Students will revisit and revise this unit ready for their first attempt at this examination during the summer exam series.</p>
<b>Curriculum Content – YEAR 13</b>	
<b>Autumn Term</b> (September – January)	<p><b>Unit 2: Global Destinations (controlled task)</b> <b>Learning Outcomes:</b> <b>A:</b> Geographical awareness, locations and features giving appeal to global destinations. <b>B:</b> Potential advantages and disadvantages of travel options to access global destinations. <b>C:</b> Travel planning, itineraries, costs and suitability matched to customer needs. <b>D:</b> Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations. <b>E:</b> Factors affecting the changing popularity and appeal of destinations.</p> <p>Students will complete their first attempt at this Controlled Task, set and marked by the exam board in the January exam series.</p>
<b>Spring term</b> (January – April)	<p><b>Unit 3: Principles of Marketing in Travel and Tourism (coursework)</b> <b>Learning Outcomes:</b> <b>A:</b> Explore the importance of focusing on meeting customer needs to the success of marketing activities in travel and tourism organisations. At this point students will complete their first piece of coursework for this unit of study.</p> <p><b>B:</b> Examine the impact that marketing activities have on the success of different travel and tourism organisations. At this point students will complete their second piece of coursework for this unit of study.</p>
<b>Summer term</b> (May - July)	<p><b>Unit 3: Principles of Marketing in Travel and Tourism (coursework)</b> <b>Learning Outcomes:</b> <b>C:</b> Develop a marketing plan using research data that provides a viable business case. At this point students will complete their third piece of coursework for this unit of study.</p> <p><b>D:</b> Investigate how the marketing plan meets industry and customer needs. At this point students will complete their fourth and final piece of coursework for this unit of study.</p>
<b>Assessments</b>	<p>Year 12: <b>Unit 1: The World of Travel &amp; Tourism</b> Written exam. Unit 9: <b>Visitor Attractions</b> coursework (3 pieces of coursework).</p> <p>Year 13: Unit 2: <b>Global Destinations</b> Controlled Task. <b>Unit 3: Principles of Marketing in Travel and Tourism</b> coursework (4 pieces of coursework).</p>
<b>Homework / independent study</b>	<p>Homework will be set on a regular basis with tasks related to individual teachers' units. Exam questions for exam-based units and coursework, flipped learning and research for internally assessed work.</p>
<b>School-based enrichment opportunities</b>	<p>Young Enterprise, Student Investor and The Share Centre Challenge are offered at least every 2 years. Visits and talks with businesses.</p>

**Resources  
available for  
home-based  
study**

Level 3 BTEC National in Travel & Tourism Book 1.  
Resources made available on the VLE.  
Tutor2u.

<https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

### 3: Drama and Theatre

<b>Course Details</b>	<p><b>Exam Board: Edexcel</b></p> <p><b>Level: A-Level.</b></p> <p><b>Examination Structure:</b>  <b>Component 3: Theatre Makers in Practice (40%)</b> - Written Exam (2h30m)</p> <p><b>Coursework/Controlled Assessment:</b>  <b>Component 1: Devising (40%)</b> – Filmed performance and coursework.  <b>Component 2: Text in Performance (20%)</b> – Live performance assessed by external examiner.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre.</li> <li>• Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre.</li> <li>• Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre.</li> <li>• Understand the practices used in 21st-century theatre making.</li> <li>• Experience a range of opportunities to create theatre, both published text-based and devised work.</li> <li>• Participate as a theatre maker and as an audience member in live theatre.</li> <li>• Understand and experience the collaborative relationship between various roles within theatre.</li> <li>• Develop and demonstrate a range of theatre-making skills.</li> <li>• Develop the creativity and independence to become effective theatre makers.</li> <li>• Adopt safe working practices as a theatre maker.</li> <li>• Analyse and evaluate their own work and the work of others.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Practitioners</b>          Students will study a variety of practitioners in detail, including Konstantin Stanislavski, Bertolt Brecht, Jacques Lecoq, Antonin Artaud, Steven Berkoff, Kneehigh, Joan Littlewood, Punchdrunk, Complicite and Frantic Assembly. Throughout this term, they will study the pedagogy and practical exercises of each practitioner while creating short performances.</p> <p><b>Component 1: Devising</b>          Students will be given a theme and/or stimulus which they will then be expected to explore/research and work towards an original piece of drama (Internally assessed and externally moderated).          Devising skills are developed using the extract and practitioner as stimuli.          As a group, students devise their own piece of work based on the extract and practitioner.</p> <p>Students begin their portfolio of evidence detailing their devising process.</p>
<b>Spring term</b> (January - May)	<p><b>Component 3: Theatre makers in practice</b>          Students will be introduced to their set text from List A – this will depend on the group of students taking the course. They will read the play and begin to explore it both practically and theoretically showing their understanding of the play and its themes.</p> <p><b>Written Work:</b> Exploration notes showing understanding and analysis of each practitioner with a focus on their techniques in performance. Research outside of the lesson regarding Text A and the themes present.</p> <p>Knowledge will be assessed by the teachers.</p>

	<p><b>Mock Component 2: Text in Performance</b> Students will be given a play to work on with a view to creating a performance ready to be seen and assessed by a visiting examiner (group performance).</p> <p>Students must also prepare a monologue or duologue that will be assessed by a visiting examiner and will be from a different script to the group performance.</p> <p>This unit could be performed in front of an invited audience of friends, family and potential A level students in Year 11.</p> <p><b>Written Work:</b> Evaluation notes about the preparation for the monologue/duologue performance.</p>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June - July)	<p>Continue to develop <b>Mock Component 2 performance</b> to be performed to an invited audience of family, friends and staff (End of June).</p> <p><b>Component 3: Theatre Makers in Practice</b> Preparation for a mock <b>Component 3</b> written exam that will take place in the assembly hall with other mock exams. Students will be expected to write about two different plays and a live theatre performance they have seen together as part of the course.</p> <p><b>Written work:</b> Practice exam questions, note-making both in lessons and as a result of watching the live theatre performance.</p>
<b>Autumn Term</b> (September – December)	<p><b>Component 2: Text in Performance</b> Students will be working on staging a group performance and either a monologue or duologue that will be performed in front of a visiting examiner (Date will be confirmed closer to the time of the exam and communicated to students).</p> <p><b>Written Work:</b> A set of exploration and evaluation notes of both process and performance to be handed to the examiner of the day of the performances.</p>
<b>Spring term</b> (January - May)	<p><b>Component 3: Theatre Makers in Practice</b> The written exam comprises 3 sections: <b>Section A:</b> Live Theatre Evaluation. <b>Section B:</b> Page to Stage: Realising a Performance Text. <b>Section C:</b> Interpreting a Performance Text.</p> <p>For each section, students will have studied a different play texts and expected to be able to write in the exam from various perspectives, including, audience member, director, designer, and performer.</p> <p>The exam lasts 2 hours 30 minutes.</p>
<b>Assessments</b>	<p><b>Component 1: Devising</b> (Internally assessed, externally moderated). <b>Component 2: Text in Performance</b> (Assessed by visiting examiner). <b>Component 3: Theatre Makers in Practice</b> (Written exam which is externally assessed)</p>
<b>Homework / independent study</b>	<p>Often set at least three times a term to support and prepare for coursework assignments. Depending on the component being covered students will be expected to learn lines in preparation for a role or roles that they are playing in performances.</p>
<b>Equipment required</b>	<p>Two Set Texts for Component 3 (That Face or Machinal), (Antigone or Hedda Gabler). As part of the course, students will also go on two theatre trips to see two different live productions to review as part of their written exam.</p>

<b>School-based enrichment opportunities</b>	We offer all A-level students the opportunity to go to the theatre to see a show at least once during the course. A-level students have access to both drama studios for group, solo rehearsals and coursework queries. Students are also encouraged to take part in school productions.
<b>Resources available for home-based study</b>	A Student Study book is available online or we could order this book if enough students and parents would like to purchase a copy. The A-level specification is available to view and download online which has detailed information about each component including assessment criteria.

## 4: Design and Technology: Product Design

<p><b>Course Details</b></p>	<p><b>Exam Board: AQA</b></p> <p><b>Level: A-Level</b></p> <p><b>Examination Structure:</b></p> <p><b>Paper 1: Technical Principles (30%)</b> Written Exam: 2 ½ hours</p> <p><b>Paper 2: Designing and Making Principles (20%)</b> Written Exam: 1 ½ hours</p> <p><b>Coursework/Controlled Assessment:</b></p> <p><b>Non-exam Assessment (NEA) (50%)</b> Practical application of technical principles, designing and making principles. Substantial design and make project. 100 marks.</p>	
<p><b>Key Learning Objectives</b></p>	<p>This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.</p> <p>They will investigate historical, social, cultural, environmental, and economic influences on design and technology, while enjoying opportunities to put their learning into practice by producing prototypes of their choice.</p> <p>Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.</p>	
<p><b>Curriculum Content – YEAR 12</b></p>		
<p><b>Autumn Term</b> (September – December)</p>	<p><b>Materials and their applications</b></p> <p><b>Classification of materials</b></p> <p><b>Methods of investigating and testing materials</b></p> <p><b>Performance characteristics of materials</b></p> <p><b>Enhancement of materials</b></p> <ul style="list-style-type: none"> <li>• Natural Woods.</li> <li>• Laminates and Veneers.</li> <li>• Ferrous Metals.</li> <li>• Non-ferrous Metals.</li> <li>• Alloys.</li> <li>• Polymers.</li> <li>• Biodegradable Polymers.</li> <li>• Elastomers.</li> <li>• Composites.</li> <li>• Compliant Materials.</li> <li>• Smart/Modern Materials.</li> <li>• Adhesives.</li> </ul> <p><b>The use of finishes to materials</b></p> <p><b>Forming, redistribution and addition using materials</b></p> <p><b>Modern industrial and commercial practise</b></p> <p><b>Digital design and manufacture</b></p>	<p>While learning the theory behind the subject, students will also be tasked with their first project based around a given design context. Students will produce an electronic design portfolio that demonstrates how they have developed a product from the research stages through to its manufacture.</p>



