

Parkstone Grammar School



**CURRICULUM BOOKLET**  
***YEAR 12***  
***2024/2025***

Name:.....

Tutor Group: .....





Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your child enjoys and thrives at Parkstone Grammar School. Parental involvement is highly valued, and we encourage open and transparent communication between the school and families. We believe that an excellent working relationship between parents, teachers, and students is essential for the success of our students.

A cornerstone of this 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 child's learning.

Yours sincerely

A handwritten signature in black ink, appearing to read "David Hallsworth".

**David Hallsworth**  
**Headteacher**

# WELCOME TO YEAR 12

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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 94%, who continued to some form of Higher Education.

Formal A Level qualifications are all linear, which means that all assessment takes place at the end of two years of study. 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 course.

At Parkstone we have taken the decision that all students will all start on three A Levels. 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 put in the necessary time and effort to complete independent study for each subject outside of lessons. 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 reference materials in the library and/or the Internet, as well as reading text books. Non-examination Assessments (previously known as coursework) can be an essential part of certain A level courses and you must plan your time to complete this work before the deadlines.

If you have chosen to study a subject taught at Poole Grammar School, either entirely or shared with Parkstone Grammar School you need to be mindful of the different INSET dates and Parents Evenings.

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 your tutor or any member of the Sixth Form Team as soon as possible. Do not keep any worries to yourself.

Alongside your A levels, you will opt into a Curriculum Enhancement programme, which includes studying either EPQ, Language Leaders, Sports Leaders, Duke of Edinburgh Gold Award or Core Maths. You will also be expected to take part in Personal Enrichment activities and the lecture series. Additionally, you should take as many opportunities to get involved in other activities such as volunteering, musical events, school teams or productions.

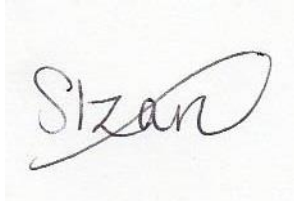
As the year progresses, you will need to start thinking about your future after A levels. When we write references and you write your Personal Statement as part of Post-Parkstone applications, it is the whole person - not just the academic grade that is important. Many students are unsure of what they 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 Head of Careers and Employability. You will also have the opportunity to engage in a work experience week towards the end of Year 12, which can help refine career ideas.

We believe our Sixth Form provision enables you to make informed choices regarding your future 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 you are best placed to enjoy great success in whatever path you choose.

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

Yours sincerely

A handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and reads "S Izard".

Mrs S Izard  
Assistant Headteacher

# FORM TUTORS

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<b>Director of Sixth form</b>	~ Miss H Whelan	
<b>Head of Sixth Form</b>	~ Mrs N Walsh	
<b>Form Tutors</b>	~ Mrs A Spall	~ 12P
	~ Mrs L Coote PLUS Miss H Forster	~ 12A
	~ Miss E James PLUS Mrs L Porter	~ 12R
	~ Miss E Sturdy	~ 12K
	~ Mrs S Wingrove	~ 12S
	~ Miss L Beattie	~ 12T
	~ Mrs H Brown PLUS Mr R Selway	~ 12N

# SUBJECT REPORTS

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## ART & DESIGN - Year 12

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

**Departmental Teachers:** Miss Sturdy and Miss Nagy

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### **Intent**

The main aim of the Art Department is to stimulate creativity and imagination and to provide visual, tactile and sensory experiences that enable students to develop a unique way of seeing, understanding and responding to the world around them and to install a lifelong interest into the world of Art. We strive to encourage students to challenge themselves with their ideas and use of materials, to develop an independent approach, resilience, self-motivation and an inquisitive mind. We thoroughly encourage risk-taking and problem-solving, life skills that we hope will help them beyond Parkstone.

### **Component 1 (Coursework) (Year 12 & 13)**

Portfolio (Coursework) – 60%

- Foundation Course (September – January)
- Personal Investigation (February – January)
- Written Element - 1000-3000 words

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

### **Component 2 (Exam) (Year 13)**

Externally Set Assignment (Exam) – 40%

Supervised time 15 hours

**Work 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 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 follow a sustained, thorough and high-quality investigation showing evidence of the A-level Assessment Objectives.

### **Coursework details:**

#### **Autumn Term:**

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

#### **Spring Term:**

- Students will complete a fast-paced mini-project to conclude the themes explored in the Autumn Term and develop their ability to follow an A-level project structure through to final response, albeit on a shorter timescale. This mini-project should enable staff to access their ability to evidence all 4 x Assessment Objectives within a project.
- At the end of January, students begin their final major A-level Personal Investigation on a theme of their choosing. This constitutes an extended and sustained collection of work, based on a personal theme or idea, which demonstrates the students' ability to develop work from an initial starting point to a realisation, develop ideas and linking their work in a meaningful way to their contextual research. This project continues into Year 13.
- Students will also begin collating the written element of their final major A-level Personal Investigation 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 a minimum of 5 hours of independent study per week in addition to time-tabled lessons. Students should also make use of Art 3 during their study time where they can continue using their practical Art materials and techniques independently.

