

St Bernard's Catholic Grammar School



Course Guidelines Key Stage 5 2018/19

September 2018

Dear Parents,

In order to keep you fully informed about our curriculum, we have compiled a list of the topics which your child is expected to cover in each of their subjects. In addition, during the school year they will be introduced to certain principles which will develop and strengthen their capacity to learn.

Students in Year 12 and Year 13 should be studying for approximately fifteen hours per week over and above their study periods at school.

Our aim is to inform you of what your child is doing in order to help him to fulfil their potential at school and in the world in the future.

In Key Stage 5, we offer a balanced academic curriculum. The majority of students will study three subjects, but those with the highest prior attainment may be able to study four.

Supporting students in their A level studies is crucial; often students are unsure as to how to revise the material they have studied in class. The latest research by cognitive psychologists gives six evidence based areas of practice that students should focus on to in order to develop their learning. These six areas (most effective first) are:

- ✓ Retrieval practice
- ✓ Spaced practice
- ✓ Dual coding
- ✓ Interleaving
- ✓ Using concrete examples
- ✓ The use of elaboration.

The 'Leaning Scientists' website contains [downloadable materials](#) to explain each of these strategies, and also [blogs to help parents](#) support their children and [blogs to support the students](#) themselves. They also [provide videos](#) which explain each strategy in easy to understand language. You can help your child by discussing how they can use each of these strategies to develop their learning.

Yours sincerely

Mrs D Seagrove & Mr R Watson

Assistant Headteacher

Art

Exam Board	WJEC (Welsh Exam Board)
Specification Code	A650QS
Exam Board Website	www.wjec.co.uk/www.eduqas.co.uk
Textbook(s)	N/A

Year 12	Topic
Term 1	Component 1 Secrets, Codes and Conventions Recording Trip to Gallery 6 week, skills workshops. Developing ideas and experimentation.
Term 2	Component 1 Secrets Codes and Conventions. Mock Exam Project – Record, Explore, Develop Ideas and study relevant artists. Students will develop individual path ways.
Term 3	Component 1 Secrets, Codes and Conventions Initial Deadline all Portfolio work Introduction of Personal study, minimum of 1000 words

Additional Information:

**Person Investigation (60%) including Continuous Prose (minimum 100 words)
Externally Set Assignment (40%)**

All relevant assessment materials can be found on the Pearson Edexcel Exam Board Website.

Year 13	Topic
Term 1	<p>Component 1 – Personal Investigation</p> <p>Development of written essay based upon personal theme (continuous prose). Development of Project and completion of final piece.</p>
Term 2	<p>Component2 – Exam Project – Record, Explore, Develop Ideas and study relevant artists.</p>
Term 3	<p>Component 2, Completion of 15 hr exam</p> <p>Deadline all Component 1 and Component2 (Portfolio and Exam work)</p> <p>Exhibition of work for assessment and Private View.</p>
<p>Additional Information:</p> <p>Person Investigation (60%) including Continuous Prose (minimum 100 words) Externally Set Assignment (40%)</p> <p>All relevant assessment materials can be found on the Pearson Edexcel Exam Board Website.</p>	

Biology

Exam Board	OCR Biology A
Specification Code	H420
Exam Board Website	http://www.ocr.org.uk/Images/171736-specification-accredited-a-level-gce-biology-a-h420.pdf
Textbook(s)	A level Biology for OCR A (Fullick, Locke and Bircher) Oxford ISBN 978-0-19-835192-4 Also available electronically via the kerboodle portal: https://www.kerboodle.com/users/login All students have a login provided by the school.

Year 12	Topic
Term 1	<p>Module 2 Foundations in Biology Basic components of living systems- to include microscopy the ultrastructure of plant and animal cells. Biological molecules- to include the biochemistry of proteins, fats and carbohydrates, DNA replication and the genetic code. Enzymes- to include factors affecting enzyme action Plasma membranes- to include the structure and function of plasma membranes and how substances get in and out of cells.</p> <p>Module 3 Exchange and transport Exchange surfaces and breathing- to include the structure and function of the mammalian, fish and insect respiratory systems. Transport in animals- to include the structure and function of the heart and blood vessels. The formation of blood, lymph and tissues fluid.</p>
Term 2	<p>Module 2 Foundations in Biology Cell division- To include the cell cycle, mitosis and meiosis.</p> <p>Module 4 Biodiversity, evolution and disease Classification and evolution- To include taxonomic classification and evidence for evolution Biodiversity- The importance of biodiversity and practical methods of calculation biodiversity. Communicable diseases- to include animal and plant pathogens, the transmission of communicable disease and the immune system.</p>

Term 3	<p>PPE - These will consist of 2 papers covering all the AS content</p> <p>When students return they will start A2 study to include: - Module 5 Communications, homeostasis, and energy Neuronal communication- To include the need for coordination, receptors and neurones. Plant responses- To include plant responses, tropisms and commercial use of hormones.</p>
<p>Additional Information: During terms 1 and 2 students will undertake 6 of 12 required practical's (PAGs) which cover the content of module 1 Development of Practical Skills in Biology. These take place during lesson time and are assessed by the class teacher. These will go towards the achievement of the Practical Endorsement. Progress will be assessed by examination style tests held during lessons suitable points during the course. Throughout the course for students will be directed to undertake independent study activities in preparation for university. There is a mathematical element to the course with an emphasis on statistics.</p>	
Year 13	Topic
Term 1	<p>Module 5 Communications, homeostasis, and energy Neuronal communication- To include the structure and function of the brain and nervous system, muscles and the sliding filament theory. Hormonal communication- To include the structure and function of the pancreas and regulation of blood sugar levels including diabetes, the control of heart rate Homeostasis- The principles of thermoregulation, the structure and function of the liver and kidney, osmoregulation and kidney failure. Energy for biological processes- Photosynthesis and ATP Respiration- To include the Link reaction, Krebs cycle and oxidative phosphorylation.</p>
Term 2	<p>Module 6 Genetics, evolution, and ecosystems Genetics of living thing To include the control of gene expression and mutations. Patterns of inheritance-To include variation and inheritance, the construction of genetic diagrams for monohybrid, dihybrid and phenotypic ratios Manipulating genomes- To include DNA profiling, sequencing, genetic engineering and technology. Cloning and biotechnology- To include natural and artificial cloning in plants and animals, culturing microorganisms and immobilised enzymes. Ecosystems- To include the transfer of energy, recycling and succession Populations and sustainability- To include conservation, preservation and ecosystem management.</p> <p>PPE take place during this term</p>

Term 3	Revision and preparation for A2 examinations.
<p>Additional Information: During terms 1 and 2 pupils will undertake the remaining required practical's (PAGs) which cover the content of module 1 Development of Practical Skills in Biology. These take place during lesson time and are assessed by the class teacher. These will go towards the achievement of the Practical Endorsement. Progress will be assessed by examination style tests held during lessons suitable points during the course. Throughout the course for students will be directed to undertake independent study activities in preparation for university. There is a mathematical element to the course with an emphasis on statistics.</p>	

Business Studies

Exam Board	Edexcel
Specification Code	9BS0
Exam Board Website	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html
Textbook(s)	Edexcel AS/A Level Business 5 th Edition

