

Parkstone Grammar School for Girls



CURRICULUM BOOKLET
YEAR 12
2018/2019

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 12.

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 line extending from the end of the signature.

David Hallsworth
Deputy Head Teacher

WELCOME TO YEAR 12

Dear Student

Welcome to the Sixth Form. The school is rightly proud of the excellent standards achieved by Sixth Formers in Advanced Level examinations and of the very high percentage of students, currently over 97%, who continue to some form of Higher Education.

You may be aware that there have been significant changes taking place to A Level qualifications from September 2015. The government has been planning these changes for some time and they impacted on students beginning their A Levels in September 2015 and fully for those students beginning A Levels in September 2017.

At Parkstone we have considered these changes very carefully and consulted widely upon their implications. We always embed any curriculum decisions firmly in the principle of the best interests of the students and this is no exception.

From September 2015 subjects began to change over to Linear A Level qualifications. This means that all assessment for the overall A Level qualification will take place at the end of two years of study. September 2016 saw the next phase of A Level subjects move to the Linear qualification and from September 2017 all A levels are now Linear. The 16-19 landscape will therefore be similar to that which existed before the creation of AS qualifications.

At Parkstone we have taken the decision that all students will all start on three A Levels, you will sit formal internal exams towards the end of Year 12 and you will be expected to have met an agreed standard before progressing on to the second year of the A Level.

Alongside your A levels, you will opt into a curriculum enhancement programme, studying either EPQ, PPPE, Language Leaders, Sports Leaders, German for Business, Duke of Edinburgh Gold Award, International Relations & UN, an Art project or Core Maths. You will also be expected to take part in the enrichment activities and the lecture series which run throughout Year 12.

We believe that our approach to these developments has protected students from the possible turbulence of these changes and that you have been able to make informed choices based on your interests and future goals. We will continue to work with you to support your success and aspirations through your 16-19 programme of study to ensure the excellent standards of education and results continue in this new national landscape.

The Year 12 timetable is constructed to meet the greatest number of student preferences. Certain subjects and combinations are dependent on student demand and the availability of staff. You must be prepared to make the necessary effort to put enough time into each subject. Each week you will need to review what you have covered in class and ensure you have full understanding. This may well mean using the library and/or the Internet, as well as reading text books. Coursework can be an essential part of certain A level courses and you must plan your time to complete coursework before the deadlines.

To be successful you will need to balance your time between school work, social life and outside paid work. Attendance in lessons is essential, unlike GCSEs it is very difficult to catch up on advanced work and last minute revision will be inadequate for success. If you feel you are not coping with a subject or

may even have picked the wrong one, then you need to see me, Mrs Izard or Mr Collis as soon as possible. Do not keep any worries to yourself.

In Year 12 you should take as many opportunities to get involved in other activities such as Young Enterprise, volunteering, musical events, school teams or productions. When we write references it is the whole person - not just the academic - that is important. As the year progresses, you will need to start thinking about your future after school. Many students are unsure of what they want to do and if this is the case for you start familiarising yourself with the Careers Library and make an appointment with Mrs. Wilkinson our Careers Co-ordinator. You will also have the opportunity to go on a weeks work experience towards the end of Year 12.

Finally, you should enjoy your time in the Sixth Form. You are studying subjects you have chosen to do and are with students with similar interests. If you have any concerns please make sure you share these with either your tutor, Mrs Moore, Mr Collis, Mrs Izard or myself.

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

TUTOR GROUPS

| | | |
|---------------------|-------------------------------------------------|-------|
| Head of Year | ~ Mrs R Moore (Pastoral) Mr P Collis (Academic) | |
| Form Tutors | ~ Mr P Lord | ~ 12P |
| | ~ Mrs L Coote and Mrs D Hardwick | ~ 12A |
| | ~ Mrs E James and Mrs M Starosta | ~ 12R |
| | ~ Miss E Sturdy | ~ 12K |
| | ~ Ms H Kellaway | ~ 12S |
| | ~ Mrs S Jenkin and Mrs L Greening | ~ 12T |
| | ~ Ms R Champion | ~ 12N |

SUBJECT REPORTS

ART & DESIGN

A level course name and number: A level AQA 7202 Art and Design (Fine Art)

Departmental Teachers: Miss Batley and Miss Sturdy

Component 1 (Year 12 & 13)

- Foundation course (September – January)
- Personal investigation (February – January)
- Supported by 1000-3000 words

Portfolio – 60%

Portfolio of work set and marked by the centre and moderated by AQA

Component 2 (Year 13)

Externally set assignment – 40%

Supervised time 10 hours

Work provided will be marked by the centre and moderated by AQA

Details of teaching scheme to be followed and timing:

The course is designed to be broad based and encourage an experimental approach. The students will follow a course of integrated practical and critical study through a series of workshop-based sessions which allow them to explore a central theme using a variety of creative and new materials and processes. Building upon the knowledge, understanding and skills gained at GCSE with greater depth and breadth of study and greater independence. This will be supported by the use of sketchbooks, first-hand experience of relevant works of art, craft and design and any other form of appropriate evidence.

Students will increasingly take charge of their own work and build up a portfolio that enables them to show thorough and high quality evidence of the A-level success criteria.

Coursework details:

Autumn Term:

- A selection of thoughtfully & smartly presented work demonstrating the introduction, practice, exploration and refinement of numerous exciting art materials and techniques, within a given theme.

Spring Term:

- Students begin their Final Major A-level Personal Project on a theme of their choosing. This constitutes an extended collection of work, based on a personal theme or idea, which demonstrates the students' ability to sustain work from an initial starting point to a realisation, develop ideas and link their work in a meaningful way to contextual research. This project continues into Year 13
- Students will also begin collating the written elements of their Final Major Personal Project so that this collection begins to form the body of the compulsory written element, which they will develop further in Year 13.

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.

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.

The A level course is exciting, stimulating with a fast pace of activity, it is therefore essential that students take ownership of their Art, plan and research carefully and meet all deadlines set to ensure personal success.

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 study time to work in the art studio.