At the start of the Summer Term students will have an A-Level Mock Exam. The mock exam will run over two full days off timetable (10 hours). It will require students to have completed some preparatory work and be in a position to produce a planned piece over the 10 hours. This will allow students to experience, and reflect on, the progress that they can make on their work within a 10 hour period. This is to help prepare them for the 15 hour practical exam in May.

#### **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 subject specific vocabulary and specialist terminology

**Students are expected to have basic art materials:** Set of sketching pencils to include 2H – 4B/6B; black fine liners, erasers; a sharpener; paint brushes; colouring pencils; acrylic paints & watercolour paints; A1/A2 portfolio for transporting work to and from School; glue stick (Pritt Stick recommended);oil pastels; and an ART SHIRT - (a long, sleeved old shirt is recommended) for all lessons.

#### **Hints on how to be successful in the course:**

- Listen carefully to instructions and guidance/feedback on progress/action points for improvement, and always ask for clarification if unsure about anything.
- Make sure you action any points for improvement & always search for ways to improve your work
- Be prepared to experiment with new materials and ideas- really challenge yourself!
- Make sure you explore 3-d and well as 2-d materials & techniques
- Take risks! Get excited and thoroughly involved in your journey
- Make sure you show evidence for all 4 x Assessment Objectives within your work
- Aim for a high standard in both your artwork and presentation
- 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 your home computer AND your School log-in, in case of any problems with software / hardware.
- Take the opportunity to read around/research relevant materials/ techniques/topics/artists
- Make sure your project is personal and meaningful to you in some way- give it purpose and symbolism!
- Note work expectations/homework details in your student planner
- Look at exemplar material to appreciate quality and presentation of work
- Keep all artwork secure and clearly named, because this represents 100% of your A-level coursework



# BIOLOGY – Year 12

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**A level name and number:** NEW OCR Biology H420

**Departmental Teachers:** Mr Gilbert, Mrs Izard, Mrs Wills, Mr Watts and Mrs Walsh and Mrs J Barnes

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## Intent

- **To teach the Content** as laid out in specification to enable confident application of knowledge to unfamiliar contexts and develop the ability to link complex ideas together to solve a biological problem.
- **To develop the language and Maths skills:** required by the students to answer all A Level questions, including the use and evaluation of statistical tests.
- **To develop Practical skills,** to ensure students are confident in planning valid experiments, using detailed scientific practical vocabulary, high level data analysis and evaluation, critique experimental design and suggest refinements.
- **To Inspire future Biologists by** providing opportunities for real world experiences and links to future degree courses, apprenticeships and careers.
- **To develop General skills such as** scientific literacy and independent study skills for higher education. Inspire curiosity and question presented facts.

## 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. This includes workbook questions. Each half term there will be an assessment which is used to inform grade cards and at the end of Year 12 predicted grades. In preparation for this assessment there will be a consolidation homework each half term.

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 be marked and formative feedback will be given. These will broadly be 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 – Year 12

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**A level course name and number:** Pearson Edexcel A-Level Business (9BS0)

**Departmental Teacher:** Mr Wood and Mrs Kelly

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## **Business and Economics Department Statement of Intent:**

The fundamental aims of the Business and Economics department focus on instilling within students a life-long love and enthusiasm for, and engagement with the subject. The department endeavours to equip students with the independence, team-working and leaderships skills that will enable them to succeed in the world of work, and with the confidence, resilience and resourcefulness necessary to thrive in their chosen career. The department strives to ensure that students who choose to study Business or Economics at Parkstone Grammar School will be financially perceptive, logical, compassionate and ambitious members of society, who are able to make a significant and substantial contribution to our diverse and ever-changing global community.

## **Details of teaching scheme to be followed and timing:**

Year 12	What you will learn:	
	<b>Theme 1: Marketing and People</b> <ul style="list-style-type: none"><li>• Meeting customer needs</li><li>• The market</li><li>• Marketing mix and strategy</li><li>• Managing people</li><li>• Entrepreneurs and leaders</li></ul>	<b>Theme 2: Managing business activities</b> <ul style="list-style-type: none"><li>• Raising finance</li><li>• Financial planning</li><li>• Managing finance</li><li>• Resource management</li><li>• External influences</li></ul>

## **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 : Edexcel AS/A level Business 5<sup>th</sup> Edition by Hall et al.

Business Studies 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 – Year 12

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

**Departmental Teachers:** Mrs Fenton, Miss Kelly and Mr Jenkins

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## Intent

As a department, our main aim is to get students excited about Chemistry. We want to encourage both their scientific thinking and curiosity of the subject, igniting their interest and desire to study it further.

Through teaching the content and modelling positive behaviours, we want students to not only develop their own knowledge and understanding of the Chemistry happening around them at all times, but to also develop their skills in literacy, numeracy, ICT, citizenship, problem solving and enterprise, whilst learning practical and organisation skills that will assist them as they move through life.

Pupils will learn how to evaluate their own progress, how to work safely and with confidence in a laboratory, whilst remaining open to tackling any challenges that are presented.

