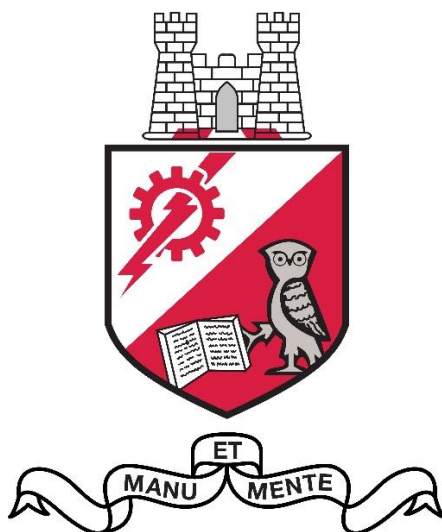


# WEST HATCH HIGH SCHOOL



## Year 12 Course Outlines

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 8AD0**

**Web link: [www.edexcel.com](http://www.edexcel.com)**

Component 1: Personal Investigation AS coursework. Theme Portraits and personal identity. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. This will require students to address each of the assessment objectives which are 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 their work develops. AO3 – Record ideas, observations and insights relevant to their intentions, reflecting critically on their work and progress. AO4 – Present a personal, and meaningful response that realising intentions and, where appropriate, makes connections between visual, and other elements.

### Programme of study by half term

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Component 1 AS: Personal investigation - Portraits and personal identity. This incorporates two major elements: Supporting studies and practical work will comprise a portfolio of development work and outcomes based on the theme and ideas developed.	Portraits and personal identity. Students use a variety of techniques and materials including drawing pencil, colour pencil, oil crayon, painting and written work.
<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.	<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Component 1: Personal investigation – Passions and Obsessions. This is the start of the full A level course which incorporates three major elements: supporting studies, practical work and a personal study. Preparatory work for controlled assessment exam in May.	Component 1: A level project. Preparatory work for controlled assessment exam in May.
<b>Assessment</b> By outcome. Coursework 60%,	<b>Assessment</b> By outcome. Coursework 60%,
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Component 1: Personal investigation A level project.	Continue personal investigation A2 course.
<b>Assessment</b> By outcome. Coursework 60%, Terminal Examination 40%.	<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.

### **Homework that will be set (general)**

A list of homework and coursework tasks for the year is printed in students 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
<b>Assessments:</b> External: Units 3,6,7 Jan and May 2019	<b>Assessment</b> External: Units 3,6,7 Jan and May 2019	<b>Assessment</b> Portfolio assessment	<b>Assessment</b> Portfolio assessment	<b>Assessment</b> 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/edexce-l-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

<b>Year 12- Autumn Term: Teacher A</b>	<b>Year 12- Autumn Term : Teacher B</b>
<p><b>Theme 1 – Markets, Consumers and Firms</b> Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• <b>1.1 – Scarcity, Choice and Potential Conflicts</b></li> <li>• <b>1.2- Enterprise, Business and the Economy</b></li> <li>• <b>1.3.1-4 – Introducing The Markets: Price Mechanisms</b></li> </ul>	<p><b>Theme 2– The Wider Economic Environment</b> Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• <b>2.1- Business Growth and Competitive Advantage</b></li> <li>• <b>2.2- Firms, Consumers, and Elasticities of Demand</b></li> </ul>
<p><b>Assessment</b> Topic Tests Exam style questions as homework Mock paper</p>	<p><b>Assessment</b> Topic Tests Exam style questions as homework Mock paper</p>
<b>Year 12- Spring term – Teacher A</b>	<b>Year 12- Spring term – Teacher B</b>
<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• <b>1.3.5-6 – Markets, Consumers and Competition</b></li> <li>• <b>1.4 – The Role of Credit in the Economy</b></li> </ul>	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• <b>2.3 – Productive efficiency</b></li> <li>• <b>2.4 – Life in a Global Economy</b></li> </ul>