Advanced skills to be developed as part of the course:

Clear evidence of a consistent application of skills and understanding in the following areas should be achieved by students at the end of the course:

- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- Continuity and change in different genres. Styles and traditions relevant to their chosen area(s) of study
- A working vocabulary and specialist terminology

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 (Pritt Stick recommended), 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.
 - Be prepared to experiment with new materials and ideas, expand on knowledge of materials and processes already gained, really challenge yourself
 - 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 part of your a-level coursework.
-

BIOLOGY

A level name and number: NEW OCR Biology H420

Departmental Teachers: Mr Gilbert, Mrs Izard, Mrs Wills, Mr Watts and Ms McHugh

Details and length of examinations:

Module 1 : Development of practical skills in biology

- 1.1.1 Planning
- 1.1.2 Implementing
- 1.1.3 Analysis
- 1.1.4 Evaluation

Module 2 : Foundations in biology

- 2.1.1 Cell structure
- 2.1.2 Biological molecules
- 2.1.3 Nucleotides and nucleic acids
- 2.1.4 Enzymes
- 2.1.5 Biological membranes
- 2.1.6 Cell division, cell diversity and cellular organisation

Module 3 : Exchange and transport

- 3.1.1 Exchange surfaces
- 3.1.2 Transport in animals
- 3.1.3 Transport in plants

Module 4 : Biodiversity, evolution and disease

- 4.1.1 Communicable diseases, disease prevention and the immune system
- 4.2.1 Biodiversity
- 4.2.2 Classification and evolution.

Summer Term:

6.3 Ecosystems and Biology field course including ecology practical assessment. This is a compulsory period of the A-level course.

6.3.1 Manipulating genomes including a DNA/Genetics day with an associated piece of practical assessment

Resources:

A Level Year 1 Biology - CGP. This will form the foundation for the course. We will give each student a copy for the year. A CGP 'Headstart to A-level' book will also be issued. Students can purchase these from the department and therefore annotate etc. their copies. A general purpose textbook will also be issued.

Homework and assessment:

Each week students will be expected to read and prepare notes for the next lesson. There will also be regular EBAs and tests. Homework not completed on time will not be marked. Continual missing of deadlines will result in the discipline procedure of the Biology Department being implemented.

There will be a number of formative pieces of work that will be marked in detail, the work handed back for the students to action the marking points and this work will then be re-submitted for marking.

There will also be a number of compulsory practical activities that will need to be completed for the Practical Endorsement component of A-level Biology. These will broadly assigned to practical activity groups (PAGS).

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

AS course name and number: Business AQA AS 7131

Departmental Teacher: Mr Kellaway and Mrs Kelly

Details and length of examination(s):

Paper 1 1 1/2 hour 50% AS

Paper 2 1 1/2 hour 50% AS

Details of teaching scheme to be followed and timing:

| | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | What you will learn: |
| | <ol style="list-style-type: none">1. What is business2. Managers, leadership and decision making3. Decision making to improve marketing performance4. Decision making to improve operational performance5. Decision making to improve financial performance6. Decision making to improve human resource performance |

Advanced skills to be developed as part of the courses:

Development of critical understanding of organisations, the markets they serve and the process of adding value. 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, awareness of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity. An understanding that Business draws on a variety of disciplines and that these perspectives and disciplines are interrelated.

Acquisition of skills such as 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 the organisations in different environments and sectors, recognising that they face varying degrees of competition.

Resources:

Main textbook : AQA A Level Business 5th edition 1 Surridge and Gillespie

Business Review Magazine. A-Z Business Studies Handbook. ICT resources will be used when appropriate. Apart from regular attendance at lessons and careful completion of homework, students should broaden their knowledge and understanding of the business world through reading the financial section of newspapers e.g. Guardian, Sunday Times Business section. They should watch relevant television programmes e.g. Dragons Den; The Apprentice etc. and watch/listen to news broadcasts. Discussion of work-related issues with family and family friends is also very useful.

Homework and assessments:

Formal assessments will take place during and at the end of each unit. Both units will be examined in 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, particularly for the A Level themes which involve a degree of independent research

CHEMISTRY

A level course name and number: OCR Chemistry A level H432

Departmental Teachers: Mr Petrus, Miss Kelly, Mrs Dawe, Mrs Gascoyne and Dr Mathers

Chemistry A H432

The specification is divided into teaching modules, each containing different key concepts of Chemistry. Once the key features of a chemical topic have been developed, applications are considered. For assessment purposes, knowledge and understanding of key concepts are treated separately at AS; important links between different areas of chemistry are largely assessed synoptically at A level. While the teaching of practical skills may be integrated with the theoretical topics, they are assessed separately. This allows skills to be developed in a way suited to each individual.

What are the benefits to our students of delivering this OCR specification?

OCR's A level in Chemistry A specification aims to encourage learners to:

- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- Develop competence and confidence in a variety of practical, mathematics and problem solving skills
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society (as exemplified in "How Science Works" HSW)).

| 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?

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

Publishers:

Developed in close consultation with OCR, Oxford University Press is publishing materials for the H432 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

- Past Papers and Mark Schemes

Advanced skills to be developed as part of the courses:

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

Resources:

- OCR text book 'A Level Chemistry for OCR' (OUP)
- 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
- A large range of revision and practice exam questions in the Science section on Its learning
- Interactive, online virtual textbook to linked resources provided by 'Kerboodle'

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

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.

COMPUTER SCIENCE

A-level course name and number: OCR Computer Science H446

Departmental Teachers: Mr Mortell and Mr White

The course will provide insight into, and experience of how computer science works, stimulating learners' curiosity and encouraging them to engage with computer science in their everyday lives. The course has an emphasis on problem solving using programming and algorithms. Mathematical skills will be used to express computational laws and processes, e.g. Boolean algebra/logic and comparison of the complexity of algorithms.

Full details of the content of the course can be found on the examination board website.

Summary of Assessment

The A-level is examined externally in Year 13. At the end of year 12 there will be internal examinations in the same format as the Year 13 exams.

This specification is divided into a total of 3 units. Weightings noted below are expressed in terms of the full A level qualification:

| | | | | | |
|--------------|-----|---------------------------|----------------------------|---------------|-----------|
| Unit1 | 40% | 2 hours 30 minutes | Computer Systems | Written Paper | 140 marks |
| Unit2 | 40% | 2 hours 30 minutes | Programming and Algorithms | Written Paper | 140 marks |
| Unit3 | 20% | Completed over many hours | Programming Project | NEA | 70 marks |

Skills that students need to acquire:

As well as the theory of how computer systems work, pupils will develop and apply their analytic, problem-solving, programming, and computational thinking skills

Topics covered will include the internal workings of the Central Processing Unit (CPU), the exchange of data, software development, data types and legal and ethical. They will understand what is meant by computational thinking and be able to apply computational thinking by programming solutions to a wide variety of problems.

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

Students should have an A4 ring binder to hold their work and bring relevant equipment for note taking. All other materials will be provided as required (Including the relevant textbooks).

Notes on homework's and assessments and end of year examinations:

Homework will be related to relevant theory work and programming tasks. Access to Python and a USB pen drive would be useful for transferring work to and from school.

Hints on how to be successful in the course:

A keen passion for Computer science is essential! Students should keep themselves up to date on all technological matters (BBC Click and Computerphile video channels which are both interesting and up to date sources of information related to Computer Science.)