## 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](http://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

**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**

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- **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 – Year 12

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**Departmental Teachers:** Mr Mortell and Mr White

Exam Board OCR  
Specification H446 Computer Science

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## **Intent**

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology. It provides insights into both natural and artificial systems. At Parkstone students will learn to analyse problems in computational terms, design solutions and have repeated practical experience of writing computer programs to create and test their solutions. Students will also become digitally literate with ability to use, express themselves and develop their ideas through information and communication technology.

The specification can be accessed here (OCR Specification):

<https://www.ocr.org.uk/Images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf>

## Subject content

- |   |                              |
|---|------------------------------|
| 1.1.1 Structure and function of the processor | 2.1.1 Thinking abstractly    |
| 1.1.2 Types of processor                      | 2.1.2 Thinking ahead         |
| 1.1.3 Input, output and storage               | 2.1.3 Thinking procedurally  |
| 1.2.1 Systems Software                        | 2.1.4 Thinking logically     |
| 1.2.2 Applications Generation                 | 2.1.5 Thinking concurrently  |
| 1.2.3 Software Development                    | 2.2.1 Programming techniques |
| 1.2.4 Types of Programming Language           | 2.2.2 Computational methods  |
| 1.3.1 Compression, Encryption and Hashing     | 2.3.1 Algorithms             |
| 1.3.2 Databases                               |                              |
| 1.3.3 Networks                                |                              |
| 1.3.4 Web Technologies                        |                              |
| 1.4.1 Data Types                              |                              |
| 1.4.2 Data Structures                         |                              |
| 1.4.3 Boolean Algebra                         |                              |
| 1.5.1 Computing related legislation           |                              |
| 1.5.2 Moral and ethical Issues                |                              |

The course is delivered in a classroom environment with students working individually, in pairs and in group discussions. Integrated in the course are revision, consolidation, extension and regular testing lessons. Personalised Learning Checklists (PLCs) with a link to the A Level Computer Science Specification are regularly reflected upon to gauge progress and feed forward. As the computer programming content of the course accounts for around 50% of the final A Level grade a lot of emphasis is put on building up students' programming skills. Students will have a large amount of support, with in-depth tutorials on programming skills in general, as well as language specific techniques.

In theory lessons students will research topics to produce presentations; solve problems, challenges and puzzles; debate topics with the group and work through previous exam questions to develop effective exam technique.

Programming lessons will always be in a computer room, however if students prefer to bring their own laptops then they may do so.

## Summary of Assessment

All assessment for the course is completed in Year 13, with 2 examinations in the Summer term. You will begin the early planning stages of your assessed project work in the Summer term of Year 12.

Paper 1	Paper 2	Non-Examined Assessment
<b>What is Assessed</b> <ul style="list-style-type: none"> <li>The characteristics of contemporary processors, input, output and storage devices</li> <li>Software and software development</li> <li>Exchanging data</li> <li>Data types, data structures and algorithms</li> <li>Legal, moral, cultural and ethical issues</li> </ul>	<b>What is Assessed</b> <ul style="list-style-type: none"> <li>Elements of computational thinking</li> <li>Problem solving and programming</li> <li>Algorithms to solve problems and standard algorithms</li> </ul>	<b>What is Assessed</b> <p>The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.</p>
<b>Method of Assessment</b> Written Exam: 2 hours 30 mins	<b>Method of Assessment</b> Written Exam: 2 hours 30 mins	<b>Method of Assessment</b> Documentation of project and creation of solution.
<b>40% of A Level</b>	<b>40% of A Level</b>	<b>20% of A Level</b>
<b>Questions</b> Compulsory short-answer and extended-answer style questions.	<b>Questions</b> Compulsory short-answer and extended-answer style questions.	

### Advanced skills to be developed as part of the course:

- Critical, creative thinking
- Independent study and background reading
- Applying the fundamental principles of computer science; abstraction, logic and algorithms
- The ability to analyse problems in computational terms
- The ability to write computer programs to solve problems
- The application of design and programming skills to solve a given problem
- Problem solving and debugging skills

### Resources – All lessons are completed on-line using One Note

- Wide variety of on-line materials that will aid students in their learning
- Student textbook
- Several computer programs used all of which can be downloaded for free
- Microsoft Teams will be used as an on-line learning platform hosting courses and assessments

### Homework and assessments

For every hour of lesson, it is expected students dedicate an hour to independent study time. Home study will be set using the following sections:

- Gaps to close
- Revision
- Assessed Designated Study Tasks
- Support
- Pre-work

### Computer Science Expectations

- Organisation:** Students are expected to purchase a working file to record and organise any notes and worksheets used or created in lessons.
- Punctuality and attendance:** Students are expected to attend all lessons.
- Positive work ethic:** Lessons can involve discussion based work, programming tasks and Exam Style Questions it is expected that students will complete all tasks to a high standard and these must be handed in on time.
- Focus and preparation** All home study tasks will be completed to the best of your ability. If you do not understand a task, or become stuck on a problem, you will contact a teacher in person, or via email
- Maturity in approach to studies:** If students are aware they will be missing a lesson (due to a school trip, doctor's appointment, etc.) then they will inform the relevant teacher in person, or via email. Students will catch up on any work missed due to absence in their designated study periods.



