

WEST HATCH HIGH SCHOOL



Year 13 Course Outlines 2019/20

Art
Business Studies & Economics
Computer Science
Dance
Drama
English
Food & Textiles
Geography
History
Mathematics
Media Studies
Physical Education
Product Design
Psychology
Religious Studies (Religion, Philosophy & Ethics)
Science

Art

Exam Board: Edexcel

Syllabus No: Edexcel 9ADO

Web link: www.edexcel.com

Component 1: GCE coursework. Component 2: Externally Set Assignment. Each of the following assessment objectives is of equal importance. AO1 – **Develop** ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - **Explore** and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as intentions, reflecting critically on their work and progress. AO3 – **Record** ideas, observations and insights relevant to their – **Present** a personal, and meaningful response that realising intentions and, where appropriate, making connections between visual, and other elements.

Programme of study by half term for 2019/20

Autumn Term: 1a	Autumn Term 1b
Component 1: Personal investigation continued. This A level course incorporates three major elements: supporting studies, practical work and a personal study.	Drawing pencil, colour pencil, oil crayon, painting and written work. Submitted in December.
Assessment By outcome: This is ongoing with a final grade given at the end of the project.	Assessment By outcome: This is ongoing with a final grade given at the end of the project.
Spring term 2a	Spring term 2b
Component 2: GCE Externally Set Assignment Preparatory work for the exam. The final exam is in May.	Preparatory work for the exam. The final exam is in May.
Assessment By outcome. Coursework 60%, Terminal Examination 40%.	Assessment By outcome. Coursework 60%, Terminal Examination 40%.
Summer term 3a	Summer term 3b
Component 2: A2 Exam Project. Preparatory work for the exam. The final exam is in May.	End of course.
Assessment By outcome. Coursework 60%, Terminal Examination 40%.	Assessment A Level grade in August.

Homework that will be set (general)

A list of homework and coursework tasks for the year is printed in student's course outlines. Homework and independent study is a continuous part of the course and should be done weekly to the best of their ability. Homework is also put on show my homework.

Extra-Curricular activities available

Students are encouraged to use primary sources for their artwork such as Art Gallery and Museum visits. They need to look at the work of other artists to enrich their own.

Support available

The projects are made accessible to all students and differentiation is mainly by outcome, some pupils may need more help or extension activities. Students are welcome to attend the art club on Monday Tuesday and Wednesday after school to keep up to date with work and develop their skills.

Groupings or setting

All groups are mixed ability.

What parents can do to help

Parents can check that homework and coursework has been completed to the best of the student's ability and deadlines are met. Every piece of work and each project contributes towards the final grade at A Level. The written observations and analysis are as important as the practical work. If parents wish to they can check spelling and the work in students work journal.

Member of staff to contact if you have any queries:

Mr G Hanley Head of Art and Design

Business Studies & Economics

Subject: BTEC Level 3 Extended Diploma in Business

Exam Board: Edexcel Syllabus No: NQF Web link:

<http://qualifications.pearson.com/en/qualifications/btecnationals/business-2016.html>

The BTEC Level 3 Diplomas is broadly equivalent to three GCE A Levels. The programme aims to provide students with an in depth understanding of **the** operations and structures of businesses. To equip students with the skills required to succeed in employment or at university. The course will involve students familiarising themselves with businesses in the public, private and voluntary sectors. Students will cover a range of topics that include:

- Exploring Business
- Developing a marketing campaign
- Personal and Business Finance
- Managing an Event
- International Business
- Principles of Management
- Business Decisions
- Business Retail
- Internet marketing
- Work experience
- Recruitment and selection
- Market Research

Programme of study for 2019/20

Autumn Term: 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Year 12- Units 1,2, 3 Year 13- Unit 6, 7	Year 12:Units 1,2,3 Year 13: Unit – 6, 7	Year 12: Units 4, 14, 22 Year 13: Units 5, 15	Year 12: Units 4, 14, 22 Year 13: Units 5, 15	Year 12: Units 27 Year 13: Units 8,18
Assessments: External: Units 3,6,7 Jan and May 2019	Assessment External: Units 3,6,7 Jan and May 2019	Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment

Homework that will be set (general)

Coursework will be divided into sub tasks and internal deadlines set by staff which must be met. Students organise their time to complete all the work to the best of their ability. Students will have a deadline to complete a draft version of their work. Their teacher will mark this and give them feedback on areas to improve to enable them to achieve a better grade. Students will then be given an appropriate time to make these changes. Each lesson will require further study outside of the lessons.

Extra-Curricular activities available

Students will take part in a variety of business and enterprise activities which will **enhance** their learning. A business trip will be arrange for the students to attend **which** will have a focus on an area of their studies

Support available

Students will have one day per week for private study. On that day they are **expected** to work at home with time set aside for each unit. Staff will set regular **tasks** for this purpose.

Groupings or setting

There will be one group that students will be allocated to

What parents can do to help

Students are required to use and keep free a single day each week for their **studies**. This independent study is vital to complete the course to a high standard. Assisting them in using this time effectively is important to their success.

Member of staff to contact if you have any queries:

Mrs S Urfan, Mr E Korboe or Mr Cunningham

Year Group 12/13 (Key Stage 5)

GCE ECONOMICS B (Edexcel)

Aims of the course

Exam Board: Edexcel

Syllabus No: 9EBO Web link:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-b-2015.html>

The Pearson Edexcel Advanced GCE in Economics B is structured into two themes and consists of three externally examined papers. Students are introduced to economics through building knowledge of core microeconomic and macroeconomic concepts, and by investigating economic theory through real-world businesses and the environments in which they operate.

Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessment and demonstrate an awareness of current economic events and policies.

