

Parkstone Grammar School



**CURRICULUM BOOKLET**  
***YEAR 13***  
***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 13.

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

Yours sincerely

A handwritten signature in black ink, appearing to read 'David Hallsworth', with a long horizontal line extending from the end of the signature.

**David Hallsworth**  
**Headteacher**

# WELCOME TO YEAR 13

---

Dear Student

This year the main priorities are to ensure you work effectively for A level examinations and have carefully prepared for life after school finishes. Year 13 will pass very quickly! At the beginning of the academic year you will need to have determined which path you wish to follow after school. The choices include:

**EMPLOYMENT/APPRENTICESHIPS** - If this is the route you wish to take ensure that Mrs Wilkinson knows whether you are considering applying locally and nationally, whether or not you wish to apply now or after you leave. Relevant opportunities are advertised on Teams and via email during Winter/Spring of Year 13.

**GAP YEAR** - If this is the route you wish to take, you are advised to carefully plan what you intend to do. There are many internet sites with ideas - details are in the Careers Department and there are recommendations from the Sixth Form Team based on ex-students experiences.

**UNIVERSITY/CONSERVATOIRE** - You will need to complete your UCAS forms as early as possible in the autumn term. If you are considering Oxford or Cambridge, or are applying for medicine, veterinary medicine or dentistry courses, or a Conservatoire then your UCAS application needs to be completed even earlier. You were given detailed information on this process during Year 12's Future's Day. Hard copies of your UCAS form should be with your tutor well before the deadline date.

Training and advice will be given to assist with your Personal Statements but they should reflect your personality. We cannot make up your mind as to the choices you should make, instead we will support and advise but you must be prepared to research carefully in the Careers Library, the internet or arrange to meet with Mrs Wilkinson, our Head of Careers and Employability.

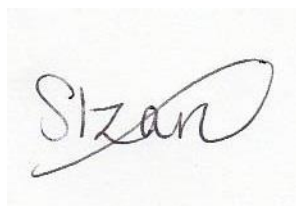
The secret to success in Year 13 is to effectively manage your time. You will reach 18 and there will be the lure of your social life and work outside of school to pay for it! However, you usually only get one chance at A Levels and you must allow yourself enough time for studying. Using your study periods constructively will help ensure a healthy work-life balance. Last minute revision may have worked at GCSE, but it cannot get you a good grade at A Level. Every year some students spend too much time on paid work and/or their social life and are regularly tired in lessons miss deadlines, or have poor attendance. Regular attendance is vital, the National level research is clear there is a, linear relationship between good attendance and higher average attainment. By Year 13 you should not need teachers to chase you over this - your own maturity should make you determined to never miss school.

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

If you do get into difficulties, share your problems with your form tutor and together you can work it out. The Sixth Form Team and I are also available to help.

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

Yours sincerely



Mrs S Izard  
Assistant Headteacher

# FORM TUTORS

---

<b>Director of Sixth form</b>	~	<b>Miss H Whelan</b>	
<b>Head of Sixth Form</b>	~	<b>Mrs N Walsh</b>	
<b>Form Tutors</b>	~	Ms R Champion PLUS Mr J White	13P
	~	Mrs E Fenton	13A
	~	Ms M Ledwith	13R
	~	Mr P Collis PLUS Mrs K Glasbrook	13K
	~	Miss L Puckett	13S
	~	Mr I Burgan	13T
	~	Mrs S Wills	13N

# SUBJECT REPORTS

---

## ART & DESIGN - Year 13

---

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

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

---

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

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

The **Autumn Term** will follow on from the work students began in the Spring Term of Year 12 on **their Final Major Personal Investigation Project**. Students are required to build upon the knowledge, understanding and skills they gained in Year 12 with even greater depth and breadth of study and even further independence.

This might be achieved by:

- Greater specialisation and refinement in a particular medium or process
- Extended development of particular themes, ideas or issues
- Further theoretical research
- More vigorous explanation of an inter-disciplinary or multi-disciplinary approach
- Development of final ideas leading to a personal and meaningful response that fully realises intentions
- Complete the written element including a bibliography

The coursework portfolio (Component 1), including the written element, will be completed and **submitted by the end of January**.