Year 12	Topic
Term 1	<p>Introduction – what is a market?</p> <p>1.1.1 The market Mass markets and niche markets Dynamic markets</p> <p>1.1.2 Market research Product and market orientation Methods of market research Uses and limitations of these methods Market segmentation from market research results</p> <p>1.1.3 Market positioning How businesses use market research information</p> <p>1.2.1 Demand Introduction to the demand curve Discuss movement along and of the demand curve, and factors influencing this</p> <p>1.2.2 Supply Introduction to the supply curve Discuss movement along and of the supply curve, and factors influencing this</p> <p>1.2.3 Markets Combine work in demand and supply to illustrate price determination in a market</p> <p>1.2.4 Price elasticity of demand (PED) Calculation of PED Interpretation of PED and its importance to businesses</p> <p>1.2.5 Income elasticity of demand (YED) Calculation of YED Comparison contrast to PED Interpretation of YED and its importance to businesses</p> <p>1.3.1 Product/service design Design mix and how this might change</p> <p>1.3.2 Branding and promotion Types of branding Building a brand and changes in branding Generic versus branded products</p>

1.3.2 Branding and promotion

Types of promotion

1.3.3 Pricing strategies

Different strategies

Changes in, and factors determining, these strategies

1.3.4 Distribution

Methods

Changes in channels used

1.3.5 Marketing strategy

The product life cycle and extension strategies

Boston Matrix

Consumer behaviour

How the marketing mix changes in response

1.4.1 Approaches to staffing

Individual and collective methods and approaches

1.4.2 Recruitment, selection and training

Methods

Costs and benefits

1.4.3 Organisation design

Key features and terminology

Strengths and weaknesses of different models

1.4.4 Motivation in theory and practice

Importance of motivation

Motivation theories

Financial and non-financial incentives

1.4.5 Leadership

Management and leadership

Types/methods

Links between leadership and motivation

1.5.1 Role of an entrepreneur

What entrepreneurs do

	<p>Problems and barriers they face</p> <p>1.5.2 Entrepreneurial motives and characteristics</p> <p>Characteristics and skills</p> <p>Motivations for becoming an entrepreneur</p> <p>1.5.6 Moving from entrepreneur to leader</p> <p>Challenges</p> <p>1.5.3 Business objectives</p> <p>Outline and examples of objectives</p> <p>1.5.4 Forms of business</p> <p>Legal organisation and features</p> <p>The factors that lead to these forms</p> <p>1.5.5 Business choices</p> <p>Opportunity costs, choices and trade offs</p>
<p>Term 2</p>	<p>Theme 2</p> <p>2.1.1 Internal finance</p> <p>2.1.2 External finance</p> <p>Sources and methods of finance</p> <p>The distinction between the two</p> <p>2.1.3 Liability</p> <p>Legal implications</p> <p>Finance implications</p> <p>2.1.4 Planning</p> <p>Business planning</p> <p>Cash flow forecasts (as stand-alone and part of the business plan)</p> <p>Use and limitations of cash flow forecasts</p> <p>2.2.1 Sales forecasting</p> <p>Sales forecasting purpose and factors influencing sales forecasts</p> <p>Difficulties with forecasting</p> <p>2.2.2 Sales, revenue and costs</p> <p>Calculation of sales revenue and volume, and link to sales forecasting data</p> <p>2.2.2 Sales, revenue and costs</p> <p>Calculation of fixed and variable costs</p> <p>2.2.3 Break-even</p> <p>Numerical calculation</p> <p>Graphical presentation and interpretation</p> <p>Uses and limitations of break-even analysis</p> <p>2.2.4 Budgets</p> <p>Purpose and types of budgets</p> <p>Variance analysis</p> <p>Difficulties of budgeting</p> <p>2.3.1 Profit</p>

	<p>Distinction between profit and cash Calculation (and link to break-even) Statement of comprehensive income (profit and loss account) – introduction and key features</p>
Term 3	<p>2.3.2 Liquidity Statement of financial position (balance sheet) – introduction and key features Working capital (link to cash)</p> <p>2.3.3 Business failure Financial: link to cash, profit and liquidity Non-financial: link to the market and people</p> <p>2.4.1 Production, productivity and efficiency Methods of production Productivity and efficiency</p> <p>2.4.2 Capacity utilisation Calculation, implications and ways of improving capacity utilisation</p> <p>2.4.3 Stock control Diagrams and key features Different methods and advantages gained from each</p> <p>2.4.4 Quality management Methods, costs and benefits Links between stock control and quality management</p> <p>2.5.1 Economic influences Macroeconomic variables: inflation, exchange rates Economic policy: interest rates, taxation and government spending</p> <p>2.5.2 Legislation Different areas of businesses affected by legislation Revision and exam practice for examinations and/or PPEs for Theme 1 and Theme 2.</p>
Additional Information:	
Year 13	Topic
Term 1	<p>Theme 3</p> <p>3.1.1 Corporate objectives Development and levels Critical appraisal of these and their presentation</p> <p>3.4.1 Corporate influences The timescales on which businesses work Influences on decision-making</p> <p>3.4.4 Business ethics Trade-offs between profit and ethics and how this relates to objectives</p> <p>3.4.3 Shareholders versus stakeholders</p>

Examples of stakeholders and their objectives

Influences on business objectives

Conflicts between stakeholders and stakeholders and the business

3.4.2 Corporate culture

How culture is formed in relation to objectives, ethics, etc.

Categorising culture and assessing its strength

3.1.2 Theories of corporate strategy

Ansoff, Porter, Boston Matrix

Strategic and tactical decisions

3.1.3 SWOT analysis

3.1.4 Impact of external influences

PESTLE analysis

3.2.1 Growth

How and why businesses grow

Problems of growth

3.2.2 Mergers and takeovers

Reasons

Different categories/directions

3.2.3 Organic growth

Compare and contrast with mergers and takeovers, and reasons for staying small

3.2.4 Reasons for staying small

Links to new, highly competitive markets

Avoidance of diseconomies of scale

3.3.1 Quantitative sales forecasting

Times series analysis calculations

Uses and limitations of quantitative sales forecasting

3.3.2 Investment appraisal

Methods, calculation and interpretation

Uses and limitations

3.3.3 Decision trees

Construction and interpretation

Uses and limitations

3.3.4 Critical Path Analysis

Completion and interpretation

Uses and limitations

3.5.1 Interpretation of financial statements

Statement of comprehensive income (profit and loss account) and statement of financial position (balance sheet)

	<p>Stakeholder interest</p> <p>3.5.2 Ratio analysis</p> <p>Calculation and interpretation</p> <p>Uses and limitations</p> <p>3.5.3 Human resources</p> <p>Quantitative measures of HR performance</p> <p>3.6.1 Causes and effects of change</p> <p>3.6.2 Key factors in change</p> <p>Link to topics covered within this theme</p> <p>3.6.3 Scenario planning</p> <p>Planning to reduce risk</p>
<p>Term 2</p>	<p>Theme 4</p> <p>4.1.1 Growing economies</p> <p>Measurements of different economies and economic performance</p> <p>Business opportunities</p> <p>4.1.2 International trade and business growth</p> <p>Specialisation of economies and business</p> <p>Business growth via trade</p> <p>4.1.3 Factors contributing to increased globalisation</p> <p>External factors (link to PESTLE)</p> <p>4.1.4 Protectionism</p> <p>Threats posed to economies and businesses and reactions to these</p> <p>4.1.5 Trading blocs</p> <p>As a reaction to protectionism between countries</p> <p>Opportunities and threats to businesses</p> <p>Introduce external resources to support case study element and commence revision to support paper 3</p> <p>4.2.1 Conditions that prompt trade</p> <p>Push and pull factors for businesses</p> <p>4.2.2 Assessment of a country as a market</p> <p>4.2.3 Assessment of a country as a production location</p>