DRAMA AND THEATRE STUDIES

AS course name and number: AQA 7262 Drama and Theatre Studies

Departmental Teachers: Poole Grammar School: Mr Dunnington

Parkstone Grammar School: Miss Whelan

Details of assessed components

Over the course of the A Level students will cover **three** components:-

- Component 1- Drama and Theatre - Written Exam - 3 Hours – **40%** of A Level
Response to live theatre seen during the course and the study of two set text plays – Our Country's Good by Wertebaker and Antigone by Sophocles.
- Component 2 – Creating Original Theatre – Devised Performance plus working notebook - **30%** of A Level
- Component 3 – Process and Performance - 3 extracts from three published plays plus a reflective report- **30%** of A Level

Details of teaching scheme to be followed and schedule of assessment:

Term 1:

- Study of set text 1: Antigone
- Study of theatre practitioners: Brecht, Stanislavsky, Frantic Assembly and Katie Mitchell.
- Study, workshop and performance of text for Component 3 extract 1: Pool No Water and Punk Rock.
- Completion of 750 – 1000 words of Component 3 Portfolio.
- Theatre visits

Term 2:

- Study, workshop and performance of text for Component 3 extract 2. Internal practical exam in March.
- Completion of 750 – 1000 words of Component 3 Portfolio.
- Extra-curricular enrichment project: Student led production
- Feedback on Component 3.

Term 3:

- Revision of Antigone and Live Productions seen for Year 12 exams.
- Year 12 exams (2 hour written paper).
- Extract 3 and practitioner research and workshop.
- Feedback on Year 12 written paper.
- UCAS focus.
- Begin Act 1 Our Country's Good and context research project.

Throughout the course you will be expected to develop:

- Commitment to the course and each other.
- Self-motivation for independent study and rehearsal.
- Refinement of practical performance and stagecraft skills which include acting, costume, stage setting, lighting and sound.
- Team work, creativity, leadership and group co-operation.
- Assimilation and application of a new range of theatrical styles in rehearsal and production.
- Analytical skills such as textual and visual interpretation.
- Theatre appreciation through live theatre visits, workshops and productions.

Resources:

- The Department will provide individual set texts and plays.
- Students are required to attend a minimum of 3 Theatre Visits over the course. We endeavour to keep ticket and transport costs to a minimum.

Hints on how to be successful on this course

Students need to have a passion for theatre making and enjoy:

- Acting, directing and technical aspects of theatre
- Independent reading, research and working on plays in practical sessions
- Visiting different types of theatres and enjoying a wide variety of performances
- Discussion, leadership and co-operation within a group

Work-load and types of work

- Several weeks each year will be spent working on the group project and play text in lessons and after school.
- Practical work must be carefully documented to form part of your working notebook and portfolio.
- Part of this course is teacher led and much of this course is student led under teacher guidance. You will need to research, apply and document your individual investigation of plays, devised material and practitioners.
- A detailed record of every theatre visit must be kept in writing.
- Essays on plays, practitioners and theatre visits will be set at regular intervals.
- Background reading of plays and research is essential throughout the course.
- This is a rigorous course with the emphasis on the academic study of theatre. You will be required to commit to working beyond the confines of the classroom/studio in order to succeed.

Why study Theatre Studies? Careers and further education options

- Drama and Theatre Studies is a very useful subject for students looking for any career requiring life skills such as leadership, co-operation, group--negotiation, personal, creative thinking and social education.
- It is essential study for careers in acting, directing, writing, theatre administration, performing arts, media and teaching (Drama/Media).
- The course is also highly valuable for students looking to study Law or train as a teacher.

Alumni

Theatre Studies students from this course have gone on to Acting/Theatre Studies Degrees at top Drama Schools such as: Central School of Speech and Drama, Rose Bruford, GSA, Arts Ed and East 15. They have also gone on to study at many of the top 20 rated Drama/Theatre Studies/ Creative writing/ Liberal Arts/ Theatre Production degrees at: Cambridge, Warwick, Bristol, Kings, Exeter, East Anglia, Bath and Queen Mary's to name but a few.

ECONOMICS

AS course name and number: Economics AS Edexcel (8ECO)

Departmental Teacher: Mrs Kellaway and Mr Scopes

Details and length of examination(s):

Paper 1 50% of AS Level 1 ½ hour

Paper 2 50% of AS Level 1 ½ hour

Details of teaching scheme to be followed and timing:

AS

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme 1 Introduction to markets and market failure 1.1 Nature of economics 1.2 How markets work 1.3 Market failure 1.4 Government intervention | Theme 2 The UK economy – performance and policies 2.1 Measures of economic performance 2.2 Aggregate demand 2.3 Aggregate supply 2.4 National income 2.5 Economic growth 2.6 Macroeconomic objectives and policy |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Advanced skills to be developed as part of the courses:

Development of understanding of economic concepts and theories through a critical consideration of current economic issues, problems and instructions that affect everyday life

Application of economic concepts and theories in a range of contexts and appreciation of their value and limitations in explaining real-world phenomena

Analysis, explanation and evaluation of the strengths and weaknesses of the market economy and the role of government within it

Resources:

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

Homeworks and assessments:

Homework will include background reading, preparing notes, answering long and short answer questions and delivering presentations. Work is assessed against the skills of knowledge, application, analysis and evaluation.

Formal assessments will take place after each theme. Themes 1 and 2 will be examined in May/June.

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: Mr Farbridge, Ms Champion and Mrs Price

Details and length of internal examinations:

Paper 1 – Language and the Individual – Textual Variations and Representations

1 hour 30 mins

(50% of Y12 Examination)

The aim of this part of the subject is to introduce students to language study through developing methods of language analysis to study a wide range of texts.

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)

Paper 2 - Language Varieties – Language Diversity

1 hour 30 mins

(50% of Y12 Examination)

Section A

The aim of this area of study is to allow students to explore varieties of English used within the British Isles, considering wider social and geographical contexts. They will also study social attitudes to, and debates about, language diversity. Original writing skills are also assessed in Section B of the examination.

There are two questions:

- Section A – An essay on language diversity with a choice of two questions (30 marks)
- Section B - A directed writing task on attitudes to language (40 marks)

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 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 preparing presentations for student-led seminars with a varying emphasis on class, individual, pair and group work. There may be the opportunity to attend an English Language conference in London.

A variety of resources are used to stimulate and enhance learning. Students are provided with textbooks 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 and assessments:

Homework assignments will include reading, preparing notes (sometimes in chart or display format), preparing presentations, writing essays and other genres of writing. 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 online blogs, 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 – e-magazine, 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 Champion, Mrs Price and Mrs Spall

Details and length of internal examination:

PAPER – *Love Through The Ages* - There are three set texts for study: a Shakespeare play, a novel, a poetry anthology and a range of unseen poetry. Either the novel or the poetry anthology must be pre-1900.

