



BEECHEN CLIFF

SIXTH FORM HANDBOOK

2023-2024

Contents

Welcome	4
Important Contact Details	5
Sixth Form Tutors & Pastoral Care	6
Mental Health and Wellbeing: A Whole School Approach	9
Term Dates 2023-2024	12
School Day Timings	13
Study Skills and Academic Mentoring	14
Absence	15
Sixth Form Drivers	16
Poor Attendance Procedures	16
Sixth Form Dress Code	17
PSHE Programme (Personal, Social, Health & Economic Education)	19
Houses	20
Student Leadership and Societies	21
Assessment and Reporting Progress	22
Super Curriculum	23
Extended Project Qualification (EPQ)	23
Extra-Curricular Activities	25
Future Horizons	26
Oxbridge and Medicine Programmes	30
Work Experience	32
16 to 19 Bursary Fund	33
Changing a Subject - Procedure	35
Computers, Email and Mobile Phones	35
Appendix 1	37
Equipment, trips and other financial outlay for Sixth Form	37
Art	37
Biology	38
Business Studies	39
Chemistry	40

Classic Civilisation	42
Computer Science	43
Economics	44
English Literature	45
Geography	46
History	47
Languages	48
Law	49
Maths & Further Maths	50
Music & Music Technology	53
Photography	55
Physical Education	57
Physics	58
Politics	59
Product Design	60
Psychology	61
Religion, Philosophy & Ethics	62
Appendix 2	64
Sixth Form Extra-Curricular Programme 2023/2024	64
Appendix 3	68
A Level Overviews	68
Art	68
Biomedical Science	71
Biology	72
Business	76
Chemistry	80
Classical Civilisation	82
Computer Science	83
Economics	85
English Literature	92
French	96

Geography	101
History	104
Law	111
Maths	115
Further Maths	117
Photography	123
Physical Education	126
Physics	140
Politics	144
Product Design	148
Psychology	151
Religion, Philosophy & Ethics	153
Spanish	155

Welcome

Welcome to Beechen Cliff School Sixth Form.

Whether you leave Beechen Cliff after seven years or two, our vision is that you leave us happy, healthy, able to thrive as an individual and ready to make a positive contribution to society.

We are a large Sixth Form where you will be expected to work hard both independently and in lessons, and take as many opportunities as you can, but while also enjoying yourself and forming lasting bonds of friendship.

Everything that we do in the Sixth Form (and the wider school) works towards four core values. These are:

- Aspiration
- Compassion
- Independence
- Respect

Through the tutoring and teaching you receive, the extra-curricular and super-curricular experiences you take up and opportunities you create for yourself, we want you to develop as an individual and as part of our community.

Beechen Cliff is a place where you will feel that you belong, but it will also belong to you; it is ultimately, *our* school and it is you, the students, who will help define these next two years for all.

I look forward to getting to know you, your best hopes, aspirations and individual stories.

Miss Mather
Head of Sixth Form

Important Contact Details

We expect our Sixth Form students to be responsible for communicating with teachers and tutors. Students should check school emails **daily** and attend compulsory weekly assemblies as most information is communicated in these ways. Inevitably, parents will need to communicate with the school for a whole variety of reasons and we welcome this.

Head of Sixth Form	Miss K Mather	headofsixth@beechencliff.org.uk
Deputy Head of Sixth Form	Mr I Burnell	iburnell@beechencliff.org.uk
PA to Head of Sixth Form and Lower Sixth Pastoral Administrator	Mrs M Watts	mgeorgiadi@beechencliff.org.uk
Upper Sixth Pastoral Administrator	Mrs L Price	lprice@beechencliff.org.uk
Sixth Form Attendance Officer	Mrs A Jones	sixthattendance@beechencliff.org.uk
Sixth Form Admissions	Mrs L Dobie	sixthformadmissions@beechencliff.org.uk
Examinations Officer	Mrs J Cotterell	exams@beechencliff.org.uk

Please check the Sixth Form section of the school website
www.beechencliff.org.uk/sixth-form
for regular updates of other information.

Students can also follow the official Sixth Form Instagram and Twitter accounts for regular updates

[@beechencliffsixth](https://www.instagram.com/beechencliffsixth)



[@beechensixth](https://twitter.com/beechensixth)



Emails to parents will be sent via ParentPay.

Sixth Form Tutors & Pastoral Care

At Beechen Cliff, the pastoral care extended throughout the school is very important to us. Relationships between students and staff are strong, and a caring, friendly atmosphere pervades. Lower Sixth students are assigned a Sixth Form tutor, the contact details for whom can be found below. Sixth Form tutors should be the first point of contact for pastoral issues or wider academic queries. Mrs Price and Mrs Watts are the **Sixth Form Pastoral Administrators**, and are based in the Sixth Form Office, and of course Miss Mather, the Head of Sixth Form is also available to students and parents at any time. We are also lucky enough to have Lead Teaching Assistants for each year group who will support students on our SEND register.

Group	House	Tutor
BY L6a	Byron	Ms Pavone spavone@beechencliff.org.uk
BY L6b	Byron	Mr I Burnell iburnell@beechencliff.org.uk
BY L6c	Byron	Mr Fieldhouse tfieldhouse@beechencliff.org.uk
KP L6a	Kipling	Miss Sampson rsampson@beechencliff.org.uk
KP L6b	Kipling	Ms L Jarvis lj Jarvis@beechencliff.org.uk
ML L6a	Milton	Miss N Blaskiewicz nblaskiewicz@beechencliff.org.uk
ML L6b	Milton	Mr S Best sbest@beechencliff.org.uk
SH L6a	Shakespeare	Mr Glossop nglossop@beechencliff.org.uk
SH L6b	Shakespeare	Mr G Maxwell gmaxwell@beechencliff.org.uk

In the Lower Sixth, students are expected to attend school **every morning** from 8.25am. On Monday mornings, there is a compulsory whole year group assembly in the Refectory, and on the other mornings, the tutors deliver important study skills, revision and careers guidance, promote standards and readiness for lessons, and most importantly get to know students personally, understand their aspirations and support them pastorally. Tutors also monitor attendance, encourage involvement in Sixth Form opportunities and ensure students feel a sense of belonging to the Sixth Form and school. Each student is valued as an individual with unique requirements and looking after students pastorally and academically according to their own needs is our most important goal.

Over the course of the Lower Sixth, tutors will provide guidance and monitor progress in the following areas:

Academic Achievement

- Providing support and mentoring for students with their studies
- Targeting and reviews after each report

Sixth Form Standards

- Dress code
- Attendance and punctuality
- Personal organisation

Pastoral Support

- Checking in with students regularly to ensure good mental and physical health
- Providing advice for students on all areas of sixth form life
- Providing a contact point for parents to talk to the school

Belonging to the House, Sixth Form and School

- Getting to know fellow Sixth Formers and lower school pupils
- Representing the House, Sixth Form and School
- Participating in Sixth Form events

Future Horizons

- Planning for destinations after leaving school
- University (UCAS), apprenticeship and job applications
- Careers information

Extra-curricular and Super-curricular Opportunities

- Making the most of sport, art, music, drama, outdoor and other opportunities
- Stretching beyond the A Level curriculum

- Advertising events in school and externally

Community Programme

- Exploring how all students can make a contribution to the school and wider community
- Holding debates or discussions around topical issues

Tutors are the first point of contact for parents and they also contribute to reports and university or job references for students over the two years of Sixth Form. In the Upper Sixth, tutors meet students twice a week to continue their support and discuss university, apprenticeships and other applications, future plans, revision and any pastoral matters. There continues to be regular assemblies on a Tuesday morning for the Upper Sixth students. These arrangements give students a more university or college-like independence.



Mental Health and Wellbeing: A Whole School Approach

Introduction

At Beechen Cliff we recognise the importance of good mental health, without it you are unlikely to achieve your aspirations. We are also acutely aware of the stigma that there is when it comes to talking about mental health. Our aim was therefore to ensure that everybody was comfortable asking for help, regardless of their gender identity or age and improving mental health became one of Beechen Cliff's core aims:

To create a culture of openness about mental health, encouraging everyone to talk about feelings, listen to one another and promote their ability to bring about change for the better.

Boys in Mind

With this aim in mind we have become a lead school for Boys in Mind (Girls Mind Too). Boys in Mind is a local suicide prevention strategic alliance many of our students, past and present, have become Boys in Mind (Girls Mind Too) Youth Advisors. Boys in Mind believe that by understanding and addressing the particular barriers boys and young men face and challenging unhelpful notions of what it means to be a man we can begin to improve male mental health and ultimately reduce male suicide rates.

[Supporting the Mental Health and Wellbeing of Children and Young People](#)

Whole School Approach

Please take the time to watch this [short film](#) about our whole school approach to Mental Health and Well-being to give you the context of why this is so important to us at Beechen Cliff.

"The mental health strategy has had a remarkable effect on making people realise that they're not alone."

Andrew Davies, Former Headteacher (2005-2021)

Since 2018 we have had a team of Sixth Form Mental Health ambassadors who want to make positive changes to the whole school and build on the support provided in PSHE lessons, in some cases because of their own experiences. One of these changes has been

the introduction of annual Testimony Assemblies. These assemblies include interactive elements and the [Boys in Mind \(Girls Mind Too\) film, 'A letter to my younger self'](#). It is the final section of the assembly, anonymous testimonies from teachers and Sixth Form students, which have the most impact.

"So many people struggle with their mental health but it is unfortunately still a bit of a taboo subject. It was very clear that the mental health assembly helped to break the stigma and it encouraged people to start talking."

Anna, Former Sixth Form Student

"I understood the value of being able to ask for support when it is needed. The effect of the testimony assembly was truly transformative, and many more students were comfortable doing just that. This was especially true of male students — our work had a greater impact than we could ever have hoped for."

Gabe, Former Sixth Form Student, Mental Health Ambassador and a Boys in Mind Youth advisor

We aim to put student leadership at the centre of this strategy, to build capacity in staff and to use the personal testimony approach that clearly had had such a powerful effect on students. Accordingly, over 60 staff members volunteered to train in the Solution Focused (SF) Approach to become mental health ambassadors. Staff had said they wanted to have the skills to have conversations with students who approach them about their difficulties with mental health or well-being and, above all, to feel more confident to do so.

- **What is 'SF'?** - A compassionate and powerful approach to support people to identify their OWN solutions to issues in their lives through a co-constructive conversation.
- **Solution Focused Practice** is about building on existing strengths, amplifying exceptions and not being focused on analysing the problem.
- And a **solution focused conversation** can happen anywhere; even in the corridor!

We are now excited to be a SF school – this means SF will run through the heart and body of everything we do in our school community.

One of our Sixth Form student mental health ambassadors and Boys in Mind advisors, Will Reed, has had this SF training and has written a blog for the UKASFP (UK Association for Solution Focused Practice) about using Solution Focused Practice in lockdown and about being trained in SF.

"The steps we have taken towards equality for all, especially in the case of the Beechen Cliff LGBTQIA+ community, has again been unbelievable, and it has also again brought those who would traditionally be in the most marginalised groups, utterly and completely into Beechen Cliff's caring community. It gives me great pride to be a part of the students that helped to shape the environment surrounding mental health and equalities at Beechen Cliff to what it is today, and I have no doubt that students will continue to play a big part in Beechen Cliff's journey for years to come."

Will, ex-student and Mental Health Ambassador.

We look forward to welcoming you to our Sixth Form and hope that you will immediately notice the open and mentally healthy approach we have at the core of everything we do. You may even wish to join our student-led Mental Health Team and be trained to support the younger pupils in our school, to enable them to see the value of having open conversations about their feelings from a much younger age.



Term Dates 2023-2024

Friday 1 September	INSET Day 1
Monday 4 September	INSET Day 2
Tuesday 5 September	Start of Term 1 - Autumn Term
Wednesday 13 September	INSET Day 3
Friday 20 October	End of Term 1
Monday 30 October	Start of Term 2 - Christmas Term
Tuesday 19 December	End of Term 2
Tuesday 2 January 2024	INSET Day 4
Wednesday 3 January	INSET Day 5
Thursday 4 January	Start of Term 3 - Winter Term
Friday 9 February	End of Term 3
Monday 19 February	Start of Term 4 - Easter Term
Thursday 28 March	End of Term 4
Monday 15 April	Start of Term 5 - Spring Term
Monday 6 May	BANK HOLIDAY
Friday 24 May	End of Term 5
Monday 3 June	Start of Term 6 - Summer Term
Friday 19 July	End of Term 6

School Day Timings

Lower Sixth students are expected to be in their Tutor Groups by 8.25am on Mondays, Wednesdays, Thursdays and Fridays. On Tuesday morning (while Upper Sixth have their slot with the tutor) Lower Sixth students will be expected to sign in before 9.00am. If their day's lessons end before 12.30pm, they must undertake independent or group study **in school** until this time. Students will have a timetable detailing their tutor times, lessons and independent study periods, but we also expect them to make their own study plans. A good rule of thumb is that every hour of teaching time should be matched by an hour of independent study, be it homework, revision throughout the course (as opposed to revision just for exams), wider reading or consolidating areas of A Levels where extra work is required.

Registration	8.25am - 9.00am
Period 1	9.00am - 10.00am
Period 2	10.00am - 11.05am
Sixth Form Break	11.05am - 11.30am
Period 3	11.30am - 12.30pm
Period 4	12.30pm - 1.30pm
Sixth Form Lunch	1.30pm - 2.15pm
Period 5	2.15pm - 3.15pm

Compulsory Sixth Form Games take place from 2.15pm on Thursdays, although fixtures may require travel earlier, and many extra-curricular activities run throughout the week at lunchtime or after school. We encourage every student to try a new sport or activity - whether that's yoga, badminton or rowing, we firmly believe that staying active is a crucial part of maintaining a healthy balance.

Study Skills and Academic Mentoring

All students will receive important tips and guidance at the start of the year by completing a Study Skills course during tutor time in Term 1. This involves key skills such as note taking, self-motivation, organisation and time management. All students are expected to take part in this programme in order to ensure that everyone thrives as an independent learner.

At Beechen Cliff Sixth Form, the chance to have more independence and freedom is something we know our students find really important, so the Study Skills programme helps ensure our students are well-equipped to make a success of their academic studies.

Students who are struggling to achieve their potential or who want more guidance have the chance to be mentored by a member of staff. This involves short meetings, target setting and revisiting key study skills. We also have Senior Prefects and student subject Ambassadors who lead on particular subject areas who are available to help and encourage support between Upper Sixth and Lower Sixth students through study groups and revision sessions.



Absence

Planned Absence: Students are not permitted to be absent from school without prior permission and must complete a pink absence request form for permission to be absent from lessons (available in the Sixth Form Admin Office). This form requires the relevant teachers to authorise absence and to let the students know what work they need to catch up on. The completed form should be given to the Sixth Form Attendance Officer.

- If the absence will be for a period of less than one day an email or phone call from parents confirming the absence is also required.
- If the absence is longer than one day then the Student Absence Request Form (available from the school website) must be completed by a parent and returned to Sixth Form Attendance Officer, who will establish if this be authorised by the Head of Sixth Form and notify parents of the decision.

Holiday and Work Experience Requests: All holidays should be booked during the school holidays - please refer to the [Term Dates](#). There is a designated Work Experience week during the last week of term in July, so students should aim to have their placement during this time to avoid any missed lessons, however, work experience requests will be considered by the Head of Sixth Form during other times of the year as well.

Illness: Parents must let the school know by telephone or email using the details below if their son/daughter is absent due to illness or other unforeseen circumstances by 9am each day of the absence period.

Part-Time Work: Students should **not** commit to any work during the hours of the school day (8.25am - 3.30pm) as there could be important additional revision lessons or opportunities that may be missed as a result. We do not authorise absence from last minute school commitments due to work during this time period.

Driving Lessons: Students should also **not** commit to driving lessons during the hours of the normal school day (8.25am - 3.30pm).

If you would like to discuss a planned absence, please telephone or email the Sixth Form Attendance Officer, Mrs Jones.

Telephone: 01225 485221

Email: sixthattendance@beechencliff.org.uk

Sixth Form Drivers

Newly qualified drivers must inform the Sixth Form of their car registration details if using a car for transport to school. There is no parking available for students on the school site. Much of the surrounding area has parking restrictions so students should plan their journeys accordingly.

Poor Attendance Procedures

Students are expected to attend all lessons unless there is a valid reason. **Parents** must contact the Sixth Form Attendance Officer if their son/daughter is missing a lesson. Students are expected to have an attendance of at least 95%.

If we become concerned that there is an issue with student attendance, then the 'stage' system will be utilised. If parents have any concerns regarding attendance, they should contact their son/daughter's tutor in the first instance.



Sixth Form Dress Code

Sixth Form students are required to dress smartly and have a duty to set a good example to pupils in the lower school. Tutors will check that tutees are correctly dressed in the morning and send them home to change if they are not complying with the code. A good test is for students to ask themselves whether they would wear their choice of clothes to a job interview.

All students must wear formal office-wear and are expected to wear a blazer/jacket.

This means:

- A two or three-piece suit;
- A jacket with suit-style trousers; or
- A jacket with a smart dress or skirt

In addition:

- The above items must be accompanied by a smart shirt/blouse with a collar;
- A plain smart jumper or cardigan may be worn in addition to (not instead of) a jacket;
- Black tights should be worn with a dress or skirt;
- Boys are expected to wear a tie (girls are also welcome to do so); and
- Shoes should be smart leather or leather-style

The following items are not permitted:

- Corduroy, leather, denim or jean-style trousers or jackets
- Shorts or cargo pants
- Stretchy-style mini skirts
- Leggings
- Vest/strappy/see-through tops
- Crop tops
- Polo shirts
- Polo-neck jumpers
- Designer logos
- Hoodies or sweatshirts
- Trainers, flip-flops, Ugg-style boots or Converse style shoes

Hair must be of a natural colour and extreme hairstyles are not permitted. One piercing per ear and/or nose stud is allowed. No other piercings, including stretchers, are permitted.

Beechen Cliff branded sports kit is available to purchase from Kukri Sports <https://www.kukrisports.co.uk/teamshop/beechencliffschool> and students must wear this rather than commercial sports brands. Changing rooms are available for kit change prior to and after a sporting fixture or training session. Students should **not** wear sports kit (including Beechen Cliff branded) at any other time.

If students are not dressed appropriately they will be asked to go home and change.

All decisions relating to dress code ultimately lie with the Head of Sixth Form.



PSHE Programme (Personal, Social, Health & Economic Education)

During the two years in the Sixth Form, students are introduced to a whole range of PSHE materials through fortnightly lessons along with assemblies and speakers. The PSHE programme is designed to promote self-esteem and emotional wellbeing, to help the formation and maintenance of positive relationships and to encourage healthy, safer lifestyles.

Subjects covered during Sixth Form:

- Mental Health Awareness
- Drugs
- Alcohol abuse
- Meningitis Trust
- Teenage Cancer Awareness
- Managing stress during exams
- Leadership
- Self Confidence
- Healthy relationships (including LGBTQ+)
- PREVENT Duty
- eSafety
- STIs, Freshers Flu and other common health issues at University
- Finance
- Religious Education



Houses

All members of Beechen Cliff are assigned to one of the four houses: Byron, Kipling, Milton or Shakespeare. There are two or three Sixth Form tutor groups in each House and we aim to ensure that students feel a sense of belonging to the House as well as their tutor group, the Sixth Form and the school as a whole.

Throughout the year we encourage opportunities for House tutor groups to work together through activities and competitions organised by the Senior House Prefects and Heads of House.

Events are in a range of fields, from rugby to University Challenge, code breaking to netball, so there is something for everyone. The House system also provides an opportunity for Sixth Form students to build links with the rest of the school, by arranging their own events and taking part in events for lower school, for example, by supporting lower school teaching groups in their A Level subject areas.



Student Leadership and Societies

The Student Leadership Team is made up from members of the Upper Sixth and comprises the Head Boy and Girl, their Deputies and a group of Senior Prefects. Their purpose is to lead the school, promoting particular causes or organise events, embodying Beechen Cliff's core values and acting as role models for the student body.

We encourage all students to apply for these positions, as well as to form new societies or groups within Sixth Form in subjects or areas they feel passionate about to develop their repertoire of skills and to inspire and mentor lower school students. Past Sixth Form societies and opportunities have included:

Bands Night	Eco-Team	Rowing
Badminton	Equalities Team	Rugby
Bar Mock Trial Competition	Football	Science Journal Club
Bath Student Parliament	Hockey	Self Defence
Bath Theatre School	Med Soc	Ten Tors
Centurion Challenge	Mental Health Ambassadors	Tennis
Choir	Model United Nations	Tir-y-Cwm
Christian Union	Mountaineering	Volunteering
Combined Cadet Force	Music	Warhammer Club
Debating Club	Netball	Yoga
Duke of Edinburgh	Peer Mentoring	

Assessment and Reporting Progress

Throughout the year there are reports and parents' evenings when teachers provide feedback on academic progress. The provisional dates for these are:

Lower Sixth Progress Reports: November 2023 and January 2024

Lower Sixth Winter Assessment Week: November 2023

Lower Sixth Parents' Evening: January 2024

Lower Sixth End of Year Exams: April/May 2024

Lower Sixth End of Year Exam Results published: May 2024

Lower Sixth Full Reports: May 2024

Upper Sixth Progress Reports: October 2023

Upper Sixth Parents' Evening: November 2023

Upper Sixth Mock Exam Week 1: December 2023

Upper Sixth Mock Exam Week 2: March 2024

Upper Sixth Mock Results published: January and March 2024

Upper Sixth Full Reports: March 2024

Upper Sixth Examinations: May 2024 onwards

Reports will be available electronically on the school electronic system. For those new to Beechen Cliff, access arrangements and logins will be provided in September. Please consult the [school website](#) at the start of term when actual dates will be confirmed.

There is an academic calendar in the appendix of this handbook outlining key dates linked to reports, examinations and coursework. This should help students to organise their time. All exam queries should be emailed to the Examinations Officer at exams@beechencliff.org.uk. Alternatively, students may go directly to the Exams Office next to the school library.