	<p><b>The requirements of product design and development</b></p> <p><b>Design communication</b></p> <p><b>Modern manufacturing systems</b></p>	
<p><b>Spring term</b> (January - May)</p>	<p><b>Design and Market Influences</b></p> <ul style="list-style-type: none"> <li>• Ergonomics and Anthropometrics.</li> <li>• Inclusive Design.</li> <li>• Consumer Safety.</li> <li>• Environmental/Sustainability Issues.</li> </ul> <p><b>Digital Design and Manufacture</b></p> <ul style="list-style-type: none"> <li>• CAD/CAM Processes.</li> <li>• Wasting Processes.</li> <li>• Finishing Materials and Processes.</li> <li>• Rapid Prototyping.</li> </ul>	
<p><b>Curriculum Content – YEAR 13</b></p>		
<p><b>Summer term</b> (June-July)</p>	<p><b>Design and Market Influences</b></p> <ul style="list-style-type: none"> <li>• Developments in Technology.</li> <li>• Product Lifecycle.</li> <li>• The role of the Designer.</li> <li>• Design and Communication Methods.</li> <li>• Safety Legislation.</li> <li>• Design styles and movements.</li> <li>• Social and moral issues.</li> <li>• Iterative design process.</li> </ul> <p><b>Processes and Manufacture</b></p> <ul style="list-style-type: none"> <li>• Quality Control.</li> <li>• Health and Safety.</li> </ul>	<p>During the second year of the course, students will complete their final project based around a design context of their choosing. This project will run a long side theory lessons in preparation for their second and final exam.</p>
<p><b>Autumn Term</b> (September – December)</p>	<p><b>Fabrication Methods</b></p> <ul style="list-style-type: none"> <li>• Woods.</li> <li>• Metals.</li> <li>• Plastics.</li> <li>• Composites.</li> <li>• Metals.</li> <li>• Polymers.</li> <li>• Cermets.</li> </ul>	
<p><b>Spring term</b> (January - May)</p>	<p><b>Processes and Manufacture</b></p> <ul style="list-style-type: none"> <li>• Quality Control.</li> <li>• Health and Safety.</li> <li>• Sustainability and responsible design.</li> </ul> <p><b>Processes and Manufacture</b></p> <ul style="list-style-type: none"> <li>• ICT.</li> <li>• Systems and Control.</li> <li>• Product Development/Improvement.</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Paper 1 – Technical Principles (30%)</b></p> <p>Written Exam: 2 ½ hours.</p>	

	<p><b>Paper 2 – Designing and Making Principles (20%)</b> Written Exam: 1 ½ hours.</p> <p><b>Non-exam Assessment (NEA) (50%)</b> Practical application of technical principles, designing and making principles. Substantial design and make project. 100 marks.</p>
<b>Homework / independent study</b>	Students will be expected to continue their studies in their own time, especially when focusing on their NEA and revision for their exams.
<b>Equipment required</b>	AQA AS and A-level Design and Technology: Product Design (Authors: Will Potts, Julia Morrison, Ian Granger, Dave Sumpner).
<b>School-based enrichment opportunities</b>	Students are welcome in the Design and Technology area where they may base themselves to work on their projects during their free time.
<b>Resources available for home-based study</b>	<a href="http://www.technologystudent.com">www.technologystudent.com</a>

## 5: English Literature

<b>Course Details</b>	<p><b>Exam Board: Edexcel</b></p> <p><b>Level: A-Level</b></p> <p><b>Examination Structure:</b> 3 written exams.</p> <p><b>Coursework/Controlled Assessment: (20%)</b> One 2500 - 3000 word essay.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• Analyse ways in which meanings are shaped in literary texts.</li> <li>• Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>• Explore connections across literary texts.</li> <li>• Explore literary texts informed by different interpretations.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p>Students study:</p> <ul style="list-style-type: none"> <li>• <i>Othello</i> by William Shakespeare.</li> <li>• <i>A Streetcar Named Desire</i> by Tennessee Williams.</li> <li>• <i>Edexcel Critical Anthology: Tragedy</i>.</li> </ul> <p><b>Overview of assessment</b></p> <ul style="list-style-type: none"> <li>• Written examination, lasting 2 hours and 15 minutes.</li> <li>• Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology <b>must not</b> be taken into the examination.</li> <li>• Total of 60 marks available – 35 marks for Section A and 25 marks for Section B.</li> <li>• Two sections: students answer <b>one</b> question from a choice of <b>two</b> on their studied text for both Section A and Section B.</li> <li>• Section A – Shakespeare: <b>one</b> essay question, incorporating ideas from wider critical reading.</li> <li>• Section B – Other Drama: <b>one</b> essay question.</li> </ul>
<b>Spring term</b> (January - May)	<p>Students study:</p> <p>Two prose texts on the theme of The Supernatural:</p> <ul style="list-style-type: none"> <li>• <i>A Picture of Dorian Gray</i> by Oscar Wilde.</li> <li>• <i>Beloved</i> by Toni Morrison.</li> </ul> <p><b>Overview of assessment</b></p> <ul style="list-style-type: none"> <li>• Written examination, lasting 1 hour.</li> <li>• Open book – clean copies of the prose texts can be taken into the examination.</li> <li>• Total of 40 marks available.</li> <li>• Students answer <b>one</b> comparative essay question from a choice of <b>two</b> on their studied theme.</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June-July)	<p>Students study:</p> <ul style="list-style-type: none"> <li>• Poetic form, meaning and language</li> <li>• A selection of post-2000 specified poetry</li> </ul> <p>and</p> <p>A specified range of poetry from <i>either</i></p>

	<ul style="list-style-type: none"> <li>• A literary period (either pre- or post-1900) <i>or</i></li> <li>• A named poet from within a literary period.</li> </ul> <p><b>Overview of assessment</b></p> <ul style="list-style-type: none"> <li>• Written examination, lasting 2 hours and 15 minutes.</li> <li>• Open book – clean copies of the poetry texts can be taken into the examination.</li> <li>• Total of 60 marks available – 30 marks for Section A and 30 marks for Section B.</li> <li>• Two sections: students answer <b>one</b> question from a choice of <b>two</b>, comparing an unseen poem with a named poem from their studied contemporary text and <b>one</b> question from a choice of <b>two</b> on their studied movement/poet.</li> <li>• Section A – Post-2000 Specified Poetry: <b>one</b> comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text.</li> <li>• Section B – Specified Poetry Pre- or Post-1900: <b>one</b> essay question.</li> </ul>
<b>Autumn Term</b> (September – December)	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• <i>Othello</i> by William Shakespeare.</li> <li>• <i>A Streetcar Named Desire</i> by Tennessee Williams.</li> <li>• <i>Edexcel Critical Anthology: Tragedy</i>.</li> <li>• Two prose texts on the theme of The Supernatural: <ul style="list-style-type: none"> <li>• <i>A Picture of Dorian Gray</i> by Oscar Wilde.</li> <li>• <i>Beloved</i> by Toni Morrison.</li> </ul> </li> <li>• Poetry.</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• <i>Othello</i> by William Shakespeare.</li> <li>• <i>A Streetcar Named Desire</i> by Tennessee Williams.</li> <li>• <i>Edexcel Critical Anthology: Tragedy</i>.</li> <li>• Two prose texts on the theme of The Supernatural: <ul style="list-style-type: none"> <li>• <i>A Picture of Dorian Gray</i> by Oscar Wilde.</li> <li>• <i>Beloved</i> by Toni Morrison.</li> </ul> </li> <li>• Poetry.</li> </ul>
<b>Assessments</b>	<p>Half-termly assessments based on the current text which is being studied.</p> <p>Coursework (2500-3000 word essay) comparing two texts: one of which will be overtly taught throughout the year.</p>
<b>Homework / independent study</b>	Coursework and independent wider reading across both years; along with a variety of practice essays and research tasks.
<b>Equipment required</b>	All set texts need to be purchased in advance of them being studied. This includes at least 6 set text plus two coursework texts.
<b>School-based enrichment opportunities</b>	Book club, writing group, activities for World Book Day; theatre trips.
<b>Resources available for home-based study</b>	Resources on VLE.

## 6: Film Studies

<b>Course Details</b>	<p><b>Exam Board: WJEC EDUQAS</b></p> <p><b>Level: A-Level.</b></p> <p><b>Examination Structure:</b> 2 written papers (<b>70%</b>)</p> <p><b>Coursework/Controlled Assessment: (30%)</b> Writing a screenplay and creating a digital storyboard for a short film (1600-1800 words) and a written evaluation (1600-1800 words).</p>
<b>Key Learning Objectives</b>	<p>The WJEC Eduqas A-level in Film Studies aims to enable learners to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• A diverse range of film, including documentary, film from the silent era, experimental film, and short film.</li> <li>• The significance of film and film practice in national, global, and historical contexts.</li> <li>• Film and its key contexts (including social, cultural, political, historical, and technological contexts).</li> <li>• How films generate meanings and responses.</li> <li>• Film as an aesthetic medium.</li> <li>• The different ways in which spectators respond to film.</li> </ul> <p>It also aims to enable learners to:</p> <ul style="list-style-type: none"> <li>• Apply critical approaches to film and</li> <li>• Apply knowledge and understanding of film through screenwriting.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>An Introduction to Film Studies: Global Film</b></p> <ul style="list-style-type: none"> <li>• Key Concepts in Film (technical and visual).</li> <li>• European Film.</li> <li>• Global Film.</li> <li>• Documentary Film.</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Hollywood Cinema</b></p> <ul style="list-style-type: none"> <li>• Classical Hollywood (1930-1960).</li> <li>• New Hollywood (1961-1990).</li> <li>• American Mainstream Film.</li> <li>• Contemporary Indie Film.</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June - July)	<p><b>Getting Creative: Production</b></p> <ul style="list-style-type: none"> <li>• Writing a screenplay.</li> <li>• Creating a digital photographic storyboard.</li> <li>• Evaluation.</li> </ul>
<b>Autumn Term</b> (September – December)	<p><b>British Cinema</b></p> <ul style="list-style-type: none"> <li>• Introduction to British Cinema.</li> <li>• British Film 1.</li> <li>• British Film 2.</li> </ul>