Programme of study

Year 13- Autumn Term: Teacher A	Year 13- Autumn Term : Teacher B
<p>Theme 3 – The Global Economy Students will develop an understanding of:</p> <ul style="list-style-type: none"> • 3.1 Globalisation • 3.2 Economic factors in business expansion • 3.3 Impact of globalisation on global companies • 3.4 Impact of globalisation on local and national economies 	<p>Theme 4– Making Markets Work Students will develop an understanding of:</p> <ul style="list-style-type: none"> • 4.1 Competition and market power • 4.2 Market power and market failure • 4.3 Market failure across the economy
<p>Assessment Topic Tests Exam style questions as homework Mock paper</p>	<p>Assessment Topic Tests Exam style questions as homework Mock paper</p>
Year 13- Spring term – Teacher A	Year 13- Spring term – Teacher B
<p>Students will develop an understanding of:</p> <p>3.5 Global labour markets 3.6 Inequality and re-distribution</p>	<p>Students will develop an understanding of:</p> <p>4.4 Macroeconomic policies and impact on firms and individuals 4.5 Risk and the financial sector</p>
<p>Assessment Topic Tests Exam style questions as homework Summer Exams – May/June 2020</p>	<p>Assessment Topic Tests Exam style questions as homework Summer Exams – May/June 2020</p>

Paper 3: Based on source document with a synoptic link

Paper 3: Based on source document with a synoptic link

Homework that will be set

Students will be given four exam-style questions during every half term. Every **question** is divided into three sections similar to what students will see in their final exam. They will be formally assessed according to Edexcel marking scheme. This will help students monitor and assess their progress and allow teachers to put in any intervention where applicable

Support available

Students have ready access to staff, individual textbook, reading lists, past papers and a great deal of material on the internet at www.tutor2u.net or at www.bized.ac.uk

Groupings or setting

Mixed Ability Group

What parents can do to help

Encourage tracking of economic events through news media, following key industries and firms, to share and discuss from their own experience the world of work, financial and tax matters, interest rates, unemployment and inflation as well as issues concerning the world economy, China , EU, shares , etc.

Member of staff to contact if you have any queries: **Mr. S Langton**

Subject: GCE Business (Edexcel)

Aims of the course

Exam Board: Edexcel

Syllabus No: 9BS0 Web link:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Programme of study

Year 12 - Autumn Term: Teacher A

Year 12 - Autumn Term : Teacher B
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Theme 1 – Students will develop an understanding of: 1.1 - Meeting customer needs 1.2 - The market	Theme 2– Students will develop an understanding of: 2.1 Raising Finance 2.2 Financial planning
Assessment Topic Tests Exam style questions as homework Mock paper	Assessment Topic Tests Exam style questions as homework Mock paper
Year 12 - Spring term – Teacher A	Year 12 - Spring term – Teacher B
Students will develop an understanding of: 1.3 - Marketing mix and strategy 1.4 - Managing people	Students will develop an understanding of: 2.3 Managing Finance 2.4 Resource management
Year 12 - Summer term – Teacher A Students will develop an understanding of: 1.5 - Entrepreneurs and leaders	Year 12 - Summer term – Teacher B Students will develop an understanding of: 2.5 External influences
Assessment Topic Tests Exam style questions as homework Exam paper – June 2020	Assessment Topic Tests Exam style questions as homework Exam paper – June 2020
<ul style="list-style-type: none"> • No External Assessment at the End of the First Year. • Pre Public Examination will be used to identify under/over achievers. 	<ul style="list-style-type: none"> • No External Assessment at the End of the First Year. • Pre Public Examination will be used to identify under/over achievers.

Programme of study 2019/20

Year 13 - Autumn Term: Teacher A	Year 13 - Autumn Term : Teacher B
Theme 3 – Business Decisions and Strategy Students will develop an understanding of: <ul style="list-style-type: none"> • 3.1 Business Objectives and strategy • 3.2 Business Growth • 3.3 Decision Making Techniques 	Theme 4– Global Business Students will develop an understanding of: <ul style="list-style-type: none"> • 4.1 Globalisation • 4.2 Global Markets and Business Expansion
Assessment Topic Tests Exam style questions as homework Mock paper	Assessment Topic Tests Exam style questions as homework Mock paper
Year 13 - Spring term – Teacher A	Year 13 - Spring term – Teacher B

<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • 3.4 Influences on Business Decisions • 3.5 Assessing Competitiveness • 3.6 Managing Change 	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • 4.3 Global Marketing • 4.4 Global Industries and Companies (MNC's)
<p>Assessment Topic Tests Exam style questions as homework Summer Exams May/June 2020</p>	<p>Assessment Topic Tests Exam style questions as homework Summer Exams May/June 2020</p>
<p>Paper 3: Based on source document with a synoptic link</p>	<p>Paper 3: Based on source document with a synoptic link</p>

Homework that will be set

Students will be given four exam-style questions during every half term. Every **question** is divided into three sections similar to what students will see in their final exam. They will be formally assessed according to Edexcel marking scheme. This will help students monitor and assess their progress and allow teachers to put in any *intervention* where applicable

Support available

Students have ready access to staff, individual textbook, reading lists, past papers and a great deal of material on the internet at www.tutor2u.net or at www.bized.ac.uk

Groupings or setting

Mixed Ability Group

What parents can do to help

Encourage tracking of economic events through news media, following key industries and firms, to share and discuss from their own experience the world of work, financial and tax matters, interest rates, unemployment and inflation as well as issues concerning the world economy, China , EU, shares , etc.

Member of staff to contact if you have any queries: **Mr. Cunningham**

Computer Science

Year Group: 13

Key Stage 5

Subject:

A level Computer Science (OCR)
4 hours per week

Aims of the course

Exam Board: OCR
Syllabus No: H446
Web link: http://www.ocr.org.uk/qualifications/as-a-levelgce-computer-science-h046-h446-from-2015/

For students to develop:

An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, and logic, algorithms and data representation

The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.

The capacity to think creatively, innovatively, analytically, logically and critically.

The capacity to see relationships between different aspects of computer science

Mathematical skills.

Programme of study for 2020/21

Term			
Autumn Term 1a	<p>01 Computing principles This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (03 or 04). Learners will be expected to apply the criteria below in different contexts including current and future uses of the technologies.</p>	<p>02 Algorithms and problem solving This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01). In addition, learners should:</p> <ul style="list-style-type: none"> •understand what is meant by computational thinking •understand the benefits of applying computational thinking to solving a wide variety of problems •understand the principles of solving problems by computational methods •be able to use algorithms to describe problems •be able to analyse a problem by identifying its component parts. 	<p>03 Programming project Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development. While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.</p>
Autumn Term 1b			
Spring Term 2a			
Spring Term 2b			

Summer Term 3a	Revision for PPE exam	Revision for PPE exam	Revision for both component 01 and 02
Summer Term 3b	01 Computing principles PPE Exam	02 Algorithms and problem solving PPE Exam	

Homework that will be set (general)

<p>Unit 1 and 2 Research / wider reading of topic areas Examination questions</p> <p>Unit 3 Preparation tasks for coursework projects Coursework projects</p>

Support available

Help from staff in non-contact time Text books OCR Website Revision classes
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Groupings or setting

Grouped according to options

What parents can do to help

Check coursework deadlines Purchase recommended revision guides
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Member of staff to contact if you have any queries:

Ms C Andrews (Teacher of Unit 1) candrews@westhatch.net

Mr D Howell (HOD and teacher of units 2 and 3) dhowell@westhatch.net

Dance

The Level 3 Extended Certificate in Performing Arts Dance is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses.