# DRAMA AND THEATRE STUDIES – Year 12

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**A Level course name and number:** AQA 7262 Drama and Theatre Studies

**Departmental Teachers:** Poole Grammar School: Mr Dunnington

Parkstone Grammar School: Mrs Whelan

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## Intent

Teaching and learning through the key stages at Parkstone Grammar School is informed by Arts Council and DFE guidance and their purpose for arts education as well as the specific requirements for GCSE and A Level.

‘Including cultural education subjects such as drama in the curriculum is hugely important in ensuring we deliver a broad and balanced offer in the classroom, enriching the lives of our young people.’

Arts subjects are beneficial in themselves, but have the added bonus of offering young people the opportunity to learn about collaboration, of thinking differently, and of developing their own personal creativity. Cultural education subjects help to build the knowledge, skills, understanding and experiences that students need to succeed in 21st century life.

Employers want young people to be numerate and literate, but they also want them to invent and be imaginative problem-solvers. That’s where creativity comes in; it’s one of the three central pillars to a high-quality education.

## 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 – Metamorphosis by Berkoff 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 and Section A essay practice
- Study of key theatre practitioners:
- Study, workshop and performance of text for Component 3 extract 1: (20<sup>th</sup> Play Choice)
- Completion of 750 – 1000 words of Component 3 Reflective Report.
- Theatre visit and Live Production essay practice Section C

Term 2:

- Study, workshop and performance of text for Component 3 extract 2 - Internal practical exam in March.
- Completion of 750 – 1000 words of Reflective Report for extract 2
- Feedback on Component 3 Extract 2
- Begin Set Text 2: Metamorphosis by Berkoff and context research project and Section B essay practice

Term 3:

- Revision of Antigone and Live Productions seen for Year 12 exams.
- Year 12 exams (2 hour written paper).
- Devised Component 2 practitioner research and workshop.
- Feedback on Year 12 written paper.
- UCAS focus.  
Complete Set Text 2 and Section B essay practice

**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. Alumni include professional actors, designers, stage manager, technicians, lawyers, teachers and a marine biologist!

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# ECONOMICS – Year 12

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

**Departmental Teacher:** Mr Scopes and Mr Wood

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## **Business and Economics Department Statement of Intent:**

The fundamental aims of the Business and Economics department focus on instilling within students a life-long love and enthusiasm for, and engagement with the subject. The department endeavours to equip students with the independence, team-working and leaderships skills that will enable them to succeed in the world of work, and with the confidence, resilience and resourcefulness necessary to thrive in their chosen career. The department strives to ensure that students who choose to study Business or Economics at Parkstone Grammar School will be financially perceptive, logical, compassionate and ambitious members of society, who are able to make a significant and substantial contribution to our diverse and ever-changing global community.

## **Details and length of examination(s):**

Year 12 units of study to be examined in Year 13

## **Details of teaching scheme to be followed:**

<b>Theme 1</b> <b>Introduction to markets and market failure</b> <b>1.1 Nature of economics</b> <b>1.2 How markets work</b> <b>1.3 Market failure</b> <b>1.4 Government intervention</b>	<b>Theme 2</b> <b>The UK economy – performance and policies</b> <b>2.1 Measures of economic performance</b> <b>2.2 Aggregate demand</b> <b>2.3 Aggregate supply</b> <b>2.4 National income</b> <b>2.5 Economic growth</b> <b>2.6 Macroeconomic objectives and policy</b>
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## **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 6<sup>th</sup> 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.

## **Homework 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 - Year 12

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**A Level course name and number:** ENGLISH LANGUAGE AQA 7702

**Departmental Teachers:** Miss Petrus, Mrs Price, Mrs Murphy and Ms Hirst

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## **Intent**

As a department, our intention is to instil a love of English, in all its forms, in the students we teach. Alongside this we strive to ensure that our students have the skills and independence, in thought and voice, to succeed in not only their terminal exams but in life beyond.

## **Details and length of internal examinations:**

**2hr 30mins**

### **Paper 1, Section A**

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, Section A :**

- An essay on language diversity with a choice of two questions (30 marks)

## **Language In Action (Non Exam Assessment - coursework)**

In the summer term, Year 12 English Language students complete their **Non-Exam Assessment Investigation (NEA coursework)** on an aspect of language use that they want to investigate. The investigation is 2000 words (excluding data). This forms half of their total NEA marks and 10% of their overall A-level grade. It is assessed by teachers and moderated by AQA exam board.

## **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 also produce creative pieces in different forms to communicate their ideas about language issues and debates, as well as writing academic essays.

Students 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 or more locally.

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 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 a 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 – Year 12

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

**Departmental Teachers:** Mrs Spall, Mrs Price, Mrs Willis and Miss Champion

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## **Intent**

As a department our intention is to instil a love of English, in all its forms, in the students we teach. Alongside this we strive to ensure that our students have the skills and independence, in thought and voice, to succeed in not only their terminal exams but in life beyond.

## **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 it may be beneficial for students 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 - including 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
- Read a wide variety of literature across time – including different forms and genres

# ENRICHMENT PROGRAMME – Year 12

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**Teacher:** Mrs Whelan / Mrs Walsh

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The Enrichment Programme is offered uniquely to Year 12.