<b>Spring term</b> (January - May)	<b>Film Movements</b> <ul style="list-style-type: none"> <li>• Silent Cinema.</li> <li>• Experimental Films.</li> <li>• Revision.</li> </ul>
<b>Assessments</b>	<p>Half termly assessments based on the current text which is being studied.</p> <p>Coursework (writing a screenplay and digital story board for a short film (1600-1800 words) and a written evaluation (1600-1800 words)).</p>
<b>Homework / independent study</b>	<p>Coursework and independent wider reading across both years, along with a variety of practice essays and research tasks.</p>
<b>Equipment required</b>	<p>It is strongly advisable that all 12 set texts are purchased for reference. It is also recommended that the course textbook is bought.</p>
<b>School-based enrichment opportunities</b>	<p>A variety of activities including film screenings; visits to cinemas (including a variety of cinema types from multiplex to art house); visits to film studios; the possibility of visiting New York.</p>
<b>Resources available for home-based study</b>	<p>Resources on VLE.</p>

## 7: Geography

<b>Course Details</b>	<p><b>Exam Board: Edexcel</b></p> <p><b>Level: A-level</b></p> <p><b>Examination Structure:</b>  <b>Paper 1:</b> Physical Geography (30%)  <b>Paper 2:</b> Human Geography (30%)  <b>Paper 3:</b> Geographical Applications (20%)</p> <p><b>Coursework/Controlled Assessment:</b>  Independent enquiry (20%).</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To recognise and be able to analyse the complexity of people–environment interactions at all geographical scales and appreciate how they underpin understanding some of the key issues facing the world today.</li> <li>• To improve their understanding of the ways in which values, attitudes, and circumstances have an impact on the relationships between people, place, and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising ('circumstances' in this case refers to the context of people's lives, and the socio-economic and political milieu in which they find themselves).</li> <li>• To become confident and competent in selecting, using, and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data), and applying them as an integral part of their studies.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Area of study 1, Topic 1: Tectonic Processes and Hazards</b></p> <ul style="list-style-type: none"> <li>• Why are some locations more at risk from tectonic hazards?</li> <li>• Why do some tectonic hazards develop into disasters?</li> <li>• How successful is the management of tectonic hazards and disasters?</li> </ul> <p><b>Area of study 2, Topic 3: Globalisation</b></p> <ul style="list-style-type: none"> <li>• What are the causes of globalisation and why has it accelerated in recent decades?</li> <li>• What are the impacts of globalisation for countries, different groups of people and cultures?</li> <li>• What are the consequences of globalisation for global development and how should different players respond to its challenges?</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Area of study 1, Topic 2, Option 2A: Glaciated Landscapes and Change or 2B Coastal Landscapes and Change</b></p> <p><b>Option 2B</b></p> <ul style="list-style-type: none"> <li>• Why are coastal landscapes different and what processes cause these differences?</li> <li>• How do characteristic coastal landforms contribute to coastal landscapes?</li> <li>• How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</li> <li>• How can coastlines be managed to meet the needs of all players?</li> </ul> <p><b>Area of study 2, Topic 4, Option 4A: Regenerating Places or 4B: Diverse Places</b></p> <p><b>Option 4A</b></p>

	<ul style="list-style-type: none"> <li>• How and why do places vary?</li> <li>• Why might regeneration be needed?</li> <li>• How is regeneration managed?</li> <li>• How successful is regeneration?</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June - July)	<p><b>Area of study 3, Topic 5: The Water Cycle and Water Insecurity</b></p> <ul style="list-style-type: none"> <li>• What are the processes operating within the hydrological cycle from global to local scale?</li> <li>• What factors influence the hydrological system over short- and long-term timescales?</li> </ul> <p><b>Area of study 4, Topic 7: Superpowers</b></p> <ul style="list-style-type: none"> <li>• What are superpowers and how have they changed over time?</li> <li>• What are the impacts of superpowers on the global economy, political systems and the environment?</li> </ul>
<b>Autumn Term</b> (September – December)	<p><b>Area of study 3, Topic 6: The Carbon Cycle and Energy Security</b></p> <ul style="list-style-type: none"> <li>• How does the carbon cycle operate to maintain planetary health?</li> </ul> <p><b>Area of study 4, Topic 8,</b> <i>Either Option 8A: Health, Human Rights and Intervention or Option 8B Migration, Identity and Sovereignty</i></p> <p><b>Option 8A</b> What is human development and why do levels vary from place to place? Why do human rights vary from place to place? How are human rights used as arguments for political and military intervention?</p>
<b>Spring term</b> (January - May)	<p><b>Completion of Topic 6</b></p> <ul style="list-style-type: none"> <li>• What are the consequences for people and the environment of our increasing demand for energy?</li> <li>• How are the carbon and water cycles linked to the global climate system?</li> </ul> <p><b>Option 8B</b></p> <ul style="list-style-type: none"> <li>• What are the impacts of globalisation on international migration?</li> <li>• How are nation-states defined and how have they evolved in a globalising world?</li> <li>• What are the impacts of global organisations on managing global issues and conflicts?</li> <li>• What are the threats to national sovereignty in a more globalised world?</li> </ul>
<b>Assessments</b>	<p>Complete <b>Topic 1: Tectonic Processes and Hazards.</b> Review, consolidation and assessment.</p> <p>Complete <b>Topic 3: Globalisation.</b> Review, consolidation and assessment.</p> <p>Revision of <b>Area of study 1, Topic 2: Glaciated Landscapes and Change or Coastal Landscapes and Change.</b></p>



	Revision of <b>Area of study 2, Topic 4: Regenerating Places or Diverse Places.</b> AS examinations.
<b>Homework / independent study</b>	All pupils will receive regular homework in line with the school policy. Homework should always be meaningful, relevant and set at the correct level.
<b>Equipment required</b>	Geography for Edexcel A-Level
<b>School-based enrichment opportunities</b>	Fieldwork studies – Swanage/ Jurassic Coastline. Residential – Iceland or Sorrento.
<b>Resources available for home-based study</b>	On school website.

## 8: Health and Social Care

<p><b>Course Details</b></p>	<p><b>Exam Board: Pearson/Edexcel</b></p> <p><b>Level: BTEC National Level 3 Extended Certificate</b></p> <p><b>Examination Structure:</b>  <b>2 Written papers</b> set and marked by Pearson: <b>(58%)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Human Lifespan Development – 90 marks (1 ½ hr)</li> <li>• <b>Unit 2:</b> Working in Health and Social Care – 80 marks (1 ½ hr)</li> </ul> <p><b>Coursework/Controlled Assessment: (42%)</b>  Internally set and assessed tasks that are subject to external standards verification:</p> <ul style="list-style-type: none"> <li>• <b>Unit 5:</b> Meeting Individual Care and Support Needs.</li> <li>• <b>Unit 14:</b> Physiological Disorders and their Care.</li> </ul>
<p><b>Key Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• To learn about the human body and how it changes over time, exploring physical, intellectual, emotional and social development across an individual’s lifespan.</li> <li>• To learn about the roles and responsibilities of health and social care practitioners and the organisations they work for ensuring that the individual needs of vulnerable people are met.</li> <li>• To be able to provide care and support that meets the needs of an individual in a health and social care environment, understanding the principles and practicalities that are the foundation of all care disciplines.</li> <li>• To explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.</li> </ul>
<p><b>Curriculum Content – YEAR 12</b></p>	
<p><b>Autumn and Spring Term</b> (September – May)</p>	<p><b>Unit 1: Human Lifespan Development</b>  <b>Learning Outcome A:</b> Human growth and development through the life stages.</p> <ul style="list-style-type: none"> <li>• Physical development across the life stages.</li> <li>• Intellectual development across the life stages.</li> <li>• Emotional development across the life stages.</li> <li>• Social development across the life stages.</li> </ul> <p><b>Learning Outcome B:</b> Factors affecting human growth and development.</p> <ul style="list-style-type: none"> <li>• The nature/nurture debate related to factors.</li> <li>• Genetic factors that affect development.</li> <li>• Environmental factors that affect development.</li> <li>• Social factors that affect development.</li> <li>• Economic factors that affect development.</li> <li>• Major life events that affect development.</li> </ul> <p><b>Learning Outcome C:</b> Effects of ageing.</p> <ul style="list-style-type: none"> <li>• The physical changes of ageing.</li> <li>• The psychological changes of ageing.</li> <li>• The societal effects of an ageing population.</li> </ul> <p><b>Unit 2: Working in Health and Social Care</b>  <b>Learning Outcome A:</b> The roles and responsibilities of people who work in the health and social care sector.</p> <ul style="list-style-type: none"> <li>• The roles of people who work in health and social care settings.</li> <li>• The responsibilities of people who work in health and social care settings.</li> <li>• Specific responsibilities of people who work in health and social care settings.</li> </ul>

- Multidisciplinary working in the health and social care sector.
- Monitoring the work of people in health and social care settings.

**Learning Outcome B:** The roles of organisations in the health and social care sector.

- The roles of organisations in providing health and social care services.
- Issues that affect access to services.
- Ways organisations represent interests of service users.
- The roles of organisations that regulate and inspect health and social care services.
- Responsibilities of organisations towards people who work in health and social care settings.

**Learning Outcome C:** Working with people with specific needs in the health and social care sector.

- People with specific needs.
- Working practices.

### Curriculum Content – YEAR 13

**Summer term**  
(June - July)

**Unit 5: Meeting Individual Care and Support Needs**

**Learning Outcome A:** Examine principles, values and skills which underpin meeting the care and support needs of individuals.

- Promoting equality, diversity and preventing discrimination.
- Skills and personal attributes required for developing relationships with individuals.
- Empathy and establishing trust with individuals.

**Learning Outcome B:** Examine the ethical issues involved when providing care and support to meet individual needs.

- Ethical issues and approaches.
- Legislation and guidance on conflicts of interest, balancing resources and minimising risk.

**Learning Outcome C:** Investigate the principles behind enabling individuals with care and support needs to overcome challenges.

