KS5 CURRICULUM GUIDE

DRIFFIELD SIXTH FORM

Welcome

Our Key Stage 5 curriculum is designed to ensure that all students have the opportunity to choose from a breadth of subjects that allows them flexibility to construct a personalised programme of study. The range of subjects offered and the opportunity to pursue three or four level 3 qualifications enables students to choose courses that will enable them to access their preferred pathway for the future, be that university, employment or an apprenticeship. On GCSE results day Year 11 students select their final Post 16 options and embark on an ambitious two-year programme of study that will lead to examinations at the end of Year 13. The options process allows a free choice for students to specialise in the subjects that they enjoy, and excel in, and the timetable allows more time to develop the depth of knowledge in the subjects they have chosen. In addition to teaching time, student's programme of study incorporates dedicated study time so that they can adapt to the independent demands of the Post 16 environment.

In addition to the aforementioned teaching and independent study time, the students experience a full Personal Development curriculum, which builds upon the Apex curriculum from Years 7-11. This includes helping the students to develop the study skills required for Level 3 study, addressing age specific issues such as driving safety and healthy relationships and preparing students for applications to university, apprenticeships and employment. Furthermore, the students are also able to choose from an extensive range of enrichment opportunities where they can further develop the skills and experiences needed for later success. In this way we aim to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on personal responsibility, which is crucial to academic achievement, future learning and employment. Students will also develop independent learning, thinking skills, creativity and learner resilience through their studies.

Sixth Form	Mr D Andrews
Personal Development	Mrs A Amers
Art	Miss E Appleby
Biology	Mrs S Wild
Business	Mr A Soar
Chemistry	Miss E Dean
Computer Science	Mr D Arrowsmith-Cooper
Criminology	Mrs K Wilkinson
Drama	Mr A Colley
English	Dr K Compton
Film Studies	Dr K Compton
Geography	Mrs C Vicary
Health & Social Care	Mrs R Backhouse
History	Mrs A Burnitt
Maths and Further Maths	Mrs C Hogben
Media Studies	Dr K Compton
Photography	Miss E Appleby
Physics	Miss A Bradley
Politics	Mrs C Vicary
Psychology	Mrs K Wilkinson
Sociology	Mrs K Wilkinson
Sport and Physical Activity	Mr A Duke

Art

Knowledge taught in Year 12:

Autumn	Spring	Summer
NEA **Personal Investigation** Students are required to choose one or more area(s) of study, e.g.: • Portraiture • Landscape • Still life	**NEA** **Personal Investigation** Students should produce a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre.	**NEA** **Personal Investigation** Students should develop and refine their portfolio work and should begin mounting and presenting ready for assessment and external moderation. This is worth 80 marks and is 100% of total AS Level.

Knowledge taught in Year 13:

Autumn	Spring	Summer
NEA **Personal Investigation Component 1** At the start of Year 13 students focus on developing their component one, portfolio work. NEA.	**NEA** **Component 2: Externally Set Task** Students are given the exam paper in February and select a question to focus on. They develop preparation work leading to a final outcome which they produce in the 15 hours supervised time.	**NEA** **Component 2 Actual Externally Set Task and Completion of Component 1.** Students submit all preparation work on the first day of their Supervised time. Once the Externally Set task is completed, students can develop their component 1 portfolio work.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Art	Component 1: NEA Portfolio and 1,000 - 3,000 word essay.	No exam	60%	Deadline 1st May
Art	Component 2: NEA Externally Set assignment	15 hours supervised time	40%	Late spring/ early summer of Y13

Art

Assessment Objectives:

- Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- Present a personal and meaningful response that realises intentions and, where appropriate.

How parents can help to support their child's learning:

- Ensure students have access to Art materials at home.
- Photoshop would be useful for students also.
- Students will need to present their work, either in a sketchbook or in presentation folder. We sell these at the school shop.
- Photography students will need an SD card and card reader. We sell these at the school shop.
- Visiting Art exhibitions, galleries, museum can provide a great experience and can positively influence, encourage and inspire learners on their creative journeys.
- Students will need to work independently outside of their timetabled lessons. It is an expectation that they complete this. Support in this from parents will really help.

Biology

Knowledge taught in Year 12:

Autumn	Spring	Summer
Biological Molecules **Cells** Students begin the course building on content covered at GCSE looking at molecules, such as DNA that make up organisms and how they interact. They also build on knowledge of cells and how these interact to build complex organisms, as well as how the immune system works to keep you healthy.	**Organisms Exchange Substances with their Environment** In this term students continue to develop their knowledge of gas exchange, specifically in humans, fish and insects. We will dissect organisms including a heart and learn how oxygen is carried around the body.	**Genetic Information, Variation and Relationships Between Organisms** **Genetics, Populations, Evolution and Ecosystems** In the final term of Year 12 we conclude with DNA replication and mutations as well as biodiversity including evolution and taxonomy. We begin the Year 13 content and conclude with fieldwork to investigate how ecosystems change, whilst exploring the use of statistics in Biology.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Energy Transfers in and Between Organisms **Organisms Respond to Changes in their Environment** At the start of Year 13 students explore the processes of photosynthesis and respiration in greater detail, then link this back to nutrient cycles and farming. We also look at the nervous system in more detail as well as homeostasis, exploring blood glucose levels and the kidneys.	**Genetics, Populations, Evolution and Ecosystems** **The Control of Gene Expression** Students begin this term by building on what they learnt in Year 12 with ecosystems and variation. We also explore genetic mutations in more detail as well as cancer and DNA technology which allows genes to be manipulated.	**Essays** **Revision** Revision of all topic areas in preparation for the examination, including practice on how to write essays in preparation for the Paper 3 examination.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1-4, including relevant practical skills	2 hours	35%	Summer of Year 13
Paper 2	Topics 5-8, including relevant practical skills	2 hours	35%	Summer of Year 13
Paper 3	Any topics 1-8, including relevant practical skills	2 hours	30%	Summer of Year 13

Biology

Main skills developed:

- Students will develop and demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures
- Students will be develop competence and confidence in a variety of practical, mathematical and problem solving skills
- Students will be able to apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
  - in a theoretical context
  - in a practical context
  - when handling qualitative data
  - when handling quantitative data
- Students will be able to analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
  - make judgements and reach conclusions
  - develop and refine practical design and procedures.

How parents can help to support their child's learning:

- Ensure students have an appropriate scientific or graphical calculator.
- Encourage students to reread notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to attend sixth form Biology hub.
- Encourage students to discuss their Biological studies with you and explain the vocabulary and skills they have learnt.

Business Studies

Knowledge taught in Year 12:

Autumn	Spring	Summer
Entrepreneurs and Leaders **Meeting Customer Needs** **the Market** Students begin with Theme 1 course content. This includes; role, motives and characteristics of entrepreneurs and leaders. Students also learn about the forms of business and the legal structure.	**Marketing Mix and Strategy** **Managing People** **Raising Finance & Financial Planning** In this term, students learn about three functional areas of business. They learn about how businesses; market their products, recruit, train and motivate their staff, and how they plan the business' finances.	**Managing Finance** **Resource Management** **External Influences** In the final term of Year 12, students learn Theme 2 course content. This involves how businesses manage their financial and production resources. They learn key concepts such as, productivity, capacity utilisation, stock control and quality management. Students finish the year learning about external influences.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Business Objectives and Strategy **Business Growth,** **Decision-Making Techniques** **Influences on Business Decisions** **Assessing Competitiveness** **Managing Change** At the start of Year 13 students focus on Theme 3 course content. This considers business decisions and strategy.	**Globalisation** **Global Markets and Business Expansion** **Global Marketing** **Global Industries and Companies** Students will learn about globalisation. How multinational companies have grown in size to provide products and services to markets around the world.	**Revision** Students will revise all topic areas in preparation for the examination.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Theme 1 - Marketing and People Theme 4 - Global business	2 hours	35%	Summer of Year 13
Paper 2	Theme 2 - Managing business activity Theme 4 - Business decisions & strategy	2 hours	35%	Summer of Year 13
Paper 3	Theme 1, 2, 3 & 4	2 hours	30%	Summer of Year 13

Business Studies

Main skills developed:

- Students must demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues
- Students must apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues
- Students must analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences
- Students must evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues
- Students must use unseen stimulus materials comprising quantitative and qualitative evidence in their written answers.
- Students must have acquired competence in quantitative skills that are relevant to and applied in the business context

How parents can help to support their child's learning:

- Encourage students to reread notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to discuss topical business and economic news with you and explain the vocabulary and skills they have learnt.

