KS5 CURRICULUM
2025 - 2026

YEARS 12 - 13

THE GRANGE SCHOOL

THE CURRICULUM

This guide outlines the curriculum available for our year 12 and 13 students. It provides details of the following:

- Course specification
- Objectives of the course
- Course content across each term
- Assessment
- Homework / independent study
- Resources available for home-based study

If you would like any more advice, please contact the Subject Leaders.

COURSES

All courses are A-Level unless specified otherwise.

1. Art & Design – Year 13 only
2. Business Studies
3. Business Studies (BTEC)
4. Criminology
5. Drama
6. English Literature
7. Film Studies
8. Food Science and Nutrition – Year 13 only
9. Geography
10. Health & Social Care (BTEC) AQA - Year 12 from September 2025
    Health & Social Care (BTEC) – Year 13 September 2025
11. History
12. Information Technology (BTEC)
13. Maths
14. Psychology – Year 12 from September 2025
    Psychology - Year 13 September 2025
15. Religious Studies
16. Science (BTEC) – Year 12 from September 2025
    Science (BTEC) – Year 13 September 2025
17. Sociology – Year 12 from September 2025
    Sociology – Year 13 September 2025
18. Sport (BTEC)
19. Travel & Tourism (BTEC)

1: A-Level Art and Design

Course Details	**Exam Board: AQA** **Level: GCE – Art, Craft and Design** **Unit 1 – Personal Investigation** **Component 1** **60% of the qualification** **Unit 2 – Externally Set Assignment** **Component 2** **40% of the qualification**
Key Learning Objectives	Demonstrate knowledge and understanding of: • relevant materials, processes, technologies and resources • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • continuity and change in different genres, styles and traditions. • a working vocabulary and specialist terminology Develop the skills to: • record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select, and organise visual and other appropriate information. • explore relevant resources; analyse, discuss, and evaluate images, objects, and artefacts; and make and record independent judgements. • use knowledge and understanding of the work of others to develop and extend thinking and inform own work. • generate and explore potential lines of enquiry using appropriate media and techniques. • apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations. • organise, select, and communicate ideas, solutions and responses and present them in a range of visual, tactile and/or sensory forms.
Curriculum Content – YEAR 12	
Sept - December	**Term 1 Close up/ Still life** Students experiment in workshops to extend their skills across a range of processes, techniques and materials. Students will be given the opportunity to select an area of interest or theme of their choice. They will then create a series of outcomes through 'workshop style' units that they will need to produce prep work in the form of a sketchbook or mounted sheets that meets the following assessment objectives. **AO1** • Development of ideas that are informed by investigative contextual study of historical and contemporary art, craft and design and other sources relevant to the selected area of study. • Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. • Analytical skill and critical and contextual understanding in appraising, comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in formative and summative evaluation of personal outcomes. **AO2** • Selection of, and purposeful experimentation with, a sufficient and appropriate breadth of media and processes, mixed media and combinations of media, exercising suitable control of these to maximise creative potential, showing evidence of appropriate depth and breadth of study.

	• Exploration of stimulating resources and rich visual and tactile sources to initiate and develop innovative ideas, with due regard to relevant formal elements, particularly composition. Clear relationships should be established between working methods and outcomes. Each significant step in the creative process should be documented, with due regard given to the penultimate stage of development so that final outcomes do not suddenly appear. • Discrimination shown in reviewing and refining ideas as work progresses. Skilful control exercised in attending to detail, such as re-constructing parts of three-dimensional craft pieces, to produce well resolved outcomes of quality. **AO3** • Gathering, selecting, organising and communicating relevant information in undertaking research into visual and other sources of reference, showing personal interests and judgements. Due attention given to selecting appropriate sources of enquiry and rigorously analysing these to extract informative detail. • Recording, by drawing and other suitable means, such as colour, tonal and textural notes, photographs and annotation in sketchbooks and on study sheets, ideas, observations and insights that are in line with personal intentions. • Critical reflection on progression of work in order to effectively review what has been learned, acquire deeper understanding and clarify purposes and meanings. **AO4** • Presentation of truly personal, imaginative final outcomes that, together with selective evidence of the processes by which they were produced, effectively realise stated intentions. • Explicit connections made, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well informed and in an order which can be easily followed. • Consideration of different presentational formats and selection of the most appropriate of these for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience, such as a display of an art, a craft and a design outcome developed from a common theme, accompanied by a screen-based programme of visuals and text. Students will explore practical and critical/contextual work through a range of 2D and/or 3D processes and media including the following units. • <u>Ceramics – including tiles, vessels and glazing/oxide techniques.</u> • <u>Printmaking – including block (lino), collagraph, drypoint etching.</u> • <u>Painting and drawing & mixed media, including collage and assemblage.</u> Digital based media experiments will be explored as part of all the above to allow learners the option to eventually specialise in this media for the second part of the Personal Investigation. **<u>This will count towards the end of year assessment grade.</u>**
Jan – April **Summer term**	**Term 2 Directed Investigation: Elements/People and Places** Students will develop a theme, however they will from this point be able to explore techniques and contextual links that they find most relevant to their interests in more depth. During this time students will undergo individual tutorials, plan and experiment for outcomes and demonstrate connections between artists and designers, materials, processes and techniques. Students are expected to understand how to develop ideas, outcomes, and practical skills independently and with confidence to be able to meet the four Assessment Objectives. **Term 3 Component 1.**

April - July	**Personal Investigation: Elements/People and Places** Students work independently to develop a line of enquiry. This investigation continues through to December in year 13 and is supported by mock exams.
	Year 12 MOCK EXAM - Towards the end of the autumn term of year 13 • Students will plan, design and resolve their ideas in work in 2D /3D materials. This demonstrates influences from their chosen artists and incorporates their research and observational work from previous studies in their project.
Curriculum Content – YEAR 13	
Autumn Term September – December	**Term 1** **Component 1.** **Continuation of Personal Investigation; Elements/People and Places** • Students will have the opportunity to develop larger scale outcomes to further support their investigations. • Essential for students to understand the importance of portfolio preparation, presentation skills and working to the final deadline. • 1000 - 3000 word essay research paper on an artist or art movement of choice.
Year 13 Art Exam (February Half Term Onwards)	**January Deadline for ALL coursework to be completed**. This is then marked, and feedback provided to students. **Early February Exam Papers handed out to students.** • Students must develop a project for the ESA (Externally Set Assignment) • Students will receive support; however, it is important for students to develop an independent outcome in response to a provided theme. In the 8 – 10 weeks run up to the two-day exam, students will work independently, to produce work using a variety of artistic media, techniques, and process. • Students will plan an outcome in response to their project for the ESA. • Students will then produce an outcome in their three-day (15hour) exam. **April – 15-hour exam.** • Students will develop an outcome during this time. It could be 2D/OR 3D and the work can be a series of pieces or one larger artwork. **Deadline for all work by end of April – Specific dates are subject to change each academic year.**
Assessments	**60% Coursework - all work in lessons and for homework goes towards the final grade.** **40% Exam work - including preparation work before the exam.** 15 hrs practical exam. 3 x 5-hour days. Dates are subject to change depending on formal exam dates and examination windows for other subjects. Exam papers for the Externally set assignment are released at the start of the second term in February of Year 13.
Homework / independent study	Students should work outside of lessons on their coursework and exam work. The suggested time is minimum of 3-4 hours a week to complete set tasks, however students aiming for aspirational grades are encouraged to stretch themselves further in order to demonstrate quality and quantity of work.

School-based enrichment opportunities	Artist days and trips potentially planned - subject to projects. Catch up/afterschool sessions are available from all members of staff (please check via Teams and Satchel One for specific days offered)
Books suggested for independent/ wider reading	• The Story of Art - Phaidon • The Story of Modern Art - Phaidon • The Twentieth Century Art book – Phaidon • The Art Book – Phaidon • Styles, Schools and Movements - Thames & Hudson • Art Today – Phaidon • Art Now – Taschen • Creative paint workshop for mixed media artists - Ann Baldwin • Artists' journals and sketchbooks - Lynne Perella • The decorated journal (creating expressive journal pages) - Gwen Diehn • Extraordinary sketchbooks - Jane Stobart **Galleries and Museums** • Modern Art Oxford • The Ashmolean Museum Oxford • Ovada Gallery Oxford • The Old Fire Station Oxford • Pitt Rivers Museum Oxford • Natural History Museum Oxford • The Tate Modern London • The Tate Britain London • The National Portrait Gallery London • The Royal Academy of Arts London • The British Museum London • The Courtauld Gallery London • The Hayward London • The Saatchi Gallery London • The White Cube Gallery London • The V&A Museum London • The National Gallery London
Resources available for home-based study	studentartguide.com BBC Bitesize GCSE Art and Design Google Arts & Culture Explore virtual galleries and look at high quality images of works of Art. Tate Kids Curriculum - Curriculum (continuityoak.org.uk) – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school. Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork. Regular continuation of portfolio work encouraged at home.

2: Business

Course Details	**Exam Board: WJEC EDUQAS** **Level: A-Level.** **Examination Structure:** 100% Examination all in Year 13. **Coursework/Controlled Assessment**: N/A.
Key Learning Objectives	• Gain an holistic understanding of business in a range of contexts. • Develop a critical understanding of organisations and their ability to meet society's needs and wants. • Understand that business behaviour can be studied from a range of perspectives.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Finance** – including Cash Flow, Sources of Finance, and Break-even. **Human Resource Management** – including Training, Management, and Leadership and Motivation. **Enterprise** – including the Role of Entrepreneurs, Aims and Objectives, Location and Ownership.
Spring Term (January – April)	**Marketing** – including Market Research, Types of Markets, and Supply and Demand. **Human Resources** – continued. **Ownership** and Business structures.
Summer Term (May - July)	**Marketing** – continued and including the Marketing Mix. **Operations Management** - including Capacity Utilisation, Quality and Stock Control, and Methods of Production.
Curriculum Content – Year 13	
Autumn Term (September – December)	**Strategy** – including Implementation, Tactics, Ansoff's Matrix, and Decision-making Models. **Finance** – including Financial Analysis, Data Tracking and Forecasting.
Spring Term (January – April)	Marketing Analysis, Risk Management, Investment Appraisal, Financial Accounts, External Factors, Globalisation.
Summer Term (May - July)	Revision and exam preparation.
Assessments	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.
Homework / independent study	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.
School-based enrichment opportunities	Young Enterprise and The Share Centre Challenge are offered at least every 2 years.
Resources available for home-based study	Students will purchase a textbook and are given access to a wide range of online resources.