Students will then begin the **Externally Set Assignment- the Exam (Component 2)**. This will consist of creation of a new project, inspired by one of the given starting points within the AQA Art A-Level Exam paper. This project will run until the final exam at the beginning of May. Students will work independently, with structural guidance, to evidence all 4 x Assessment Objectives within their journey and will produce a final response to their projects within the final 15 hour exam.

All the work produced over the preparatory period and the three day exam will go towards the final exam grade.

### Coursework details:

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

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.

The formal Externally Set Assignment (A-Level Art Exam) runs from February until the beginning/middle of May. Students will sit the final 15 hour exam over three days, as outlined above.

#### **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/ exam work

# BIOLOGY – Year 13

---

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

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

---

## 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 examination(s):

Year 13 Units      Assessment overview:  
Paper 1: Biological Processes (37% of total A Level)  
100 marks 2 hr 15 mins  
Paper 2: Biological Diversity (37% of A Level)  
100 marks 2hr 15 mins  
Paper 3: Unified Biology (26% of total A-Level)  
70 marks 1hr 30 mins

Module 5: Communication, homeostasis & energy

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

Module 6: Genetics, evolution and ecosystems

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

Practical Assessment Grade : (PAG) – Reported separately. No exam assessment

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

## Resources:

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

## Homework and assessments:

**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. In preparation for this assessment, there will be a consolidation homework each half term.**

## 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 13

---

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

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

---

## 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):

Paper 1: Marketing, people and global business	2 hours	35% of A level
Paper 2: Business activities, decisions and strategy	2 hours	35% of A level
Paper 3: Investigating business in a competitive environment	2 hours	30% of A level

## Details of teaching scheme to be followed:

<b>Year 13</b>	<b>What you will learn:</b>	
	<b>Theme 3: Business decisions and strategy</b> <ul style="list-style-type: none"><li>• Business objectives and strategy</li><li>• Business growth</li><li>• Decision-making techniques</li><li>• Influences on business decisions</li><li>• Assessing competitiveness</li><li>• Managing change</li></ul>	<b>Theme 4: Global business</b> <ul style="list-style-type: none"><li>• Globalisation</li><li>• Global markets and business expansion</li><li>• Global marketing</li><li>• Global industries and companies</li></ul>

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

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

Development of a critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment.

Awareness that business behaviour can be studied from the perspectives of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees. In addition, students should be aware of the economic, legal, social and technological issues associated with business activity. Students should understand that Business draws on a variety of disciplines and that these perspectives and disciplines are interrelated.

Acquisition of a range of skills, including decision-making and problem solving in the light of evaluation and, where appropriate, the quantification and management of information.

Awareness of the current structure of business and business practice, as reflected in events and issues affecting organisations in different sectors and environments, recognising that they face varying degrees of competition. These organisations include: large and small; manufacturing and service; local, regional, national and multinational; profit and non-profit-making.

## Resources:

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

## Homework and assessments:

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

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

Business applies a great deal of concepts to real world situations, requiring students to have knowledge of the business and economic environment. Students should read the business news on a regular basis and make connections between the theory taught and its application. A large percentage of marks in examinations are available for 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.

# CHEMISTRY – Year 13

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

**Departmental Teachers:** Mrs Fenton and Miss Kelly

## 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**

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

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

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

# COMPUTER SCIENCE – Year 13

---

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

**Exam Board** OCR Specification H446 Computer Science

---

## 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</li></ul>	<b>What is Assessed</b> <ul style="list-style-type: none"><li>Elements of computational thinking</li><li>Problem solving and</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</p>

devices <ul style="list-style-type: none"> <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>Method of Assessment</b> Written Exam: 2 hours 30 mins
<b>40% of A Level</b>
<b>Questions</b> Compulsory short-answer and extended-answer style questions.

programming <ul style="list-style-type: none"> <li>• Algorithms to solve problems and standard algorithms</li> </ul>
<b>Method of Assessment</b> Written Exam: 2 hours 30 mins
<b>40% of A Level</b>
<b>Questions</b> Compulsory short-answer and extended-answer style questions.

to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.
<b>Method of Assessment</b> Documentation of project and creation of solution.
<b>20% of A Level</b>