Students take part in personal enrichment. This will either be volunteering off site or taking part in the in-school enrichment carousel. This enrichment carousel allows students to select a range of activities for the year.

Students are able to select their activities for the year. **For example** these have included:-

- Mindfulness
- Cooking on a budget
- Self Defence
- Yoga
- Dance
- Volunteering placements
- Circuit training
- Craft Activities

We will also be running a lecture series that will replace the enrichment carousel when it runs, in which students will attend a lecture by a guest speaker. These will cover a range of diverse and interesting topics. Past speakers have included:

- Chris Lubbe – a former bodyguard to Nelson Mandela
  - Dame Annette Brooke
  - British Adventure Athlete Laura Kennington
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# FRENCH – Year 12

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

**Departmental Teachers:** Mrs Mason and Mrs Walker (Poole Grammar School) Ms Brasselet and Mrs Johnson (Parkstone Grammar School)

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## **Curriculum Intent:**

We aim for students to emerge from the course:

- able to communicate fluently and forge relationships with French native speakers
- able to discuss abstract and intellectual topics clearly and convincingly, both orally and in writing
- with an understanding of how to translate effectively both from and into French
- with a deep understanding of French society and culture, encompassing aspects such as the political system, the arts and history during the Nazi occupation
- with an open-mindedness, empathy and flexibility of thought fostered through intimate acquaintance with another culture
- with the skills to enjoy, analyse and interpret French film and literature

## **Details and length of examinations:**

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

## **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: 'La Haine'

## **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
- Heinemann A Level French Grammar Practice

## **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
- Keeping up with French current affairs
- Spending time in France
- Speaking French at every opportunity
- Regularly practising verb tenses and challenging grammar concepts

# GEOGRAPHY – Year 12

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**A level course name and number:** Geography AQA 7036

**Departmental Teachers:** Mr Miller Jones, Miss Forster

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## **Intent**

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

Students are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables students to develop knowledge, concepts and skills and make links between topics which increase in detail and complexity as the course progresses.

Our intent, when teaching geography, is to inspire in students a curiosity and fascination about the world and people within it; to promote the student's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We aspire to develop students with enquiring minds that ask questions, appreciate, respect and debate differences in opinion, problem solve and develop a sense of personal, social responsibility and self-confidence.

## **Details of teaching scheme to be followed and timing:**

### **AUTUMN TERM**

- Coasts
- Urban

### **SPRING TERM**

- Urban
- Changing places

### **SUMMER TERM**

- Complete coasts
- Internal Year 12 exams
- Launch individual fieldwork investigation (NEA)

## **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 A Level Geography are used in lessons where appropriate
- The department has developed a wide range of resources, specifically tailored to the A level course and the students at Parkstone. Each Unit has its own resource pack of additional information sheets, past questions and task sheets which are issued in advance
- The 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 – Year 12

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**A Level course name and number:** AQA German Syllabus No 7661 AS

**Departmental Teachers:** Mrs Coote and Mrs Oldale + Mrs Walker (at Poole Grammar)

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## **Statement of intent:**

It is the aim of the German Department to inspire A level students to be inquisitive linguists who have a thirst for learning about the world around them. In today's global context, they should be effective communicators who use language to break down cultural barriers. We aim to provide opportunities to develop their resilience and global awareness by pursuing their language learning beyond the classroom with visits to the country and the chance to take part in competitive events. As experienced language learners they should also benefit from the opportunity to support others and promote the language. Furthermore, we aim to promote analytical thought and the use of linguistic knowledge to solve problems and work out meaning from contexts. Ultimately, we aim to provide opportunities to expand young people's horizons and ambitions to prepare them for further study and the world of work.

## **Details of teaching scheme to be followed and timing:**

Teaching of the A Level German course is shared with Poole Grammar and the class will be mixed, with students from both schools. Students will have 5 lessons at Parkstone and 4 lessons at Poole Grammar School in a 2-week cycle. 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 demands of the A Level course. We will focus on developing understanding of key aspects of German grammar. It is particularly useful if students can read websites, magazines or articles in German over the summer period so they do not lose contact with the language altogether – we recommend <https://www.zdf.de/kinder/logo>. There are also several German language series on Netflix which will promote their language learning. They will be set a MOOC task to complete during the summer holiday, which involves developing Speaking and Presentation Skills to deliver to the class at the start of Y12 so that students get to know other members of the class.

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, evolving trends and developments
- TV, Music & Fashion / Trends
- Festivals & Traditions
- Art & Architecture
- Cultural Life in Berlin
- The Study of a German Film – Goodbye Lenin

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 or ZDF. Whilst we advise caution when using online translators, we do encourage the use of online dictionaries and recommend [www.dict.cc](http://www.dict.cc) or [www.dict.leo.org](http://www.dict.leo.org).

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, please bring headphones to lessons. 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.

## **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 Oxford Advanced AQA German course, German TV, newspapers, magazines, films and websites.

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 regular lessons in the Language Lab or using iPads to develop Listening Skills and students should bring their own headphones to this lesson.

**Homework and Assessments:**

There will be regular grammar, reading comprehension 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.