	<p>Contrast the two, and compare and contrast factors</p> <p>4.2.4 Reasons for global mergers or joint ventures</p> <p>4.2.5 Global competitiveness</p> <p>How this is achieved and can be enhanced through working with other businesses</p> <p>4.3.1 Marketing</p> <p>On a global scale</p> <p>Strategic choices for different markets</p>
Term 3	<p>4.3.3 Cultural and social issues</p> <p>Influences on marketing strategy</p> <p>4.3.4 Niche markets</p> <p>Features and how these interact with cultural and social issues</p> <p>4.4.1 The impact of MNCs</p> <p>Local impacts versus national impacts</p> <p>4.4.2 Ethics</p> <p>Ethical discussions raised by the activities of MNCs</p> <p>4.4.3 Controlling MNCs</p> <p>Possibilities and practicalities</p> <p>Revision of Themes 1, 2, 3 and 4</p> <p>Exam preparation</p>
Additional Information:	

Chemistry

Exam Board	OCR Chemistry A
Specification Code	H432
Exam Board Website	http://www.ocr.org.uk/qualifications/as-a-level-gce/as-a-level-gce-chemistry-a-h032-h432-from-2015/
Textbook(s)	A Level Chemistry for OCR A (Richie and Gent) Oxford. ISBN 978-0-19-835-197-9 Also available electronically via the kerboodle portal: https://www.kerboodle.com/users/login All students have a login provided by the school.

Year 12	Topic
Term 1	Module 2, Section 2.1.1 – Atomic structure and isotopes Section 2.1.3 – Amount of substance (Masses, moles and concentrations of solutions). Section 2.1.4 – Acids (Acid base reactions, titrations). Module 2, Section 2.1.2 – Compounds, formulae and equations Section 2.2 – Electrons, bonding and structure (Electronic configuration, shapes of molecules and forces between molecules). Section 2.1.5 – Redox (Oxidation numbers and half equations) Module 3, Section 3.1.1 – Periodicity (trends in the periodic table) Section 3.1.2 – Group 2 (Trends in reactivity and reaction with water and uses) Module 4, Section 4.1.1 – Basic concepts of organic chemistry (Nomenclature and structure)
Term 2	Remainder of Section 3.1 – Group 7 (Trends in reactivity, displacement reactions, disproportionation reactions). Section 3.2.1 – Enthalpy changes (Enthalpy cycles, enthalpy profiles, Hess's law). Section 3.2.2 – Reaction rates (Collision theory, Maxwell Boltzmann distribution). 3.2.3 – Chemical equilibrium (Le Chatelier's principle, qualitative use of K _c). Section 4.1.1 – Basic concepts of organic chemistry (cont..). Section 4.2.1 – Alcohols (Nomenclature and reactions). Section 4.2.2 – Haloalkanes (Nomenclature and substitution reactions).

Term 3	<p>Section 5.1 – Equilibrium (Equilibrium amounts, quantitative use of K_c)</p> <p>Revision for PPEs</p> <p>Section 5.1 – Rates (begin) (Orders of reaction, reaction mechanisms)</p> <p>4.2.3 Organic synthesis (Preparing organic solids and liquids).</p> <p>4.3.4 Analytical techniques (Mass spec/IR)</p>
<p>Additional Information:</p> <p>https://www.chemguide.co.uk/ contains a wide range of valuable materials for students.</p> <p>http://www.docbrown.info/page13/page13.htm Dr Brown's Chemistry website contains a vast array of revision materials and quizzes.</p> <p>https://phet.colorado.edu/sims/html/molecule-shapes/latest/molecule-shapes_en.html Explaining shapes of molecules.</p> <p>http://www.rsc.org/learn-chemistry The Royal Society of Chemistry.</p>	
Year 13	Topic
Term 1	<p>Section 5.1 – Rates (completion) (Arrhenius equation)</p> <p>Section 5.1 – pH (acids, bases, buffers, K_a and K_w)</p> <p>Year 13 PPEs</p> <p>Section 6.1 – Aromatic compounds, carbonyls and acids (Substitution/Addition, tests for Carbonyls, Carboxylic acids, Acyl chlorides and Esters).</p> <p>Section 6.2 – Nitrogen containing compounds (Amines, amides, amino acids, chirality, polyesters and polyamides).</p>
Term 2	<p>Section 5.2 – Energy changes (Born Haber cycles and Gibbs free energy changes)</p> <p>Section 5.3 - Transition metals (Transition metals and their reactions, Complex ions, Electrode potentials and Redox titrations)</p> <p>Remainder of Section 6.2</p> <p>Section 6.3 – Analysis (TLC, tests for functional groups, C13 and H NMR)</p>

Term 3	Revision
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Additional Information:

<https://www.chemguide.co.uk/> contains a wide range of valuable materials for students.

<http://www.docbrown.info/page13/page13.htm> Dr Brown's Chemistry website contains a vast array of revision materials and quizzes.

https://phet.colorado.edu/sims/html/molecule-shapes/latest/molecule-shapes_en.html Explaining shapes of molecules.

<http://www.rsc.org/learn-chemistry> The Royal Society of Chemistry.

Classics

Exam Board	OCR
Specification Code	H408
Exam Board Website	www.ocr.org.uk
Textbook(s)	Bloomsbury

Year 12	Topic
Term 1	Homer: Iliad or Odyssey <ul style="list-style-type: none">• The World of the Epic - Bronze Age• The Oral tradition• Boudic Composition• Stories from the epics• Fate and Individuality
Term 2	Aeneid: <ul style="list-style-type: none">• The World of Virgil and the Late Republic• Written Composition• Stories from the epic• Public Worlds and Private Space• Gods and obligation
Term 3	Synthesis: <ul style="list-style-type: none">• Differences in Hero story telling.• Use of the epic tradition.• Warfare• Religion• Politics• Gods and Men

Additional Information:

Year 13	Topic
Term 1	Greek Art <ul style="list-style-type: none">• Architecture• Statutory• Vase painting• Other Arts
Term 2	Politics in the Late Republic <ul style="list-style-type: none">• The Crisis• The Warlords: Caesar & Pompey• The Triumvirate• The Settlement
Term 3	Revision
Additional Information:	

Computing

Exam Board	OCR
Specification Code	H446 – A Level Computing
Exam Board Website	http://www.ocr.org.uk/qualifications/as-a-level-gce/as-a-level-gce-computer-science-h046-h446-from-2015/
Textbook(s)	OCR A Level Computer Science- Hodder Education – O’Byrne, Rouse & Pitt – ISBN 9781471839764