**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 OneNote**

- 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 13

---

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

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

---

## 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 – Our Country’s Good by Wertebaker and Antigone by Sophocles.
- Component 2 – Creating Original Theatre – Devised Performance plus working notebook - **30%** of A Level
- Component 3 – Process and Performance - 3 extracts from three published plays plus a reflective report- **30%** of A Level

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

Term 4:

- Component 2 Devised rehearsal - final performances (November) – internally assessed and externally moderated - 30% of final A Level.
- Writing and completion of the Working Notebook (3,000 words)

Term 5:

- Extract 3 rehearsal.
- Completion of Component 3 (3,000 words) Reflective Report
- Extract 3 final performance to visiting examiner (March) – externally assessed – 30% of final A Level.  
Theatre visits
- Revision for Mock and Final exam.
- Theatre Studies Mock

Term 6:

- Revise both set texts and live productions for Component 1 – written paper.
- A Level written mock exam
- Feedback on mock and final revision.  
Final written exam (June).

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

# ECONOMICS – Year 13

---

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

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

---

## **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):**

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

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

<b>THEME 3</b> <b>Business behaviour and the labour market</b> This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:- <b>3.1 Business growth</b> <b>3.2 Business objectives</b> <b>3.3 Revenues, costs and profits</b> <b>3.4 Market structures</b> <b>3.5 Labour markets</b> <b>3.6 Government intervention</b>	<b>THEME 4</b> <b>A global perspective</b> This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:- <b>4.1 International economics</b> <b>4.2 Poverty and inequality</b> <b>4.3 Emerging and developing economies</b> <b>4.4 The financial sector</b> <b>4.5 Role of the state in the macroeconomy</b>
---	---

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

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

## **Resources:**

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

## **Homework and assessments:**

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

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

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

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

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



# ENGLISH LANGUAGE Year 13

---

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

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

---

## **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 A level examinations:**

### **Paper 1 – Language, The Individual and Society**

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

### **Section A - Textual Variations and Representations (70 marks)**

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

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

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

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

- One discursive essay question from a choice of two based on data provided (spoken and written data). (30 marks)

## **Paper 2 - Language Diversity and Change**

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

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

### **Section A - Diversity and Change (30 marks)**

*Either:*

- An evaluative essay on language diversity (30 marks)

*Or:*

- An evaluative essay on language change (30 marks)

### **Section B Language Discourses (70 marks)**

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

**There are two compulsory questions:**

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

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

Year 13 students will have completed their NEA Investigation in the summer term and will use the Autumn Term of Year 13 to complete their NEA Original Writing and commentary which will enable them to develop and reflect on their own original writing expertise.

Task: To produce a piece of original writing based on one of the following: the power of persuasion, the power of storytelling or the power of information and an accompanying commentary (750 words each). Worth 10% of total English Language A-level. The NEA Creative Writing and Commentary 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 produce creative pieces in different forms to communicate their ideas about language issues and debates, as well as writing academic essays.

Students also learn through participating in discussions and debates, independent research and preparing presentations for student-led seminars with a varying emphasis on class, individual, pair and group work. There may be the opportunity to attend an English Language conference in London 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 assignments will include reading, preparing notes (sometimes in chart or display format), preparing presentations, writing essays and other genres of writing. Non Examination Assessment requires independent study and research with guidance from the teacher. Work is assessed according to the examination board's criteria and marking guidelines. Students are provided with detailed information about specific Assessment Objectives targeted for each component of the examinations, with related grade descriptors and criteria. This is used to support assignment setting, planning and feedback for individual improvement and development, enabling students to take greater responsibility for their learning.

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

Students should ensure that they:

- Attend all lessons and complete all work set to the best of their ability
- Take a pro-active approach to independent learning - read a wide range of texts including online blogs, quality magazines and newspapers and watch/listen to a range of programmes online and 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 concepts, terminology and theories to consolidate understanding
- Meet all deadlines, especially those relating to the NEA
- 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 13

---

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

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

---

## 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 examination(s):

### PAPER 1 *Love Through The Ages*

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

The examination is on three of the texts previously studied in Year 12: the Shakespeare play, the novel and the anthology of love poetry through the ages, and comparison of two unseen poems.