In the Spring Term of Y12 students complete a mock examination. This is based on a Past AS Paper 1 – a mixed skill paper with Listening, Reading and Writing. As part of the mock assessment they will also write 1 essay about the film under timed conditions and complete a mock speaking based on a choice of 2 stimulus cards.

**Hints on how to be successful in the course:**

- Ongoing learning of vocabulary
- Revision of grammar covered
- Acting on targets given
- Extended reading

Extra-curricular opportunities/competitions. We encourage students in Year 12 to participate in German language competitions such as The Oxford German Olympiad and the Anthea Bell Translation prize, as well as other enrichment activities offered by the Goethe Institut and the UK-German Connection.

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# HISTORY – Year 12

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

**Departmental Teachers:** Ms Puckett and Miss Saunders

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## **Intent**

The purpose of our curriculum at Parkstone is to provide students with a broad chronological knowledge at KS3 of their country, and an understanding of some significant turning points which have shaped the nation and European community of which they are a part. We also need to recognize that the UK is part of a global community so learning should reflect an understanding of other cultures and influences from abroad. Within our areas of study we develop a range of historical skills, from chronology to understanding interpretations and the importance of causation. We want to develop passionate and literate historians who can ask questions, be independent in seeking out their own answers and can think critically about their world. Through their GCSE years we hope to develop their skills of argument, critical thinking and persuasion so that they are confident in whatever avenue they wish to pursue going forwards

## **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 option 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.

# MATHEMATICS - Year 12

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**Course name and number:** Edexcel 9MA0 Mathematics

**Departmental Teachers:** Mr Burgan, Miss Beattie, Mr Capel, Mr Doogue, Mrs Fooks, Mrs Rennison, Mr Railston-Brown and Mrs Richardson

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## **Intent**

Within the Mathematics department we aim to build fluency, confidence and appreciation of mathematics as well as mastery of its core techniques and key concepts. At each key stage we seek to make students fluent and confident in the language of mathematics so that, as they progress they can tackle more challenging problems. These problems are sometimes from real life and sometimes more abstract but allow students to build an inquisitive and resilient attitude by applying learnt knowledge in unfamiliar situations.

As students take their mathematics further, they will be able to appreciate the beauty of mathematical patterns, the power of mathematical models and the overall fascination of the subject.

## **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. Statistics will be taught in Year 12, Mechanics in Year 13.

**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 and Modelling. 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 Statistics unit builds on GCSE topics such as probability, averages and graphical representation of data. Discrete random variables, Binomial Distribution and Hypothesis Testing are introduced within this part of the course. The normal distribution will also be taught in depth.

**Coursework details:** There is no coursework component.

## **Advanced skills to be developed as part of the courses:**

A Level Mathematics is a hugely rewarding subject that is respected by all universities. As well as being a very worthwhile subject, it supports the work in a wide range of A Levels, from the Sciences and Humanities 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:**

The Casio fx-991CW Classwiz is used throughout the two years and is essential for this course. The department will arrange for a 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.

Textbooks are currently supplied. Students are asked to supply a folder with dividers to separate their work.

## **Homework and assessments:**

Students follow a regular programme of homework assignments which are generally self-marked and internal tests and assessments. Low stakes testing called MICAs (Mini In Class Assessments) are used to give diagnostic feedback to students on each of the topics covered in the course.

## **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 the 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 12 and 13 mentors, for help when necessary. The Sixth Form prefects hope to run a support session in a lunchtime to which students can go for additional support. The lunchtime support sessions are especially useful at the start of the course.



# MEDIA STUDIES – Year 12

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

**Departmental Teachers:** Ms Ashby

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## **Intent**

Media studies offers students a broad, engaging and stimulating course where they develop enquiry, critical thinking, decision making and analysis. The range of texts and learning opportunities allow students to cultivate an appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy. In addition students learn to understand the dynamic and changing relationships between media forms, products, industry and audience while providing vocational opportunities through practical skills for creative media production both at school and during workshops offered by further education establishments.

## **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 clips and digital technology, 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 need to keep 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.
- Read a range of texts about media (available online, on the VLE (TEAMS) 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.
- 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 – Year 12

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**A level course name and number: Eduqas 9MU0**

**Departmental Teachers:** Mr Block and Mrs Farbridge

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## **Intent**

The goals of the Music Department are to instil an appreciation of music from a wide range of traditions, develop confidence, resilience, creativity, risk-taking and group-work. This is achieved through a broad and wide-ranging set of topics and activities, including performing, composing, singing and group work.

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 (35%)** (10-12 minutes) Performance can be solo and/or ensemble

**Compositions (25%)** Two compositions

- one to a set brief
- one free choice

**Appraising (40%)** (2 hour 15 minutes Exam)  
3 areas of study, 3 set works

- Western Classical Tradition
- Into the 20<sup>th</sup> Century
- Musical Theatre

## **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 20<sup>th</sup> 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 – Year 12

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**A Level course name and number:** Physical Education: H555

**Exam Board:** OCR

**Departmental Teachers:** Mrs McCalister, Mrs Greening, Mrs Porter and Miss Crosland

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## **Intent**

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

## **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 one physical activity (taken from the approved list which can be found at [www.ocr.org.uk](http://www.ocr.org.uk)),**
- **Evaluation and Analysing of performance for improvement – recorded oral speech (EAPI):**
- **Overall this unit equates to 60 marks: 30% This unit is internally assessed throughout Year 12 and 13 however the completion date for all practical footage is- February of Year 13**
- **This unit will be externally moderated in March of Year 13.**

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: 9 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

### **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:**

- **Enthusiastic and motivated approach**
- 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.
- Willingness to complete background reading and research.
- Attend revision sessions.
- Complete all work to the best of your ability.
- To meet deadlines on all work.