3: Business

Course Details	**Exam Board: Pearson** **Level: Level 3 BTEC National Extended Certificate in Business.** **Examination Structure:** Equivalent in size to **one** A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%). 1 optional unit. Year 12: Unit 3 Written Exam. Year 13: Unit 2 Exam. **Coursework/Controlled Assessment:** Year 12: Unit 3 Coursework. Year 13: Unit 4 Coursework.
Key Learning Objectives	• An introduction to the establishment, growth and survival of a business. • Key concepts and terminology of marketing and how it fits within the organisation. • Main elements of marketing communications, customer relationship management, communications methods and tools, development of an outline marketing communications campaign. • Key concepts associated with digital marketing. • Understanding legal, ethical and social concerns influencing business activities. • Marketing research and the roles and functions within this area of marketing.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Unit 1: Exploring Business** **Learning Outcomes:** **A:** Explore the features of different businesses and analyse what makes them successful. **B:** Investigate how businesses are organised. **Unit 3: Personal and Business Finance (Exam)** **A:** Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. **B:** Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios.
Spring Term (January – April)	**Unit 1: Exploring Business** **Learning Outcomes:** **C:** Examine the environment in which businesses operate. **D:** Examine business markets. **Unit 3 — Personal and Business Finance (Exam)** **C:** Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context. **D:** Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance.
Summer Term (May - July)	**Unit 1: Exploring Business Learning Outcomes:** **E** Investigate the role and contribution of innovation and enterprise to business success. **Submit coursework for internal assessment.** **Unit 2: Developing a Marketing Campaign Undertake controlled assessment in May.** **Unit 3 – Personal and Business Finance exam in May.**

Curriculum Content – Year 13	
Autumn Term (September – December)	**Unit 2: Developing a Marketing Campaign** **Learning Outcomes:** **A:** Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions. **B:** Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns. **C:** Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances. **Optional Unit From:** • Recruitment and Selection Process. • Investigating Customer Service. • Market Research. • The English Legal System. • Work Experience in Business.
Spring Term (January – April)	**Unit 2: Developing a Marketing Campaign** **Learning Outcomes:** **D:** Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments. **Unit 2: Developing a Marketing Campaign Undertake controlled assessment in January.** **Optional Unit From:** • Recruitment and Selection Process. • Investigating Customer Service. • Market Research. • The English Legal System. • Work Experience in Business.
Summer Term (May - July)	**Optional Unit From:** • Recruitment and Selection Process. • Investigating Customer Service. • Market Research. • The English Legal System. • Work Experience in Business. **All Coursework Submitted by June 15th.**
Assessments	Unit 3 exam and Unit 1 coursework Year 12. Unit 2 Exam and Optional Unit coursework Year 13.
Homework / independent study	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.
School-based enrichment opportunities	Young Enterprise, Student Investor and The Share Centre Challenge are offered at least every 2 years. Visits and talks with businesses.
Resources available for home-based study	Level 3 BTEC National Book 1. Resources made available on the VLE. Tutor2u. http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-1

4: Criminology

Course Details	**Exam Board: WJEC** **Level: Level 3 Applied Diploma** **Examination Structure:** 4 Units each being each value. Unit 1 and Unit 3 are controlled assessments; students are given a brief and have 8 hours to write a report. Unit 2 and Unit 4 are examined. **Coursework/Controlled Assessment:** 50% of the course (Unit 1 and Unit 3)
Key Learning Objectives	• To be able to apply a range of sociological theories to sociological problems. • To evaluate research methods. • To evaluate the sociological theories of functionalism, Marxism, feminism and postmodernism in a range of sociological contexts.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Unit 1: Changing Awareness of Crime** • Different types of crime • How can we study the amount of crime being committed? • Why are certain crimes not reported to the police? • What are the consequences of crimes not being reported? • How does the media represent certain crimes? • How do the public perceive certain crimes? • Learn about examples of campaigns that have changed the law • How effective campaigns are in changing the law • Students design their own campaign to raise awareness or reduce a crime
Spring Term (January - April)	**Students will write their formal controlled assessment for Unit 1 in January or February. This will be under controlled conditions under high levels of supervision.** **Unit 2: Criminological Theories** • How do we define what is and is not a crime? • How does our idea of 'crime' change over time and between cultures? • Criminological theories (explanations of crime) – to include biological, sociological and psychological • How useful are these explanations for explaining crime? • What policies are in place to prevent/reduce crime?
Summer Term (May - July)	**Unit 3: Crime Scene to Court Room** • Who is involved in criminal investigations? • How are investigations carried out?
Curriculum Content – Year 13	
Autumn Term (September – December)	**Unit 3: Crime Scene to Court Room (continued)** • How is evidence processed? • What rights do individuals have? • What is the criminal justice process? • What factors affect criminal trials? **Opportunity to collate notes in preparation for the Unit 3 controlled assessment**

Spring Term (January - May)	**Students will write their formal controlled assessment for Unit 3 in January or February. This will be under controlled conditions under high levels of supervision.** **Unit 4: Crime and Punishment** • How are laws made? • How is the criminal justice system organised? • How do we control people's behaviour? • How do we punish people if they commit a crime? • How effective is our system of punishment?
Assessments	Unit 1 and Unit 3 are formal controlled assessments. Whilst undertaking the taught section of this course students will be given the opportunity to practice the assessment criteria and be given feedback to support their controlled assessment. Unit 2 and 4 are externally examined units. Whilst being taught these units students will have the opportunity to complete questions in timed assessments in class and be given feedback for the main types of these questions.
Homework / independent study	Homework set weekly by teachers. Students will be given an assessment timetable at the beginning of the year. 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. Homework could include: • Reading criminology articles / textbooks in preparation for seminar style discussion. • Researching criminological concepts, theories or studies. • Preparing for timed essays.
Equipment required	Students need to buy two textbooks. Napier Press Criminology Book 1 for Year 12 Napier Press Criminology Book 1 for Year 13
Resources available for home-based study	The criminology work booklet that students have access to offers opportunities for extra home study including research tasks and media activities that will broaden their depth of understanding of the course.

5: Drama and Theatre

Course Details	**Exam Board: Edexcel** **Level: A-Level** **Examination Structure:** **Component 1: Devising (40%)** – Filmed performance and portfolio (coursework) assessed internally and sent off for moderation **Component 2: Text in Performance (20%)** – Live group performance and monologue assessed by a visiting examiner **Component 3: Theatre Makers in Practice (40%)** - Written Exam (2h30m)
Key Learning Objectives	• Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. • 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. • Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre. • Understand the practices used in 21st-century theatre making. • Experience a range of opportunities to create theatre, both published text-based and devised work. • Participate as a theatre maker and as an audience member in live theatre. • Understand and experience the collaborative relationship between various roles within theatre. • Develop and demonstrate a range of theatre-making skills. • Develop the creativity and independence to become effective theatre makers. • Adopt safe working practices as a theatre maker. • Analyse and evaluate their own work and the work of others.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Practitioners:** Students will study a variety of practitioners in detail, including Konstantin Stanislavski, Bertolt Brecht, Jacques Lecoq, Antonin Artaud, Steven Berkoff, Kneehigh, Joan Littlewood, Punchdrunk and Frantic Assembly. Throughout this term, they will study the pedagogy and practical exercises of each practitioner while creating short mock devised performances. Students will complete write ups for each practitioner as part of their Drama log. **Component 1 – Devising:** We will explore a play text, eventually focusing on a key extract which students will then respond to as their stimulus. They will be expected to explore further, research deeper and work collaboratively towards creating an original piece of drama (Internally assessed and externally moderated). This devised performance will have a strong influence from a chosen practitioner and their style whilst linking to the stimulus. **Component 3 - Page to Stage: Realising a Performance Text** Students will begin their study of their modern performance text, *That Face* by Polly Stenham, in preparation for the written exam. They will explore the play practically and theoretically, creating ideas for staging the play from an acting and design perspective.
Spring Term (January - April)	**Component 1 – Devising:** Groups will finalise their devised performances culminating a showcase where students will be able to invite an audience. Students will perform their devised pieces (internally marked, externally moderated). **Component 1 – Portfolio:** Students will complete their component 1 portfolios, drawing on the notes they have made throughout the process.

	Live Theatre: Students will be taken to watch a piece of live theatre (every student is expected to attend) then we will explore the play, themes, context, costume, set etc. Culminating in students writing 500 words of notes that they will take into their summer mock. Students will look closely at the structure of exam questions and the importance and relevance of theatre in the modern world.
Summer Term (May - July)	**Component 3 - Interpreting a Performance Text** Students will begin their study of their classical performance text, *Antigone by* Sophocles*,* in preparation for the written exam. They will explore the play practically and theoretically, creating their own performance concepts in the style of a chosen practitioner. Students will also explore the original performance conditions of the play and take this knowledge into their own interpretations. **Component 2 – Text in Performance:** Students will explore a monologue/ duologue from one of our set texts for a mock component 2 assessment. We will refine performance skills through actor workshops and students will be expected to complete detailed character studies.
Curriculum Content – Year 13	
Autumn Term (September – December)	**Component 3 – Mock Preparation:** Students will continue their study of our set texts in lessons. Students will create concepts for section C of the exam and undergo in-depth research into the play, context, playwright, past performances etc. Students will explore the exam questions and prepare to answer them in the written exam. **Component 2 – Text in Performance:** Students will start to look through scripts and consider what they'd like to work on for component 2. Students will explore options before settling on a group piece and a monologue. Students will learn lines and complete character development workshops. **Live Theatre:** Students will be given the opportunity to see a further piece of live theatre. Amending notes and practicing answering questions for the exam. **Component 3 – written exam mock:** Students will complete a full component 3 mock in the hall.
Spring Term (January - May)	**Component 2 – Scripted:** Students will complete their rehearsal process for the scripted component. Students will perform their finished work to an external examiner who will watch and assess students. Students can take a performance or design role. **Component 3 – Theatre Makers in Practice:** Students will continue to explore the set texts and live theatre before sitting their 2h30m written exam. Students will ensure their live theatre notes are ready for the exam.
Assessments	**Component 1: Devising** (Internally assessed, externally moderated) -Mini mock performances -Drama log books and research **Component 2: Text in Performance** (Assessed by visiting examiner). -Mock performances -Character explorations **Component 3: Theatre Makers in Practice** (Written exam which is externally assessed). -Multiple trips – discussion -Practice papers
Homework / independent study	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.

Equipment required	Two Set Texts for Component 3 (That Face or Antigone). As part of the course, students will also go on minimum two theatre trips to see two different live productions to review as part of their written exam.
School-based enrichment opportunities	We offer all A-level students the opportunity to go to the theatre to see a show at least once during each year of 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.
Resources available for home-based study	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.

6: English Literature

Course Details	**Exam Board: Edexcel** **Level: A-Level** **Examination Structure:** 3 written exams. **Coursework/Controlled Assessment: (20%)** One 2500 - 3000 word essay.
Key Learning Objectives	• Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • Analyse ways in which meanings are shaped in literary texts. • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Explore connections across literary texts. • Explore literary texts informed by different interpretations.
Curriculum Content – Year 12	
Autumn Term (September – December)	Students study: • *Hamlet* by William Shakespeare. • *A Streetcar Named Desire* by Tennessee Williams. • *Edexcel Critical Anthology: Tragedy.* **Overview of assessment** • Written examination, lasting 2 hours and 15 minutes. • Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology **must not** be taken into the examination. • Total of 60 marks available – 35 marks for Section A and 25 marks for Section B. • Two sections: students answer **one** question from a choice of **two** on their studied text for both Section A and Section B. • Section A – Shakespeare: **one** essay question, incorporating ideas from wider critical reading. • Section B – Other Drama: **one** essay question.
Spring Term (January - April)	Students study: Two prose texts on the theme of Science and Religion: • *The Handmaids Tale by* Margaret Atwood. • *Frankenstein* by Mary Shelley. **Overview of assessment** • Written examination, lasting 1 hour. • Open book – clean copies of the prose texts can be taken into the examination. • Total of 40 marks available. • Students answer **one** comparative essay question from a choice of **two** on their studied theme.
Summer Term (May-July)	**Overview of content: NEA Coursework** Students have a free choice of two texts to study Chosen texts: must be different from those studied in Components 1, 2 and 3 must be complete texts and may be linked by theme, movement, author or period may be selected from poetry, drama, prose or literary non-fiction. **Overview of assessment of coursework:** Students produce one assignment: • **one** extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed) • advisory total word count is 2500–3000 words total of 60 marks available.