Chemistry

Knowledge taught in Year 12:

Autumn	Spring	Summer
Inorganic Chemistry • Periodicity • Group 2 • Group 7 • REDOX Students will start the year investigating the Periodic Table and the trends that lie within the groups and the periods. **Atomic Structure** Students will explore the underpinning structure of all elements and how TOF Spectrometry is used to identify elements. **Energetics** Students studied the fundamentals of this topic at GCSE, but within Year12 they will build and learn about the use of Hess's Law and how we can use its principles to calculate the enthalpy change of a reaction. **Introduction to Organic** Students will start to build on the Organic content from GCSE, at A-level this content is a third of the content in the course.	**Amount of Substance** Students will build on their mathematical skills and knowledge from the quantitative topic studied at GSCE. **Chemical Equilibria, Le Chatelier's Principle, Kc and Kp.** At GCSE the students qualitatively explore how changing the condition of a reaction at equilibrium affects the yield, at A-level they take this knowledge further so they are able to quantitatively measure the changes imposed on a reaction at equilibrium. **Organic Molecules (Alkanes, Halogens, Alkenes and Alcohols)** Students make a start on learning about the different organic compounds, how they are synthesised, their uses and the reaction mechanisms they are involved in.	**Transition Metals** In this topic students take a focus on the metals in the mid-section of the periodic table, how they are characterised, the reasons for their characteristics and their uses. **Organic Analysis** This section considers some of the analytical techniques used by chemists, including test-tube reactions and spectroscopic techniques, all of which enhances our understanding of organic molecules, their structure and the way they react. **Aqueous Ions** Building on the topic from earlier in the term, students study the reactions of transition metal ions in aqueous solution. It provides a practical opportunity for students to show and to understand how transition metal ions can be identified by test-tube reactions in the laboratory. **Optical Isomers** Students gain an understanding about compounds that contain an asymmetric carbon atom form stereoisomers that differ in their effect on plane polarised light are known as optical isomers. **Thermodynamics** Building on the topic from the autumn term, students develop their knowledge of the energy transfer that occurs during a chemical reaction, they apply Le Chatelier's Principle to Born Haber cycles.

Chemistry

Knowledge taught in Year 13:

Autumn	Spring	Summer
Acids and Bases Students will learn to recognise acids and bases are important in domestic, environmental and industrial contexts. Understanding that acidity in aqueous solutions is caused by hydrogen ions and a logarithmic scale, pH, has been devised to measure acidity. Learning buffer solutions, which can be made from partially neutralised weak acids, resist changes in pH and find many important industrial and biological applications. **Organic Molecules (Aldehydes, Ketones, Carboxylic Acids and their Derivatives)** Students will investigate the commonality that Aldehydes, ketones, carboxylic acids and their derivatives have, in that all of them contain the carbonyl group, which is attacked by nucleophiles, as well as the rest of their structure, uses and the reactions they are involved in. **Electrode Potentials** Students will apply their knowledge of redox to an electrochemical cell, to understand how electrons are transferred in order for a current to be induced. **Aromatic Chemistry** Students will learn about aromatic chemistry through benzene, which is an example of this type of molecule and they will look at the structure of the benzene ring and its substitution reactions.	**Kinetics** Building on the rates of reaction topic from GCSE, students will study kinetics. Kinetics enables chemists to determine how a change in conditions affects the speed of a chemical reaction. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are variables that can be manipulated in order to speed them up or slow them down. **Amino Acids, Protein and DNA** Students will learn about the molecules of life. In this section, the structure and bonding in these molecules and the way they interact is studied. Drug action is also considered. **Rates** In rate equations, the students will explore the mathematical relationship between rate of reaction and concentration gives information about the mechanism of a reaction that may occur in several steps **Chromatography** Chromatography is a topic students have studied since KS3. It provides an important method of separating and identifying components in a mixture. This knowledge of chromatography will be developed to look at different types of chromatography that are used, depending on the composition of mixture to be separated.	**Revision** During the summer term students will revise the content of the course

Chemistry

Knowledge taught in Year 13 (continued):

Autumn	Spring	Summer
Amines Amines are compounds based on ammonia where hydrogen atoms have been replaced by alkyl or aryl groups. This section includes their reactions as nucleophiles. **Polymers** Building their knowledge from GCSE students will study polymers and their synthesis, including condensation polymerisation. The ways in which condensation polymers are formed are studied, together with their properties and typical uses. Problems associated with the reuse or disposal of both addition and condensation polymers are considered.	**Organic Analysis** Students understanding of organic molecules, their structure and the way they react, will been enhanced by organic analysis. This section considers some of the analytical techniques used by chemists, including test-tube reactions and spectroscopic techniques. **Nuclear Magnetic Resonance Spectroscopy** Students will learn how chemists use a variety of techniques to deduce the structure of compounds. In this section, nuclear magnetic resonance spectroscopy is added to mass spectrometry and infrared spectroscopy as an analytical technique. The emphasis is on the use of analytical data to solve problems rather than on spectroscopic theory. **Organic Synthesis** The formation of new organic compounds by multi-step syntheses using reactions included in the specification will be covered by students in this section.	**Revision** During the summer term students will revise the content of the course

Chemistry

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics • Physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9) • Organic chemistry (section 3.3) • Relevant practical skills	2 hours	35%	Summer of Year 13
Paper 2	Topics • Relevant physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9) • Organic chemistry (section 3.3) • Relevant practical skills	2 hours	35%	Summer of Year 13
Paper 3	Topics • Any content • Any practical skills	2 hours	30%	Summer of Year 13

Main skills developed:

- Students will develop and demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures
- Students will be develop competence and confidence in a variety of practical, mathematical and problem solving skills
- Students will be able to apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
  - In a theoretical context
  - In a practical context
  - When handling qualitative data
  - When handling quantitative data
- Students will be able to analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
  - Make judgements and reach conclusions.
  - Develop and refine practical design and procedures.

How parents can help to support their child's learning:

- Ensure students have an appropriate scientific or graphical calculator.
- Encourage students to reread notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to attend sixth form Chemistry hub.
- Encourage students to discuss their Chemistry studies with you and explain the vocabulary and skills they have learnt.

Computer Science

Knowledge taught in Year 12:

Autumn	Spring	Summer
Computer Components and Uses, Software Development and Data Types Students will gain an overview of how computer system operates, including the components and function of the CPU, memory and storage devices as well as different types of processor. In addition, they will consider different types of software, code translation and methodologies used to development software. They will also start to consider the use of binary and hexadecimal numbers and the types of data used. **Programming Summary:** Students will practise procedural programming, including sequencing, selection and iteration, structured programming and working with strings and external files.	**Data Structures & Boolean Logic, Legal & Ethical Issues and Computational Thinking** Students will study the different structures used to store data within programs, as well as how computer logic is carried out using nothing but true and false. They will also consider the major legislation covering computer use in the UK and ethical and cultural issues that arise from their use. In addition, they will begin to build their problem-solving skills using aspects of computational thinking. **Programming Summary:** Students will practise Object Oriented Programming, considering the use of classes, objects, encapsulation, inheritance and polymorphism and how these are used to build efficient, reusable code.	**Programming Techniques, Types of Programming Language and Computational methods** Students will study the theory behind more advanced programming techniques, such as recursion and modularity and consider the different programming paradigms in use as well as a series of specific methods used to make algorithms work effectively. They will also consider the use of assembly language and different modes of addressing memory. **Programming Summary:** As well as practising the programming techniques studied during the year, students will begin to consider their choice of Year 13 project and look at what is required in creating an effective assessed piece of software development.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Exchanging Data Students will study the more practical aspects of working with data, including the theory behind computer networks, the internet and databases, including working with SQL. They will also consider issues around encryption and different types of file compression. **Programming Summary:** Students will work on their software development project, self-studying to further their programming knowledge to address their specific needs.	**Algorithms** Students will study the use of different algorithms and how to measure and compare their efficiency. They will also consider a number of standard algorithms programmers use for sorting, searching and route-finding as well as adding and removing data from data structures. **Programming Summary:** Students will work on their software development project, self-studying to further their programming knowledge to address their specific needs.	**Theory** Theory work in this final term will be focussed on revision and exam technique in preparation for the exams. **Programming Summary:** Student projects will be handed in in late April and draft marks issued in early May. The remaining time will be also be given over to revision and exam technique.