This qualification builds on the certificate studied in Year 12 with a deeper exploration of dance skills, technique and choreography.

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employer

Programme of study

Group Performance workshop	Assessment
For this unit students will explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. This choreography will last approximately 10-20 minutes and will be performed to an audience.	Task set and marked by the exam board, Pearson and completed under supervised conditions. Learners will be provided with the set task booklet in January in order to prepare for the development and completion of the group performance and their digital process log. The final evidence will be completed in 5 hours under supervised conditions in a number of sessions arranged by the centre within the period timetabled by Pearson
Jazz Dance Technique	Assessment
The aim of this unit is for learners to develop jazz dance techniques with an emphasis on practical development, application and performance skills. In this unit, students will develop skills and techniques that will enable them to understand the key technical and stylistic features of jazz dance through participating in technique classes, rehearsals and performance work. By learning and watching different styles of jazz dance, they will develop an understanding of the diversity of this dance form and the practitioners who have influenced the development of the style. Students will reflect on their progress as they develop skills and techniques, setting targets and reviewing their progress.	Students will be assessed on their practical performances of Jazz dances and on their ability to evaluate their own strength and weaknesses.

Homework that will be set (general)

Students are expected to complete their blogs and other written elements of the course in order to support their practical work.

Extra-Curricular activities available

Trips are organised to local dance events.
Weekly dance after school dance class
Rehearsals for annual School Production

Support available

Staff are available, by arrangement, to assist with written notes and exam preparation after school.

Groupings or setting

All Dance classes are taught in mixed ability groups.
Assessment work will have pre-assigned groupings (Students will not be able to choose their own groups)

What parents can do to help

- Talk to your son or daughter about their work in Dance.
- Come and see their performance work.
- Check their Dance blogs are being maintained each week.
- Try to expose them to a variety of different dances. Whether this is on television, at additional classes or workshops or if possible at the theatre and encourage them to discuss and evaluate what they've seen.

Member of staff to contact if you have any queries:

Mrs Minister Head of Dance

Drama

A Level Drama

Aims of the course

This course allows students to participate in two performance components as either a performer or a designer (lighting, sound, set or costume). One of these is a performance from a text, the other a devised performance based on and influenced by their research into the work of others. Alongside this comes the opportunity to develop high standards of academic theatrical writing with two written exam papers.

Within year 13 the students would have already completed units; 'Practitioners in practice' and 'Analysing performance.' They will therefore be moving on to studying the units 'Exploring and performing texts' alongside 'Deconstructing texts for performance.'

It is within this year both written exam papers will be completed within the examinations calendar running from May- July 2020.

Programme of study across the two years of the course

Unit 3 - Exploring and performing texts

December 2019 - April 2020 (Date TBC)

Component 2: Exploring and performing texts

Students explore one performance text in its entirety and perform part of the text, applying the relevant skills to communicate the meaning in a performance text to an audience.

Students continue in the same role as for component group 1:

- For performers: Performing live theatre (21)
- For designers: Designing for live theatre (31).

This is assessed externally by a visiting examiner from the OCR examinations board.

Unit 4 - Deconstructing texts for performance

September 2019 - May 2020

Component 4: Deconstructing texts for performance

Students will interpret and explore practically a performance text considering how to create, develop and direct a performance for an audience. This runs alongside the unit; '**Exploring and performing texts.**'

Students study one performance:

- Sweeney Todd: The Demon Barber of Fleet Street – Patrick Quentin/Stephen Sondheim (45)

The set texts will be reviewed after three years and may be subject to change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance and therefore a new text may be chosen within the current's place.

This is a written assessment assessed externally by OCR *alongside* the written paper from the studied unit of '**Analysing performance.**'

English (Literature & Language)

Autumn 1			Autumn 2		
A	Coursework	Coursework – First Drafts Due	A	'Poems of the Decade' (Unseen and Comparison Skills) (Component 3 – Section A)	Coursework - Final Drafts Due PPEs: Component 3 – Section A
				Coursework marking and feedback	PPE marking, moderation and feedback
B	'A Streetcar Named Desire' (Component 1 – Section B)		B	'A Streetcar Named Desire' (Component 1 – Section B)	'Othello' revision (Component 1 – Section A)
					PPEs: Component 1 PPE marking, moderation and feedback
Spring 1			Spring 2		
A	'The Handmaid's Tale' revision (Component 2)		A	'Frankenstein' revision + exam skills (Component 2)	PPEs: Component 2
	Coursework moderation and marking			PPE marking, moderation and feedback	
B	'The Wife of Bath' revision (Component 3 – Section B)		B	'A Streetcar Named Desire' revision (Component 1 – Section B)	PPEs: Component 1 Component 3
					PPE marking, moderation and feedback
Summer 1					
A	'Poems of the Decade' revision (Component 3 – Section A)				
B	'Othello' revision (Component 1 – Section A)				

English Language and Literature – Year 13

Autumn 1		Autumn 2			
A	'A Streetcar Named Desire' revision (Component 1, Section B)	A	'Voices in Speech and Writing' Anthology revision (Component 1, Section A)		PPEs: Component 1 Component 2
					PPE Moderation, marking and feedback
B	'Fiction Writing' (Component 3, Assignment 1)	Coursework - First Drafts Due		B	'The Commentar y' (Component 3, Assignment 2)
					Coursework - Final Drafts Due
				Coursework marking and feedback	Coursework marking
Spring 1		Spring 2			
A	'The Great Gatsby' revision (Component 2, Section B)	A	Unseen Prose: (Component 2, Section A)		Exam Prep: (Component 1)
					PPEs: Component 1
					PPE Moderation, marking and feedback
B	'Othello' revision (Component 2, Section B)	B	Unseen Prose: (Component 2, Section A)		Exam Prep: (Component 2)
	Coursework folder preparation and moderation				PPEs: Component 2
					PPE Moderation, marking and feedback
Summer 1					
A	Exam Prep: (Component 1)				
B	Exam Prep: (Component 2)				

Geography

Exam Board: OCR Syllabus No:

Web link: <http://www.ocr.org.uk/qualifications/as-a-level-gcegeography-h081-h481-from-2016/>

Exam Board: OCR

Syllabus No:

Web link: <https://ocr.org.uk/qualifications/as-a-level-gce/geography-h081-h481-from-2016/>

To complete the two modules which make up the OCR A-Level Geography Specification.