Super Curriculum

The Super Curriculum involves Beechen Cliff's range of opportunities aimed at enriching students' academic experiences, developing and challenging their thinking and inspiring them beyond the formal curriculum. The most competitive universities and future employers expect students to have researched and read beyond the scope of their A Level or Level 3 specifications and the Super Curriculum also provides stimuli to do this. Throughout the academic year there are a range of events, information and input from the school and external bodies, principally through the following:

Future Horizons, Careers and UCAS

Through the Tutor Group Google Classroom and weekly Sixth Form Bulletin, students will hear about local events, lectures and exhibitions, ideas for reading material and suggestions of online resources, all with the aim of enhancing students' learning in their subject areas. All students and parents receive an electronic copy of the bulletin each week.

The Super Curricular Lecture Series

To challenge our students, we aim to invite external speakers from a university or industry on a topical subject of their research, academic interest or application of knowledge beyond the A Level specification. These are free to attend and are open to students in Years 10 - 13, parents and staff.

Extended Project Qualification (EPQ)

The EPQ is a qualification which challenges students to write an extended 5000 word essay (or produce an 'artefact' and accompanying report) on a topic of their choosing. Usually, this draws together elements of their A Level studies, but must be beyond the formal specification. Examples of past projects range from 'Why are racehorses more susceptible to stomach ulcers than other horses?' to 'The importance of espionage in World War II' and from 'The development of the Japanese writing system' to 'The psychopathic mind: born or made?'.

Requiring extensive research, reading and independent work, the EPQ provides evidence of Super Curricular engagement and is highly rated by all universities. All

Sixth Form students may apply to undertake an EPQ at the end of the first term of Lower Sixth. Students are supervised by a member of staff and will receive a fortnightly timetabled lesson covering research skills, referencing and essay writing techniques, along with an opportunity to receive advice on their project.



Extra-Curricular Activities

A big part of success at Beechen Cliff School is becoming a balanced individual who can manage their own time to meet their academic demands whilst maintaining other interests. Extra-curricular activities can also help to develop teamwork and leadership skills that are transferable and widely sought by both universities and employers. To help students make the most of their time at Beechen Cliff there are a wide range of extra-curricular activities on offer in which we encourage students to take as active a role as possible.



Thursday afternoon games lessons are dedicated extra-curricular slots with large numbers of students using the time to join one of the many sports teams or take up a new physical activity. Outdoor activities such as Ten Tors, Gold Duke of Edinburgh, and the Three Peaks Challenge are also arranged throughout the year and involve large numbers of Sixth Form students. Other opportunities include (but are not limited to) Coast to Coast cycle ride, Bath Theatre School, Model United Nations, Debating Club, CCF and the school choir. Tutors will be able to give more information about any extra-curricular activities in which students may be interested.



Future Horizons

Future Horizons is the Sixth Form careers and higher education advice programme.



Choosing a university course, apprenticeship or career is a very exciting part of being in the Sixth Form but involves important decisions that require a lot of careful thought and planning. The aims of the Future Horizons programme are:

1. Inspire and educate students to be aspirational about their future;
2. Help students understand their choices when they leave the Sixth Form; and
3. Explain the steps students need to take to realise their aspirations.

We know that in your lifetime it is likely that you will change career paths many times. Focusing on gaining knowledge, skills and experience in areas that interest you will therefore assist with sound decision making and personal fulfilment. We aim to help you make these informed decisions by creating as many opportunities as possible to meet with or experience professions from a broad range of industries and jobs sectors.

Over the course of the two years, all school leaving options are explored, including university, college, apprenticeship and employment opportunities. Whilst some 90% of our Upper Sixth students go on to university, we know others will prefer a different route and we will ensure they are well supported with their transition.

Headline Events

Across the two years of Sixth Form, we have a number of headline events to look forward to:

Graduate Careers Showcase

This popular event is a highlight of our careers programme for our new Lower Sixth students. The morning consists of a keynote address from Martin Birchall, Managing Director of [High Fliers Research](#), the UK Graduate Careers Survey, offering insights on graduate recruitment based on his most recent research. Students receive a copy of his The Times Top 100 book and then get the chance to choose a number of specific careers talks across a wide range of professions with the opportunity to ask questions and discover the possibilities awaiting graduates in the UK today.

University Information Morning

This event is a collapsed timetable morning addressing the key question of whether to go to university or not. Presentations involve weighing up the benefits of going to university with the

cons, the nature of university life and an introduction to the UCAS process. This event is also followed by a Parents' Information Evening covering similar topics.

Higher Education Exhibition ('The UCAS Fair')

This compulsory event is attended by all Lower Sixth students to gather more information on individual universities and employers. The 'UCAS Fair' offers a chance to talk to admissions teams and students at universities across the countries as well as top employers. The new introduction of the 'Apprenticeship corner' offers yet more variety for our students.

Preparing for Post-18 Life

This event is for our Upper Sixth students. The morning focuses on practical advice and guidance for what lies ahead. We have had presentations from Bath Building Society and WizeUp on financial education topics such as banking, credit cards and budgeting. Student Finance is an important thing to understand for the majority of our Sixth Form students so we offer talks to both students and parents on this. The morning also covers university life and how to make the most of resources such as University careers services. Finally, we have a discussion on other practical aspects such as flat sharing, student health and mental health.

Future Horizons Updates

We regularly make suggestions for wider reading, events and activities to take part in which go beyond the school curriculum. Each year group has a Careers Google Classroom with information on careers or university opportunities such as online courses or useful websites and super-curricular opportunities to broaden subject-specific knowledge in a particular area. Being informed about career opportunities and being able to prove interest in a subject beyond the A Level or Level 3 specification goes hand in hand in making a job or university application as strong as it can be.

Many of these opportunities are events in the local areas or webinars which provide further information regarding a particular degree area or career which is not covered in the school curriculum.

Future Horizons Student Guide

Each Sixth Form student is given their own copy of the Future Horizons Student Guide to help them through the difficult Post-18 decision making process. The guide includes advice on work experience, CVs and apprenticeship applications, along with spaces to record any conversations or careers talks. There is also a comprehensive UCAS application guide with activities and suggestions to help our students decide whether university is right for them, along with how to choose a course and write a top application. Students work through these tasks with their tutors throughout Lower Sixth.

Careers Programme

Alongside these headline events, we have a diverse range of talks and input from universities, local employers and individuals with professional perspectives to offer. Each year we invite in over 45 different employers offering insight to our students on their career path to various events across the year. We expect each of our students to attend as many of these events or talks over their two years at Beechen Cliff Sixth Form as possible, and actively encourage students to find out about careers they had not heard of or considered before.

Our Head of Careers, Mrs Pascoe is a Level 6 qualified independent careers advisor. She offers one-to-one appointments to all Sixth Form students. There are also opportunities for interviews with independent, qualified advisers through our partnership with the WIN Outreach team.

Key Milestones for University Applicants

Towards the end of Lower Sixth, students and parents are assisted in preparing for summer university open days and for submitting a UCAS application for those wanting to apply to university, as well as exploring apprenticeship and employment opportunities. Key milestones in this process include:

- **January - April (Lower Sixth)**
 - Researching universities, courses and graduate careers and booking university open days.
 - Curriculum Vitae creation, interview practice, researching and applying for apprenticeships and/or full time employment.
 - UCAS information evening for parents.
- **June - July (Lower Sixth)**
 - Drafting personal statements, attending university open days, completing initial sections of UCAS application online.
- **September - October (Upper Sixth)**
 - Finalising personal statements, completing applications and submitting to school.
 - Deadline for Oxbridge and Medicine applications is 15th October (with the internal deadline of 30th September for submission to school).
- **November - December (Upper Sixth)**
 - References added by school and completed applications sent to UCAS by school.

Once students hoping to attend university have submitted their application and begin to receive offers, there is a programme of advice and guidance covering student finance, student accommodation and selecting their final two university choices. This support carries on into the summer, when students receive their A Level results and take up their places.

For any further information, please contact Miss Mather at headofsixth@beechencliff.org.uk.



Oxbridge and Medicine Programmes

The School has a strong track record of sending students to Oxford and Cambridge and into all branches of Medicine. All those who show the academic potential and interest are provided



**BCS
MedSoc**

opportunities and support to prepare them for an application and interview. Many current Beechen Cliff students will have already benefited from visiting the universities or attending talks by Oxbridge/Medicine staff and Alumni by the time they reach the Sixth Form and new students to the school are quickly brought up to speed.

Students are given access to a broad range of experiences to develop their understanding of the institutions and courses and how to apply. These include:

- A residential visit to Cambridge and day visits to Oxford
- A range of Oxbridge/Medicine Alumni talks
- BANES Oxbridge Conference in association with other local schools
- Oxbridge/Medicine Admissions Staff visits
- Specific Oxbridge/Medicine personal statement guidance
- Interview skills and mock interview programme
- Access to Oxbridge-educated teaching staff at the School and Alumni network
- BMAT/UCAT workshops
- MMI Medicine Event

Our Super-curricular programme gives students many opportunities to develop their knowledge and thinking beyond the A Level programme, so crucial to successful applications. Oxbridge/Medicine applicants past and present are encouraged to collaborate in the preparation for entrance exams and interviews, sharing feedback and experiences to support one another.

This programme has seen success over the past few years with students going up to Cambridge to read Veterinary Medicine at Girton College, Music at Corpus Christi College and Natural Sciences at Churchill College, and to Oxford to read History at Balliol College, Theoretical Physics at University College, Medicine at Corpus Christi and Biochemistry at University College, to name a few.

MedSoc enables our aspiring medics to learn from each other year on year, building and passing on experience of work placements, interviews and exam techniques ensuring that all applicants are as prepared as possible. As well as providing practical help, students can support each other through what could be a stressful process. Working with the Head of Sixth Form and MedSoc chairs, MedSoc students invite various healthcare professionals to come in and talk to students to enhance their understanding of this broad field.



Work Experience

All Lower Sixth students are strongly encouraged to undertake work experience during 'Work Experience Week' which is during the last week of term in July. Naturally we also encourage students to undertake as many other placements as possible - though preferably not in term time. Research shows that only 5% of employers consider themselves 'very likely' to employ a graduate with no work experience (High Fliers, 2019) and it is an important part of developing students' independence and maturity.

There are very few work activities that a student cannot do due to health and safety law. This can be checked by contacting HSE's Myth Buster Challenge Panel. The guidance on responsibilities can be found at

<https://www.hse.gov.uk/youngpeople/workexperience/cutting-bureaucracy.htm>

In exceptional circumstances, a placement may be authorised during term time and students should put a request for this in writing to Miss Mather. If approved, both the student and parent will need to complete a Work Placement Request form which is confirmed by the employer. Students should contact Mrs Pascoe, Head of Careers for access to the form.



16 to 19 Bursary Fund

If you were entitled to Free School Meals or Pupil Premium in Year 11, we strongly advise that you apply for a 16 to 19 Bursary. The 16 to 19 Bursary is available to students who are considered to be from a low-income family and/or who need assistance with the costs associated with studying. A Bursary is money that you or Beechen Cliff School can use to pay for things like:

- Clothing, books and other equipment for your course
- Transport and lunch on days you study

There are two types of 16 to 19 Bursary:

Vulnerable Bursary

A Vulnerable Bursary of up to £1,200 a year, depending on your circumstances and benefits, for example if at least one of the following applies:

- You are in or recently left Local Authority Care
- You get Income Support or Universal Credit because you are financially supporting yourself
- You get Disability Living Allowance (DLA) in your name and either Employment and Support Allowance (ESA) or Universal Credit
- You get Personal Independent Payment (PIP) in your name and either ESA or Universal Credit.

You will be told what evidence you need, for example Benefit letters.

Discretionary Bursary

If you do not fall into one of the vulnerable groups, but you need financial help for your education, you can apply for a Discretionary Bursary.

Students are eligible for the Discretionary Bursary if their household income is below £29,000. The Head of Sixth Form has the ability to use their discretion to award bursary funds in the case of exceptional circumstances.

How your Bursary is paid

You can make a request for the school to purchase items for you or you can purchase items and request a reimbursement (after providing proof of purchase). Purchases and reimbursements will be paid for out of your Bursary Fund.

How to Claim

The 16 to 19 Bursary Application form will be available on the school website from September <https://www.beechencliff.org.uk/sixth-form/>.

For more guidance, please visit <https://www.gov.uk/1619-bursary-fund> or email Mrs Watts (mgeorgiadi@beechencliff.org.uk)



Changing a Subject - Procedure

Students who decide to change their subject choices may do so **during the first four weeks of term** in Lower Sixth. They will need to submit an 'A Level Course Change Request' form to Miss Mather. This form must be signed by the relevant teachers and parents before a new timetable will be issued. Forms are available from the Sixth Form Office. We do not permit course changes after this point except in exceptional circumstances due to the significant pressure it places on students to catch up.

Computers, Email and Mobile Phones

Wi-Fi and Computers

Students require access to a computer throughout their time at Beechen Cliff and at home. Students can use their own laptops in all classrooms, study areas and the Sixth Form Centre as these are Wi-Fi enabled. In addition, there are a limited number of fixed computers in both the Library and Study Area and a set of 20 Chromebooks available to 'hire' for the day from the Sixth Form office (at no cost). Details of the Wi-Fi login will be supplied to students in September. Parents should be aware that all internet search history on school computers is monitored. Students will lose their school login facility if their internet usage is deemed inappropriate.

Email

All students will receive a school email login in September. Parents should be mindful that important information is sent to students in this way. Students must check their emails daily.

Mobile Phones

We expect Sixth Form students to be respectful with their use of mobile phones. Students in the rest of the school are not permitted to use their phones during the school day. We ask that Sixth Form students restrict their mobile phone use to the dedicated Sixth Form areas only. We expect all Sixth Form students to keep their mobile phones on silent and in their bags during lessons.



BEECHEN CLIFF

Kipling Avenue, Bath BA2 4RE

Tel: +44(0)1225 480466

www.beechencliff.org.uk



Appendix 1

Equipment, trips and other financial outlay for Sixth Form

ART

The minimum we ask for students to have for A level Art is an A3 sketchbook, A2 portfolio, Acrylic Paints, Paint Brushes, Shading pencils, Oil Pastels and Chalks. This list is not exhaustive. If you have your own style, or preference for kit, feel free to add it to the essential list.

Students should have much of this from completing GCSE Art. We also sell a pack for £30 that includes all of the above which students can purchase in September. For Pupil Premium students, this will be provided for you. We suggest starting work in your sketchbook before you start. Record any visits to galleries, draw sketches whilst on your travels, and take photographs of where you have been to impress us when you come in in September. Drawing and painting should be a passion rather than a chore, so keep practising in your spare time, and be ready to show off your work in September!

If you have any questions, you can contact us at:

dmurphy@beechencliff.org.uk

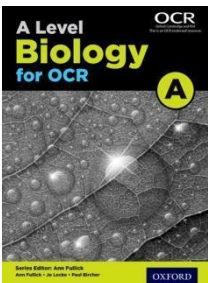
Art Trip Abroad



BIOLOGY

Students will be required to purchase a course textbook. These are available to buy from bookshops or online, or we are hoping to secure a discount for pupils to buy the Year 1 book through school. Students can either buy one textbook which covers the whole course or they can purchase the Year 1 and 2 books separately.

Whole course textbook

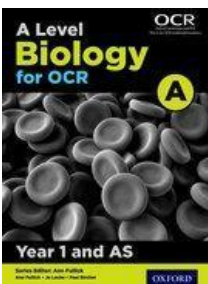


[A Level Biology A for OCR Student Book](#)

Series Editor **Ann Fullick**, Author **Ann Fullick**, Author **Jo Locke**, and Author **Paul Bircher**

ISBN: 978-0-19-835192-4

Year 1

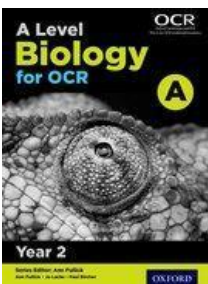


[A Level Biology A for OCR Year 1 and AS Student Book](#)

Series Editor **Ann Fullick**, Author **Jo Locke**, and Author **Paul Bircher**

978-0-19-835191-7

Year 2



[A Level Biology for OCR Year 2 Student Book](#)

Series Editor **Ann Fullick**, Author **Jo Locke**, and Author **Paul Bircher**

978-0-19-835764-3

Field Trip

As part of the course we run a residential field trip in order to provide the students with valuable field studies experience. The cost is approximately £25 and all A Level biologists are expected to attend.

BUSINESS STUDIES

Textbooks:

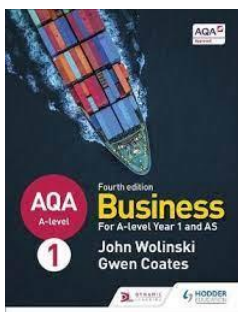
The A Level specification will be AQA. It is advised to purchase two course textbook to support your studies during lessons and at home across the two year course.

Year 1 The textbook we will be using is 'Business - for A-level Year 1 and AS 4th edition' by Wolinski and Coates, ISBN: 978 15104 54958 and published by Hodder Education. This will be needed from the start of the course in September, and essential once the deadline for course changes has been reached.

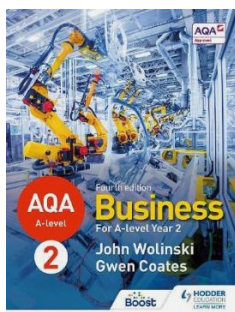
Year 2 The textbook we will be using is 'Business - for A-level Year 2' by Wolinski and Coates, ISBN: 9781471836114 and published by Hodder Education. This will be needed for the start of Term 6 in Year 1 of the course when we begin the second year content.

These textbooks can be ordered from www.hoddereducation.co.uk currently priced around £27, although it will be available on other websites and is likely to be available second hand on websites such as Ebay and Amazon cheaper. If the course textbooks are not purchased then students MUST purchase a full course GCP revision guide. (This is also advised in addition to the above textbooks.)

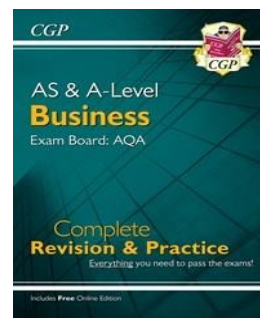
Year 1 Textbook



Year 2 Textbook



Revision Guide



General equipment: You will need a ring binder folder preferably with subject dividers; and a calculator, ruler, rubber, pencil, pens and a highlighter in every lesson.

Trips: In Year 2 students are expected to attend a 'Grade Booster' A Level Business workshop held in Bristol, in March. Priced at approximately £40. Other trips to businesses, Bath University workshops and business conferences are likely to be available at various costs depending on location and entry fee.

CHEMISTRY

Chemistry Handbook 2022-2023

COURSE OUTLINE

Awarding body: OCR Chemistry A (H432)

Year 1 Units

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Year 2 : Year 2 Units

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

Each Module is divided into Chapters that cover specific sections of the syllabus.

Assessment Overview

Each Chapter covered has a specific End of Chapter assessment.

Year 1

GCSE Review Assessment - September 2023 a snapshot of information retained from the GCSE to be assessed over 2 lessons (2 hours) in the third week of term.

Internal Examination - January - 75 marks, 1 hour 30 minutes. Multiple choice and written paper

Internal Examination - May - 100 marks 2 hour - Multiple choice and written paper

Year 2

Internal Examination - September – Lower Sixth Review: 100 marks, 2 hour Multiple choice and written paper : short / long answer questions

Internal Examination – February – Organic Chemistry 80 marks, 1.5 hour Multiple choice and written paper : short / long answer questions

Internal Examination - February - Physical Chemistry 80 marks, 1.5 hour Multiple choice and written paper : short / long answer questions

Please Note: Progression to Year 2 depends upon successful examination outcomes from Year 1

A Level and UCAS predicted grades are based upon actual performance in examinations.

TERMINAL EXAMINATIONS :

Periodic table, elements and physical chemistry-(01)

100 marks, 2 hours 15 minutes, written paper (37%)

Synthesis and analytical techniques (02)

100 marks 2 hours 15 minutes written paper (37%)

Unified chemistry (03),

70 marks, 1 hour 30 minutes, written paper (26%)

Practical endorsement in chemistry (04) There are 12 compulsory PAG assessments activities that must be completed to demonstrate that Beechen Cliff Chemists have undertaken and recorded independent evidence of their practical activities and have consistently and routinely exhibited the competencies required. Additional practical activities may be taken into account if all are not completed in full.

Text Books

Early Purchase of a textbook is essential for a prompt start to the course

**A Level Chemistry A for OCR Year 1 Student Book : Rob Ritchie & Dave Gent: Oxford
ISBN: 9780198351962**

**A Level Chemistry A for OCR Year 2 Student Book : Rob Ritchie & Dave Gent: Oxford
ISBN: 9780198357650**

**A Level Chemistry a for OCR Student Book : Years 1 and 2 – Combined : Rob Ritchie & Dave
Gent: Oxford
ISBN: 9780198351979**

**A Level Chemistry for OCR A - Revision & Practice. Oxford Revise. Primrose Kitten, Adam
Robins, Alyssa Fox Charles, Mike Woster, Josh Thomas. ISBN 978-1-382-00866-2**

Additionally these guides may be of help to you

New Head Start to A-level Chemistry: CGP : CBR71: ISBN: 978 1 78294 280 1

**For help with those tricky calculations this publication may be of assistance
Calculations in AS/A Level Chemistry (Paperback) Pearson Education Limited:
Jim Clark : ISBN: 9780582411272**

These are some books that may interest you

Periodic Tales: The Curious Lives of the Elements: Hugh Aldersey-Williams

**The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine:
Marty Jopson**

Bad Science: Ben Goldacre

The Disappearing Spoon: Sam Kean

CLASSIC CIVILISATION

Suggested Reading List

The Odyssey of Homer (trans A.S. Kline - find online at Poetry in Translation)

The Aeneid by Virgil (trans A.S. Kline - find online at Poetry in Translation)

Plato's Symposium (any translation, but the Oxford World's Classics ones are excellent)

The Poetry of Sappho (any translation)

There are also really good introductions to Roman culture for the 'Imperial Image' starting with:

- 'Rubicon' and 'Dynasty' by the fantastic Tom Holland

- 'SPQR' by the wonderful Mary Beard



You can also follow the excellent 'The Rest is History' podcast to find out a lot more about the Ancient World.

