



Parkstone Grammar School for Girls

CURRICULUM BOOKLET
YEAR 13
2016-2017

Name:.....

Tutor Group:



Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your daughter enjoys and thrives at Parkstone. It is very important to us that you are fully involved in your daughter's education and progress while she is with us.

A cornerstone of a strong partnership is effective and timely information. I am therefore delighted to be introducing our Curriculum Booklet for Year 13.

I hope that you will find the contents of interest and that it provides you with information that will help you to support your daughter's learning.

Yours sincerely

A handwritten signature in black ink, appearing to read 'David Hallsworth', with a long horizontal flourish extending to the right.

David Hallsworth
Deputy Head Teacher

WELCOME TO YEAR 13

Dear Student

In Year 13 the main priorities are to ensure you work effectively for Year A2 examinations and have carefully prepared for life after school finishes.

Year 13 will pass very quickly! At the beginning of the year you will need to have determined which path you wish to follow after school. The three choices are:

EMPLOYMENT/APPRENTICESHIPS - *If this is the route you wish to take ensure that Mrs Wilkinson knows and that you do not leave decisions until after you leave.*

GAP YEAR - *If this is the route you wish to take then carefully plan what you intend to do. There are many Internet sites with ideas - details are in the Careers Department.*

UNIVERSITY - *You will need to complete your UCAS forms as early as possible in the Autumn Term. If you are putting Oxford or Cambridge on your form, or are applying for medicine, veterinary medicine or dentistry, then the UCAS application needs to be completed in the first three weeks of term. You were given detailed information on this process at the end of last term. Some courses at popular universities can fill up quickly so it is important to complete your forms as soon as possible. Hard copies of your UCAS form should be with your tutor well before the deadline date if possible.*

Training will be given to assist with your personal statements but they should reflect your personality. We cannot make up your mind as to the choices you should make, we will support and advise but you must be prepared to research carefully in the Careers Library, the Internet and Ansbury.

The secret of success in Year 13 is to effectively manage your time. You will reach 18 and there will be the lure of your social life and work outside of school to pay for it! However, you usually only get one chance at A Levels and you must allow yourself enough time for studying. Every year some students spend too much time on paid work and social life and are regularly tired in lessons or have poor attendance. Last minute revision cannot get you a good grade at A Level. Regular attendance is vital, but by Year 13 you should not need teachers to chase you over this - your own maturity should make you determined to never miss school. Use study periods constructively.

In Year 13 you should rely less on teachers and be able to study independently. Teachers will help all they can, both in lessons and individually, if there is time. However, students must take responsibility for their own learning. It is now up to you to manage your time so you are fully prepared for your A2 examinations in May and June. Take heed of coursework deadlines and finish with time to spare.

If you do get into difficulties, share your problems with your form tutor and together you can work it out. Mrs Beardsley, Mrs Izard and I are also available to help.

Finally, you should enjoy your last year at school and we wish you the very best for the future.

Yours sincerely



David Hallsworth
Deputy Head Teacher

FORM TUTORS

Head of Year	~ Mrs M Beardsley (Pastoral) Mrs S Izard (Academic)	
Form Tutors	~ Mrs A Rood	13P
	~ Mrs S Wills	13A
	~ Mr A Makepeace	13R
	~ Miss H Forster & Mr M Petrus	13K
	~ Miss H Whelan & Mrs H Child	13S
	~ Mr S Hart	13T
	~ Miss E James & Mrs S Wheeler	13N
	~ Mr J White	13E

SUBJECT REPORTS

ART & DESIGN

A2 course name and number: AQA 7202 Art & Design (Fine Art)

Departmental Teachers: Miss Batley and Miss Sturdy

Component 1 - Personal Investigation

(60% of total A level marks)

- Personal investigation based on idea, issue, concept or theme
- Supported by 1000-3000 words
- Marked as a whole
- Internally marked and moderated by AQA

Component 2 – Externally set assignment

(40% of total A level marks)

- Assignment issued to candidates on 1 February
- Supervised time 15 hours at end of assignment
- Marked as a whole
- Internally marked and moderated by AQA

Details of teaching scheme to be followed and timing:

The course is designed to be broad based and to encourage an experimental approach. The students will follow a course of integrated practical, critical and theoretical study using a variety of media and processes. Students are required to build upon the knowledge, understanding and skills gained at GCSE with greater depth of study. This might be achieved by:

- Greater specialisation in a particular medium or process
- Extended development or particular themes, ideas or issues
- Further theoretical research
- More vigorous explanation of an inter-disciplinary or multi-disciplinary approach

Coursework details:

The course is one of self-realisation and students will set their own subject matter, drawing on the work of other artists and designers for initial inspiration. Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.

Students will be required to participate in group work, regular critical discussion, problem solving, workshops, and compiling 'sketchbooks'. Keeping journals and visiting exhibitions both with the school and independently.

To achieve personal success students need to take ownership of their Art, plan and research carefully and meet all deadlines set.

Art is the search for a personal identity and the ability to communicate that to others through visual images; this will certainly be the aim of an enthusiastic, ambitious and daring student.

Homework and Assessments:

Students should undertake at least 5 hours of independent study per week in addition to time-tabled lessons. Students are also encouraged to make use of free time to work in the art studios.

Excellent quality evidence of skills and understanding in the following areas should be achieved by students at the end of the A level course:

- Record observations, experiences, ideas and insights into visual and other forms appropriate to intentions.
- Analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts.
- Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.
- Present a personal coherent and informed response realising intentions, and articulating and explaining connections with the work of others.

Students are expected to have basic art materials: Set of sketching pencils to include HB – 4B/6B, black fine liner, rubber, sharpener, paint brushes, palette knives, colouring pencils, acrylic paints, A1/A2 portfolio for transporting work home, glue stick, plastic tool box for storing materials, small Tupperware container to act as a palette to enable students to work at home and an overall - (a long, sleeved old shirt is recommended) for all lessons.

Hints on how to be successful in the course:

- Listen carefully to instructions and tutorial guidance/feedback on progress, and always ask for clarification if unsure about anything
- Ensure you explore a topic that will hold your interest and allow you to challenge your ideas over an extended period of time.
- Be prepared to experiment with new materials and ideas, expand on knowledge of materials and processes already gained
- Make sure you cover all 4 assessment objectives required in your work
- Aim for a high standard in both your artwork and presentation
- Always ask for support/guidance if you are unsure about any aspect of the course content or activity
- Be Organised - Devise a work schedule and keep on task to meet deadlines
- Plan ahead to arrive well prepared for lessons, so that planning and organisation is not left until the last minute when purchase of materials or printing from computers etc. may be difficult
- Always keep a backup of all material stored on computer, in case of any problems with software / hardware
- Take the opportunity to read around the subject/topics covered. Refer to information put on the VLE and in the AQA Handbook, library, internet etc.
- Note work expectations/homework details
- Look at exemplar material to appreciate quality and presentation of work
- Keep all artwork secure and clearly named , because this represents your A2 (25% Portfolio work/25% Externally Set assignment)

BIOLOGY

A2 course name and number: LEGACY OCR Advanced GCE in Biology H421

Departmental Teachers: Mr Gilbert, Mrs Izard and Mrs Wills

Details and length of examination(s):

Year 13 Units

Module 5: Communication, homeostasis & energy

- 5.1.1 Communication & homeostasis
- 5.1.2 Excretion
- 5.1.3 Neuronal communication
- 5.1.4 Hormonal communication
- 5.1.5 Plant & animal responses
- 5.2.1 Photosynthesis
- 5.2.2 Respiration

Module 6: Genetics, evolution and ecosystems

- 6.1.1 Cellular control
- 6.1.2 Patterns of inheritance
- 6.1.3 Manipulating genomes
- 6.2.1 Cloning & biotechnology
- 6.3.1 Ecosystems
- 6.3.2 Populations and sustainability

Practical Assessment Grade : (PAG)

A number of practicals will be undertaken throughout the two years to build up skills that will be recognised with a PAG.

?? Unit F216 Practical Skills in Biology 2 (**Practical tasks – 10% of overall GCE**)

?? This unit assesses practical and investigative skills developed within contexts encountered during A2 Biology.

Resources:

Year 2 Biology – CGP. This will form the foundation for the course. We will give each student a copy for the year. Students can purchase these from the department and therefore annotate etc. their copies.

Homework and assessments:

Homework tasks will be set regularly, and students are expected to follow up each lesson topic with further work as necessary. Regular EBAS tests will be undertaken. One homework per week will be to plan and make notes for the next week's lesson.

Hints on how to be successful in the course:

- Complete all tasks by the deadline given to enable thorough feedback from your teacher.
- Read notes between lessons and ensure FULL understanding of the work covered at the time. Do not leave and hope you will understand this work when you revise.
- Learn the work as you go along as Biology is very much dependent on knowing the work previously covered.
- Ten minutes 'learning/testing' each day is far better than cramming for examinations.
- Get involved in class discussions. This is a fantastic forum for you to develop your understanding and explaining skills, whilst giving immediate feedback to your teacher on any misconceptions you have.
- Ensure you participate thoroughly in practical work and answer all the associated questions with these sessions.

EXPECTATIONS

Studying any subject at advanced level requires a level of commitment and engagement with the subject not necessarily required to succeed at GCSE. Science is no exception. The teaching staff are expected to work to the best of their professional knowledge and experience to provide the educational opportunities and support needed for a student to fulfil their potential. **Without the full**

commitment of the student towards this goal the teachers' efforts will be at best diluted, at worst, pointless. Therefore it is only fair from the outset that expectations of students are made perfectly clear.