<b>Year 12- Summer term – Teacher A</b> Students will develop an understanding of: <ul style="list-style-type: none"> <li>• <b>1.5 – Market Failure</b></li> <li>• <b>1.6 – Revenue, Costs, Profits, Cash</b></li> </ul>	<b>Year 12- Summer term – Teacher B</b> Students will develop an understanding of: <ul style="list-style-type: none"> <li>• <b>2.5 – The Economic Cycle</b></li> <li>• <b>2.6- Introduction to Macroeconomic Policy</b></li> </ul>
<b>Assessment</b> Topic Tests Exam style questions as homework Exam paper – June 2020	<b>Assessment</b> Topic Tests Exam style questions as homework Exam paper – June 2020
<ul style="list-style-type: none"> <li>• <b>No External Assessment at the End of the First Year.</b></li> <li>• <b>Pre Public Examination will be used to identify under/over achievers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No External Assessment at the End of the First Year.</b></li> <li>• <b>Pre Public Examination will be used to identify under/over achievers.</b></li> </ul>

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

### 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](http://www.tutor2u.net) or at [www.bized.ac.uk](http://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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<p><b>Theme 1 –</b> Students will develop an understanding of: <b>1.1 - Meeting customer needs</b> <b>1.2 - The market</b></p>	<p><b>Theme 2–</b> Students will develop an understanding of: <b>2.1 Raising Finance</b> <b>2.2 Financial planning</b></p>
<p><b>Assessment</b> Topic Tests Exam style questions as homework Mock paper</p>	<p><b>Assessment</b> Topic Tests Exam style questions as homework Mock paper</p>
<p><b>Year 12 - Spring term – Teacher A</b></p>	<p><b>Year 12 - Spring term – Teacher B</b></p>
<p>Students will develop an understanding of: <b>1.3 - Marketing mix and strategy</b> <b>1.4 - Managing people</b></p>	<p>Students will develop an understanding of: <b>2.3 Managing Finance</b> <b>2.4 Resource management</b></p>
<p><b>Year 12 - Summer term – Teacher A</b> Students will develop an understanding of: <b>1.5 - Entrepreneurs and leaders</b></p>	<p><b>Year 12 - Summer term – Teacher B</b> Students will develop an understanding of: <b>2.5 External influences</b></p>
<p><b>Assessment</b> Topic Tests Exam style questions as homework Exam paper – June 2020</p>	<p><b>Assessment</b> Topic Tests Exam style questions as homework Exam paper – June 2020</p>
<ul style="list-style-type: none"> <li>• <b>No External Assessment at the End of the First Year.</b></li> <li>• <b>Pre Public Examination will be used to identify under/over achievers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No External Assessment at the End of the First Year.</b></li> <li>• <b>Pre Public Examination will be used to identify under/over achievers.</b></li> </ul>

**Programme of study 2019/20**

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



<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• <b>3.4 Influences on Business Decisions</b></li> <li>• <b>3.5 Assessing Competitiveness</b></li> <li>• <b>3.6 Managing Change</b></li> </ul>	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• <b>4.3 Global Marketing</b></li> <li>• <b>4.4 Global Industries and Companies (MNC's)</b></li> </ul>
<p><b>Assessment</b>  Topic Tests  Exam style questions as homework  Summer Exams May/June 2020</p>	<p><b>Assessment</b>  Topic Tests  Exam style questions as homework  Summer Exams May/June 2020</p>
<p><b>Paper 3: Based on source document with a synoptic link</b></p>	<p><b>Paper 3: Based on source document with a synoptic link</b></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](http://www.tutor2u.net) or at [www.bized.ac.uk](http://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**



## Dance

The Level 3 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 is studied in Year 12 focusing on understanding professional practitioners and Dance technique.

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

<b>Investigating Professional Practitioners</b>	<b>Assessment</b>
Learners will investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. Students will develop skills that allow you to investigate the work of influential performing arts practitioners. You will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme.	Task set and marked by Pearson consisting of Part A and Part B. Four weeks prior to the supervised assessment period, learners will be provided with Part A for a four week term time period in order to carry out investigation and critical analysis. Part B will be completed in three hours on a date timetabled by Pearson. 60marks.
<b>Developing Skills and Techniques in Performing Arts</b>	<b>Assessment</b>
Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.	Students will be assessed on their practical performances of dances in Ballet and Jazz and on their ability to evaluate their 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

[Navigate to the start.](#)