COMPUTER SCIENCE

As programming is a key skill for this course, students must have access to a computer on which they can practice these skills at home.

We will start with programming in Python which is free and can be downloaded from <https://www.python.org/downloads/> (use the latest version of Python 3 available).

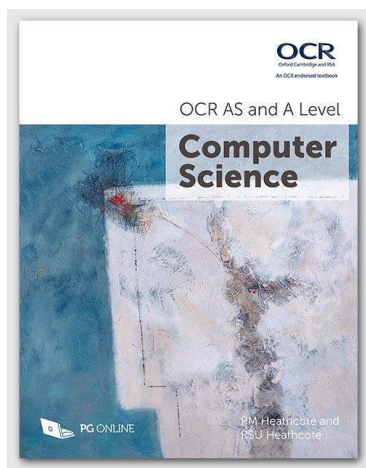
If they wish, students can acquire a Computer Science textbook to support their learning in lessons and at home, but we have a few copies of each of the books below available to lend out if required.

OCR AS and A Level Computer Science Textbook

PM Heathcote and RSU Heathcote

ISBN: 978-1-910523-05-6

Published by PG Online.

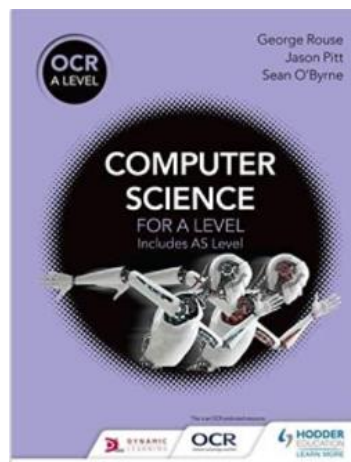


OCR A Level Computer Science

George Rouse, Jason Pitt, Sean O'Byrne

ISBN: 978-1471839764

Published by Hodder Education.



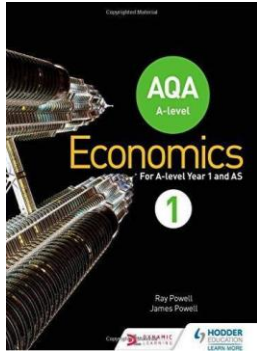
Students will be provided with a computer science notebook that they will need to bring in every lesson, along with a pen for making notes.

Students may bring in their own laptops to lessons to assist with their learning if they wish, especially if they would like to use different programming languages.

ECONOMICS

Students are required to buy the following textbook:

[AQA A Level Economics: Book 1; Hodder Education; ISBN: 9781471829789](#) £32



This book is also available from other suppliers; used copies will be much cheaper.

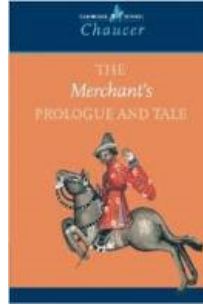
Students must possess basic, yet essential, stationery items – lever arch folders, lined paper, pens, a ruler, pencils, and a rubber. It is also vital that students possess their own calculator and know how it works. I would recommend signing up to **tutor2u.net** daily digest and the **BBC News app** to receive emails and updates on current economic issues. There may also be an opportunity to sign up to **The Economist** at a bargain price, which I highly recommend.

ENGLISH LITERATURE

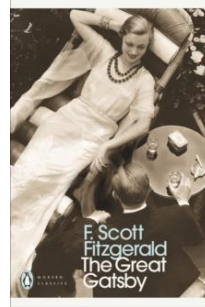
Students should have A4 ringbinder files with dividers and lined paper. They should purchase the following texts before commencing the A Level course in September 2023:



Hamlet by William Shakespeare (Revised Arden edition)



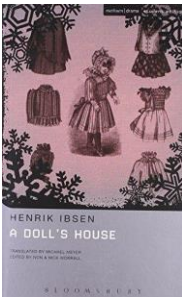
The Merchant's Prologue and Tale by Geoffrey Chaucer (Cambridge edition)



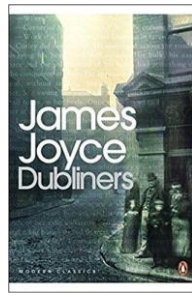
The Great Gatsby by F Scott Fitzgerald (Penguin)



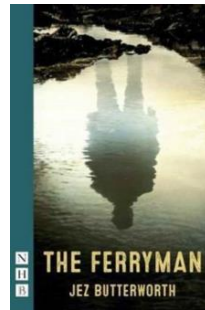
The Grapes of Wrath by John Steinbeck (Penguin)



A Doll's House by Henrik Ibsen (Bloomsbury)



Dubliners by James Joyce (Penguin Modern Classics)



The Ferryman by Jez Butterworth (Nick Hern Books)

Printed in school and available for £1

Michael Robartes and the Dancer by W.B Yeats

We will be organising lectures and trips throughout the year and would encourage all students to expect to sign up for **at least one** in Year 12.

We are hoping to run a Sixth form book group. A Level English students are expected to contribute to leading one or more of the sessions.

In addition, students will have the opportunity to attend seminars and talks from visiting lecturers at different times throughout the year.

GEOGRAPHY

Students may wish to purchase one of the following textbooks that they can use at home:

- [Pearson 'Edexcel A Level Geography Book 1 Fourth Edition'](#), ISBN 9781398312555 RRP £30. Released 30/7/21.
- [Pearson: 'Edexcel GCE Geography AS/A Level book 1'](#), ISBN 9781292139623, RRP £32.99.

Revision guides and practice question workbooks will be available from the Geography department at a discount price via parent pay.

There will be the following field trips:

Compulsory Three day all inclusive Year 12 Geography Residential to South Devon to launch coursework (independent investigation). Approximate cost £190.

- 1 day optional field trip to Three Cliffs Bay in the Gower. Approximate cost £25. March 2022.
- 6 day optional all inclusive residential trip to Iceland running in the October half-term.

Iceland Trip Video



HISTORY

Students will need to purchase course textbooks that they can use at home.

There are several core textbook options, and we will use all of them [some from central History stock, others which the students will have purchased.

The school has substantial discount facilities with the main publishers, so it is **most cost-effective** to purchase these textbooks at the start of the course in Year 12 via the History Department.

Students will also need pens, A4 paper, ring-binders and plastic wallets.

History trip to Berlin



LANGUAGES

We ask for a £15 contribution for a subscription to the interactive online textbook/website Kerboodle in French, Spanish and German.

It is also advised that students purchase a grammar book of the language they are studying (BBC grammar book £6/7 approximately)

Pupils are also expected to have a large A4 lever folder, a day to day folder, folder dividers and lined paper.

It is expected that students should spend some time in the country of the language they are studying (regulations on foreign travel permitted). These trips are not compulsory but highly recommended.



Language trip to Montpellier

LAW

There is one textbook for the A Level Law Course – this is *OCR A Level Law Second Edition* by Richard Wortley, Nicholas Price and Nigel Briggs. This book covers the entire two year A Level course.

Students will also need a large A4 folder for all notes and worksheets, which should be brought to every lesson. Students will also need a pad of paper and pens for writing notes. Highlighters, in particular, are also needed regularly in Law lessons and for assessments as we often have to analyse and apply our knowledge to long scenario style questions where annotation and highlighting of the text can help break the question down into easier, smaller elements.

There is a bi-annual trip to Parliament and the Supreme Court in London costing approximately £30, and a trip to Shepton Mallet prison (now disused) for a tour and activities. In summer term, I also offer a local trip for Lower Sixth students to the Bristol Crown Court which is free other than students' own travel costs to Bristol. Throughout the year I will also advertise non-compulsory super-curricular activities that the students can choose to attend in their own time, which would incur some extra costs, such as 'Why be a Lawyer' days at the local University of Law, a 'How to be a Judge' day that runs most years in Bristol, and the Young Lawyer Programme in London.

Shepton Mallet Prison Trip



MATHS & FURTHER MATHS

A Level Maths

Specification

Pearson Edexcel Level 3 Advanced GCE in Mathematics (9MA0)

First teaching from **September 2017**

First certification from 2018

A Level Maths Textbook requirements

Students are expected to provide their own textbooks for this course.

For information, **Google:** *Pearson Edexcel AS and A Level Maths textbooks 2017*

Or use the link:

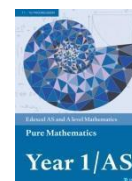
<https://www.pearsonschoolsandfecolleges.co.uk/secondary/Mathematics/16plus/EdexcelASandAlevelMathematics2017/Buy/Buy.aspx>

Pearson Textbooks required for the Lower Sixth (Sept – May)

Pure Book Lower Sixth (*Needed from September*)

Edexcel AS and A Level Mathematics **Pure Mathematics Year 1**

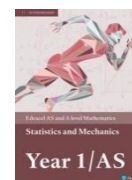
AS Textbook + e-book ISBN: 9781 2921 8339 8



Applied Book Lower Sixth (*Needed after Christmas*)

Edexcel AS and A Level Mathematics **Statistics & Mechanics Year 1**

AS Textbook + e-book ISBN: 9781 2922 3253 9

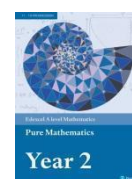


Pearson Textbooks required for the Upper Sixth (May of Lower Sixth – May of Upper Sixth)

Pure Book Upper Sixth (*Needed from May of the Lower Sixth*)

Edexcel A Level Mathematics **Pure Mathematics Year 2**

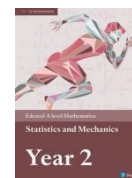
Textbook + e-book ISBN: 9781 2921 8340 4



Applied Book Upper Sixth (*Needed after Christmas in the Upper Sixth*)

Edexcel A Level Mathematics **Statistics & Mechanics Year 2**

Textbook + e-book ISBN: 9781 4469 4407 3



Purchasing Maths Textbooks after enrolment (via Parent pay)

The Pure textbooks are currently advertised at £22 each and the applied textbooks at £11. However, the Maths Department will be able to bulk purchase these textbooks at a significant **discount** with prices of approximately **£19 each** for the Pure books and approximately **£9** for the Applied books.

The Maths Department will offer these discounted prices to students via Parent Pay when they enrol on the course at the start of the Lower Sixth. I suggest students wait until then and order their books at the discounted prices. Of course, second hand copies may be found cheaper on the internet plus a small number of copies will be stored in the Reference Section of the school library.

Calculators and other equipment for Maths AND Further Maths

Students are expected to bring a scientific calculator to every lesson and provide their own stationery: pen, pencil, ruler, lined or squared paper and a folder to organise their notes.

Maths calculator requirements are:

“statistical functions” including “probabilities from statistical distributions” plus an “iterative” ANS button.

GCSE Higher Tier calculators **DO NOT** meet these *probability* specifications. The Casio fx-991EXClassWiz is now the minimum requirement, (about £25).

This calculator is not required immediately when starting our A Level course. To begin with, a regular GCSE Higher Tier scientific calculator will be sufficient. However, a current GCSE/A Level calculator will not be adequate to sit the A Level examination. Maths teachers will advise students appropriately on the suitability of specific makes and models.



A Level Further Maths

Specification

Pearson Edexcel Level 3 Advanced GCE in Further Mathematics (9FM0)

First teaching from September 2017

First certification from 2019

A Level “Further Maths” Textbook requirements

Further Maths students are expected to provide their own textbooks for this course and

will also be offered the chance to buy these books at the discounted prices via Parent-Pay after enrollment to the Sixth Form.

The **four textbooks** required for A2 Maths which are detailed above, (*and listed again below*):

Edexcel AS and A Level Mathematics **Pure Mathematics Year 1**

AS Textbook + e-book

ISBN: 9781 2921 8339 8

Edexcel AS and A Level Mathematics **Statistics & Mechanics Year 1**

AS Textbook + e-book

ISBN: 9781 2922 3253 9

Edexcel A Level Mathematics **Pure Mathematics Year 2**

Textbook + e-book

ISBN: 9781 2921 8340 4

Edexcel A Level Mathematics **Statistics & Mechanics Year 2**

Textbook + e-book

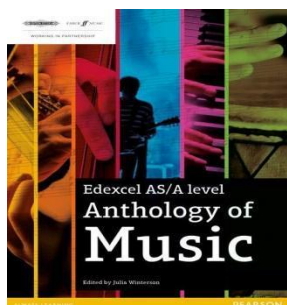
ISBN: 9781 4469 4407 3

During Year 13, students are expected to provide **four additional textbooks** required for A2 & AS Further Maths. Details of these books will be given on enrolment and prices are expected to be very similar to those required in Year 12.

MUSIC & MUSIC TECHNOLOGY

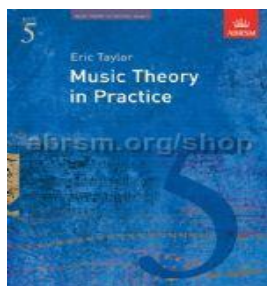
Students will need to buy a copy of the Edexcel AS/A level Anthology of Music:

<https://www.pearsonschoolsandfecolleges.co.uk/secondary/subjects/music-secondary/edexcel-as-and-a-level-music-2016/edexcel-as-a-level-anthology-of-music-1#:~:text=Published%20in%20partnership%20with%20Edition,and%20suggestions%20for%20wider%20listening>



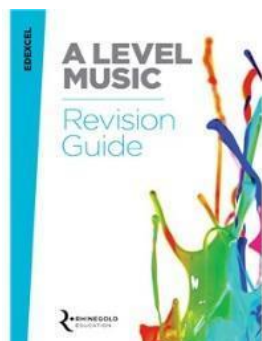
For Students who have not yet undertaken Grade V Theory, they will need a copy of the ABRSM workbook

<http://shop.abrsm.org/shop/prod/Taylor-Eric-Music-Theory-in-Practice-Grade-5/598209>



It would also be advisable for all students to have a copy of the 'A Level music revision guide' (published by Rhinegold).

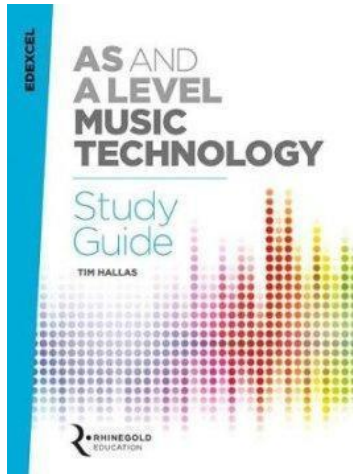
<http://www.rhinegoldeducation.co.uk/product/edexcel-a-level-music-revision-guide/>



Students will be supplied with a notebook and homework book but they should ensure they have a pen, pencil and rubber for all music lessons.

A Level Music Technology

Students should purchase their own copy of the following books:



https://wordery.com/edexcel-as-and-a-level-music-technology-study-guide-tim-hallas-9781785586026?currency=GBP>rck=ZGc3dGFrY0VGdjE5R21CRU1IbWVDbGNVeGZIVXY5U3JUQnN0dVFmYXVTUIRseGtFbC8waTj1OVB2OHBwZlJCTE1EbW91eVR0M2xrWi9nSjBVZ2ljNEE9PQ&gclid=EAIaIQobChMIxYjF5vGE2wIVSLHtCh0kQwDoEAQYAIAABEgI-QPD_BwE#

Music Technology from Scratch

<http://www.rhinegoldeducation.co.uk/product/music-technology-from-scratch/>



In addition, students should have an A4 Ringbinder with dividers and a notebook.

PHOTOGRAPHY

As a student who is going to study Photography at Beechen Cliff, please look at the list of essential equipment you will need. This is the minimum. If parents are feeling generous, and wish to buy extra lenses, filters, flash guns etc, all the better!

I have hyperlinked some parts of this letter to assist you if you are receiving this letter electronically. If you are reading this as a paper letter, simply go to the websites mentioned and type in the equipment in the search fields. The hyperlinks lead you to current new equipment, (shop around before you buy!), but also be aware that there is a thriving secondhand market in DSLR cameras, and providing you do your research you can get great bargains on used equipment. Also remember there are excellent camera shops in Bath. I recommend [London Camera exchange](#), or [Ace Optics on Belmont Street](#).

To study Photography at A Level you will need to get the following equipment BEFORE you start:

- **Digital SLR camera**

I normally recommend Nikon or Canon, as they are the more recognised brands used at the professional end of the market, and are more compatible with our flash equipment at the school. Any student who owned a camera for their GCSE course can obviously continue to use their old camera rather than buying a new one for A Level.

Remember it is totally acceptable to buy second hand on websites such as Ebay and Amazon now has a good marketplace for used cameras, just ensure that the camera comes with the lens, as often people sell a camera body but keep the lenses for their next model.

DSLR Kits New (Camera and standard lens):

[Nikon D3100 + Lens](#) **£405**

[Canon EOS4000D](#)
(Bundle) **£370**

(All prices were correct 06.07.23)

- **Standard zoom lens** (this normally comes with the camera)
- **Memory card**

(4-32GB) (check that it is the right type for your particular camera, these are often sold with the camera as part of the package - see links above)

- **Camera bag**

- **Tripod**

All students must have a tripod, the price range for these varies significantly. Manfrotto makes excellent ones, but they can be pricey. Don't go too cheap though, as really cheap tripods aren't much use.

[Something like this would be ideal](#)

If you have any further questions, you can contact me on my email address

dmurphy@beechencliff.org.uk



PHYSICAL EDUCATION

Textbooks required:

Either,

AQA A Level PE (Year 1 and Year 2) - Hodder ISBN 9781510473300 (Price £39.99 [Amazon](#))

Or,

AQA PE for A Level Book 1 – Hodder ISBN 9781471859564 (Price £33 [Amazon](#), but maybe available second hand)

AQA PE for A Level Book 2 – Hodder ISBN 9781471859595 (Price £33 [Amazon](#), but maybe available second hand)

Students are also expected to have a large A4 lever folder, a day-to-day folder, folder dividers, lined paper (ideally an A4 Cornell note taking notebook, available from [Amazon](#)), a whole punch and highlighter pens.

At the front of the day-to-day folder, the course specification needs to be present. This can be downloaded using the website link below (Pages 9-29):

<http://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

Optional revision guide:

My Revision Notes: AQA A Level PE - Hodder ISBN 9781510405226 (Price £19.99 [Amazon](#))

Further reading:

PE Review Magazine (12 month subscription for four magazines per year) or copies can be borrowed from the Physical Education Department.

Further resources:

A student revision folder will also be shared.

PHYSICS

We will teach the OCR Physics 'A' Specification. Students will use the textbooks from Oxford University Press. These are provided electronically to all students on Kerboodle. However, it is recommended that students purchase a copy of the books in September once they are settled on the course. ISBN numbers will be provided. In addition to new copies, very good quality and excellent value second hand copies are available on Amazon, eBay or Biblio.co.uk amongst other outlets.

Students will also need to provide A4 clip folders, pens, pencils, a 30cm clear ruler, a protractor and a scientific calculator (the recommended GCSE calculator is perfectly adequate).



POLITICS

The required textbooks for the Politics A Level are *Pearson Edexcel A Level UK Government and Politics (Sixth Edition)* by McNaughton, Cooper and Magee. This covers the aspects of the course learned in Year 12. The other textbook used for Paper 3, which is delivered in Year 13, is *Pearson Edexcel A Level US Government and Politics (Sixth Edition)* by Bennett, Tuck, Lemieux and Magee. There are *Politics Update* books released annually with interesting new articles and developments – as you can imagine, the Politics textbook becomes outdated very quickly with the pace of current affairs, so these updates can be highly useful.

There is a biannual trip to Parliament and the Supreme Court in London, which costs around £30. The school also often sends student delegates to Model United Nations conferences, which involves a small transport cost for trips to local host schools; this is very interesting for politics students, particularly for those wanting to pursue careers in politics or international relations, although signing up for this is non-compulsory. We are also part of the Bath Schools Parliament, and have strong links with local politicians, aiming to invite at least one politician into school for a Q&A session each year.



PRODUCT DESIGN

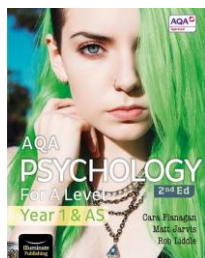
Course: A Level Design and Technology: Product Design (7552) (**Exam Board:** AQA)

1. Exam Board Approved Textbook:
AQA Design & Technology: Product Design
Authors: Will Potts, Julia Morrison, Ian Granger, Dave Sumpner
Publisher: Hodder
ISBN-13: 9781510414082
Price: £38
Publication date: 27 October 2017
Digital version available: November 2017
2. Making It: Manufacturing Techniques for Product Design by Chris Lefteri
ISBN-13: 978-1856697491 (optional)
3. Materials for Design by Chris Lefteri
ISBN-13: 978-1780673448 (optional)
4. The Plastics Handbook by Chris Lefteri
ISBN- 978-2-88893-002-0 (optional)
5. Designing the 21st Century by Charlotte Fiell
ISBN-13: 978-3822858837 (optional)
6. Twentieth Century Design (Oxford History of Art)
ISBN-13: 978-0192842046 (optional)

PSYCHOLOGY

Students will need one A4 folder (their 'working folder') just for psychology, and which will come in and out of school to every Psychology lesson. This folder will need to contain 4 dividers. They will also need 3 larger lever arch files which will stay at home. These folders will also need dividers, but this is less urgent. They may choose to have plastic wallets too but this is not essential. Exactly how these folders need to be organised will be explained at the start of the lower sixth.

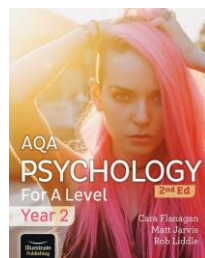
Students can buy their own copies of the textbooks if they want them, but this should be left until September/October when they are sure that they want to study the subject. Students do have access to an electronic copy of the textbooks which all students can use without having purchased their own hard copies. However, this doesn't seem to open properly on mobile phones or some tablets as it requires a larger screen, and would not be something they could use in lessons without a laptop. There are sometimes a limited number of used textbooks that can be borrowed by students in lessons, but this depends upon them being returned by previous students so cannot be relied upon long term.