- To ask questions and take an active approach within lessons.

**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

# PHYSICS – Year 12

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**A Level course name and number:** AQA Physics 7408

**Departmental Teachers:** Mrs Bradstock and Mrs Scopes

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## Intent

The goal of the Physics Department is to share our passion for Physics and Astronomy and develop a desire in students for knowledge of and a curiosity for Physics and Astronomy. Through an engaging and varied approach to teaching and learning we aim to extend students practical and problem solving abilities and instil in them self-belief and a curiosity of the world around them.

## 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~~ Topics 1 to 5 from Year 12 will be assessed in Paper 1 at the end of Year 13, Topic 6 will be assessed in paper 2.

Topics to be covered:

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

## Hints on how to be successful in the course:

- Use the front sheets to keep track of your learning – don't forget to ask for help if you don't understand.
- Be open-minded and curious about the world around you! Some aspects of the course might challenge your ideas so be prepared to persist to gain the necessary understanding.
- Review your work regularly – ideally check through your notes and look at the relevant pages in the text book 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 as you can, check with Mrs Bradstock, Mrs Scopes, Miss Long 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. Physics 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 – Year 12

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

**Departmental Teachers:** Ms Puckett

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## **Intent**

In Politics we strive to create inquisitive students, who question the world around them and are proactive in their search for knowledge beyond the concepts covered in the classroom. Through a variety of lesson tasks and discussions we want our students to be informed active citizens, able to formulate a compelling argument with factually accurate examples and capable of respectfully challenging views different to their own. Politics students should leave Parkstone adept to appreciate and explain the complexity of the political world around them, and with the ability to thrive independently within this.

## **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.

## **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
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# PSYCHOLOGY – Year 12

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

**Departmental Teachers:** Miss James, Ms Ledwith

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**Intent:**

Psychology is a subject linked to many aspects of the world around us. The main goal of the department is to introduce students to some of these aspects and to encourage them to start to think about, question and understand human behaviour. Through a variety of teaching and learning approaches we aim to get students interacting in their learning and developing a general love of Psychology. Engaging in the subject outside of the lesson is promoted as it helps to develop a rounded understanding of Psychology as a whole.

Long-term we aspire to develop students that:

- can investigate, dissect and understand the problems and behaviour seen around them;
- are inquisitive and resilient;
- excel in independent work and thought processes
- have a developing interest in and understanding of human behaviour

**Assessment:**

Practice Questions are completed in class and there is a formal assessment each term. 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 application and extended writing questions.

**Topics covered in Year 12**

Memory, Social Influence, Attachment, Psychopathology, Biopsychology, Research Methods, Cognition and development

**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. Students are welcome to purchase hard copies if they wish. 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 practiced in class and formal assessments take place each term 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 department.
- Use the course ebook resources such as quizzes and key term definitions to consolidate learning or to read ahead.
- Keep up to date with homework assignments
- 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
- Make use of the resources available in the department and online
- Please ask if you are unsure of anything

# RELIGION AND PHILOSOPHY - Year 12

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

**Departmental Teachers:** Mrs Atwal and Mr Collis

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## 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 Buddhist Thought (H573/06) Written paper: 2 hour exam (33%)

The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able analyse, formulate judgements on, and justify a diverse range of views.

## 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 Buddhist Thought

- The Buddha
- Taking Refuge
- Samsara
- The Three Marks of Existence
- The Four Noble Truths
- Meditation

## 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 – Year 12

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**A level course name and number:** AQA 7192  
**Mark allocation:** 100% examination  
**Departmental Teachers:** Mrs Wingrove

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## Intent

The Sociology Department at Parkstone aims to inspire students to reflect upon the world they live in, fostering an understanding of the inter-relationships between individuals, groups, institutions, and societies. The knowledge students gain will empower them to critically challenge the world around them and reflect on current global social issues. Beyond the curriculum, students will develop skills such as; empathy, critical thinking, collaboration and communication, enabling them to thrive independently beyond Parkstone.