IN ANY OF THE SCIENCE SUBJECTS IT IS EXPECTED THAT STUDENTS WILL SET THEMSELVES THE HIGHEST POSSIBLE STANDARDS WITH REGARD TO:

- **Punctuality;** persistent lateness to lessons, as well as being bad manners, is disruptive to the class and communicates a lack of concern/effort by the student and a lack of respect for the subject and the teacher concerned.
- **Attendance;** There is overwhelming evidence that shows a direct link between examination success and high levels of lesson attendance. The complexity of A level concepts, and the importance of discussion and involvement in the ideas as they are being taught, means that *missing a lesson is never an option unless it is absolutely unavoidable.*
- **Organisation;** turning up to lessons with the necessary equipment needed to participate effectively. Files and folders of notes must be written up regularly, and will be checked periodically.
- **Focus and participation in lessons;** Not just being quiet and listening carefully, but contributing to discussion, and asking questions of the teacher, i.e. seeking understanding rather than hoping it may arrive one day without any major effort.
- **Positive work ethic;** When assignments are set, the work presented for marking should represent the best possible effort of the student; token efforts produced to 'keep the teacher happy' are meaningless.
- **Maturity in approach to problems;** The teaching staff are most impressed by students who are aware of their progress and problem areas, and who actively seek guidance and support either in or outside lesson time. Experience has also indicated that students who perform well (either high grades or higher grades than might be expected) are those that make the best use of their teachers as sources of support and further subject guidance.

BUSINESS

A Level course name and number: Business Advanced AQA 7132

Departmental Teacher: Mr Dennes and Mrs Kelly

Details and length of examination(s):

Paper 1	2 hours	33.3% of A level
Paper 2	2 hours	33.3% of A level
Paper 3	2 hours	33.3% of A level

Details of teaching scheme to be followed:

Year 13	What you will learn:
	<ol style="list-style-type: none">1. Analysing the strategic position of a business2. Choosing strategic direction3. Strategic methods: how to pursue strategies4. Managing strategic change

Advanced skills to be developed as part of the courses:

Students will build on the skills developed in Year 12. These are:

- Development of a critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment.
- Awareness that business behaviour can be studied from the perspectives of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees. In addition, students should be aware of the economic, legal, social and technological issues associated with business activity. Students should understand that Business draws on a variety of disciplines and that these perspectives and disciplines are interrelated.
- Acquisition of a range of skills, including decision-making and problem solving in the light of evaluation and, where appropriate, the quantification and management of information.
- Awareness of the current structure of business and business practice, as reflected in events and issues affecting organisations in different sectors and environments, recognising that they face varying degrees of competition. These organisations include: large and small; manufacturing and service; local, regional, national and multinational; profit-making and non-profit-making.

Resources:

Main textbook: Business AQA A Level Business 5th edition 2 Surridge and Gillespie. A-Z of Business Studies. Business Studies Review.

Homework and assessments:

Formal assessment will take place at the end of each unit. All units will be examined in May/June.

Hints on how to be successful in the course:

Business applies a great deal of concepts to real world situations and as such requires students to have knowledge of the current business and economic environment. This means students should read/watch the business news on a regular basis and make connections between the theory taught and its application. A large percentage of marks in all examinations are available for explaining and applying theory to business scenarios.

Appropriate sources of information include quality newspapers and magazines such as The Times and The Economist as well as specialist A Level magazines like Business Review. Websites such as the BBC and tutor2u.net are also a good source of information. Reading widely around the subject will help students by giving them a foundation on which to apply their theoretical knowledge. Suggested reading lists are also available to guide students in this area.

Many successful previous students have found keeping a diary of interesting business and economic events very helpful.

CHEMISTRY

A2 course name and number: OCR H432

Departmental Teachers: Mr Petrus, Miss Kelly and Mrs Dawe

A2 Level

Content Overview	Assessment Overview	
Content is split into six teaching modules:		
Module 1 - Development of practical skills in chemistry	Periodic table, elements and physical chemistry (01) 100 marks 2 hours 15 minutes Written paper	37% of total A Level
Module 2 – Foundations in Chemistry		
Module 3 – Periodic table and energy	Synthesis and analytical techniques (02) 100 marks 2 hours 15 minutes Written paper	37% of total A Level
Module 4 – Core organic chemistry		
Module 5 – Physical Chemistry and transition elements	Unified chemistry (03) 70 marks 1 hour 30 minutes Written paper	26% of total A level
Module 6 – Organic chemistry and analysis		

How is this qualification assessed?

2 written papers examining the whole 2 year course, plus a practical skills endorsement.

Publishers:

Developed in close consultation with OCR, Heinemann is publishing materials for the 2008 A Level Chemistry A specification.

Resources:

You will be able to download all the following resources from the OCR website – www.ocr.org.uk.

- Specification
- Schemes of Work
- Teachers' and Technicians' guide
- Sample Assessment Materials

Advanced skills to be developed as part of the courses:

- Critical, creative thinking
- Independent study and background reading
- Adept application of numerical skills to solve quantitative problems and build mathematical models of chemical behaviour

Resources:

- OCR text book "Chemistry A Level", "Practice in Chemistry" text.
- AS & A level Chemistry (Lewis & Berry) textbook
- Student handbook
- A wide range of further reading/research material is available in the dept. and LRC
- A list of alternative texts is provided in the student handbook

Homework and assessments:

- Typically experimental write ups, questions from text/workbook
- Learning tasks for short 'spot tests' in class
- Practical Investigations (see marking criteria above)
- Termly Assessments (based on past papers)
- Examination based assignments

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DRAMA AND THEATRE STUDIES

A2 course name and number: AQA Drama and Theatre Studies 2241

Departmental Teachers: Parkstone Grammar School: Miss Whelan
Poole Grammar School: Mr Dunnington

Details and length of examination(s):

Unit 4 **Practical - Play in Production**
20% of the total A Level marks

Performance by a group of a devised piece of theatre based on a style seen and studied on the course. Internally assessed and externally moderated at the end of the year. Marks are also awarded for preparation and for 'supporting notes'.

Unit 3 **Written - Text into Performance**
2 hours. 30% of the total A Level marks.

Study of two further set plays. Externally set and assessed at the end of the course.

Details of teaching scheme to be followed and timing:

Term 1

- Study of two set texts (Unit 3).
- Selection of material and group for Unit 4
- Independent research on styles for Unit 4
- Theatre visits and workshop to support Unit 4
- Rehearsal of Unit 4 project

Term 2

- Unit 4 – rehearsal, performance and assessment of Unit 4 (externally moderated)
- recording and presentation of supporting notes for Unit 4

Term 3

- Study and revision of two set texts
- Written exam practice including

Coursework details including recommended time to be spent:

Students will need to attend all rehearsals for Unit 4, some of which will be outside lesson times. Commitment to these rehearsals is a requirement of the course.

Advanced skills to be developed as part of the course:

- Application in practical work of the student's understanding of Dramatic Forms and Theatre Practice.
- Synoptic interpretation of all theory and skills learned so far.
- Excellence in technical accomplishment of chosen individual skill e.g. acting.
- Making connections between the theory of Theatre Practice and the student's own practical work.

Resources:

The Department will provide individual reference books and set texts.

Students must be prepared to commit to rehearsals and visits out of school hours. Students are encouraged to attend Theatre Visits to extend their understanding of Theatre Practice and the style for Unit 4.

Homework and assessments:

Unit 4 will be assessed during Term 2. NB Your daughter's absence will adversely affect her own mark as well as that of the whole group.

Regular written and reading assignments will be set to acquire knowledge for, and to give practice in, the written approach to Unit 3. Students must be prepared, in addition to set tasks, to undertake a regular and independent programme of wider reading, to achieve the breadth and depth of knowledge of Theatre needed to be successful.

Hints on how to be successful in the course:

- Read plays and theory and watch as much performance work as you can.
- Study and explore your chosen styles of Theatre in depth.
- Think and work like a professional actor, director and designer to attain the polished performances expected at this level.

ECONOMICS

A Level course name and number: Economics Advanced Edexcel (9ECO)

Departmental Teacher: Mr Dennes and Mr Scopes

Details and length of examination(s):

Paper 1	2 hours	35% of A Level
Paper 2	2 hours	35% of A Level
Paper 3	2 hours	30% of A Level

Details of teaching scheme to be followed:

THEME 3 Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:-

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour markets
- Government intervention

THEME 4 A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:-

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

Advanced skills to be developed as part of the course:

Themes 3 and 4 build on the skills developed in Year 12 and will develop the use and evaluation of the economic models. These will be applied to a wide range of economic contexts such as the UK economy, developing economies, international trade and different types of markets.

Resources:

Main textbook: Economics 6th edition by Alain Anderton. Economics Today and Economic Review Magazine. Students will be expected to make use of a number of websites and be up to date with current economic events.

Homework and assessments:

Formal assessments will take place after each unit. All units will be examined in May/June.

The Internet will be used as a source for current topic articles.

Hints on how to be successful in the course:

Economics requires students to have knowledge of the current economic environment so that they can apply their theoretical learning to real world situations. This means students should read about, and watch, the news and current affairs programmes on a regular basis, making further connections between the taught theory and its application. Marks are available in all examinations for explaining and applying theory to real life situations.

Appropriate sources of information include quality newspapers and magazines such as The Times and The Economist as well as specialist A Level magazines like Economics Today and Economics Review. The BBC website is also a very good source of up to date data about the UK economy. Reading widely around the subject will also help students by giving them a foundation on which to apply their theoretical knowledge. Suggested reading lists are also available to guide students in this area.

Many successful previous students have found keeping a diary of interesting economic events very helpful.

ENGLISH LANGUAGE

A Level course name and number: ENGLISH LANGUAGE AQA 7702

Departmental Teachers: Mrs Best, Mr Farbridge, Ms Jarratt and Mrs Price

Details and length of examinations:

Paper 1 – Language, The Individual and Society

- 2 hours 30 mins
- 100 marks
- 40% of A Level

Section A - Textual Variations and Representations (70 marks)

Students apply concepts of language study and methods of language analysis to linked texts from different time periods. There are three questions:

- A question requiring analysis of one text (25 marks)
- A question requiring analysis of a further text (25 marks)
- A question requiring comparison of the two texts (20 marks)

Section B - Children's Language development (30 marks)

Students will study children's language development, exploring how children learn language and how they are able to understand and express themselves through language.