Computer Science

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Component 1: Computer Systems	2.5 hours	40%	Summer of Year 13
Paper 2	Component 2: Algorithms and Programming	2.5 hours	40%	Summer of Year 13
NEA	Component 3: Software Development Project	N/A	20%	Summer of Year 13

Main skills developed:

- Students must understand the principles of using computers to solve problems, including the use of decomposition, abstraction and other aspects of computational thinking.
- Students must understand and use correct computing language and syntax.
- Students must understand, and be capable of demonstrating, a series of basic, and more advanced programming techniques as well as how to combine these into more complex programs.
- Students must recognise the underlying structures and designs involved in how computers handle data and instructions and be able to apply this knowledge to specific scenarios.
- Students must develop report writing skills in order to create a significant piece of writing covering their work on the NEA project.

How parents can help to support their child's learning:

- Ensure, where possible, that students have access to an appropriate computing device and software allowing them to work on their programming at home.
- Encourage students to complete learning records and practise programming to consolidate learning.
- Encourage students to seek support from their teachers where necessary.
- Encourage students to work diligently on their NEA projects right through Year 13 and not leave themselves short of time to do themselves justice.
- Encourage students to attend revision sessions as exams approach.
- Encourage students to read more widely around the subject beginning, but not ending, with articles and blogs highlighted by teachers.

Criminology

Knowledge taught in Year 12:

Autumn	Spring	Summer
Unit 1: Changing Awareness of Crime Students learn how crime reporting affects the public perception of crime, looking into reasons why crime goes unreported and the consequences of this and how media impacts it. **Unit 2: Criminological Theories** Students explore how crime is a social construct by comparing criminal and deviance and understanding of how laws change over time, place and culture.	**Unit 1: Changing Awareness of Crime** Students learn how to create a campaign for change, and complete controlled Assessment 8 hours. **Unit 2: Criminological Theories** Students know and evaluate the effectiveness of the biological, individualistic and sociological theories of criminality.	**Unit 2: Criminological Theories** Students explore what causes policy change by assessing the use of criminological theories, social change and campaigns affect policy making. Sit exam 1.5 hours. **Unit 3: Crime Scene to Courtroom** Students gain knowledge and understanding of historical criminal case studies and an understanding of the process of criminal investigations.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Unit 3: Crime Scene to Courtroom Students explore the process of prosecution of suspects and develop the skills to enable them to review criminal cases. Sit controlled Assessment 8 hours. **Unit 4: Crime and Punishment** Students explore the criminal justice system in England and Wales focusing on the process of law making, and the organisations within the system and a range of models used with it.	**Unit 4:Crime and Punishment** Students investigate the role of punishment in the criminal justice system and develop the understanding of the measures used in social control. **Unit 1-3 Revision** Students revisit and revise their knowledge and understanding of the prior topics to reinforce the synoptic links within the Unit 4 exam. Students given the opportunity to resit controlled assessment of Unit 1.	**Revision of all units of work.**

Criminology

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Controlled Assessment Unit 1	Changing the awareness of crime	8 hours	25%	February Year 12
Exam Unit 2	Criminological Theories	1.5 hours	25%	May Year 12
Controlled Assessment Unit 3	Crime scene to court room	8 hours	25%	December Year 13
Exam Unit 4	Crime and punishment	1.5 hours	25%	June Year 13

Main skills developed:

- Students must comprehend and interpret criminological information
- Students must fully understand, critically analyse and evaluate areas of criminology.
- Students must identify parallels, connections, similarities and differences between content studied.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions.
- Students must use appropriate vocabulary.
- Students must take ownership of own learning and develop their independent learning skills.

How parents can help to support their child's learning:

- Encourage independent reading and viewing of criminal media
- Encourage awareness of current criminological matters in the UK and globally
- Encourage your child to revisit information regularly and consolidate their learning.
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to discuss and debate content covered with you.

Drama

Knowledge taught in Year 12:

Autumn	Spring	Summer
Introduction to A – Level Drama Students revisit basic drama skills and complete a number of practical workshops based on different practitioners and styles. **Introduction to Component 3 Set Text (Section B)** Students are introduced to the set text 'That Face' by Polly Stenham.	**Introduction to Devising Theatre** Students are introduced to devising theatre and will work from a stimulus. **Component 3 Set Text (Section B) Continued…** Students complete a number of practical lessons with a focus on practice exam techniques on the play 'That Face'.	**Component 1: Devising Theatre** In the final term of Year 12 students will prepare and complete their Component 1 practical devised performance. Students will produce a portfolio of supporting evidence (3000 words) for their devised performance.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Component 1 – Finishing Off Students will finish their portfolio of supporting evidence from their devised performance exam.They will reflect on the process and evaluate their achievements in a 3000 word portfolio. **Viewing of Live Theatre (C3)** Students will have the opportunity to view live theatre.	**Component 3 Set Text (Section C)** Students complete a number of practical/theory lessons with a focus on Woyzeck by Georg Bucher. **Completion of Component 2 Text in Performance** Students participate in a scripted (group and monologue) performance.	**Component 3 – Revision** Students will revisit both set text (Woyzeck / That Face) and live theatre notes in preparation for the written exam.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Practical performance and coursework	C1: Devising – Students devise an Original devised performance with focus on a theatre practitioner. Written portfolio.	20 minute devised performance. 3000 word portfolio.	40%	Summer of Year 12
Exam Unit 2	C2: Text in Performance Group performance working from a professional text. Monologue/duologue performance	20 minute scripted performance. 3 minute monologue.	20%	Spring of Year 13
Written exam	C3: Theatre Makers in Practice – Written exam (Live Theatre Evaluation, Page to Stage Realisation, Interpreting a Performance Text)	2.5 hours	40%	Summer of Year 13

Drama

Main skills developed:

- Develop an interest in drama and theatre as participants and informed members of an audience.
- Develop knowledge and understanding of major influences in theatre.
- Offer a range of opportunities to develop drama and theatre skills creatively and imaginatively.
- Integrate theory and practice.
- Drama enables you to achieve academically and socially, building confidence, and opening many doors to the future.
- Both the academic and performance aspect allow you to become fully immersed in performances and will equip you with skills that will be vital in any career.

How parents can help to support their child's learning:

- Ensure that all homework is completed on time
- Encourage your child to read their set text, and discuss artistic intentions and interpretations
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage your child to see live drama and theatre at local theatres
- Encourage your child to stream theatre online
- Encourage your child to take part in extra-curricular drama / theatre activities

English Language

Knowledge taught in Year 12:

Autumn	Spring	Summer
Meanings and Representations Students will learn how to identify the genre, audience, purpose and subject of a wide range of written texts and analyse language with precision. **Social Groups** Students will explore the relationship between language and identity, covering region, social class, age and conversational theory.	**Comparative Analysis** Students will learn how to compare a wide variety of texts. **Occupational Language** Students will learn how a person's occupation can affect the way they use language.	**Child Language Acquisition** Students will discover how children learn to speak. **Gender** Students will explore the concept of gendered language, both in speech and in written texts.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Child Literacy Students will discover how children learn how to read and write. **Language Change** Students will explore the history of the English language and attitudes to its constant state of evolution.	**Paper 2 Section B** Students will apply their language analysis skills to discourses about language itself. **World English** Students will discover how English has spread across the world, changing British Standard English and creating new Englishes globally.	**Revision** Students will revise all topics in preparation for their exams.

Main skills developed:

- Students will study a range of texts and explore how language is shaped according to audience, purpose, genre and mode and used to enact relationships between writers, speakers and audiences or between participants within a text.
- Students will develop skills in precise and detailed analysis of graphology: the visual aspects of textual design and appearance; lexis and semantics: the vocabulary of English, including social and historical variation; grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level; pragmatics: the contextual aspects of language use; discourse: extended stretches of communication occurring in different genres, modes and contexts.
- Students will learn to evaluate a range of sociolinguistic theory and to write analytical essays.
- They will write creatively, both in the editorial style and in a genre of their choice.

How parents can help to support their child's learning:

- Encourage wider reading – exam texts can come from any genre and on any subject!
- Encourage discussion – students need to notice and reflect on their own language use and compare it to their family and friends.
- Support students in getting organised: folders for each paper are an excellent place to start.