Curriculum Content – Year 13	
Autumn Term (September – December)	Students study: • Poetic form, meaning and language • A selection of post-2000 specified poetry and A specified range of poetry from *either* • A literary period (either pre- or post-1900) • *or* • A named poet from within a literary period. **Overview of assessment** • Written examination, lasting 2 hours and 15 minutes. • Open book – clean copies of the poetry texts can be taken into the examination. • Total of 60 marks available – 30 marks for Section A and 30 marks for Section B. • Two sections: students answer **one** question from a choice of **two**, comparing an unseen poem with a named poem from their studied contemporary text and **one** question from a choice of **two** on their studied movement/poet. • Section A – Post-2000 Specified Poetry: **one** comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text. Section B – Specified Poetry Pre- or Post-1900: **one** essay question.
Spring Term (January - May)	**Revision** *Hamlet by* William Shakespeare. *A Streetcar Named Desire* by Tennessee Williams. *Edexcel Critical Anthology: Tragedy.* Two prose texts on the theme of Science and Religion: *The Handmaids Tale by* Margaret Atwood. *Frankenstein* by Mary Shelley Poetry.
Assessments	Half-termly assessments based on the current text which is being studied. Coursework (2500-3000 word essay) comparing two texts: Students independently choose two appropriate texts which reflect the literary canon.
Homework / independent study	Coursework and independent wider reading across both years; along with a variety of practice essays and research tasks.
Equipment required	All set texts need to be purchased in advance of them being studied. This includes at least 6 set text plus two coursework texts.
School-based enrichment opportunities	Book club, writing group, activities for World Book Day; theatre trips.
Resources available for home-based study	Resources on TEAMS.

7: Film Studies

Course Details	**Exam Board: WJEC EDUQAS** **Level: A-Level.** **Examination Structure:** 2 written papers **(70%)** **Coursework/Controlled Assessment: (30%)** Writing a screenplay and creating a digital storyboard for a short film (1600-1800 words) and a written evaluation (1600-1800 words).
Key Learning Objectives	The WJEC Eduqas A-level in Film Studies aims to enable learners to demonstrate knowledge and understanding of: • a diverse range of film, including documentary, film from the silent era, experimental film, and short film • the significance of film and film practice in national, global, and historical contexts • film and its key contexts (including social, cultural, political, historical, and technological contexts) • how films generate meanings and responses • film as an aesthetic medium • the different ways in which spectators respond to film. It also aims to enable learners to: • apply critical approaches to film and • apply knowledge and understanding of film through screenwriting.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Hollywood Cinema and Introducing British Cinema** • Classical Hollywood (1930-1960). • New Hollywood (1961-1990). • American Mainstream Film. • British cinema • Silent Cinema
Spring Term (January - April)	**Global Film** • Key Concepts in Film (technical and visual). • European Film. • Global Film. • Documentary Film.
Summer Term (May - July)	**Getting Creative: Production** • Writing a screenplay. • Creating a digital photographic storyboard. • Evaluation.
Curriculum Content – Year 13	
Autumn Term (September – December)	**Experimental** • Debates and theories
Spring Term (January - May)	**Revision**

Assessments	Half termly assessments based on the current text which is being studied. Coursework (writing a screenplay and digital story board for a short film (1600-1800 words) and a written evaluation (1600-1800 words)).
Homework / independent study	Coursework and independent wider reading across both years, along with a variety of practice essays and research tasks.
Equipment required	It is strongly advisable that all 12 set texts are purchased or accessible for reference(films). It is also recommended that the course textbook is bought.
School-based enrichment opportunities	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 (Pinewood); Film making workshop opportunities.
Resources available for home-based study	Resources on TEAMS.

8: KS5 Food Science and Nutrition

Course Details	**Exam Board: WJEC** **Level: Level 3 Diploma 'Food Science and Nutrition'** **Examination Structure:** Unit 1: External exam 90 marks (90 minutes) plus an internally marked assessment. Unit 2: Externally assessed assessment. Unit 3 or 4: Internally assessed assessment. **Coursework/Controlled Assessment:** Unit 1 – internal assessment Unit 2 – external assessment Unit 3 or 4 – internal assessment
Key Learning Objectives	An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. The WJEC Level 3 Diploma in Food Science and Nutrition has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry. Unit 1 will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on–going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals. Unit 2 allows learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience. Studying one of the two optional units (unit 3, unit 4) subjects of particular interest or relevance to them, building on previous learning and experiences.
Curriculum Content – Year 1	
Autumn Term (September – December)	Unit 1 Meeting Nutritional needs of Specific Groups Nutrition theory and related practical work. Focused complex skills practical work. Unit 2 Ensuring Food is Safe to Eat Relate theory to practical work.
Spring Term (January - April)	Unit 1 Meeting Nutritional needs of Specific Groups Nutrition theory Meal planning Jan – Feb half term: Practise practical brief (not the scenario for the real task) Feb – April: Begin 9½ chosen brief (option A or B) • Planning 3 hours • Practical exam 3½ hours • Evaluation 3 hours Mock unit 1 Examination Unit 2 Ensuring Food is Safe to Eat relate to theory and practical work
Summer Term (May - July)	Unit 1 Meeting Nutritional needs of Specific Groups Nutrition theory Complete Unit 1 practical brief, complete Mark Record sheet and observation sheet. SEND TO WJEC FOR MODERATION BY 15 MAY REVISION FOR UNIT 1 Meeting Nutritional needs of Specific Groups WRITTEN PAPER: JUNE After exams: Prepare research for optional brief Unit 3 or 4

Curriculum Content – Year 2	
Autumn Term (September – December)	Unit 3 Experimenting to Solve Food Production Problems OR Unit 4 Current Issues in Food Science and Nutrition planning possible practise task as a group (not the brief for the real task) Oct – Dec: complete chosen brief for Unit 3 or 4 Unit 3 = 12 hours Unit 4 = 14 hours. Hand in completed Unit 3 or 4 task. Complete Mark record sheet and Observation sheet for any practical work
Spring Term (January - May)	Unit 2 Ensuring Food is Safe to eat Theory and practical work Mar – April: Practise task as a group 'Easy Eats' Unit 1 Meeting Nutritional needs of Specific Groups theory and practise papers if retaking exam in June Unit 2 Ensuring Food is Safe to eat 1st. MAY BEGIN Unit 2 Ensuring Food is Safe to eat 8 HOUR TASK Complete in 3 weeks UNIT 3 OR UNIT 4 TO WJEC FOR MODERATION BY 15 MAY SEND UNIT 2 FOR MARKING TO WJEC BY 1 JUNE REVISION FOR UNIT 1 Meeting Nutritional needs of Specific Groups WRITTEN PAPER: JUNE if retaking exam
Assessments	The WJEC Level 3 Diploma in Food Science and Nutrition is assessed through a combination of a written exam and external assignment set and marked by WJEC and two centre marked assignments.
Homework / independent study	A variety of tasks are set in response to ongoing studies.
School-based enrichment opportunities	Develop community ties with local food businesses.
Resources available for home-based study	Access to Jenny Ridgewell Nutrition Program, supporting nutritional analysis, costing and sensory analysis.

9: Geography

Course Details	**Exam Board: Edexcel** **Level: A-level** **Examination Structure:** **Paper 1:** Physical Geography (30%) **Paper 2:** Human Geography (30%) **Paper 3:** Geographical Applications (20%) **Coursework/Controlled Assessment:** Independent enquiry (20%).
Key Learning Objectives	• 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. • 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). • 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.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Area of study 1, Topic 1: Tectonic Processes and Hazards** • Why are some locations more at risk from tectonic hazards? • Why do some tectonic hazards develop into disasters? • How successful is the management of tectonic hazards and disasters? **Area of study 2, Topic 3: Globalisation** • What are the causes of globalisation and why has it accelerated in recent decades? • What are the impacts of globalisation for countries, different groups of people and cultures? • What are the consequences of globalisation for global development and how should different players respond to its challenges?
Spring Term (January - April)	**Area of study 1, Topic 2, Option 2A: Glaciated Landscapes and Change** *or* **2B Coastal Landscapes and Change** **Option 2B** • Why are coastal landscapes different and what processes cause these differences? • How do characteristic coastal landforms contribute to coastal landscapes? • How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? • How can coastlines be managed to meet the needs of all players? **Area of study 2, Topic 4, Option 4A: Regenerating Places** *or* **4B: Diverse Places Option 4A** • How and why do places vary? • Why might regeneration be needed? • How is regeneration managed? • How successful is regeneration?

Summer Term (May - July)	**Area of study 3, Topic 5: The Water Cycle and Water Insecurity** • What are the processes operating within the hydrological cycle from global to local scale? • What factors influence the hydrological system over short- and long-term timescales? **Area of study 4, Topic 7: Superpowers** • What are superpowers and how have they changed over time? • What are the impacts of superpowers on the global economy, political systems and the environment?
Curriculum Content – Year 13	
Autumn Term (September – December)	**Area of study 3, Topic 6: The Carbon Cycle and Energy Security** • How does the carbon cycle operate to maintain planetary health? **Area of study 4, Topic 8,** *Either* **Option 8A: Health, Human Rights and Intervention** *or* **Option 8B Migration, Identity and Sovereignty** **Option 8A** • 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?
Spring Term (January - May)	**Completion of Topic 6** • What are the consequences for people and the environment of our increasing demand for energy? • How are the carbon and water cycles linked to the global climate system? **Option 8B** • What are the impacts of globalisation on international migration? • How are nation-states defined and how have they evolved in a globalising world? • What are the impacts of global organisations on managing global issues and conflicts? • What are the threats to national sovereignty in a more globalised world?
Assessments	Complete **Topic 1: Tectonic Processes and Hazards**. Review, consolidation and assessment. Complete **Topic 3: Globalisation.** Review, consolidation and assessment. Revision of **Area of study 1, Topic 2: Glaciated Landscapes and Change *or* Coastal Landscapes and Change.** Revision of **Area of study 2, Topic 4: Regenerating Places** *or* **Diverse Places**. AS examinations.
Homework / independent study	All students will receive regular homework in line with the school policy. Homework should always be meaningful, relevant and set at the correct level.
Equipment required	Geography for Edexcel A-Level
School-based enrichment opportunities	Fieldwork studies – Swanage/ Jurassic Coastline. Residential – Iceland or Sorrento.
Resources available for home-based Study	On school website.

10: Health and Social Care AAQ – Year 12 from September 2025

Course Details	**Exam Board: Pearson** **Level:** Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate) **Structure:** **2 Written papers** set and marked by Pearson: **(50%)** • **Unit 1: Human Lifespan and Development** • **Unit 2: Human Biology and Health** **Coursework/Controlled Assessment: (50%)** Internally set and assessed tasks that are subject to external standards verification: • **Unit 3: Principles of Health and Social Care Practice** • **Unit 5: Promoting Health Education**
Key Learning Objectives	• Develop a comprehensive understanding of key principles in health and social care. • Gain the practical skills necessary for progression to higher education and future employment in the sector. • Understand how theoretical concepts can be applied to real-world health and social care contexts. • Strengthen the ability to integrate academic health and social care knowledge with practical application. • Enhance readiness for university or college study through applied learning experiences. • Improve the quality of written coursework by showcasing relevant skills and competencies. • Build confidence in using professional techniques and approaches within health and social care environments
Curriculum Content – Year 12	
Autumn and Spring Term (September – April)	**Unit 1: Human Lifespan and Development** **Learning Aim A: Physical, Intellectual, Emotional and Social Development at each life stage** • Students will explore the holistic development of the various life stages including infancy (0-2), early childhood (3-8), adolescence (9-18), early adulthood (19-45), middle adulthood (46 to 69), late adulthood (70 to 84) and later adulthood (85+). **Learning Aim B: Factors affecting human growth and development across each life stage** • Students will look at genetic factors, lifestyle factors, health inequalities including environmental, economic and occupational health related factors. **Learning Aim C: Health and Social care promotion, prevention and treatment at different life stages** • Students will investigate prevalent health conditions, how health and social promotion and prevention strategies are used, the roles and responsibilities of health and social care workers and personalised care and the role of multi-disciplinary teams. **Students will complete their Unit 1 examination during the May/June exam period of Year 12.** **Unit 2: Human Biology and Health** **Learning Aim A: Organisation of the Human Body** • Students will know and understand the organisation of human body looking at cells, tissues, energy in the body and homeostatic mechanisms **Learning Aim B: Body Systems** • Students will know and understand the structure and normal physiological functioning of body