- one discursive essay question based on data provided. (30 marks)

Paper 2 - Language Diversity and Change

The aim of this area of study is to allow students to use a range of texts and data to explore varieties of English used both within the British Isles, and globally, considering wider social and geographical contexts. They will also explore how the English has changed over time. In addition they will study social attitudes to, and debates about, language diversity and language change. Original writing skills are also assessed in Section B of the examination.

- 2 hours 30 mins
- 100 marks
- 40% of A Level

Section A - Diversity and Change (30 marks)

Either:

- An evaluative essay on language diversity (30 marks)

Or:

- An evaluative essay on Language change (30 marks)

Section B Language Discourses (70 marks)

Two texts about a topic, linked to the study of diversity and change

There are two questions:

- **An analytical essay on how texts use language to present ideas, attitudes and opinions (40 marks)**
- **AND A directed writing task linked to the topic and ideas in the texts (30 marks)**

Language In Action (Non Exam Assessment - coursework)

- Total word count - 3500 words
- 100 marks
- 20% of A level
- Assessed by teachers
- Moderated by AQA examination board

Students carry out an independent research project investigating language use in an area of their own choice, and develop and reflect on their own original writing expertise.

There are two separate parts to the coursework:

- a language investigation (2,000 words, excluding data)
- a piece of original writing based on one of the following: the power of persuasion, the power of storytelling or the power of information, and an accompanying commentary (750 words each)

Details of teaching scheme:

During lessons students are involved in developing and using methods of language analysis to study a wide variety of texts in written, spoken and electronic modes. They participate in workshop activities to explore how language is used to construct meaning and representations and to develop relationships with others. They produce creative pieces in a variety of different forms to communicate their ideas about language issues and debates, as well as writing academic essays.

Students also learn through participating in discussions and debates, independent research and making presentations, with a varying emphasis on class, individual, pair and group work.

A variety of resources are used to stimulate and enhance learning. Students are provided with various resources and support materials as required, but are also expected to find their own examples of a wide range of real data for investigation and analysis, such as recipes, media texts, letters, pamphlets, blogs, websites and so forth. They need to provide themselves with a robust A4 'lever arch' folder, paper, plastic wallets and file dividers to keep their notes well organised. They will need to be particularly aware of which assessment objectives are targeted in the different parts of the course.

Homework assignments will include reading, preparing notes (sometimes in chart or display format), preparing presentations, writing essays and other genres of writing. Non Examination Assessment requires independent study and research with guidance from the teacher. Work is assessed according to the examination board's criteria and marking guidelines. Students are provided with detailed information about specific Assessment Objectives targeted for each component of the examinations, with related grade descriptors and criteria. This is used to support assignment setting, planning and feedback for individual improvement and development, enabling students to take greater responsibility for their learning.

Hints on how to be successful in the course:

Students should ensure that they:

- Attend all lessons and complete all work set to the best of their ability
- Take a pro-active approach to independent learning - read a wide range of texts including quality magazines and newspapers and watch/listen to a range of programmes on radio and TV
- Read a range of texts about language (available in the LRC and through our subscription to the online magazine – Emagazine, aimed at A level English students) to develop deeper understanding of language, current theories, issues and debates
- Develop formal, academic style for essays and the skills required for effective, professional standards in writing in different genres and for different purposes and audiences.
- Practise planning and structuring well-focused responses to questions set
- Learn relevant quotations, terminology and theories to consolidate understanding
- Meet all deadlines
- Actively participate in discussions and group work activities
- Prepare carefully and thoroughly for lessons - including reviewing notes regularly and keeping a well-organised folder
- Meet with teachers and catch up if any work is missed through absence
- Communicate with teachers, if in doubt about any aspect of their work

ENGLISH LITERATURE

A Level course name and number: ENGLISH LITERATURE A AQA 7712

Departmental Teachers: Mrs Best, Ms Jarratt, Mrs Price, Mrs Spall

Details and length of examination(s):

PAPER 1 Love Through The Ages

- Written examination 3 hours
- 75 marks
- 40% of A level

The examination is on three of the texts previously studied at AS level: the Shakespeare play, the twentieth century novel and the anthology of pre- 1900 love poetry through the ages. There is also assessment of response to unseen poetry.

The examination will be closed book (no texts permitted in the examination), except for Section C (open book)

The paper has three sections:

- Section A **Shakespeare** - a passage based question with linked essay (25 marks)
- Section B **Unseen Poetry** - one compulsory essay question on two unseen poems (25 marks)
- Section C **Comparing texts** - one essay question linking the novel and the poetry (25 marks)

PAPER 2 Texts in Shared Contexts

- Written examination 3 hours
- 75 marks
- 40% of A level

The examination is open book (students may take clean copies of the set texts into the examination)

The paper has two sections:

- **Section A - Set texts** - one compulsory question on a modern drama text (post 1945) (25 marks)
- **Section B - Contextual Linking**
 - one compulsory essay question on an unseen extract (25 marks)
 - one comparative essay question on a novel (post 2000) and a poetry anthology (post 1945) (25 marks)

Independent Critical Study (Non Exam Assessment - coursework)

- Total word count - 2500 words
- 50 marks
- 20% of A level
- Assessed by teachers
- Moderated by AQA examination board

A comparative critical study of two texts, at least one of which must have been written before 1900. An extended essay with a bibliography

Details of teaching scheme to be followed and timing:

During lessons, students are involved in close analysis of the texts, participating in discussion and making presentations, with a varying emphasis on class, individual and group work. Where possible we arrange visits to live performances of plays and use filmed productions to enhance textual study.

A variety of resources, including audio-visual and ICT, will be used to stimulate and enhance learning. Students are provided with various support materials and guidelines, which they need to make use of in an informed and responsible way. They need to provide themselves with a robust A4 'lever arch' folder, paper, plastic wallets and file dividers to keep their notes well organised. They will need to be particularly aware of which assessment objectives are targeted in the different parts of the course.

Building on the foundations established at AS level (and indeed, at GCSE and before) there is even greater emphasis on students' ability to make informed, independent judgements. Students will also be required to extend their wider critical reading, enabling them to evaluate different interpretations by other readers.

The period after Easter will focus particularly on consolidation, examination strategies and technique and students will be able to build this into their own revision schedule.

Advanced skills to be developed as part of the courses:

The course will enable students to:

- Develop their interest and enjoyment in literature by reading widely
- Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
- Articulate informed independent judgements, informed by different interpretations of texts by other readers
- Show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings
- Evaluate the significance of cultural, historical and other contextual influences on literary texts and study

Resources:

Set texts are provided by the department, as required, although some students prefer to buy their own. Critical material, relating to each set text, study guides and videos (where applicable), are available for students to borrow on a short-term basis from the library. Also available are links to text-related articles. Computer files on set texts can also be accessed on the department Intranet. Wherever possible, visits are arranged to performances of set texts and students wishing to participate in such visits will be asked to contribute to the costs involved.

Homework and assessments:

Homework assignments will include reading, preparing notes – sometimes in chart or display format, preparing presentations, writing essays. Work is assessed according to the examination board's criteria and marking guidelines. Students are provided with detailed information about specific Assessment Objectives targeted for each module, with related grade descriptors and criteria. This is used to support assignment setting, planning and feedback for individual improvement and development, enabling students to take greater responsibility for their learning.

Hints on how to be successful in the course:

Students should ensure that they:

- Attend all lessons and complete all work set to the best of their ability
- Keep detailed notes on all the texts studied to refer to in preparation for coursework or examination essays
- Prepare carefully and thoroughly for lessons - including reviewing notes regularly and keeping a well-organised folder
- Develop a formal, academic style for essays and practice planning and structuring well-focused responses to questions set
- Take a pro-active approach to independent learning. Read a wide variety of literature - especially further texts written by the set writers they are studying.
- Read a range of critical material - books and articles by critics - on the texts studied
- Become very familiar with all texts studied - read each one at least twice and learn relevant quotations
- Meet all deadlines
- Actively participate in discussions and group work activities
- Meet with teachers and catch up if any work is missed through absence
- Communicate with teachers, if in doubt about any aspect of their work

FRENCH

A2 course name and number: AQA 2651

FREN 3	Listening, Reading and Writing	35% of total A level
FREN 4	Speaking	15% of total A level

Departmental Teachers: Mrs Beardsley, Mrs Child and Miss Lethbridge

Details and length of examination(s):

FREN 3	2hrs 30mins
FREN 4	35mins (including 20mins preparation)

Details of teaching scheme to be followed and timing:

Autumn Term

- Environment
- Multicultural Society
- Study of *Suite Française* (novel) and *Au Revoir les Enfants* (film)
- Modules 1 and 2 tests

Spring Term

- Contemporary Social Issues
- Cultural topics
- Study of *Suite Française* (novel) and *Au Revoir les Enfants* (film)
- Modules 3 and 4 tests

Summer Term

- Extensive exam preparation and mock exam
- Mock oral exam
- Oral exam

Advanced skills to be developed as part of the courses:

- A deeper knowledge of the language and culture of the country and the French speaking world
- Analytical skills and essay writing skills
- Analysis of literature and film
- Translation

Resources:

- Atouts A2 French
- Heinemann French Grammar
- *Suite Française* (copy in French and copy in English translation)
- *Au Revoir les Enfants* cinepack
- 1 hour conversation lesson each week

Homework and assessments:

5 hours to be set per week, to take the form of reading, grammar exercises, vocabulary learning, essays, research, translation and oral preparation.