Year 12	Topic
Term 1	<ul style="list-style-type: none">• Computational Thinking• Elements of computational thinking• Problem Solving• Programming Techniques• Algorithms• Programming - Python
Term 2	<ul style="list-style-type: none">• Types of programming language• Software• Applications Generation• Software Development• Computer systems• Programming - Python
Term 3	<ul style="list-style-type: none">• Data Types• Computer Arithmetic• Data Structures• Programming - Java

Additional Information:

Enrichment opportunities exist with the Harvard University Introductory Course:
<https://www.youtube.com/playlist?list=PLhQjrBD2T3828ZVcVzEIhsHVgjANGZveu>

Python Programming can be supported with:
<http://pythonschool.net/>

Year 13	Topic
Term 1	<ul style="list-style-type: none"> • Logic Gates and Boolean algebra • Databases • Data Transmission • The Internet • A'Level project – Analysis stage
Term 2	<ul style="list-style-type: none"> • Legal, Ethical & Moral Issues of Computing • A'Level Project – Design Phase • A'Level Project – Implementation Phase • Examination Revision
Term 3	<ul style="list-style-type: none"> • Examination Revision
<p>Additional Information:</p> <p>Enrichment opportunities exist with the Harvard University Introductory Course: https://www.youtube.com/playlist?list=PLhQjrBD2T3828ZVcVzEIhsHVgjANGZveu</p> <p>Python Programming can be supported with: http://pythonschool.net/</p>	

Drama

Exam Board	At St Bernard's – Edexcel
Specification Code	9DR0 – A Level Drama and Theatre
Exam Board Website	Edexcel.org.uk
Textbook(s)	Equus by Peter Shaffer & Hedda Gabler by Ibsen

Year 12	Topic
Term 1	<p>Research on different Practitioners.</p> <p>Studying Equus</p> <p>Theatre visits</p>
Term 2	<p>Studying of Equus</p> <p>Devising Project started – research on key practitioner and text</p> <p>Theatre Evaluation</p>
Term 3	<p>Completion of Component 1 – Devising examination</p> <p>Revision for written paper – Theatre Makers in Practice</p> <p>Portfolio</p>

Additional Information:

Year 13	Topic
Term 1	HeddaGabler Portfolio completion Extracts introduced for Text in Performance Revision of Equus
Term 2	Texts in Performance Examination HeddaGabler Theatre Visit and theatre evaluation Equus Revision
Term 3	Examination Revision Theatre Makers in Practice Examination Paper
Additional Information:	

Economics

Exam Board	At St Bernard's – Edexcel
Specification Code	TBC
Exam Board Website	Edexcel.org.uk
Textbook(s)	TBC
Year 12	Topic
	<p>In year 12 you will develop your understanding of the nature of economics, how markets work, market failure and government intervention.</p> <p>The macroeconomics aspects focus on measures of economic performance, aggregate demand, aggregate supply, national income, economic growth, macroeconomic objectives and policy.</p>
Year 13	<p>In year 13, you will build on your knowledge of business behaviour and the labour market. This focuses on microeconomic aspects which include business growth, business objectives, revenue, costs and profits, market structures, labour market and government intervention. The global perspective in Theme 4 focuses on the macroeconomic aspects which prepares you to understand international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macro economy.</p>
Additional Information: <p>The A Level examination has three written examinations. Paper 1 will assess Markets and Business Behaviour. Questions will be drawn from Themes 1 and 3.</p> <p>Paper 2 will assess The National and Global Economy. Questions will be drawn from Theme 2 and Theme 4 content.</p> <p>Paper 3 will assess content across all four themes focusing on Macroeconomics and Microeconomics.</p> <p>There is no coursework, though regular reading and viewing of quality news sources is highly beneficial and is strongly encouraged.</p>	

English

Exam Board	OCR
Specification Code	H472
Exam Board Website	http://www.ocr.org.uk/
Textbook(s)	See below

Year 12	Topic
Term 1	<p>A Level Teacher 1 - Play Transition Unit</p> <p><u>Exam 1: Drama and Poetry pre 1900</u> Section B: The Doll's House – Ibsen Candidates answer one question from a choice of six thematic or literary questions; responding in the light of the study of one drama text and one poetry text.</p> <p>A Level Teacher 2 - Gothic Transition Unit</p> <p><u>Exam 2: Comparative and Contextual Study</u> Section B: The Bloody Chamber – Angela Carter Candidates answer one question from a choice of two per topic area, which require them to compare two texts in the light of comparative and contextual study in the topic area; bringing their literary, critical and contextual reading to bear.</p>
Term 2	<p>A Level Teacher 1 -</p> <p><u>Exam 1: Drama and Poetry pre 1900</u> Section B: Paradise Lost – Milton OR Poetry – Rossetti Candidates answer one question from a choice of six thematic or literary questions; responding in the light of the study of one drama text and one poetry text.</p> <p>A Level Teacher 2 -</p> <p><u>Exam 2: Comparative and Contextual Study</u> Section B: Dracula – Bram Stoker Candidates answer one question from a choice of two per topic area, which require them to compare two texts in the light of comparative and contextual study in the topic area; bringing their literary, critical and contextual reading to bear.</p>
Term 3	<p>Revision of Exam1 Section B Revision of Exam 2 Section B</p> <p>Year 12 PPE Exam 1 Section B (1 hour 15 mins) Exam 2 Section B (1 hour 15 mins) Total time: 2 hours 30 mins</p>

Additional Information:

Year 13	Topic
Term 1	<p>A Level Teacher 1 -</p> <p><u>Literature Post 1900</u> Coursework Task 1: Critical Piece The History Boys – Alan Bennett OR A Street Car Named Desire - Tennessee Williams 1 critical appreciation essay, 1 text, 1000 words.</p> <p>A Level Teacher 2 -</p> <p><u>Exam 2: Comparative and Contextual Study</u> Section A Unseen Critical Appreciation of Gothic Candidates analyse the unseen passage of which there is no choice, incorporating their studies of critical and contextual material in the topic area.</p> <p><u>Exam 1: Drama and Poetry pre 1900</u> Section A: Hamlet – Shakespeare. a) Candidates answer one extract-based question on chosen play - close reading and textual analysis. b) Candidates answer one question relating to the printed extract and knowledge of the rest of the play.</p>
Term 2	<p>Year 13 PPE Exam 1 Section B (1 hour 15 mins) Exam 2 Section A & B (2 hours 30 mins)</p> <p>A Level Teacher 1 -</p> <p><u>Literature Post 1900</u> Coursework Task 2: Linked Text Essay The Kite Runner – Hosseini and A Selection of Poems by Heaney. 1 essay focusing on connections and comparisons between two texts, 2000 words.</p> <p>A Level Teacher 2 -</p> <p><u>Exam 1: Drama and Poetry pre 1900 Continued</u> Section A: Hamlet – Shakespeare. a) Candidates answer one extract-based question on chosen play - close reading and textual analysis. b) Candidates answer one question relating to the printed extract and knowledge of the rest of the play.</p>

Term 3	Revision of Exam1 Section B Revision of Exam 2 Section A & B
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Additional Information:

French

Exam Board	AQA
Specification Code	7652
Exam Board Website	www.aqa.org.uk
Textbook(s)	AQA French A Level year 1, AQA French A Level year 2