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

-Students may take a clean copy of the novel into the exam. A clean copy of the poetry anthology will be supplied.

The paper has three sections:

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

### PAPER 2 *Texts in Shared Contexts* Option 2B *Modern Times*

- Written examination 2 hours 30 minutes
- 75 marks
- 40% of A level

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

The paper has two sections:

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

## Independent Critical Study (Non Exam Assessment - coursework)

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

- 50 marks
- 20% of A level
- Assessed by teachers
- Moderated by AQA examination board

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

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

A variety of resources, including audio-visual and 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 which assessment objectives are targeted in the different parts of the course.

Building on the foundations established during Y12 (and indeed, at GCSE and before) there is even greater emphasis on students' ability to make informed, independent judgements. Students will also be required to extend their wider critical reading, enabling them to evaluate different interpretations by other readers.

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

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

The course will enable students to:

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

#### **Resources:**

Set texts are provided by the department, as required, although students may find it beneficial to buy their own. Critical material, relating to each set text, study guides and videos (where applicable), are available for students to borrow on a short-term basis from the library. Also available are links to text-related articles. The Department subscribes to the English and Media Centre online magazine: emagazine, 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. Computer files on set texts can also be accessed on the department Intranet. Wherever possible, visits are arranged to performances of set texts and literary conferences. Students wishing to participate in such visits will be asked to contribute to the costs involved.

#### **Homework and assessments:**

Homework assignments will include reading, research, 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 coursework or examination essays
- Prepare carefully and thoroughly for lessons - including reviewing notes regularly and keeping a well-organised folder
- Develop a formal, academic style for essays and practice planning and structuring well-focused responses to questions set
- Take a pro-active approach to independent learning. Read a wide variety of literature - especially further texts written by the set writers they are studying.
- Read a range of critical material - books and articles by critics - on the texts studied
- Become very familiar with all texts studied - read each one at least twice and learn relevant quotations
- Meet all deadlines – in particular those relating to the NEA
- 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

# FASHION AND TEXTILES – Year 13

---

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

**Subject:** Fashion and Textiles

**Course No:** 7562

**Departmental Teachers:** Mrs Burton and Miss Lehman

---

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

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

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

## **Details of continued subject content to be studied during Year 13:**

Subject content is divided into two areas:

- Technical principles
- Designing and making principles

Technical principles are divided into:

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

Designing and making principles:

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

## **Non exam assessments**

The non-exam assessment (NEA) will start in the second half of the Summer Term of Year 12 and be submitted at the end of the Spring Term in Year 13. You will design and make a prototype product(s) as well as complete a design portfolio which documents your design process in full. This will be teacher assessed and externally moderated by the AQA exam board.

### **Skills that need enhancing in Year 13:**

- Developing an independent approach to working, being prepared to question and investigate topics linked to the course programme.
- Extending quality designing and making skills, with particular attention to accuracy of finish.
- Combining design and making skills with knowledge and understanding to design and make products
- Creativity and innovative approach to work.
- Integration and application of knowledge, including that from Art, ICT, Maths, and Science
- Analytical and evaluation skills.
- ICT skills for research, CAD, modelling and presentation of work.
- Disciplined and effective management and organisation of time and resources particularly in producing work schedules within deadlines.
- Effective and appropriate communication using a variety of media.
- Matching materials, processes, equipment to meet the needs of a design specification.

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

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

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

### **Notes on homework and assessments:**

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

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

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

# FRENCH – Year 13

---

**A level course name and number:** AQA A Level French 7652

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

---

## 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 or the arts
- 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 examination(s):

Paper 1	Listening, Reading and Translation (50% of total A level) 2 hours
Paper 2	Written (20% of total A level) 2 hours 40 minutes
Paper 3	Speaking (30% of total A level) 21-23 minutes including 5 minutes preparation time

## Details of teaching scheme to be followed:

- Study of a novel, 'No et Moi'
- Les aspects positifs d'une société diverse
- Quelle vie pour les marginalisés?
- Comment on traite les criminels
- Les ados, le droit de vote et l'engagement politique
- Manifestations, grèves, à qui le pouvoir?
- La politique et l'immigration