Hints on how to be successful in the course:

- Attendance at conversation lessons
- Noting down and learning all new vocabulary
- Spending time in France
- Speaking French at every opportunity
- Reading in French/watching French films for pleasure

GEOGRAPHY

A2 course name and number: AQA 2031 Geography

Departmental Teachers: Miss Forster and Mrs Moore

Details and length of examination(s):

Unit 3 GEOG 3:	'Contemporary Geographical Issues' Exam is 2 hours 30 minutes – 90 marks Structured start and extended questions plus a 40 mark essay sat in June	30% of the total A Level mark
Unit 4 GEOG 4B:	'Geographical Issue Evaluation' 1½ hour written exam Questions based on an advance information booklet released on 1 April to be sat in June.	20% of the total A level mark

Details of teaching scheme to be followed and timing:

Autumn Term

- Urban
- Plate Tectonics

Spring Term

- Contemporary Conflicts and Challenges
- Weather and Climate

Summer Term

Revision and preparation for the Issue Evaluation Exam.

Advanced skills to be developed as part of the courses:

- Measures of central tendency – mean, mode, median
- Measures of dispersion – interquartile range and standard deviation
- Spearman's rank correlation test
- Application of significance level in inferential statistical results
- In addition, to include at A2:
Comparative tests – Chi-squared, Mann Whitney U Test

Resources:

- The following Key course texts are issued to students:
Integrated Geography – Waugh
AQA A2 Geography – Smith & Knill
Physical Geography – Collard
- The library is well stocked with additional material, background reading and additional copies of the key texts. Supplementary reference texts for AS Geography are used in lessons where appropriate.
- The department has developed a wide range of resources, specifically tailored to the A Level course and the students at Parkstone. Each Unit has its own resource pack of additional information sheets, past questions and task sheets which are issued in advance.
- The Department also has a stock of fieldwork equipment such as ranging poles and quadrants which are used for the practical element of the course.
- Maps, Satellite photos and other visual stimulation are also provided

Homework and assessments:

- Homework is set to follow the same time guidelines as all other option subjects. Most homework tasks are research and writing for past practice essay questions which are marked and graded to past A level mark schemes and grade boundaries. This gives a good idea of progress over the year and realistic feedback.
- Timed essays will also be practiced in class at various points in the year.
- Good geographers take responsibility for their learning and read around topics covered in key texts as recommended by the subject teacher. An awareness of current affairs also helps with some topics.

Hints on how to be successful in the course:

- Take an interest in the world around you!
- You need to keep up with current affairs and Geography in the news which help add up to date knowledge to case studies and provide a good impression to examiners of a well read and educated student.

- Be active in your pursuit of excellent notes.
- Organise your work clearly, read further in all areas and ensure you have a very detailed and specific knowledge and understanding of the topics covered that will be evident when you write about issues in your exam.
- Structure your written work clearly and plan longer answers in order to ensure the answer is directly related to the question and includes a sense of place and specific detail.
- Make sure you completely understand the list of common command words and do exactly what they say in written questions. They become increasingly complex at AS and A2 and need interpreting correctly and precisely.

GERMAN

A2 course name and number: AQA 2661

Departmental Teachers: Mrs Coote / Frau Starosta combined with Poole Grammar (Mr Hook)

Details and length of examination(s):

Writing	2 hours 30 minutes	35% of total A Level marks
Speaking	15 mins plus 20 mins preparation	15% of total A Level marks

In Year 13 students commence their first reading of a work of literature or study of a film in German.

Topics studied:

Environment

- Pollution
- Energy
- Protecting the planet

The multicultural society

- Immigration
- Integration
- Racism

Contemporary social issues

- Wealth and poverty
- Law and order
- The impact of scientific and technological progress

Cultural topic

Choice of studying two from:

- A German speaking region/community
- A period of 20th Century history from a German speaking country/community
- The work of an author/poet from a German speaking country/community - 'Der Vorleser' by Bernhard Schlink
- The work of a director/architect/musician/painter from a German speaking country/community



Students will have regular lessons in the language laboratory in Lang 5, and must attend conversation classes.

Students should continue independent study in order to prepare for their cultural topics.

Hints on how to be successful in the course:

- Ongoing learning of vocabulary
- Revision of grammar covered
- Acting on targets given
- Regular attendance with language assistant
- Extended reading

GOVERNMENT AND POLITICS

AS course name and number: Edexcel Advanced GCE in Government and Politics
9GP01 – 50% of total A Level

Departmental Teachers: Miss Willis

Details of examination:

There are two examinations. Unit 3 is taken in January and Unit 4 in the summer. Each examination is 1 ½ hours long. There is no coursework.

Details of the teaching and timing of the course:

Unit 3 topics are taught from the beginning of the year in preparation for a January examination. Unit 4 is taught from December of Year 13. The two A2 units are taught alongside each other and teaching should be completed by the end of the Easter Term. 15 hours of lesson should be spent on each of the 4 topics within each unit.

Unit 3: Key Themes in Political Analysis: Topic C:

Representative Processes in the USA: This introduces students to the institutions of American politics and democracy; elections and voting, political parties, pressure groups and racial and ethnic politics. We examine whether the political system provides all of the diverse population with the chance to enjoy liberty and equality of opportunity.

Unit 4: Extended Themes in Political Analysis: Topic C:

Governing the USA: This unit's topic examines the institutional framework of US government and considers the interrelationships between its legislative, executive and judicial processes and the health of US federalism.

Students will be assessed on their deployment of knowledge, analysis of political concepts and institutions and how to present arguments clearly and effectively. It is essential that they are well aware of the correct political terminology and are actively following developments in UK and International affairs. Skills developed during the year can be transferred to university courses in Politics, Law and Journalism for example. They are also invaluable skills for those wishing to pursue a variety of careers.

Homework and assessments:

There will be a two question assessment of each key question area after the topic is completed. These will be undertaken on a fortnightly basis and sometimes under timed conditions. Students will be expected to conduct their own research and show results to teachers.

It is essential students make themselves aware of current developments in world politics. The reading of 'Politics Review', 'The Economist', 'Prospect' and other journals is highly recommended.

Hints on how to be successful in the course:

- Find out what is going on in the news daily
- Read a quality newspaper for political comment
- Read journals like 'Politics Review', 'The Economist', 'Total Politics' etc.
- Do a lot of past paper practice before exams
- Read all articles you are given to read

HISTORY

A2 course name and number: AQA A Level 7042 (Units 1C and 2G)

Departmental Teachers: Miss Puckett, Mr Hart and Mr Cleak

As the A Level has changed in line with national changes, the AS Level marks do not count towards the A Level Qualification. Students need to recap their content understanding from Year 12 as this will be examined at the end of Year 13, making it a complete 2 year course.

Details and length of examinations:

Unit 1C: 40% of A Level, written paper 2hours 30mins

Unit 2G: 40% of A Level, written paper 2hours 30mins

Historical Enquiry: 20% of A Level to be completed throughout the year

Unit 1C:

The Tudors: England 1485-1603

This unit addresses the key questions considered in the AS course to a greater degree of depth and continues the development

Unit 2G:

The Birth of the USA 1760-1801

This unit continues to develop the key ideas considered in the AS course as to the foundations of Modern America

Historical Enquiry

Candidates will be required to submit a Historical Enquiry of 3500 words, based on the investigation of a historical issue (Either Stuart England or 19th/20th Century Germany). The principal characteristics of this are that:

- The work is that of an individual working within a framework that is specified by AQA
- The work is based on a historical investigation and demonstrates some awareness of historiography
- A range of sources is considered and evaluated
- Synoptic understanding is demonstrated by studying an issue over 100 years
- The enquiry is presented in essay format and written in continuous prose.

Advanced skills to be developed as part of the course

A2 students will build on their learning at AS by drawing on and evaluating a greater depth and range of increasingly more sophisticated content and evidence, demonstrating a more complex understanding of historical concepts, producing responses that are more analytical, and judgements that are more effectively substantiated.

Knowledge and understanding of the past AO1(b)

A Level specifications should require students to:

- demonstrate knowledge and understanding of the historical themes, topics, periods and debates

Knowledge, Skills and Understanding AO1(a)

- Demonstrate their breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period, society, topic and theme studied
- Demonstrate their understanding of key historical terms and concepts
- Analyse and evaluate the causes and consequences of historical events and situations, and changes and developments in the periods and themes studied
- Assess the significance of individuals, societies, events, developments and/or ideas in history
- Develop an understanding of the nature and purpose of history as a discipline and how historians work

Historical enquiry (AO2a)

A Level specifications should require students to:

- investigate specific historical questions, problems or issues
- use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions

Historical interpretation (AO2b)

A Level specifications should require students to:

- comprehend, analyse and evaluate how the past has been interpreted and represented in different ways, for example in historians' debates and through a range of media such as paintings, films, reconstructions, museum displays, the Internet

Quality of Written Communication

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate

The GCE History Subject Criteria require candidates to:

- organise and communicate their historical knowledge and understanding in different ways, arguing a clear, logical and precise case and reaching substantiated judgements.

Homework and assessments:

Students are expected to complete approximately 5 hours a week of private study outside classes. At this level it should be recognised that the study of History is not finite and wider reading is particularly encouraged.

Students will generally be set at least one written assignment a fortnight.

Assessment is linked to the Sixth Form policy of target setting.

Further details of this course are available in the Sixth Form History booklet issued to all students.

Hints on how to be successful:

- Keep your file of notes complete, organised and up-to-date.
- Take responsibility to catch-up on any work missed.
- Meet all assignment deadlines and seek help from staff if unclear.
- Develop an enquiring mind and be prepared to ask questions. Engage in class discussions.
- Use the library and ClickView to broaden your understanding of the periods by pursuing background reading.
- Consolidate class work by re-reading notes, clarifying key issues and completing thorough notes.
- Act on comments and targets provided by the teacher as feedback on your work.
- Follow the news and watch related documentaries and films directly and indirectly linked to the course.

MATHEMATICS

A2 course name and number: Mathematics (9371)
Subject: Mathematics (single subject)

Departmental Teachers: Mrs Rood, Mr Capel, Mrs Bassett, Miss Beattie, Mrs Fooks, Mrs Hardwick, Mrs Huggins, Mr Makepeace, Miss Mitchell, and Mrs Woods

Details and length of examination(s):

Three papers all of length 90 minutes:
Pure Maths C3 & C4 and one of Decision Maths D1, Mechanics M1 and Statistics 2 (dependent on timetabling)
All papers are of equal weighting.