- Written examination: 3 hours
- 75 marks
- 40% A Level

The paper has 3 sections. Section A is closed book (the Shakespeare text is not permitted in the examination):

- Section A **Shakespeare**- a passage based question with linked essay (25 marks)
- Section B **Unseen Poetry** – one compulsory essay question comparing two unseen poems (25 marks)
- Section C **Comparing Texts** – one essay question (from a choice of 2) linking the novel and at least two poems from the anthology (25 marks)

Details of teaching scheme to be followed and timing:

The course takes a historicist approach to the study of literature, exploring the relationships that exist between the texts and the contexts within which they are written. In *Love Through The Ages*, the theme of love, one of the most central themes in literature, is explored across time. During lessons, students are involved in close analysis of a range of texts, with specific focus on the set texts, and on unseen poetry, encouraging them to debate critically and challenge the interpretations of other readers as they develop their own informed responses. This includes participating in discussion and making presentations, with a varying emphasis on class, individual and group work.

A variety of resources, including audio-visual and IT, 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 how assessment objectives can be met in their written responses. The period after internal examinations will focus particularly on preparation for Y13 Non-exam Assessment and the introduction to the Modern Times component of the A level.

Advanced skills to be developed as part of the course:

The course will enable students to:

- Develop an interest and enjoyment in literature by reading widely
- Gain an understanding of the traditions of English Literature
- Communicate a response to a wide variety of texts and respond to texts of different types and periods, using appropriate terminology and accurate and coherent expression
- Make informed opinions and judgements on literary texts
- Gain an understanding of cultural, historical and other influences on texts
- Consolidate their learning through revision and examination strategies and technique

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 DVDs (where applicable), are available for students to borrow on a short term basis from the library. The Department subscribes to the English and Media Centre online magazine: e-magazine, which is aimed at A level students. Students can freely access a vast archive of literature related articles and podcasts by university lecturers in the field. Also available in the library are folders of text-related articles. Computer files and productions on set texts can also be accessed on the VLE and on ClickView. Wherever possible, visits are arranged to performances of set texts and literacy conferences. Students who wish to participate in such visits will be asked to contribute to the cost 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, 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 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 practise 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

ENRICHMENT PROGRAMME

Teacher: Mrs Moore

The Enrichment Programme is offered uniquely to Year 12.

Every Tuesday Week A students will attend a lecture by a guest speaker. Diverse and interesting topics will be delivered by guest speakers. Past speakers have included:

- Chris Lubbe – a former bodyguard to Nelson Mandela
- Katie Swinden- Creative Director at Fifty Fathoms Production Company

On Tuesday Week B there will be an opportunity to participate in a range of activities. Each activity will be for 3 sessions. Students are able to select their activities for the year. These have included:-

- Drive IQ
- Singing
- Mindfulness
- Finance and budgeting
- Cooking on a budget
- Body Jam
- Self Defence
- Yoga
- Dance
- Volunteering
- Sociology
- Circuit training

FASHION AND TEXTILES

GCE course name: AQA A Level Design and Technology full course

Subject: Fashion and Textiles

Course No: 7562

Departmental Teachers: Miss Sivyer and Miss Lehman

Details and length of examinations and non-exam assessment (include %age allocation of marks):

In Y13 there will be two examinations and one non exam assessment (design and make coursework project).

- Paper 1 Technical Principles 2.5 hours 120 marks 30 % of A Level
- Paper 2 Design and make principles 1.5 hours 80 marks 20% of A Level
- Non exam assessment 60 hours 100 marks 50% of A Level

Details of subject content to be studied during Years 12 and 13:

Subject content is divided into two areas:

- Technical principles
- Designing and making principles

Technical principles are divided into:

- 1.1 Materials and their applications
- 1.2 Performance characteristics of materials
- 1.3 Methods of joining and use of component
- 1.4 The use of finishes
- 1.5 Enhancement of materials
- 1.6 Modern industrial and commercial practice
- 1.7 Digital design and manufacture
- 1.8 The requirements for textile and fashion design and development
- 1.9 Health & Safety
- 1.10 Protecting designs and intellectual property
- 1.11 Design for manufacturing, maintenance, repair and disposal
- 1.12 Feasibility studies
- 1.13 Enterprise and marketing
- 1.14 Design communication

Designing and making principles:

- 2.1 Design methods and processes
- 2.2 Design theory
- 2.3 Technology and cultural influences
- 2.4 Social and moral issues
- 2.5 Critical analysis and evaluation
- 2.6 Selecting appropriate tools and processes
- 2.7 Accuracy in design and manufacture
- 2.8 Responsible design
- 2.9 Design for manufacture and project management
- 2.10 National and international standards in product design

Non exam assessments

There will be one practice non exam assessment in Y12 which will not count toward A Level assessment. The final major coursework project will start in the second half of the Summer Term of Year 12 and be submitted at the end of the Spring Term in Year 13. You will design and make a full size product or series of products as well as complete a sketchbook or portfolio which documents your design process in full. This will be teacher assessed and externally moderated by the AQA exam board.

Skills that need enhancing in Years 12 and 13:

- Developing an independent approach to working, being prepared to question and investigate 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
- Creativity and innovative approach to work.
- Integration and application of knowledge, including that from Art, ICT, Maths, and Science
- Analytical and evaluation skills.
- ICT skills for research, CAD, modelling and presentation of work.
- 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.

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.

FRENCH

A level Course name and number: AQA A level French 7652

Paper 1: Listening, Reading and Writing (50% of A level) 2 hours 30 minutes

Paper 2: Writing (20% of A level) 2 hours

Paper 3: Speaking test (30% of A level) 21-23 minutes including 5 minutes preparation time

Departmental Teachers: Mrs Barton (Poole Grammar School) and Miss Lethbridge (Parkstone Grammar School)

Details of topics to be followed:

- Changes in family structures
- Cyber-society
- The role of voluntary work
- Artistic culture in the French speaking world
- Contemporary francophone music
- French cinema
- Study of a film: 'Au revoir les enfants'

Advanced skills to be developed as part of the courses:

- Development of more independent learning of vocabulary
- Expressing and arguing a viewpoint on a range of topics
- Understanding of French culture
- Understanding authentic texts

Resources:

- Oxford AQA A level French textbook
- Kerboodle subscription

Assessments;

In the summer of Year 13 the exam will consist of:

1. Listening, reading, writing (50% of the A level) – 2 hours 30 minutes
2. Writing paper (20% of the A level)- 2 hours
3. Speaking test (30% of the A level)- 21-23 minutes (including 5 minutes preparation time)

Homeworks:

4 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:

- 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

A level course name and number: Geography AQA 7036

Departmental Teachers: Miss Forster and Mrs Moore

Details of teaching scheme to be followed and timing:

AUTUMN TERM

- Changing places
- Urban

SPRING TERM

- Changing places
- Coasts

SUMMER TERM

- Complete changing places
- Internal Year 12 exams
- Launch individual fieldwork investigation

Basic Skills

- Annotation of illustrative material, base maps, sketch maps, OS maps, diagrams, graphs, sketches, photographs etc
- Use of overlays
- Literacy skills

Investigative Skills

- Identification of geographical questions and issues, and effective approaches to enquiry
- Identification, selection and collection of quantitative and qualitative evidence from primary sources (including fieldwork) and secondary sources
- Processing, presentation, analysis and interpretation of evidence
- Drawing conclusions and showing an awareness of the validity of conclusions
- Evaluation
- Risk assessment and identification of strategies for minimising health and safety risks in undertaking fieldwork

Cartographic Skills

- Atlas maps
- Base maps
- Sketch maps
- Ordnance Survey maps at a variety of scales
- Maps with located proportional symbols – squares, circles, semi-circles, bars
- Maps showing movement – flow lines, desire lines and trip lines
- Detailed centre plans
- Choropleth, isoline and dot maps
- In addition, to include at A2:
Weather maps – including synoptic charts

Graphical Skills

- Line graphs – simple, comparative, compound and divergent
- Bar graphs – simple, comparative, compound and divergent
- Scatter graphs – and use of best fit line
- Pie charts and proportional divided circles
- Triangular graphs
- Kite and radial diagrams
- Logarithmic scales
- Dispersion diagrams

ICT Skills

- Use of remotely sensed data – photographs, digital images including those captured by satellite
- Use of databases, e.g. census data, Environment Agency data; meteorological office data
- Use of geographical information systems (GIS)
- Presentation of text and graphical and cartographic images using ICT

Statistical Skills

- 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

Resources:

- The following Key course texts are issued to students
 - AQA Human Geography
 - AQA Physical Geography
- 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 AS 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 laptop computers are used for a range of activities and to access GIS
- 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. Teachers aim to set a wide variety of tasks including research, preparation and practical exercises in order to reinforce, apply and enhance class work and to gain experience of the style of questioning at A level
- 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.
- At the end of each of the units studied at A level, a full past question is sat under timed conditions which is marked and graded which gives a good idea of progress and areas which need further work

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 A2 and need interpreting correctly and precisely.

GERMAN

AS course name and number: AQA German Syllabus No 7661 AS / 7662 A2

Departmental Teachers: Mrs L Coote, Frau Starosta, Mr N Hook (Poole Grammar)

Details of teaching scheme to be followed and timing:

In the first term of the course a good deal of time will be devoted to bridging the gap between work at GCSE and the new demands of the AS course. We will focus on developing understanding of key aspects of German grammar. It is particularly useful if students can read magazines or library books in German over the summer period so they do not lose contact with the language altogether. They will be set a MOOC task to complete during the summer holiday, which involves developing Listening Skills and finding out about popular music in German speaking countries.

There will be a large amount of oral work in this early stage and it is important that students participate whenever possible without undue concern about mistakes. We will also begin to study a range of topics prescribed for the examination, and this process will continue throughout the year.

The topics are as follows:

- Internet, Social Networks & Digital Technology
- Relationships within the family, friendships and marriage/partnerships
- TV, Music & Fashion / Trends
- Festivals & Traditions
- Art & Architecture
- Cultural Life in Berlin
- The Study of a German Film

A regular feature of the work will be to watch German TV, normally a news programme aimed at younger viewers. This is useful in several respects; namely to increase knowledge of life in Germany, to extend vocabulary and to practise both listening and speaking. It is highly desirable that students supplement this with reading newspapers and magazines. It is a good idea to have a German news app on your phone such as Deutsche Welle.

Grammar is by no means neglected in the course. There will initially be a programme of basic grammar revision, which will eventually move on to introduce structures not encountered prior to GCSE.

There will be regular lessons using the listening equipment, which is required for paper one of the examination. Groups will also have access to the department's IT equipment, with a particular emphasis on the use of the Internet for research and keeping abreast of current developments. The emphasis of the course is very much on culture & traditions in the German-speaking world, so we offer a cultural trip to Berlin every 2 years: the next opportunity is in December 2019.

Advanced skills to be developed as part of the course:

The main skills to be developed are: listening, speaking, reading, writing and reading German for pleasure.

Resources:

Our main resources will be:

The Hodder & Oxford Advanced AQA German courses, German TV, newspapers, magazines and It's Learning.

Students will also have access to the Kerboodle online materials linked to the course books to facilitate independent study, which is an expectation of this course. Often lessons will use authentic resources taken from the internet to ensure students are kept up-to-date with developments in German speaking countries.

Students are advised to buy a good dictionary or should have the dict.cc app on their phones. The Internet and language lab will help students improve their spoken German.

We will have one lesson per fortnight in the Language Lab to develop Listening Skills and students should bring their own headphones to this lesson.

Homework and Assessments:

There will be regular reading and essay tasks and independent study using kerboodle. To be successful students should learn vocabulary after every lesson. There will be regular assessments of listening & reading comprehension, translation, summary skills and essay writing to ensure exam techniques are developed.

To be successful in this course you should be prepared to speak lots of German from the word go. Communication is more important at this stage than accuracy. You should be genuinely interested in Germany, Austria and Switzerland and what is going on there. You should be prepared to work independently, learning vocabulary after every lesson and reading German regularly.

Hints on how to be successful in the course:

- Ongoing learning of vocabulary
- Revision of grammar covered
- Acting on targets given
- Regular attendance to conversation lessons (1 hour per fortnight)
- Extended reading

HISTORY

A level course name and number: AQA AS 7041 (Units 1C and 2G)

Departmental Teachers: Ms Puckett, Miss Saunders and Mr Cleak

Details and length of examination(s):

Unit 1 – 40% of A level 2 hours 30 mins

Unit 2 - 40% of A level 2 hours 30 mins

Coursework- 20% of A level, independent piece of work

Details of teaching scheme:

Units 1 and 2 are taught simultaneously, by different teachers, the content of the course will run into Year 13 to 'continue the story'.

Unit 1C:

The Tudors: England, 1485-1547

This option allows students to study in breadth, issues of change, continuity, cause and consequence in the period addressing key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed in this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Unit 2G:

The Birth of the USA, 1760-1776

This options provides for the study in depth of the years in which 13 American colonies chose to sever their links with Great Britain and this founded the USA. It explores the concepts of imperialism and the founding of a legitimate government. It will address the following three periods:

- Britain and the American Colonies, 1760-1763: British attitudes towards the colonies/ The 13 colonies and their characteristics/ westward expansion
- Enforcing the Colonial Relationship 1763-1774: British legislation towards the colonies/ reactions of the colonies and the escalating tensions such as the Boston Tea Party
- Ending the Colonial Relationship 1774-1776: Creation of new state constitutions and the ideologies of revolution/ Declaration of Independence

Advanced skills to be developed as part of the course:

- Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.
- Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:
 - Key concepts such as causation, consequence, continuity, change and significance within a historical context
 - The relationships between key features and characteristics of the periods studied.
- Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.
- Develop ability to take responsibility for own learning through independent study, wider reading and listening to and engaging in academic discussions.