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

- A deeper knowledge of the language and culture of the country and the French speaking world
- Analytical skills and essay writing skills
- Analysis of literature and film
- Translation into French with careful attention to grammatical accuracy

## Resources:

- Oxford AQA A Level French textbook
- Heinemann A Level French Grammar Practice
- 'No et Moi' – Delphine de Vigan

## Homework and assessments:

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

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

- 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 grammatical concepts

# GEOGRAPHY – Year 13

---

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

**Departmental Teachers:** Miss Forster and Mr Miller-Jones

---

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

### **Paper 1: Physical Geography exam**

- Water and carbon cycle
- Coastal systems
- Hazards

2 hours 30 minutes written exam, compulsory structured questions  
120 marks- 40% of A level

### **Paper 2: Human Geography exam**

- Global systems and governance
- Changing places
- Contemporary urban environment

2 hours 30 minutes written exam, compulsory structured questions  
120 marks- 40% of A level

### **Non-examined fieldwork assessment (NEA)**

3000-4000 word fieldwork investigation completed independently  
60 marks- 20% of A level

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

### **Autumn Term**

- Submit individual fieldwork investigation
- Hazards
- Water and carbon cycle

### **Spring Term**

- Hazards
- Global systems and governance

### **Summer Term**

Revision and preparation for exams.

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

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



**Resources:**

- The following Key course texts are issued to students:  
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 Department also has a stock of fieldwork equipment such as ranging poles and quadrants which are used for the practical element of the course.
- Maps, Satellite photos and other visual stimulation are also provided

**Homework and assessments:**

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

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

- Take an interest in the world around you!
- You need to keep up with current affairs and Geography in the news which help add up to date knowledge to case studies and provide a good impression to examiners of a well read and educated student.
- Be active in your pursuit of excellent notes.
- Organise your work clearly, read further in all areas and ensure you have a very detailed and specific knowledge and understanding of the topics covered that will be evident when you write about issues in your exam.
- Structure your written work clearly and plan longer answers in order to ensure the answer is directly related to the question and includes a sense of place and specific detail.
- Make sure you completely understand the list of common command words and do exactly what they say in written questions. They become increasingly complex at A Level and need interpreting correctly and precisely.

# GERMAN – Year 13

---

**A Level course name and number:** AQA A Level 7662

**Departmental Teachers:** Mrs Coote and Mrs Oldale

---

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

Listening, Reading & Writing	2 hours 30 minutes	50% of total A Level marks
Writing	2 hours	20% of total A Level marks
Speaking	21-23 mins plus 20 mins preparation	30% of total A Level marks

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

## **Topics studied**

### Multiculturalism

- Immigration
- Integration
- Racism

### Aspects of Political Life

- Germany & the EU
- Politics & Youth
- German Reunification & Consequences

### Literature – Study of a set text

- Die Verwandlung by Franz Kafka

## **Individual Research Topic**

In addition to the topics above, students must choose an individual topic related to a German speaking area. They will research and explore this topic in depth and discuss it in the final oral examination. Suggested topics include: politics, sport, the fashion industry, a historical event or building, a political figure, a musical performer or a specific major news event. Students can also choose to research a different film or work of literature.

Students will have regular lessons in the language laboratory in Lang 5, and additional conversation classes are offered. Students should continue independent study in order to prepare for their chosen research topic.

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:

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

- Ongoing learning of vocabulary
  - Revision of grammar covered
  - Acting on targets given
  - Regular attendance of conversation classes
  - Extended reading
-



# HISTORY – Year 13

---

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

**Departmental Teachers:** Ms Puckett, Miss Sanders and Mr Cleak

---

**Students need to recap their content understanding from Year 12 as this will be examined at the end of Year 13, making it a complete 2 year course.**

**Details and length of examinations:**

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

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

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

**Unit 1C:**

**The Tudors: England 1485-1603**

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

**Unit 2G:**

**The Birth of the USA 1760-1801**

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

**Historical Enquiry**

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

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

**Advanced skills to be developed as part of the course**

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

**Knowledge and understanding of the past AO1(b)**

A Level specifications should require students to:

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

**Knowledge, Skills and Understanding AO1(a)**

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

**Historical enquiry (AO2a)**

A Level specifications should require students to:

- investigate specific historical questions, problems or issues

- use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions

### **Historical interpretation (AO2b)**

A Level specifications should require students to:

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

### **Quality of Written Communication**

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

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

The GCE History Subject Criteria require candidates to:

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

### **Homework and assessments:**

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

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

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

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

### **Hints on how to be successful**

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

### **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. 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.

---

# MATHEMATICS – Year 13

---

**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

---

## **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 for the Year 12 2024 25 Cohort.

**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 Mechanics part of the course contains work on velocity and acceleration as well as an introduction to Forces and Newton's laws. Forces acting on slopes, projectiles and moments are also 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 help 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.