Details of teaching scheme to be followed and timing:

In Year 13 all students take two compulsory pure mathematics modules and these are complemented by a single applied module. The choice of the applied element depends on timetabling, although every effort will be made to accommodate a student's preference in the event that one will prove particularly useful for their proposed university study. Teaching of the pure and the applied usually takes place concurrently.

Pure Mathematics: These two modules complete a thorough grounding in more advanced algebra. In the first term, topics covered include: functions; exponentials and logarithms; trigonometric identities; and numerical methods. After Christmas attention turns to co-ordinate geometry of the (x,y) plane, the binomial series; and the use of vectors in three-dimensional space. A common thread running throughout the year is the development of increasingly sophisticated techniques of differentiation and integration. This calculus work underpins many of the applications encountered in statistics and mechanics.

Mechanics: This module takes a close look at the physical world, analysing the laws of nature and exploring how mathematical modelling enables us to quantify their effects. Students first focus on the use of vectors; kinematics; and particle dynamics (including friction). There then follows a consideration of impulse and momentum; moments; and conditions of equilibrium.

Decision Maths: This module offers a radical departure from the mathematics already studied at school. A relatively new branch of the subject, it analyses a selection of decision-making situations encountered in business and commerce. Students investigate sorting, flowcharts, networks and routing systems, critical path analysis and linear programming.

Statistics: The Binomial distribution and Poisson distribution are introduced as well as further work on continuous distributions including the Normal distribution. Finally, the course includes an introduction to hypothesis testing.

Coursework details:

There is no coursework component.

Advanced skills to be developed as part of the courses:

The more advanced work of Year 13 provides an opportunity to develop a wider and more integrated perspective on the subject. Handling of material grows increasingly assured as students become more adept at synthesising techniques and applying them flexibly and perceptively to unfamiliar problem-solving situations.

Resources:

For all papers, calculators (including graphical calculators) are permitted, provided they are not programmable or capable of symbolic algebra. Any calculator which has been used for GCSE /AS is suitable, for example the Casio fx 83/85 series. However, for those who need to purchase a new calculator, the model recommended is the Casio fx-991 ES Plus due to its advanced functions.

Homework and assessments:

Students follow a regular programme of homework assignments and in-house tests.

To gain an A* grade, students must achieve a total of 180 ums (out of 200) on C3 and C4 and a total of 480 ums (out of 600) on all 6 modules.

Hints on how to be successful:

The most successful students are those who take responsibility for their learning by checking all answers in the textbook where possible and following up mistakes and misconceptions. These students are not satisfied until they have mastered a topic and spend time on additional practice and revision, asking teachers and friends for help when necessary. The Sixth Form prefects run a support session in lunchtime to which students can go for additional support for some modules.

FURTHER MATHEMATICS

Course name and number: A2 Mathematics 9371 plus A2 Further Mathematics 9372

Departmental Teachers: Mrs Rood, Mr Capel, Mrs Bassett, Miss Beattie, Mrs Fooks, Mrs Hardwick, Mrs Huggins, Mr Makepeace, Miss Mitchell, and Mrs Woods

Details and length of examination(s):

Full A2 Option (9372):

Six papers all of length 90 minutes:

Pure Maths C3, C4, plus FP2 or FP3 (TBA)

Statistics S2, S3

Decision Maths D1

There is also the option of taking an additional or alternative module through supported self-study chosen from Further Pure 2 or 3, Mechanics M3, and Statistics S4. Students who take an additional module will have their grade decided from their best 6 allowable modules.

Details of teaching scheme to be followed and timing:

Pure Mathematics in Year 13 and provides a comprehensive coverage of the concepts and techniques that are utilised in more advanced mathematically based courses such as the Physical Sciences, Engineering, Business Studies and Economics. Initial topics encountered include inequalities, finite series, complex numbers, differential equations and co-ordinate systems. More advanced topics include hyperbolic functions, advanced calculus, matrices and vectors.

Statistics: The Binomial, and Poisson distributions are introduced as well as more advanced work on Continuous Distributions, the Normal Distribution and Correlation. There is a great emphasis on hypothesis testing, which is introduced at an early stage.

Decision Maths: This module offers a radical departure from the mathematics already studied at school. A relatively new branch of the subject, it analyses a selection of decision-making situations encountered in business and commerce. Students investigate sorting, flowcharts, networks and routing systems, critical path analysis and linear programming.

Coursework details:

There is no coursework component.

Advanced skills to be developed as part of the courses:

It is at this stage that a student's whole secondary school experience of mathematics comes together. The links between the various branches of the subject are made explicit and students develop a perspective and an intuitive feel for problem solving that stands them in good stead for the rest of their lives. The topics covered provide an excellent springboard for higher education. There is a strong Oxbridge tradition within the group and additional support is provided ahead of interviews. Support for entrance papers is on its learning.

Resources:

For all papers, calculators (including graphical calculators) are permitted, provided they are not programmable or capable of symbolic algebra. Any calculator which has been used for GCSE is suitable, for example the Casio fx 83/85 series. However, for those who need to purchase a new calculator, the models recommended are the Casio fx-991 ES Plus due to its advanced functions or fx-9750GII for those wanting a graphical calculator.

Homework and assessments:

Students follow a regular programme of homework assignments and in-house tests.

To gain an A* grade in Mathematics, students must achieve a total of 180 ums (out of 200) on C3 and C4 and a total of 480 ums (out of 600) on all 6 modules.

To gain an A* in Further Mathematics, students must achieve 270 ums (out of 300) on their best three allowable A2 modules as well as 480 ums (out of 600) in total.

The modules will be combined so as to award the highest possible grade in Mathematics before awarding the highest possible grade in Further Maths. FP2, FP3, M2, M3, S2, S3 and S4 are allowable A2 modules for the A* award and all students will be entered for at least 4 of these. Students will receive certificate for AS Further Maths to ensure modules can be allocated as effectively as possible.

MEDIA STUDIES

A2 course name and number: A2 MEDIA STUDIES (OCR H540)

Departmental Teachers: Mr White, Ms Ashby and Ms Jarratt

Details and lengths of examination:

Unit G325 - Critical Perspectives in Media

Section A - Theoretical Evaluation of Productions

Sections B - Contemporary Media Issues

Details of teaching scheme and timing:

During lessons, students are involved in close analysis of media texts (film, TV drama, newspaper reports, magazine articles) and production video camera work, participating in discussion, making presentations, with a varying emphasis on class, individual and group work.

A variety of resources, including audio-visual (DVD and Video) and ICT, are used to stimulate and enhance learning. Students are provided with various support materials and guidelines, which they need to make use of in an informed and responsible way. They are also expected to find their own examples of media texts for investigation and analysis, and to research aspects of the media using digital technology. They need to provide themselves with a robust A4 'lever arch' folder, paper, plastic wallets and file dividers to keep their notes well organised. They will need to be particularly aware of which assessment objectives are targeted in the different parts of the course.

The period after Easter will focus particularly on consolidation, examination strategies and technique and students will be able to build this into their own revision schedule. Coursework will have been completed well before this.

Coursework Details:

Unit G324 - Advanced Portfolio in Media

For G324 students produce one filmed media production accompanied by two ancillary print products. They also write about the production process on an individual Production blog. Students will need to plan, construct and evaluate the work with regard to the form and style of the production and its intended audience. This will be marked in school and be externally moderated by OCR.

Advanced skills to be developed as part of the course:

This subject offers students the opportunity to combine a theoretical understanding of the mass media in society and methods for analysing media texts (such as television programmes, films, advertising, the press) with the development of practical skills for media production. The balance of theory and practical work means that students will learn about how media industries operate, research and investigate issues and debates about the role of the media in society and analyse texts from a variety of media.

Resources:

Cameras and editing software for filming and post production are provided but it is the students' responsibility to ensure that these are looked after and returned.

Homework and assessments:

Homework assignments will include reading, preparing notes – sometimes in chart or display format, preparing presentations, writing essays, working on blogs and practical production work. Work is assessed according to the examination board's criteria and marking guidelines. Students are provided with detailed information about specific Assessment Objectives targeted for each module, with related grade descriptors and criteria. This is used to support assignment setting, planning and feedback for individual improvement and development, enabling students to take greater responsibility for their learning.

Hints on how to be successful on the course:

Students should ensure that they:

- Attend all lessons and complete all work set to the best of their ability
- Take a pro-active approach to independent learning - read a wide range of media texts including quality magazines and newspapers and watch/listen to a range of programmes on radio and TV. Watch a range of genres of films and TV dramas regularly. Use the Internet widely for research.
- Use a wide range digital technology to develop presentational skills on their blogs.
- Read a range of texts about media (available online, on the VLE and in the LRC) to develop deeper understanding of the media and current issues and theories
- Learn relevant quotations, terminology and theories to consolidate understanding of definitions and meanings
- Develop a formal, academic style for essays and practise planning and structuring well-focused responses to questions set
- Meet all deadlines- especially for the practical production work and blog
- Actively participate in discussions and group work activities
- Prepare carefully and thoroughly for lessons - including reviewing notes regularly and keeping a well-organised folder
- Meet with teachers and catch up if any work is missed through absence
- Communicate with teachers, if in doubt about any aspect of their work

MUSIC

A2 course name and number: **OCR A2 MUSIC H542**

Departmental Teachers: Mrs Farbridge
 Mr Beeby and Miss Straw (Poole Grammar)

Instrumental Recital	(10 – 15 minutes) Pieces should be linked by genre/composer This is followed by a Viva Voce session
Compositions	One Composition (song, programme music, film/TV music) Set of harmony exercises in a chosen genre
Written examination	(2 hours) This includes listening questions on a piece of early C20 vocal music and 2 essays on an Area of Study

Details of teaching scheme to be followed:

Recital

The development of the student's instrumental and performing skills should progress throughout the five half –terms of the course. The content for each student will be different according to their particular skills and instruments.