## Details and length of examination(s):

The course assessment is structured as follows:

- Paper 1 Education and Theory and Methods - 2 hour examination to be taken in at the end of Year 13
- Paper 2 Topics Paper (Family and Media) - 2 hour examination to be taken at the end of Year 13
- Paper 3 Crime and Deviance and Theory and Methods - 2 hour examination to be taken at the end of Year 13

Year 12 – core areas	Year 13 – core areas
<ul style="list-style-type: none"> <li>• <b>Education and Sociological Methods</b> The role of education, links to different social groups, the significance of educational policies and the application of sociological research methods</li> <li>• <b>Families and Households</b> What are the functions of the family and how has the family and roles changed over time? Same sex marriage, lone parents and toxic childhood are just a few of the areas to explore</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Media</b> The role of the media in society and its links to globalisation. Who decides if a story is newsworthy? How the media represents different social groups.</li> <li>• <b>Crime and Deviance</b> Why people commit crime and deviance and the role of the criminal justice system. The social distribution of crime, including recent patterns and trends in crime. Globalisation and crime in contemporary society. Crime control, prevention and punishment.</li> </ul>
<p style="text-align: center;"><b>Theory and Methods covered in both Year 12 and Year 13</b></p> <ul style="list-style-type: none"> <li>• The relationship between positivism, interpretivism and types of data collection.</li> <li>• The concepts of modernity and post-modernity in relation to sociological theory.</li> <li>• The nature of science and the extent to which sociology can be regarded as scientific.</li> <li>• The relationship between theory and methods.</li> <li>• The relationship between sociology and social policy.</li> </ul>	

## 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 presentation.

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# SPANISH – Year 12

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**Course name and number:** AQA AS 7691

**Departmental Teachers:** Miss Velasco and Poole Grammar staff

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## Curriculum intent

It is the aim of the Spanish Department

- to inspire AS students to be inquisitive linguists with a thirst for learning about the world around them.
- to enable them to be effective communicators who use language to break down cultural barriers.
- to encourage learners to gain a deep understanding of society and culture in the Spanish speaking countries
- to promote analytical thought and the use of linguistic knowledge to solve problems and work out meaning from contexts.
- to encourage students, as experienced learners, to support others and promote the language
- to provide opportunities to expand young people's horizons and ambitions to prepare them for further study and the world of work.

## Details and length of examinations

The Year 12 Summer examination will consist of:

1	Listening, reading, writing	1 hour 45 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 (Current trends)
- Artistic culture in the Hispanic world
- Study of a film: *Ocho apellidos vascos* (2014)

## Advanced skills to be developed as part of the courses:

- Working on all four language skills, Speaking, Reading, Writing and Listening equally.
- Development of more independent learning of vocabulary
- Expressing and arguing a viewpoint on a range of topics
- Understanding of the culture of Spanish speaking countries
- Understanding authentic texts and visuals.

## Resources:

- Oxford AQA A Level Spanish and *Kerboodle* subscription (Year 1)
- Grammar and translation Workbooks, and a variety of websites with grammar, reading and listening resources.
- A good dictionary, and/or appropriate internet dictionary sites (bilingual and monolingual).
- A wide range of Spanish reading books in the LRC. (eg. Roald Dahl, Spanish classics, biographies of Hispanic artists)
- Films and documentaries about cultural aspects of the Hispanic world in click-view.

## Homework and Assessments:

4 hours to be set per week, to take the form of reading, grammar exercises, vocabulary learning, essays, research, translation, oral preparation, research in a topic area or preparation for an oral presentation.

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/series in Spanish for pleasure 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 is an enjoyable tasks which also takes hard work, commitment and a determination to succeed.

# THE WELLBEING PROGRAMME - Year 12

**Teachers:** Form Tutors, Mrs Wilkinson, Sixth Form Team, Miss Wasch, and Outside speakers

## Intent

At Parkstone, we believe students should be aware that good health and well-being are central to effective learning and preparation for a successful independent life. Within Wellbeing at Parkstone students will develop:

- employability skills so that they are well prepared for the next stage of education, employment, or training.
- an understanding of how to keep themselves safe from risks such as extremism and radicalisation, and all forms of bullying, including when using the internet and social media.
- a knowledge of how to keep themselves healthy, both mentally and physically.
- cultural awareness, so that they are well prepared to respect others and contribute to wider society

**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 discussion for 10 minutes or be involved in small groups sessions.

**Students will also during this time have specific focus on the following areas.**

Session	Focus
Autumn Term	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• New challenges and transition</li> <li>• Managing work/life balance</li> <li>• Managing stress</li> <li>• Healthy coping strategies</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Readiness for work – post 18</li> <li>• Launch of work experience</li> <li>• Reviewing CVs</li> <li>• Preparing for interviews</li> <li>• Career opportunities in a global economy</li> <li>• Unifrog skills builder</li> </ul>
Spring Term	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• How to evaluate readiness for parenthood and positive parenting qualities</li> <li>• Fertility, including how it varies and changes</li> <li>• Pregnancy, birth and miscarriage</li> <li>• Unplanned pregnancy options, including abortion</li> <li>• How to manage change, loss, grief and bereavement</li> <li>• Living in a diverse society</li> <li>• Challenging prejudice and discrimination</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Work experience preparation</li> <li>• Post-18 preparation</li> <li>• Personal Statements</li> <li>• Gap Year information</li> <li>• Rights and responsibilities in different types of employment</li> <li>• Workplace health and safety</li> <li>• Workplace bullying</li> <li>• The impact of financial decisions</li> <li>• Unifrog skills builder</li> </ul>
Summer Term	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Managing exam wellbeing &amp; support - mocks</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Final work experience preparation – logbooks</li> </ul> <p><b>Work experience</b></p>

## 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:**

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.

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