# FURTHER MATHEMATICS – Year 13

---

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

**Departmental Teachers:** Miss Beattie, Mr Burgan and Mr Doogue

---

## **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):**

A Level

Two Pure Maths papers of length 90 minutes CP1 and CP2

One Mechanics paper of length 90 minutes FM1

One Decision Maths paper of length 90 minutes DM1

All papers are of equal weighting.

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

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

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

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

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

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

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

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

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

## **Resources:**

A Graphical calculator fx CG50 or fx 9860GIII is very useful at FM. 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.

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. Homework will need to be completed between each lesson.

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

Further Maths students tend to be very able mathematicians and may not have had to work hard to understand concepts at GCSE. The most successful students are those who take responsibility for their learning by checking all answers in the textbook where possible and following up mistakes and misconceptions quickly as the pace of the lessons is fast and the class will move quickly from one topic to another. These students are not satisfied until they have mastered a topic and spend time on additional practice and revision, asking teachers and friends for help when necessary.

# MEDIA STUDIES – Year 13

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

**Departmental Teachers:** Ms Ashby

---

## Statement of 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 will 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 13

---

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

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

---

## **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

### **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 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 13

---

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

**Exam Board:** OCR

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

---

## **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 13

---

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

**Departmental Teachers:** Mrs Bradstock and Miss Sweet

---

## 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:

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

Topics already covered in year 12:

1. Measurements and their errors
  2. Particles and radiation
  3. Waves
  4. Mechanics and materials
  5. Electricity
- And part of 6. Further mechanics and thermal Physics

## Topics to be covered in Year 13:

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

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

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

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

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

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

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

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

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

## Assessment:

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

	Paper 1	Paper 2	Paper 3
Length	2 hours	2 hours	2 hours
Weighting	34% of A level	34% of A level	32% of A level
Topics covered	Topics 1 to 5 and topic 6.1	Topic 6.2, topic 7 and 8	Practical skills and data analysis and option topic
Further information	60 marks of short and long answer questions and 25	60 marks of short and long answer questions and 25	45 marks of short and long answer questions on practical experiments and

	multiple choice questions on content.	multiple choice questions on content	data analysis. 35 marks of short and long answer questions on optional topic.
--	---------------------------------------	--------------------------------------	---

### Practical endorsement:

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

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

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

- Use the 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 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 13

---

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

**Departmental Teachers:** Miss Willis

---

## **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 3 and one part of the political ideas section is taught in Year 13.

## **Part of Component 1**

- *Core Political Ideas, students will study:  
Socialism and Liberalism; conservatism will have been taught in Year 12*

## **Part of Component 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.**

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

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

## **Homework and assessments:**

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

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

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

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

# PSYCHOLOGY – Year 13

---

**A Level course name and number:** AQA/7182 Psychology

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

---

**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:**

At the end of Year 13 there are three exams, each accounts for one third of the A-level. The three exams last 2 hours and are worth 96 marks each.

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

**Topics covered in the A Level**

The whole A level covers the following topics:

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

Of the above topics, the following are covered in Year 13:

Approaches to Psychology, Biopsychology, Issues and Debates, Stress, Relationships, Forensic Psychology, Research Methods.