- Enabling individuals to overcome challenges.
- Promoting personalisation.
- Communication techniques.

**Learning Outcome D:** Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs

- How agencies work together to meet individual care and support needs.
- Roles and responsibilities of key professionals on multidisciplinary teams.
- Maintaining confidentiality.
- Managing information.

**Unit 14: Physiological Disorders and their Care**

**Learning Outcome A:** Investigate the causes and effects of physiological disorders.

- Types of physiological disorders and effects on body systems and functions
- Causes of physiological disorders
- Signs and symptoms of physiological disorders

**Learning Outcome B:** Examine the investigation and diagnosis of physiological disorders.

- Investigative procedures for physiological disorders.
- Diagnostic procedures for physiological disorders.

**Autumn and Spring Term**  
(September – May)

	<p><b>Learning Outcome C:</b> Examine treatment and support for service users with physiological disorders.</p> <ul style="list-style-type: none"> <li>• Provision of treatment and support.</li> <li>• Types of carers and care settings.</li> </ul> <p><b>Learning Outcome D:</b> Develop a treatment plan for service users with physiological disorders to meet their needs.</p> <ul style="list-style-type: none"> <li>• Care methods and strategies.</li> <li>• Treatment planning processes.</li> </ul>
<b>Assessments</b>	<p><b>Unit 1: Human Lifespan Development</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through end-of-topic progress tests.</li> <li>• Final assessment: Written paper - Pearson set and marked - 90 marks (1 ½ hr).</li> </ul> <p><b>Unit 2: Working in Health and Social Care</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through end-of-topic progress tests.</li> <li>• Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hr).</li> </ul> <p><b>Unit 5: Meeting Individual Care and Support Needs</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks.</li> <li>• Final assessment: Internally set and assessed tasks subject to external standards verification.</li> </ul> <p><b>Unit 14: Physiological Disorders and their Care</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks.</li> <li>• Final assessment: Internally set and assessed tasks subject to external standards verification.</li> </ul>
<b>Homework / independent study</b>	<p>Homework will be set regularly and will be published on Show My Homework. Further independent study will be encouraged in order for the assessments to be completed to a high standard.</p> <p>When centre set and assessed units are being studied, ongoing tasks will need to be completed independently as part of the homework commitment.</p> <p>Homework tasks will also be set for the externally assessed examination unit and will largely consist of preparation and revision for the end of topic progress tests.</p>
<b>Equipment required</b>	<p>Textbook: Pearson BTEC National Health and Social Care Student Book 1 2016 specification ISBN 9781292126012</p>
<b>School-based enrichment opportunities</b>	<p>Work experience.</p> <p>Visits to local early years, health care, and social care settings.</p> <p>Visits from outside speakers and agencies.</p>

## 9: History

<b>Course Details</b>	<p><b>Exam Board: Edexcel</b></p> <p><b>Level: AS or A-Level.</b></p> <p><b>Examination Structure:</b>  <b>Paper 1: USA - 2hr 15 min (30%)</b>  <b>Paper 2: India - 1hr 30 min (20%)</b>  <b>Paper 3: Britain - 2hr 15 min (30%)</b></p> <p><b>Coursework/Controlled Assessment: 20%</b></p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Develop an interest in and enthusiasm for history and an understanding of its intrinsic value and significance through the study of aspects of British and non-British history.</li> <li>• Students will learn about the dramatic political, economic, and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict.</li> <li>• Students will gain an in-depth understanding of the changing relationship between Britain and India from the outbreak of the First World War to the achievement of independence for the Indian sub-continent, and of the reasons for this, with particular reference to Indian nationalism.</li> <li>• Looking at social, economic and political issues, students will study a series of developments that started with an imperial catastrophe which threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<ul style="list-style-type: none"> <li>• <b>In search of the American Dream: 1917-1996</b> <ul style="list-style-type: none"> <li>• Changing Political Environment.</li> <li>• Quest for Civil Rights.</li> <li>• Society and Cultural Change.</li> </ul> </li> </ul>
<b>Spring term</b> (January - May)	<ul style="list-style-type: none"> <li>• <b>India 1914-48: The Road to Independence</b> <ul style="list-style-type: none"> <li>• World War 1 and India.</li> <li>• Changing Political Relationships.</li> <li>• Consultation and Confrontation.</li> <li>• The road to independence.</li> </ul> </li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June - July)	<ul style="list-style-type: none"> <li>• <b>Britain: Gaining and losing an Empire</b> <ul style="list-style-type: none"> <li>• The nature of trade.</li> <li>• The Royal Navy.</li> <li>• Loss of the Colonies.</li> </ul> </li> </ul>
<b>Autumn Term</b> (September – December)	<ul style="list-style-type: none"> <li>• Birth of British Australia.</li> <li>• Canada.</li> <li>• The British in India.</li> <li>• The Nile Valley.</li> </ul>

<b>Spring term</b> (January - May)	Coursework.
<b>Assessments</b>	Students may choose to take the AS-Level exam after Year 12 or the A-Level at the conclusion of Year 13. Students will have regular assessments at the conclusion of each sub-topic.
<b>Homework / independent study</b>	Homework will be set on a weekly basis.  Keeping track of current affairs is essential to help understand the context of the historical issues we study. This should be done through noted and respected newspapers and publications, as well as a range of excellent internet-based resources.
<b>School-based enrichment opportunities</b>	Book club, writing group, activities for World Book Day; theatre trips.
<b>Resources available for home-based study</b>	Resources on VLE.

## 10: Information Technology

<b>Course Details</b>	<p><b>Exam Board: Pearson/Edexcel</b></p> <p><b>Level: 3 BTEC National Information Technology</b></p> <p><b>Examination Structure:</b> 4 units of work equivalent to 1 A level. 1 written exam (theory), 1 practical task (databases), 1 compulsory assignment (theory) and 1 optional assignment (practical &amp; theory)</p> <p><b>Coursework/Controlled Assessment:</b> 2 units of work.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Gain specialist knowledge and understanding of the use of ICT.</li> <li>• Understand how ICT affects our lives and the use of social media.</li> <li>• Develop independent study skills and organisation.</li> <li>• Develop spreadsheet and database skills</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Unit 1: Information Technology Systems (120 Guided Learning Hours)</b> <b>Learning Outcomes:</b> By the end of this unit, students will understand:</p> <ul style="list-style-type: none"> <li>• The digital devices used in IT systems and how they operate.</li> <li>• How data is transmitted both wirelessly and wired.</li> <li>• How networks are created and their features.</li> <li>• The issues related to the transmission of data.</li> <li>• How we operate online and the implications.</li> <li>• How to protect data and information.</li> <li>• The impact of IT systems on individuals and organisations.</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Unit 1: Information Technology Systems (120 Guided Learning Hours) (continued)</b> <b>Learning Outcomes:</b> By the end of this unit, students will understand:</p> <ul style="list-style-type: none"> <li>• The digital devices used in IT systems and how they operate.</li> <li>• How data is transmitted both wirelessly and wired.</li> <li>• How networks are created and their features.</li> <li>• The issues related to the transmission of data.</li> <li>• How we operate online and the implications.</li> <li>• How to protect data and information.</li> <li>• The impact of IT systems on individuals and organisations.</li> </ul> <p><b>Unit 3: Using Social Media in Business (90 Guided Learning Hours)</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Explore the impact of social media on the ways in which businesses promote their products and services.</li> <li>• Develop a plan to use social media in business.</li> <li>• Implement the use of social media in a business.</li> </ul> <p><b>Unit 2– Creating Systems to Manage Information (90 Guided Learning Hours)</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose and structure of relational database management systems.</li> <li>• Understand methods and techniques to design relational database solutions.</li> <li>• Understand how to create a relational database structure.</li> <li>• Evaluate a relational database.</li> </ul>





Curriculum Content – YEAR 13	
<b>Summer term</b> (June - July)	<p><b>Unit 2: Creating Systems to Manage Information (90 Guided Learning Hours)</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose and structure of relational database management systems.</li> <li>• Understand methods and techniques to design relational database solutions.</li> <li>• Understand how to create a relational database structure.</li> <li>• Evaluate a relational database.</li> </ul> <p><b>Unit 3: Using Social Media in Business (90 Guided Learning Hours)</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Explore the impact of social media on the ways in which businesses promote their products and services.</li> <li>• Develop a plan to use social media in business.</li> <li>• Implement the use of social media in a business.</li> </ul> <p><b>Unit 5 – Data Modelling (120 Guided Learning Hours)</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand how data modelling can be used in decisions.</li> <li>• Design a data model to meet client requirements.</li> <li>• Develop a data model to meet client requirements.</li> </ul>
<b>Autumn Term</b> (September – December)	<p><b>Unit 2: Creating Systems to Manage Information (90 Guided Learning Hours) (continued)</b></p> <p><b>Unit 5: Data Modelling (120 Guided Learning Hours)</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand how data modelling can be used in decisions.</li> <li>• Design a data model to meet client requirements.</li> <li>• Develop a data model to meet client requirements.</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Unit 5: Data Modelling (120 Guided Learning Hours)</b> <b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand how data modelling can be used in decisions.</li> <li>• Design a data model to meet client requirements.</li> <li>• Develop a data model to meet client requirements.</li> </ul>
<b>Assessments</b>	<p>Candidates will be assessed via practical and written assignments and assessments and exam papers during the course.</p> <p><b>Unit 1: Information Technology Systems</b> is assessed by an external written examination.</p> <p><b>Unit 2: Creating Systems to Manage Information</b> is assessed by an external practical examination on Databases.</p> <p><b>Units 3 and 5</b> are internally assessed coursework units.</p>
<b>Homework / independent study</b>	<p>Students will be set research and practical skills tasks in order to prepare for and complete the set assignments. They will be expected to continue with coursework and also to supplement their learning in theory work.</p>
<b>Equipment required</b>	<p><b>Level: 3 BTEC National Information Technology</b> Revision guide and workbook, course textbook.</p>
<b>School-based enrichment opportunities</b>	<p>Students should use study time during their timetable to complete assignments and to prepare and research tasks. They should also prepare their skills so that they are confident in using the software.</p>
<b>Resources available for</b>	<p>Resources available on school intranet and VLE.</p>

home-based study	
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## 11: Mathematics