[AQA Psychology for A Level Year 1 & AS
Student Book: 2nd Edition](#)

ISBN: 978-1-912820-42-9

Price: £28



[AQA Psychology for A Level Year 2
Student Book: 2nd Edition](#)

ISBN: 978-1-912820-46-7

Price: £32

Both textbooks are available at lower prices if not bought directly from the publisher (especially second hand). There are also matching revision guides, revision flashcards and revision apps (that do work on tablets and mobile phones) available. We learn the content in a slightly different order from the order presented in the books as we do not prepare students for AS exams, meaning if students decide to purchase the textbooks they will want both from the start of the course.

All textbooks have their strengths and weaknesses, and we would always advise that students use their lesson notes as their primary source of learning and revision to ensure they have enough detail on all of the content required on the specification. There is storage space in the Psychology classroom should students wish to keep their textbooks in school.

RELIGION, PHILOSOPHY & ETHICS

Year 1

We recommend that students purchase *AQA AS and A-level Year 1 Religious Studies*:

Author:	John	Frye
Publisher:	Hodder	Education
ISBN-13:	978-1-47-187395-9	
Price:	various	
Publication date: August 2016		

And *Ethics Matters*:

Authors: Peter and Charlotte Vardy
Publisher: SCM Press
ISBN-13: 978-0334043911
Price: £8-10

And *God Matters*:

Authors: Peter and Charlotte Vardy
Publisher: SCM Press
ISBN-13: 978-0334043928
Price: £8-10

Conferences may be available during the year at different costs.

Year 2

We recommend that students purchase *AQA AS and A-level Year 2 Religious Studies*:

Author:	John	Frye
Publisher:	Hodder	Education
ISBN-13:	978-1471874000	
Price:	various	
Publication date: September 2017		

Revision Guides.

Some students may like to purchase revision guides:

Philosophy and Ethics:

Author:	Sheila	Butler
Publisher:	Hodder	Education
ISBN-13:		9781510425873
Price:		various
Publication date:	27/04/2018	

Christianity	and	Dialogues:	Author:	Sheila	Butler
Publisher:	Hodder				Education
ISBN-13:					9781510425880
Price:					various
Publication date:	27/04/2018				

A wider reading list will be available via Google Classroom

Appendix 2

Sixth Form Extra-Curricular Programme 2023/2024

You may like to consider some of the exciting extra-curricular opportunities available to you during your time at Beechen Cliff Sixth Form. There are a whole host of clubs and societies you can join, most of which are completely free of charge.

Some of the major trips and activities which do incur a cost are listed below.

Duke of Edinburgh's Gold Award



The Gold DofE offer at Beechen Cliff School is focused on ensuring the Award is accessible to everyone. We have lowered the cost to £350. This covers registration, edofe support, expedition training, some group expedition kit and two expeditions.

Over the past 3 years Gold groups have visited Snowdonia, Dartmoor, The Lake District and the Brecon Beacons for their expeditions.

The DofE is a nationally and internationally recognised Award favoured by employers and universities, every young person who achieves their Gold Award is invited to attend a Gold Award celebration event at a Royal Palace, attended by a Member of The Royal Family

Statement from a Gold DofE Award Student 2022

I just wanted to say thank you so much for my Gold DofE, it was one of the best experiences of my life. My edofe confirmation has just come through and i'm ecstatic to have the award (hopefully in person soon!).

Ten Tors Challenge

Training starts in January 2024 with 5 weekends involved leading up to the event on Dartmoor in early May. Approximate cost: £210.

Staff Leaders: Mr R Stewart (rstewart@beechencliff.org.uk) and Mr D Brewer (dbrewer@beechencliff.org.uk)

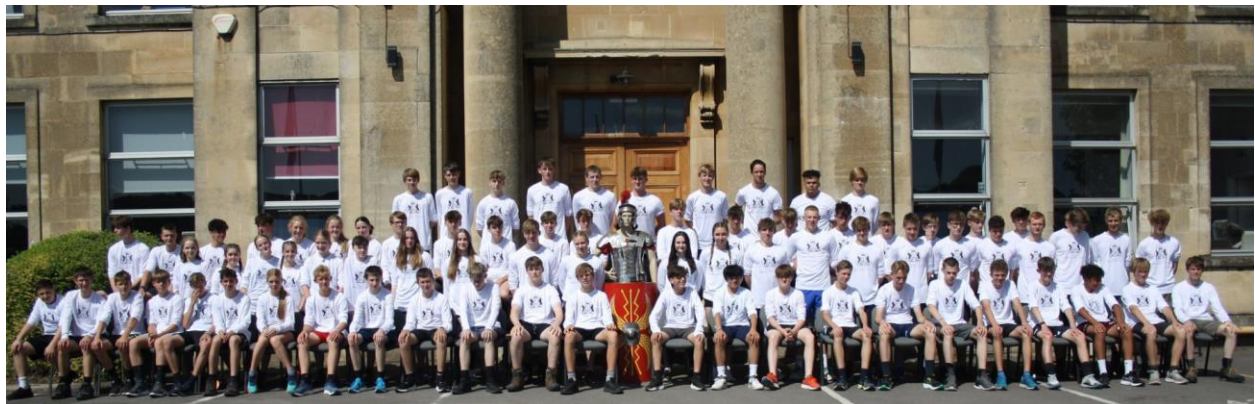
Devon Coast to Coast Cycle Challenge



102 miles in a day, Ilfracombe to Plymouth, October 2024. Approximate cost: £110.

Staff Leader: Mr D Brewer (dbrewer@beechencliff.org.uk).

Centurion Challenge 2024 : 100 miles in 48 hours



This is a long held endurance challenge of Beechen Cliff. It dates back over 50 years. The challenge is *'To leave the main doors of Beechen Cliff, follow the well-trodden route to the Kennet & Avon Canal, walk to Devizes on the towpath, camp overnight, then continue to the Parish Church at Hungerford in the*

morning, before return to Devizes, and finally make your way back to Beechen Cliff School to claim to be a Centurion.'

Approximate cost £85 and sponsorship to be raised for local causes chosen by the Centurion Challengers.

Staff Leader: Mr R Stewart (rstewart@beechencliff.org.uk).

Three Peaks Challenge 2024



This will take place at the end of June 2024 . The Challenge is to Climb Ben Nevis (Scotland), Scafell (England) and Snowdon (Wales) sequentially, with stopping for rest. It is an endurance challenge and involves 3000 metres of ascent, 30 miles of mountain walking and 1200 miles of travel. All with very little sleep between the ascents. The Challenge starts on the Saturday at approximately 14:00 at the bottom of Ben Nevis and finishes on the top of Snowdon when we get there!

Cost: £295 with additional sponsorship to be raised for local causes chosen by the Three Peaks Challengers.

Please Note: This is a bi-annual challenge and will next take place mid-June 2026.

Staff Leaders: Mr R Stewart (rstewart@beechencliff.org.uk) and Mr D Brewer (dbrewer@beechencliff.org.uk).

Pre-Season Rugby Training – U18s Squads

For those students keen on rugby in the Sixth Form, there are pre-season training sessions and friendlies planned for the second half of the summer holidays. Mr Turner (outgoing Director of Rugby) would have already met the majority of rugby players through the interview process and will have given out dates and information to those, but if you are interested in playing rugby, at whatever level (1st XV, 2nd XV or 3rd XV) and have not yet been in contact with Mr Turner, please email him to express your interest and he will provide further information.

In September, rugby training will take place every Monday and Friday after school: 3.30pm - 5.00pm, with matches most weeks for 1st, 2nd and 3rd XVs, under the direction of the new Head of Rugby, Mr Andrew Hall.

Contact: sturner@beechencliff.org.uk or ahall@beechencliff.org.uk or ocattell@beechencliff.org.uk

Extra Curricular Music

There is a wide range of music groups that rehearse weekly. The main events for the music department are:

Piano Concert: October

Carol Service (Bath Abbey): December

Annual School Concert: March

Further details regarding music clubs can be found on the website
<http://www.beechencliff.org.uk/school-life/extra-curricular/>

Instrumental tuition is available. A team of visiting Peripatetic teachers visit the school weekly. A contract and application form can be found on the website under parent information:

<http://musicbcs.weebly.com/music-contract-and-music-application-form.html>

Appendix 3

A Level Overviews

Art

Year 1

Term	Miss Moorhead/Mrs Wilmot	Key Skills / Coursework / PSAs / Deadlines
1	Project 1 – Drawing <ul style="list-style-type: none"> Working in A4 sketchbook. Investigate and experiment a wide range of drawing techniques. Show influence from artists or art movements. Show willingness to try new techniques and work outside of your comfort zone. 	Develop drawing skills through a range of media in a personal way. Project is marked twice before deadline of October Half Term. Weekly tutorials and aim for ten experiments in book each week.
2	Project 2 – Painting <ul style="list-style-type: none"> Working in A4 sketchbook. Explore and progress with painting techniques. Gain influence from a range of sources. Show experimentation and development of style and creativity. Show influence from artists or art movements. 	Develop skills in painting through a wide range of experimentation. Project is marked twice before deadline of Christmas. Weekly tutorials and aim for ten experiments in book each week.
3	Project 3 – 3D <ul style="list-style-type: none"> Continue work in A4 sketchbook. Investigate and experiment with a wide range of 3d techniques. Show influence from artists or art movements. Show willingness to try new techniques and work outside of your comfort zone. Produce at least 8 3D pieces outside of your book. 	Develop skills in 3D art forms. These should be experimental and show a range of media. Project is marked twice before deadline of Feb Half term. Expectation of 18 pages in sketchbook and 8 3D sculptures.
4	Project 4 – Print Making and Mixed Media <ul style="list-style-type: none"> Continue work in A4 sketchbook 	Develop skills in Print Making and Mixed Media art forms. These should be experimental and show a range of media.

	<ul style="list-style-type: none"> Investigate and experiment which a wide range of printing techniques. Show influence of artists and art movements 	Project is marked on completion at Easter. Weekly tutorials and aim for ten experiments in book each week.
5	<p>Project 5- Personal Investigation</p> <ul style="list-style-type: none"> Working in A3 sketchbook. This term, students will need to begin a specific action plan detailing their intentions for their Personal Project, which will be completed by Christmas of their second year. They will need to show consideration for how their work will be presented, which techniques they will employ from their first year etc. 	Planning and development of the unit will be individual to each student. There is no 'theme'. The progress of the unit will be discussed with the teacher throughout to ensure the project fits within the requirements of the assessment criteria. Aim for 8 pieces in book each week
6	<p>Project 5- Personal Investigation</p> <ul style="list-style-type: none"> Continue in A3 sketchbook. Explore and investigate project which extends knowledge, technique and skills showing an awareness of media and critical and contextual understandings. Investigate photography and computer generated imagery as well as skills in recording ideas to develop project. Students will be expected to use the summer break to visit galleries and add to their development of their project. 	Develop a project linking skills previously taught. Project is marked twice before the end of the summer term. Weekly tutorials and aim for 8 pieces in book each week

Year 2

Term	Miss Moorhead/Mrs Wilmot	Key Skills / Coursework
1	Project Development <ul style="list-style-type: none"> The whole of this term will be dedicated to the students working on the final project unit which they began in the Summer Term. 	Students will be encouraged as much as possible to develop ideas based on INDEPENDENT research. Ideas, creative processes and outcomes are all recorded in sketchbooks..
2	<ul style="list-style-type: none"> The whole of this term will be dedicated to the students working on the final project unit which they began in the Summer Term. The project is to be handed in for marking by the end of this term (Christmas). 	Project development and research including gallery visits to develop ideas.
3	<ul style="list-style-type: none"> Following on from last term, the work will be marked, and students will be given the whole of January to add and correct any issues with the project to make it ready for moderation. They will not get further opportunity to work on it after January as they will be working on the exam. 	Completion of project work based on feedback from the teacher.
4	Exam - <ul style="list-style-type: none"> The students will be given their Exam paper in the first week of February, and they will then be working on the planning and preparation of their exam from that point on. 	Research, development of ideas, and sketchbook work related to the exam starting point of their choosing.
5	<ul style="list-style-type: none"> Continuation of exam work, with idea development inspired by research. Exam is generally taken in this term (May) 	Research, development of ideas, and sketchbook work related to the exam starting point of their choosing.
6	<ul style="list-style-type: none"> Preparation of work in readiness for moderation/Art show. End of course. 	

Biomedical Science

Level 3 Applied Diploma in Medical Science

Medical Science is the area of science that deals with maintaining health and preventing and treating diseases. The Level 3 Applied Diploma in Medical Science is for any students who enjoy Science, and especially for those who are interested in careers related to healthcare and medical research. Medical scientists are at the forefront of healthcare services, as they are instrumental in the diagnosis of disease, evaluating the effectiveness of treatments and researching new cures.

Future study and careers

This course will develop your knowledge, understanding and skills in key scientific principles, and can be a good foundation for studying healthcare-related fields at university. It can also help prepare you for employment in areas of Medical science, such as roles in physiological sciences or clinical laboratory services.

The course is assessed as follows:

- Two synoptic exams in each summer of the course, with an opportunity to retake if needed.
- Three pieces of coursework, based on practical skills and analysis.
- One controlled assessment carried out in class and sent away for external marking.

Entry requirements

- Grade 6/5 or above in Combined Science or at least one Grade 6 or above in Separate Sciences.
- Grade 4 or above in Maths.

Biology

Year 1

Term	Teacher 1	Teacher 2	Key Skills / Coursework / PSAs / Deadlines
1	<p><u>Module 2 Foundations in Biology</u></p> <ul style="list-style-type: none"> 2.1.2 Biological molecules (chapter 3) <p>Topic includes PAG -qualitative testing of Biological molecules</p> <ul style="list-style-type: none"> 2.1.3 Nucleotides and Nucleic Acids (chapter 3) <p>Topic includes PAG - Investigating DNA structure using RASMOL</p>	<p><u>Module 2 Foundations in Biology</u></p> <ul style="list-style-type: none"> 2.1.1 cell structure (chapter 2) 2.1.5 Biological membranes (chapter 5) <p>Topic includes multiple pages</p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Various HW tasks consolidation/ revision</p>
2	<p><u>Module 2 Foundations in Biology</u></p> <ul style="list-style-type: none"> 2.1.3 Nucleotides and Nucleic Acids contd <p>Topic includes PAG - Investigating DNA structure using RASMOL</p> <ul style="list-style-type: none"> 2.1.4 Enzymes (chapter 4) <p>Topic includes PAGs - effect of temp and substrate conc on enzyme controlled reactions</p>	<p><u>Module 2 Foundations in Biology</u></p> <ul style="list-style-type: none"> 2.1.5 Biological membranes contd 2.1.6 Cell division, cell diversity and cellular organisation (chapter 6) <p>Topic includes PAG - using a microscope to study Mitosis</p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Various HW tasks consolidation/ revision</p>
3	<p><u>Module 4-Biodiversity, evolution and disease</u></p> <ul style="list-style-type: none"> 4.2.2 Classification and Evolution (chapter 10) 4.2.1 Biodiversity (chapter 11) <p>Topic includes PAG - the calculation of species diversity</p>	<p><u>Module 3-Exchange and Transport</u></p> <ul style="list-style-type: none"> 3.1.1 Exchange Surfaces (chapter 7) 3.1.2 Transport in Animals (chapter 8) <p>Topic includes PAG - dissection of mammalian heart</p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Various HW tasks consolidation/ revision</p>

4	<p><u>Module 4-Biodiversity,evolution and disease</u></p> <ul style="list-style-type: none"> 4.2.1 Biodiversity Contd <p>Topic includes PAG - the calculation of species diversity</p> <ul style="list-style-type: none"> 4.1.1 Communicable diseases,disease prevention and the immune system (chapter 12) 	<p><u>Module 3-Exchange and Transport</u></p> <ul style="list-style-type: none"> 3.1.2 Transport in Animals contd <p>Topic includes PAG - dissection of mammalian heart</p> <ul style="list-style-type: none"> 3.1.3 Transport in Plants (chapter 9) <p>Topic includes PAG - using a potometer</p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Various HW tasks</p> <p>consolidation/ revision</p>
5	<p><u>Exam week 8/5/23</u></p> <p>Revision</p> <p>PAG work</p>	<p><u>Exam week 8/5/23</u></p> <p>Revision</p> <p>PAG work</p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Complete flipped learning tasks</p> <p>revision</p>
6	<p><u>Module 6 Genetics Evolution Ecoysstems</u></p> <ul style="list-style-type: none"> 6.3.1 ecosystems (chap 23) 	<p><u>Module 6 Genetics Evolution Ecoysstems</u></p> <ul style="list-style-type: none"> 6.3.2 populations and sustainability, (chap 24) to include Research PAG 	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Complete flipped learning tasks</p>

Year 2

Term	Teacher 1	Teacher 2	Key Skills / Coursework / PSAs / Deadlines
1	<p><u>Module 6 Genetics Evolution Ecoysstems</u></p> <ul style="list-style-type: none"> Chapter24 revision/test 6.1.1 cellular control (chap 19) 6.3.1 ecosystems to include, succession, revision of summer work and field trip prep (chap 23) 6.1.2 patterns of inheritance (chap 20) 	<p><u>Module 6 Genetics Evolution Ecoysstems</u></p> <ul style="list-style-type: none"> 6.1.3 manipulating genomes(chapter 21) 6.2.1 cloning and biotechnology(chapter 22) <p>Topic includes PAG - dilution plating</p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Various HW tasks</p> <p>consolidation/ revision</p>
2	<p><u>Module 6 Genetics Evolution Ecoysstems</u></p> <ul style="list-style-type: none"> 6.1.2 patterns of inheritance (chap 20) <p><u>Module 5 communication, homeostasis and Energy</u></p> <ul style="list-style-type: none"> 5.1.1 communication and homeostasis and 5.1.4 hormonal communication (chap14) <p><u>MOCK EXAMS 12/12/22</u></p>	<p><u>Module 5 communication, homeostasis and Energy</u></p> <ul style="list-style-type: none"> 5.2.1 Photosynthesis (chapter 17) <p>Topic includes PAG - chromatography</p> <p>photosynthetic pigments</p> <p><u>MOCK EXAMS 12/12/22</u></p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p> <p>PAG Write up</p> <p>Various HW tasks</p> <p>consolidation/ revision</p>
3	<p><u>Module 5 communication, homeostasis and Energy</u></p> <ul style="list-style-type: none"> 5.1.3 neuronal communication ((chapter 13) 	<p><u>Module 5 communication, homeostasis and Energy</u></p>	<p>Use online Textbook resources</p> <p>Read textbook pages</p> <p>Review your notes</p> <p>Answer summary questions / Practice questions</p>

	<ul style="list-style-type: none"> 5.1.5 plant and animal responses(chapter 16) <p><u>MOCK EXAMS 6/2/23</u></p>	<ul style="list-style-type: none"> 5.2.2 Respiration(chapter 18) 5.1.1,5.1.2, Homeostasis(Chapter 15) <p><u>MOCK EXAMS 6/2/23</u></p>	Various HW tasks consolidation/ revision
4	Complete topics from term 3 and revision	Complete topics from term 3 and revision	Use on line Text book resources Read textbook pages Review your notes Answer summary questions / Practice questions Various HW tasks consolidation/ revision
5	Revision and past papers	Revision and past papers	Use online Textbook resources Read textbook pages Review your notes Answer summary questions / Practice questions Various HW tasks consolidation/ revision
6	Study Leave/ Exams		

Business

One Teacher – Year 1

Term	Mr Best	Key Skills / PSAs / Deadlines
1	3.1 What is Business? 3.1.1 Nature & purpose of business 3.1.2 Different business forms 3.1.3 External environment 3.2 Managers, leadership & decision-making 3.2.1 Managers, leadership & decision-making 3.2.2 Management decision-making 3.2.3 Role & importance of stakeholders	Read textbook pages 1-99. Independent study notes: key concepts/models, key terms & formula. Multiple choice & short answer tests. Data response assessments: Time for coffee; Trumps Travel. Unit 1&2 Assessment: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks).
2	3.3 Decision making to improve marketing performance 3.3.1 Setting marketing objectives 3.3.2 Understanding markets & customers 3.3.3 segmentation, targeting, positioning 3.3.4 Using the marketing mix 3.4 Decision making to improve operational performance 3.4.1 Setting operational objectives 3.4.2 Analysing operational performance	Read textbook pages 100-229 Independent study notes: key concepts/models, key terms & formula. Multiple choice & short answer tests. T2U Case study assessments. Unit 3 Assessment: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks).
3	3.4.3 Increasing efficiency & productivity 3.4.4 Improving quality 3.4.5 Managing inventory and supply chains 3.5 Decision making to improve financial performance 3.5.1 Setting financial objectives 3.5.2 Analysing financial performance	Read textbook pages 230-353 Independent study notes: key concepts/models, key terms & formula. Multiple choice & short answer tests. Unit 4 Assessment: MCQs, short answer

		<p>questions and a data response – 9 marker & 16 marker. (Total: 50 marks).</p> <p>Tests: budgeting; break-even; cashflow; profitability.</p>
4	<p>3.5.3 Improving cashflow & profits</p> <p>3.5.4 Sources of finance</p> <p>3.6 Decision making to improve human resource performance</p> <p>3.6.1 Setting human resource objectives</p> <p>3.6.2 Analysing human resource performance</p>	<p>Read textbook pages 354-405</p> <p>Notes: key concepts, key terms & formula.</p> <p>Unit 5 Assessment: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks).</p>
5	<p>3.6.3 Organisational design and human resource flow</p> <p>3.6.4 Improving motivation and engagement</p> <p><i>Revision/Exam preparation - Year 12 examinations</i></p> <p>3.6.5 Improving employer-employee relations</p>	<p>Read textbook pages 406-488</p> <p>Notes: key concepts, key terms & formula.</p> <p>Tests: Multiple choice & short answer numeracy questions.</p> <p>T2U case study assessment.</p> <p>Unit 6 Assessment: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks).</p>
6	<p>Begin Year 2 content</p> <p>3.9.1 Assessing a change in scale</p> <p>3.9.2 Assessing innovation</p> <p>3.9.4 Assessing digital technology</p>	<p>Read textbook 2 pages 227-287; 323-343.</p> <p>Notes: key concepts, key terms, diagrams.</p> <p>Case study assessment: 2018 paper 3, Q6 (24 marks).</p>