	systems and their organs including the cardiovascular, respiratory, nervous, endocrine and renal systems, the musculoskeletal, immune, lymphatic, reproductive and digestive systems **Learning Aim C: Disorders of the Body and Effect on Body Systems** • Students will know and understand how disorders can affect various body systems, including the primary and secondary effects on those systems. Disorders that will be looked at are; coronary heart disease, stroke, chronic obstructive pulmonary disorder, asthma, diabetes type 1 and 2, dementia and Alzheimer's disease, acquired brain injuries and cancer. **Students will have completed their Unit 2 examination during the May/June exam period of Year 12**.
Summer Term (May – July)	**Unit 3: Principles of Health and Social Care Practice** **Learning Aim A:** Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals • Students will focus on the principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care. • Values essential to health and social care practice • Person-centred care and approaches • Communication in health and social care • Confidentiality • Duty of Care • Working with vulnerable children and adults at risk **Unit 5: Promoting Health Education** **Learning Aim A:** Understand the purpose of health education • Students will understand the purpose of health education and how this supports the development of healthy behaviours for society. • Students will understand how organisations and legislations can influence health education, promoting wellbeing and having a positive impact on a range of health behaviours • Purpose of health education • Role of health education • Organisations influencing health education • Legislation and regulations impacting on health education • Monitoring the health of the nation
Curriculum Content – Year 13	
Autumn and Spring Term (September - May)	**Unit 3: Principles of Health and Social Care Practice (continued.)** **Learning Aim B:** Examine how organisations, legislation and guidance inform practice in health and social care. • Students will learn the roles and responsibilities of key organisations, • Key legislation that informs practice and their purpose in health and social care. • Organisation of health and social care services • How health and social care services are organised to benefit the population • Use critical thinking skills to draw valid conclusions L**earning Aim C:** Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice • The effect of social determinants on individuals'' health status • Improving health outcomes in practice • Potential barriers to improving health outcomes in practice **Students will complete their Unit 3 coursework by May of Year 13.**

	Unit 5: Promoting Health Education (continued.) L**earning Aim B:** Explore key issues and priorities for health and the factors that affect health and wellbeing • Health issues such as smoking, diet and nutrition and reproductive health • Factors affecting health and wellbeing such as economic and environmental factors • Health inequalities including social class, gender, race etc. L**earning Aim C**: Examine approaches to health education campaigns and their impact on health and wellbeing • Current and ongoing health education • Models and approaches used in health education to promote health and wellbeing such as HBM and TRA • Planning a health education event St**udents will complete their Unit 5 coursework by May of Year 13.**
Assessments	**Unit 1: Human and Lifespan Development** • Ongoing assessment through end-of-learning aim progress tests and mock exams • Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hours). **Unit 2: Human Biology and Health** • Ongoing assessment through end-of-learning aim progress tests and mock exams. • Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hours). **Unit 3: Principles of Health and Social Care Practice** • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment: Internally set and assessed tasks subject to external standards verification. • Coursework will take 12 hours to complete **Unit 14: Physiological Disorders and their Care** • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment: Internally set and assessed tasks subject to external standards verification. • Coursework will take 17 hours to complete.
Homework / independent study	Homework will be set regularly on SatchelOne. Further independent study will be encouraged for the assessments to be completed to a high standard. When centre set and assessed units are being studied, ongoing tasks will need to be completed independently as part of the homework commitment. Homework tasks will also be set for the externally assessed examination unit and will largely consist of preparation and revision for the end of learning aim progress tests.
Equipment required	Textbook: Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate) Student Book by Keeley Crowe, Lynne Fountain, Elizabeth Haworth, Lesley Larkin and Alison Peers. Pearson Education Limited. ISBN: 9781292487083
School-based enrichment opportunities	Visits to local early years, health care, and social care settings such as Buckinghamshire NHS Healthcare Trust, BUPA UK Visits from outside speakers and agencies.

10: Health and Social Care – Year 13 in September 2025

Course Details	**Exam Board: Pearson** **Level: BTEC National Level 3 Extended Certificate** **Examination Structure:** **2 Written papers** set and marked by Pearson: **(58%)** • **Unit 1:** Human Lifespan Development – 90 marks (1hr 30 mins) • **Unit 2:** Working in Health and Social Care – 80 marks (1hr 30 mins) **Coursework/Controlled Assessment: (42%)** Internally set and assessed tasks that are subject to external standards verification: • **Unit 5:** Meeting Individual Care and Support Needs. • **Unit 14:** Physiological Disorders and their Care.
Key Learning Objectives	• To learn about the human body and how it changes over time, exploring physical, intellectual, emotional, and social development across an individual's lifespan. • 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. • 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. • To explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.
Curriculum Content – Year 12	
Autumn and Spring Term (September – April)	**Unit 1: Human Lifespan Development** **Learning Outcome A:** Human growth and development through the life stages. (Infancy, Early Childhood, Adolescence, Early, Middle and Late Adulthood) • Physical development across the life stages. • Intellectual development across the life stages. • Emotional development across the life stages. • Social development across the life stages. **Learning Outcome B:** Factors affecting human growth and development. • The nature/nurture debate related to factors. • Genetic factors that affect development. • Environmental factors that affect development. • Social factors that affect development. • Economic factors that affect development. • Major life events that affect development. **Learning Outcome C:** Effects of ageing. • The physical changes of ageing. • The psychological changes of ageing. • The societal effects of an ageing population. Students will complete their Unit 1 examination during the May/June exam period of Year 12. **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 Students will have completed their Unit 5 coursework by the May of Year 12.
Summer Term (May – July)	**Unit 2: Working in Health and Social Care** **Learning Outcome A:** The roles and responsibilities of people who work in the health and social care sector. • The roles of people who work in health and social care settings. • The responsibilities of people who work in health and social care settings. • Multidisciplinary working in the health and social care sector. • Monitoring the work of people in health and social care settings. • Specific responsibilities of people who work in health and social care settings.
Curriculum Content – Year 13	
Autumn and Spring Term (September - May)	**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 Students will complete their Unit 2 Exam in the January of Year 13, with retake opportunities available in the May/June exam period of Year 13. **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. **Learning Outcome C:** Examine treatment and support for service users with physiological disorders. • Provision of treatment and support. • Types of carers and care settings. **Learning Outcome D:** Develop a treatment plan for service users with physiological disorders to meet their needs. • Care methods and strategies. • Treatment planning processes. Students will complete their Unit 14 coursework by May of Year 13.
Assessments	**Unit 1: Human Lifespan Development** • Ongoing assessment through end-of-learning aim progress tests and mock exams • Final assessment: Written paper - Pearson set and marked - 90 marks (1 ½ hr). **Unit 2: Working in Health and Social Care** • Ongoing assessment through end-of-learning aim progress tests and mock exams. • Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hr). **Unit 5: Meeting Individual Care and Support Needs** • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment: Internally set and assessed tasks subject to external standards verification. **Unit 14: Physiological Disorders and their Care** • Ongoing assessment through completion of centre set preparatory and practice tasks. Final assessment: Internally set and assessed tasks subject to external standards verification.
Homework / independent study	Homework will be set regularly and will be published on SatchelOne. Further independent study will be encouraged for the assessments to be completed to a high standard. It is encouraged for coursework units that 30 hours of study is required to complete one assignment. When centre set and assessed units are being studied, ongoing tasks will need to be completed independently as part of the homework commitment. Homework tasks will also be set for the externally assessed examination unit and will largely consist of preparation and revision for the end of learning aim progress tests.
Equipment required	Textbook: Pearson BTEC National Health and Social Care Student Book 1 2016 specification BTEC National Health and Social Care Student Book 1: For the 2016 specifications (BTEC Nationals Health and Social Care 2016). Paperback by Marilyn Billingham et al. ISBN: 978129212601
School-based enrichment opportunities	Visits to local early years, health care, and social care settings such as Buckinghamshire NHS Healthcare Trust Visits from outside speakers and agencies.

11: History

Course Details	**Exam Board: Edexcel** **Level: AS or A-Level.** **Examination Structure:** **Paper 1:** USA - 2hr 15 min **(30%)** **Paper 2:** India - 1hr 30 min **(20%)** **Paper 3:** Britain - 2hr 15 min **(30%)** **Coursework/Controlled Assessment: 20%**
Key Learning Objectives	• 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. • 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. • 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. • 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.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Each paper is taught by a different teacher and taught simultaneously** • **Paper 1: In search of the American Dream: 1917-1996** • Changing Political Environment. • Quest for Civil Rights. • Society and Cultural Change. • Changing quality of life.
Spring Term (January-April)	• **Paper 2: India 1914-48: The Road to Independence** • World War 1 and India. • Changing Political Relationships. • Consultation and Confrontation. • The road to independence.
Summer Term (May-July)	Finish and revise Paper 1 and 2 in preparation for mocks Start research and writing for Controlled Assessment
Curriculum Content – YEAR 13	
Autumn Term (September – December)	**Paper 3 teaching responsibilities are split across A level teachers and Section A and B will be taught simultaneously** **Aspects in breath: ruling the waves** • The nature of trade • The Royal Navy

Spring Term (January – April)	**Aspects in depth: losing, gaining and governing territories** • Loss of the American Colonies 1770-83 • Birth of British Australia 1788-1829 • Canada and the Durham Report 1837-1840 • The British in India 1829-1858 • The Nile Valley 1882-1898 Easter Deadline for Controlled Assessment
Summer Term (May - July)	Revision in preparation for exams
Assessments	• Students will sit three exams at the end of Year 13, one paper for each of our three topics. • Students will conduct personal research into a question of their choice for their Controlled Assessment. This essay is internally marked and moderated and then moderated by the exam board. • Students will have regular assessments at the conclusion of each sub-topic.
Homework / independent study	Homework will be set on a bi-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.
School-based enrichment opportunities	Visit to Greenwich Maritime Museum
Resources available for home-based study	Resources on W Drive and shared on Satchel:one

12: Information Technology – BTEC Level 3

Course Details	**Exam Board: Pearson** **BTEC Extended Certificate in Information Technology** **Examination Structure:** 4 units of work equivalent to 1 A level. 2 written examinations and 2 coursework-based units of study (practical & theory) **Coursework/Controlled Assessment:** 2 units of work.
Key Learning Objectives	• Gain specialist knowledge and understanding of the use of ICT. • Understand how Cyber Security, Incident Management and ICT affects our lives. • Develop independent study skills and organisation. • Develop spreadsheet and database skills.
Curriculum Content – Year 12	
Autumn Term (September – January)	**Unit 1: Information Technology Systems** **Learning Outcomes:** By the end of this unit, students will understand: • Digital devices used in IT systems and how they operate • Peripheral devices and media • Computer software in IT systems • Choosing IT systems • Emerging technologies • Transmitting data: connectivity, networks, security and bandwidth • Operating online • Protecting data and information • the impact of IT systems on individuals and organisations. • Moral, ethical and legal issues **This examination will be sat in January of Year 12.**
Spring Term (February - May)	**Unit 2: Cyber Security and Incident Management** **Learning Outcomes:** By the end of this unit, students will understand: • Cyber security threats • System vulnerabilities • Legal responsibilities • Software and hardware security measures • Network types, components, and infrastructure services and resources • Cyber security documentation and internal policies • Forensics procedures and collection of evidence • Systematic forensic analysis of suspect systems **This examination will be sat in May of Year 12.**
Summer Term (June - July)	**Unit 3: Website Development** **Learning Outcomes:** By the end of this unit, students will understand: • Purpose and principles of websites • Planning a website in response to a client brief **Learning Aim A of this coursework will be completed by Summer Holiday of Year 12.**
Curriculum Content – Year 13	
Autumn Term (September – December)	**Unit 3: Website Development** **Learning Outcomes:** By the end of this unit, students will understand: • Website design • Asset management techniques