The course examines the main forces influencing the natural environment as well as the issues affecting people and the places where they live. The emphasis is on analysis of both primary and secondary data and the development of fieldwork and decision-making skills.

Programme of study by half term for 2018/19

Autumn Term:
<p><u>Independent investigation</u></p> <p>Students will use fieldwork and research in order to complete a 4000 word piece of coursework in lesson time and for homework on their own chosen area of study. Students will have one-on-one meetings with a Geography teacher to guide them through the research process. The finished project will account for 20% of their final grade.</p>
<p>Assessment</p> <p>Assessment of coursework</p>
Spring term:
<p><u>Global Connections – Migration and Human Rights</u></p> <p>This unit explores the contemporary patterns of global migration and the reasons for this migration from war and conflict to gender inequality. They will study the impact of globalisation on creating increasing complexities within global migration. Students will study the role of Government and the differing migration policies around the world. Finally, students will examine the issues associated with unequal flows of migration.</p> <p>Students will then learn about Human Rights by looking at a range of case studies. They will learn about the UN Human Rights and whether these are being upheld in countries. Students will discuss how human rights can be improved in LICs.</p>
<p><u>Earth's Life Support Systems</u></p> <p>Students will explore the importance of water and carbon to life on Earth, how the water and carbon cycles function in contrasting ecosystems, how the water and carbon cycles change over time.</p>
<p>Assessment</p> <p>Practice questions</p> <p>Individual research</p>
Summer term:
<p><u>Revision and exam preparation</u></p>
<p>Assessment</p> <p>A final PPE for each examination</p>

Homework that will be set (general)

Research tasks, completion of practical exercises, coursework and practice **examination** questions.

Extra-Curricular activities available

Fieldtrips
Revision sessions.

Support available

Supplementary material and links available on the OCR website. In addition to this, the department contains a variety of extra reading material which would be useful to students for case studies and to improve their knowledge. Phillip Allen Geography Review Magazine and revision books published through Hodder.

Groupings or setting

Mixed setting.

What parents can do to help

Students should have news apps on their phone egg: BBC, Guardian and they should constantly keep up to date with the news in order to give them an overview of current issues that link with the A level topics.

Member of staff to contact if you have any queries:

Miss Z. Barrett Head of Department

History

Year Group: 13

Key stage 5

Subject: Politics

Exam Board: **Edexcel**
 Syllabus No: **H505**
 Web link: <http://www.ocr.org.uk/qualifications/as-a-level-gcehistory-a-h105-h505-from-2015/>

Aims of the course

To promote the understanding and interpretation of History and use of skills commensurate with history studies.

To be able to analyse and interpret historical events and actions. The focus is Civil Rights in the USA 1865-1992.

To be able to produce coursework worth 20% of the total award.

Programme of study by half term for 2017-18

Autumn Term: 1a	Autumn Term 1b
1. Civil Rights 1865-1992 2. Coursework	1. Civil Rights 1865-1992 2. Coursework
Assessment Exam work	Assessment Exam work / Coursework
Spring term 2a	Spring term 2b
1. Civil Rights 1865-1992 2. Coursework	1. Civil Rights 1865-1992 2. Coursework
Assessment Exam work / Coursework/Mock exams	Assessment Exam work / Coursework/Mock exams
Summer term 3a	Summer term 3b
1. Civil Rights 1865-1992 2. Coursework	N/A
Assessment Mocks / revision techniques	Assessment External Exams

Homework that will be set (general)

Variety - note making / documents / essay plans / document plans / research / **group** presentations / exam based revision.

Support available

Departmental support to help revision work / coursework preparation.
 Extra support classes are made available closer to the exams

Groupings or setting

Mixed ability groups

What parents can do to help

Ensure homework set is completed - check diaries / ring if any concerns

Help with access to resources - books / internet / libraries

Ensure students are attending all of their timetabled lessons

Check on coursework progress – Contact HOD if there are any concerns

Member of staff to contact if you have any queries:

Miss M Marsden

Head of History

Mathematics

Course: Edexcel A-Level Mathematics Code 9MA0

Paper 1 & Paper 2

Content overview

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

Homework

- Pupils need to complete the exercise in the book after each lesson and the mixed exercise at the end of each chapter

Assessment overview

- Chapter tests at the end of every chapter

Paper 3: Statistics and Mechanics

Content overview

Section A: Statistics

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

Section B: Mechanics

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 8 – Forces and Newton's laws
- Topic 9 – Moments

Homework

- Pupils need to complete the exercise in the book after each lesson and the mixed exercise at the end of each chapter

Assessment overview

- Chapter Tests at the end of each topic

Media Studies

Exam board: WJEC

Syllabus No: 603/1149/6

Web link: <http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/>

Students will be studying the role of the media through the analysis of media language, representation, industries and audiences. A variety of case studies will enable students to access and explore the chosen set products. The detailed study will develop critical thinking and analytical skills, which will enable students to understand the role of the media further.

A distinctive feature of the course is the practical production element. This enables students to put theory into practice by creating their own media products, thus affording opportunities for engagement in creative, imaginative and aesthetic activity.

Programme of study by half term for 2018/19

Autumn Term: 1a	Autumn Term 1b
Component 1: Section A- Media language and representation focusing on advertising, music videos and newspapers	Section A continued
Assessment Comparative essay of two products and how they use media language and representation that focuses upon the set products of advertising and marketing	Assessment Comparative essay of two products and how they use media language and representation that focuses upon the set products of music videos
Spring term 2a	Spring term 2b
Component 1: Section B- Media industries and audiences focusing on advertising, video games, newspapers and radio	Section B continued
Assessment Comparative essay of two products and how they use media industries and audiences to connect and attract and audience. This will focus on the role of film marketing.	Assessment Comparative essay of two products and how they use media industries and audiences to connect and attract and audience. This will focus on the role of video games and radio
Summer term 3a	Summer term 3b
Component 3:NEA assessment Students will be required to create one main practical piece and two ancillary texts to demonstrate their understanding of their chosen media industry.	Component 3 continued
Assessment One major media production, two ancillary texts, statement of aims and intentions	Assessment One major media production, two ancillary texts, statement of aims and intentions

Homework that will be set (general)

Presentations; short essays; visual presentations; analysis of chosen film/TV extracts; research and wider reading; practical work (filming, construction etc.).

General reading of Eduqas Media text book for A Level

Extra-Curricular activities available

After school coursework support on Thursday's in C23

Support available

Technical support for practical work - after school and during private study time, if required. Media staff are available on a one to one basis if required.