Year 2

Term	Mr Best	Key Skills / PSAs / Deadlines
1	<p>3.7.1 Mission, corporate objectives & strategy</p> <p>3.7.2 Financial ratio analysis</p> <p>3.7.3 Analysing overall performance</p> <p>3.7.4 Analysing political and legal change</p>	<p>Uber SWOT analysis - group activity</p> <p>Ratio calculations assessment (34 marks)</p> <p>2017 Paper 3 – Q2 2018 Paper 2 – Q1.5 or Essay: 2017 paper 1 Q23 Essay: 2018 paper 1 Q23</p>
2	<p>3.7.5 Analysing economic change</p> <p>3.7.6 Analysing the social and technological environment</p> <p>3.7.7 Analysing the competitive environment</p> <p>3.7.8 Investment appraisal</p>	<p>Case study: Café Republica (32 marks)</p> <p>Essay: 2017 Paper 1 Q24 or 25</p> <p>2017 paper 3 – Q4 (16 marker)</p> <p>Investment appraisal assessment – 20 marks</p> <p>Unit 7 Assessment 1 Hour test: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks)</p>
3	<p>3.8.1 Strategic direction – choosing markets</p> <p>3.8.2 Strategic direction – how to compete</p> <p>3.9.3 Assessing internationalism</p>	<p>2017 paper 2 Q1.4 (20 marks) Unit 8 Assessment 1 Hour test: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks)</p> <p>2017 paper 2 Q3.3 (16 marks) Unit 9 Assessment 1 Hour test: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks)</p>
4	<p>3.10.1 Managing change</p> <p>3.10.2 Managing organisational culture</p> <p>3.10.3 Managing strategic implementation</p> <p>3.10.4 Problems with strategy/why strategies fail</p>	<p>Case study: Broakes Shoes (32 marks)</p> <p>MC questions and 2018 Paper 2 Q2.2 (20 marks)</p> <p>Critical Path Analysis assessment: Numerical - 20 marks, Data response - 32 marks</p> <p>Case study: Shelley's Boutique (32 marks)</p>

		Unit 10 Assessment 1 Hour test: MCQs, short answer questions and a data response – 9 marker & 16 marker. (Total: 50 marks)
5	Revision Exam preparation	Timed: essays, data response questions & case study questions Numeracy tests Models tests Key terminology tests
6	Study leave <i>Examinations</i>	

Chemistry

Year 1

Term	Mr Stewart / Mrs V Lewis		Key Skills / Coursework / PSAs / Deadlines
1	Module 2 Foundations in Chemistry <ul style="list-style-type: none"> 2 : Atoms, ions and compounds 3 : Amount of substance 	Module 2 Foundations in Chemistry <ul style="list-style-type: none"> 5 : Electrons and bonding 6 : Shapes of molecules and intermolecular forces 	GCSE Recap Assessment in week 3 of Term 1 Use online Textbook resources Read textbook pages Review your notes Answer summary questions / Practice questions Revise for End of Section Test PAG Write up
2	<ul style="list-style-type: none"> 4 : Acids and redox Revision for Mock exam	Module 3 Periodic Table and Energy <ul style="list-style-type: none"> 7: Periodicity 8: Reactivity series Revision for Mock exam	Use online Textbook resources Read textbook pages Review your notes Answer summary questions / Practice questions Revise for End of Section Test PAG Write up Revision for Mock exam
3	MOCK EXAM (January 2023) <ul style="list-style-type: none"> 9 : Enthalpy 	MOCK EXAM (January 2023) Module 4 Core organic Chemistry and analysis <ul style="list-style-type: none"> 11 : Basic concepts of organic chemistry 12 : Alkanes 	Use online Textbook resources Read textbook pages Review your notes Answer summary questions / Practice questions. Revise for End of Section Test PAG Write up
4	<ul style="list-style-type: none"> Reaction Rates and Equilibrium 	<ul style="list-style-type: none"> 13 : Alkenes 14 : Alcohols 	Read textbook pages Review your notes Answer summary questions / Practice questions. PAG Write up Revise for End of Section Test
5	<ul style="list-style-type: none"> 17 : Spectroscopy REVISION YEAR 1 EXAMINATION (May 2023)	<ul style="list-style-type: none"> 15 : Halogenoalkanes 16 : Organic Synthesis REVISION YEAR 1 EXAMINATION	Read textbook pages Review your notes Answer summary questions / Practice questions. PAG Write up Revise for End of Section Test EXAMINATION REVISION

		(May 2023)	
6	START YEAR 2 Orders of Reactions	START YEAR 2 Carboxylic acids and alcohols	PAG Checking Read textbook pages Review your notes Revise for End of Section Test

Classical Civilisation

Term		Mr Saunders
Year 1	<ul style="list-style-type: none">• The World of the Hero: The Odyssey• Imperial Image: Augustan Rome	<ul style="list-style-type: none">• The World of the Hero: The Odyssey• Love and Relationships
Year 2	<ul style="list-style-type: none">• The World of the Hero: The Aeneid• Imperial Image: Augustan Rome continued	<ul style="list-style-type: none">• Love and Relationships continued

Computer Science

Year 1

Term	Unit 1 (Computer systems) Miss J Wright	Unit 1 (Computer systems) Ms L Jarvis	Key Skills / Coursework / PSAs / Deadlines
1	Structure and function of the processor Types of processor	Software development Development of programming skills	Student Learning Records Programming Challenges Unit tests
2	Input, output and storage Operating systems and systems software	Data types Development of programming skills	Student Learning Records Programming Challenges Unit tests
3	Applications generation	Data structures Development of programming skills	Student Learning Records Programming Challenges Unit tests
4	Types of programming language	Boolean algebra Development of programming skills	Student Learning Records Programming Challenges Unit tests
5	Databases Networks	Compression, encryption and hashing Web technologies	End of year exam
6	Computer related legislation Ethical, moral and cultural issues	Unit 3 Programming project <ul style="list-style-type: none"> ● Definition ● Analysis 	Student Learning Records Programming Challenges Unit tests Programming project

Year 2

Term	Unit 2	Unit 3	Key Skills / Coursework / PSAs / Deadlines
1	Thinking: <ul style="list-style-type: none"> • abstractly • ahead • procedurally • logically • concurrently 	Programming project <ul style="list-style-type: none"> • Design • Development 	Student Learning Records Programming Challenges Unit tests Programming project
2	Programming techniques Computational methods	Programming project <ul style="list-style-type: none"> • Development 	Student Learning Records Programming Challenges Unit tests Programming project
3	Algorithms	Programming project <ul style="list-style-type: none"> • Development 	Student Learning Records Programming Challenges Unit tests Programming project Mock Exams
4		Programming project <ul style="list-style-type: none"> • Development • Testing • Evaluation 	Programming project - deadline Easter
5	Unit 1 (Computer systems)	Unit 2 (Algorithms and programming)	Unit 3 (Programming project) submission
6	Revision		Unit 1 and Unit 2 exams

Economics

Year 1

Term	Mr Maxwell	Key Skills / PSAs / Deadlines
1	<p>Unit 1 (7135/1)</p> <ul style="list-style-type: none"> ● 3.1.1 The economic problem: Scarcity; resources; production possibility curves; opportunity cost ● 3.1.2 Price determination in a competitive market: The model of demand and supply; surpluses; shortages; Ped; Yed; Xed. ● 3.1.3 Production, costs and revenues (Business economics): Production; productivity; specialisation; division of labour; economies of scale. 	<p>Read textbook chapters 1-3</p> <p>Notes: key concepts, key terms, diagrams and formula</p> <p>Key skills: using demand and supply diagrams effectively, describing data, elasticity calculations.</p> <p>Multiple choice & short answer questions from past papers.</p>
2	<ul style="list-style-type: none"> ● 3.1.4 Competitive and concentrated markets: Objectives of firms; the market process; monopoly. ● 3.1.5 Market failures: Positive and negative externalities, merit and demerit goods; public goods; information failure; inequality; government failure ● 3.1.5 Policies to address failures: public provision; taxation; subsidies; regulations; minimum and maximum pricing. 	<p>Read textbook chapters 4 and 5</p> <p>Notes: Market failures, key terms, market failure diagrams, policies to address each market failure.</p> <p>Key skills: using diagrams effectively, analysis and evaluation of policies, essay structure and writing.</p> <p>Multiple choice, short answer questions, building up to essays from past papers.</p>

3	Unit 2 (7135/2) <ul style="list-style-type: none"> 3.2.1 and 3.2.2 Macroeconomic performance: The government's economic objectives; circular flow of income; AD/AS analysis; economic growth; The economic cycle; index numbers 	7135/1 mock in January Read textbook chapters 6-8 Notes: Key macroeconomic objectives associated measurements, current and past performance, AD/AS diagrams. Key skills: Using AD/AS diagrams effectively, describing data, evaluation of policies Multiple choice, short answer and essay questions from past papers.
4	<ul style="list-style-type: none"> 3.2.3 and 3.2.4 Unemployment; inflation; monetary policy; fiscal policy; supply-side policies; The balance of payments; exchange rates 	Read textbook chapters 8-9 Notes: Key macroeconomic objectives, associated measurements, current and past performance, AD/AS diagrams Key skills: Using AD/AS diagrams effectively, describing data, evaluation of policies Multiple choice, short answer and essay questions from past papers.
5	<ul style="list-style-type: none"> Revision for 7135/1 and 7135/2 	Variety of revision tasks and past papers
6	Start A2 (7136/1) Economic methodology and the economic problem <ul style="list-style-type: none"> 4.1.4 Production, costs and revenue: Short-run costs and revenues; specialisation; Law of Diminishing Returns; long-run cost curve, internal economies of scale; external economies of scale; impact of technology on LRAC; profit; profit maximisation; objectives of firms. 	Read A2 textbook chapter 2 Key skills: The ability to explain the shape and position of all the cost and revenue curves; the ability to draw cost and revenue diagrams for a firm/industry; the ability to illustrate profit maximisation output and price; the ability to explain alternative objectives First attempt at A2 15 marker.

Year 2

Term	Mr Maxwell	Key Skills / PSAs / Deadlines
1	<p>(7136/1) – Economic methodology and the economic problem</p> <ul style="list-style-type: none"> ● 4.1.5.3 Perfect competition: Characteristics of a perfectly competitive market; formal diagrammatic analysis of the model in the short and long-run; assumptions of the model. ● 4.1.5.6 Monopoly Power: Formal diagrammatic analysis of the model; barriers to entry; advantages and disadvantages of monopoly. ● 4.1.5.4 Monopolistic competition: Formal diagrammatic analysis of the model in the short and long-run; characteristics of the model; importance of non-price competition. ● 4.1.5.5 Oligopoly: Formal diagrammatic analysis of the kinked demand curve model; Game Theory; characteristics of markets; concentration ratios; cooperation and collusion; cartels and cartel like behaviour. ● 4.1.5.8 Contestability and non-contestable markets: significance of contestability on the performance of a market; sunk costs; hit and run competition. ● 4.1.8.7 Competition Policy: The various bodies involved in competition policy including E.U bodies; policies and actions taken; evaluation of policies. ● 4.1.8.8. Public ownership, privatisation, regulation and deregulation of markets: Arguments for and against nationalisation, privatisation, regulation, deregulation; regulatory capture. 	<p>Read Chapter 3</p> <p>Notes: characteristics; assumptions and diagrammatic representation of each model.</p> <p>Key skills: Application to key UK industries; effective diagrammatic analysis; being able to assess degree of market failure; evaluation of actual and suggested policies.</p> <p>Data response and essay (15 and 25 mark) A2 questions from past papers.</p>

2	<ul style="list-style-type: none"> ● 4.1.5.7 Price discrimination: The various degrees of price discrimination; conditions necessary for each; advantages and disadvantages to firms and consumers. ● 4.1.6 Labour markets: Wage determination using demand and supply analysis; factors/determinants of demand and supply of labour; MRP theory; wage elasticity of demand and supply of labour; monetary and non-monetary rewards; backward sloping supply curve. ● 4.1.6.3 Perfectly competitive labour markets: Formal diagrammatic analysis of the model; role of market forces in wage determination; limitations to the model. ● 4.1.6.4 Imperfectly competitive labour markets: Monopsony and the impact on wages and employment; Trade Unions; imperfect information; national minimum wage; wage discrimination. ● 4.1.8 Market failure and government intervention: A revisit to key market failures from AS – externalities, merit and demerit goods, public goods; interventions and possible government failures ● 4.1.7 Poverty and inequality: A more detailed look into differences in income and wealth; factors that influence inequality; equality and equity; benefits and costs of more equal and more unequal distributions; absolute and relative poverty; causes and effects of poverty; policies that influence inequality and poverty. ● 4.1.2 Individual economic decision making: rational decision making; utility theory; importance of the margin; behavioural economic theory – bounded rationality, bounded self-control, altruism, 	<p>Read Chapter 4</p> <p>Key skills: Application to the real UK economy and key industries; effective diagrammatic analysis; being able to assess degree of market failure; evaluation of actual and suggested policies such as the living wage.</p> <p>Key skills: application to key UK industries – energy, transport, health, education; more advanced diagrammatic analysis; evaluation of actual and suggested policies including government failure.</p> <p>Key skills: interpretation of real world data; ability to link inequality to other market failures e.g. exclusion from the housing market; evaluation of actual and suggested policies.</p> <p>Use of real world examples to give us insight to possible future policies.</p>
---	--	--

	biases; choice architecture – Nudges, framing, default choices, restricted choices, mandated choices.	
--	---	--

3	<p>Mock paper at the start of January Unit 2 - The national and international economy (7136/2)</p> <ul style="list-style-type: none"> ● 4.2.6.5 Economic growth and the economic cycle: Demand and supply-side causes; trend growth; output gaps; causes of booms and recessions; costs and benefits of growth; impact on individuals, economy and the environment; weaknesses of national income data; measuring living standards; inequality and policies to address; ● 4.2.3.2. Employment and Unemployment: different types/causes of unemployment; measuring unemployment; concepts of voluntary and involuntary unemployment; concept of natural rate of unemployment and factors that determine it; consequences of unemployment. ● 4.2.3.4 Possible conflicts between macroeconomic objectives: short and long-run Phillips curves and associated analysis; policies to reconcile objectives. 	<p>Past or specimen paper under exam conditions – 2 hours</p> <p>Read textbook chapters 5 and 8</p> <p>Key skills: Effective AD/AS analysis; application to current and recent UK performance; being able to interpret and evaluate macroeconomic measurements re growth, living standards and inequality (HDI, Gini Coefficient).</p> <p>Key skills: Using both AD/AS and the Phillips curve diagrams effectively; describing and interpreting data; analysis and evaluation of policies; recent and current UK performance.</p> <p>Data response and essay (15 and 25 mark) A2 questions from past papers</p>
---	--	--

4	<ul style="list-style-type: none"> ● 4.2.3.3 Inflation and deflation: concepts of inflation, deflation and disinflation; quantity theory of money ● 4.2.4 Financial markets and monetary policy: money supply, functions of money, interest rates and bond markets; how banks create credit; different types of banks; role and operation of the MPC; regulation of the financial system. ● 4.2.5.1 Fiscal policy: different forms of taxation and spending; principles of taxation; role and merit of key taxes; cyclical nature of the budget; national debt and how it is funded; discretionary fiscal policy ● 4.2.5.2 Supply-side policies: A detailed look into the operation of key supply-side policies. 	<p>Read textbook chapter 9 and 10</p> <p>Key skills: Using demand and supply analysis to explain changes in bond prices, interest rates, and exchange rates; ability to clearly explain the transmission mechanism and quantitative easing; being able to critically evaluate current and recent monetary policy.</p> <p>Data response and essay questions from past papers</p>
5	<p>4.2.6 The international economy</p> <ul style="list-style-type: none"> ● 4.2.6.2 Trade: model of comparative advantage; protectionist policies; customs unions and free trade area; E.U; Single European Market (SEM); W.T.O ● 4.2.6.1 Globalisation: Causes; characteristics; role of MNCs; impact on developed and less developed economies. ● 4.2.6.3 The balance of payments: The Current and Capital accounts; UK performance re trade; policies to improve our trade balance; exchange rates and systems. ● 4.2.6.4 Exchange rates: the workings of the FOREX market; advantages and disadvantages of fixed and floating exchange rate systems; arguments for and against joining the euro. 	<p>Read chapter 10</p> <p>Key skills: Effective AD/AS analysis; application to current and recent UK performance; being able to interpret and evaluate macroeconomic measurements re growth, living standards and inequality (HDI, Gini Coefficient).</p>

	<ul style="list-style-type: none"> ● 4.2.6.5 Economic growth and development: Uses of National Income Data; measuring living standards; inequality and policies to address; differences between growth and development; factors affecting development; barriers to development; policies to encourage; role of aid; role of trade. 	Full mock paper
6	<ul style="list-style-type: none"> ● Revision 	

English Literature

Year 1

Term	Teacher 1	Teacher 2	Key Skills / Coursework / PSAs / Deadlines
1	Introduction to American Literature. The Great Gatsby: <ul style="list-style-type: none"> • Introduction to the Jazz Age • Study of characters • Study of themes 	Introduction to A Level A Doll's House: <ul style="list-style-type: none"> • Realism and theatre styles • Background and context. • Close study of play 	Reading texts. Research tasks. Essay writing at A Level and exploring how you are judged. Baseline assessment tasks to be completed on both texts.
2	The Great Gatsby: <ul style="list-style-type: none"> • Literary techniques and study of extracts • Different critical viewpoints. <p>Exploring other extracts from American fiction</p>	A Doll's House: <ul style="list-style-type: none"> • Background and context. • Close study of play • Critical Perspectives 	Completing reading of texts. Reading critical viewpoints Learning key literary terminology and applying in essay tasks. Interim and final assessment tasks to be completed on both texts.
3	Hamlet: <ul style="list-style-type: none"> • Introduction to Tragedy • Background and context • Study of characters • Study of themes 	The Grapes of Wrath <ul style="list-style-type: none"> • Steinbeck and context of the Great Depression and the Migration to California • Reading and analysing the text • Preparing an independent reading research presentation on an American text of your choice 	Reading of novel and Shakespeare texts. Learning important contextual links Learning key literary concepts and applying in essay responses Baseline assessment tasks to be completed on both texts.

4	Hamlet: <ul style="list-style-type: none"> Literary techniques and close study of extracts Different critical viewpoints 	The Grapes of Wrath <ul style="list-style-type: none"> Continue studying text with focus on unravelling Steinbeck's politics and the defining qualities of an American Form comparisons with The Great Gatsby. 	<p>Complete reading of novel and Shakespeare texts.</p> <p>Crafting strong essays.</p> <p>Interim assessment tasks to be completed on both texts.</p>
5	Hamlet <ul style="list-style-type: none"> Revise characters and key themes and all topics covered on course. Unseen extract practice assignments. 	The Great Gatsby/The Grapes of Wrath Comparison <ul style="list-style-type: none"> Revise all topics covered on course 	Mock exam preparation Comparison maps and close analysis attempts Timed essays
6	Dubliners Introduction <ul style="list-style-type: none"> Introduction to the comparative component of the coursework Study a selection of stories from Dubliners Introduction to Modernism Background and context Study of characters Study of themes Narrative style 	Yeats <ul style="list-style-type: none"> Introduction to poetry component of coursework Study of selection of poetry and key themes 	<p>Read the critical interpretations of coursework texts.</p> <p>Produce first coursework essay on poetry text before the end of the school year.</p>

Year 2

Term	Teacher 1	Teacher 2	Key Skills / Coursework / PSAs / Deadlines
1	The Ferryman: <ul style="list-style-type: none"> • Introduction to Jez Butterworth • Study of characters • Study of key themes • Explore different critical interpretations of the play • Explore context of The Troubles 	Dubliners: <ul style="list-style-type: none"> • Continuing work started in Year 12 The Merchant's Prologue and Tale <ul style="list-style-type: none"> • Introduction to medieval society and culture • Reading portrait from The General Prologue • Reading the Merchant's Prologue • Study of Middle English 	Reading stories and drama Research tasks Essay writing at A Level and learning of AOs Baseline assessment on The Merchant's Prologue and Tale.
2	Completion of coursework folder: <ul style="list-style-type: none"> • How to compare texts • Different critical viewpoints • Drafting and writing final piece 	The Merchant's Prologue and Tale <ul style="list-style-type: none"> • The Merchant's Tale. • Study of critical interpretations of The Merchant's Prologue and Tale. 	Completing reading of texts. Reading critical viewpoints Learning key literary terminology and applying in essay tasks Interim assessment on The Merchant's Prologue and Tale Mock exams on Hamlet and American comparative texts Comparison coursework due end of January. Final deadline after February Half Term
3	American Literature preparation: <ul style="list-style-type: none"> • Revision and comparison The Great Gatsby and 	The Merchant's Prologue and Tale/A Doll's House: <ul style="list-style-type: none"> • Revision of A Doll's House • Comparing the texts 	Reading of poetry, prose and drama texts Learning important contextual links Learning key literary concepts and applying in essay responses

	<p>The Grapes of Wrath</p> <ul style="list-style-type: none"> Contextual study <p>American Literature Extracts</p> <ul style="list-style-type: none"> Begin preparing for the unseen element of the exam. Learning American context 1880-1940 beyond the texts covered Studying exemplar material 	<ul style="list-style-type: none"> Exam technique Addressing the AOs 	<p>Mock exams on American Unseen and Drama/Poetry comparative texts</p>
4	<p>Hamlet</p> <ul style="list-style-type: none"> Revise play: context, characters, themes, language analysis Re-read critical articles How to approach the extract question 	<p>Preparation of Unseen component:</p> <ul style="list-style-type: none"> Extract analysis Meeting the AOs 	<p>Complete re-reading of drama and poetry texts. Re-reading of critical articles</p>
5	<p>Exam preparation:</p> <ul style="list-style-type: none"> Student-led revision of all texts Meeting the AOs Studying exemplar material 	<p>Synoptic preparation:</p> <ul style="list-style-type: none"> Skills in comparing texts Meeting the AOs Studying exemplar material 	<p>Re-read texts Study extracts Timed essay practice Resources on OCR website</p>