# English (Literature & Language)

## English Language and Literature – Year 12

<b>Autumn 1</b>				<b>Autumn 2</b>	
<b>A</b>	<b>'A Streetcar Named Desire'</b> (Component 1, Section B)			<b>A</b>	<b>'A Streetcar Named Desire'</b> (Component 1, Section B)
<b>B</b>	<b>'Voices in Speech and Writing' Anthology</b> (Component 1, Section A)			<b>B</b>	<b>'Voices in Speech and Writing' Anthology</b> (Component 1, Section A)
<b>Spring 1</b>				<b>Spring 2</b>	
<b>A</b>	<b>'The Great Gatsby'</b> (Component 2, Section B)			<b>A</b>	<b>'The Great Gatsby'</b> (Component 2, Section B)
<b>B</b>	<b>'Othello'</b> (Component 2, Section B)			<b>B</b>	<b>'Othello'</b> (Component 2, Section B)
<b>Summer 1</b>				<b>Summer 3</b>	
<b>A</b>	<b>Unseen Prose:</b> (Component 2, Section A)	<b>Exam prep:</b> Component 1	<b>PPEs:</b> Component 1	<b>A</b>	<b>Coursework Reading/Research Task</b> (Component 3)
				PPE Moderation, marking and feedback	
<b>B</b>	<b>Unseen Prose:</b> (Component 2, Section A)	<b>Exam prep:</b> Component 2	<b>PPEs:</b> Component 2	<b>B</b>	<b>Coursework Reading/Research Task</b> (Component 3)
				PPE Moderation, marking and feedback	

**English Literature – Year 12**

<b>Autumn 1</b>		<b>Autumn 2</b>			
<b>A</b>	<b>'The Handmaid's Tale'</b> (Component 2)	<b>A</b>	<b>'The Handmaid's Tale'</b> (Component 2)		
<b>B</b>	<b>'Othello'</b> (plus Critical Anthology) (Component 1 – Section A)	<b>B</b>	<b>'Othello'</b> (plus Critical Anthology) (Component 1 – Section A)		
<b>Spring 1</b>		<b>Spring 2</b>			
<b>A</b>	<b>'Frankenstein'</b> (Component 2)	<b>A</b>	<b>'Frankenstein'</b> (Component 2)		
<b>B</b>	<b>'The Wife of Bath'</b> (Component 3 – Section B)	<b>B</b>	<b>'The Wife of Bath'</b> (Component 3 – Section B)		
<b>Summer 1</b>		<b>Summer 2</b>			
<b>A</b>	<b>'Poems of the Decade'</b> (Unseen and Comparison Skills) (Component 3 – Section A)	<b>A</b>	<b>Exam Prep:</b> (Component 2 and Component 3a)	<b>PPEs:</b> Component 2 Component 3a	<b>Coursework</b>
					<i>PPE marking, moderation and feedback</i>
<b>B</b>	<b>'The Wife of Bath'</b> (Component 3 – Section B)	<b>B</b>	<b>Exam Prep:</b> (Component 1a and Component 3b)	<b>PPEs:</b> Component 1a Component 3b	<b>Coursework</b>
					<i>PPE marking, moderation and feedback</i>

## Geography

Exam Board: OCR Syllabus No:

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

The course aims to encourage learners to develop a range of skills for Higher Education and the world of work. The content is relevant to a citizen of the 21<sup>st</sup> century. Students will understand the nature of physical and human environments whilst unpicking the debates that surround contemporary challenges that the world faces today.

### Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
<p><u>Climate change</u> Students will look at past climate patterns on Earth. They will learn about the causes and impacts of climate change. They will also look at the debate over climate change within the media and they will assess whether HICs or LIC/NICs are more to blame for the acceleration of climate change. Students will look at what national governments and the UK are doing to tackle climate change and assess how successful these are.</p> <p><u>Changing Spaces, Making Places</u> Students will explore what factors make a place unique, how economic change influences patterns of social inequality in places, who influences economic change, how places can be rebranded or altered through careful planning.</p>	
<p><b>Assessment</b> Exam questions marked to exam board standards PPE Paper 1 (1 hour 30 mins)</p>	
Spring term 2a	Spring term 2b
<p>Geographical debates <u>Landscape Systems – Coastal Landscapes</u> Students will enhance their foundation of knowledge from GCSE. They will study how coastal landscapes can be viewed as system, how landforms are developed and the impact of climate change and human activity on coastal environments.</p> <p><u>Disease Dilemmas</u> This unit focuses on the classification, and distribution of the world's worst diseases. Students will learn about the prevalence of diseases around the world. They will focus on how diseases spread and how this can be predicted and prevented. They will look at the association between climate, wealth and disease and will study a range of contemporary case studies during the unit.</p>	
<p><b>Assessment</b> Exam questions marked to exam board standards PPE Paper 2</p>	
Summer term 3a	Summer term 3b



Revision for both papers	Starting the year 13 course by planning the individual fieldwork investigation and completing fieldwork
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**Homework that will be set (general)**

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

**Extra Curricular activities available**

Fieldtrips

**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. Phillip Allen Geography Review Magazine and revision books published through Hodder.