Groupings or setting

Component 3: NEA will be completed individually

What parents can do to help

- * Encourage wider reading of a variety of materials.
- * Keep a check on deadlines (which are non-negotiable)
- * All homework is important even if not written – ensure it is done
- * Encourage them to experience new texts, not being completely fed on a diet of reality TV shows, OK magazine and The Sun!
- * Encourage reading of Eduqas Media studies text book-
http://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=11&products_id=129

Member of staff to contact if you have any queries:

Mrs A Victor avictor@westhatch.essex.sch.uk

Physical Education

Exam Board: OCR

Syllabus No: H555

Web link: <http://www.ocr.org.uk>

OCR's A Level in Physical Education will equip learners with both a depth and breadth of knowledge, **understanding** and skills relating to scientific, socio-cultural and practical aspects of physical education.

This requires them to:

- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness

Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Programme of study for 2018/19

The modules that are studied throughout the year are:

Theoretical Component (70% of total course- Externally Assessed- 3 x External Exam Papers at the end of Year 13)

Component 01: Physiological factors affecting performance X1 2 HOUR PUBLIC EXAMINATION

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics.

Component 02: Psychological factors affecting performance X1 1 HOUR PUBLIC EXAMINATION

- 2.1 Skill acquisition
- 2.2 Sports psychology.

Component 03: Socio-cultural issues in physical activity and sport X1 HOUR PUBLIC EXAMINATION

- 3.1 Sport and Society
- 3.2 Contemporary issues in physical activity and sport.

Coursework Component (30% of total course)

Component 04: Performance in physical education (NEA)

- 4.1 Performance or coaching of an activity taken from the approved lists*.

Homework that will be set (general)

Homework is set on a weekly basis and will take the form of research tasks, past exam questions or questions based on the theme of the lesson.
Attendance at least one extra-curricular sports club per week is recommended which will aid the non-exam assessment.

Extra-Curricular activities available

Pupils in the sixth form have a range of extra-curricular sports clubs to choose from **throughout** the week to help them improve their performance. Pupils studying A **Level** PE are expected to attend at least 2 clubs.

Support available

Support is available for students following consultation with learning managers and **SEN** Department.

Groupings or setting

Groups are mixed ability.

What parents can do to help

Provide your son/daughter a quiet place to do homework
Show interest in what work they are doing
Contact the department without hesitation if you have concerns.

Member of staff to contact if you have any queries:

Mrs Reid Head of PE

BTEC SPORT AND EXERCISE SCIENCE

Exam Board: Pearson

Syllabus No:

Web link: <https://qualifications.pearson.com/>

Pearsons BTEC National Sport and Exercise Science will equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, psychological, and performance of sport and exercise science.

This requires them to:

Explore how the anatomy of the cardiovascular, respiratory, skeletal and muscular systems function to produce movements in sport and exercise.

Explore psychological factors that can affect performers in sport and exercise environments, and the interventions that can promote an appropriate mind set.

Develop the knowledge and ability to plan, deliver and evaluate coaching sessions that promote athletes' technical, tactical and fitness performance.

Explore theoretical and practical requirements for planning and instructing individual and group based exercise sessions.

Programme of study for 2017/18

The modules that are studied throughout the two years are:

2 x Externally assessed exams (Year 1)

2 x Internally assessed units of course work (Year2)

Unit 2 Functional Anatomy (External)

Demonstrate knowledge and understanding of the language, structure, characteristics and function of each anatomical system

Apply knowledge and understanding of the structure, characteristics and function of the anatomical systems in context

Analyse the anatomical systems' effectiveness in producing sport and exercise movements and evaluate their impact on performing movements successfully

Make connections between anatomical systems and how they interrelate in order to carry out different exercise and sporting movements in context

Unit 3 Applied Sport and Exercise Psychology (External)

Demonstrate knowledge and understanding of psychological factors, concepts, interventions and theories in sport and exercise activities

Apply knowledge and understanding of psychological factors, concepts, interventions and theories, and their influence in sport and exercise activities on real-life sporting contexts

Analyse and evaluate information related to individuals or teams to determine appropriate psychological interventions

Be able to recommend psychological interventions underpinned by theory and in context with appropriate justification

Unit 6 Coaching for Performance and Fitness (Internal)

Investigate coaching for performance and fitness

Explore practices, adaptations and measures used to develop performance and fitness

Demonstrate effective planning of coaching to develop performance and fitness

Explore the impact of coaching for performance and fitness.

Unit 10 Physical Activity for Individual and Group-based Exercise (Internal)

Explore the processes of health screening prior to physical activity participation

Examine different types of exercise for individual and group-based exercise sessions

Undertake planning and instructing of individual and group-based exercise sessions

Homework that will be set (general)

Homework is set on a weekly basis and will take the form of research tasks, past **exam** questions or questions based on the theme of the lesson.

Attendance at least one extra-curricular sports club per week is recommended which will aid the non-exam assessment.

Support available

Support is available for students following consultation with learning managers and **SEN** Department.

Groupings or setting

Groups are mixed ability.

What parents can do to help

Provide your son/daughter a quiet place to do homework
Show interest in what work they are doing
Contact the department without hesitation if you have concerns.
Revision workbook is available to buy online.

Member of staff to contact if you have any queries:

Mr Calver

Product Design

Product Design

Subject: D & T

A level Product Design

Exam Board: AQA Syllabus

No: 7552

Web link: www.aqa.org.uk

A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

- Technical principles
- designing and making principles.

The specification content is presented in a two column format. The left hand column contains the specification content all students must cover, and forms the basis for the assessments. This column gives additional information to ensure students study the topic in appropriate depth and gives teachers the parameters in which the subject will be assessed.

Students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas to inform their decisions in design and the application or development of technology. There are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during Key Stage 4, as well as those subjects that they are studying alongside A-level Design and Technology.

Students must also demonstrate maths and science skills. The right hand column throughout subject content illustrates potential links where maths and science skills and knowledge can be applied in the context of design and technology. These are examples of where these skills can be applied and are not intended to be exhaustive.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Materials and manufacture	Materials, environment and sustainability
Assessment ppe	Assessment Continued exam Qs
Spring term 2a	Spring term 2b
Smart materials uses and applications Coursework starts	CAD / CAM, industrial manufacture Research finalisation for coursework
Assessment Research section for Coursework	Assessment
Summer term 3a	Summer term 3b
Technical principles Designing of Coursework	Drawing skills Designing of coursework
Assessment	Assessment

Homework that will be set (general)

Controlled assessment and materials investigation homework will be continually set **on** a task by task basis.