French

	Topic Area		Grammar
Term 1 Teacher 1	Aspects of French-speaking society: current trends La famille en voie de changement Monoparentalité, homoparentalité, familles recomposées	Consider and discuss the merits and problems of different family structures	Present tense/irregulars including modal verbs <i>Depuis + present</i> <i>Imperfect tense</i> <i>Venir de</i>
Term 1 Teacher 2	Aspects of French-speaking society: current trends La « cyber-société » <i>Comment la technologie facilite la vie quotidienne</i>	Describe and discuss how technology has transformed everyday life including the boom of technology in Africa	Revision of definite and indefinite articles Revision of Perfect tense <i>Relative pronouns – qui, que,</i> <i>Imperatives</i>
Term 2 Teacher 1	Aspects of French-speaking society: current trends La famille en voie de changement La vie de couple – nouvelles tendances	Describe and discuss trends in marriage and other forms of partnership	Future tense and immediate future <i>Imperatives</i> <i>Negative expressions</i> <i>Verbs followed by a/de</i> <i>Present participles</i>
Term 2 Teacher 2	Aspects of French-speaking society: current trends La « cyber-société » <i>Qui sont les cybernautes ?</i>	Consider the different users of digital technology and discuss possible future developments	<i>Reflexive verbs in all tenses</i> <i>Possessive adjectives</i> <i>Adverbs</i> <i>Conditional</i> <i>Pronouns</i>

Term 2 Teacher 1	Aspects of French-speaking society: current trends La famille en voie de changement Grands-parents, parents et enfants – soucis et problèmes	Consider relationships between the generations and discuss problems that can arise	Knowing how to understand and ask questions <i>Imperatives</i>	Ensuring notes are useful and well organised Identifying correct or incorrect answers from a list of options (Kerboodle)
Term 2 Teacher 2	Aspects of French-speaking society: current trends La « cyber-société » <i>Quels dangers la « cyber-société » pose-t-elle ?</i>	<i>Consider and discuss the dangers of digital technology</i>	<i>Position and agreement of adjectives</i> <i>Passive voice</i>	<i>Translations of French to English texts</i> <i>Responding to a stimulus card (Kerboodle)</i>
Term 3 Teacher 1	Aspects of French-speaking society: current trends Le rôle du bénévolat Qui sont et que font les bénévoles ?	Examine the voluntary sector in France and the range of work volunteers provide	Comparatives Superlatives <i>Indirect speech</i>	Summarising Information and extracting key points Interpreting and explaining figures and statistics
Term 3 Teacher 2	Artistic culture in the French-speaking world Une culture fière de son patrimoine culturel <i>Le patrimoine sur le plan national, régional et local</i>	<i>Understand the notion of heritage and heritage preservation on a regional and national scale</i>	<i>Revision of irregular verbs in the perfect tense</i>	<i>Developing effective listening techniques</i> <i>Developing extended answers</i>

Term 3 Teacher 1	Aspects of French-speaking society: current trends Le rôle du bénévolat Le bénévolat – quelle valeur pour ceux qui sont aidés ?	Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help	Imperfect and pluperfect	Extending vocabulary by looking at how words are formed Summarising from reading and listening
Term 3 Teacher 2	Artistic culture in the French-speaking world Une culture fière de son patrimoine culturel <i>Le patrimoine et le tourisme</i>	<i>Consider the ways in which some of the country's most famous heritage sites market themselves</i>	Negative forms	<i>Comparing and contrasting viewpoints and expressing opinions</i> <i>Avoiding repetition</i>
Term 3 Teacher 1	Aspects of French-speaking society: current trends Le rôle du bénévolat Le bénévolat – quelle valeur pour ceux qui aident ?	Look at the benefits of voluntary work for those that do it and for society as a whole	Direct and Indirect object pronouns Subjunctive	Strategies for answering questions in French Translate into English
Term 3 Teacher 2	Artistic culture in the French-speaking world Une culture fière de son patrimoine culturel <i>Comment le patrimoine reflète la culture</i>	<i>Comprehend how architecture and gastronomy play a role in French heritage and how heritage impacts upon and is guided by culture in society</i>	<i>The passive voice and use of 'on' to avoid it</i> <i>Infinitive constructions</i> Subjunctive	<i>Techniques for successful reading comprehension</i> <i>Interpreting pictures</i> <i>Checking writing for grammatical accuracy</i> <i>Tackling gap-fill tasks</i>

Term 3 Teacher 1 Weeks 3/4	Artistic culture in the French-speaking world	Consider a variety of aspects of French cinema	Recognising and using the most common forms of present subjunctive	Developing listening techniques for the oral exam Summarising from
--------------------------------------	--	--	--	---

	Cinéma – le septième art Pourquoi le septième art ?			listening
Term 3 Teacher 2 Weeks 3/4	<i>Study of chosen film: 'La Haine'</i>			
Term 3 Teacher 1 Weeks 5/6	Artistic culture in the French-speaking world Cinéma – le septième art Evolution du cinéma – les grandes lignes	Consider the major developments in the evolution of French cinema from its beginnings until the present day	Understanding and using conditional	Developing revision techniques Using persuasive Language
Term 3 Teacher 2	<i>Study of chosen film: 'La Haine'</i>			
Term 4 Teacher 1 Weeks 1/2	Artistic culture in the French-speaking world Cinéma – le septième art Le cinéma – une passion nationale ?	Consider the continuing popularity of French cinema and film festivals	Adverbs	Learning and using sophisticated vocab Writing with a purpose
Term 4 Teacher 2	<i>Chosen film – essay skills</i>			
Term 4 Teacher 1 Weeks 3/4	Artistic culture in the French-speaking world La musique francophone contemporaine La diversité de la musique francophone contemporaine	Consider the popularity of contemporary francophone music and its diversity of genre and style	Recognise and understand past historic Revision of present and past participles	Translation from English to French Listening for detail
Term 4 Teacher 2 Weeks 3/4	<i>Chosen film – essay skills</i>			
Term 4 Teacher 1	Artistic culture in the French-speaking world	Consider who listens to contemporary	Revision of imperfect tense	Developping accurate pronunciation

Weeks 5/6	La musique francophone contemporaine Qui écoute et apprécie cette musique ?	francophone music, how often and by what means		Justifying opinions
Term 4 Teacher 2 Weeks 5/6	Artistic culture in the French-speaking world La musique francophone contemporaine Comment sauvegarder cette musique ?	Consider and discuss the threats to contemporary francophone music and how it might be safeguarded	Revision of imperatives	Producing interesting sentences Expressing doubt and uncertainty
Term 5/6	REVISION/ Begin Book Independent Research Project Preparation for orals			

Geography

Year 1

Term	Mrs. Cook and Mr Firth	Mr Brewer and Ms Sampson	Key Skills / Coursework / PSAs / Deadlines
1	Topic 4 <ul style="list-style-type: none"> Regenerating Places 	Topic 2 <ul style="list-style-type: none"> Coastal Landscapes and Change 	<ul style="list-style-type: none"> Complete homework
2	Topic 4 <ul style="list-style-type: none"> Regenerating Places 	Topic 2 <ul style="list-style-type: none"> Coastal Landscapes and Change 	<ul style="list-style-type: none"> Complete homework End of Unit Test on Topics 2&4
3	Topic 3 <ul style="list-style-type: none"> Globalisation 	Topic 1 <ul style="list-style-type: none"> Tectonic Process and Hazards 	<ul style="list-style-type: none"> Complete homework Begin thinking about coursework title. Complete proposal form by Friday 5th Feb 2021.
4	Coursework (9GE0/04) <ul style="list-style-type: none"> Field work and begin Independent Investigation 	Coursework (9GE0/04) <ul style="list-style-type: none"> Field work prep and begin Independent Investigation 	<ul style="list-style-type: none"> Field trip to South Devon in March. £175 Deposit due in Feb (£75). Full payment due one week before the trip. Optional trip to Three Cliffs Bay, Gower. Approx cost £20. Begin Independent Investigation: 4000 word report. 20% of full A-Level. Deadline Dec 2021. Complete homework
5	Topic 3 <ul style="list-style-type: none"> Globalisation 	Topic 1 <ul style="list-style-type: none"> Tectonic Process and Hazards 	<ul style="list-style-type: none"> Complete homework Revise Units 1,2,3,4 for trial exams. Work on Independent Investigation (9GE0/04). Deadline Dec 2021.
6	Topic 3 <ul style="list-style-type: none"> Globalisation 	Topic 1 <ul style="list-style-type: none"> Tectonic Process and Hazards 	<ul style="list-style-type: none"> Complete homework

			<ul style="list-style-type: none"> Independent Investigation (9GEO/04). Deadline September 2020.
--	--	--	---

Year 2

Term	Mr Firth	Mr Brewer	Key Skills / Coursework / PSAs / Deadlines
1	Topic 7 <ul style="list-style-type: none"> Superpowers 	Topic 6 <ul style="list-style-type: none"> Carbon Cycle and Energy Security 	<ul style="list-style-type: none"> Work on Sections 3 &4 of Independent Investigation: 4000 word report. 20% of full A-Level. Complete homework
2	Topic 7 <ul style="list-style-type: none"> Superpowers 	Topic 6 <ul style="list-style-type: none"> Carbon Cycle and Energy Security 	<ul style="list-style-type: none"> Complete homework Hand in Independent Investigation Fri 18th Dec 2022: 4000 word report. 20% of full A-Level.
3	Topic 8A <ul style="list-style-type: none"> Health, Human Rights and Intervention 	Topic 5 <ul style="list-style-type: none"> Water Cycle and Water Insecurity 	<ul style="list-style-type: none"> End of unit test on Topics 6&7 Complete homework
4	Topic 8A <ul style="list-style-type: none"> Health, Human Rights and Intervention 	Topic 5 <ul style="list-style-type: none"> Water Cycle and Water Insecurity 	<ul style="list-style-type: none"> Complete homework End of Unit test on Topics 5&8A
5	<ul style="list-style-type: none"> Paper 3 (9GEO/03) Preparation Revision 	<ul style="list-style-type: none"> Paper 3 (9GEO/03) Preparation Revision 	<ul style="list-style-type: none"> Complete homework Revision
6	Revision	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Paper 1 (9GEO/01) 30% 2Hrs 15 Mins. 105 marks <ul style="list-style-type: none"> - Topics 1,2b,5,6 Paper 2 (9GEO/02) 30% 2Hrs 15 Mins. 105 marks <ul style="list-style-type: none"> - Topics 3,4A,7,8A Paper 3 (9GEO/03) 20% 2 Hrs 15 Mins. 70 marks

			Synoptic Issue and skills based paper.
--	--	--	--

History

Year 1

<p>Terms 1 & 2</p>	<p style="text-align: center;">The Tudors, 1485-1603</p> <p style="text-align: center;">Course overview – the big picture</p> <p>Henry VII, 1485–1509</p> <ul style="list-style-type: none"> • Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty • Government: councils, parliament, justice, royal finance, domestic policies • Relationships with Scotland and other foreign powers; securing the succession; marriage alliances • Society: churchmen, nobles and commoners; regional division; social discontent and rebellions • Economic development: trade, exploration, prosperity and depression • Religion; humanism; arts and learning 	<p style="text-align: center;">The Cold War, 1945-91</p> <p style="text-align: center;">Course overview – the big picture</p> <p>The Origins of the Cold War, c1945–1949</p> <ul style="list-style-type: none"> • - US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee • - Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment • - The USA's involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin • - Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO
<p>Terms 3, 4 and 5</p>	<p>Henry VIII, 1509–1547</p> <ul style="list-style-type: none"> • - Henry VIII: character and aims; addressing Henry VII's legacy • - Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy 	<p>The Widening of the Cold War, 1949–1955</p> <ul style="list-style-type: none"> • - US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68 • - The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes

	<ul style="list-style-type: none"> • - Relationships with Scotland and other foreign powers; securing the succession • - Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion • - Economic development: trade, exploration, prosperity and depression • - Religion: renaissance ideas; reform of the Church; continuity and change by 1547 	<p>and actions of the UN, USA, USSR and China; military involvement and settlement</p> <ul style="list-style-type: none"> • - Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China • - Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference <p>The Global War, 1955–1963</p> <ul style="list-style-type: none"> • - Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit • - Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall • - Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination • - Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis
Term 5	<p>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</p> <ul style="list-style-type: none"> • - Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers 	<p>Confrontation and cooperation, c1963–1972</p> <ul style="list-style-type: none"> • - Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive • - Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia

	<ul style="list-style-type: none"> - The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought 	and Laos; relations with China; the beginning of the Paris peace talks
Term 6	Independent Enquiry researches	Independent Enquiry researches

Year 2

Terms 1 & 2	<p>Independent Enquiry writing</p> <p>Instability and consolidation:</p> <p>'the Mid-Tudor Crisis', 1547–1563</p> <ul style="list-style-type: none"> - Mary I and her ministers; royal authority; problems of succession; relations with foreign powers - The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought - Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers - The impact of economic, social and religious developments in the early years of Elizabeth's rule 	<p>Independent Enquiry writing</p> <p>Confrontation and cooperation, c1963–1972</p> <ul style="list-style-type: none"> - Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons - Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China <p>The Brezhnev era, 1972–1985</p> <ul style="list-style-type: none"> - The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war - The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China - The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007 - Developments in Africa and the Americas: the impact of Cuban intervention in Angola
-------------	--	--

		and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua
--	--	---

Terms 3 & 4	The triumph of Elizabeth, 1563–1603 <ul style="list-style-type: none"> • - Elizabethan government: court, ministers and parliament; factional rivalries • - Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain • - Society: continuity and change; problems in the regions; social discontent and rebellions • - Economic development: trade, exploration and colonisation; prosperity and depression • - Religious developments, change and continuity; the English renaissance and ‘the Golden Age’ of art, literature and music <p>- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</p>	The ending of the Cold War, 1985–1991 <p>- Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems</p> <ul style="list-style-type: none"> • - The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response • - The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989 • - The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev
Term 5	Revision and exam practice	Revision and exam practice
Term 6	Final exams	Final exams

Italian

Year 1

Term	Theme and Topic	Key Skills / Coursework / PSAs / Deadlines
1	Theme 2: Political and artistic trends in Italian speaking countries and communities <ul style="list-style-type: none"> Italian Music: changes and developments, impact on modern culture Revision of grammar basics 	Skills focus: Listening, reading and responding Enabling progression from GCSE to A Level
2	Theme 2: Political and artistic trends Italian Music: changes and developments, impact on modern culture Theme 1: Changes in Italian Society <ul style="list-style-type: none"> The changing Italian family 	Skills focus: Expressing and justifying a point of view Developing an argument
3	Theme 1: Changes in Italian Society <ul style="list-style-type: none"> Changes in attitude towards the family The 'mammoni' 	Skills focus: Reaching a logical conclusion Demonstrating knowledge and understanding about Italian culture and society
4	Theme 2: Political and artistic trends <ul style="list-style-type: none"> The Media: printed and online The crisis faced by newspapers in Italy Freedom of expression Cultural heritage, festivals, customs and traditions 	Skills focus: Developing logical arguments to persuade Translating into Italian Summarising a written text in writing and speaking
5	Theme 1: Changes in Italian Society <ul style="list-style-type: none"> The education system in Italy Problems students face and the challenges of school/university the world of work The brain drain in Italy 	Skills focus: Demonstrating an understanding of changes in Italian society
6	Theme 3: Evolving Italian society <ul style="list-style-type: none"> Immigration and the North/South divide 	Skills focus: Examination skills for Papers 1 and 3

Year 2

Term	Theme and Topic	Key Skills / Coursework / PSAs / Deadlines
1	Theme 4: From Fascism to today <ul style="list-style-type: none"> • The rise and fall of Fascism and Mussolini • Life under Fascism • Fascism during World War 2 	Skills focus: Demonstrating an understanding of historical events Developing an argument and drawing a conclusion
2	Study of the chosen film: <ul style="list-style-type: none"> • Themes • Characters • Italian society and culture in the film 	Skills focus: Discussing the value of cultural heritage Evaluating form and technique in the film Identifying and analysing themes in the film How to write an analytical essay
3	Study of the chosen book: <ul style="list-style-type: none"> • Themes • Characters • Italian society and culture in the book: 	Skills focus: Identifying and analysing themes in the book How to write an analytical essay Developing examination skills for Paper 2
4	Revision: <ul style="list-style-type: none"> • Revision of all topics and preparation for the speaking exam • Building translation and essay writing skills 	Skills focus: Examination skills for listening and reading (Paper 1) Examination skills to prepare for essay writing (Paper 2) Examination skills to prepare for speaking exam (Paper 3)
5	Revision and preparation for exams	Skills focus: How to study independently

Law

Year 1

Term	Teacher: Miss Mather	Key Skills / Coursework / PSAs / Deadlines
1	English legal system <ul style="list-style-type: none"> • Introduction to law • Criminal courts and lay people • Civil courts and alternative dispute resolution 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines
2	English legal system <ul style="list-style-type: none"> • Legal profession and personnel • Access to justice 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines Assessment on the English Legal System
3	Criminal Law <ul style="list-style-type: none"> • Key principles of criminal liability • Non-fatal offences against the person • Fatal offences 	Read relevant textbook pages Keep notes up to date Weekly homework deadlines Application of the law to scenarios Initial assessment on criminal law
4	Criminal Law <ul style="list-style-type: none"> • Property offences • Mental capacity defences 	Read relevant textbook pages Keep notes up to date Regular essay practise Application of the law to scenarios Weekly homework deadlines
5	Criminal Law <ul style="list-style-type: none"> • General defences • Attempted offences 	Read relevant textbook pages Keep notes up to date Application of the law to scenarios Weekly homework deadlines Lower Sixth mock assessment
6	Law Making <ul style="list-style-type: none"> • Parliament • Delegated legislation • Statutory interpretation 	Read relevant textbook pages Regular essay practise Weekly homework deadlines Assessment on Law Making

	<ul style="list-style-type: none"> • Judicial precedent • Law reform (Summer topic) 	
--	---	--

Year 2

Term	Teacher: Miss Mather	Key Skills / Coursework / PSAs / Deadlines
1	Tort Law <ul style="list-style-type: none"> • Negligence • Occupiers Liability for lawful visitors • Occupiers Liability for trespassers 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines Application of the law to scenarios
2	Tort Law <ul style="list-style-type: none"> • Public Nuisance • Private Nuisance • Rylands v Fletcher • Vicarious Liability 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines Application of the law to scenarios
3	Human Rights Law <ul style="list-style-type: none"> • Theory and key developments of ECHR • Article 5 • Article 6 • Article 8 	Upper Sixth mock exams – Paper 1 and Paper 2. Read relevant textbook pages Keep notes up to date Weekly homework deadlines Application of the law to scenarios
4	Human Rights Law <ul style="list-style-type: none"> • Article 10 • Article 11 • Enforcement in courts 	Read relevant textbook pages Keep notes up to date Regular essay practise Application of the law to scenarios Weekly homework deadlines
5	Legal Concepts <ul style="list-style-type: none"> • Law and morality • Law and society • Law and justice • The rule of law 	Read relevant textbook pages Keep notes up to date Regular essay practice Attend revision sessions Weekly homework deadlines Paper 3 mock exam
6		

Cambridge Technical Level 3 Extended Diploma in Sport and Physical Activity

("LEVEL 3 SPORT")

Unit	Unit title	Lead staff	Assessment Method
1	Body Systems and the Effects of Physical Activity	Mr Hawkins	Written Examination June Year 12
2	Sports Coaching and Activity Leadership	Mr Utton	Evidence Portfolio Year 13
3	Sports Organisation and Development	Mr Hall	Written Examination January Year 13
4	Working Safely in Sport, Exercise, Health and Leisure	Mr Hawkins	Written Examination January Year 12
5	Performance Analysis in Sport and Exercise	Mr Utton	Evidence Portfolio Year 12
6	Group Exercise to Music	Mr Utton	Evidence Portfolio Year 13
7	Improving Fitness for Sport and Physical Activity	Mr Hill	Evidence Portfolio Year 12
8	Organisation of Sports Events	Mr Utton	Evidence Portfolio Year 12
10	Biomechanics and Movement Analysis	Mr Hawkins	Evidence Portfolio Year 13
11	Physical Activity for Specific Groups	Mr Hall	Evidence Portfolio Year 13
12	Nutrition and Diet for Sport and Exercise	Mr Hill	Evidence Portfolio Year 13
13	Health and Fitness Testing for Sport and Exercise	Mr Hill	Evidence Portfolio Year 12
14	Working in Active Leisure Facilities	Mr Hall	Evidence Portfolio Year 13
17	Sports Injuries and Rehabilitation	Mr Hall	Evidence Portfolio Year 12
18	Practical Skills in Sport and Physical Activities	Mr Hall	Evidence Portfolio Year 13
19	Sport and Exercise Psychology	Mr Utton	Evidence Portfolio Year 12
21	The Business of Sport	Mr Hall	Written Examination January Year 13

Maths

Year 1

Term	Teacher 1 Pure & Stats	Teacher 2 Pure & Mechanics	Key Skills / Coursework / PSAs / Deadlines
1	<u>Year 1 Pure</u> Algebraic Expressions Straight Line Graphs	<u>Year 1 Pure</u> Quadratics Equations and Inequalities	Make class notes Consolidate class learning with homework questions and reading textbook Attend drop in help sessions on Tuesday afternoons after school when appropriate
	AS Preparation Entry Exams		
	Circles	Graphs & Transformations	
2	Algebraic Methods The Binomial Expansion Differentiation	Trigonometric Ratios Trig Identities & Equations	
3	Differentiation (continued) Integration	Vectors Exponentials & Logarithms	
4	<u>Year 1 Statistics</u> Data Collection Measures of Location & Spread Representations of Data Correlation	<u>Year 1 Mechanics</u> Modelling in Mechanics Constant Acceleration Forces & Motion	
5	Year 12 Exams - (Pure Paper)		
	Probability Statistical Distributions	Variable Acceleration	
6	Hypothesis Testing LARGE DATA SET work	Mechanics Mock Paper	
	Statistic Mock Paper		
	<u>Year 2 Pure</u> Algebraic Methods	<u>Year 2 Pure</u> Radians Functions & Graphs	