Homework and assessments:

A variety of tasks are set including: structured note-taking, essays, PowerPoint presentations, information posters and further reading.

Two and a half hours per week per unit is expected from students outside of class tuition.

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

| | |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Course name and number: | Edexcel 9MA0 Mathematics |
| Departmental Teachers: | Miss Beattie, Mrs Bassett, Mr Capel, Mrs Fooks, Mrs Hardwick, Mrs Huggins, Mr Burgan, Miss Mitchell, and Mrs Woods |

Details and length of examination(s):

At the end of Year 13 students will be examined on:

Two Pure Maths papers of length 2 hours

One Applications paper of length 2 hours – including Mechanics and Statistics

All papers are of equal weighting.

Details of teaching scheme to be followed and timing:

In Year 12, students concentrate on three areas that are developed concurrently. All students take Pure Mathematics, Mechanics and Statistics.

Pure Mathematics provides a grounding in the basic concepts and methods that underpin all applications work. In the first term considerable emphasis is placed on the development of good algebraic technique alongside new work in Trigonometry Modelling and Algebraic topics covered include the manipulation of polynomials, algebraic division and the factor theorem, indices and surds, the quadratic function, and graphical analysis. In the second term, the focus switches to differentiation and integration.

Applications: The Mechanics part of the course contains work on velocity and acceleration as well as an introduction to Forces and Newton's laws. The Statistics part builds on GCSE topics such as probability, averages, and graphical representation of data. Data analysis is placed on a more analytical footing and new concepts such as discrete random variables, Binomial Distribution and Hypothesis Testing are introduced.

Coursework details: There is no coursework component.

Advanced skills to be developed as part of the courses:

Mathematics has been described as the Queen and Servant of the Sixth Form curriculum. As well as being a worthwhile subject in its own right, it supports the work in a wide range of A Levels, from the sciences to the arts. The underlying aim of the course is to develop problem solving skills by stimulating thought and imagination and providing a solid base of knowledge and understanding.

Resources:

A Graphical calculator Fx-9750GII or Fx-9860GII is essential. The department will arrange for discounted bulk purchase part way through the Autumn term. It is recommended that students have a Scientific calculator in addition as these will be used from the start of the course, and the one used for GCSE is suitable, for example the Casio FX-83/85 series. A revision book for the first year will be available to purchase in the autumn term.

Homework and assessments:

Students follow a regular programme of homework assignments which are generally self-marked and in-house tests and assessments.

Hints on how to be successful in the course:

The most successful students are those who take responsibility for their learning by checking all answers in the textbook, which has full worked solutions, where possible and following up mistakes and misconceptions. Students, need to apply their mathematics to problem solving in a variety of different contexts in both Pure and Applied modules. These students are not satisfied until they have mastered a topic and spend time on additional practice and revision, asking teachers, friends or Year 13 mentors, for help when necessary. The Sixth Form prefects run a support session in lunchtime to which students can go for additional support. The lunchtime support sessions are especially useful at the start of the course.

FURTHER MATHEMATICS

AS course name and number: Edexcel AS Mathematics 8FM0 or A Level Further Mathematics 9FM0

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

Details and length of examination(s):

A Level

Two Pure Maths papers of length 90 minutes

One Mechanics paper of length 90 minutes

One Decision Maths paper of length 90 minutes

All papers are of equal weighting.

Details of teaching scheme to be followed and timing:

In Year 12 students follow the full A level Mathematics course which provides a grounding to the Further Maths course in Year 13.

In Year 13, students concentrate on three areas: Pure mathematics, Mechanics and Decision Maths.

Pure Maths: This element extends work covered in the Year 12 A Level course. Topics covered include: Proof, Complex numbers, Matrices, Further algebra and functions hyperbolic, Further vectors and Further Differentiation and Integration, differential equations.

Mechanics: This element takes a close look at the physical world extending the work covered in the single Maths course. Students focus on momentum and impulse, collisions, plus work, energy, power and springs.

Decision Maths: This element 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 subjects including algorithms, sorting, 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:

Students who enjoy mathematics and who intend after A Level to study mathematics, engineering or an allied scientific subject will gain enormous benefit from this programme. It combines pure mathematics with mechanics, and decision analysis. Students therefore obtain the best possible grounding in advanced techniques across the mathematical spectrum. The aim in lessons is to stimulate the imagination and provide a thought provoking insight into some of the higher levels of the subject. The challenge posed by topics such as imaginary numbers and multi-dimensional geometry rarely disappoints!

Resources:

A Graphical calculator Fx-9750GII or Fx-9860GII is essential. The department will arrange for discounted bulk purchase part way through the Autumn term. It is recommended that students have a Scientific calculator in addition as these will be used from the start of the course, and the one used for GCSE is suitable, for example the Casio FX-83/85 series.

Homework and assessments:

Students follow a regular programme of homework assignments which are generally self-marked and in-house tests and assessments. Homework will need to be completed between each lesson.

Hints on how to be successful in the course:

Further Maths students tend to be very able mathematicians and may not have had to work hard to understand concepts at GCSE. 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 quickly as the pace of the lessons is fast and the class will move quickly from one topic to another. 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.

MEDIA STUDIES

A Level course name and number: Eduqas Advanced GCE Media Studies

Departmental Teachers: Ms Ashby and Mr White

Details of examination:

Media Products, Industries and Representation 2 hours 15 minutes (35% of qualification)

Students will have a two part examination. The first part will assess media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are two questions: one assessing media language in relation to an unseen audio-visual or print resource, one extended response comparison question assessing representation in one set product and an unseen audio-visual or print resource in relation to media contexts.

The second part will assess two media forms on industry and audiences: Advertising, marketing, film, newspapers, radio, video games.

Media Forms and Products in Depth 2 hours 30 minutes (35% of qualification)

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Television in the Global Age

Magazines: Mainstream and Alternative Media

Media in the Online Age

Details of teaching scheme and timing:

During the A Level course, students are expected to study nine media forms; newspapers, online, social and participatory media, radio, video games, film, magazines, music videos, advertising and marketing. Students will be involved in close analysis and evaluation of media texts, including applying academic ideas and arguments. There will also be the opportunity to develop 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 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. This will include preparation for an internal mock assessment. Coursework will begin after the Year 12 mocks.