**Groupings or setting**

No setting

**What parents can do to help**

Encourage students to read news articles on apps on their phone such as BBC and Guardian. Provide access to the internet and a suitable place for individual study. Support the department in carrying out fieldwork.

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

**Miss Z Barrett Head of Department**

# History

[Navigate to the start.](#)

# 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

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Component 1: Section A- Media language and representation focusing on advertising, music videos and newspapers	Section A continued
<b>Assessment</b> Comparative essay of two products and how they use media language and representation that focuses upon the set products of advertising and marketing	<b>Assessment</b> Comparative essay of two products and how they use media language and representation that focuses upon the set products of music videos
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Component 1: Section B- Media industries and audiences focusing on advertising, video games, newspapers and radio	Section B continued
<b>Assessment</b> 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.	<b>Assessment</b> 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
<b>Summer term 3a</b>	<b>Summer term 3b</b>
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
<b>Assessment</b>	<b>Assessment</b>

One major media production, two ancillary texts, statement of aims and intentions	One major media production, two ancillary texts, statement of aims and intentions
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### 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](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](mailto: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

Subject: D & T      Alevel Product Design

Exam Board: AQA  
Syllabus No: 7552  
Web link: [www.aqa.org.uk](http://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

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

### **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>

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

## Unit 1 – Introductory topics in Psychology

Students develop their knowledge and understanding of concepts, theories and studies in relation to social influence, memory and attachment. Topics include: Social Influence – obedience, conformity and resisting social influence, Cognitive Psychology- Memory & Eye Witness Testimony, Developmental- Attachments & adult relationships.

## 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 – Learning approaches, the cognitive approach, the biological approach and Biopsychology, Psychopathology - Abnormality & Treating Disorders and Research methods

Programme of study by half term for 2019/20

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<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: - Learning approaches: the behaviourist approach and social learning theory.</p> <ul style="list-style-type: none"> <li>- The cognitive approach.</li> <li>- The biological approach.</li> </ul>	<p style="text-align: center;">Cognitive Psychology</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Outline and evaluate the multi-store model and the working memory model of memory.</li> <li>- Explain types of long term memory and explanations of forgetting.</li> <li>- Apply their knowledge to discuss the accuracy of eyewitness testimony and improve its accuracy.</li> </ul> <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"> <li>-the biological approach</li> <li>- the cognitive approach</li> <li>- The behaviourist approach</li> <li>- The social learning theory</li> <li>- Biopsychology including the divisions of the nervous system, the structure and function of neurons, the function of the endocrine system and the fight or flight response.</li> </ul>
<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Fortnightly assessments</li> <li>2) Formal mock examination</li> </ol>	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Fortnightly assessments</li> <li>2) Formal mock examination</li> </ol>
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<p style="text-align: center;">Social Psychology</p> <p>Students will be able to:</p>	<p style="text-align: center;">Psychopathology</p> <p>Students will be able to outline:</p> <ul style="list-style-type: none"> <li>- Definitions of abnormality.</li> </ul>

<ul style="list-style-type: none"> <li>-Outline types of conformity, explanations for conformity and factors affecting conformity.</li> <li>- Explain conformity to social roles.</li> <li>- Outline explanations for obedience and situational variables affecting obedience.</li> <li>- Give explanations for resistance to social influence.</li> <li>- Explain minority influence and the role of social influences processes in social change.</li> </ul> <p style="text-align: center;">Developmental Psychology</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Explain caregiver-infant interactions in humans and animals.</li> <li>- Outline theories of attachments and evaluate them for their validity.</li> <li>- Describe the different types of attachment infant's form and the influence of early attachment on adult relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- The behavioural, emotional and cognitive characteristics of phobias, depression and OCD.</li> <li>- The behavioural approach to explaining and treating phobia.</li> <li>-The cognitive approach to explaining and treating depression.</li> <li>- The biological approach to explaining and treating OCD.</li> </ul>
<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Practical investigation tasks</li> <li>2) Practice exam paper</li> </ol>	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Practical investigation tasks</li> <li>2) Practice exam paper</li> <li>3) Formal mock examination</li> </ol>
<p><b>Summer term 3a</b></p>	<p><b>Summer term 3b</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Exams</li> </ul>
<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Fortnightly formal assessments</li> <li>2) Formal mock exam</li> </ol>	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Internal Examinations             <ul style="list-style-type: none"> <li><input type="checkbox"/> May 2020</li> </ul> </li> </ol>