The progress of each student is monitored regularly by:

- Performances to their peers
- Performances with their peers
- Listening to professional recorded performances

In addition their performance work will also include:

- Recognising characteristic instrumental timbres and sounds
- Understanding expressive qualities
- Developing an understanding of technical limitations

Compositions

Students will be helped to compose effective pieces in the study of:

- Fundamental harmonic vocabulary and harmonic rules
- Triads, major/minor chords, spacing and voicing of harmonies
- Bass line shaping
- Choice of instrumental grouping, and preparation of composition
- Structuring of compositions
- Completion of composition and associated writing

Listening Examination

Students will study several musical genres and Set Works

- Study of musical form and recognition of Keys, Chords, Cadences
- Aural pitch dictation
- Detailed study and analysis of Set Works
- Essay writing
- Comparative work between the two styles of music studied particularly in their use of tonality and the instrumental techniques used

Coursework details including recommended time to be spent:

Composition coursework to be completed before Easter

Advanced skills to be developed as part of the courses:

- Solo performing skills to at least Grade 7 standard
- Ensemble performance skills
- Ability to understand compositional techniques used in different periods of music and then apply them to their own compositions
- Aural awareness and analytical awareness when presented with previously unheard music from a variety of periods and genres
- Ability to present analytical arguments coherently and fluently in essay writing

Resources:

Books:

GROUT: A History of Western Music

STUCKENSCHMIDT: A History of 20th Century Music

DRUMOND: Opera in Perspective

BOWMAN: Anthologies of Music

CDs: 120 plus CDs available in the Music Department

SCORES: A large number available

COMPUTER PROGRAMMES: Finale 2008, 2014 and Sibelius 6

Hints on how to be successful in the course:

- Make sure you regularly revise notes taken in class
- Practise your instrument/s every day to prepare for the performing exam
- Work on coursework regularly throughout each week
- Undertake a range of wider reading and listening
- Regularly listen to all Prescribed Works and Related pieces

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

Non- Examination

Teachers: Form Tutors and Outside Speakers

Details of teaching scheme to be followed and timing:

Please note all timings are approximate due to the booking of outside speakers.

Autumn Term

Preparing for University and the world of work – students are given advice on interview techniques and how to complete their electronic UCAS applications. Time is also allocated to the completion of personal statements. Students will have the opportunity to discuss their academic progress with their Form Tutors and agree strategies for improvement. There is also a session on personal safety. Students will have a session of voting and elections.

Spring Term

Vita Nova talk to the students about the issue of addiction – this group use recovering addicts to share their experiences. Mosaic spends a session with the girls to discuss grief and bereavement. Tutors and students explore the issue of Facebook stalking and how the law has changed to protect victims.

Summer Term

Exam preparation – leading up to the period of A2 examinations, students are taught how to relax and manage their own stress levels. Information sessions on the arrangements and procedures for the examinations will also be given.

Advanced skills to be developed as part of the courses:

Students will take part in both class and small group discussions. They will learn to make decisions based on information and facts given to them and will develop questioning minds. They will develop self-awareness, confidence and the necessary skills required for adult life, further learning and work. Some aspects of the course will contribute to the wider Key Skills of problem solving; working with others and improving own learning and performance.

Notes on homework and assessment and end of year examinations:

Students are not set homework and are not formally assessed.

Resources:

Students will be provided with all resources they require.

Hints on how to be successful in the course:

In order to be successful it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations.

PHYSICAL EDUCATION – A LEVEL

A2 course name and number:	Physical Education: H555
Exam Board:	OCR
Departmental Teachers:	Miss Bird, Mrs Salt and Mrs Greening

Course outline:

30% Practical coursework (internally assessed/externally moderated)
70% External examination

Details and length of examination(s):

Unit 01 - Physiological factors affecting performance - applied anatomy and physiology, biomechanics : 2hr written paper: 90 marks
30%

Unit 02: Psychological factors affecting performance – skill acquisition, sports psychology : 1 hr written paper : 60 marks : 20%

Unit 03: Socio-cultural issues in physical activity and sport – sport and society, contemporary issues : 1 hr written paper : 60 marks
: 20%

Externally set and assessed

Unit 04 – Performance in physical education – performance or coaching in an activity (taken from the approved list), Evaluation and Analysing of performance for improvement : 60 marks : 30%
Internally assessed - (completion date March) - externally moderated

Candidates are assessed in **one** chosen activity practical performance and an oral assessment takes place on the evaluation of a live performance

Structure:

Time allocation: 8 lessons of theory, 1 lesson of practical per fortnight

Unit 01 – Content of Physiological factors affecting performance

Physiological factors affecting performance, focuses on developing the learner’s knowledge of the science behind physical activity. This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.

Through the study of this component, learners will gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They will also study the effects of force and motion on the body and how these effects can be used in physical activities to our advantage.

In many areas of this specification, it is expected that practical examples from physical activities and sports will be used to show how theoretical concepts can be applied and to reinforce understanding. Areas of the specification where this may be examined are marked with the following symbol:



This topic focuses on key systems of the human body involved in movement and physical activity.

Learners will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery.

Topics include:

- Skeletal and muscular systems
- Cardiovascular and respiratory systems
- Energy for exercise
- Environmental effects on body systems
- Exercise physiology
- Diet and nutrition
- Preparation and training methods
- Injury prevention and rehabilitation of injury
- Biomechanics

Unit 02 : Psychological factors affecting performance

This component focuses on the psychological factors affecting physical activities and sports. This includes models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. It also includes psychological factors affecting group dynamics and the effects of leadership and stress on performers.

Through the study of this component, learners will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports.

Topics include:

- Skill acquisition – classification of skills, types and methods of practice, stages of learning, feedback, memory models
- Sports Psychology
- Individual aspects of performance – personality, attitude, motivation, aggression and social facilitation
- Group dynamics in sport, goal setting, attribution, leadership, stress management
- Mental preparation for physical activity – concentration, goal setting, attribution

Unit 03 - Section A – Socio-cultural issues in physical activity and sport

This component focuses on the sociological and contemporary issues that influence and affect physical activity and sport for both the audience and the performer and how sport affects society.

It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain.

The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators will be understood and practical examples will be used by learners to show the effect of modern technology.

Topics include:-

- Sport and society – emergence and evolution of modern sport
- Global sporting events eg Olympic games
- Contemporary issues in physical activity and sport – ethics and evidence, commercialisation and media, routes to sporting excellence, modern technology in sport

Unit 04 – Performance in physical education

Learners are internally assessed through the NEA in one practical activity (either performing or coaching one chosen activity from the approved lists) and the Evaluation and Analysis of Performance for Improvement (EAPI).

Practical performances

For the practical performances approved activities list see Section 2e of the 'OCR AS and GCE guide to NEA in Physical Education'.

Learners can be assessed in the role of performer or coach in one activity.

Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

This component is internally marked.

The Evaluation and Analysis of Performance for Improvement (EAPI)

In addition to a practice performance, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.

Advanced skills to be developed as part of the courses:

Critical analysis and evaluation: application of theory to practice: application of appropriate techniques and principles to develop and improve personal performance skills.

Hints on how to be successful in the course:

It is **imperative** for students to be participating in their sporting activity at either an outside club or/and a school club on a **regular** basis. This should be in the role of a participant, coach or official.

Please note coaching and officiating an activity may be offered to students if applicable.

Resources

OCR PE for A Level (Hodder) – need to clarify

Homework and assessments:

Past exam questions

Short essay questions

Project work

Research and short presentations

End of topic tests

Practical assessment dates will be set and need to be adhered to

PHYSICS

A2 course name and number: AQA Physics 7408

Departmental Teachers: Mrs Bradstock and Mrs Scopes

Details of teaching scheme to be followed and timing:

These are 13 topics to be covered during the 2 year course, as in Year 12, Year 13 lessons are taught by two teachers and therefore some of the topics below will overlap each other.

Topics already covered in year 12:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity

Topics to be covered in Year 13:

6. Further mechanics and thermal physics: The earlier study of mechanics is further advanced through a consideration of circular motion and simple harmonic motion (the harmonic oscillator). A further section allows the thermal properties of materials, the properties and nature of ideal gases, and the molecular kinetic theory to be studied in depth

7. Fields and their consequences: The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this unification. Many ideas from mechanics and electricity from earlier in the course support this and are further developed. Practical applications considered include: planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors, and electromagnetic induction. These topics have considerable impact on modern society.

8. Nuclear physics: This section builds on the work of Particles and radiation to link the properties of the nucleus to the production of nuclear power through the characteristics of the nucleus, the properties of unstable nuclei, and the link between energy and mass. Students should become aware of the physics that underpins nuclear energy production and also of the impact that it can have on society

And one of the following options (chosen during the first term of Year 13, based on the interests of the students in the class)

9. Astrophysics: Fundamental Physics principles are applied to the interpretation of the Universe. Students will gain deeper insight into the behaviour of objects at great distances from Earth and discover the ways in which information from these objects can be gathered. The underlying physical principles of the optical and other devices used are covered and some indication given of the new information gained by the use of radio astronomy.

10. Medical Physics: This option offers an opportunity for students with an interest in biological and medical topics to study some of the applications of physical principle and techniques in medicine

11. Engineering physics: This option offers opportunities for students to reinforce and extend the covered so far by considering applications in areas of engineering and technology. It embraces rotational dynamics and thermodynamics

12. Turning points in physics: This option is intended to enable key developments in Physics to be studied in depth so that students can appreciate, from a historical viewpoint, the significance of major conceptual shifts in the subject both in terms of the understanding of the subject and in terms of its experimental basis. Many present day technological industries are the consequence of such key developments and the topics illustrate how unforeseen technologies develop from new discoveries

13. Electronics: This option is designed for those who wish to learn more about modern electronic technologies as a development of their core work in electricity. A variety of discrete devices is introduced followed by discussions of both analogue and digital techniques ranging from the operational amplifier to digital signal processing. The option ends with a look at the issues surrounding data communication

Assessment:

The A level is assessed in three written examinations as detailed below:

	Paper 1	Paper 2	Paper 3
Length	2 hours	2 hours	2 hours
Weighting	34% of A level	34% of A level	32% of A level
Topics covered	Topics 1 to 5 and topic 6.1	Topic 6.2, topic 7 and 8	Practical skills and data analysis and option topic
Further information	60 marks of short and long answer questions and 25 multiple choice questions on content.	60 marks of short and long answer questions and 25 multiple choice questions on content	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.