Year 12	Topic
Term 1	Bridging activities: dictionary & translation skills, vocab acquisition Revision of GCSE grammar Topics of family & Cybersociety The passive Units 1 & 2 of AQA textbook
Term 2	The subjunctive Topics of volunteering, cultural heritage, contemporary culture. Begin study of film Long Dimanche. Exam skills Units 3, 4 & 5 of AQA textbook
Term 3	Topic of cinema. Unit 6 AQA textbook Exam skills After exams intro to literature (Past Historic, 2 short stories & 2 films)

Additional Information:

AQA textbook can be accessed online via Kerboodle (institution code is ssk3). There are many soundfiles on the PLE to help with pronunciation and fluency practice. Students are also encouraged to reinforce the vocabulary and grammar by going on the following websites:

www.tv5.org

www.zut.org.uk (free evenings and weekends)

www.languagesonline.org.uk (good for verbs and grammar)

www.allocine.fr

Useful App: Verb Blitz

Year 13	Topic
Term 1	Topics of Multiculturalism & Immigration, poverty & marginalisation Study of novel "KiffeKiffeDemain" Translation skills focus AQA textbook units 1, 2 & 6
Term 2	Summary writing skills focus Topic of social problems (crime, political engagement, strikes, protests) Continued study of book and revision and deeper study of film Long Dimanche AQA textbook units 3,4 & 5
Term 3	Revision Exam skills practice.

Additional Information:

AQA textbook can be accessed online via Kerboodle (institution code is ssk3). There are many soundfiles on the PLE to help with pronunciation and fluency practice. Students are also encouraged to reinforce the vocabulary and grammar by going on the following websites:

www.tv5.org

www.zut.org.uk (free evenings and weekends)

www.languagesonline.org.uk (good for verbs and grammar)

www.allocine.fr

Useful App: Verb Blitz

Geography

Exam Board	
Specification Code	
Exam Board Website	
Textbook(s)	

Year 12	Topic
Term 1	<p>Coasts</p> <ul style="list-style-type: none">• How can coastal landscapes be viewed as systems?• How are coastal landforms developed?• How do coastal landforms evolve over time as climate changes?• How does human activity cause change within coastal landscape systems? <p><i>Skills:</i> observation skills, measurement and geo-spatial mapping skills, data manipulation and statistical skills applied to field measurements, sediment budget calculations, mass balance calculations</p> <p>Changing spaces; Making places</p> <ul style="list-style-type: none">• What's in a place?• How do we understand place?• How does economic change influence patterns of social inequality in places?• Who are the players that influence economic change in places?• How are places created through placemaking processes? <p><i>Skills:</i> appreciate how qualitative approaches actively create particular place representations, analysing the impacts of different media on place meanings and perceptions, the use of geospatial data to present place characteristics, how quantitative data is used to present place characteristics.</p>

<p>Term 2</p>	<p>Skills</p> <ul style="list-style-type: none"> • Geo-located data, qualitative, quantitative <p>Exam technique</p> <p>Hazardous Earth</p> <ul style="list-style-type: none"> • What is the evidence for continental drift and plate tectonics? • What are the main hazards generated by volcanic activity? • What are the main hazards generated by seismic activity? <p>Residential field trip</p> <ul style="list-style-type: none"> • Developing fieldwork skills
<p>Term 3</p>	<p>Hazardous Earth</p> <ul style="list-style-type: none"> • What are the implications of living in tectonically active locations? • What measures are available to help people cope with living in tectonically active locations? <p>Preparation for PPE</p> <p>Individual Investigation</p> <ul style="list-style-type: none"> • Completing proposal form and designing data collection sheets • <p>Global Migration</p> <ul style="list-style-type: none"> • What are the contemporary patterns of global migration
<p>Additional Information:</p>	

Year 13	Topic
Term 1	<p>Global migration</p> <ul style="list-style-type: none"> • Why has migration become increasingly complex? • What are the issues associated with unequal flows of global migration? <p>Individual investigation</p> <ul style="list-style-type: none"> • Write up of the individual investigation <p>Earth's Life support systems</p>
Term 2	<p>Earth's Life support systems</p> <p>Human Rights</p> <p>Disease dilemmas</p>
Term 3	<p>Revision of all course content</p>
<p>Additional Information:</p>	

History

Exam Board	AQA
Specification Code	7042
Exam Board Website	www.aqa.org.uk/subjects/history/as-and-a-level
Textbook(s)	<p>The Tudors: England 1485-1603 by Tillbrook ISBN 9780198354604</p> <p>The Tudors: England 1485-1603 by Ferriby& Anderson ISBN 9781471837586</p> <p>Revolution and Dictatorship: Russia 1917-53 by Waller and Rowe ISBN 9780198354581</p> <p>Russia under Tsarism and Communism 1881-1953 2nd Ed. SHP History core text by Corin&Fiehn ISBN 9781444124231</p>

Year 12	Topic
Term 1	<p>Part one: consolidation of the Tudor Dynasty: England, 1485–1547 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>Part one: The Russian Revolution and the Rise of Stalin, 1917–1929 Dissent and Revolution, 1917</p> <ul style="list-style-type: none"> • The condition of Russia before the revolution of February/March 1917: the Tsar and political authority; the war effort; the economic and social state of Russia; discontent • The February/March revolution of 1917: causes and course of revolution; issues of leadership and the Tsar's abdication; the establishment of Provisional Government and the Petrograd Soviet; the workings of the Dual authority • Developments between the revolutions including: the return of Lenin; Lenin's ideology and the April Theses; the July Days; the Kornilov coup and the roles of both the Provisional Government and Trotsky; Lenin and the Central Committee of the Bolshevik Party • The October/November 1917 revolution: causes, course and extent of revolution; leadership and the establishment of Bolshevik authority; Sovnarkom and decrees and actions to December

<p>Term 2</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 • 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>Bolshevik consolidation, 1918–1924</p> <ul style="list-style-type: none"> • The consolidation of the Communist dictatorship: the establishment of one-party control; the removal of the Constituent Assembly; the ending of involvement in the First World War • The Civil War: causes and course; the role of Trotsky; the murder of the Tsar; the reasons for the Red victory; government and control in wartime • Economic and social developments: state capitalism; social change; conditions in cities and countryside during the Civil War; war communism; the Red Terror: revolts of 1920–1921 including the Tambov revolt and Kronstadt rising; the NEP and its political and economic impact • Foreign relations and attitudes of foreign powers: foreign intervention in the Civil War; Comintern; the Russo-Polish War; discussions leading to the Rapallo Treaty; official recognition and the repercussions of the 'Zinoviev letter'; Lenin's rule by 1924
<p>Term 3</p>	<p>Stalin’s rise to power, 1924–1929</p> <ul style="list-style-type: none"> • The power vacuum and power struggle: ideology and the nature of leadership; Lenin's testament; divisions and contenders for power: character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsy and Zinoviev • Ideological debates and issues in the leadership struggle: NEP and industrialisation; 'permanent revolution' versus 'Socialism in One Country'; how and why Stalin became party leader and the outcome for the other contenders • Economic developments: reasons for and impact of the 'Great Turn'; the economic shift; the launch of the first Five Year Plan and the decision to collectivise • Government, propaganda and the beginning of the Stalinist cult; Stalin's attitude to foreign powers: China; Germany and the Treaty of Berlin; changes in the Comintern

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Additional Information:

Year 13	Topic
Term 1	<p>Part two: England: turmoil and triumph, 1547–1603 (A-level only)</p> <p>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)</p> <ul style="list-style-type: none"> • Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought • 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 Elizabethan Settlement and relations with foreign powers • The impact of economic, social and religious developments in the early years of Elizabeth's rule <p>Part two: Stalin's Rule, 1929–1953 (A-level only)</p> <p>Economy and society, 1929–1941 (A-level only)</p> <ul style="list-style-type: none"> • Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation • Industrial and social developments in towns and cities: Gosplan; the organisation, aims and

	<p>results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women;</p> <p>Stakhanovites; the success of the Five Year Plans</p> <ul style="list-style-type: none"> • The development of the Stalin cult: literature, the arts and other propaganda; Socialist Realism • The social and economic condition of the Soviet Union by 1941: strengths and weaknesses
<p>Term 2</p>	<p>The triumph of Elizabeth, 1563–1603 (A-level only)</p> <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 • The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603 <p>Stalinism, politics and control, 1929–1941 (A-level only)</p> <ul style="list-style-type: none"> • Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution • The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death of Trotsky; responsibility for and impact of the Terror and purges <p>54 Visit for the most up-to-date specification, resources, support and administration</p> <ul style="list-style-type: none"> • Culture and society: church; women, young people and working men; urban and rural differences; 'socialist man' and the impact of cultural change; similarities and differences between Lenin's and Stalin's USSR • Stalin and international relations: co-operation with Germany; entry into the League of Nations; pacts with France and Czechoslovakia; intervention in the Spanish Civil War; reaction to Western appeasement and Japanese aggression; the Nazi-Soviet Pact and its outcome <p>The Great Patriotic War and Stalin's Dictatorship, 1941–1953 (A-level only)</p> <ul style="list-style-type: none"> • The impact of the war on the Soviet Union: Operation Barbarossa and the Stalinist reaction; the course of the war; the USSR under occupation and the fight-back; the Soviet

	<p>economy; mobilisation and evacuation of industry; foreign aid</p> <ul style="list-style-type: none">• The defeat of the Germans: reasons and results; post-war reconstruction; industry and agriculture• High Stalinism: dictatorship and totalitarianism; renewed Terror; the NKVD under Beria; Zhdanovism and the cultural purge; Stalin's cult of personality; the Leningrad affair; purges and the Doctors' Plot• The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and abroad
Term 3	Revision of all course content
Additional Information:	

Japanese

Exam Board	Edexcel
Specification Code	9JA0
Exam Board Website	https://qualifications.pearson.com/en/home.html
Textbook(s)	どんどん読める色々な話

Year 12	Topic
Term 1	<p><u>Changing Lifestyles of Young People in Japan</u></p> <p>Education:</p> <ul style="list-style-type: none"> the Japanese education system exams, private tutoring and cram schools curriculum changes by the Japanese Ministry of Education <p>Young People's Health (physical and psychological):</p> <ul style="list-style-type: none"> pressures on young people the effects of pressures on health and eating habits bullying
Term 2	<p><u>Changing Culture in Japan</u></p> <p>Changes in Japanese Popular Culture:</p> <ul style="list-style-type: none"> anime and manga music martial arts and traditional arts <p>The Influence of Technology</p> <ul style="list-style-type: none"> the progress of technology robots automation
Term 3	<p><u>Japan after the 2011 Earthquake Disaster</u></p> <p>The 11th of March and its Immediate Aftermath</p> <ul style="list-style-type: none"> the damage caused by the earthquake and tsunami refugee life rescue and aid the international response <p>Japan's Policy of Reconstruction</p> <ul style="list-style-type: none"> rebuilding the disaster area cooperation with volunteers and citizens finding the strength to weather the difficulties mental health <p>Literature – text 1</p>

Additional Information:

In addition to the Topic and Theme learning covered each term, one or two grammar points will be taught each week, and students will learn 15 kanji a week.

The literary text covered in Y12 is likely to be *だんだん読める色々な話*, a collection of Japanese short stories.

Year 13	Topic
Term 1	<p>Independent Research Topic, from a choice of:</p> <ul style="list-style-type: none"> • Family and Human Relations in Japan • The changing nature of Events in Japan • Living with Energy Conservation after the 2011 Earthquake Disaster • Japan's Ageing Society <p>Literature/Film – text 2</p>
Term 2	<p><u>Changing Life Views in Japan</u></p> <p>Changing Manual Labour in Japan</p> <ul style="list-style-type: none"> • the collapse of the system of lifetime employment • changing national awareness around working • migration for work <p>The Economic Slump in Japan</p> <ul style="list-style-type: none"> • its influence on daily life • the response of the government • the Japanese economy in the global community • immigrant workers in Japan
Term 3	<p>Revision and final exam</p> <p>The A Level exam in Japanese comprises 3 papers:</p> <p>Paper 1 – translation from Japanese to English reading comprehension essay on individual research topic</p> <p>Paper 2 – translation from English to Japanese two essays in response to literary work/film</p> <p>Paper 3 – listening comprehension written response to audio passage and text</p>

Additional Information:

Grammar structures continue to be taught in Year 13, and 15 kanji per week are learnt until the 400 required for A Level (on top of 200 already learnt at GCSE) have been covered.

For the independent research topic, each student chooses one of the 4 topics to research independently and in depth, in order to be able to write in Japanese about their chosen topic.

The film studied in Year 13 is likely to be *だれも知らない*.

Latin

Exam Board	OCR
Specification Code	H443
Exam Board Website	www.ocr.org.uk
Textbook(s)	Chambers Dictionary; SYRWTL Latin; Broomsbury set text; and as advised

Year 12	Topic
Term 1	AS grammar extension Unseen practice Composition Set texts - Virgil, Aeneid, Book XI 1–224 Translation
Term 2	Unseen practice Composition Set text – Tacitus- Tacitus, Histories I, 4 (finis Neronis ...)-7, 12–14, 17–23, 26 Translation
Term 3	Revision of Set text Moving onto A2

Additional Information:

Year 13	Topic
Term 1	<p>Unseen practice Composition Set texts - Cicero, Pro Milone, 53–64 (... defendere), 72–80 English: Cicero, Pro Milone, 43–52, 65–71, 98–105 Translation</p>
Term 2	<p>Unseen practice Composition Set text – Ovid, Amores 2.7 & 2.8, Propertius 1.3 & 2.14, Tibullus 1.3 English: Ovid Amores 2.19, Propertius 4.7 and Tibullus 2.4 Translation</p> <p>Revision of Set text Moving onto A2</p>
Term 3	<p>Revision of Set texts Further unseen practice (Further composition)</p>
<p>Additional Information:</p>	

Mathematics

Exam Board	Edexcel
Specification Code	9MA0
Exam Board Website	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html
Textbook(s)	Edexcel AS and A level Mathematics Pure Mathematics Year 1/AS
	Edexcel AS and A level Mathematics Statistics and Mechanics Year 1/AS
	Edexcel A level Mathematics Pure Mathematics Year 2
	Edexcel A level Mathematics Statistic and Mechanics Year 2