<b>Course Details</b>	<p><b>Exam Board: AQA</b></p> <p><b>Level: A-Level</b></p> <p><b>Examination Structure:</b> 3 exams at the end of Year 13. Each accounts for 33 1/3% of the A-Level.</p> <p>This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course.</p> <p>You will study the following modules:</p> <ul style="list-style-type: none"> <li>• <b>Core:</b> These modules provide the techniques in Algebra, Geometry, Trigonometry and Calculus that form the fundamental skills needed in the subject.</li> <li>• <b>Mechanics:</b> This module develops skills and knowledge of Kinematics, Vectors, Quantities and units in Mechanics, Forces, Newton’s Laws, and Moments.</li> <li>• <b>Statistics:</b> This module gives you the skills to analyse and represent data in its many forms – this will include probability, data handling and testing hypotheses.</li> </ul> <p><b>Coursework/Controlled Assessment:</b> N/A.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Select and carry out routine procedures, recalling facts, terminology and definitions.</li> <li>• Construct arguments, make deductions and inferences, and explain your reasoning.</li> <li>• Solve problems in mathematical contexts, interpret solutions in context, and evaluate the accuracy of the solution; use and evaluate the solutions from the use of mathematical models and evaluate the use and limitations of these models.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Proof</b></p> <p><b>Algebra and Functions</b></p> <ul style="list-style-type: none"> <li>• Surds.</li> <li>• Indices.</li> <li>• Quadratic Functions.</li> <li>• Inequalities.</li> <li>• Polynomials.</li> <li>• Binomial Expansion.</li> <li>• Curve Sketching.</li> </ul> <p><b>Trigonometry</b></p> <p><b>Differentiation and Integration</b></p> <p><b>Exponentials and Logarithms</b></p>
<b>Spring term</b> (January - May)	<p><b>Vectors</b></p> <p><b>Kinematics</b></p> <ul style="list-style-type: none"> <li>• Motions.</li> <li>• Constant Acceleration.</li> <li>• Variable Acceleration.</li> </ul> <p><b>Forces and Newton’s Laws</b></p> <ul style="list-style-type: none"> <li>• Forces.</li> </ul>

	<ul style="list-style-type: none"> <li>• Dynamics.</li> <li>• Gravity.</li> <li>• Systems of Forces.</li> </ul> <p><b>Collecting, Representing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>• Sampling.</li> <li>• Central Tendency and Spread.</li> <li>• Single Variable Data.</li> <li>• Bivariate Data.</li> </ul> <p><b>Probability and Discrete Random Variables</b></p> <ul style="list-style-type: none"> <li>• Probability.</li> <li>• Binomial Distribution.</li> </ul>
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**Curriculum Content – YEAR 13**

<p><b>Summer term</b> (June - July)</p>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Parametric Equations.</li> <li>• Algebraic Fractions.</li> <li>• Partial Fractions.</li> <li>• Functions.</li> </ul> <p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>• Arithmetic.</li> <li>• Geometric.</li> </ul>
<p><b>Autumn Term</b> (September – December)</p>	<p><b>Trigonometric Identities</b></p> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Trigonometric Functions.</li> <li>• Product and Quotient Rules.</li> <li>• Exponential and Logarithmic Functions.</li> <li>• Chain rule.</li> <li>• Implicit Differentiation.</li> <li>• Parametric Functions.</li> </ul>
<p><b>Spring term</b> (January - May)</p>	<p><b>Integration and Differential Equations</b></p> <p><b>Numerical Methods</b></p> <p><b>Motion in Two Dimensions</b></p> <ul style="list-style-type: none"> <li>• Motions.</li> <li>• Constant Acceleration.</li> <li>• Variable Acceleration.</li> <li>• Motion Under Forces.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Vectors in 3D.</li> <li>• Statics.</li> <li>• Dynamics.</li> <li>• Moments.</li> </ul> <p><b>Probability and Continuous Random Variables</b></p> <ul style="list-style-type: none"> <li>• Conditional Probability.</li> </ul>

	<ul style="list-style-type: none"> <li>• Normal Distribution.</li> </ul> <p><b>Hypothesis testing</b></p> <ul style="list-style-type: none"> <li>• Testing Correlation.</li> <li>• Testing a Normal Distribution.</li> </ul>
<b>Assessments</b>	<p>Half-termly within school.</p> <p>The examination syllabus is AQA Mathematics 7357.</p> <p>Each module carries 33 1/3 % of the total mark for A-Level. You will be assessed by three written examinations according to the details outlined below. Each exam is two hours and is out of a total of 100 marks.</p> <p><b>Paper 1:</b> Any content from the Core module.  <b>Paper 2:</b> Any content from Paper 1, plus content from the Mechanics module.  <b>Paper 3:</b> Any content from Paper 1, plus content from the Statistics module.</p> <p>All questions consist of a mixture of styles, from short, single-mark questions to multi-step problems.</p>
<b>Homework / independent study</b>	
<b>Equipment required</b>	<p>A graphical calculator is required for the course; this should be purchased after taking advice from the Mathematics teacher.</p> <p>In addition, students will be required to purchase the student course materials in order to access textbooks in digital format, plus worked solutions and links to supporting material and online tests. These resources are tailored to the new specification and provide additional support with specific sections for the new 'problem solving' style questions.</p> <p>Textbook is AQA A-Level Maths (Year 1 + Year 2) ISBN 978-0-19-841294-6</p>
<b>School-based enrichment opportunities</b>	Senior UK Maths Challenge.
<b>Resources available for home-based study</b>	Accessibility to Kerboodle, MyMaths and exam questions.

## 12: Politics

<b>Course Details</b>	<b>Exam Board: Edexcel</b>  <b>Level: A-Level</b>  <b>Examination Structure:</b> 2 hour exam for each component. <b>Component 1:</b> UK Politics and Core Political Ideas. <b>Component 2:</b> UK Government and Non-Core Political Ideas. <b>Component 3:</b> US Politics and Comparative theories.  <b>Coursework/Controlled Assessment:</b> N/A.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Explore the UK political system.</li> <li>• Explore core political ideas.</li> <li>• Investigate the US political system.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	UK Politics <ul style="list-style-type: none"> <li>• Democracy.</li> <li>• Political Parties.</li> <li>• Electoral Systems.</li> <li>• Voting behaviour.</li> </ul>
<b>Spring term</b> (January - May)	UK Government <ul style="list-style-type: none"> <li>• Constitution.</li> <li>• Parliament.</li> <li>• The Executive.</li> <li>• Relations between institutions.</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June - July)	Core Political Ideas <ul style="list-style-type: none"> <li>• Conservatism.</li> <li>• Liberalism.</li> <li>• Socialism.</li> </ul>
<b>Autumn Term</b> (September – December)	US Government and Politics <ul style="list-style-type: none"> <li>• Constitution.</li> <li>• Congress.</li> <li>• The Presidency.</li> </ul>
<b>Spring term</b> (January - May)	<ul style="list-style-type: none"> <li>• The Supreme Court.</li> <li>• Democracy and Participation.</li> <li>• Comparative Approaches.</li> </ul> Non-Core Ideas <ul style="list-style-type: none"> <li>• Anarchism.</li> <li>• Ecologism.</li> <li>• Feminism.</li> </ul>
<b>Assessments</b>	Students may choose to take the AS-Level exam after Year 12 or the A-Level at the conclusion of Year 13. Students will have regular assessments at the conclusion of each sub-topic.

<b>Homework / independent study</b>	<p>Homework will be set on a weekly basis. In order to achieve in Government and Politics students must actively engage in the democratic process within the UK.</p> <p>Keeping track of current affairs is essential. This should be done through noted and respected newspapers and publications, as well as a range of excellent internet-based resources.</p> <p>Students will be encouraged to engage with their local political representatives and begin to formulate their own ideas regarding governance of the UK.</p>
<b>Resources available for home-based study</b>	<p>Resources on VLE.</p> <p>Crash Course Government and Politics YouTube.</p>

## 13: Psychology

<p><b>Course Details</b></p>	<p><b>Exam Board AQA</b></p> <p><b>Level: A-Level</b></p> <p><b>Examination Structure:</b>            The course is 100% exam based with three 2 hour papers, each with a maximum mark of 96. All of the examinations are sat in the summer of Year 13:</p> <ul style="list-style-type: none"> <li>• <b>Paper 1:</b> Introductory topics in Psychology.</li> <li>• <b>Paper 2:</b> Psychology in context.</li> <li>• <b>Paper 3:</b> Issues and options in psychology.</li> </ul> <p>At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above.</p> <p>At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.</p> <p><b>Coursework/Controlled Assessment:</b> N /A</p>
<p><b>Key Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• Social Influence.</li> <li>• Memory.</li> <li>• Attachment.</li> <li>• Psychopathology.</li> <li>• Approaches in Psychology.</li> <li>• Biopsychology.</li> <li>• Research Methods.</li> <li>• Issues and Debates.</li> <li>• Cognition and Development.</li> <li>• Forensic Psychology.</li> <li>• Schizophrenia.</li> </ul>
<p><b>Curriculum Content – YEAR 12</b></p>	
<p><b>Autumn &amp; Spring Term</b> (September – February)</p>	<p><b>Unit 7: Research methods</b></p> <ul style="list-style-type: none"> <li>• Experimental method and types of experiment.</li> <li>• Observational techniques and types of observation.</li> <li>• Self-report techniques.</li> <li>• Correlations and the difference between correlations and experiments.</li> <li>• Content analysis. Case studies.</li> <li>• Scientific processes including:           <ul style="list-style-type: none"> <li>• Aims: stating aims, the difference between aims and hypotheses.</li> <li>• Hypotheses.</li> </ul> </li> </ul>



- Sampling.
- Pilot studies.
- Experimental designs.
- Observational design.
- Questionnaire construction.
- Variables.
- Control.
- Demand characteristics and investigator effects.
- Ethics.
- The role of peer review in the scientific process.
- The implications of psychological research for the economy.
- Reliability across all methods of investigation.
- Types of validity across all methods of investigation.
- Features of science. Reporting psychological investigations.
- Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

**Unit 1: Social influence**

- Types of conformity.
- Conformity to social roles as investigated by Zimbardo.
- Explanations for obedience.
- Explanations of resistance to social influence, including social support and locus of control.
- Minority influence
- The role of social influence processes in social change.