**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**

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

**Groupings or setting**

Must have a 5 or above in English, and a 5 or above in Maths and Science

**What parents can do to help**

Ensure that pupils are completing their after-school activities. Encourage a wider interest in Psychology such as reading of novels and watching films related to the core topics. Encourage an active role in lunch time or after school 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><b>Module 1:</b> (Autumn Term) Ancient Philosophical influences + Soul, Mind * Body. Arguments based on observation, e.g. cosmological + design arguments</p>	<p><b>Philosophy of Religion</b> Learners will study: Ancient philosophical influences The nature of the soul, mind &amp; 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><b>Developments in Religious thought</b> 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 In the context of the religion of Christianity.</p>
<p><b>Module 2:</b> (Spring Term) Arguments based on reason e.g. Ontological argument. Religious Experience &amp; The Problem of Evil.</p>		
<p><b>Module 3:</b> (Summer Term) Augustine's teaching on human nature. Death &amp; the afterlife. Knowledge of God's existence.</p>		

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

<p><b>Module 1:</b> (Autumn Term) Natural Law Situation Ethics Kantian Ethics</p>	<p><b>Religious Ethics</b> Learners will study: Normative ethical theories The application of ethical theory to two contemporary issues of importance</p>	<p><b>Developments in Religious thought</b> Learners will study:  <ul style="list-style-type: none"> <li>Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</li> </ul> </p>
<p><b>Module 2:</b> (Spring Term) Utilitarianism Euthanasia Business Ethics</p>		

<p><b>Module 3: (Summer Term)</b>          The Person of Jesus Christ          Christian Moral Principles          Christian Moral Action</p>	<p>Ethical language and thought          Debates surrounding the significant idea of conscience          Sexual ethics and the influence on ethical thought of development in religious beliefs.</p>	<ul style="list-style-type: none"> <li>• Sources of religious wisdom and authority</li> <li>• Practices which shape and express religious identity, and how these vary within a tradition</li> <li>• Significant social and historical developments in theology and religious thought</li> <li>• Key themes related to the relationship between religion and society</li> </ul> <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

- 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 2018-19

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  <b>37% of total A level</b>	Modules 1, 2, 3 and 5.
Module 2 – Foundations in biology	Biological diversity (02) 100 marks 2 hour 15 minutes written paper  <b>37% of total A level</b>	Modules 1, 2, 4 and 6.
Module 3 – Exchange and transport	Unified biology (03) 70 marks 1 hour 30 minutes written paper  <b>26% of total A level</b>	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 1: Development of practical skills in Biology	<b>Planning, implementing, analysis, evaluation of practical skills</b>
Module 2: Foundations in biology	<b>Cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation</b>
Module 3: Exchange and transport	<b>Exchange surfaces, transport in animals, transport in plants</b>
Module 4: Biodiversity, evolution and disease	<b>Communicable diseases, disease prevention and the immune system, biodiversity, classification and evolution.</b>

### 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
- PAG preparation and catch up sessions
- Green and yellow booklets as assessment and wider reading materials

### Mathematic skills required

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

### Assessment

- Regular assessment
- Examinations every 6 weeks in line with the schools assessment plan
- PPE's

### Support available

- An OCR textbook
- Factsheets
- Biology websites
- Shared area with all resources.
- Past papers
- Course objectives

- Green and yellow booklets
- Intervention sessions for under achieving pupils

### **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 complete revision every week
- Ensure pupils complete one past paper every week
- 

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

**Mr P Mathison (Head of Biology)**

Year Group: 12

Key stage 5

Subject: CHEMISTRY

Exam Board: OCR Chemistry B (Salters)  
 Syllabus No: H033 Web link:  
<http://www.ocr.org.uk/qualifications/as-a-levelgce-chemistry-b-salters-h033-h433-from-2015/>

## Aims of the course

- 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	2 hours and 15 minutes written paper
Module 3: Developing fuels	41% of A level	37% of A level
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	Non-exam assessment Reported separately
Module: Oceans	22% of A level	
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
- PPEs

### Support available

- An OCR textbook
- Numerous AS 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.