Extra-Curricular activities available

An after schools club specifically for A level Wednesday evenings

Support available

The department will give individual support for every pupil that needs it.

Groupings or setting

None

What parents can do to help

Please support your son or daughter with every task they are completing and also **do** not hesitate to contact either members of staff for help and assistance

Member of staff to contact if you have any queries:

Mr J Limon Mr L Taylor

Psychology

Exam Board: AQA Syllabus No: 7181/2 Web link: <http://www.aqa.org.uk/subjects/psychology/asand-a-level/psychology-7181-7182>

Exam Board: AQA Syllabus No: 7181/2 Web link: <http://www.aqa.org.uk/subjects/psychology/asand-a-level/psychology-7181-7182>

The aim of the course is to equip students with a current psychological knowledge that is applicable to everyday life. The syllabus encourages students to generate an enthusiasm for the subject and offers opportunities for students to develop an independent and inquisitive style of enquiry that will give them the autonomy to shape their view of the world and their experiences within it.

The A level course comprises of three units. Some units are taught in Y12 and the following are taught in Y13:

Unit 2 – Psychology in context

Students develop their knowledge and understanding of concepts and theories that relate to Psychological Approaches and Research Methods. Students develop their skills of evaluation and analysis and apply of these approaches to everyday life. Students develop knowledge and understanding of research methods associated with these areas and conduct practical research to demonstrate their understanding. Topics include: Approaches in psychology – the Psychodynamic approach, the Humanistic approach, the Eclectic approach and comparison of the approaches, Biopsychology, and Research methods.

Unit 3 – Issues and Options in Psychology

Students develop their knowledge and understanding of concepts, theories and studies in relation to different topics. Topics include: Debates, schizophrenia, gender development and forensic psychology.

Programme of study by half term for 2019/20

Autumn Term: 1a	Autumn Term 1b
<p style="text-align: center;">Research Methods</p> <p>Students will be able to describe the main research methods used in Psychology. Identify the advantages and disadvantages of each method. Conduct and report on basic psychological investigations and demonstrate an awareness of the psychological ethical code of conduct. Present, analyse and interpret data that may arise from such methods.</p> <p style="text-align: center;">Psychology approaches</p> <p>Students will be able to outline the basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> - psychodynamic approach -humanistic approach -eclectic approach -comparison of approaches 	<p style="text-align: center;">Debates in Psychology</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Outline and evaluate each side of the debates in psychology - Apply their knowledge to topics in psychology <p style="text-align: center;">Biopsychology</p> <p>Students will be able to outline the basic assumptions of Biopsychology including the parts of the brain, localisation of function, endogenous pacemakers and exogenous zietgebers, biological rhythms.</p>
<p>Assessment</p> <p>Fortnightly assessments Formal mock examination</p>	<p>Assessment</p> <p>Fortnightly assessments Formal mock examination</p>

Spring term 2a	Spring term 2b
<p style="text-align: center;">Schizophrenia</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Outline symptoms and diagnosis of schizophrenia. -Outline and evaluate different explanations of schizophrenia -Outline and evaluate treatments of schizophrenia <p style="text-align: center;">Gender development</p> <ul style="list-style-type: none"> -Explain the difference between sex and gender -Outline theories of gender development and evaluate them -Outline and evaluate theories of gender dysphoria. 	<p style="text-align: center;">Forensic Psychology</p> <p>Students will be able to outline and evaluate:</p> <ul style="list-style-type: none"> - offender profiling techniques -Explanations of criminal behaviour -Ways of dealing with offending behaviour -treating offenders
<p>Assessment</p> <p>Practical investigation tasks Practice exam paper Formal mock examination</p>	<p>Assessment</p> <p>Practical investigation tasks Practice exam paper</p>
Summer term 3a	Summer term 3b
Revision	Revision Exams and study Leave
<p>Assessment</p> <p>Fortnightly formal assessments</p>	<p>Assessment</p> <p>1)External Examinations <input type="checkbox"/> May 2020</p>

Homework that will be set (general)

Students complete a range of independent learning tasks. These will include research of topics, exam questions, mind mapping, presentations, mnemonics, note taking and summaries of each lesson including reading around the topics before and after lessons.

Extra -Curricular activities available

Study sessions, drop in centre. 1:1 tutorials & supervised private study periods.

Support available

1:1 tutorials, drop in centre, supervised private study periods, revision sessions & online **support**.

Groupings or setting

Must have a pass in Y12 Psychology

What parents can do to help

Ensure that pupils are completing their after-school activities and excursions. Encourage a wider interest in Psychology such as reading of novels and watching films related to the core topics. Encourage an active role in revision clubs.

Member of staff to contact if you have any queries:

Ms J Williams – Head of Social Sciences

Religious Studies (Religion, Philosophy & Ethics)

Exam Board: OCR

Our A Level Religious studies specification will provide students with the exciting opportunity to gain a deeper understanding of world religions, and explore philosophy of religion, and religion and ethics. We as a department are striving to inspire students to engage in relevant topical issue and acquire knowledge and a critical understanding of major issues that are relevant to learners in the twenty-first century.

We are passionate about this subject and want to share our enthusiasm and are keen to enable students to acquire skills that will prepare them for higher education and the world of work. Religious studies offers the unique opportunity to develop transferable skills which will be of benefit across all areas of study. The Russell Group of top universities has made it clear that Religious Studies A Level provides 'suitable preparation for university generally'.

Modular Content for 2018/19 – Philosophy of Religion and Development in Christian Thought

Content overview	Assessment overview	
<p><u>Module 1:</u> (Autumn Term) The nature or attributes of God Religious language: negative, analogical or symbolic Religious language: twentieth-century perspectives and philosophical comparisons</p>	<p>Philosophy of Religion Learners will study: Ancient philosophical influences The nature of the soul, mind & body Arguments about the existence or non-existence of God The nature and impact of religious experience The challenge for religious belief of the problem of evil Ideas about the nature of God Issues in religious language</p>	<p>Developments in Religious thought Learners will study: Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world Sources of religious wisdom and authority Practices which shape and express religious identity, and how these vary within a tradition Significant social and historical developments in theology and religious thought Key themes related to the relationship between religion and society</p> <p>In the context of the religion of Christianity.</p>
<p><u>Module 2:</u> (Spring Term) Gender and Society Gender and Theology</p>		
<p><u>Module 3:</u> (Summer Term) The challenge of secularism Revision of Year 12 topics in class</p>		

Modular content for 2018/19– Religious Ethics and Development in Christian Thought