Practical endorsement:

The assessment of practical skills is a compulsory requirement of the course of study for A-level qualification in physics. It will appear on all your certificate as a separately reported result, alongside the overall grade for the qualification.

You will cover a set of 12 “required” practical activities, along with many other practical activities, which your teacher will formally assess you against the common practical assessment criteria. Information from this will be passed on to the exam board in order for you to achieve a pass grade in the practical endorsement.

Hints on how to be successful in the course:

- Use the checklist in your handbook to keep track of your learning – don’t forget to ask for help if you don’t understand.
- Review your work regularly – ideally check through notes before your next lesson.
- Use the summary questions in your textbook to ensure you understand each section. These should be completed even if they are not set as homework.
- Complete and check as many past papers from It’s Learning as you can, check with Mrs Bradstock or Mrs Scopes if you find areas you don’t understand.
- Use the background reading list to find texts to enhance the course.

EXPECTATIONS

Studying any subject at advanced level requires a level of commitment and engagement with the subject not necessarily required to succeed at GCSE. Science is no exception. The teaching staff are expected to work to the best of their professional knowledge and experience to provide the educational opportunities and support needed for a student to fulfil their potential. **Without the full commitment of the student towards this goal the teachers’ efforts will be at best diluted, at worst, pointless.** Therefore it is only fair from the outset that expectations of students are made perfectly clear.

IN ANY OF THE SCIENCE SUBJECTS IT IS EXPECTED THAT STUDENTS WILL SET THEMSELVES THE HIGHEST POSSIBLE STANDARDS WITH REGARD TO:

- **Punctuality;** persistent lateness to lessons, as well as being bad manners, is disruptive to the class and communicates a lack of concern/effort by the student and a lack of respect for the subject and the teacher concerned.
- **Attendance;** There is overwhelming evidence that shows a direct link between examination success and high levels of lesson attendance. The complexity of A level concepts, and the importance of discussion and involvement in the ideas as they are being taught, means that *missing a lesson is never an option unless it is absolutely unavoidable.*
- **Organisation;** turning up to lessons with the necessary equipment needed to participate effectively. Files and folders of notes must be written up regularly, and will be checked periodically.
- **Focus and participation in lessons;** Not just being quiet and listening carefully, but contributing to discussion, and asking questions of the teacher, i.e. seeking understanding rather than hoping it may arrive one day without any major effort.
- **Positive work ethic;** When assignments are set, the work presented for marking should represent the best possible effort of the student; token efforts produced to ‘keep the teacher happy’ are meaningless.
- **Maturity in approach to problems;** The teaching staff are most impressed by students who are aware of their progress and problem areas, and who actively seek guidance and support either in or outside lesson time. Experience has also indicated that students who perform well (either high grades or higher grades than might be expected) are those that make the best use of their teachers as sources of support and further subject guidance.

RELIGION AND PHILOSOPHY

A2 course name and number: Religious Studies, A2, AQA,
Unit 4C: (RST4C) Topic II, Ways of Making Moral Decision

Departmental Teachers: Mr Waters, Mr Willis

Details and length of examination(s):

- Unit 3A, (RST3AB), Religion and Ethics - 1 hour and 30 minutes
- Unit 4C: (RST4C) Topic II, Ways of Making Moral Decision - 1 hour and 30 minutes

Details of teaching scheme to be followed and timing:

Autumn Term:

Libertarianism, Free Will and Determinism

- Free Will: question of genetics and environment; free will curtailed by volition; contracting into societies; conflict of free wills
- Libertarianism: the personality and the moral self; the conscience; the causally undetermined choice
- Determinism: the principle of causality; 'hard' determinism and 'soft' determinism; internal and external causation
- A religious perspective on libertarianism and determinism: Theological Determinism or Free Will debate

Virtue Ethics

- Aristotle's View: happiness (eudaimonia), moral and intellectual virtues, cardinal virtues and capital vices
- Modern Virtue Ethics: MacIntyre and Foot
- The application of Virtue Ethics to one issue of the candidate's choice apart from issues in science and technology

Religious views on sexual behaviour and human relationships

Candidates will be expected to have studied the teachings of one of the six major world religions, but, where appropriate, may refer to more than one religion in their answers.

Candidates should note that views should focus upon:

- Scripture-based ideas which are rooted in text
- Institutional-based ideas which have been developed by a particular religious institution
- Individual-based ideas which will have been developed from individual conscience or interpretation of scripture/institutional-based ideas
- Sexual behaviour outside marriage, including pleasure and procreation
- Views on marriage as a sacred even or secular monogamy, polygamy, polyandry, adultery
- Human relationships, respect and responsibility for others, the abuse of power
- Concept of love (different styles: brotherly, physical, Christian (agapé), family and children
- Business Practice and Economics: Moral management of national economies (macro). The moral management of individual companies (micro), ethical investment. The developed economies versus the Third World developing economies. Approaches to emerging economies, including China and India.

Spring Term:

Business Ethics and Economics

- individual companies (micro), ethical investment. The developed economies versus the Third World developing economies. Approaches to emerging economies, including China and India. Business Practice and Economics: Moral management of national economies (macro). The moral management of individual companies (micro), ethical investment. The developed economies versus the Third World developing economies. Approaches to emerging economies, including China and India.
- Hybrid Ethics: Prima Facie Duties / Social Contract / Weak Rule Eudaimonistic Utilitarianism / Proportionalism
- Virtue Ethics applied to Business and Economics.
- Conscience: Theistic and Non-theistic perspectives explained and applied to moral issues of the Syllabus.

Summer Term:

- Revision

Advanced skills to be developed as part of the courses:

- Ability to communicate complex ideas in a coherent and accessible manner which reach well-informed judgements.
- Capable of analysing issues in a mature manner and able to explore etymology of vocabulary used so as to appreciate how such terms are used in formal arguments.
- Understand the construction of arguments (e.g. deductive, inductive reasoning) and how such arguments may formally be challenged in a logical manner.
- Appreciation of diversity of opinion within philosophical and moral thought and an ability to evaluate such philosophical assumptions.
- Able to draw out implications of arguments for human beings today.
- Develop ability to take responsibility for own learning through use of research, PowerPoint presentations, class presentations, wider reading which extent student understanding from issues raised in lessons.
- ICT skills with regards to accessing information from the web and presenting PowerPoint.
- Communication skills - art of listening and asking pertinent, penetrating questions.
- Literacy - written expression of ideas in a coherent structure.

Resources:

- Dialogue - biennial Journal. Ed. Hall and Waters
- Dialogue Videos - Proofs for the Existence of God
- Dialogue CD Rom - Proof for the Existence of God
- Ethics and Religion - Joe Jenkins
- Puzzle of Ethics, Puzzle of God, Puzzle of Sex - Peter Vardy
- Moral of the Story - Nina Rosenstand
- Think! - Simon Blackburn
- Course Readers on every topic provided
- Booklets with Past Papers, Examiners' Comments and Mark Schemes
- Student Essays Printed

Homework and assessments:

- Variety of assignments are set: End of module essay; Cognitive Flow Charts, Ripple Diagrams, Cognitive Cyclical Charts, Spider-diagrams, PowerPoint presentations.
- Two and a half hours per week for each paper (Religious Philosophy and Religious Ethics) is expected from students outside of class tuition.

Hints on how to be successful in the course:

- Reading of a daily newspaper once per week.
- The keeping of a scrap-book on current affairs throughout the course, updated weekly.
- Reading BBC news every other day - top 10 news items.
- Read *A Little History of Philosophy*, Nigel Warburton.
- Read *Dialogue*, The VI Form journal of Religion and Philosophy.
- Colour code all work, notes and essays, according to the Six Keys to Success.
- Focus on improving the structure of essays and style of expression so quality English permeates one's work.
- Organised file with prompt printing of Socratic Ideas notes, as directed by the subject teacher.
- Ability to meet deadlines.
- Watch appropriate DVDs and films to enhance one's understanding of the perennial issues of the human condition.
- Use of mind maps/Diamond 9s/Cognitive Flow Charts to improve lateral links (synthesis) in one's thinking and essays.
- Willingness to be challenged and, in response, to challenge. (Debate is never personal, rather an objective inter-locution in the pursuit of truth and understanding).
- The RP scrap book containing examples for use in the examination.

PSYCHOLOGY

A Level course name and number: AQA/7182 Psychology

Departmental Teachers: Miss James and Ms Hilton-Meredith

Assessment:

At A level there are three exams, each accounts for one third of your A-level. The three exams last 2 hours and are worth 96 marks each.

The exams consist of multiple choice, short answer and extended writing questions.

Topics covered in the A Level

Memory, Social Influence, Attachment, Approaches to Psychology, Psychopathology, Research Methods, Issues and Debates, Stress, Relationships, Forensic Psychology.

Coursework details including recommended time to be spent:

N/A

Advanced skills to be developed as part of the courses:

Essay writing, skills of analysis and evaluation and how to carry out research,
Resources:

A text book is provided for the second year of the A level and the library stocks a vast and varied collection of specialist texts and review articles.

Homework and assessments:

This may consist of background reading and note taking. Essays and short answer questions are also set towards the end of a topic, some of which are under timed conditions.