English Language

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Language, the Individual and Society Section A - Textual Variations and Representations Two texts (one contemporary and one older text) linked by topic or theme. A question requiring analysis of one text (25 marks) A question requiring analysis of a second text (25 marks) A question requiring comparison of the two texts (20 marks) Section B - Children's Language Development A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)	2.5 hours	40%	Summer of Year 13
Paper 2	Language Diversity and Change Section A - Diversity and Change One question from a choice of two: Either: an evaluative essay on language diversity (30 marks) Or: an evaluative essay on language change (30 marks) Section B - Language Discourses Two texts about a topic linked to the study of diversity and change. A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks) A directed writing task linked to the same topic and the ideas in the texts (30 marks)	2.5 hours	40%	Summer of Year 13
NEA	Original Writing (a creative piece of writing in a genre of the student's choice and commentary, 1500 words total) Language Investigation (Students choose an area of the course to investigate and present their findings in a 2,000 word report).	N/A	20%	Summer of Year 13

English Literature

Knowledge taught in Year 12:

Autumn	Spring	Summer
Origins of Tragedy and Othello Students will explore the origins of tragedy, focusing on ancient Greece and Aristotle's theory. **American Tragedy and Death of a Salesman** Students will track how tragic conventions evolved in America during the jazz era.	**Othello** Students will study this Shakespearean tragedy in full through the lens of tragedy. **Poetry (John Keats)** Students will explore and compare patterns and genre conventions through Keats' poetry.	**Kite Runner** Students will begin to explore this novel as an introduction to political and social protest writing. **NEA Study** Students will be exposed to literary theory and use this to deepen an appreciation for texts studied. Knowledge gained can be used to form independent study.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Political and Social Protest Writing (William Blake) Students will study this visionary poet alongside unseen piece of writing within the same movement. **Political and Social Protest Writing (Atwood)** Students will study this dystopian novel in full as a piece of protest writing.	**Paper 1 Revision** Students will revise key concepts and ideas relating to tragedy	**Focused Revision** Students will revisit paper 1 and paper 2 skills prior to the examinations.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1A	Aspects of Tragedy: Extract based response to Shakespeare's Othello Essay question on Shakespeare's Othello Essay linking Keats and Miller	2.5 hours	40%	Summer of Year 13
Paper 2B	Political and social protest writing Response to an unseen passage Essay response to a set text Essay response to remain two set texts	3 hours	40%	Summer of Year 13
NEA	Two essays of 1250-1500 words informed by the study of the critical anthology	2 hours	20%	Summer of Year 13

English Literature

Main skills developed:

- Students will develop and demonstrate knowledge and understanding of the tragic genre
- Students will be able to analyse, interpret and evaluate texts across two genres:
  - Tragedy (Shakespearean and American)
  - Political and Social Protest
- Students will choose their own texts (one prose and one collection of poetry) to study independently and in depth
- Students will be develop confidence to debate and develop ideas on set texts
- Students will be able to apply knowledge and understanding of theories to support and develop their own interpretations of texts studied:
  - Marxist theory
  - Feminist theory
  - Cannon theory
  - Post-colonial theory
- Students will study and analyse a range of texts within the political and social protest genre.

How parents can help to support their child's learning:

- Encourage students read for pleasure and revisit texts studied within lesson time.
- Where possible, purchase copies of the set texts to allow students to add annotations
- Encourage students to reread notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.

Film Studies

Knowledge taught in Year 12:

Autumn	Spring	Summer
An Introduction to Film Studies An introduction to the key elements of film form, core areas of study and film theory. **British Film Since 1995** A two-film study exploring the creation of ideology and narrative in British film since 1995.	**American Film Since 2005** A two film study comparing ideology and spectatorship in mainstream and independent American film since 2005. **Hollywood 1930 - 1990** A comparative study of Classical Hollywood and the shift to New Hollywood filmmaking.	**Documentary Film** A study of contemporary documentary filmmaking with a focus on digital technology and the creation of 'truth'. **An Introduction to the NEA** A study of the key features of short film making in preparation for the NEA.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Global Film A two film study exploring European filmmaking and filmmaking around the world. **NEA** Students are to produce an original screenplay for a short film, digital storyboard and evaluative analysis of their work (completion of NEA from Autumn term).	**Film movements - Experimental Film (1960-2000)** An exploration of the experimental use of narrative by an auteur. **NEA** Students are to produce an original screenplay for a short film, digital storyboard and evaluative analysis of their work (completion of NEA from Autumn term).	**Revision** A revision unit in preparation for Component 1: Varieties of film and filmmaking and Component 2: Global filmmaking perspectives.

Film Studies

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1: Varieties of film and filmmaking	**Section A: Hollywood 1930-1990 (comparative study)** One question from a choice of two, requiring reference to two Hollywood films, one from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990). **Section B: American film since 2005 (two-film study)** One question from a choice of two, requiring reference to two American films, one mainstream film and one contemporary independent film. **Section C: British film since 1995 (two-film study)** One question from a choice of two, requiring reference to two British films.	2.5 hours	35%	Summer of Year 13
Component 2: Global filmmaking perspectives	**Section A: Global film (two-film study)** One question from a choice of two, requiring reference to two global films: one European and one produced outside Europe. **Section B: Documentary film** One question from a choice of two, requiring reference to one documentary film. **Section C: Film movements – Silent cinema** One question from a choice of two, requiring reference to one silent film or group of films. **Section D: Film movements – Experimental film (1960-2001)** One question from a choice of two, requiring reference to one film option.	2.5 hours	35%	Summer of Year 13
NEA	This component assesses one production and its evaluative analysis. Students produce: • either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay • an evaluative analysis (1600 - 1800 words).	16 hours	30%	Autumn/ Spring of Year 13

Film Studies

Film Studies aims to enable students 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 (including academic theory such as narrative theory, spectatorship theory, feminist film theory, auteur theory and Marxist film theory)
- Apply knowledge and understanding of film through either filmmaking or screenwriting in the production of their own short film

How parents can help to support their child's learning:

- Encourage students to watch a range of films, either of their own choice or ones which can be found on the wider reading lists for each unit, as well as rescreening texts studied within lesson time.
- Where possible, purchase copies of the set texts to allow students to analyse key sequences in their own time. (Please note that most of the key sequences from the films studied can be found on YouTube)
- Encourage students to reread notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.

Geography

Knowledge taught in Year 12:

Autumn	Spring	Summer
Changing Spaces; Making Places In this topic students will study what is meant by place and how places can be different to different people. Students study how place can be presented both formally and informally. How economic change can impact social inequality within places. And finally using examples how locations have rebranded and the players involved in such processes. **Glaciated Landscapes** Within this topic students look at how glaciated landscapes can be viewed as a system. How glacial landforms are produced and the impact that humans including climate change is impacting these fragile landscapes.	**Hazardous Earth** In this topic students will consider the main evidence for continental drift and plate tectonics, the hazards produced from both volcanic and seismic activity and the implications of living in these tectonically active areas. **Disease Dilemmas** In this topic student will start off by looking at global patterns of disease. They will also considered if there is a link between disease and levels of economic development? Before looking at how different types of diseases are mitigated against and if we can fully eradicate diseases?	**NEA – Independent Investigation** Students will undertake an independent investigation which is of particular interest to them, which can be related to any area of the specification. They will come up with an enquiry question, collect data and write a detailed analysis and conclusion to their findings.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Earth's Life Support Systems In this topic students will look at a Rainforest and tundra case study to help them understand the dynamic nature of landscapes and the water and carbon cycles which supports them. **Global Migration** In this topic students will look at the current flows of migration around the globe. Through the use of three case studies students will look at the reasons for migration and the impacts it can have on both the host and origin country. **Human Rights** In this topic students will understand what is meant by human rights and how there is variations in women's rights. They will also look at strategies for global governance of human rights and to what extent intervention in human rights contributes to development?	**Completion of NEA (Independent Enquiry) and Revision** Students will hand in their final NEA work in early spring and then use the reminder of the course to prepare for the summer exams. Students will recap of AS material, practice their essay writing skills (33 marks) and prepare synoptic answers for their debates paper.	**Revision** Final preparation for the summer exams. Students will recap of AS material, practice their essay writing skills (33 marks) and prepare synoptic answers for their debates paper.