	• Planning a website in response to a client brief • Common tools and techniques to produce a website • Website development process • Website testing **Learning Aims B and C of this coursework will be completed by Christmas Holiday of Year 13.**
Spring Term (January - May)	**Unit 4: Relational Database Development** **Learning Outcomes:** By the end of this unit, students will understand: • Relational database management systems • Manipulating data structures and data in relational databases • Normalisation • Planning relational database solution in response to a client brief • Relational database design techniques and processes • Design documentation • Reviewing and refining designs • Producing, Testing, Reviewing and Optimising a database solution **Learning Aims A, B and C of this coursework will be completed by May Half Term Holiday of Year 13.**
Assessments	Candidates will be assessed via practical and written assignments and assessments and exam papers during the course. **Units 1 and 2 are assessed by an externally marked written examination.** **Units 3 and 4 assessed by internally marked coursework.**
Homework / independent study	Students will be set research and practical skills tasks to prepare for and complete the set assignments. They will be expected to continue with coursework and to supplement their learning in theory work.
Equipment required	**Level: 3 BTEC National Information Technology (ISBN** 978-1292754888) Revision guide and workbook, course textbook.
School-based enrichment opportunities	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.
Resources available for home-based study	Resources available on Satchel and Teams Know it all Ninja website Craig and Dave website

13: Mathematics

Course Details	**Exam Board:** Edexcel **Level:** A-Level **Examination Structure:** • Paper 1: Pure Mathematics 1 • Paper 2: Pure Mathematics 2 • Paper 3: Statistics and Mechanics **Each paper is:** • 2-hour written examination • 33.33% of the qualification • 100 marks **Course Content:** • ***Pure:*** These modules provide the techniques in Algebra, Geometry, Trigonometry and Calculus that form the fundamental skills needed in the subject. • ***Mechanics:*** This module develops skills and knowledge of Kinematics, Vectors, Quantities and units in Mechanics, Forces, Newton's Laws, and Moments. • ***Statistics:*** This module gives you the skills to analyse and represent data in its many forms including probability, data handling and testing hypotheses. **Coursework/Controlled Assessment:** There is no coursework element to this qualification.
Key Learning Objectives	• Select and carry out routine procedures, recalling facts, terminology and definitions. • Construct arguments, make deductions and inferences, and explain your reasoning. • 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.
Curriculum Content – Year 12	
Autumn Term (September – December)	Algebraic Expression Quadratics Equations & Inequalities Graphs & Transformations Probability Straight Line Graphs Circles Algebraic Methods Modelling in Mechanics
Spring Term (January - April)	Binomial Expansions Distributions Constant Acceleration Trigonometric Ratios Trigonometric Identities & Equations Vectors Forces & Motions Differentiation Exponentials & Logarithms
Summer Term (June - July)	Variable Acceleration Integration Data Handling Radians *Revision for Y12 mocks*

Curriculum Content – Year 13	
Autumn Term (September – December)	Algebraic Methods Functions and graphs Trigonometric Functions Trigonometry and modelling Forces and Friction Sequences and Series Binomial Expansion Differentiation Correlation Integration Distributions - Normal
Spring Term (January - May)	Integration Vectors Parametric Equations Application of Forces Numerical Methods Moments Projectiles Further Kinematics *Revision*
Assessments	**End of Topic Assessments:** students will be assessed on new content at the end of each unit of work. **Summative Assessments:** students will periodically sit summative assessments which will cover all topics studied so far and consist of exam questions. These will include the Y12 and Y13 mock examinations. All assessments are teacher marked.
Homework / independent study	Homework will be set each week covering the topics learnt in class; homework focuses on students applying the skills they learn in class, and students are expected to use a variety of resources to help them on the more complex questions. Students are encouraged to download past papers (and marks schemes) from https://www.mathsgenie.co.uk/alevelpapers.php
Equipment required	A graphical calculator is required for the course; this should be purchased after taking advice from the Mathematics teacher. In addition, students will be expected to purchase the course textbooks: **Year 1:** • **Pearson Edexcel AS and A level Mathematics Pure Mathematics Year 1/AS Textbook + e-book** IBSN: 978-1292183398 • **Edexcel AS and A level Mathematics Statistics & Mechanics Year 1/AS Textbook + e-book** IBSN: 978-1292232536 **Year 2:** • **Pearson Edexcel A level Mathematics Pure Mathematics Year 2 Textbook + e-book** IBSN: 978-1292183404 • **Pearson Edexcel A level Mathematics Statistics & Mechanics Year 2 Textbook + e-book** IBSN: 978-1292207827

School-based enrichment opportunities	Senior UK Maths Challenge.
Resources available for home-based study	https://www.mathsgenie.co.uk/alevelpapers.php https://www.draustinmaths.com/a-level https://www.physicsandmathstutor.com/maths-revision/a-level-edexcel/

14: Psychology – Year 12 from September 2025

Course Details	**Exam Board AQA** **Level: A-Level** **Examination Structure:** The course is 100% exam based with three 2-hour papers, each with a maximum mark of 96. All the examinations are sat in the summer of Year 13: • **Paper 1:** Introductory topics in Psychology • **Paper 2:** Psychology in context • **Paper 3:** Issues and options in psychology. At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to GCSE/Level 2 or above. At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods. **Coursework/Controlled Assessment:** N /A
Key Learning Objectives	To develop essential knowledge and understanding of different areas of the subject and how they relate to each other. To develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods. To develop competence and confidence in a variety of practical, mathematical, and problem-solving skills. To develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. To understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. To carry out assessments to draw together their skills, knowledge and understanding from across the full course of study of psychology so they can provide extended responses.
Curriculum Content – Year 12	
Autumn & Spring Term (September – February)	**Approaches in psychology** • Learning approaches, including the behaviourist approach and social learning theory • The cognitive approach • The biological approach and cognitive neuroscience • The psychodynamic approach • The humanistic approach • Comparison of approaches **Research Methods** • Experimental method and types of experiment • Observational techniques and types of observation • Self-report techniques • Correlations and the difference between correlations and experiments • Content analysis. Case studies • Scientific processes including: • Aims: stating aims, the difference between aims and hypotheses • Hypotheses • Sampling Techniques • Pilot studies • Experimental designs

	• Observational design • Questionnaire construction • Variables • Control (Random allocation and counterbalancing, randomisation, standardisation) • Demand characteristics and investigator effects • Ethical Issues • The role of peer review in the scientific process • The implications of psychological research for the economy • Data handling and analysis. • Quantitative and qualitative data. • Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency and measures of dispersion; range and standard deviation; calculation of range; calculation of percentages. • Presentation and display of quantitative data. • Distributions: normal and skewed distributions. • Analysis and interpretation of correlation, including correlation coefficients. **Social influence** • Types of conformity • Explanations for obedience • Explanations of resistance to social influence, including social support and locus of control • Minority influence
Spring & Summer Term (March - May)	**Attachment** • Animal studies of attachment • Explanations of attachment (learning theory and Bowlby's monotropic theory) • Ainsworth's 'Strange Situation' and cultural variations • Bowlby's theory of maternal deprivation. • Romanian orphan studies: the effects of institutionalisation • The influence of early attachment on childhood and adult relationships, including the role of an internal working model. **Memory** • The multi-store model of memory • The working memory model • Explanations for forgetting • Factors affecting the accuracy of eyewitness testimony • The use of the cognitive interview.
Summer Term (June - July)	Exam question practice and preparation for mock exam. **Clinical Psychology and Mental Health** • Definitions in the field of mental health • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD) • The behavioural approach to explaining and treating phobias • The cognitive approach to explaining and treating depression • The biological approach to explaining and treating OCD. **Issues and Debates in psychology** • Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. • 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. • Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Social Sensitivity in Psychological Research
Curriculum Content – YEAR 13	
Autumn Term (September – December)	**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 • Plasticity and functional recovery • Ways of studying the brain: scanning techniques **Option unit: Forensic psychology** • Offender profiling: the typology approach, including organised and disorganised types; the data driven approach, including investigative Psychology; geographical profiling. • Biological explanations of offending behaviour: genetics and neural explanations. • 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. • Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Behaviour modification in custody. Anger management and restorative justice programmes. Continue with **Research Methods.** • Types of reliability and validity. Ways of assessing these and improving them. • Levels of measurement: nominal, ordinal, and interval. • Coding in content analysis • Introduction to statistical testing; the sign test. • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test, and Chi-Squared test. • Features of Science: objectivity, replicability and falsifiability, paradigms and paradigm shift. • Reporting psychological investigations.
Spring Term (January - April)	**Option unit: Gender** • The role of chromosomes and hormones in biological sex • Diversity in sex development (Klinefelter's and Turner's syndromes) • Gender Identities • Bem Sex Role Inventory • Biological explanations of gender development • Cognitive explanations of gender development • Social Learning theory of gender development • Influence of culture and media on gender

	• Gender Incongruence: biological and social/cultural explanations. **Option unit: Schizophrenia** • Positive symptoms of schizophrenia, Negative symptoms of schizophrenia. • Issues in diagnosis (co-morbidity, culture and gender bias and symptom overlap) • Biological explanations for schizophrenia: genetics, the dopamine hypothesis, and neural correlates. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.
Summer Term (May & June)	Revision and completion of practice papers for final examinations.
Assessments	As the course is 100% exam based, there will be ongoing assessment in the form of essay writing as well as the practice of short and long answer questions in preparation for the range of examination questions that may arise. There will be regular end-of-topic progress tests throughout the two-year course. Students will also complete full mocks at the end of Year 12 and mid-way through Year 13. Students will also be assessed on their mathematics skills throughout the course.
Homework / independent study	Homework will be set regularly and will be published on Satchel One. 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 for assessments to be completed to a high standard. Students are expected to re-read their notes at the end of each lesson and to revise regularly in addition to the set homework. It is advised that students spend a total of 5 hours every week completing extra work alongside the guided lesson time.
Equipment required	Scientific Calculator. A4 Folders for notes. Textbook Year 1: AQA Psychology for A Level: Year 1 and AS Third edition by Cara Flanagan, Matt Jarvis and Rob Liddle (Illuminate Publishing) ISBN: 9781036011970 Textbook Year 2: AQA Psychology for A Level Year 2 Student Book: 2nd Edition by Cara Flanagan, Matt Jarvis and Rob Liddle (Illuminate Publishing) ISBN: 9781912820467 Essential Maths Skills for AS/A Level Psychology Paperback by Molly Marshall (Hodder Education) ISBN: 9781471863530
School-based enrichment opportunities	Trip to the Clink Museum in London. Freud Museum in London. Visits from outside speakers and agencies. AQA A-Level Psychology student conference.