Year 12	Topic
Term 1	<p>Year 1 Pure Chapters:</p> <ul style="list-style-type: none"> 1 Algebraic expression 2 Quadratics 3 Equations and inequalities 4 Graphs and transformations 5 Straight line graphs 6 Circles <p>Year 1 Statistics Chapters:</p> <ul style="list-style-type: none"> 1 Data collection 2 Measures of location and spread 3 Representations of data <p>Year 1 Mechanics Chapters:</p> <ul style="list-style-type: none"> 8 Modelling in mechanics 9 Constant acceleration <p style="text-align: right;">Senior Challenge Tue 6th November</p>
Term 2	<p>Year 1 Pure Chapters:</p> <ul style="list-style-type: none"> 7 Algebraic methods 8 The Binomial expansion 9 Trigonometric ratios 10 Trigonometric identities and equations 11 Vectors <p>Year 1 Statistics Chapters:</p> <ul style="list-style-type: none"> 4 Correlation 5 Probability <p>Year 1 Mechanics Chapters:</p> <ul style="list-style-type: none"> 10 Forces motion
Term 3	<p>Year 1 Pure Chapters:</p> <ul style="list-style-type: none"> 12 Differentiation 13 Integration 14 Exponentials and logarithms

	<p>Year 1 Statistics Chapters: 6 Statistical representations 7 Hypothesis testing</p> <p>Year 1 Mechanics Chapters: 11 Variable acceleration</p> <p>Revision for PPE's</p> <p>Year 2 Pure Chapters: 1 Algebraic methods</p> <p>Year 2 Statistics Chapters: 1 Regression, correlation and hypothetical testing</p> <p>Year 2 Mechanics Chapters: 4 Moments</p>
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Additional Information:

Students have access to

www.mymaths.co.uk

Year 13	Topic
Term 1	<p>Year 2 Pure Chapters: 2 Functions and graphs 3 Series and sequences 4 Binomial expansion 5 Radians 6 Trigonometric functions 7 Trigonometry and modelling 8 Parametric equations</p> <p>Year 2 Statistics Chapters: 1 Regression and correlation 2 Conditional probability</p> <p>Year 2 Mechanics Chapters: 4 Moments 5 Forces and friction</p> <p style="text-align: right;">Senior Challenge Tue 6th November</p>

Term 2	Year 2 Pure Chapters: 9 Differentiation 10 Numerical methods 11 Integration 12 Vectors Year 2 Statistics Chapters: 3 The Normal distribution Year 2 Mechanics Chapters: 6 Projectiles 7 Applications of forces
Term 3	Year 2 Pure Chapters: 12 Vectors Year 2 Statistics Chapters: 3 The Normal distribution Year 2 Mechanics Chapters: 8 Further kinematics Revision for A level
Additional Information: Students have access to www.mymaths.co.uk	

Mathematics with Further Mathematics

Exam Board	Edexcel
Specification Code	Mathematics: 9MA0 Further Mathematics: 9FM0
Exam Board Website	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-3
Textbook(s)	Edexcel AS and A level Mathematics Pure Mathematics Year 1/AS
	Edexcel AS and A level Mathematics Statistics and Mechanics Year 1/AS
	Edexcel A level Mathematics Pure Mathematics Year 2
	Edexcel A level Mathematics Statistic and Mechanics Year 2
	Edexcel AS and A level Further Mathematics Core Pure Mathematics Book 1/AS
	Edexcel A level Further Mathematics Core Pure Mathematics Book 2
	Edexcel AS and A level Further Mathematics Further Mechanics 1
	Edexcel AS and A level Further Mathematics Further Statistics 1

Year 12	Topic
Term 1	<p>Year 1 Pure:</p> <p>1 Algebraic expression</p> <p>2 Quadratics</p> <p>3 Equations and inequalities</p> <p>4 Graphs and transformations</p> <p>5 Straight line graphs</p> <p>6 Circles</p> <p>7 Algebraic methods</p> <p>8 The Binomial expansion</p> <p>9 Trigonometric ratios</p> <p>10 Trigonometric identities and equations</p> <p>11 Vectors</p> <p>12 Differentiation</p> <p>13 Integration</p> <p>14 Exponentials and logarithms</p>

	<p>Year 1 Statistics:</p> <p>1 Data collection</p> <p>2 Measures of location and spread</p> <p>3 Representations of data</p> <p>Year 1 Mechanics:</p> <p>8 Modelling in mechanics</p> <p>9 Constant acceleration</p> <p style="text-align: right;">Senior Challenge Tue 6th November</p>
Term 2	<p>Book 1/AS Core Pure:</p> <p>Chap 1:Complex Numbers</p> <p>Chap 2: Argand Diagram</p> <p>Chap 3: Series</p> <p>Chap 4: Roots of Polynomials</p> <p>Chap 5: Volumes of Revolutions</p> <p>Chap 6:Matrices</p> <p>Year 1 Statistics:</p> <p>4 Correlation</p> <p>5 Probability</p> <p>6 Statistical representations</p>

	<p>7 Hypothesis testing</p> <p>Year 1 Mechanics:</p> <p>10 Forces motion</p> <p>11 Variable acceleration</p>
<p>Term 3</p>	<p>Book 1/AS Core Pure</p> <p>Chap 7: Linear Transformations</p> <p>Chap 8: Proof by Induction</p> <p>Chap 9: Vectors</p> <p>Year 2 Statistics:</p> <p>1 Regression, correlation and hypothetical testing</p> <p>2 Conditional probability</p> <p>3 The Normal Distribution</p> <p>PPE's</p> <p>Year 2 Mechanics</p> <p>4: Moments</p> <p>5: Forces at any angle</p> <p>6: Applications of kinematics</p>
<p>Additional Information: Students have access to www.mymaths.co.uk</p>	

Year 13	Topic
Term 1	<p data-bbox="293 573 467 607">Year 2 Pure:</p> <p data-bbox="293 719 568 752">1 Algebraic Methods</p> <p data-bbox="293 786 600 819">2 Functions and graphs</p> <p data-bbox="293 853 600 887">3 Sequences and Series</p> <p data-bbox="293 920 576 954">4 Binomial expansion</p> <p data-bbox="293 987 424 1021">5 Radians</p> <p data-bbox="293 1055 639 1088">6 Trigonometric Functions</p> <p data-bbox="293 1122 695 1155">7 Trigonometry and Modelling</p> <p data-bbox="293 1189 600 1223">8 Parametric equations</p> <p data-bbox="293 1256 512 1290">9 Differentiation</p> <p data-bbox="293 1323 600 1357">10 Numerical Methods</p> <p data-bbox="293 1391 480 1424">11 Integration</p> <p data-bbox="293 1458 440 1491">12 Vectors</p> <p data-bbox="293 1637 528 1671">Year 2 Mechanics</p> <p data-bbox="309 1771 624 1805">7: Applications of forces</p> <p data-bbox="309 1816 584 1850">8: Further kinematics</p>

Term 2

Pearson Core Pure Mathematics Book 2

1 Complex Numbers

2 Series

3 Methods in Calculus

4 Volumes of Revolutions

5 Polar Coordinates

6 Hyperbolic Functions

Pearson Further Statistics 1:

1: Discrete Random Variables,

2: Poisson Distributions,

3: Geometric and Negative Binomial Distributions

Pearson Further Mechanics 1:

1: Momentum and Impulse

2: Work Energy and Power

3: Elastic Springs and Strings

Term 3	<p>Pearson Core Pure Mathematics Book 2</p> <p>7 Methods in Differential Equations</p> <p>8 Modelling with Differential Equations</p> <p>Pearson Further Statistics 1:</p> <p>4: Hypothesis Testing</p> <p>5: Central Limit Theorem</p> <p>Pearson Further Mechanics 1:</p> <p>Chap 4: Elastic Collisions in one Dimension</p> <p>Chap5: Elastic Collision in two Dimensions</p> <p>Revision and Past Papers and A Level External Exam</p>
<p>Additional Information: Students have access to www.mymaths.co.uk</p>	

Music

Exam Board	Edexcel
Specification Code	9MU0
Exam Board Website	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html
Textbook(s)	'Edexcel AS/A Level Anthology of Music' ISBN: 9781292118369.