**Unit 5: Approaches in psychology**

- Origins of psychology.
- The basic assumptions of the following approaches:
  - Learning approaches, including the behaviourist approach and social learning theory.
  - The cognitive approach the biological approach.
  - The psychodynamic approach.
  - Humanistic psychology.

Comparison of approaches.

**Unit 6: Biopsychology**

- The divisions of the nervous system.
- The structure and function of sensory, relay and motor neurons, including the process of synaptic transmission.
- The function of the endocrine system.
- The fight or flight response, including the role of adrenaline.
- Localisation of function in the brain and hemispheric lateralisation.
- Ways of studying the brain: scanning techniques.
- Biological rhythms; the effect of endogenous pacemakers and zeitgebers on the sleep/wake cycle.

**Spring & Summer Term**  
(March - May)

**Unit 3: Attachment**

- Caregiver-infant interactions in humans. Multiple attachments and the role of the father. Animal studies of attachment.
- Explanations of attachment.
- Ainsworth's 'Strange Situation'.
- Bowlby's theory of maternal deprivation. Romanian orphan studies.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

	<p><b>Unit 4: Psychopathology</b></p> <ul style="list-style-type: none"> <li>• Definitions of abnormality.</li> <li>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>• The behavioural approach to explaining and treating phobias.</li> <li>• The cognitive approach to explaining and treating depression</li> <li>• The biological approach to explaining and treating OCD.</li> </ul> <p>Continue with <b>Unit 7: Research Methods</b>.</p>
<p><b>Curriculum Content – YEAR 13</b></p>	
<p><b>Summer term</b> (June - July)</p>	<p>Exam question practice and preparation for mock.</p> <p><b>Unit 2: Memory</b></p> <ul style="list-style-type: none"> <li>• The multi-store model of memory.</li> <li>• Types of long-term memory.</li> <li>• The working memory model.</li> <li>• Explanations for forgetting.</li> <li>• Factors affecting the accuracy of eyewitness testimony.</li> <li>• Improving the accuracy of eyewitness testimony.</li> </ul> <p><b>Option unit: Schizophrenia</b></p> <ul style="list-style-type: none"> <li>• Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</li> <li>• Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates.</li> <li>• Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>• Drug therapy: typical and atypical antipsychotics.</li> <li>• Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</li> </ul> <p>Continue with <b>Unit 7: Research Methods</b>.</p>
<p><b>Autumn Term</b> (September – December)</p>	<p><b>Unit 8: Issues and debates in psychology</b></p> <ul style="list-style-type: none"> <li>• Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</li> <li>• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory, including reference to social sensitivity.</li> </ul>

	<p><b>Option unit: Forensic psychology</b></p> <ul style="list-style-type: none"> <li>• Problems in defining crime. Ways of measuring crime, including official statistics, victim surveys and offender surveys.</li> <li>• Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.</li> <li>• Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.</li> <li>• Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</li> <li>• Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.</li> </ul> <p>Continue with <b>Unit 7: Research Methods</b>.</p>
<p><b>Spring term</b> (January - April)</p> <p>(May)</p>	<p><b>Option unit: Cognition and development</b></p> <ul style="list-style-type: none"> <li>• Piaget’s theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.</li> <li>• Vygotsky’s theory of cognitive development, including the zone of proximal development and scaffolding.</li> <li>• Baillargeon’s explanation of early infant abilities, including knowledge of the physical world; violation of expectation research.</li> <li>• The development of social cognition: Selman’s levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. The role of the mirror neuron system in social cognition.</li> </ul> <p>Continue with <b>Unit 7: Research Methods</b>.</p> <p>Revision and completion of practice papers for final examination.</p>
<p><b>Assessments</b></p>	<p>As the course is 100% exam based, there will be ongoing assessment in the form of essay writing in preparation for the long examination questions and there will be regular end-of-topic progress tests.</p>
<p><b>Homework / independent study</b></p>	<p>Homework will be set regularly and will be published on Show My Homework. The homework tasks may consist of additional reading around the topic being studied, extra research, short question and answer activities, or answering longer style exam style questions. Further independent study will be encouraged in order for the assessments to be completed to a high standard.</p> <p>Students are expected to re-read their notes at the end of each lesson and to revise regularly in addition to the set homework.</p>
<p><b>Equipment required</b></p>	<p>Calculator.</p> <p>Textbook Year 1: Psychology A-Level Year 1 and AS by Mike Cardwell and Cara Flanagan – ISBN 978-019-833864-2.</p> <p>Textbook Year 2: Psychology A-Level Year 2 by Mike Cardwell and Cara Flanagan - ISBN 978-019-833868-0.</p>
<p><b>School-based enrichment opportunities</b></p>	<p>Work experience.</p> <p>Visits from outside speakers and agencies.</p>



## 14: Religious Studies

<b>Course Details</b>	<p><b>Exam Board: OCR</b>  <b>Level: A-Level</b></p> <p><b>Examination Structure:</b>  <b>Paper 1:</b> Philosophy of Religion – 2 hrs <b>(33%)</b>  <b>Paper 2:</b> Religion and Ethics - 2 hrs <b>(33%)</b>  <b>Paper 3:</b> Developments in Religious thought - 2 hrs <b>(33%)</b></p> <p><b>Coursework/Controlled Assessment: N/A</b></p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>The course is designed to stretch and challenge you to ensure that you reach your full potential. It will encourage you to develop your higher thinking skills, intellectual progress, and independent enquiry. This course offers you the opportunity to ask meaningful questions about the world around you, understand the influence of philosophy on modern thinking and the concepts of good, bad, right and wrong. It also offers you the opportunity to explore religious beliefs, values and teachings, sources of wisdom and authority and practices that shape and express religious identity.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Philosophy of religion</b></p> <ul style="list-style-type: none"> <li>Ancient philosophical influences.</li> <li>The nature of the soul, mind and body.</li> <li>Arguments about the existence or non-existence of God.</li> <li>The nature and impact of religious experience.</li> <li>The challenge for religious belief of the problem of evil.</li> </ul>
<b>Spring Term</b> (January - May)	<p><b>Religion and ethics</b></p> <ul style="list-style-type: none"> <li>Normative ethical theories.</li> <li>The application of ethical theory to two contemporary issues of importance.</li> </ul> <p><b>Developments in religious thought</b></p> <ul style="list-style-type: none"> <li>Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world.</li> <li>Sources of religious wisdom and authority.</li> <li>Practices which shape and express religious identity, and how these vary within a tradition.</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer Term</b> (June - July)	<p><b>Philosophy of religion</b></p> <ul style="list-style-type: none"> <li>Ideas about the nature of God.</li> <li>Issues in religious language.</li> </ul>
<b>Autumn Term</b> (September – December)	<p><b>Religion and ethics</b></p> <ul style="list-style-type: none"> <li>Ethical language and thought.</li> <li>Debates surrounding the significant idea of conscience.</li> <li>Sexual ethics and the influence on ethical thought of developments in religious beliefs.</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Developments in religious thought</b></p> <ul style="list-style-type: none"> <li>Significant social and historical developments in theology and religious thought.</li> <li>Key themes related to the relationship between religion and society.</li> </ul>
<b>Assessments</b>	<p>Regular in-class and homework essays.          Students will have regular assessments at the conclusion of each-sub topic.</p>

<b>Homework / independent study</b>	Homework will be set on a weekly basis.
<b>Resources available for home-based study</b>	Resources on VLE

## 15: BTEC Level 3 National Extended Certificate in Applied Science

<p><b>Course Details</b></p>	<p><b>Exam Board: Pearson</b></p> <p><b>Level: BTEC Level 3 National Extended Certificate in Applied Science.</b> 2-year curriculum which is equivalent in size to one A-Level 360 GLT.</p> <p><b>Examination Structure:</b></p> <p>There are 4 units of which 3 are mandatory and 2 are external.</p> <p>Mandatory content (83%).</p> <p>External assessment (58%).</p> <p><b>Coursework/Controlled Assessment:</b></p> <p>Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to HE, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.</p> <p>Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.</p> <p>Qualifications in the suite are graded using a scale of P (Learners must pass each unit in order to pass the qualification).</p> <p><b>Re-sit information:</b> The learner is permitted one re-sit/re-take in relation to each unit of the qualification.</p> <p>Where a unit is examined/externally assessed, this means one re-sit. Where a unit is internally assessed and externally quality assured, this means one re-take.</p> <p style="text-align: center;">*Please note that the order we teach the units might change.</p>
<p><b>Key Learning Objectives</b></p>	<p>The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of scientific concepts, procedures, processes and techniques and their application in a practical investigative context.</li> <li>• Interpret and analyse qualitative and quantitative scientific information to make reason judgements and draw conclusions based on evidence in a practical investigative context.</li> <li>• Evaluate practical investigative procedures used and their effect on the qualitative and quantitative scientific information obtained to make reasoned judgements.</li> <li>• Be able to make connections between different scientific concepts, procedures, processes and techniques to make a hypothesis and write a plan for a practical investigation.</li> </ul>
<p><b>Curriculum Content – YEAR 12</b></p>	
<p><b>Autumn Term</b> (September – December)</p>	<p><b>Unit 1: Key Concepts in Science (Exam module) (90 GLH)</b></p> <p>The topic areas covered in this unit include: animal and plant cells; tissues; atomic structure and</p>