14: Psychology – Year 13 in September 2025

Course Details	**Exam Board AQA** **Level: A-Level** **Examination Structure:** The course is 100% exam based on three 2-hour papers, each with a maximum mark of 96. All the examinations are sat in the summer of Year 13: • **Paper 1:** Introductory topics in Psychology • **Paper 2:** Psychology in context • **Paper 3:** Issues and options in psychology. At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to GCSE/Level 2 or above. At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods. **Coursework/Controlled Assessment:** N /A
Key Learning Objectives	To develop essential knowledge and understanding of different areas of the subject and how they relate to each other. To develop and demonstrate a deep appreciation of the skills, knowledge, and understanding of scientific methods. To develop competence and confidence in a variety of practical, mathematical, and problem-solving skills. To develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. To understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. To carry out assessments to draw together their skills, knowledge and understanding from across the full course of study of psychology so they can provide extended responses.
Curriculum Content – Year 12	
Autumn & Spring Term (September – February)	**Approaches in psychology** • Origins of psychology • Learning approaches, including the behaviourist approach and social learning theory • The cognitive approach • The biological approach • The psychodynamic approach • The humanistic approach • Comparison of approaches **Research Methods** • Experimental method and types of experiment • Observational techniques and types of observation • Self-report techniques • Correlations and the difference between correlations and experiments • Content analysis. Case studies • Scientific processes including: • Aims: stating aims, the difference between aims and hypotheses • Hypotheses • Sampling • Pilot studies

	• Experimental designs • Observational design • Questionnaire construction • Variables • Control. E.g., random allocation and counterbalancing • Demand characteristics and investigator effects • Ethical Issues • The role of peer review in the scientific process • The implications of psychological research for the economy • Data handling and analysis. • Quantitative and qualitative data. • Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency and measures of dispersion; range and standard deviation; calculation of range; calculation of percentages. • Presentation and display of quantitative data. • Distributions: normal and skewed distributions. • Analysis and interpretation of correlation, including correlation coefficients. **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.
Spring & Summer Term (March - May)	**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 mode. **Memory** • The multi-store model of memory • Types of long-term memory • The working memory model • Explanations for forgetting • Factors affecting the accuracy of eyewitness testimony • Improving the accuracy of eyewitness testimony using the cognitive interview.
Summer Term (June - July)	Exam question practice and preparation for mock exams. **Psychopathology** • Definitions of abnormality • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD) • The behavioural approach to explaining and treating phobias • The cognitive approach to explaining and treating depression • The biological approach to explaining and treating OCD. **Issues and Debates in psychology** • Gender and culture in psychology – universality and bias. Gender bias including

	androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. • 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. • Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, including reference to social sensitivity.
Curriculum Content – YEAR 13	
Autumn Term (September – December)	**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 • Plasticity and functional recovery • Ways of studying the brain: scanning techniques • Biological rhythms; the effect of endogenous pacemakers and zeitgebers on the sleep/wake cycle **Option unit: Forensic psychology** • Offender profiling: the top-down approach, including organised and disorganised types of offenders; the bottom-up approach, including investigative psychology; geographical profiling. • Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. • 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. • 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. Continue with **Research Methods.** • Types of reliability and validity. Ways of assessing these and improving them. • Levels of measurement: nominal, ordinal, and interval. • Content analysis and coding. • Thematic analysis. • Introduction to statistical testing; the sign test. • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test, and Chi-Squared test. • Features of Science: objectivity, replicability and falsifiability, paradigms and paradigm shift. • Reporting psychological investigations.
Spring Term (January - April)	**Option unit: Gender** • Sex and gender. Sex-role stereotypes. • Androgyny and measuring androgyny.

	• The role of chromosomes and hormones in sex and gender. • Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. • Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory. • Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. • Social learning theory as applied to gender development. The influence of culture and media on gender roles. • Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria. **Option unit: Schizophrenia** • Classification of schizophrenia. Positive symptoms of schizophrenia, Negative symptoms of schizophrenia. • Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. • Biological explanations for schizophrenia: genetics, the dopamine hypothesis, and neural correlates. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. • Token economies used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.
Summer Term (May & June)	Revision and completion of practice papers for final examinations.
Assessments	As the course is 100% exam based, there will be ongoing assessment in the form of essay writing as well as the practice of short and long answer questions in preparation for the range of examination questions that may arise. There will be regular end-of-topic progress tests throughout the two-year course. Students will also complete full mocks at the end of Year 12 and mid-way through Year 13. Students will also be assessed on their mathematics skills throughout the course.
Homework / independent study	Homework will be set regularly and will be published on Satchel One. The homework tasks may consist of additional reading around the topic being studied, extra research, short questions, and answer activities, or answering longer style exam style questions. Further independent study will be encouraged for assessments to be completed to a high standard. Students are expected to re-read their notes at the end of each lesson and to revise regularly in addition to the set homework. It is advised that students spend a total of 5 hours every week completing extra work alongside the guided lesson time.
Equipment required	Scientific Calculator. A4 Folders for notes. Textbook Year 1: AQA Psychology for A Level Year 1 & AS Student Book: 2nd Edition Paperback by Cara Flanagan, Matt Jarvis, Rob Liddle. (Illuminate Publishing) ISBN: 9781912820429 Textbook Year 2: AQA Psychology for A Level Year 2 Student Book: 2nd Edition Paperback by Cara Flanagan, Matt Jarvis, Rob Liddle. (Illuminate Publishing) ISBN: 9781912820467 Essential Maths Skills for AS/A Level Psychology Paperback by Molly Marshall (Hodder Education) ISBN: 9781471863530
School-based enrichment opportunities	Trip to the Clink Museum in London. Visits from outside speakers and agencies. AQA A-Level Psychology student conference.

15: Religious Studies

Course Details	**Exam Board: OCR** **Level: A-Level** **Examination Structure:** **Paper 1:** Philosophy of Religion – 2 hrs **(33%)** **Paper 2:** Religion and Ethics - 2 hrs **(33%)** **Paper 3:** Developments in Religious thought - 2 hrs **(33%)** **Coursework / Controlled Assessment:** N/A
Key Learning Objectives	• 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.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Philosophy of religion** • Ancient philosophical influences. • The nature of the soul, mind and body. • Arguments about the existence or non-existence of God. • The nature and impact of religious experience. • The challenge for religious belief of the problem of evil.
Spring Term (January - April)	**Religion and ethics** • Normative ethical theories. • The application of ethical theory to two contemporary issues of importance. **Developments in religious thought** • Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world. • Sources of religious wisdom and authority. • Practices which shape and express religious identity, and how these vary within a tradition.
Summer Term (May - July)	**Philosophy of religion** • Ideas about the nature of God. • Issues in religious language.
Curriculum Content – Year 13	
Autumn Term (September – December)	**Religion and ethics** • Ethical language and thought. • Debates surrounding the significant idea of conscience. • Sexual ethics and the influence on ethical thought of developments in religious beliefs.
Spring term (January - May)	**Developments in religious thought** • Significant social and historical developments in theology and religious thought. • Key themes related to the relationship between religion and society.
Assessments	Regular in-class and homework essays. Students will have regular assessments at the conclusion of each-sub topic.
Homework / independent study	Homework will be set on a weekly basis. At least one hour of extra reading per week is expected.
Resources available for home-based study	Resources on VLE Books to buy- OCR Textbooks by Ahluwalia and Bowie Optional Books to help with study Confessions by Aquinas Briefly Situation ethics by David Mills Daniel

16: BTEC Level 3 National Extended Certificate in Applied Science – Year 12 from September 2025

Course Details	**Exam Board: Pearson** **Level: BTEC Level 3 National Extended Certificate in Applied Science.** 2-year curriculum which is equivalent in size to one A-Level 360 GLT. **Examination Structure:** The qualification has four mandatory units covering the following topics: **Unit 1: External Exam:** Principles and Applications of Biology – Structure and function of cells and tissues, biological molecules, enzymes and their role in organisms **Unit 2: External Exam:** Principles and Applications of Chemistry – Structure of the Periodic Table and its implications on physical and chemical properties of substances, through analysis of different bonding methods **Unit 3: External Exam:** Principles and Applications of Physics – Waves and their applications; force principles and their application in transportation and construction of electrical circuits **Unit 4: Internal Coursework** Practical Scientific Procedures and Techniques – Practical applications across the sciences, including chromatography, colorimetry and electrical circuits. The Optional Unit for the Year is Unit 5 **Unit 5: Internal Coursework** Contemporary Issues in Science – Contemporary scientific issues including the reliability of sources of scientific information and their associated validity **Coursework/Controlled Assessment:** 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. 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. Qualifications in the suite are graded using a scale of P (Learners must pass each unit to pass the qualification). **Re-sit information:** The learner is permitted one re-sit/re-take in relation to each unit of the qualification. 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. *Please note that the order we teach the units might change.
Key Learning Objectives	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. • Demonstrate knowledge and understanding of scientific concepts, procedures, processes and techniques and their application in a practical investigative context.

	• Interpret and analyse qualitative and quantitative scientific information to make reason judgements and draw conclusions based on evidence in a practical investigative context. • Evaluate practical investigative procedures used and their effect on the qualitative and quantitative scientific information obtained to make reasoned judgements. • 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.
Subject Specific Skills that are embedded within the Curriculum	• Manipulation of practical equipment • Scientific modelling • Data Analysis • Ethical Considerations • Development of Scientific thinking • Experimental Skills and Strategies • Analysis and Evaluation • Scientific Vocabulary, Quantities, Units, Symbols and Nomenclature • Extended Writing • Investigation planning • Conclusion writing • Evaluation writing • Application of Mathematical formulae
Curriculum Content – Year 12	
Autumn Term (September – December)	**Unit 3: Principle and Applications of Physics (Exam module) 60 GLH** Students will explore the use of practical and mathematical skills in the study of waves, motion and electricity. Unit introduction If you've ever considered how the mechanics of a car, your mobile phone or how circuitry work, you shouldn't be surprised that physics plays a huge part in their action. This unit will explore the role physics has on our everyday tasks and activities, communication networks and our work with electrical circuits. In this unit, you will learn about waves and how electromagnetic waves are the basis for our modern communication systems. Mobile phones, Wii-FI and Bluetooth© will no doubt be concepts you're already familiar with. This unit will enable you to develop an insight into how these systems work and the activities they perform. The study of motion and laws of motion are also important when developing safety products for our everyday lives. Seat belts, air bags and crumple zones are just three innovations that came about through the study of motion. Electricity, electrical circuits and their relationship to energy usage, are also very important as our use of electrical devices continues to rise. By using physics, it is possible to understand how we can create energy alternatives that can help us develop greater more sustainability in our future environment. Understanding the physical principles, practical investigations and mathematical skills developed in this unit will allow for progression to higher education and professional qualifications such as nursing, health and social care, technicians in medicine, dentistry and laboratory quality control
Spring Term (January - April)	**Unit 2: Principle and Applications of Chemistry (Exam module) 60 GLH** Students will explore some of the fundamental concepts which underpin the chemistry and chemical reactions of the world around them. Unit introduction Chemistry is not just a subject; it influences many aspects of other sciences. Everything you see, everything you do, everywhere you go, you are surrounded by chemistry and the chemical reactions that are needed for it. Chemistry makes up the world we live in today. In this unit, you will re-examine basic chemistry (the periodic table, atomic and electronic structure, bonding and structure) with more advanced concepts such as ionisation

	energy, electronegativity, polarity, molecular shape and intermolecular forces. Periodicity will be explored through the study of Period 3 elements and their compounds, focusing on changes in oxidation number, physical and chemical properties, and making predictions for other elements. You will learn about the main branches of physical chemistry (chemical kinetics, energetics and equilibrium), perform mole calculations, and consider the impact of green chemistry in the chemical industry. You will learn the basics of organic chemistry, naming and drawing formulae, understanding isomerism and other properties, the reactions of different types of organic compound, and the benefits or problems that organic chemistry can provide. The content covered at the beginning, will provide you with the pre-requisite knowledge to explore the subject further in the latter stages of the unit. The content enables you to build on your understanding as you progress towards your final assessment. This unit will help you progress to higher education and professional qualifications either in chemistry, or other science-based qualifications. It will also help you to progress to employment in the chemical or scientific industry.
Summer Term (June - July)	**Unit 1: Principle and Applications of Biology (Exam module) 60 GLH** This unit explores the key components of biological science. It will examine cells and tissues, their varied structures and functions and the biological components that interact with their existence. The topic areas covered in this unit include: · animal and plant cells and tissues, including specialised cells · biological molecules, including water, carbohydrates, proteins and nucleic acid cell transport. enzymes activity, students need to understand the structure and workings of cells. They build on this knowledge to understand how the body stays healthy as well as the symptoms and causes of some diseases. This allows them to diagnose and treat illnesses. The study of bacterial prokaryotic cells gives an understanding of how some other diseases are caused and can be treated. Students need to understand the structure and function of plant cells to enable them to develop food crops that produce greater yields. The knowledge and understanding you will learn in this unit will provide a strong basis for you to progress in the science sector and to a variety of science related programmes such as higher nationals and degrees.
Curriculum Content – Year 13	
Autumn Term (September – December)	**Unit 4: Practical Scientific Procedures and Techniques (Internal) (90 GLH)** This unit introduces students to standard laboratory equipment and techniques, including titration, calorimetry, 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. Students will use measurement of temperature to study cooling curves and be introduced to paper and thin-layer chromatography (TLC). Students also could 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 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.