Coursework Details:

Making Media (30%)

Students will individually produce a cross media product based on a brief provided by the exam board. This will consist of creating a music video and working website or magazine article for an artist with a clear sense of branding across the two elements.

Students will need to plan and construct the work with regard to the form and style of the production and its intended audience. Although an individual piece of coursework, students will be able to help each other with filming. This will be marked by their own teachers and externally moderated by Eduqas.

Students will develop key research, planning and filming skills through a number of engaging tasks in preparation of the coursework. They will be encouraged to keep an electronic blog as a record of their learning and evidence of skill development.

Advanced skills to be developed as part of the course:

This subject will offer students the opportunity to combine a theoretical understanding of the mass media in society and methods for analysing a wide range of media texts 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. Texts will be current, relevant and significant. Students will be encouraged to explore current affairs, technological advancements and evolving media industry and audience patterns.

Homework and assessments:

Homework assignments will include reading, preparing notes, preparing presentations, writing essays 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

A level course name and number: Edexcel 9MU0

Departmental Teachers: Mr Block and Mrs Farbridge

Advanced Level Music is a dynamic, broad based academic study recognised by universities as offering a unique range of universal skills.

The course covers: Aural perception, Performing, Musical Techniques/Composition, Musical History and Analysis. The study of Music at this level therefore gives students the opportunity to develop their skills as a performer and composer, as well as helping them to gain a thorough understanding of the background of compositional styles, techniques and genres.

Details of Examinations:

Performing (30%) (8 minutes) Performance can be solo and/or ensemble

Compositions (30%) Two compositions

- one to set brief - minimum 2 minutes
- a technical exercise in a specific composition technique

Appraising (40%) (1 hour 30 minutes Exam)
6 areas of study with 3 set works in each

- Vocal music
- Instrumental music
- Music for film
- Popular music and Jazz
- Fusions
- New Directions

Details of teaching scheme to be followed:

Performing

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

Appraising

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 of Year 13.

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, MuseScore (a free notation software available online) 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

PHYSICAL EDUCATION – A LEVEL

A Level course name and number: Physical Education: H555

Exam Board: OCR

Departmental Teachers: Mrs McAllister, Miss Henderson, Miss Bayliss 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, Exercise Philosophy, 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%

Units 01, 02 and 03 are 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 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. 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.

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.

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.

In many areas of the specification, it is expected that practical examples from physical activities and sports will be used to show how theory can be applied and to reinforce understanding.

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 practical 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: synthesis of information; communication skills; research 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 or coach.

Resources

OCR PE for A Level (Hodder)

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

External Moderation – April 2020

External Examination – June 2020

PHYSICS

A Level course name and number: AQA Physics 7408

Departmental Teachers: Mrs Bradstock and Miss Sweet

Details of teaching scheme to be followed and timing:

Year 12 lessons are taught by two teachers and therefore some of the topics below will overlap each other. All work from Year 12 will be assessed in Paper 1 at the end of Year 13.

Topics to be covered:

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

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 Its Learning as you can, check with Mrs Bradstock, Mrs Scopes or Miss Sweet 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.

POLITICS

A level course name and number: Edexcel Advanced GCE in Politics
9PLO

Departmental Teachers: Miss Puckett

Details and length of examinations:

Three examinations are taken all in the summer of Year 13. Each examination corresponds to components 1, 2 or 3 of the course. Each examination is 2 hours long. There is no coursework. All component 1 and half of component 2 is taught in Year 12.

Details of 1st year content:

Component 1 (33% of the qualification)

1. Political Participation, students will study:
 - Democracy and participation, political parties, electoral systems, voting behaviour and the media.
2. Core Political Ideas, students will study:
 - Conservatism, liberalism and socialism.

Component 2 (33% of the qualification)

1. UK Government, students will study:
 - The constitution, parliament, Prime Minister and executive, relationships between the branches.
2. *Non - Core Political Ideas (this will be covered in the second year of study), students will study:*
 - *Feminism*

Component 3 (33% of the qualification) – This will be covered in the second year of study.

1. *USA, students will study:*
 - *The US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.*

Students will be assessed on how well they have deployed their knowledge and analysed political concepts and institutions. They will be expected to have a firm grasp of political terminology and of current developments.

Homework and assessments:

There will be an assessment of each key topic with each unit. These will be undertaken sometimes under timed conditions.

It is essential students make themselves aware of current developments in world politics. The reading of 'Politics Review', the department Twitter feed and other related articles are 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
-

PSYCHOLOGY

A level course name and number: AQA 7182 (A level)

Departmental Teachers: Miss James and Ms Hilton-Meredith

Assessment:

At the end of Year 12 there is one 2 hour exam that is worth 96 marks. The exam consists of multiple choice, short answer and extended writing questions.

Topics covered in Year 12

Memory, Social Influence, Attachment, Relationships, Biopsychology, Research Methods

Coursework details including recommended time to be spent:

N/A

Advanced skills to be developed as part of the courses:

Essay writing skills and skills of analysis and evaluation.

Resources:

Students have access to two eBooks for the course- one for each year, these can be accessed on any laptop, computer or tablet. A few hard copies are available if required. The library also stocks a variety of specialist and general texts including revision books. Students are encouraged to use these to help develop understanding.

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
- Practice exam questions
- Develop revision tools such as mind maps, revision cards and essay plans throughout the year as there will not be time at the end of the year
- Please ask if you are unsure of anything

RELIGION AND PHILOSOPHY

A Level course details: Religious Studies (OCR - H573)

Departmental Teachers: Mr Collis, Mr Waters and Mr Willis

Details and length of examination(s):

- (1) Philosophy of Religion (H573/01) Written paper: 2 hour exam (33%)
- (2) Religion and Ethics (H573/02) Written paper: 2 hour exam (33%)
- (3) Developments in Christian thought (H573/03) Written paper: 2 hour exam (33%)

Topics to be covered:

Philosophy of Religion

- Ancient Greek Influences:
 - Plato: Understanding Reality / The Forms / Analogy of the Cave
 - Aristotle: Understanding of Reality / The Four Causes / The Prime Mover
- Soul, Mind and Body:
 - Plato and Aristotle
 - Metaphysics of consciousness including substance dualism and materialism
- Arguments for the Existence of God based on observation:
 - The teleological argument
 - The cosmological argument
- Arguments for the Existence of God based on reason:
 - The ontological argument
- Religious Experience
- The Problem of Evil

Ethics

- Natural law: Aristotle and Aquinas
- Situation Ethics: Fletcher's middle path between legalism and anti-nominalism
- Kantian Ethics: deontological principles, categorical imperatives, summum bonum
- Utilitarianism: Bentham, Mill, Hedonic Calculus, Act and Rule
- Kant's theory of ethics: deontological principles, categorical imperatives, summum bonum.
- Application of ethical theories to Euthanasia and Business Ethics

Developments in Christian Thought

- Augustine's Teaching on Human Nature
- Death and the Afterlife – heaven, hell, purgatory, election
- Knowledge of God's Existence – natural knowledge and revealed knowledge
- The Person of Jesus Christ
- Christian Moral Principles
- Christian Moral Action

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 ethical assumptions.
- Ability 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 extend 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.