	<p>bonding; chemical and physical properties of substances related to their uses; waves and their application in communications. Scientists and technicians working in the chemical industry need to have an understanding of atoms and electronic structure. This allows them to predict how chemical substances will react in the production of a wide range of products – anything from fertilisers in the farming industry to fragrances in the perfume industry.</p> <p>Metals play an important role in the construction industry, in providing structure to buildings, as well as in electrical wiring and the production of decorative features. So understanding the chemical and physical properties of metals is essential when selecting appropriate building materials. Scientists and technicians in the food industry also need to understand the structure and function of plant cells to enable them to develop food crops that produce greater yields.</p> <p>Knowledge of waves is essential in a wide range of industries and organisations. In the Communication industry, scientists and technicians apply their knowledge of the electromagnetic spectrum when designing mobile phone and satellite communication, and fibre optics are used to transmit telephone and television signals. Fibre optics are also used in diagnostic tools in medicine.</p>
<p><b>Spring Term</b> (January - May)</p>	<p><b>Unit 2: Practical Scientific Procedures and Techniques (Internal) (90 GLH)</b></p> <p>This unit introduces students to standard laboratory equipment and techniques, including titration, calorimetry, chromatography, calibration procedures and laboratory safety. Through the practical tasks in the unit, students will develop proficiency in the quantitative analytical techniques of titration and calorimetry, including learning to calculate the concentration of solutions.</p> <p>Students will use measurement of temperature to study cooling curves and be introduced to paper and thin-layer chromatography (TLC). Students will also have the opportunity to calibrate equipment and will be encouraged to be aware of the safety aspects of given laboratory procedures and techniques. While students develop your practical competence, the discussion and analysis of group results will allow you to understand your progress in relation to that of others and also to gain an understanding of the reliability, repeatability and reproducibility of various procedures and techniques. Students will have the opportunity to use problem-solving skills when you undertake calorimetry work.</p> <p>Apparatus and equipment of an appropriate standard for Level 3 practical work, to include:</p> <ul style="list-style-type: none"> <li>• Laboratory equipment for taking physiological measurements (including peak flow, lung volume, heart rate).</li> <li>• Respirometers to measure rate of respiration.</li> <li>• Equipment for photosynthesis.</li> <li>• Centrifuge, blender/food mixer, freezer, refrigerator.</li> <li>• Laboratory equipment for volumetric analysis and calorimetry.</li> <li>• Laboratory equipment for measuring resistivity (including Vernier callipers/ micrometre/travelling microscope) and for measuring specific heat capacity.</li> </ul>
<p><b>Curriculum Content – YEAR 13</b></p>	
<p><b>Summer Term</b> (June - July)</p> <p><b>Autumn Term</b> (September – December)</p>	<p><b>Unit 3: Science Investigation Skills (120 GLH; External Assessment)</b></p> <p>This unit will be assessed through a written task (Part B) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting, within a supervised assessment session timetabled by Pearson. The assessment task will assess learners’ ability to plan, record, process, analyse, and evaluate scientific findings, using primary and secondary information/data. In order to complete the written task in Part B, learners will need to obtain results/observations from the practical investigation in Part A.</p>



	<p>Pearson will release teacher/technician notes and guidance to centres to enable sufficient time for resources and trialling of the practical investigation. Part A will be released by Pearson 8 days before the supervised assessment session for Part B. Part A allows learners to complete the practical investigation and obtain results required for Part B in one session lasting one hour and 30 minutes, under supervised conditions.</p> <p>Part B is taken in a single session immediately as timetabled by Pearson. It is important to note that learners will not be assessed on their practical competence in this external assessment.</p> <p>In this unit, you will develop the essential skills underpinning practical scientific investigations. As well as drawing on <b>Unit 1</b> and <b>Unit 2</b>, these skills will be delivered through subject themes that range from enzymes and diffusion to electrical circuits.</p> <p>The subject themes provide different contexts for the development of investigative skills. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.</p> <p>Scientific investigative skills will help you in many scientific or enquiry-based learning courses in higher education, as well as prepare you for employment in a science-related industry.</p>
<p><b>Spring Term</b> (January - May)</p>	<p><b>Unit 11: Genetics and Genetic Engineering (60 GLH) (Optional Choice Unit – this may be changed)</b></p> <p>Massive advances in DNA technology over the last 30 years have driven genetics forward at an extraordinary rate, creating enormous potential for future applications. This unit will allow you to develop a deeper practical and theoretical knowledge and understanding of genetics, and modern genetic engineering techniques and their uses. This may be of particular interest to learners wishing to follow a career in forensic science or research. There are often media reports of medical advances, for instance, growing replacement body parts for transplantation, and advances in treatments for life-threatening and debilitating diseases.</p> <p>There will be opportunities to follow up some of these reports and to extend your knowledge and understanding of what might be possible in the future. You will investigate the mechanisms of cell division and carry out research to explain how the behaviour of chromosomes during cell division relates to variation. There will be an opportunity to demonstrate and expand your knowledge of genetics and variation to include how genes control the characteristics of living organisms by synthesising proteins using nucleic acids as a code.</p> <p>The principles of Mendelian genetics will be used to outline and explain patterns of inheritance and how this can influence variation and evolution. You will explore modern genetic techniques and their uses and have the opportunity to extract and work with DNA.</p> <p>This unit will provide a basis for progression in the fields of medical, veterinary science, agricultural, industrial or forensic science. Multiple pathways for career development are available. These may be through higher education courses, university, or by direct entry to these fields as science technicians or on apprenticeship schemes.</p>
<p><b>Assessment</b></p>	
<p><b>Homework / independent study</b></p>	<p>Homework will be set in lessons and will be essential in fully understanding the content of this course. This is a course that requires independent listening and learning skills.</p>
<p><b>Equipment required</b></p>	<p>Student textbooks and online access to resources. Calculators, rulers and essential writing equipment.</p>
<p><b>School-based enrichment opportunities</b></p>	<p>Revision classes and external investigation skills. Leadership opportunities are available to help with Science Clubs Stemnet and Brainiacs. Local Primary School outreach.</p>

**Resources  
available for  
home-based  
study**

**Web sites:**

- Revision notes on a range of biological topics: [biology-innovation.co.uk](http://biology-innovation.co.uk)
- Resources for teachers and learners, from the Association of the British Pharmaceutical Industry (ABPI): [abpischools.org.uk/page/index.cfm](http://abpischools.org.uk/page/index.cfm)  
[abpischools.org.uk/page/usefullinks.cfm](http://abpischools.org.uk/page/usefullinks.cfm)
- Kimball's Biology Pages, an online biology textbook: [biology-pages.info](http://biology-pages.info)
- Visking tubing: [nuffieldfoundation.org/practical-biology/evaluating-visking-tubing-model-gut](http://nuffieldfoundation.org/practical-biology/evaluating-visking-tubing-model-gut)
- Heart dissection: [biologycorner.com/anatomy/circulatory/heart/heart\\_dissection.html](http://biologycorner.com/anatomy/circulatory/heart/heart_dissection.html)  
[biologyjunction.com/heart\\_dissection.htm](http://biologyjunction.com/heart_dissection.htm)
- Information on homeostasis and negative and positive feedback mechanisms: [anatomyandphysiology.com/homeostasis-positivenegative-feedback-mechanisms](http://anatomyandphysiology.com/homeostasis-positivenegative-feedback-mechanisms)
- Testing for diabetes: [diabetes.org.uk/Guide-to-diabetes/Monitoring/Testing](http://diabetes.org.uk/Guide-to-diabetes/Monitoring/Testing)  
[nlm.nih.gov/medlineplus/ency/article/003482.htm](http://nlm.nih.gov/medlineplus/ency/article/003482.htm)
- Organisation offering comprehensive blood screen tests: [medichecks.com/find-a-test/test/Essential-Blood-Screen\\_01MC/?gclid=CJbmh8iqy8cCFUFmGwod\\_cSoKCA](http://medichecks.com/find-a-test/test/Essential-Blood-Screen_01MC/?gclid=CJbmh8iqy8cCFUFmGwod_cSoKCA)

## 16: Sociology

<b>Course Details</b>	<p><b>Exam Board: OCR</b></p> <p><b>Level: Level 3 A-Level Course</b></p> <p><b>Examination Structure:</b> 3 written papers taken at the end of the two-year course, one paper 1 ½ hr long and two papers 2hr 15 min long.</p> <p><b>Coursework/Controlled Assessment: N/A</b></p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To be able to apply a range of sociological theories to sociological problems.</li> <li>• To evaluate research methods.</li> <li>• To evaluate the sociological theories of functionalism, Marxism, feminism and postmodernism in a range of sociological contexts.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Teacher 1: To teach Paper 1: Socialisation, Culture and Identity the CORE option</b></p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• What is socialisation?</li> <li>• What is identity?</li> </ul> <p><b>Teacher 2: To teach Paper 1: Option Unit family</b></p> <ul style="list-style-type: none"> <li>• How diverse are modern families?</li> <li>• To what extent are roles and relationships within families and households changing?</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Teacher 1: To teach Paper 2: Inequalities Section</b></p> <ul style="list-style-type: none"> <li>• What are the main patterns and trends in social inequality and difference? (Class, Age, Gender and Ethnicity)</li> <li>• How can patterns and trends in social inequality and difference be explained? (Class, Age, Gender and Ethnicity)</li> </ul> <p><b>Teacher 2: To teach Paper 2: Research methods</b></p> <ul style="list-style-type: none"> <li>• What is the relationship between theory and methods?</li> <li>• What are the main stages of the research process?</li> <li>• What methods are used in sociological research?</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<b>Summer term</b> (June - July)	<p><b>Revision for Year 12 mock exams and recap of the year.</b></p> <p>Also finish the <b>Paper 2 Inequalities</b> section.</p>
<b>Autumn Term</b> (September – December)	<p><b>Teacher 1: To teach Paper 3: Globalisation and the Digital world</b></p> <ul style="list-style-type: none"> <li>• What is the relationship between globalisation and digital forms of communication?</li> <li>• What is the impact of digital forms of communication in a global context?</li> </ul> <p><b>Teacher 2: To teach Paper 3: Option Unit Crime</b></p> <ul style="list-style-type: none"> <li>• How are crime and deviance defined and measured?</li> <li>• What are the patterns and trends in crime?</li> <li>• How can crime and deviance be explained?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can crime and deviance be reduced?</li> </ul>
<b>Spring term</b> (January - May)	Revision for all three units.
<b>Assessments</b>	<p>Formal assessment of the course to occur in the formal examinations at the end of Year 13.</p> <p>Students will also have to complete a formally assessed piece of work (based on examination style questions) every three weeks. This could either be an essay style question set for homework or timed essays in class.</p>
<b>Homework / independent study</b>	<p>Homework set weekly by teachers. Students will be given an assessment timetable at the beginning of the year.</p> <p>An expectation is that students will be doing their own independent reading of the subject and reading broadsheet newspapers to explore what is happening in contemporary Britain.</p> <p>Homework could include:</p> <ul style="list-style-type: none"> <li>• Reading sociological articles / textbooks in preparation for seminar style discussion.</li> <li>• Finding examples of sociological evidence.</li> <li>• Researching sociological concepts, theories or studies.</li> <li>• Preparing for timed essays.</li> </ul>
<b>Equipment required</b>	<p>Students need to buy two textbooks.</p> <p>OCR Sociology 1 (Hodder) for Year 12. OCR Sociology 2 (Hodder) for Year 13.</p>
<b>Resources available for home-based study</b>	<p>Sociology review can be taken home for students to read.</p> <p>A wide range of textbooks are available to borrow from the Sociology teachers.</p>