<p><u>Module 1:</u> (Autumn Term) Meta-ethical theories Conscience Sexual ethics</p>	<p>Religious Ethics Learners will study: Normative ethical theories The application of ethical theory to two contemporary issues of importance Ethical language and thought Debates surrounding the significant idea of conscience</p>	<p>Developments in Religious thought Learners will study:</p> <ul style="list-style-type: none"> Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world Sources of religious wisdom and authority Practices which shape and express religious
<p><u>Module 2:</u> (Spring Term) Religious pluralism and theology Religious pluralism and society</p>		
<p><u>Module 3:</u> (Summer Term) Liberation theology & Marx Revision of Year 12 topics in class.</p>		

	<p>Sexual ethics and the influence on ethical thought of development in religious beliefs.</p>	<p>identity, and how these vary within a tradition</p> <ul style="list-style-type: none"> • Significant social and historical developments in theology and religious thought • Key themes related to the relationship between religion and society <p>In the context of the religion of Christianity.</p>
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Work that will be set (general)

- Practice essays (Homework)
- Worksheets
- Additional reading
- Note taking
- Research tasks
- Essay planning

RS skills required

- Reading. (Scan reading specifically)
- Critical thinking
- Evaluation and analytical skills
- Discussion skills

Assessment

- PPE's
- Practice essay grades

Support available

- Internet RS Articles
- "I Think therefore I teach website:
- RS Review magazine
- Handouts-teacher notes
- A-Level textbook
- School Library
- Sixth Form Study Centre

What parents can do to help

- Access to internet.
- Encourage extra reading and note taking
- Question Son/Daughter about what they are studying.
- Ask Son/Daughter to teach you what they are learning. If they can effectively don this then it shows a high level of understanding

Science

Subject: **BIOLOGY**

Exam Board: OCR Biology A Syllabus No:

H020 Web link:

<http://www.ocr.org.uk/qualifications/as-a-levelgce-biology-a-h020-h420-from-2015/>

Aims of the course

Exam Board: OCR Biology A Syllabus No: H420 Web

<http://www.ocr.org.uk/qualifications/as-a-levelgce-biology-a-h020-h420-from-2015/>

link:

- Develop essential knowledge and understanding of biological facts, concepts and principles' together with an appreciation of their significance, and the skills needed for their use in new and changing situations.
- Promote an appreciation of the importance of experimental and investigatory work in the study of biology and develop an understanding of the link between theory and experiment and of scientific methods.
- Develop an understanding of the connections between facts, principles and concepts from different areas of biology.
- Sustain and develop an enjoyment of, and interest in, the study of living organisms
- Recognise the value and responsible use of biology in society.
- Be a suitable preparation for biological studies in higher and other educational establishments and for professional courses which require candidates to have a knowledge of biology when admitted.

Programme of study for 2019/20

Content overview	Assessment overview	Modules assessed
Module 1 – Development of practical skills in biology	Biological processes (01) 100 marks 2 hour 15 minutes written paper 37% of total A level	Modules 1, 2, 3 and 5.
Module 2 – Foundations in biology	Biological diversity (02) 100 marks 2 hour 15 minutes written paper 37% of total A level	Modules 1, 2, 4 and 6.
Module 3 – Exchange and transport	Unified biology (03) 70 marks 1 hour 30 minutes written paper 26% of total A level	All modules (1 to 6).
Module 4 – Biodiversity, evolution and disease	Practical Endorsement in biology (04) (non exam assessment)	
Module 5 – Communication, homeostasis and energy		
Module 6 – Genetics, evolution and ecosystems		

Modular content for 2019/20

Module 5 – Communication, Homeostasis, and energy	Neuronal communication, Hormonal communication, Homeostasis, Plant responses, Energy for biological processes and Respiration
Module 6 – Genetics, evolution, and ecosystems	Genetics of living systems, Patterns of inheritance and variation, Manipulating genomes, Cloning and biotechnology, Ecosystems, Populations and sustainability

Work that will be set (general)

Essays or pieces of extended writing
 Supplementation of notes
 Independent learning
 Past papers
 The study of mark schemes and examiners reports
 Intervention sessions for under achieving pupils
 PAG preparation and catch up sessions
 Green and yellow booklets to be used as wider reading stimulus

Mathematic skills required

Arithmetic and numerical computation
 Handling data
 Algebra
 Graphs
 Geometry and trigonometry

Support available

An OCR textbook
 Factsheets
 Biology websites
 Shared area with all resources.
 Green and yellow booklets
 Past papers
 Course objectives
 Intervention sessions for under achieving pupils

Assessment

Regular assessment
 Examinations every 6 weeks in line with the schools assessment plan
 PPE in November 2018 and march 2019
 June examinations covering Biological processes, Biological diversity and Unified biology

What parents can do to help

Ensure folders are up to date
Encourage reading of biological sciences and other relevant literature
Ensure good attendance in lessons
Ensure all homework is completed by checking show my homework
Ensure pupils attend intervention sessions
Ensure pupils compete revision every week
Ensure pupils complete one past paper every week.

Members of staff to contact if you have any queries:

Mrs P Mathison (Head of Biology)

CHEMISTRY

Aims of the course

Exam Board: OCR Chemistry B (Salters) Syllabus No: H433 Web link: <http://www.ocr.org.uk/qualifications/as-a-level/gce-chemistry-b-salters-h033-h433-from-2015/>

- 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, mathematical 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.

Programme of study for 2019/20

Content overview	Assessment overview	
Module 1: Development of practical skills in Chemistry	Fundamentals in chemistry (01) 110 marks	Scientific literacy in chemistry (02) 100 marks
Module 2: Elements of life	2 hours and 15 minutes written paper 41% of A level	2 hours and 15 minutes written paper 37% of A level
Module 3: Developing fuels		
Module 4: Elements from the sea		
Module 5: The ozone story		
Module 6: What's in a medicine?		
Module 7: The chemical industry	Practical skills in chemistry (03) 60 marks	Practical endorsement in chemistry (04)
Module: Polymers and life	1 hours and 30 minutes written paper 22% of A level	Non-exam assessment Reported separately
Module: Oceans		
Module: Developing metals		
Module: Colour by design		

All components include synoptic assessment

Work that will be set (general)

- Extended writing tasks
- Supplementation of notes
- Independent learning
- Past papers
- The study of mark schemes

- Assessment booklets

Mathematic skills required

- Arithmetic and numerical computation
- Handling data
- Algebra
- Graphs
- Geometry and trigonometry

Assessment

- Regular fortnightly assessment of the lesson content and intervention topics
- Examinations every 6 weeks in line with the schools assessment plan
- Pre public exam in December 2018 April 2019
- June public examinations

Support available

- An OCR textbook
- Numerous A level textbooks in S17 and S18 for wider reading
- Factsheets
- Chemistry websites
- Shared area with all resources.
- Revision guides
- Key terms
- Past papers
- Course objectives
- Assessment booklets
- Intervention sessions for under achieving pupils

What parents can do to help

- Look at the chemistry website for deadlines.
 - Take an interest in your child's chemistry – get them to explain what they have learned in lessons.
 - Make sure they are studying chemistry for at least five hours a week outside of school hours.
 - Ensure that your child has a suitable place to study.
 - Take note of, and make sure your child adheres to the content of any chemistry contract letters. These should be kept safe.
- Attend intervention meetings, if necessary, following internal assessments.
- Encourage reading of chemistry and other relevant literature.
 - Ensure good attendance in lessons.
 - Ensure all homework is completed by checking show my homework.