Hints on how to be successful in the course:

- Regularly read 'Psychological Review' journal and /or use psychology related websites and textbooks to keep up to date on current ideas – a recommended list is available in the handbook on the VLE.
- Use the course ebook resources such as quizzes and key term definitions to consolidate learning.
- Keep up to date with homework assignments as any missed work will need to be completed in the students' next study period
- Please ask if you are unsure of anything

SOCIOLOGY

A – Level course name and number: Sociology AQA 7192

Mark allocation: 100% examination

Departmental Teachers: Mrs Jenkin

Details and length of examination(s):

Education with theory and methods – 2 hour exam worth 33.3% of the A-level to be taken in June 2017

Topics in sociology - 2 hour exam worth 33.3% of the A level to be taken in June 2017

Criminology with theory and methods – 2 hour exam 33.3% of the A-level to be taken in June 2017

Unit One – Education and Sociological Methods covered in year 12

Unit Two - Families and Households covered in year 12

Unit Three- Beliefs in Society

The students will explore and evaluate:-

- Different sociological perspectives on the role and impact of belief in society.
- The relationship between religious beliefs and social change and stability.
- The development and rise in fundamentalism.
- Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice.
- The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.
- The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context.

Unit Four-Criminology and Theory and Methods

The students will explore and evaluate:-

- Different theories of crime, deviance, social order and social control.
- The social distribution of crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime.
- Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes.
- Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies.
- The sociological study of suicide its theoretical and methodological implications.

This includes methods from the AS course and the following theory

- Consensus, conflict, structural and social action theories.
- The concepts of modernity and post-modernity in relation to sociological theory.
- The nature of science and the extent to which sociology can be regarded as scientific.
- The relationship between theory and methods.
- Debates about subjectivity, objectivity and value freedom.
- The relationship between sociology and social policy.

Advanced skills to be developed as part of the courses:

A2 Sociology involves students developing a more analytical and theoretical approach to the topics studied than AS level. They will also be expected to make links between the units studied throughout AS and A2. The Sociology examination involves completing data response questions made up of a number of short answer questions and essays.

An ability to communicate clearly and develop arguments is an advantage in Sociology as understanding and evaluation are often developed through discussion.

Resources:

Students will be provided with key texts. No specialist equipment is required. Regular reading of a newspaper. ICT will be used throughout the course.

Homework and assessments:

Homework is set on a regular basis. This may take the form of project work, reading, and preparation of presentations, primary research or essay writing. Essays will be set regularly throughout the course so that students can develop their skills progressively.

Hints on how to be successful in the course:

In order to be successful it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations.

SPANISH

A2 course name and number: AQA A2 2696

Departmental Teacher: Mrs Lockyer and Miss Velasco

Details and length of examination(s):

Speaking Test	15 minutes	15%
Listening, Reading and Writing	2 hours 30 minutes	35%
A/S grade		50%

Details of teaching scheme to be followed and timing:

The course book is AQA Kerboodle and this will be supplemented by a range of material of interest from the press, the Internet and by examination practice papers.

For A2, candidates must study **two** Cultural Topics, together with the A2 three topics, as follows:

ENVIRONMENT

- Pollution
- Energy
- Protecting the planet

THE MULTICULTURAL SOCIETY

- Immigration
- Integration
- Racism

CONTEMPORARY SOCIAL ISSUES

- Wealth and poverty
- Law and order
- Impact of scientific and technological progress

CULTURAL TOPIC – 2 cultural topics will be studied in Year 13.

- An author from a target language-speaking country/community.
We study Como agua para chocolate by Laura Esquivel.
- A director, architect, musician or painter from a target language-speaking country/community.
We study the works of Antoni Gaudí.

Coursework details:

There is no coursework.

Advanced skills to be developed as part of the courses:

Students will continue to work on all four language skills, Speaking, Reading, Writing and Listening equally and will learn to respond in accurate and idiomatic Spanish to a variety of texts, both in writing and orally.

Resources:

- Kerboodle A2 Spanish
- Grammar Workbook
- Students will need a good dictionary.
- There is a wide range of listening and reading material in the Learning Resources Centre and on-line.
- The Learning Resources Centre has a wide range of Spanish reading books from Roald Dahl, Harry Potter and Snoopy to Spanish classics.
- A good deal of material is available on Its Learning, the school's Virtual Learning Environment to which all students have full access in school or through the internet at home.

Homework and assessments:

Homework will be set on a regular basis and will take the form of:

- Preparation of a text
- Preparation of an oral presentation
- Written exercises
- Learning
- Grammar exercises
- Research of a topic area
- Listening
- Cultural topic research, preparation and writing

In addition each cycle students are expected to undertake a programme of Self Supported Study. The log sheets are handed in once per cycle and a mark is given. This takes the form of listening, reading and responding to Spanish and evidence that the student is remaining up-to-date with important issues of topical interest (including those specified in the syllabus) covered in the quality British press. The Internet may be used as a source for reading texts and listening materials.

Students will also have the opportunity to work on their speaking in small groups each week in addition to normal lessons. These sessions form a compulsory part of the A2 course.

Hints on how to be successful in the course:

The key to successful language learning in addition to regular completion of homework and other assigned tasks and to consistent, thorough learning of new language covered, is regular exposure to the language. This may take the form of reading, speaking or listening. Students should be prepared to spend at least 30 minutes daily reading a range of Spanish novels, newspapers, magazines or websites. Listening to Spanish music or watching films in Spanish can also be very beneficial for increasing vocabulary and practising comprehension skills. Regular attendance at timetabled speaking lessons with the Spanish Assistant is also vital for success at A level. Becoming fluent in Spanish takes hard work and commitment and a determination to succeed.

TEXTILES TECHNOLOGY

Product Design – Textiles A2 Level

GCE course name: Design and Technology AQA Full course

Subject: Product Design - Textiles

Course No: 2561 Units 3 & 4 - A2

Departmental Teachers: Miss Sivyer

Details and length of examinations (include %age allocation of marks):

Examination: 84 marks: 50% (2 hours)	Textiles 3
Coursework: 85 marks: 50%	Textiles 4

Students must have completed AS Textiles before embarking on the course

Details of teaching scheme to be followed and timing:

The courses consist of two units which make up the A2 component of the A Level course:

UNIT 3 - assessed by a 2 hour examination

The unit is divided into 3 sections:

Section A Materials and components

Section B Design and Market influences

Section C Processes and Manufacture

Product Design/Textiles

A '**Materials and components**' - This section enables students to further develop their knowledge and understanding of materials and components. The classification of fibres including both natural and man-made; industrial and hand- made fabric construction methods; the testing of working properties and the creation of yarns, mixtures and blends; the development of new technologies in the world of textiles.

B '**Design and Market**' - the effects of major developments in textiles technology; the role of the designer and professionals within the industry; the work of past and present textile/fashion designers; product life cycle; marketing; health and safety.

C '**Processes and Manufacture**' - Industrial and commercial practice including globalisation, product maintenance and health and safety; product manufacturing including printing, finishing, industrial methods of production; systems and control including quality control and assurance.

Unit 4 Coursework

Coursework details including time to be spent:

The assessed coursework consists of one major design and make project consisting of a design folder and accompanying product(s).

The coursework will be started in the second half of the Summer Term of Year 12 and submitted at the end of the Spring Term in Year 13. It represents 50 % of the course and is allocated 60 hours in class time and independent study periods. Initially it will provide an opportunity for you to identify a real design need, write your own design brief and produce a substantial response. You will design and make a full size product or series of products that can be tested and evaluated. The completed work will be presented in A3 format in either sketchbook or portfolio together with supporting photographs, modelling samples and prototypes. This will be teacher assessed but externally moderated.

Skills that need enhancing in Year 13:

- Developing an independent approach to working, being prepared to question and investigate relevant topics linked to the course programme.
- Extending quality designing and making skills, with particular attention to accuracy of finish.
- Combining Design and Making skills with knowledge and understanding to design and make products to suitable specifications.
- Creativity and innovative approach to work.
- Integration and application of knowledge, including that from Art, ICT, Maths, and Science and practical capability to design and make quality products.
- Discerning approach to decision making paying due attention to conflicting considerations
- Analytical and evaluation skills.
- ICT skills for research, CAD, modelling and presentation of work.

- Matching provision with need.
- Disciplined and effective management and organisation of time and resources particularly in producing work schedules within deadlines.
- Effective and appropriate communication using a variety of media.
- Matching materials, processes, equipment to meet the needs of a design specification.

Resources (e.g. books, computer programmes used) plus any materials students need to provide:

A range of books, handouts, videos, software - packages (see briefing documents for details) will be available to support the programmes of study, together with materials for investigatory/experimental work and product disassembly and evaluation. Students will have access to computers and the internet.

Students are requested to provide materials for Textile products produced in practical sessions.

Notes on homework and assessments:

Homework is given in line with school policy and details are provided in the topic briefing documents. The homework relates directly to gaining skills, knowledge etc. relevant to the A level. This may include research, preparation for practical sessions, linked theory work to topics, and in particular completion of the folio and practical work for assessed coursework.

Final assessment – coursework 50%; Examination 50% (2hr exam)

Hints on how to be successful in the course:

- Read all documentation carefully to identify what is required to successfully complete the course.
- Note all work expectations and transfer relevant details to your student planner.
- Select design and make tasks, which match your interest and capability, at the same time aiming to develop and improve your knowledge and expertise.
- Make realistic practical choices, which can be completed to a high quality standard and finish, within the time constraints.
- Devise work schedules, and keep on task to meet deadlines.
- Be organised. E.g. file notes, reference materials appropriately; keep careful records of results
- Listen carefully to instructions and tutorial guidance/feedback on progress, and always ask for clarification if unsure about anything.
- Plan ahead to arrive well prepared for practical sessions, so that planning and organisation is not left until the last minute when purchase of materials etc. may be difficult.
- Always keep a backup of all material stored on computer, in case of any problems with software/hardware.
- Keep all folio and practical work secure and clearly named, because this represents 50% of the A2 and 60+ hours of work.
- Extend your knowledge by reading around the topics and aim to keep up to date with recent developments in Food and Textile Technology.
- Aim to be analytical and discerning, and take an innovative approach to study, particularly when completing design and make tasks.
- Allocate individual study periods for additional reading and practical work.