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

**Mr G Hikel (Head of department)**

Year Group: 12

Key stage 5

Subject: PHYSICS

Exam Board: OCR Physics A

Syllabus No: H156

Web link:

<http://www.ocr.org.uk/qualifications/asa-level-gce-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 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	Modules assessed
Module 1 – Development of practical skills in physics	Modelling physics (01) 100 marks 2 hour 15 minutes written paper  <b>37% of total A level</b>	Modules 1, 2, 3 and 5.
Module 2 – Foundations of physics	Exploring physics (02) 100 marks 2 hour 15 minutes written paper  <b>37% of total A level</b>	Modules 1, 2, 4 and 6.
Module 3 – Forces and motion	Unified physics (03) 70 marks 1 hour 30 minutes written paper  <b>26% of total A level</b>	All modules (1 to 6).
Module 4 – Electrons, waves and photons.	Practical Endorsement in physics (04)  (non exam assessment)  <b>Reported separately.</b>	
Module 5 – Newtonian world and astrophysics		
Module 6 – Particles and medical physics.		

**Modular content for 2019/20**

Module 1: Development of practical skills in physics.	<b>Planning, implementing, analysis, evaluation of practical skills</b>
Module 2: Foundations of physics	<b>Physical quantities, physical measurements, treatment of errors and uncertainties, SI units, scalars and vectors</b>
Module 3: Forces and motion	<b>Motion, kinematics, linear motion, projectile motion, dynamics, motion with non –uniform acceleration, equilibrium, density and pressure, work energy and power, springs, mechanical properties of matter, Newton’s laws of motion, collisions.</b>
Module 4: Electrons, waves and photons.	<b>Charge and current, energy, power and resistance, electrical circuits, waves, quantum physics,</b>

**Work that will be set (general)**

- Essays or pieces of extended writing
- Supplementation of notes
- Independent learning
- Past papers
- The study of mark schemes

**Mathematic skills required**

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

**Assessment**

- Regular fortnightly assessment
- Examinations every 6 weeks in line with the schools assessment plan
- PPEs

**Support available**

- An OCR textbook
- Numerous AS textbooks in S3 for wider reading
- Factsheets
- Physics websites
- Revision guides



- Key terms
- Past papers
- Course objectives
- Intervention sessions for under achieving pupils

### What parents can do to help

- Ensure books are up to date
- Encourage reading of relevant literature
- Ensure good attendance in lessons
- Ensure all homework is completed by checking show my homework
- Ensure pupils attend intervention sessions
- Ensure pupils complete revision every week
- Ensure pupils complete one past paper at least every 2 weeks.
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**Member 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 <sup>social</sup> 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> <ul style="list-style-type: none"> <li>Quantitative and qualitative methods of research; their strengths and limitations; research design.</li> <li>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics; the strengths and limitations of these sources.</li> <li>The distinction between primary and secondary data, and between quantitative and qualitative data.</li> <li>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.</li> <li>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</li> </ul>	<p>Families and Households Students will be able to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</li> <li>Gender roles, domestic labour and power relationships within the family in contemporary society.</li> <li>The nature of childhood, and changes in the status of children in the family and society.</li> <li>Demographic trends in the UK since 1900; birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul>
<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Practical investigation tasks</li> <li>2) Practice exam paper</li> <li>3) Formal mock examination</li> </ol>	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Practical investigation tasks</li> <li>2) Practice exam paper</li> <li>3) Formal mock examination</li> </ol>
<b>Summer term 3a</b>	<b>Summer term 3b</b>

<p style="text-align: center;"><b>Education</b></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>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Exams and study Leave</li> </ul>
<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Fortnightly formal assessments</li> <li>2) Formal mock exam</li> </ol>	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Internal examinations             <ul style="list-style-type: none"> <li><input type="checkbox"/> May 2020</li> </ul> </li> </ol>

**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**

- 1:1 tutorials
- Drop in centre
- Supervised private study periods
- Revision sessions

**What parents can do to help**

- 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

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

**Ms J Williams - Head of Social Sciences**