Year 2

Term	Teacher 1 Pure & Stats	Teacher 2 Pure & Mechanics	Key Skills / Coursework / PSAs / Deadlines
1	<u>Year 2 Pure</u> Sequences & Series Binomial Expansions Differentiation	<u>Year 2 Pure</u> Trigonometric Functions Trigonometry & Modelling Parametric Equations	Make class notes Consolidate class learning with homework questions and reading text book Attend drop in help sessions on Tuesday afternoons after school when appropriate
2	Differentiation (continued) Integration	Numerical Methods 3D Vectors	
3	Pure Mock in Term 3		
	<u>Year 1 Statistics</u> Regression, Correlation & Hypothesis Testing	<u>Year 1 Mechanics</u> Moments Forces & Friction	
4	Conditional Probability The Normal Distribution	Projectiles Application of Forces Further Kinematics	
5	Statistics Mock	Mechanics Mock	
	Exam Preparation and Practice		
6	A Level Exams		

Further Maths

Term	Teacher 1 Pure & Mechanics (7 periods)	Teacher 2 Pure & Statistics (6 periods)	Key Skills / Coursework / PSAs / Deadlines
1	AS Preparation Entry Exams		<p style="text-align: center;">Make class notes</p> <p style="text-align: center;">Consolidate class learning with homework questions and reading textbook</p> <p style="text-align: center;">Attend drop in help sessions on Tuesday afternoons after school when appropriate</p>
	<u>Year 1 Pure</u> Quadratics Equations & Inequalities Graphs & Transformations Trigonometric Ratios Trig Identities & Equations Vectors	<u>Year 1 Pure</u> Algebraic Expressions Straight Line Graphs Circles Algebraic Methods The Binomial Expansion Differentiation	
2	Exponentials & Logs <u>Year 1 Mechanics</u> Modelling in Mechanics Constant Acceleration Forces & Motion Variable Acceleration	Integration <u>Year 1 Statistics</u> Data Collection Measures of location & Spread Representations of Data Correlation Probability	
3	<u>Year 2 Pure</u> Functions & Graphs Radians Trigonometric Functions Trigonometric Modelling	Statistical Distributions Hypothesis Testing <u>Year 2 Pure</u> Algebraic Methods Sequences & Series Binomial Expansion	
4	Parametric Equations Numerical Methods 3D Vectors <u>Year 2 Mechanics</u> Moments Forces & Friction	Differentiation Integration	
5	Projectiles Application of Forces Revision	<u>Year 2 Statistics</u> Correlation & Hypothesis Testing Conditional Probability Normal Distribution	
	Year 12 Exams		

6	A Level Exams Start Year 2 Further Maths – (Core Pure 1)	
---	---	--

Music

Year 1

Term	Academic	Composition	Key Skills / Coursework / PSAs / Deadlines
1	<ul style="list-style-type: none"> • Basic analysing of set works • Wider listening • Film Music (Hermann, Elfman) 	<ul style="list-style-type: none"> • General Composition technique • Overview of the different periods of musical history • Modulation • Chords and accompaniment 	<ul style="list-style-type: none"> • Read background Anthology pages • Studying set works • Performance standard to be maintained-one formal performance lesson towards end of the term
2	<ul style="list-style-type: none"> • Vocal Music (Bach) • Wider listening 	<ul style="list-style-type: none"> • Variation techniques • Idiomatic writing • Overview of the different periods of musical history 	<ul style="list-style-type: none"> • Read background Anthology pages • Studying set works • Performance standard to be maintained-one formal performance lesson towards end of the term
3	<ul style="list-style-type: none"> • Vocal Music (Vaughan Williams) • Instrumental Music (Schumann) • Wider listening 	<ul style="list-style-type: none"> • Relating composition work to set works • Free style composing work • Overview of the different 	<ul style="list-style-type: none"> • Read background Anthology pages • Studying set works • Performance standard to be maintained-one formal performance lesson towards end of the term

		periods of musical history	
4	<ul style="list-style-type: none"> • Instrumental Music (Berlioz) • Fusions, (Debussy) • Wider listening 	<ul style="list-style-type: none"> • Relating composition work to set works • Free style composing work • Overview of the different periods of musical history 	<ul style="list-style-type: none"> • Read background Anthology pages • Studying set works. • Performance standard to be maintained-one formal performance lesson towards end of the term
5	<ul style="list-style-type: none"> • Fusions (Shankar) • Wider Listening 	<ul style="list-style-type: none"> • Focusing on Listening technique • Overview of the different periods of musical history 	<ul style="list-style-type: none"> • Practice exam questions • End of year exam • Maintain performance standard
6	<ul style="list-style-type: none"> • Popular Music and Jazz (The Beatles/Courtney Pine) • Prepare for a short recorded recital. • Preparatory work for composition techniques- basic 2 and 4 part writing 	<ul style="list-style-type: none"> • Revise, refine composing work • Overview of the different periods of musical history 	<ul style="list-style-type: none"> • Read background Anthology pages • Studying set works • Performance standard to be maintained

Year 2

Term	Academic	Composition	Key Skills / Coursework / PSAs / Deadlines
1	<ul style="list-style-type: none"> • Popular music and Jazz (Kate Bush). • New Directions (Saariaho) • Studying basic 4 part writing including cadences 	<ul style="list-style-type: none"> • General Composition technique • Relating composition work to the unit 3 set works • Form and Structure • Melodic Dictation 	<ul style="list-style-type: none"> • Read background Anthology pages • Studying set works • Wider related listening • Performance standard to be maintained-one formal performance lesson towards end of the term
2	<ul style="list-style-type: none"> • New Directions , Stravinsky) • Advanced 4 part writing including Modulation • Revision of Vocal and Instrumental music. • Wider Listening 	<ul style="list-style-type: none"> • Advanced harmony techniques • Writing for unfamiliar instruments • Arrangement • Orchestration • Extended melodic dictation. 	<ul style="list-style-type: none"> • Read background Anthology pages • Studying set works • Wider related listening. • Performance standard to be maintained-one formal performance lesson towards end of the term

3	<ul style="list-style-type: none"> • Studying Bach Chorales • Listening skills • Revision of Film music and Popular music and Jazz • Wider listening analysis 	<ul style="list-style-type: none"> • Arranging • Free style composing work • Continue formal work on composition coursework 	<ul style="list-style-type: none"> • Controlled conditions coursework on Composition units • Read background Anthology pages • Studying set works • Wider related listening • Performance standard to be maintained-one formal performance lesson towards end of the term
4	<ul style="list-style-type: none"> • Listening Skills • Wider listening analysis • Begin formal work on composition techniques coursework. • Revision of Fusions and New Directions 	<ul style="list-style-type: none"> • Free style composing work • Continue formal work on composition coursework 	<ul style="list-style-type: none"> • Controlled conditions coursework on Composition units to be completed • Read background Anthology pages • Studying set works • Wider related listening. • Deadline for Performance recordings by the end of term
5	<ul style="list-style-type: none"> • Complete formal composition technique work 	<ul style="list-style-type: none"> • Focusing on Listening technique 	<ul style="list-style-type: none"> • Controlled conditions coursework on Composition

	<ul style="list-style-type: none"> Exam practice technique on all set works 		techniques to be completed
6			Unit 3 Examination

Photography

Year 1

Term	Mr Murphy	Key Skills / Coursework
1	Foundation Skills <ul style="list-style-type: none"> • Operation of DSLR camera • Effective use of workflow/filing work. • Practical application of digital media. • Start of short projects to apply skills. 	Practise operation/polish up skills of camera use. Use of Photoshop CS6 Practical application of skills.
2	<ul style="list-style-type: none"> • Continuation of 'foundation' projects, with the emphasis on experimentation. These projects will have a specific starting point (Portrait, Landscape etc), but the key is to encourage independent learning and foster a desire for discovery of fresh techniques which could potentially be used in a future personal project project. 	Develop advanced skills in camera use, including use of studio flash, darkroom techniques combined with modern digital imaging processes.
3	Project development -Artistic Project <ul style="list-style-type: none"> • Students will be given a more free starting point for this term, and encouraged to develop techniques and ideas that they may choose to develop into a portfolio unit. This will be inspired by their own work, supplemented by extensive research based on gallery visits etc. 	Plan a coursework unit showing inspiration and influences, laying out a plan as to how they would like to experiment and stretch themselves.
4	<ul style="list-style-type: none"> • Students will begin on their Personal Investigation. This will be the main assessed piece of coursework for their A level. (To be completed by Christmas of Year 2). At this stage, they are still very much encouraged to play with techniques. There is no emphasis at this stage on the production of final outcomes. 	At this stage, students will write a 'brief' to highlight their intentions and hopes for their unit. This will form the basis of their work in the second year.
5	<ul style="list-style-type: none"> • Continuation of project work, with idea development inspired by research. 	
6	Final project planning <ul style="list-style-type: none"> • This term, students will need to begin a specific action plan detailing their intentions for their project, which will be completed by Christmas of their second year. They will need to show consideration for how their work will be presented, which techniques they will employ 	Planning and development of the unit will be individual to each student. There is no 'theme'. The progress of the unit will be discussed with the teacher throughout to ensure the project fits within the

	from their first year etc. Students will be expected to use the summer break to shoot images for this.	requirements of the assessment criteria.
--	--	--

Year 2

Term	Mr Murphy	Key Skills / Coursework
1	Project Development <ul style="list-style-type: none"> The whole of this term will be dedicated to the students working on the final project unit which they began in the Summer Term. 	Students will be encouraged as much as possible to develop ideas based on INDEPENDENT research. Ideas, creative processes and outcomes are all recorded on Powerpoint and in sketchbooks..
2	<ul style="list-style-type: none"> The whole of this term will be dedicated to the students working on the final project unit which they began in the Summer Term. The project is to be handed in for marking by the end of this term (Christmas). 	Project development and research including gallery visits to develop ideas.
3	<ul style="list-style-type: none"> Following on from last term, the work will be marked, and students will be given the whole of January to add and correct any issues with the project to make it ready for moderation. They will not get further opportunity to work on it after January as they will be working on the exam. 	Completion of project work based on feedback from the teacher.
4	<ul style="list-style-type: none"> The students will be give their Exam paper in the first week of February, and they will then be working on the planning and preparation of their exam from that point on. 	Research, development of ideas, and sketchbook work related to the exam starting point of their choosing.
5	<ul style="list-style-type: none"> Continuation of exam work, with idea development inspired by research. Exam is generally taken in this term (May) 	Research, development of ideas, and sketchbook work related to the exam starting point of their choosing.
6	<ul style="list-style-type: none"> Preparation of work in readiness for moderation/Art show. End of course. 	

Physical Education

Year 1

Term	Applied Anatomy, Physiology and Biomechanical Movement - Mr. Hawkins / Mr. Bowett	Sport and Society and the Role of Technology in Physical Activity and Sport - Mr. Bowett	Skill Acquisition and Sport Psychology - Mr. Hawkins	Key Skills / Coursework / PSAs / Deadlines
1	<p>3.1.1.2 Cardiovascular system</p> <ul style="list-style-type: none"> Understanding of the impact of physical activity and sport on the health and fitness of the individual. The hormonal, neural and chemical regulation of responses during physical activity and sport. Receptors involved in regulation of responses during physical activity. Transportation of oxygen. Venous return. 	<p>3.1.3.1 Emergence of globisation of sport in the 21st century</p> <ul style="list-style-type: none"> The characteristics and impact on sporting recreation Characteristics of popular and rational recreation linked to the two-tier class system. <p>3.1.3.2 Industrial and post-industrial (1780-1900)</p> <ul style="list-style-type: none"> Characteristics and impact on sport (limited to development of association 	<p>3.1.2.1 Skill, skill continuums and transfer of skills</p> <ul style="list-style-type: none"> Characteristics of skill. Use of skill continua. Justification of skill placement on each of the continua. Transfer of learning. Understanding of how transfer of learning impacts on skill development. <p>3.1.2.2 Impact of skill classification on structure of practice for learning</p>	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills</p>

	<ul style="list-style-type: none"> • Starling's law of the heart. • Cardiovascular drift. • Arterio-venous oxygen difference (A-VO diff). 	<p>football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).</p>	<ul style="list-style-type: none"> • Methods of presenting practice. • Types of practice. • Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/development of skills. 	<p>and tactics and strategies.</p>
2	<p>3.1.1.3 Respiratory system</p> <ul style="list-style-type: none"> • Understanding of lung volumes and the impact of and on physical activity and sport. • Gas exchange systems at alveoli and muscles. • The hormonal, neural and chemical regulation of pulmonary ventilation during physical activity and sport. 	<p>3.1.3.3 Post World War II (1950 to present)</p> <ul style="list-style-type: none"> • Characteristics and impact on sport (limited to development of association football, tennis and athletics). 	<p>3.1.2.3 Principles and theories of learning and performance</p> <ul style="list-style-type: none"> • Stages of learning and how feedback differs between the different stages of learning. • Learning plateau. • Cognitive theories. • Behaviourism. • Social learning. • Constructivism. • Understanding of how theories 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and</p>

	<ul style="list-style-type: none"> • Receptors involved in regulation of pulmonary ventilation during physical activity. • Impact of poor lifestyle choices on the respiratory system. 		<p>of learning impact on skill development.</p> <p>3.1.2.4 Use of guidance and feedback</p> <ul style="list-style-type: none"> • Methods of guidance. • Understand the different purposes and types of feedback. • Understanding of how feedback and guidance impacts on skill development. 	<p>provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p>
3	<p>3.1.1.4 Neuromuscular system</p> <ul style="list-style-type: none"> • Characteristics and functions of different muscle fibre types for a variety of sporting activities. • Nervous system. • Role of proprioceptors in PNF. 	<p>3.2.4.1 Concepts of physical activity and sport</p> <ul style="list-style-type: none"> • The characteristics and functions of key concepts and how they create the base of the sporting development continuum • The similarities and the differences 	<p>3.1.2.5.1 General information processing model</p> <ul style="list-style-type: none"> • Input. • Decision making. • Output. • Feedback. <p>3.1.2.5.2 Efficiency of information processing</p> <ul style="list-style-type: none"> • Application of Whiting's 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p>

<ul style="list-style-type: none"> • The recruitment of muscle fibres. <p>3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities</p> <ul style="list-style-type: none"> • Joint actions in the sagittal plane/transverse axis. • Joint actions in the frontal plane/sagittal axis. • Joint actions in the transverse plane/longitudinal axis. • Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction. <p>3.2.2.2 Levers</p> <ul style="list-style-type: none"> • Three classes of lever and examples of their use in the body during physical activity and sport. 	<p>between these key concepts.</p>	<p>information processing model to a range of sporting contexts.</p> <ul style="list-style-type: none"> • Applied understanding of information processing terms within a sporting context. • Definitions of and the relationship between reaction time, response time, movement time. • Factors affecting response time. • Definitions of anticipation. • Strategies to improve response time. • Schmidt's schema theory. • Application of schema theory in sporting situations. • Strategies to improve information processing. 	<p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p>
--	------------------------------------	--	---

	<ul style="list-style-type: none"> Mechanical advantage and mechanical disadvantage of each class of lever. 			
4	<p>3.1.1.6 Energy systems</p> <ul style="list-style-type: none"> Energy transfer in the body. Energy continuum of physical activity. Energy transfer during short duration/high intensity exercise. Energy transfer during long duration/lower intensity exercise. Factors affecting VO max/ aerobic power. Measurements of energy expenditure. Impact of specialist training methods on energy systems. 	<p>3.1.3.2.1 Sociological theory applied to equal opportunities</p> <ul style="list-style-type: none"> Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society: <ul style="list-style-type: none"> society socialisation social processes social issues social structures/stratification. Understanding social action theory in relation to social issues in physical activity and sport. 	<p>3.2.3.1.1 Aspects of personality</p> <ul style="list-style-type: none"> Understanding of the nature vs nurture debate in the development of personality. Interactionist perspective. How knowledge of interactionist perspective can improve performance. <p>3.2.3.1.2 Attitudes</p> <ul style="list-style-type: none"> Triadic model. <p>3.2.3.1.3 Arousal</p> <ul style="list-style-type: none"> Theories of arousal. Practical applications of theories of arousal and their impact on performance. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p>

		<ul style="list-style-type: none"> • Underrepresented groups in sport. • Understanding the terms equal opportunities, discrimination, stereotyping and prejudice. • The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport. • Benefits of raising participation. • The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport. 	<ul style="list-style-type: none"> • Characteristics of peak flow experience. 	Possible visit to Bath University TBC.
5	3.2.1.2 Preparation and training methods in relation to	3.2.4.2 Development of	3.2.3.1.4 Anxiety <ul style="list-style-type: none"> • Types of anxiety. 	Careful organisation of class notes.

	<p>maintaining physical activity and performance</p> <ul style="list-style-type: none"> • Understanding key data terms for laboratory conditions and field tests. • Physiological effects and benefits of a warm-up and cool down. • Principles of training. • Application of principles of periodisation. • Training methods to improve physical fitness and health. 	<p>elite performers in sport</p> <ul style="list-style-type: none"> • The personal, social and cultural factors required to support progression from talent identification to elite performance. • The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance. • The key features of national governing bodies' whole sport plans. • The support services provided by national institutes of sports for talent development. 	<ul style="list-style-type: none"> • Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety. <p>3.2.3.1.5 Aggression</p> <ul style="list-style-type: none"> • Difference between aggression and assertive behaviour. • Theories of aggression. • Strategies to control aggression. <p>3.2.3.1.6 Motivation</p> <ul style="list-style-type: none"> • Motivation. 	<p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p> <p>Possible visit to Southampton FC (Bath) & Bath University TBC</p>
--	---	--	--	---

	Mock Exam	<p>The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development.</p> <p>Mock Exam</p>	Mock Exam	
6	NEA - Coursework	NEA - Coursework	NEA - Coursework	Deadline for NEA coursework - End of Term 6

Year 2

Term 1	<p>3.2.1.1 Diet and nutrition and their effect on physical activity and performance</p> <ul style="list-style-type: none"> • Understand the exercise-related function of food classes. • Positive and negative effects of dietary supplements/m anipulation on the performer. <p>3.2.1.1 Injury prevention and the rehabilitation of injury</p> <ul style="list-style-type: none"> • Understand Types of injury. • Understanding different methods used in injury prevention, rehabilitation and recovery. • Physiological reasons for methods used in injury rehabilitation. • Importance of sleep and 	<p>3.2.4.3 Ethics in sport</p> <ul style="list-style-type: none"> • Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic. • Positive and negative forms of deviance in relation to the performer. <p>3.2.4.4 Violence in sport</p> <ul style="list-style-type: none"> • The causes and implications of violence in sport in relation to the performer, spectator and sport. • Strategies for preventing violence within sport to the performer and spectator. 	<p>3.2.3.1.7 Achievement motivation theory</p> <ul style="list-style-type: none"> • Atkinson's model of achievement motivation. • Characteristics of personality components of achievement motivation. • Impact of situational component of achievement motivation. • Achievement goal theory. • Strategies to develop approach behaviours leading to improvements in performance. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p> <p>Possible visit to Bath Rugby or Southampton FC (Bath) TBC</p>
--------	---	---	--	---

	nutrition for improved recovery.			
2	<p>3.2.2.1 Biomechanical principles</p> <ul style="list-style-type: none"> • Newton's three laws of linear motion applied to sporting movements. • Definitions, equations and units of example scalars. • Centre of mass. • Factors affecting stability. 	<p>3.2.4.5 Drugs in sport</p> <ul style="list-style-type: none"> • The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance. • The physiological effects of drugs on the performer and their performance. • The positive and negative implications to the sport and the performer of drug taking. • Strategies for elimination of performance enhancing drugs in sport. • Arguments for and against drug taking and testing. 	<p>3.2.3.1.8 Social facilitation</p> <ul style="list-style-type: none"> • Social facilitation and inhibition. • Evaluation apprehension. • Strategies to eliminate the adverse effects of social facilitation and social inhibition. <p>3.2.3.1.9 Group dynamics</p> <ul style="list-style-type: none"> • Group formation. • Cohesion. • Steiner's model of potential and actual productivity, faulty group processes. • Ringelmann effect and social loafing. • Strategies to improve cohesion, group 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p>

			productivity and overcome social loafing to enhance team performance.	
3	<p>3.2.2.3 Linear motion</p> <ul style="list-style-type: none"> • An understanding of the forces acting on a performer during linear motion. • Definitions, equations and units of vectors and scalars. • The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs. <p>3.2.2.4 Angular motion</p> <ul style="list-style-type: none"> • Application of Newton's laws to angular motion. 	<p>3.2.4.6 Sport and the Law</p> <ul style="list-style-type: none"> • The uses of sports legislation. <p>3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media</p> <ul style="list-style-type: none"> • The positive and negative impact of commercialisation, sponsorship and the media 	<p>3.2.3.1.10 Importance of goal setting</p> <ul style="list-style-type: none"> • Benefits of types of goal setting. • Principles of effective goal setting. <p>3.2.3.1.11 Attributing theory</p> <ul style="list-style-type: none"> • Attribution process. • Weiner's model and its application to sporting situations. • Link between attribution, task persistence and motivation. • Self-serving bias. • Attribution retraining. • Learned helplessness. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Need to continue to gain video footage of full competitive matches, and provide written commentary for the performing of attacking skills, defensive skills and tactics and strategies.</p>

	<ul style="list-style-type: none"> Definitions and units for angular motion. <p>Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.</p>		<ul style="list-style-type: none"> Strategies to avoid learned helplessness leading to improvements in performance. 	
4	<p>3.2.2.5 Projectile motion</p> <ul style="list-style-type: none"> Factors affecting horizontal displacement of projectiles. Factors affecting flight paths of different projectiles. Vector components of parabolic flight. <p>3.2.2.6 Fluid mechanics</p> <ul style="list-style-type: none"> Dynamic fluid force. Factors that reduce and increase drag and their application to 	<p>3.2.4.8 The role of technology in physical activity and sport</p> <ul style="list-style-type: none"> Understanding of technology for sports analytics. Functions of sports analytics. The development of equipment and facilities in physical activity and sport, and their impact on participation and performance. The role of technology in sport and its positive and negative impacts. 	<p>3.2.3.1.12 Self-efficacy and confidence</p> <ul style="list-style-type: none"> Characteristics of self-efficacy, self-confidence and self-esteem. Bandura's model of self-efficacy. Vealey's model of self-confidence. Effects of home field advantage. Strategies to develop high levels of self-efficacy leading to improvements in performance. 	<p>Careful organisation of class notes.</p> <p>Further independent research and background reading of each topic.</p> <p>Consolidate knowledge through end of topic tests, homework and past exam questions.</p> <p>Deadline to submit video footage with additional commentary for the performing of attacking skills, defensive skills</p>