Notes on homework and assessments and end of year examinations:

- Students will be expected to highlight their work to demonstrate their achievement of exam criteria
- Regular homework is set and is intended to support the teaching that students receive in lessons
- Homework set is to further extend students and offer the opportunity for them to become independent learners and take greater responsibility for their education
- Homework/Assessments examine a variety of skills and may take the form of: prose, Cognitive Flow Charts, Spider-diagrams, independent research, PowerPoint presentations, student led class presentations, practice exam questions
- End of Year examination: Two Papers of 120 Minutes.

Hints on how to be successful in the course:

- The keeping of a scrap-book on current affairs throughout the course, regularly updated
- Reading BBC news
- Utilising library resources
- Read *Dialogue* magazine
- Colour code all work, notes and essays
- Focus on improving the structure of essays and style of expression so quality English permeates one's work.
- Organised file with prompt printing of resources from ItsLearning
- 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)

SOCIOLOGY

| | |
|----------------------------------------|------------------|
| A level course name and number: | AQA 7192 |
| Mark allocation: | 100% examination |
| Departmental Teachers: | Mrs Jenkin |

Details and length of examination(s):

The course assessment is structured as follows:

- Education, methods in context, theory and methods - 2 hour examination to be taken in June 2020 worth 33.3% of the A level marks
- Topics in Sociology. - 2 hour examination to be taken in June 2020 worth 33.3% of the A level
- Crime and deviance and theory and methods – 2 hour examination to be taken in June 2020 worth 33.3% of the A level

| Year 12 – core areas | Year 13 – core areas |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Education and Sociological Methods The role of education, links to different social groups, the significance of educational policies and the application of sociological research methods• Health Are health, illness, disability and our body image socially or biological constructed; Inequalities in the provision of, and access to, health care. The nature and social distribution of mental illness. The role of medicine, the health professions and the globalised health industry | <ul style="list-style-type: none">• Beliefs in Society Different sociological perspectives on the role and impact of belief in society; the development and rise in fundamentalism and the extent of secularisation in a global context.• Crime and Deviance Why people commit crime and deviance and the role of the criminal justice system. 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. |
| <p style="text-align: center;">Theory and Methods covered in both Year 12 and Year 13</p> <ul style="list-style-type: none">• Sources of data, including questionnaires, interviews, observation; the strengths and limitations of these sources.• The relationship between positivism, interpretivism and types of data collection.• The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.• Consensus, conflict, structural and social action theories.• The concepts of modernity and post-modernity in relation to sociological theory.• The nature of science and the extent to which sociology can be regarded as scientific.• The relationship between theory and methods.• Debates about subjectivity, objectivity and value freedom.• The relationship between sociology and social policy. | |

Advanced skills to be developed as part of the courses:

The Sociology examination involves mainly 10, 20 or 30-mark essay questions. The skills being tested are Knowledge and Understanding and Interpretation, Analysis and Evaluation. Students will be given support and guidance to enable them to develop these skills throughout the course. An ability to communicate clearly and develop arguments is an advantage in Sociology as evaluation is often developed through discussion.

Resources:

Students will be provided with key texts. No specialist equipment is required. ICT will be used throughout the course. Regular reading of a newspaper. Plastic wallets and dividers are useful.

Homework and assessments:

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

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

Course name and number: AQA A Level 7692

Departmental Teachers: Miss Velasco and Poole Grammar staff

Details and length of examinations

The Year 12 Summer examination will consist of:

- 1 Listening, reading, writing 1 hour 50 minutes 45%
- 2 Writing paper 1 hour 30 minutes 25%
- 3 Speaking Test 12-14 minutes (plus preparation time) 30%

Details of teaching scheme to be followed and timing:

Students develop the four language skills of speaking, listening, reading and writing through the study of topics which include:

- Aspects of Hispanic society
- Artistic culture in the Hispanic world

They will also study a film from a list prescribed by the examination board.

Coursework details including recommended time to be spent:

There is no coursework for A level Spanish.

A Level Spanish

In the summer of year 13 the exam will consist of:

- 1 Listening, reading, writing 2 hours 30 minutes 50% of A Level
- 2 Writing paper 2 hours 20% of A Level
- 3 Speaking Test 21 -23 minutes (including 5 minutes preparation time) 30% of A Level

Students will study one film and one book for A Level as well as the following topic areas.

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society

Students will also be expected to undertake an independent personal study on a topic of their choice linked to a Spanish speaking country. This research topic will be discussed in the oral examination.

Advanced skills to be developed as part of the courses:

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

Resources:

- Kerboodle A Level Spanish
- Grammar Workbook
- Students will need a good dictionary, but may also use appropriate internet dictionary sites.
- There is a wide range of listening and reading material in the department in the Learning Resources Centre and on-line including electronic copies of the text books.
- The Learning Resources Centre has a wide range of Spanish reading books from Roald Dahl 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

Homeworks and Assessments:

Homeworks 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

In addition each cycle students are expected to undertake a programme of Self Supported Study. 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 covered in the quality British press. The Internet may be used as a source for reading texts and listening materials.

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. Willingness to talk in Spanish in pairs, group and whole class activities is also vital for success at A level. Becoming fluent in Spanish takes hard work and commitment and a determination to succeed.

THE WELL – BEING PROGRAMME

Teachers: Form Tutors, Careers Coordinator and outside speakers

On Week B Period 1 – students will have a ‘Time to Talk’ session with their tutor. The focus of these sessions is coaching, resilience and emotional support. Students will have either one to one appointments for 10 minutes or be involved in small groups sessions.

Students will also during this time have specific wellbeing lessons on the following areas.

| Session | Focus |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn Term | EPQ launch Time to Talk Taking care of me – school / social life balance Work experience skills Preparations for the Senior Citizen Party Time to Talk |
| Spring Term | Time to Talk PUSH – information about applying to university Time to Talk Apprenticeship V University Victim support Driver Awareness |
| Summer Term | Time to Talk UCAS preparation Personal Statements Gap Year information |

Skills that students will acquire:

Students will take part both in class and small group discussions. They will learn to make decisions based on information and facts given to them. They will present their ideas and share their views with others in a variety of ways. They will develop the self-awareness and confidence required for adult life, further learning and work.

Resources plus any materials students need to provide:

Students will be provided with all resources

Notes on homework and assessments and end of year examinations:

Students are not set homework and are not formally assessed.

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.