Geography

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
OCR Paper 1 Physical Systems	Topics; Earth's Life support Systems, Glaciated Landscapes , including relevant practical skills	1.5 hours	22%	Summer of Year 13
OCR Paper 2 Human Interactions	Topics; Changing spaces, making places, Global Migration, Human rights, including relevant practical skills	1.5 hours	22%	Summer of Year 13
OCR Paper 3 Geographical Debates	Topics; Hazardous Earth, Disease Dilemmas and any other topics from the course – this is a synoptic paper which requires students to make connections across topics.	2.5 hours	36%	Summer of Year 13
NEA	An independent enquiry project	N/A	20%	Completed by March of Year 13

Main skills developed:

- Students will develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global.
- Students will be able to analyse the complexity of people-environment interactions and appreciate how these underpin some of the key issues facing the world today.
- Students will 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).
- Students will take part in a number of day's fieldwork. This will support wider knowledge of topics alongside becoming skilled in planning, undertaking and evaluating fieldwork in appropriate situations.
- Students will learn to think critically and be reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

How parents can help to support their child's learning:

- Encourage students to attend revision sessions
- Encourage students to keep on top of their NEA (independent investigation) which is started in the summer term of Year 12.
- Encourage students to reread notes and complete exercises to consolidate learning.
- Ensure students have an appropriate scientific or graphical calculator.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to discuss the course with you and explain the vocabulary and skills they have learnt.

Health and Social Care

Knowledge taught in Year 12:

Autumn	Spring	Summer
Principles of Health and Social Care (Exam Assessment FO90 Students will learn about the key topics that are important to develop underpinning knowledge and understanding relevant to health and social care. Topics include: • Equality, diversity, and rights in health and social care settings • Managing hazards, health and safety in health and social care settings • Legislation in health and social care settings • Best practice in health and social care settings **Person centred approach (NEA Assignment FO92)** Students will learn the principles and values that underpin a person-centred approach to care and the practical tools that can be used to develop care plans for individuals. They will explore how to communicate in health and social care, how to build relationships and the barriers that need to be overcome to achieve person-centred care. Students will learn to write outline care plans to suit individuals, using person-centred approaches and develop their reflective practice skills. Topics include: • Taking a person-centred approach • Meeting needs and providing support in a person-centred way • Communication skills needed to offer person-centred care	**Principles of Health and Social Care (Exam assessment FO90)** Students will continue their work on this topic from the autumn term. **Mental Health (NEA Assignment FO93)** Students will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs. They will do this through exploring the meaning of mental health and mental health needs, and considering the main types of mental health conditions and how these may affect the life of individuals. They will explore the different ways that individuals may be supported to promote their mental well-being, manage their illness, and different forms of treatment that may be available. Topics include: • Definitions and views of mental health • Mental health conditions • Provision of mental health services • Treatment and support for mental health conditions	**Anatomy and Physiology (Exam assessment-FO91)** Students will learn about the arrangement of body systems and the structure and function of the component parts. They will learn about key processes within each body system, that enable them to function properly. Students will then explore conditions affecting these systems, specifically learning about the biological basis, monitoring, treatment and impact on lifestyle and independence. Topics include: • Cardiovascular system • Respiratory system • Digestive system • Musculoskeletal system • Control and regulatory systems • Reproductive system **Nutrition for Health (NEA assignment FO97)** Students will learn about the healthy eating guidelines, physical activity guidelines, nutritional labelling and the sources of nutrients. They will learn how to use this information to plan healthy and balanced meals for service users with different nutritional needs. Students will investigate some of the barriers facing service users to eat healthy meals and the support that individuals may require to eat healthy meals. Topics include: • Dietary and activity needs of individuals • Factors that influence dietary choices and physical activity levels • Supporting individuals to plan meals that meet their needs

Health and Social Care

Knowledge taught in Year 13:

Autumn	Spring	Summer
Unit 4 Anatomy and Physiology in Health and Social Care Students will learn about the digestive, musculoskeletal, control and regulatory systems and sensory systems, their structure and function, malfunctions and their impact on individuals. **Unit 5 Infection Control** Students will be able to demonstrate how to control the spread of infection.	**Unit 10 Nutrition for Health** This unit introduces nutritional health and the components of good nutrition. Students will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being. **Unit 5 Infection Control** Students will explore the role of the health and social care worker in controlling infection.	**Unit 10 and Unit 5** This term students will focus on finalising Unit 10 and 5 portfolios in preparation for submission.

Health and Social Care

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Exam paper FO90 Principles of Health and social care	Mandatory exam unit 80 Guided Learning Hours • Topic Area 1 Equality, diversity, and rights in health and social care settings • Topic Area 2 Managing hazards, health and safety in health and social care settings • Topic Area 3 Legislation in health and social care settings • Topic Area 4 Best practice in health and social care settings	1.5 hours (60 marks)	60 UMS	May of Year 12
NEA FO92 Person centred approach	Mandatory NEA 50 Guided Learning Hours • Topic Area 1 Taking a person-centred approach • Topic Area 2 Meeting needs and providing support in a person-centred way • Topic Area 3 Communication skills needed to offer person-centred care •	14 GLH 24 marks 4 practical tasks	45 UMS	December of Year 12
NEA FO93 Mental health	Mandatory NEA 50 GLH • Topic Area 1 Definitions and views of mental health • Topic Area 2 Mental health conditions • Topic Area 3 Provision of mental health services • Topic Area 4 Treatment and support for mental health conditions	14 GLH 24 marks 4 practical tasks	45 UMS	April of Year 12

Health and Social Care

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Unit 4 Anatomy and Physiology in health and social care	Learning outcomes • Understand the cardiovascular system, malfunctions and their impact on individuals. • Understand the respiratory system, malfunctions and their impact on individuals. • Understand the digestive system, malfunctions and their impact on individuals. • Understand the musculoskeletal systems, malfunctions and their impact on individuals. • Understand the control and regulatory systems, malfunctions and their impact on individuals. • Understand the sensory systems, malfunctions and their impact on individuals.	2 hours	90 GLH	January of Year 13
Unit 5 Infection control	Learning outcomes • Understand infection control in health and social care • Know the chain of infection • Be able to control the spread of infection • Understand the role of the health and social care worker in controlling infection	N/A	60 GLH	Summer of Year 13
Unit 10 Nutrition for health	Learning outcomes • Know nutritional and diet guidelines • Understand the functions of nutrients. • Understand factors which influence nutritional health. • Be able to make recommendations to improve nutritional health.	N/A	30 GLH	Summer of Year 13

Health and Social Care

Main skills developed:

- Communicating effectively with individuals or groups.
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence.
- Creating, presenting/delivering information to a group or individual.

How parents can help to support their child's learning:

- Encourage your child to read a range of high-quality resources including newspaper articles, blogs and relevant books.
- Encourage your child to review and redraft their written work to ensure they achieve the best possible outcome in their coursework.
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in.

History

Knowledge taught in Year 12:

Autumn	Spring	Summer
Henry VII: 1485-1509 (Paper 1: The Tudors) Students will explore Henry VII's acquisition of power and how he managed to consolidate his rule. They will explore key events of his reign including government, society, economy and foreign policy. **The Establishment and Early Years of Weimar 1918-1924/ The Golden Years of Democracy 1924-1928 (Economy) (Paper 2: Democracy and Nazism)** Students will explore the impact of WWI on Germany and the challenges faced by the Weimar Republic in its early years. They will also consider how the Republic began to recover in the period after 1924.	**Henry VIII, 1509-1547 (Paper 1: The Tudors)** Students will explore the key events of the reign of Henry VIII. This will include his warrior like foreign policy, changes to government, religion, the economy and society. **The Golden Years of Democracy 1924-1928 (Social, Political and Foreign Relations)/ Collapse of Democracy 1928-1933 (Paper 2: Democracy and Nazism)** Students will explore the improved social, political and international outlook for Germany during the 'golden years' of Weimar. They will then go on to explore how democracy collapsed in the aftermath of the Wall Street Crash.	**Revision for Year 12 Mock Examinations** **NEA: The advancement of Black American Rights, 1863-1968** Students will begin to independently research their chosen NEA question, making use of the Civil Rights library in the history department, as well as online resources.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Instability and Consolidation: 'The Mid-Tudor Crisis', 1547–1563 (Paper 1: The Tudors) Students will consider how far there was a 'Mid-Tudor Crisis' in the years by 1547-63 by considering key developments in government, religion, economic and foreign policy **Paper 2: Democracy and Nazism** Students will explore how Hitler consolidated his power using the 'Terror State.' They will also look at Nazi economic and social policies.	**Genetics, Populations, Evolution and Ecosystems** **The Control of Gene Expression** Students begin this term by building on what they learnt in Year 12 with ecosystems and variation. We also explore genetic mutations in more detail as well as cancer and DNA technology which allows genes to be manipulated.	**Essays** **Revision** Revision of all topic areas in preparation for the examination, including practice on how to write essays in preparation for the Paper 3 examination.