	<p>sporting situations.</p> <ul style="list-style-type: none"> • The Bernoulli principle applied to sporting situations. 		<p>3.2.3.1.13 Leadership</p> <ul style="list-style-type: none"> • Characteristics of effective leaders. • Styles of leadership. • Evaluation of leadership styles for different sporting situations. • Prescribed and emergent leaders. • Theories of leadership in different sporting situations. <p>3.2.3.1.14 Stress management</p> <ul style="list-style-type: none"> • Explanation of the terms 'stress' and 'stressor'. • Use of warm up for stress management. • Effects of cognitive and somatic techniques on the performer. 	<p>and tactics and strategies.</p> <p>Possible visit to Cardiff Metropolitan University</p> <p>To attend an AQA specific revision seminar.</p>
--	---	--	---	--

			<ul style="list-style-type: none"> • Explanation of cognitive techniques. • Explanation of somatic techniques. 	
5	Revision & Exams	Revision & Exams	Revision & Exams	Past exam questions.
6	Exams	Exams	Exams	

Physics

Year 1

Term	Teacher A Modules 1,2 and 3	Teacher B Modules 1,2 and 4	Key Skills / Coursework / PSAs / Deadlines
1	Module 2 Chapter 2 Basic Maths skills (1st Week only) 2.1 Quantities and units 2.2 Derived units. Maths skills assessment. Module 3 Chapter 3 Motion 3.1 Distance and speed 3.2 Displacement and velocity 3.3 Acceleration 3.4 Velocity–time graphs 3.5 Equations of motion 3.6 Car stopping distances 3.7 Free fall and g 3.8 Projectile motion Chapter 3 Motion Assessment	Module 4 Chapter 11 Waves 1 11.1 Progressive waves 11.2 Wave properties 11.3 Reflection and refraction 11.4 Diffraction and polarisation 11.5 Intensity 11.6 Electromagnetic waves 11.7 Polarisation of electromagnetic waves 11.8 Refractive index 11.9 Total internal reflection Chapter 11 Waves assessment	Week 3 Introductory Ideas test. PAG 1.2 Investigating Terminal Velocity PAG 5.3 Determining the frequency and wavelength of a wave using an oscilloscope
2	Chapter 4 Forces in action: 4.1 Force, mass, and weight 4.2 Centre of mass 4.3 Free-body diagrams 4.4 Terminal velocity 4.5 Moments 4.6 Couples and torques 4.7 Triangles of forces 4.8 Density and pressure 4.9 Pressure in fluids and Archimedes' principle Chapter 4 Forces in Action Assessment	Chapter 12 Waves 2 12.1 Superposition of waves 12.2 Interference 12.3 The Young double-slit experiment 12.4 Stationary waves 12.5 Harmonics 12.6 Stationary waves in air columns Chapter 12 Assessment	PAG 5.1 Determining the wavelength of light with a diffraction grating

3	<p>Chapter 5 Work, energy and power</p> <p>5.1 Work done and energy</p> <p>5.2 Conservation of energy</p> <p>5.3 Kinetic energy and gravitational potential energy</p> <p>5.4 Power and efficiency</p> <p>Chapter 5 Work, Energy and Power Assessment</p> <p>Chapter 6 Materials</p> <p>6.1 Springs and Hooke's law</p> <p>6.2 Elastic potential energy</p> <p>6.3 Deforming materials</p> <p>6.4 Stress, strain, and the Young modulus</p> <p>Chapter 6 Materials Assessment</p>	<p>Chapter 13 Quantum Physics</p> <p>13.1 The photon model</p> <p>13.2 The photoelectric effect</p> <p>13.3 Einstein's photoelectric effect equation</p> <p>13.4 Wave-particle duality</p> <p>Chapter 13 Quantum Physics Assessment</p> <p>Chapter 8 Charge and current</p> <p>8.1 Current and charge</p> <p>8.2 Moving charges</p> <p>8.3 Kirchhoff's first law</p> <p>8.4 Mean drift velocity</p> <p>Chapter 8 Charge and Current Assessment</p>	<p>PAG 6.1 Determining the Planck Constant</p> <p>PAG 2.1 Determining the Young's Modulus of a Metal</p>
4	<p>Chapter 7 Laws of motion and Momentum</p> <p>7.1 Newton's first and third laws of motion</p> <p>7.2 Linear momentum</p> <p>7.3 Newton's second law of motion</p> <p>7.4 Impulse</p> <p>7.5 Collisions in two dimensions</p> <p>Chapter 7 Laws of Motion and Momentum Assessment</p>	<p>Chapter 9 Energy, power and resistance</p> <p>9.1 Circuit symbols</p> <p>9.2 Potential difference and electromotive force</p> <p>9.3 The electron gun</p> <p>9.4 Resistance</p> <p>9.5 I-V characteristics</p> <p>9.6 Diodes</p> <p>9.7 Resistance and resistivity</p> <p>9.8 The thermistor</p> <p>9.9 The LDR</p> <p>9.10 Electrical energy and power</p> <p>9.11 Paying for electricity</p> <p>Chapter 9 Energy, Power and Resistance Assessment</p>	<p>PAG 3.2 Investigating the Electrical Characteristics of Non-Ohmic Components</p> <p>PAG 4.1 Investigating Resistance</p> <p>PAG 3.1 Determining the resistivity of a metal</p>
5	<p>Module 5 (year 2 precursor)</p> <p>Chapter 16 Circular motion</p> <p>16.1 Angular velocity and the radian</p> <p>16.2 Angular acceleration</p> <p>16.3 Exploring centripetal forces</p>	<p>Chapter 10 Electrical circuits</p> <p>10.1 Kirchhoff's laws and circuits</p> <p>10.2 Combining resistors</p> <p>10.3 Analysing circuits</p> <p>10.4 Internal resistance</p> <p>10.5 Potential divider circuits</p> <p>10.6 Sensing circuits</p> <p>Chapter 10 Electrical Circuits Assessment</p>	
6	<p>Module 5</p> <p>Chapter 18 Grav fields</p> <p>18.1 Gravitational fields</p> <p>18.2 Newton's law of gravitation</p> <p>18.3 Gravitational field strength for a point mass</p> <p>18.4 Kepler's laws</p> <p>18.5 Satellites</p> <p>18.6 Gravitational potential</p> <p>18.7 Potential energy</p> <p>Chapter 18 assessment</p>	<p>Module 6</p> <p>Chapter 27 Medical imaging</p> <p>27.1 X-rays</p> <p>27.2 Interaction of X-rays with matter</p> <p>27.3 CAT scans</p> <p>27.4 The gamma camera</p> <p>27.5 PET scans</p> <p>27.6 Ultrasound</p> <p>27.7 Acoustic impedance</p> <p>27.8 Doppler imaging</p>	

Year 2

Term	Teacher 1 Modules 1,2 and 5	Teacher 2 Modules 1,2 and 6	Key Skills / Coursework / PSAs / Deadlines
1	Module 5 Chapter 14 Thermal Physics 14.1 Temperature 14.2 Solids, liquids and gases 14.3 Internal energy 14.4 Specific heat capacity 14.5 Specific latent heat Chapter 15 Ideal Gasses 15.1 The kinetic theory 15.2 Gas laws 15.3 Root mean square speed 15.4 The Boltzmann constant Chapter 14/15 Assessment Chapter 16 recap Chapter 17 Oscillations 17.1 Oscillations and simple harmonic motion 17.2 Analysing simple harmonic motion	Module 6 Chapter 22 Electric fields 22.1 Electric fields 22.2 Coulomb's law 22.3 Uniform electric fields and capacitance 22.4 Charged particles in uniform electric fields 22.5 Electric potential and energy Chapter 21 Capacitance 21.1 Capacitors 21.2 Capacitors in circuits 21.3 Energy stored by capacitors	PAG 8.1 Estimating absolute zero from gas pressure and volume PAG 9.1 Investigating the charging and discharging of capacitors PAG 9.2 Investigating capacitors in series and parallel PAG 11.1 Investigating transformers
2	17.3 Simple harmonic motion and energy 17.4 Damping and driving 17.5 Resonance Chapter 16/17 assessment Chapter 19 Stars 19.1 Objects in the universe 19.2 The life cycle of stars 19.3 The Hertzsprung-Russell diagram 19.4 Energy levels in atoms 19.5 Spectra 19.6 Analysing starlight 19.7 Stellar luminosity Chapter 19 assessment	21.4 Discharging capacitors 21.5 Charging capacitors 21.6 Uses of capacitors Chapter 22 & 21 Assessment Chapter 23 Magnetic fields 23.1 Magnetic fields 23.2 Understanding magnetic fields 23.3 Charged particles in magnetic fields 23.4 Electromagnetic induction 23.5 Faraday's law and Lenz's law 23.6 Transformers Chapter 23 assessment	PAG 10.1 Factors affecting simple harmonic motion

A-Level Physics Overview: Year 2 Terms 3 & 4

	Chapter 20 20.1 Astronomical distances 20.2 The Doppler effect 20.3 Hubble's law 20.4 The Big Bang theory 20.5 Evolution of the Universe Modelling Physics Mock	Chapter 24 Particle Physics 24.1 Alpha-particle scattering experiment 24.2 The nucleus 24.3 Antiparticles, hadrons, and leptons 24.4 Quarks 24.5 Beta decay Chapter 25 Radioactivity 25.1 Radioactivity 25.2 Nuclear decay equations 25.3 Half-life and activity 25.4 Radioactive decay calculations 25.5 Modelling radioactive decay 25.6 Radioactive dating	PAG 7.2 Investigating the absorption of alpha, beta and gamma rays by appropriate materials. PAG 12. Research report task.
		Chapter 26 Nuclear Physics 26.1 Einstein's mass-energy equations 26.2 Binding energy 26.3 Nuclear fission 26.4 Nuclear fusion Chapter 25/26 assessment	
5	Revision/Examinations		
6	Revision/Examination		

Politics

Year 1

Term	Teacher: Miss Higgs <u>UK Politics (Paper 1)</u>	Teacher: Ms Sullivan <u>UK Government (Paper 2)</u>	Key Skills / PSAs / Deadlines
1	Democracy and participation <ul style="list-style-type: none"> • Current systems of representative democracy and direct democracy • Wider franchise and debates over suffrage • Pressure groups and other influences • Rights in context 	The UK Constitution <ul style="list-style-type: none"> • Nature and sources of the UK constitution • Reforms since 1997 • Role and powers of devolved bodies and impact of devolution • Debates on further reforms 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines
2	UK Political Parties <ul style="list-style-type: none"> • Conservative Party • Labour Party • Liberal Democrats • Emerging and minor UK Political parties • Current/recent policies 	Parliament <ul style="list-style-type: none"> • Structure of Commons and Lords • Comparative powers of Commons and Lords • Legislative process • Relationship between Parliament and Executive 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines
3	Electoral systems <ul style="list-style-type: none"> • Different electoral systems • Referendums and how they are used • Electoral systems analysis 	Prime Minister and Cabinet <ul style="list-style-type: none"> • Structure, role and powers of the Executive • Ministerial responsibility 	Timed assessment (closed book) on all topics covered so far) Read relevant textbook pages Keep notes up to date

		<ul style="list-style-type: none"> Relationship between Prime Minister and Cabinet 	Regular essay practise Weekly homework deadlines
4	Voting behaviour and the media <ul style="list-style-type: none"> Class voting and other social factors influencing voting patterns Case studies of three key general elections Influence of the media 	Relations between institutions <ul style="list-style-type: none"> Supreme Court and interactions with legislative process Aims, role and impact of the EU Location of sovereignty in the UK system 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines
5	Conservatism <ul style="list-style-type: none"> Core ideas and principles, and how they relate to human nature, the state, society and economy Tensions between traditional, one nation and new right Ideas of key thinkers - Hobbes, Burke, Rand, Oakenshott, Nozick 	Non-core ideology - Anarchism <ul style="list-style-type: none"> Core ideas and principles, and how they relate to human nature, the state, society and economy Tensions between collectivist and individualist anarchists Ideas of key thinkers – Stirner, Bakunin, Kropotkin, Proudhon, Goldman 	Lower Sixth Mocks week – students will sit a Paper 1 and Paper 2 exam (covering all content other than ideologies) Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines
6	Socialism <ul style="list-style-type: none"> Core ideas and principles - how they relate to human nature, the state, society and economy Tensions between revolutionary, social 	Liberalism (Note - this is a Paper 1 topic) <ul style="list-style-type: none"> Core ideas and principles – how they relate to human nature, the state, society and economy 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines

	democracy and the Third Way <ul style="list-style-type: none"> Ideas of key thinkers – Marx, Engels, Webb, Luxemburg, Crosland, Giddens 	<ul style="list-style-type: none"> Tensions between classical and modern liberalism Ideas of key thinkers – Locke, Wollstonecraft, Mill, Rawls, Friedan 	Full Paper One and Two Assessments in September – begin revision.
--	--	---	--

Year 2

Term	Teachers: Miss Mather and Miss Higgs US Politics (Paper 3)	Key Skills / PSAs / Deadlines
1	US Constitution and federalism <ul style="list-style-type: none"> Nature and principles of the US Constitution Interpretations and debates US Congress <ul style="list-style-type: none"> Structure and functions of Congress Interpretations and debates around Congress 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines
2	US presidency <ul style="list-style-type: none"> Formal, constitutional sources of presidential power and their use Informal sources of presidential power and their use Roles and powers of the presidency Interpretation and debates of the US presidency 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines End of term assessment
3	US Supreme Court <ul style="list-style-type: none"> Nature and role of Supreme Court Appointment process for the Supreme Court Public policy role Protection of rights and civil liberties 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines Upper Sixth Mock Exam – Paper 3 (content covered so far)

	Civil rights <ul style="list-style-type: none"> • Race and rights in contemporary US politics 	
4	Electoral systems <ul style="list-style-type: none"> • Presidential elections and their significance • Campaign finance • Debates surrounding elections including Electoral College and incumbency Political parties <ul style="list-style-type: none"> • Key ideas and principles of the Democratic and Republican parties • Changing significance of the parties • Current conflicts and influences within the parties • Groups of supporters for each party • Debates surrounding party unity, party policy and voting groups Pressure Groups <ul style="list-style-type: none"> • Significance, resources, and tactics • Debates on impact on interest groups on democracy. 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines
5	Comparative theories <ul style="list-style-type: none"> • Theoretical approaches • Constitution and federalism • Legislature • Executive • Judiciary • Democracy 	Read relevant textbook pages Keep notes up to date Regular essay practise Weekly homework deadlines Paper 3 – Mock Exam
6		

Product Design

Year 1

Term	Theory	Key Skills / Coursework / PSAs / Deadlines
1	<ul style="list-style-type: none"> • Design Theory • Materials & Applications • Performance characteristics of Materials • Design methods and processes. • Critical Analysis and Evaluation • Selecting appropriate tools, equipment and processes. 	Introductory design and manufacture project using a range of design skills and manufacturing techniques.
2	<ul style="list-style-type: none"> • Design Communication • Performance characteristics of Materials • Design methods and processes. • Accuracy in design & Manufacture • Forming, redistribution and addition processes. • Digital design and manufacture. 	Introductory design and manufacture project using range of design skills and manufacturing techniques.
3	<ul style="list-style-type: none"> • Performance characteristics of Materials • Forming, redistribution and addition processes. • Design Communication • Selecting appropriate tools, equipment and processes. • Design methods and processes. 	Using an 'iterative' design process. The students will develop using a cyclic process of sketching, modelling, test pieces, process trials, testing and evaluation.
4	<ul style="list-style-type: none"> • Technology & Cultural changes • Responsible Design • National & International standards in Product Design 	Introducing the NEA. 50% of overall A Level

	<ul style="list-style-type: none"> • Modern & Industrial commercial practice. • Digital design and manufacture. • Design for Manufacture, maintenance, repair and disposal. 	
5 & 6	<ul style="list-style-type: none"> • The use of finishes • Performance characteristics of Materials • Modern & Industrial commercial practice. • Responsible Design • How Technology and cultural changes can impact on the work of designers. 	Continuing with Section A of NEA and possible Section B.

Year 2

Term	Theory	Key Skills / Coursework / PSAs / Deadlines
1	<ul style="list-style-type: none"> • Design Processes • Design Theory • Health & Safety • Design for manufacture, maintenance repair and disposal. • Performance characteristics of materials 	Iterative Design Process of the NEA. Development stage of the prototype.
2	<ul style="list-style-type: none"> • Performance characteristics of materials • Forming, redistribution and additional processes. • The use of Finishes 	Iterative Design Process of the NEA. Development stage of the prototype.
3	<ul style="list-style-type: none"> • The use of Finishes • Digital Design & Manufacture • The requirement for Product Design & Development. 	Manufacture stage of the NEA, followed by testing and evaluation stage.

	<ul style="list-style-type: none"> Protecting Designs and Intellectual Property. 	
4	<ul style="list-style-type: none"> Feasibility Studies Enterprise and Marketing in the development of Products. Modern Manufacturing systems Design Styles & History of Designers 	Hand in NEA at the end of term.
5	<ul style="list-style-type: none"> Examination Preparation 	Examination skills & Revision of theory content.

Psychology

Year 1

Term		Key Skills / Coursework / PSAs / Deadlines
1	Start; 7182/2 <ul style="list-style-type: none"> Research Methods Approaches 	Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests
2	Complete; 7182/2 <ul style="list-style-type: none"> Research Methods Approaches 7182/3 <ul style="list-style-type: none"> Issues and Debates 	Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests
3	7182/1 <ul style="list-style-type: none"> Memory Start; 7182/1 <ul style="list-style-type: none"> Psychopathology 	Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests
4	Complete; 7182/1 <ul style="list-style-type: none"> Psychopathology Attachment 	Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests
5	Revision/Exam 7182/1 <ul style="list-style-type: none"> Social Influence 	Formal end of year exam Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests
6	Complete; 7182/1 <ul style="list-style-type: none"> Social Influence 	Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests

Year 2

Term		Key Skills / Coursework / PSAs / Deadlines
1	Start; 7182/2 Biopsychology 7182/3 Gender <i>Interventions for under achievers from 1st year</i>	Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests Planned schedule of independent study tasks to review first year content Formal mock exams in T3
2	Complete; 7182/3 Gender 7182/3 <ul style="list-style-type: none"> • Schizophrenia <i>Interventions for under achievers from 1st year</i>	Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests Planned schedule of independent study tasks to review first year content Formal mock exams in T3
3	Revision/exams Start; <ul style="list-style-type: none"> • Forensic Psychology <i>Interventions for under achievers from mock exams</i> <i>Additional 'Aim for the A*' sessions for top performers</i>	Formal mock exams (paper 7182/1 and paper 7182/2) Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests Planned schedule of independent study tasks to review first year content Internal exam around Easter time (7182/3)
4	Finish; <ul style="list-style-type: none"> • Forensic Psychology 	Formal mock exams (paper 7182/1 and paper 7182/2) Online textbook pages & resources Notes, marked questions Weekly homework from both teachers Factsheets for use in independent study End of topic tests Planned schedule of independent study tasks to review first year content Internal exam around Easter time (7182/3)
5	Revision EXTERNAL EXAMS LATE T5/EARLY T6	Intensive revision programme including review of content, teaching on exam technique and personalised revision time

Religion, Philosophy & Ethics

Year 1

Term			Key Skills / Coursework / PSAs / Deadlines
1	<u>Philosophy</u> Introduction to Philosophy Cosmological Argument	<u>Ethics</u> Introduction to Ethics Natural Moral Law	Read textbook pages Notes and practical write-ups Essays Test on Ethics and Philosophy Modules 1 per half term Wider reading
2	Teleological Argument Ontological Argument	Situation Ethics Virtue Ethics	
3	Evil and Suffering	Application of ethical theories to: - Human life and death - Animal life and death	
4	Religious Experience Christianity: Sources of Wisdom and Authority; God	Christianity: Good Conduct and Key Moral Principles; Self, death and afterlife; Expressions of religious identity	
5	Expressions of Religious identity	Christianity: Self, Death and Afterlife	
6			

A2 Overview

Term			Key Skills / Coursework / PSAs / Deadlines
1	<u>Philosophy</u> Religious Language Miracles	<u>Ethics</u> Meta Ethics Conscience	Read textbook pages Notes and practical write-ups Test on Ethics and Philosophy Modules 1 per half term. Essays Wider reading
2	Self, Death and Afterlife Christianity and Science	Free will and Moral responsibility Bentham and Kant	
3	Christianity and Secularisation	Christianity, Gender and Sexuality; Christianity, Migration and Religious Pluralism	
4	Dialogues between Philosophy and Christianity	Dialogues between Ethics and Christianity	
5	Revision	Revision	
6			

Spanish

Year 1

Term	TEACHER 1	TEACHER 2	Key Skills / Coursework / PSAs / Deadlines
1	<p>perspace</p> <ul style="list-style-type: none"> • Internet • Mobiles • Social media 	<p>Traditional and modern values</p> <ul style="list-style-type: none"> • Families • Marriage/divorce • Catholic church 	Consolidation of all tenses and grammar learnt at GCSE
2	<p>The influence of idols</p> <ul style="list-style-type: none"> • Singers and musicians • TV and film stars • Role-models 	<p>Sexual equality</p> <ul style="list-style-type: none"> • Women and work • Machismo and feminism • Rights of LGBT 	Translation skills Summary skills
3	<p>Study of a film</p> <ul style="list-style-type: none"> • Plot • Characters • themes 	<p>Regional identity</p> <ul style="list-style-type: none"> • Customs • Food • languages 	Mock exam Jan Essay writing skills
4	<p>Study of a film</p> <ul style="list-style-type: none"> • social environment • techniques • style 	<p>Cultural Heritage</p> <ul style="list-style-type: none"> • historic sites and pre-columbian civilisations • art and architecture • music and dance 	Preparation for mock speaking exam to be held last week of term
5	Revision and consolidation	Revision and consolidation	Speaking exam early May
6	Aspects of political life	Individual research project	