Members of staff to contact if you have any queries:**Mr G Hikel (Head of department)****Subject: PHYSICS**Exam Board: OCR Physics A Syllabus No: H Web link: <http://www.ocr.org.uk/qualifications/as-a-levelgce-physics-a-h156-h556-from-2015/>**Aims of the course**

- Develop essential knowledge and understanding of different areas of physics 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, mathematical and problem solving skills.
- Develop their interest in and enthusiasm for physics, including developing an interest in further study and careers associated with physics.
- Understand how society makes decisions scientific issues and how the sciences contribute to the success of the economy and society.

Programme of study for 2019/20

Content overview	Assessment overview	Modules assessed
Module 1 – Development of practical skills in physics	Modelling physics (01) 100 marks 2 hour 15 minutes written paper 37% of total A level	Modules 1, 2, 3 and 5.
Module 2 – Foundations of physics	Exploring physics (02) 100 marks 2 hour 15 minutes written paper 37% of total A level	Modules 1, 2, 4 and 6.
Module 3 – Forces and motion	Unified physics (03) 70 marks 1 hour 30 minutes written paper 26% of total A level	All modules (1 to 6).
Module 4 – Electrons, waves and photons.	Practical Endorsement in physics (04) (non exam assessment) Reported separately.	
Module 5 – Newtonian world and astrophysics		
Module 6 – Particles and medical physics.		

Modular content for 2019/20

Module 5 – Newtonian world and astrophysics	Thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology
Module 6 – Particles and medical physics	Capacitors, electric fields, electromagnetism, nuclear and particle physics, medical imaging.

Homework that will be set (general)

Essays or pieces of extended writing
 Supplementation of notes
 Independent learning
 Past papers
 The study of mark schemes
 Intervention sessions for under achieving pupils

Support available

An OCR textbook
 Numerous A level textbooks in S3 for wider reading
 Factsheets
 Physics websites
 Revision guide
 Key terms
 Past papers
 Course objectives

Assessment

Regular fortnightly assessment
 Examinations every 6 weeks in line with the schools assessment plan
 Pre public exam in December 2018 April 2019

Groupings or setting

One mixed ability group

What parents can do to help

Ensure folders are up to date
 Encourage reading of other relevant literature
 Ensure good attendance in lessons
 Ensure all homework is completed by checking show my homework
 Ensure pupils attend intervention sessions
 Ensure pupils compete revision every week
 Ensure pupils complete one past paper at least every 2 weeks.

Members of staff to contact if you have any queries:

Miss A Bhatia (Head of Physics)

Sociology

Exam Board: AQA Syllabus No: 7191/2 Web link: <http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

The aim of the course is to equip students with a current sociological knowledge that is applicable to **everyday** life. The syllabus encourages students to review and reflect upon the structure and meaning of **the** society in which we grow up in. Students will be encouraged to assess current social issues and design social policies to combat these issues. The role of social change is reviewed and the impacts have had upon our lives.

The AS (First year of A level) course comprises of two units.

Unit 1 – Education with Methods in Context

Students develop their knowledge and understanding of concepts, theories and studies in relation to Education. Students will look at the role and purpose of education, differences in achievement of social groups, class groups and gender, the effects of teacher and pupil's relationships and the significance of educational policies.

Unit 2 – Research Methods and Topics in Sociology

Students develop their knowledge and understanding of concepts, theories and studies in relation to families and households and Research Methods. Students will look at the changing patterns of marriage, relationships between family and social structure and social change, review gender roles and power relationships, the nature of childhood and changes in the family and society over time.

Programme of study by half term for 2019/20

Autumn Term: 1a / Autumn Term 1b	Spring term 1a / Spring term 2b
<p>Research Methods Students will study:</p> <p>Quantitative and qualitative methods of research; their strengths and limitations; research design.</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics; the strengths and limitations of these sources.</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p>	<p>Families and Households Students will be able to:</p> <p>Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures.</p> <p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</p> <p>Gender roles, domestic labour and power relationships within the family in contemporary society.</p> <p>The nature of childhood, and changes in the status of children in the family and society.</p> <p>Demographic trends in the UK since 1900; birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p>
<p>Assessment</p> <p>Practical investigation tasks</p> <p>Practice exam paper</p> <p>Formal mock examination</p>	<p>Assessment</p> <p>Practical investigation tasks</p> <p>Practice exam paper</p> <p>Formal mock examination</p>

Summer term 3a	Summer term 3b
<p style="text-align: center;">Education</p> <p>Students will study:</p> <p>The role and functions of education, including its relationship to the economy and to class structure.</p> <p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p> <p>Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.</p> <p>The significance of educational policies, including policies of selection, marketization and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.</p>	<p>Revision</p> <p>Exams and study Leave</p>
<p>Assessment</p> <p>Fortnightly formal assessments</p> <p>Formal mock exam</p>	<p>Assessment</p> <p>1) Internal examinations</p> <p style="text-align: right;">□ May 2020</p>

Homework that will be set (general)

Students complete a range of independent learning tasks. These will include research of topics, exam questions, mind mapping, presentations, mnemonics, note taking and summaries of each lesson including reading around the topics before and after lessons.

Support available

<ul style="list-style-type: none"> 1:1 tutorials Drop in centre Supervised private study periods Revision sessions
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What parents can do to help

<ul style="list-style-type: none"> Ensure that pupils are completing their homework Encourage an active role in lunch time clubs, after-school activities and excursions. Encourage a wider interest in Sociology such as reading of novels and watching films related to the core topics
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Member of staff to contact if you have any queries:

Ms J Williams - Head of Social Sciences