History

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1 The Tudors: England, 1485-1603	Topics 1-4, including relevant practical skills	2.5 hours	40%	Summer of Year 13
Paper 2 Democracy and Nazism: Germany, 1918-1945	The Weimar Republic, 1918–1933 Nazi Germany, 1933–1945	2.5 hours	40%	Summer of Year 13
NEA	The advancement of Black American Rights, 1863-1968	NEA must not exceed 4500 words	20%	Submitted by Easter 2024

Main skills developed:

- Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied.
- Develop the ability to make substantiated judgements and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
- Improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds.

How parents can help to support their child's learning:

- Encourage independent reading and research
- Encourage your child to revisit information regularly to consolidate understanding
- Encourage your child to review and redraft their written work
- Encourage your child to memorise key dates and key events

Maths

Knowledge taught in Year 12:

Autumn	Spring	Summer
Pure Maths Students begin the course building on the pure content covered at GCSE covering topics including, equations of straight lines, quadratics and indices and surds. They are also introduced to new concepts such as exponentials, logarithms and differentiation.	**Pure Maths** **Mechanics** **Statistics** In this term students continue to develop their core maths with work on vectors, calculus and are introduced to integration. They also begin the work on the statistics and mechanics modules covering kinematics, probability and binomial distributions.	**Pure Maths** **Mechanics** **Statistics** In the final term of Year 12 we conclude the statistics and mechanics work with hypothesis testing, forces and Newton's laws before students begin preparation for Year 13 with the introduction of the second year topics of functions and sequences and series.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Pure Maths At the start of Year 13 students focus on core maths building on their calculus foundations from Year 12 along with binomial expansion, modulus functions and differential equations.	**Mechanics** **Statistics** Students complete the A2 course this half term with mechanics and statistics topics involving work on moments, normal distribution and correlation.	**Pure Maths** **Mechanics** **Statistics** Revision of all topic areas in preparation for the examination.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Pure Maths	2 hours	33.3%	Summer of Year 13
Paper 2	Section A: Pure Maths Section B: Mechanics	2 hours	33.3%	Summer of Year 13
Paper 3	Section A: Pure Maths Section B: Statistics	2 hours	33.3%	Summer of Year 13

Maths

Main skills developed:

- Students must construct and present mathematical arguments through appropriate use of; diagrams, graph sketches, logical deductions, precise statements involving correct use of symbols and language.
- Students must understand and use correct mathematical language, syntax and symbols.
- Students must comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including those relating to applications of mathematics.
- Students must recognise the underlying mathematical structure in a situation and write with mathematical notation appropriately to enable problems to be solved.
- Students must construct extended arguments to solve problems presented in an unstructured form, including in context.

How parents can help to support their child's learning:

- Ensure students have an appropriate scientific or graphical calculator.
- Encourage students to reread notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to attend sixth form maths hub.
- Encourage students to discuss their mathematical studies with you and explain the vocabulary and skills they have learnt.

Further Maths

Knowledge taught in Year 12:

Autumn	Spring	Summer
Pure and Discrete Students start the course focussing on pure work such as matrices, complex numbers, vectors, polynomials, series and proof. This builds on their GCSE maths content and also supports their work at maths A-level. As the course progresses we starts to introduce the discrete content such as critical path analysis and linear programming.	**Pure, Discrete and Statistics** In this term students continue to build on their pure work, extending trigonometric methods to dealing with hyperbolics and looking at work with calculus and algebra. They also work on both the applied units continuing with discrete work on networks and binary operations, and introducing statistics work with discrete and continuous random variables.	**Pure, Discrete and Statistics** In the summer term we finish the statistics work for AS with Chi squared tests. Then students start some of the A2 work in preparation for Year 13 with discrete topics including graphs and networks and pure topics extending the vectors work to introduce equations of planes.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Pure At the start of the term students complete the final discrete unit on groups. Students continue to develop their pure skills with topics including: further matrices, hyperbolics, series, calculus, De Moivre's theorem, graphs and transformations work.	**Pure and Statistics** Students complete the last pure topics on differential equations and simple harmonic motion. They also complete the statistics work with extending the AS content on discrete and continuous variables; and Chi squared tests.	**Exam preparation** Students are now able to apply all their skills to questions that draw on multiple topic areas. They can explore complex methods and appreciate different ways to approach a solution.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Content from any part of the pure work can be assessed	2 hours	33.3%	Summer of Year 13
Paper 2	Content from any part of the pure work can be assessed	2 hours	33.3%	Summer of Year 13
Paper 3	Paper 3 is split into 2 question booklets. One covers statistics content, and one covers discrete content.	2 hours	33.3%	Summer of Year 13

Further Maths

Main skills developed:

- Students must construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction; precise statements involving correct use of symbols and connecting language.
- Students must understand and use correct mathematical language, syntax and symbols.
- Students must comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including those relating to applications of mathematics.
- Students must recognise the underlying mathematical structure in a situation and write with mathematical notation appropriately to enable problems to be solved.
- Students must construct extended arguments to solve problems presented in an unstructured form, including problems in context.

How parents can help to support their child's learning:

- Ensure students have an appropriate advanced scientific or graphical calculator.
- Encourage students to re-read notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to attend sixth form maths hub.
- Encourage students to discuss their mathematical studies and explain the vocabulary words and skills they have learnt.

Media Studies

Knowledge taught in Year 12:

Autumn	Spring	Summer
Introduction to Media Studies Students will explore how the four frameworks - media language, representation, audience and industry work together to create media products. Students will learn the theoretical perspectives and arguments of 20 theorists. **Advertising** Students will explore advertising from different time periods and analyse conventions and representations and how they effectively target an audience or endorse a product or campaign. **Newspapers** Students will understand political bias in the media and how conglomerates represent their values and ideologies through key events. **Film** Students will explore brand ideologies for mainstream and niche film and analyse how methods are used to construct this. They will have a sound understanding of the film industry and marketing techniques that support the promotion of film.	**Advertising Continued** Students will continue to explore advertising from different time periods and analyse conventions and representations and how they effectively target an audience or endorse a product or campaign. They will begin to form comparative links with unseen advertisements. **Magazines** Students will explore brand ideologies and analyse how methods are used to construct this. They will understand the differences between conventions of magazines past and present and look at both mainstream and niche audiences. **Film** Students will continue the Autumn unit and will explore brand ideologies for mainstream and niche film and analyse how methods are used to construct this. They will have a sound understanding of the film industry and marketing techniques that support the promotion of film. **Video Games** Students will analyse game play of Assassins Creed and explore the industry and franchise behind this, including how convergent media appeals to a range of audiences.	**NEA Cross-Media Production** Students will collate their own evidence to fit the coursework brief and work on developing Photoshop skills and other industry standard software to put together several pieces in line with their chosen sector of the brief. **Mock Preparation** Students will revise key concepts and decode unseen resources in preparation for their Component 1 mock exam. **NEA Cross-Media Production** Students will collate their own evidence to fit the coursework brief and work on developing Photoshop skills and other industry standard software to put together several pieces in line with their chosen sector of the brief. **Mock Preparation** Students will revise key concepts and decode unseen resources in preparation for their Component 1 mock exam.

Media Studies

Knowledge taught in Year 13:

Autumn	Spring	Summer
Continuation of NEA Cross-Media Production Students will collate their own evidence to fit the coursework brief and work on developing Photoshop skills and other industry standard software to put together several pieces in line with their chosen sector of the brief. **Music Videos** Students will explore how music videos are constructed to present brand identity, representations and cultural context. They will further develop understanding of the music industry including record production and social media and marketing. **Radio** Students will study the social and historical contexts surrounding media industry, particularly with radio and how this platform targets an audience. They will study Have You Heard George's Podcast? and explore controversial topics and diversity.	**Continuation of Music Videos** Students will explore how music videos are constructed to present brand identity, representations and cultural context. They will further develop understanding of the music industry including record production and social media and marketing. **Online Media** Students will develop skills from magazines and look at development of online media exploring Attitude magazine. In addition, students will explore Zoella as a case study and industry surrounding influencers. **Continuation of Radio** Students will study the social and historical contexts surrounding media industry, particularly with radio and how this platform targets an audience. They will study Have You Heard George's Podcast? and explore controversial topics and diversity. **Revision for Exams** Students will revise key concepts and decode unseen resources in preparation for their Component 1 exam.	**Revision for Exams** Students will revise key concepts and decode unseen resources in preparation for their Component 1 and 2 exam. **Revision for Exams** Students will revise key concepts and decode unseen resources in preparation for their Component 1 and 2 exam.