	Apparatus and equipment of an appropriate standard for Level 3 practical work, to include: • Laboratory equipment for taking physiological measurements (including peak flow, lung volume, heart rate) • Respirometers to measure rate of respiration • Equipment for photosynthesis • Centrifuge, blender/food mixer, freezer, refrigerator • Laboratory equipment for volumetric analysis and calorimetry • Laboratory equipment for measuring resistivity (including Vernier calipers / micrometer / travelling microscope) and for measuring specific heat capacity.
Spring Term (January - May)	**Unit 6: Contemporary Issues in Science** This unit will explore contemporary science issues and their impact on the world we live in. It will develop the students' skills of analysis and interpretation across a broad range of scientific issues while exploring how they are reported in the media and in publications. Unit introduction Scientific issues are all around us and impact on the day to day lives of everyone. Some of the problems facing humans and the planet have been the result of some scientific and technological advances, but science is also key to finding solutions. These issues affect us in various ways, for good or harm, and in various dimensions. They may have social, economic, political, ethical and environmental implications and you will explore these in this unit. You will develop skills of analysing information and research to find out how various organisations exert effects on the issues. You will need to draw on your learning from across the Applied Science qualification. You will develop critical thinking skills and be able to analyse various articles that convey scientific information and be able to evaluate the effects of misinformation and disinformation spread via social media. You will understand the importance of validity and reliability when reporting scientific information and how it can influence the accuracy of information that's needed in contemporary science. You will also write articles on scientific issues that are suitable for a general audience and for a professional audience. **Learning aims: In this unit you will:** A Investigate contemporary scientific issues that impact the global population and environment. B Examine the effect different organisations have on contemporary science. C Understand how to evaluate and report scientific information.
Assessment	There are 3 External Exams and 2 Internal pieces of Coursework, marked by your teachers and then externally sampled by an Examiner to ensure consistency and accuracy across the Peason curriculum.
Homework / independent study	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.
Equipment required	Student textbooks and online access to resources. Calculators, rulers and essential writing equipment.
School-based enrichment opportunities	Revision classes and external investigation skills. Leadership opportunities are available to help with Science Clubs Stemnet and Brainiacs. Local Primary School outreach.
Resources available for home-based study	**Web sites:** • Revision notes on a range of biological topics: biology-innovation.co.uk • Resources for teachers and learners, from the Association of the British Pharmaceutical Industry (ABPI): abpischools.org.uk/page/index.cfm abpischools.org.uk/page/usefullinks.cfm • Kimball's Biology Pages, an online biology textbook: biology-pages.info

	• Visking tubing: nuffieldfoundation.org/practical-biology/evaluating-visking-tubing-model-gut • Heart dissection: biologycorner.com/anatomy/circulatory/heart/heart_dissection.html biologyjunction.com/heart_dissection.htm • Information on homeostasis and negative and positive feedback mechanisms: anatomyandphysiologyi.com/homeostasis-positivenegative-feedback-mechanisms • Testing for diabetes: diabetes.org.uk/Guide-to-diabetes/Monitoring/Testing 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

16: BTEC Level 3 National Extended Certificate in Applied Science – Year 13 September 2025

Course Details	**Exam Board: Pearson** **Level: BTEC Level 3 National Extended Certificate in Applied Science.** 2-year curriculum which is equivalent in size to one A-Level 360 GLT. **Examination Structure:** There are 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%). **Coursework/Controlled Assessment:** 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. 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. Qualifications in the suite are graded using a scale of P (Learners must pass each unit to pass the qualification). **Re-sit information:** The learner is permitted one re-sit/re-take in relation to each unit of the qualification. 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. *Please note that the order we teach the units might change.
Key Learning Objectives	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. • Demonstrate knowledge and understanding of scientific concepts, procedures, processes and techniques and their application in a practical investigative context. • Interpret and analyse qualitative and quantitative scientific information to make reason judgements and draw conclusions based on evidence in a practical investigative context. • Evaluate practical investigative procedures used and their effect on the qualitative and quantitative scientific information obtained to make reasoned judgements. • 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.
Subject Specific Skills that are embedded within the Curriculum	• Manipulation of practical equipment • Scientific modelling • Data Analysis • Ethical Considerations • Development of Scientific thinking • Experimental Skills and Strategies • Analysis and Evaluation • Scientific Vocabulary, Quantities, Units, Symbols and Nomenclature

	• Extended Writing • Investigation planning • Conclusion writing • Evaluation writing • Application of Mathematical formulae
Curriculum Content – Year 12	
Autumn Term (September – December)	**Unit 1: Key Concepts in Science (Exam module) (90 GLH)** The topic areas covered in this unit include animal and plant cells; tissues; atomic structure and 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 understand 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. 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. 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.
Spring Term (January - April)	**Unit 3: Science Investigation Skills (120 GLH; External Assessment)** 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. To complete the written task in Part B, learners will need to obtain results/observations from the practical investigation in Part A. Pearson will release teacher/technician notes and guidance to centres to enable sufficient time for resources and trialing 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. 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. In this unit, you will develop the essential skills underpinning practical scientific investigations. As well as drawing on **Unit 1** and **Unit 2**, these skills will be delivered through subject themes that range from enzymes and diffusion to electrical circuits. 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 you're learning from across your programme. 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.

Summer Term (June - July)	**Unit 9: Human Regulation and Reproduction (60 GLH) (Optional Choice)** This unit will be assessed by a series of internally assessed tasks set by your tutor. Throughout this unit you will find assessment activity activities that will help you work towards your assessment. Completing these activities will not mean that you have achieved a particular grade, but you will have carried out useful research or preparation that will be relevant when it comes to your final assignment. In order for you to achieve the tasks in your assignment, it is important to check that you have met all of the Pass grading criteria. You can do this as you work your way through the assignment. If you are hoping to gain a Merit or Distinction, you should also make sure that you present the information in your assignment in the style that is required by the relevant assessment criterion. For example, Merit criteria require you to analyse and explain, and Distinction criteria require you to assess, analyse and evaluate. The assignment set by your tutor will consist of a number of tasks designed to meet the criteria in the table. This is likely to consist of a written assignment but may also include activities such as creating a fact sheet about how a body system is controlled by analysing tables and graphs of data relating to physiological measurements and analysing case studies or observations from practical activities.
Curriculum Content – Year 13	
Autumn Term (September – December)	Continued:/ **Unit 9: Human Regulation and Reproduction (60 GLH) (Optional Choice)** This unit will be assessed by a series of internally assessed tasks set by your tutor. Throughout this unit you will find assessment activity activities that will help you work towards your assessment. Completing these activities will not mean that you have achieved a particular grade, but you will have carried out useful research or preparation that will be relevant when it comes to your final assignment. In order for you to achieve the tasks in your assignment, it is important to check that you have met all of the Pass grading criteria. You can do this as you work your way through the assignment. If you are hoping to gain a Merit or Distinction, you should also make sure that you present the information in your assignment in the style that is required by the relevant assessment criterion. For example, Merit criteria require you to analyse and explain, and Distinction criteria require you to assess, analyse and evaluate. The assignment set by your tutor will consist of a number of tasks designed to meet the criteria in the table. This is likely to consist of a written assignment but may also include activities such as creating a fact sheet about how a body system is controlled by analysing tables and graphs of data relating to physiological measurements and analysing case studies or observations from practical activities.
Spring Term (January - May)	**Unit 2: Practical Scientific Procedures and Techniques (Internal) (90 GLH)** This unit introduces students to standard laboratory equipment and techniques, including titration, calorimetry, 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. Students will use measurement of temperature to study cooling curves and be introduced to paper and thin-layer chromatography (TLC). Students also could 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 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.

	Apparatus and equipment of an appropriate standard for Level 3 practical work, to include: • Laboratory equipment for taking physiological measurements (including peak flow, lung volume, heart rate) • Respirometers to measure rate of respiration • Equipment for photosynthesis • Centrifuge, blender/food mixer, freezer, refrigerator • Laboratory equipment for volumetric analysis and calorimetry • Laboratory equipment for measuring resistivity (including Vernier calipers / micrometer / travelling microscope) and for measuring specific heat capacity.
Assessment	**There are 2 external exams for Unit 1 and Unit 3. There are 2 internal coursework pieces for Unit 2 and 9, these are marked by your teachers.**
Homework / independent study	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.
Equipment required	Student textbooks and online access to resources. Calculators, rulers and essential writing equipment.
School-based enrichment opportunities	Revision classes and external investigation skills. Leadership opportunities are available to help with Science Clubs Stemnet and Brainiacs. Local Primary School outreach.
Resources available for home-based study	**<u>Web sites:</u>** • Revision notes on a range of biological topics: biology-innovation.co.uk • Resources for teachers and learners, from the Association of the British Pharmaceutical Industry (ABPI): abpischools.org.uk/page/index.cfm abpischools.org.uk/page/usefullinks.cfm • Kimball's Biology Pages, an online biology textbook: biology-pages.info • Visking tubing: nuffieldfoundation.org/practical-biology/evaluating-visking-tubing-model-gut • Heart dissection: biologycorner.com/anatomy/circulatory/heart/heart_dissection.html biologyjunction.com/heart_dissection.htm • Information on homeostasis and negative and positive feedback mechanisms: anatomyandphysiologyi.com/homeostasis-positivenegative-feedback-mechanisms • Testing for diabetes: diabetes.org.uk/Guide-to-diabetes/Monitoring/Testing 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

17: Sociology – Year 12 from September 2025

Course Details	**Exam Board**: AQA – 2027 Cohort starting AQA course **Level:** Level 3 A-Level Course **Examination Structure:** 3 Examination papers all 2 hour written exam 80 marks which equal 33.3% of the final marks **Coursework/Controlled Assessment:** N/A
Key Learning Objectives	• To be able to apply a range of sociological theories to sociological problems. • To evaluate research methods. • To evaluate the sociological theories of functionalism, Marxism, feminism and postmodernism in a range of sociological contexts.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Teacher 1: To teach: Introduction to sociology** • What is culture, norms and values? • What are the sociological theories? **Teacher 1: To teach Paper 2: Family** • the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies • changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures **Teacher 2: To teach Paper 1: Education** • the role and functions of the education system, including its relationship to the economy and to class structure • differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
Spring Term (January - April)	**Teacher 1: To continue to teach Paper 2: Family** • gender roles, domestic labour and power relationships within the family in contemporary society • the nature of childhood, and changes in the status of children in the family and society • demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. **Teacher 2: To continue to teach Paper 1: Education** • relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning • the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy

Summer Term (May - July)	**Teacher 1 and Teacher 2 will split : Paper 1 Research Methods with methods in context** **quantitative and qualitative methods of research; research design** • sources of data, including questionnaires, interviews, participant and non-participant • observation, experiments, documents and official statistics • the distinction between primary and secondary data, and between quantitative and qualitative • data • the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' • the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom • the relationship between Sociology and social policy. **Revision for Year 12 mock exams and recap of the year.**
Curriculum Content – Year 13	
Autumn Term (September – December)	**Teacher 1: Paper 2 Beliefs** • ideology, science and religion, including both Christian and non-Christian religious traditions • the relationship between social change and social stability, and religious beliefs, practices • and organisations • religious organisations, including cults, sects, denominations, churches and New Age • movements, and their relationship to religious and spiritual belief and practice **Teacher 2: To teach Paper 3: Option Unit Crime** • crime, deviance, social order and social control • the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
Spring Term (January - April)	**Teacher 1 To continue to Paper 2 - Beliefs** • the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices • the significance of religion and religiosity in the contemporary world, including the nature and • extent of secularisation in a global context, and globalisation and the spread of religions. **Teacher 2: To continue to teach Paper 3: Option Unit Crime** • globalisation and crime in contemporary society; the media and crime; green crime; human • rights and state crimes • crime control, surveillance, prevention and punishment, victims, and the role of the criminal • justice system and other agencies. **Teacher 1 and Teacher 2: To teach Paper 3 Theory and Methods** • quantitative and qualitative methods of research; research design • sources of data, including questionnaires, interviews, participant and non-participant • observation, experiments, documents and official statistics • the distinction between primary and secondary data, and between quantitative and qualitative • data • the relationship between positivism, interpretivism and sociological methods; the nature of • 'social facts'

	• the theoretical, practical and ethical considerations influencing choice of topic, choice of • method(s) and the conduct of research • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom • the relationship between Sociology and social policy
Summer Term (May)	Revision for all three units.
Assessments	Assessments will include completing a range of exam questions from Paper 1,2 and 3 and cover the three assessment objectives. These will take place on a regular basis half termly following units of work. Students will also have low stakes tests to check the subject knowledge they are developing.
Homework / independent study	This is an important part of studying for Sociology A Level and students will be asked on a regular basis half termly to complete a range of homework activities. Homework could include: Preparing for in class assessments and timed essays and knowledge tests Reading sociological articles Textbook activities Researching sociological concepts, theories or studies Carrying out sociological research Wider reading around the topic
Equipment required	Students need to buy one textbook AQA A level Sociology Book One by Webb, Westergaard Trobe and Townend
Resources available for home-based study	Sociology review can be taken home for students to read. A wide range of textbooks are available to borrow from the Sociology teachers.