**Coursework details including recommended time to be spent:**

N/A

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

Essay writing, skills of analysis and evaluation and how to carry out and write up research,

**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 course as there will not be time at the end of each year
- Make use of the resources available in the department and online
- Please ask if you are unsure of anything



# RELIGION AND PHILOSOPHY – Year 13

---

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

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

---

## 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

- The Nature or Attributes of God:
  - Developments in the understanding of: omnipotence, omniscience, (omni)benevolence, eternity, free will
- Religious Language – Negative, Analogical or Symbolic:
  - The apophatic way (the via negativa)
  - The cataphatic way (the via positiva)
  - Symbol
- Religious Language – Twentieth Century Perspectives and Philosophical Comparisons:
  - Logical positivism
  - Wittgenstein's views on language games and forms of life
  - Discussion about the factual quality of religious language in the falsification symposium

### Ethics

- Ethical Language – Meta-ethics:
  - Naturalism
  - Intuitionism
  - Emotivism
- Significant Ideas - Conscience:
  - Aquinas' theological approach
  - Freud's psychological approach
- Application of ethical theories to Sexual Ethics

### Developments in Buddhist Thought

- The Development of Mahayana Buddhism
- Madhyamaka Philosophy and Prajnaparamita (perfection of wisdom)
- Buddhism in the Far East
- Buddhism in the West
- Engaged Buddhism and Activism
- Buddhism and Gender

## 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 13

<b>Course name and number:</b>	AQA 7192
<b>Mark allocation:</b>	100% examination
<b>Departmental Teachers:</b>	Mrs Wingrove and Mr Cleak

## 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 at the end of Year 13
- Paper 2 Topics Paper (Health and Belief) - 2 hour examination to be taken at the end of Year 13
- Paper 3 Criminology 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>• Family  The role of the family in society, family patterns and diversity, policies that shape the family and theories of the family.</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>	

## 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.

## 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.

# SPANISH – Year 13

---

**A Level course name and number:** AQA A Level 7692

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

---

## **Curriculum intent**

It is the aim of the Spanish Department to inspire A level students to be inquisitive linguists who have a thirst for learning about the world around them. The individual research project (IRP) provides a unique opportunity to develop their knowledge and passion about the Hispanic world. In today's global context, they should be effective communicators who use language to break down cultural barriers. 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 and length of examination(s):**

Paper 1 Listening, Reading and Translation (50% of total A level) 2 hours 30 minutes  
Paper 2 Written (20% of total A level) 2 hours  
Paper 3 Speaking (30% of total A level) 21-23 minutes including 5 minutes preparation time

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

- Study of a book 'La casa de Bernarda Alba)
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society

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

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

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

## **Resources:**

- Oxford AQA A Level Spanish and *Kerboodle* subscription (Year 2 and Year 1)
- Grammar/Translation Workbooks, Grammar/Translation/Listening/Reading on-line subscriptions and resources
- A good dictionary, and/or appropriate internet dictionary sites.
- A wide range of Spanish reading books from Roald Dahl to Spanish classics, as well as biographies of Hispanic artist
- A good deal of material is available on Teams, the school's Virtual Learning

## **Homework and assessments:**

5 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. plus research for their IRP.

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 (including those specified in the syllabus) covered in the quality British press. The Internet may be used as a source for reading texts and listening materials.

## **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. Choosing a topic students are passionate about and sticking to a plan are keys for the success in the IRP.

# THE WELLBEING PROGRAMME - Year 13

**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, relaxation 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>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Post-18 preparation</li> <li>• Personal statements</li> <li>• Apprenticeships</li> <li>• Unifrog</li> <li>• LinkedIn</li> </ul> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Independent health choices</li> <li>• How to maintain a healthier diet</li> <li>• Screening and self-examination</li> <li>• Illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’</li> <li>• Support with revision techniques</li> <li>• Managing stress</li> <li>• Drug awareness and support review</li> <li>• First Aid review and refresher</li> </ul>
Spring Term	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Building and maintaining relationships</li> <li>• New friendships and relationships, including in the workplace</li> <li>• Personal safety</li> <li>• Victim support – link to harassment and safe/unsafe relationships – coercive control</li> </ul> <p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Student loans &amp; maintenance loans</li> <li>• Financial choices</li> <li>• Managing money</li> <li>• Financial contracts</li> <li>• Budgeting</li> <li>• Saving</li> <li>• Debt</li> <li>• Post-18 choices</li> </ul>
Summer Term	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Managing exam wellbeing &amp; support – preparation for Summer exams</li> </ul> <p>Exam season</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:**

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

---