Media Studies

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	**Section A:** Analysing media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers or unseen. There will be an unseen question exploring media contexts. **Section B:** This section assesses media industries and audiences for two of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.	2 hours 15 minutes	35%	Summer of Year 13
Component 2	The examination assesses media language, representation, media industries, audiences and media contexts. Section A – Television in the Global Age Section B – Magazines: Mainstream and Alternative Media Section C – Media in the Online Age	2 hours 30 minutes	35%	Summer of Year 13
NEA	An individual cross-media production based on two forms in response to a choice of briefs set by the exam board. They should apply knowledge and understanding of the theoretical framework and digital convergence.		30%	Summer of Year 13

Media Studies

Main skills developed:

- Students will be develop confidence to decode and develop ideas and analysis of set texts.
- To recognise that different media platforms and products are constructed in differing ways depending on brand ideologies and target audiences.
- To develop students' independence and resilience when studying new products from a range of contexts and applying different theoretical perspectives and arguments from across the four media frameworks.
- To understand how media influences society and how this has changed over the years.
- To write with increasing accuracy and confidence using subject terminology and theory.
- To work independently, using knowledge of frameworks to craft a cross-media piece of work for assessment using a range of industry standard software packages.

How parents can help to support their child's learning:

- Ensure students have an appropriate advanced scientific or graphical calculator.
- Encourage students to re-read notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to attend sixth form maths hub.
- Encourage students to discuss their mathematical studies and explain the vocabulary words and skills they have learnt.

Photography

Knowledge taught in Year 12:

Autumn	Spring	Summer
NEA **Personal Investigation** Students are required to choose one or more area(s) of study, e.g.: • Portraiture • Landscape • Still life	**NEA** **Personal Investigation** Students should produce a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre.	**NEA** **Personal Investigation** Students should develop and refine their portfolio work and should begin mounting and presenting ready for assessment and external moderation. This is worth 80 marks and is 100% of total AS Level.

Knowledge taught in Year 13:

Autumn	Spring	Summer
NEA **Personal Investigation** **Component 1: Personal Investigation and 1,000 - 3,000 Word Essay.** At the start of Year 13 students focus on developing their component one, portfolio work. NEA.	**NEA** **Component 2: Externally Set Task** Students are given the exam paper in February and select a question to focus on. They develop preparation work leading to a final outcome which they produce in the 15 hours supervised time.	**NEA** **Component 2 Actual Externally Set Task and Completion of Component 1.** Students submit all preparation work on the first day of their Supervised time. Once the Externally Set task is completed students can develop their component 1 portfolio work.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Photography	Component 1: NEA Portfolio and 1,000 - 3,000 word essay.	No exam	60%	Deadline 1st May
Photography	Component 2: NEA Externally Set assignment	15 hours supervised time	40%	Summer of Year 13

Photography

Main skills developed:

- Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- Present a personal and meaningful response that realises intentions and, where appropriate.

How parents can help to support their child's learning:

- Ensure students have access to Art materials at home.
- Photoshop would be useful for students also.
- Students will need to present their work, either in a sketchbook or in presentation folder. We sell these at the school shop.
- Photography students will need an SD card and card reader. We sell these at the school shop.
- Visiting Art exhibitions, galleries, museum can provide a great experience and can positively influence, encourage and inspire learners on their creative journeys.
- Students will need to work independently outside of their timetabled lessons. It is an expectation that they complete this. Support in this from parents will really help.

Physics

Knowledge taught in Year 12:

Autumn	Spring	Summer
Measurements and their Errors This topic continues throughout the course. Knowledge of specified fundamental units of measurement is vital for this course. Practical skills are developed from GCSE. **Particles and Radiation** This topic covers the fundamental properties of matter, looking at the ideas which evolved and developed in physics. **Mechanics and Material** This topic studies forces, energy and momentum and how materials behave under force.	**Waves** This topic builds on GCSE Waves. We study refraction, diffractions, superposition and interference. **Electricity** This topic builds on GCSE Electricity and practical work and investigations build understanding of this important topic.	**Further Mechanics** Students study circular motion and simple harmonic motion. They investigate experimentally throughout this topic. **Thermal Physics** The thermal properties of materials and gases are linked to the molecular kinetic theory in this topic.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Nuclear Physics This topic builds on the Year 12 Particles topic. We study the nucleus and nuclear power. **Gravitational Fields** The concept of fields is one of the great unifying ideas in physics. Students will study planetary and satellite orbits in this topic. **Magnetic Fields** We build on GCSE Electromagnetism and Fleming's rules in this topic. We also look at transformers and current.	**Electric Fields and Capacitors** This topic links electricity and fields. We look at the uses of capacitors **Option Topic- Astrophysics** This fascinating topic covers telescopes, the life of a star and star classes and cosmology.	**Preparing for the Exams** Revision of all topic areas in preparation for the examination, including revision techniques and exam practise.

Physics

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topic 1 -5 and 6.1 60 marks of short and long answer questions and 25 multiple choice questions on content	2 hours	34%	Summer of Year 13
Paper 2	Topics 6.2, 7 and 8 60 marks of short and long answer questions and 25 multiple choice questions on content	2 hours	34%	Summer of Year 13
Paper 3	Practical Skills and Data Analysis Option topic – Astrophysics 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.	2 hours	32%	Summer of Year 13

Main skills developed:

- Students will develop and demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures
- Students will be develop competence and confidence in a variety of practical, mathematical and problem solving skills
- Students will be able to apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
  - in a theoretical context
  - in a practical context
  - when handling qualitative data
  - when handling quantitative data
- Students will be able to analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
  - make judgements and reach conclusions
  - develop and refine practical design and procedures

How parents can help to support their child's learning:

- Ensure students have an appropriate scientific or graphical calculator.
- Encourage students to reread notes and complete exercises to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to attend sixth form Physics hub.
- Encourage students to discuss their Physics studies with you and explain the vocabulary and skills they have learnt.

Politics

Knowledge taught in Year 12:

Autumn	Spring	Summer
UK Politics (Politics Paper 1) Students will explore the concepts of Democracy and Participation, Political Parties and Electoral Systems.	**UK Politics** **Core Political Ideas** **(Politics Paper 1)** Students investigate the concepts of Voting Behaviour and the Media and the ideologies of Conservatism, Liberalism and Socialism.	**Non-Core Political Ideas** **UK Democracy (Politics Paper 2)** Students consider the political ideology of Multiculturalism and aspects of government in the UK, including The Constitution, Parliament, the Prime Minister and the Executive and Relations between Institutions.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Non-core Political Ideas: **UK Democracy** **Global Politics (Politics Paper 2 and Paper 3B)** Students revisit Multiculturalism, The Constitution, Parliament, the Prime Minister and the Executive and Relations between Institutions. Students then explore The State and Globalisation and Economic and Political Global Governance.	**Global Politics (Politics Paper 3B)** Students investigate the concepts of Global Governance of Human Rights and the Environment, Power and Developments, Regionalism and the EU, and Comparative theories of Realism and Liberalism.	**UK Politics:** **Core Political Ideas** **Non-Core Political Ideas** **UK Democracy** **Global Politics** **(Politics Paper 1, 2 and 3B)** Students will revise all topic areas in preparation for the examination.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Section A: UK Politics Section B: Core Political Ideas	2 hours	33.3%	Summer of Year 13
Paper 2	Section A: UK Government Section B: Non-Core Political Ideas	2 hours	33.3%	Summer of Year 13
Paper 3	Section A: Global Politics Section B: Comparative Theories Section C: Global Politics	2 hours	33.3%	Summer of Year 13

Politics

Main skills developed:

- Students must comprehend and interpret political information.
- Students must fully understand, critically analyse and evaluate areas of politics.
- Students must identify parallels, connections, similarities and differences between content studied.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions.
- Students must use appropriate vocabulary

How parents can help to support their child's learning:

- Encourage independent reading and awareness of current events both in the UK and globally
- Encourage your child to revisit information regularly to consolidate understanding
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to discuss and debate content covered with you

Psychology

Knowledge taught in Year 12:

Autumn	Spring	Summer
Unit 1- Approaches in Psychology Students will explore the different psychological approaches to studying human behaviour. Behavioural, SLT, Cognitive, Biological, Psychodynamic and Humanistic. **Unit 2- Research Methods** Students will explore the different ways and methods used to research human behaviour. Including exploring the scientific method.	**Unit 3- Memory** In this unit students will look in depth at different types of memory including the different memory models. Students will apply this to their knowledge of memory in eye witness testimonies. **Unit 4- Psychopathology** In this unit students will explore the different ways of defining abnormality and take an in depth look at Phobias, OCD and Depression.	**Unit 5- Attachment** In this unit students will look at the different explanations on attachment, animal studies and the link between early attachment and implications for longer term relationships. **Unit 6- Social Influence** In this unit students explore explanations for conformity, obedience and social influence processes on social change. **Unit 7- Bio-Psychology** Students describe the role of neurons, endocrine system and the CNS in understanding human behaviour.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Forensic Psychology In this unit students look to explain criminal behaviour using their approaches and the psychology behind the treatment of offenders. **Year 2 Research Methods** Including Statistical Testing Students take an in-depth look at reliability and validity. They will be taught a range of statistical testing and which test would be used appropriately. **Year 2 Bio-Psychology** Students will complete an in-depth study of the brain including functions, plasticity, functional recovery and split brain research. They will also look at the role of sleep on our behaviour.	**The Psychology of Relationships** In this unit students will explore the Psychology behind the formation, maintenance and breakdown of relationships as well as virtual relationships. **The Psychology of Schizophrenia** In this unit students will explore the diagnosis, explanation and treatment of Schizophrenia. **Issues and Debates** Students will take an in depth look at a range of debates in Psychology. Nature vs Nurture, freewill and determinism and socially sensitive research.	**Revision** • Forensic Psychology • Memory • Approaches in Psychology • Research Methods • Psychopathology • Year 2 Research Methods including statistical testing • The Psychology of relationships • The Psychology of Schizophrenia • Issues and debates • Attachment • Social Influence • Bio-Psychology

Psychology

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Memory, Social Influence, Attachment and Psychopathology	2 hours	33.3%	Summer of Year 13
Paper 2	Research Methods, Bio-Psychology and Approaches	2 hours	33.3%	Summer of Year 13
Paper 3	Forensic Psychology, Relationships, Schizophrenia and Issues and debates	2 hours	33.3%	Summer of Year 13

Main skills developed:

- Students must comprehend and interpret psychological information
- Students must fully understand, critically analyse and evaluate areas of Psychology.
- Students must identify parallels, connections, similarities and differences between content studied.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions.
- Students must use appropriate specialist Psychological vocabulary.
- Students must take ownership of own learning and develop their independent learning skills.

How parents can help to support their child's learning:

- Encourage independent reading and viewing of programmes related to aspects of the course
- Encourage awareness of current Psychology in the real world
- Encourage your child to revisit information regularly and consolidate their learning.
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to discuss and debate content covered with you.

Sociology

Knowledge taught in Year 12:

Autumn	Spring	Summer
Unit 1- Research Methods in Sociology Students will look at a range of methods sociologists use to conduct research and explore a range of strengths and limitations of these methods. **Unit 2- Sociology of Education** Students will take an in-depth look at the role and purpose of the education system, internal and external factors affecting educational achievement, inequalities in the education system including educational policy.	**Unit 3- Sociology of the Family** Students will take an in depth study of the family. Including gender roles, power and control, nature of childhood, demographic implications and social policy and the family.	**Unit 4 Methods in Context** Students will be able to apply what they have learnt in both research methods and the education unit and explain the implications of using specific methods in an education context.

Knowledge taught in Year 13:

Autumn	Spring	Summer
Sociology of Crime and Deviance Students will take an in depth study of the sociology of crime applying the different sociological theories to help us to explain crime, crime prevention, globalisation and crime and differences in crime statistics due to class, gender and ethnicity. **Sociology of Media** Students will take an in-depth look at the sociology of the media including ownership, control, democracy, stereotyping and implications of globalisation and new media on society.	**Theory and Methods** Students will explore a range of different sociological theories and be able to use the topics they have learnt to demonstrate understanding and application skills. They will also debate sociology as a science and the value free/laden debate within sociology.	**Revision** • Sociology of Education • Sociology of the family • Research Methods • Research methods in context • Theory and Methods • Sociology of the Media • Sociology of Crime and deviance

Sociology

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Sociology of Education, Methods in context	2 hours	33.3%	Summer of Year 13
Paper 2	Sociology of the Family and Sociology of Media	2 hours	33.3%	Summer of Year 13
Paper 3	Sociology of crime and deviance, theory and Methods	2 hours	33.3%	Summer of Year 13

Main skills developed:

- Students must comprehend and interpret sociological information
- Students must fully understand, critically analyse and evaluate areas of Sociology.
- Students must identify parallels, connections, similarities and differences between content studied.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions.
- Students must use appropriate specialist sociological vocabulary and key concepts.
- Students must take ownership of own learning and develop their independent learning skills.

How parents can help to support their child's learning:

- Encourage independent reading and viewing of programmes related to aspects of the course
- Encourage awareness of current Sociology in the real world and keep up to date with the news
- Encourage your child to revisit information regularly and consolidate their learning.
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to discuss and debate content covered with you.

Sport and Physical Activity

Knowledge taught in Year 12:

Autumn	Spring	Summer
Unit 1- Body Systems and the Effects of Physical Activity In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them. **Unit 2 - Sports Coaching and Leadership** Students will develop the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on their own practice and using the feedback from this to improve their performance as a sports coach or activity leader.	**Unit 3 - Sports Organisation and Development** In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together, including who sports development is targeted at and why, how sports development is carried out. **Unit 2 - Sports Coaching and Leadership** Students will develop the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on their own practice and using the feedback from this to improve their performance as a sports coach or activity leader.	**Unit 3 - Sports Organisation and Development** In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together, including who sports development is targeted at and why, how sports development is carried out.
UNIT 18: Practical Skills in Sport and Physical Activities This unit gives you the opportunity to participate in a number of different sports and outdoor and adventurous activities which allows you to experience first-hand situations that participants you may later be coaching or leading will come across. In this unit you will learn how to apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor and adventurous activities which will allow you to participate effectively, safely and enjoyably.		

Sport and Physical Activity

Knowledge taught in Year 13:

Autumn	Spring	Summer
Unit 2- Sports Coaching and Leadership The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.	**Unit 2 Sports Coaching and Leadership Continued…** The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.	**Unit 1 and Unit 3** Revision of all topic areas in preparation for the examination resits. Moderation of Units 2,3,18.
UNIT 18: Practical Skills in Sport and Physical Activities This unit gives you the opportunity to participate in a number of different sports and outdoor and adventurous activities which allows you to experience first-hand situations that participants you may later be coaching or leading will come across. In this unit you will learn how to apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor and adventurous activities which will allow you to participate effectively, safely and enjoyably.		

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Unit 1 Exam	Unit 1 - Body systems and the effects of physical activity	1 hour 30 mins	90 GLH 25%	January of Year 12 with option for two resits
Unit 3 Exam	Unit 3 - Sports organisation and development	1 hour	60 GLH 16.67%	Summer of Year 12 with option for two resits
Unit 2 NEA	UNIT 2: Sports coaching and activity leadership- Coursework	90 GLH	90 GLH 25%	Internal dealines and external moderation
Unit 8 NEA	UNIT 8: Organisation of sports events- Coursework	60 GLH	60 GLH 16.67%	Internal dealines and external moderation
Unit 18 NEA	UNIT 18: Practical skills in sport and physical activities	60 GLH	60 GLH 16.67%	Internal dealines and external moderation

Sport and Physical Activity

Main skills developed:

- Students must have a commitment to sports participation in team and individual activities
- Students must have a willingness to develop coaching and leadership skills in a variety of situations
- Students must be able to apply the theoretical knowledge of the body systems to practical situations
- Students must develop organisational skills to plan , lead and evaluate sporting activity sessions and events
- Students must understand how sport is organised and developed in this country and on a global scale and how/why this is beneficial to all levels from grass roots to professional athletes.

How parents can help to support their child's learning:

- Ensure students continue to regularly take part in sport and recreation
- Encourage students to reread notes and complete assignments / past papers to consolidate learning.
- When students find work challenging, encourage them to seek support in school if necessary.
- Encourage students to attend support sessions when appropriate
- Encourage students to discuss their sport and physical activity studies with you and explain the vocabulary and skills they have learnt.
- Encourage students to support in PE lessons, extra-curricular clubs and in the wider community to develop many of the skills required in units 2 and 8.
- To encourage wider topical reading on contemporary issues to develop the solid foundation for use of examples in assignments and written tasks.