17: Sociology – Year 13 in September 2025

Course Details	**Exam Board: OCR** **Level: Level 3 A-Level Course** **Examination Structure:** 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. **Coursework/Controlled Assessment:** N/A
Key Learning Objectives	• To be able to apply a range of sociological theories to sociological problems. • To evaluate research methods. • To evaluate the sociological theories of functionalism, Marxism, feminism and postmodernism in a range of sociological contexts.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Teacher 1: To teach Paper 1: Socialisation, Culture and Identity the CORE option** • What is culture? • What is socialisation? • What is identity? **Teacher 2: To teach Paper 1: Option Unit family** • How diverse are modern families? • To what extent are roles and relationships within families and households changing?
Spring Term (January - April)	**Teacher 1: To teach Paper 2: Inequalities Section** • What are the main patterns and trends in social inequality and difference? (Class, Age, Gender and Ethnicity) • How can patterns and trends in social inequality and difference be explained? (Class, Age, Gender and Ethnicity) **Teacher 2: To continue to teach Paper 1: Option Unit Family** • To what extent are roles and relationships within families and households changing?
Summer Term (May - July)	**Teacher 1: To continue to teach Paper 2: Inequalities Section** • What are the main patterns and trends in social inequality and difference? (Class, Age, Gender and Ethnicity) • How can patterns and trends in social inequality and difference be explained? (Class, Age, Gender and Ethnicity) **Teacher 2: To teach Paper 2: Research methods** • What is the relationship between theory and methods? • What are the main stages of the research process? • What methods are used in sociological research? **Revision for Year 12 mock exams and recap of the year.**

Curriculum Content – Year 13	
Autumn Term (September – December)	**Teacher 1: To continue to teach Paper 2: Inequalities Section** • What are the main patterns and trends in social inequality and difference? (Class, Age and Gender) • How can patterns and trends in social inequality and difference be explained? (Class, Age and Gender) **Teacher 2: To continue teach Paper 2: Inequalities Section** • What are the main patterns and trends in social inequality and difference? (Ethnicity) • How can patterns and trends in social inequality and difference be explained? (Ethnicity) **Teacher 2: To teach Paper 3: Option Unit Crime** • How are crime and deviance defined and measured? • What are the patterns and trends in crime? • How can crime and deviance be explained?
Spring Term (January - April)	**Teacher 1 to teach Paper 3: Globalisation and the Digital world** • What is the relationship between globalisation and digital forms of communication? • What is the impact of digital forms of communication in a global context? **Teacher 2: To continue to teach Paper 3: Option Unit Crime** • How are crime and deviance defined and measured? • What are the patterns and trends in crime? • How can crime and deviance be explained?
Summer Term (May)	Revision for all three units.
Assessments	Assessments will include completing a range of exam questions from Paper 1,2 and 3 and cover the three assessment objectives. These will take place on a regular basis half termly following units of work. Students will also have low stakes tests to check the subject knowledge they are developing.
Homework / independent study	This is an important part of studying for Sociology A Level and students will be asked on a regular basis half termly to complete a range of homework activities. Homework could include: Preparing for in class assessments and timed essays and knowledge tests Reading sociological articles Textbook activities Researching sociological concepts, theories or studies Carrying out sociological research Wider reading around the topic
Equipment required	Students need to buy two textbooks. OCR Sociology 1 (Hodder) for Year 12. OCR Sociology 2 (Hodder) for Year 13.
Resources available for home-based study	Sociology review can be taken home for students to read. A wide range of textbooks are available to borrow from the Sociology teachers.

18: Sport (PE) BTEC

Course Details	**Exam Board: Pearson** **Level 3: National Foundation Diploma (7 units from 1-11)** **Examination Structure:** 2 written exams (externally marked) **Unit 1:** Anatomy and Physiology **Unit 2:** Fitness training and programming for health, sport and well being **Coursework/Controlled Assessment:** Unit 2 is done in a controlled assessment manner in which students can bring research notes based from a pre-release material. These notes are checked and signed off by the Subject teacher. Any other units are internally marked and assessed coursework units.
Key Learning Objectives	• Gain specialist knowledge and technical skills within the sporting industry. • Understand and develop skills and knowledge within different fields of the sporting industry. • Develop Independent study skills and organisation.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Unit 1: Anatomy and Physiology** • Know the structure and function of the skeletal system. • Know the structure and function of the muscular system. • Know the structure and function of the cardiovascular system. • Know the structure and function of the respiratory system. • Know the different types of energy systems. • Understand and apply the effects of exercise to the different body systems. **Unit 2: Fitness training and programming for health, sport and well-being** • Know different methods of training. • Plan and take part in a training programme. • Understand and apply the principles of training.
Spring Term (January - April)	**Unit 7: Practical Sports Performance** • Know the key factors that influence Health and Safety in Sport. • Be able to carry out risk assessments. • Be able to plan a safe sporting activity in time to music. **Unit 4: Leadership in Sport** • Know the qualities, characteristics and roles of effective sports leaders. • Know the importance of psychological factors in leading sports activities. • Be able to plan a sports activity. • Be able to lead a sports activity.
Summer Term (May - July)	**Unit 3: Professional development in the sports industry** • Understand career and jobs opportunities in the sports industry. • Know how to administer own skills audit to inform career development plan. • Demonstrate the processes that can lead to a successful job offer. • Use own experience to review selection process. **Unit 8: Coaching for performance** • Know the roles, responsibilities and skills of sports coaches.

	• Know the techniques used by coaches to improve the performance of athletes. • Be able to plan a sports coaching session. • Be able to deliver and review a sports coaching session.
Curriculum Content Year 13	
Autumn Term (September – December)	**Unit 6: Sports Psychology** • Investigate methods of learning in sport. • Know how the mind is used to gain an advantage in the sports industry. • Understand and develop techniques to use the ??? **Unit 10: Sports Event Organisation** • Understand how to organise a sporting event. • Know the skills and develop your own organisation. • Organise a sporting event of your choice.
Spring Term (January - May)	**Unit 5: Application of fitness testing** • Know and apply different fitness tests. • Understand the importance of testing correctly and safely. • Be able to interpret data and make use of it. • Be able to use health screening techniques. • Be able to administer appropriate fitness tests. • Be able to interpret the results of fitness tests and provide feedback. **Unit 9: Research methods in Sport** • Understand the importance of research in sporting environments. • Examine key issues that impact on the effectiveness and quality of research in sport. • Apply appropriate research methods to a selected research problem in sport.
Assessments	Candidates will be assessed via oral and written projects, assignments and assessments of their practical abilities during training and performance. Year 12 students will sit an externally assessed unit of coursework on **Unit 2: Fitness training and programming for health, sport and well-being**. Also in Year 12, students will sit an exam on **Unit 1: Anatomy and physiology** in the Winter exam series. They will have a chance to resit at the end of Year 12.
Homework / independent study	Students are set tasks related to completing assignments. Prep time for external assessment is given as well. Independent study time is given for completing assignments.
Equipment required	Approved P.E. kit. Revision guide.
School-based enrichment opportunities	Students use study time to complete assignments, some assignments will involve working with Primary School Festivals and key stage 3 core P.E. lessons.
Resources available for home-based study	Resources available on school intranet and VLE.

19: Travel and Tourism

Course Details	**Exam Board: Pearson** **Level: Level 3 BTEC National Extended Certificate in Travel and Tourism.** **Examination Structure:** Equivalent in size to **one** 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 **Unit 1: The World of Travel & Tourism.** **Coursework/Controlled assessment:** Year 12: **Unit 9: Visitor Attractions** Coursework. (3 pieces of coursework). Year 13: **Unit 2: Global Destinations** Controlled Assessment. **Unit 3 – Principles of Marketing in Travel and Tourism** Coursework. (4 pieces of coursework).
Key Learning Objectives	• 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. • Different types of destinations and their importance – learners will investigate the features and appeal of global destinations. • 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.
Curriculum Content – Year 12	
Autumn Term (September – December)	**Unit 1: The World of Travel & Tourism (exam)** **Learning Outcomes:** **A:** Explore the features of different businesses and analyse what makes them Successful. **B:** Investigate how businesses are organised. **C:** Examine the environment in which businesses operate. **D:** Examine business markets. **E:** Investigate the role and contribution of innovation and enterprise to business success. Students will sit this examination in the first sitting which is the summer exam series.
Spring Term (January – April)	**Unit 9: Visitor Attractions (coursework)** **Learning Outcomes:** **A:** 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. **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.
Summer Term (May - July)	**Unit 9: Visitor Attractions (coursework)** **Learning Outcomes:** **C:** Explore how visitor attractions respond to competition and measure their success and appeal. At this point students will complete their third and final piece of coursework for this unit of study. **Unit 1: The World of Travel & Tourism (exam)** Students will revisit and revise this unit ready for their first attempt at this examination during the summer exam series.

Curriculum Content – Year 13	
Autumn Term (September – January)	**Unit 2: Global Destinations (controlled task)** **Learning Outcomes:** **A:** Geographical awareness, locations and features giving appeal to global destinations. **B:** Potential advantages and disadvantages of travel options to access global destinations. **C:** Travel planning, itineraries, costs and suitability matched to customer needs. **D:** Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations. **E:** Factors affecting the changing popularity and appeal of destinations. Students will complete their first attempt at this Controlled Task, set and marked by the exam board in the January exam series.
Spring Term (January – April)	**Unit 3: Principles of Marketing in Travel and Tourism (coursework)** **Learning Outcomes:** **A:** 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. **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.
Summer Term (May - July)	**Unit 3: Principles of Marketing in Travel and Tourism (coursework)** **Learning Outcomes:** **C:** 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. **D:** 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.
Assessments	Year 12: **Unit 1: The World of Travel & Tourism** Written exam. Unit 9: **Visitor Attractions** coursework (3 pieces of coursework). Year 13: **Unit 2**: **Global Destinations** Controlled Task **Unit 3: Principles of Marketing in Travel and Tourism** coursework (4 pieces of coursework).
Homework / independent study	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.
School-based enrichment opportunities	Young Enterprise, Student Investor and The Share Centre Challenge are offered at least every 2 years. Visits and talks with businesses.
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