## 17: Spanish

<b>Course Details</b>	<p><b>Exam Board: AQA</b></p> <p><b>Level: A-Level</b></p> <p><b>Examination Structure:</b> Final exam at end of the two-year period.</p> <p><b>Paper 1: Listening, reading and writing - 2 hours 30 mins (50%)</b> Listening and responding + Reading and responding. Questions and summaries mainly in Spanish.</p> <p><b>Paper 2: Writing - 2 hours (20%)</b> Essay questions on 2 works studied (book and a film or 2 books). Answered in Spanish.</p> <p><b>Paper 3: Speaking 21-23 minutes (30%)</b> Part 1: Card based stimulus discussion. Part 2: Presentation of research findings and follow on discussion.</p> <p><b>Coursework/Controlled Assessment: N/A</b></p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To build on vocabulary and grammar studied at GCSE level and to be able to communicate more fluently.</li> <li>• To introduce pupils to the culture, history, literature, film and issues in Spain and other Spanish speaking countries.</li> <li>• To equip students with the necessary level of Spanish to be able to continue their study of the language to a higher level.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p>Intensive Grammar programme.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Aspects of Hispanic society: social issues and trends.</li> </ul> <p>Development of skills through theme-linked teaching and learning.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Aspects of Hispanic society.</li> <li>• Artistic culture in the Hispanic world.</li> </ul>
<b>Spring Term</b> (January - May)	<p>Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.</p> <ul style="list-style-type: none"> <li>• Essay-writing on book or film.</li> <li>• Speaking and stimulus cards.</li> <li>• Reading and listening translations according to sub-themes and aspects.</li> </ul>

<b>Curriculum Content – YEAR 13</b>	
<b>Summer Term</b> (June - July)	Continued teaching on film or book. Explore independent research possibilities. Topic work from Themes 1 and 2.
<b>Autumn Term</b> (September – December)	Topics: <ul style="list-style-type: none"> <li>• Multiculturalism in Hispanic society.</li> <li>• Aspects of political life in the Spanish- speaking world.</li> </ul> Study of second book or film.
<b>Spring Term</b> (January - May)	Topics: <ul style="list-style-type: none"> <li>• Aspects of political life in the Spanish-speaking world.</li> </ul> Continued study of second book/film.  Exam preparation.
<b>Assessments</b>	Assessments will be carried out at the end of every major unit. Regular vocabulary and grammar tests will take place.
<b>Homework / independent study</b>	Homework will be set by both teachers every week. Pupils will be expected to carry out some independent work after every lesson. Pupils will be expected to consolidate what they cover in class and look further into topics and grammar points. Pupils will be expected to read online Spanish newspapers and magazines and listen to TV shows and radio broadcasts. They will be expected to carry out online grammar reinforcement vocabulary. They will be expected to use a vocabulary building app on their mobile phone on a daily basis. They will be expected to keep their vocabulary notes up to date after every lesson
<b>Equipment required</b>	Textbook/online resources to go with the textbook for audio access. Speaking small group work with a native speaker once a week.
<b>School-based enrichment opportunities</b>	Film club. Conversation classes with a Native Speaker.
<b>Resources available for home-based study</b>	Revision guides.

## 18: Sport (PE)

<b>Course Details</b>	<p><b>Exam Board: Pearson/Edexcel</b></p> <p><b>Level: 3 National foundation diploma and BTEC diploma</b></p> <p><b>Examination Structure:</b> 1 written exam (externally marked) <b>Unit 1: Anatomy and Physiology – 1 ½ hr</b></p> <p><b>Coursework/Controlled Assessment:</b> 1 controlled assessment unit (externally marked). Other units are internally marked and assessed coursework units.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Gain specialist knowledge and technical skills within the sporting industry.</li> <li>• Understand and develop skills and knowledge within different fields of the sporting industry.</li> <li>• Develop Independent study skills and organisation.</li> </ul>
<b>Curriculum Content – YEAR 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Unit 1: Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• Know the structure and function of the skeletal system.</li> <li>• Know the structure and function of the muscular system.</li> <li>• Know the structure and function of the cardiovascular system.</li> <li>• Know the structure and function of the respiratory system.</li> <li>• Know the different types of energy systems.</li> <li>• Understand and apply the effects of exercise to the different body systems.</li> </ul> <p><b>Unit 2: Fitness training and programming for health, sport and well-being</b></p> <ul style="list-style-type: none"> <li>• Know different methods of training.</li> <li>• Plan and take part in a training programme.</li> <li>• Understand and apply the principles of training.</li> </ul> <p><b>Unit 5: Application of fitness testing</b></p> <ul style="list-style-type: none"> <li>• Know and apply different fitness tests.</li> <li>• Understand the importance of testing correctly and safely.</li> <li>• Be able to interpret data and make use of it.</li> <li>• Be able to use health screening techniques.</li> <li>• Be able to administer appropriate fitness tests.</li> <li>• Be able to interpret the results of fitness tests and provide feedback.</li> </ul>
<b>Spring term</b> (January - May)	<p><b>Unit 7: Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>• Know the key factors that influence Health and Safety in Sport.</li> <li>• Be able to carry out risk assessments.</li> <li>• Be able to plan a safe sporting activity in time to music.</li> </ul> <p><b>Unit 3: Professional development in the sports industry</b></p> <ul style="list-style-type: none"> <li>• Understand career and jobs opportunities in the sports industry.</li> <li>• Know how to administer own skills audit to inform career development plan.</li> <li>• Demonstrate the processes that can lead to a successful job offer.</li> <li>• Use own experience to review selection process.</li> </ul>

	<p><b>Unit 22: Investigating sport as a business</b></p> <ul style="list-style-type: none"> <li>• Understanding different business models.</li> <li>• Applying and interviewing for roles within a sporting business.</li> <li>• Creating work within a sports business field.</li> </ul>
<b>Curriculum Content – YEAR 13</b>	
<p><b>Summer Term</b> (June - July)</p>	<p><b>Unit 8: Coaching for performance</b></p> <ul style="list-style-type: none"> <li>• Know the roles, responsibilities and skills of sports coaches.</li> <li>• Know the techniques used by coaches to improve the performance of athletes.</li> <li>• Be able to plan a sports coaching session.</li> <li>• Be able to deliver and review a sports coaching session.</li> </ul> <p><b>Unit 4: Leadership in Sport</b></p> <ul style="list-style-type: none"> <li>• Know the qualities, characteristics and roles of effective sports leaders.</li> <li>• Know the importance of psychological factors in leading sports activities.</li> <li>• Be able to plan a sports activity.</li> <li>• Be able to lead a sports activity.</li> </ul>
<p><b>Autumn Term</b> (September – December)</p>	<p><b>Unit 6: Sports Psychology</b></p> <ul style="list-style-type: none"> <li>• Investigate methods of learning in sport.</li> <li>• Know how the mind is used to gain an advantage in the sports industry.</li> <li>• Understand and develop techniques to use the</li> </ul> <p><b>Unit 10: Sports Event Organisation</b></p> <ul style="list-style-type: none"> <li>• Understand how to organise a sporting event.</li> <li>• Know the skills and develop your own organisation.</li> <li>• Organise a sporting event of your choice.</li> </ul> <p><b>Unit 23: Skill acquisition in sport</b></p> <ul style="list-style-type: none"> <li>• Understand different ways of learning and practising movement skills.</li> <li>• Classification of movement skills and types of practice.</li> <li>• Implementation and delivery of practice methods.</li> </ul>
<p><b>Spring term</b> (January - May)</p>	<p><b>Unit 17: Sport injury management</b></p> <ul style="list-style-type: none"> <li>• Understand different methods used in research in sport.</li> <li>• Develop methodology and how you would use in sports research.</li> <li>• Carry out some research in sport.</li> </ul> <p><b>Unit 25: Rules, regulations and officiating in sport</b></p> <ul style="list-style-type: none"> <li>• Understand the rules and regulations of different sports.</li> <li>• Develop knowledge of the roles and responsibilities of officials.</li> <li>• Apply rules and regulations to sports of choice.</li> </ul>
<p><b>Assessments</b></p>	<p>Candidates will be assessed via oral and written projects, assignments and assessments of their practical abilities during training.</p> <p>In year 12, students will sit a 1 hour and a half exam on <b>Unit 1: Anatomy and physiology</b> in the summer. They will have a chance to resit in Year 13. Year 12 students will also sit an externally assessed unit of coursework on <b>Unit 2: Fitness training and programming for health, sport and well-being</b>.</p>
<p><b>Homework / independent study</b></p>	<p>Pupils are set tasks related to completing assignments. Prep time for external assessment is given as well. Independent study time is given for completing assignments.</p>



<b>Equipment required</b>	Approved P.E. kit. Revision guide.
<b>School-based enrichment opportunities</b>	Pupils use study time to complete assignments, some assignments will involve working with lower school festivals and key stage 3 core P.E. lessons.
<b>Resources available for home-based study</b>	Resources available on school intranet and VLE.