Year 12	Topic
Term 1	An introduction to the course, including technical vocabulary and extended theory Set works Composition coursework Basic harmony
Term 2	Set works Completion of composition coursework Harmony and listening work Performance coursework recorded
Term 3	Study of set works completed followed by revision for the summer exam Sleeve note for composition completed

Additional Information:

- Youtube is a great source for listening activities on the instruments of the orchestra and for listening to music related to our composition tasks and for the set works.
- We will use Sibelius in school for compositions however, MuseScore is a free music notation and composition software available online to support the work achieved in school.
- GarageBand is a brilliant app for music technology available on Apple products. There are several other apps available that offer a similar idea. These too may support composition work.
- **Each student will need their own copy of the following book: 'Edexcel AS/A Level Anthology of Music' ISBN: 9781292118369.**

Year 13	Topic
Term 1	Set works Composition and harmony Wider listening and background history of music
Term 2	Set works Completion of compositions Harmony Performance coursework recorded Wider listening
Term 3	Revision of set works Wider listening
Additional Information:	

Physics

Exam Board	OCR A
Specification Code	H556
Exam Board Website	http://www.ocr.org.uk/Images/171726-specification-accredited-a-level-gce-physics-a-h556.pdf
Textbook(s)	A level Physics for OCR A (Bones, Chadha and Saunders) Oxford ISBN 978-0-19-835218-1 Also available electronically via the kerboodle portal: https://www.kerboodle.com/users/login All students have a login provided by the school.

Year 12	Topic
Term 1	2.1.1 Physical quantities 2.1.2 S.I. units 2.3.1 Scalars and vectors Forces and motion I 3.1.1 Kinematics 3.1.2 Linear motion 3.1.3 Projectile motion 3.2.1 Dynamics 3.2.2 Motion with non-uniform acceleration 3.2.3 Equilibrium 3.2.4 Density and pressure Electricity I 4.1.1 Charge 4.1.2 Mean drift velocity 4.2.1 Circuit symbols 4.2.2 E.m.f. and p.d 4.2.3 Resistance 4.2.4 Resistivity 4.2.5 Electrical Power 4.3.1 Series and parallel circuits
Term 2	Electricity II 4.2.5 Electrical Power 4.3.1 Series and parallel circuits 4.3.2 Internal resistance 4.3.3 Potential dividers Forces and motion II 3.3.1 Work and conservation of energy 3.3.2 Kinetic and potential energies 3.3.3 Mechanical Power 3.4.1 Springs 3.4.2 Mechanical properties of matter 3.5.1 Newton's laws of motion 3.5.2 Collisions

Term 3	<p>4.4.1 Wave motion 4.4.2 Electromagnetic waves 4.4.3 Superposition 4.4.4 Stationary waves</p> <p>4.5.1 Photons 4.5.2 The photoelectric effect 4.5.3 Wave–particle duality</p> <p>Revision for PPEs</p>
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Additional Information:

<https://phet.colorado.edu/> contains various interactive simulations to explain concepts
<http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html> an overview of all Physics topics
<http://www.physicsandmathstutor.com/> a collection of past paper questions & answers

Year 13	Topic
Term 1	<p>Models & Rules 5.1.1 Creating models 5.1.2 Out into space 5.1.3 Our place in the universe</p> <p>Field & Particle Physics I 6.1.1 Electromagnetism 6.1.2 Charge and field 6.2.1 Probing deep into matter</p>
Term 2	<p>Matter 5.2.1 Matter: very simple 5.2.2 Matter: hot or cold</p> <p>Field & Particle Physics II 6.2.2 Ionising radiation and risk 6.1.2 Charge and field</p>
Term 3	<p>Field & Particle Physics III 6.2.1 Probing deep into matter</p> <p>Revision</p>

Additional Information:

<https://phet.colorado.edu/> contains various interactive simulations to explain concepts
<http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html> an overview of all Physics topics
<http://www.physicsandmathstutor.com/> a collection of past paper questions & answers

Physical Education

Exam Board	OCR
Specification Code	H155, H555
Exam Board Website	http://www.ocr.org.uk/qualifications/as-a-level-gce/as-a-level-gce-physical-education-h155-h555-from-2016/
Textbook(s)	PE FOR A LEVEL YEAR 1 ISBN 978 1 4718 5173 5 PE FOR A LEVEL YEAR 2 ISBN 978 1 4718 5174 2

Year 12	Topic
Term 1	<p>Physiological factors affecting performance The science behind physical activity</p> <p>1.1 Applied anatomy and physiology Key systems of the human body involved in movement and physical activity</p> <p>1.1.a.Skeletal and muscular systems Structure and function of bones, joints and connective tissues. Planes of movement. Roles of muscles and types of muscle contraction</p> <p>1.1.b.Cardio and respiratory systems At rest, during exercise and recovery</p> <p>-----</p> <p>Psychological and socio-cultural themes in physical education Underlying psychological factors which influence participation in sport</p> <p>4.1-4.3 Skill acquisition</p> <ul style="list-style-type: none"> • Classification of skill: use of six continuum to analyse different skills. • Methods of practice & theories of learning: explore different types of practice and identify the criteria for their implementation; consider different psychological explanations of learning. • Skill transfer: explore how learning skills can both aid and hinder the development of other skills. <p>-----</p> <p>2.3 Sport and Society</p> <p>The modern Olympic Games</p> <ul style="list-style-type: none"> • background and aims (1896) • political exploitation of the Olympic Games

	<p>Hosting global sporting events</p> <ul style="list-style-type: none"> • positive and negative impacts on the host country/city of hosting a global sporting event
<p>Term 2</p>	<p>1.2 Exercise physiology Factors affecting performance</p> <p>1.2.a.Diet and Nutrition Components, function, hydration, dietary supplements, ergogenic aids</p> <p>1.2.b.Preparation and training methods to maintain/improve performance Evaluation and training of aerobic capacity, strength and flexibility. Periodisation of training, physiological adaptations of training and effect on lifestyle diseases</p> <hr/> <p>4.3-4.5 Skill acquisition</p> <ul style="list-style-type: none"> • Skill transfer: further explore how learning skills can both aid and hinder the development of other skills. • Stages of learning: understand each stage of development, the characteristics of each the relevance of feedback and types of guidance. • <p>5.1 Sports psychology</p> <ul style="list-style-type: none"> • Individual difference: consider the impact of personality, attitudes and motivation. <hr/> <p>2.3 Sport and Society</p> <p>How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain</p> <p>How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain</p> <p>How social factors shaped the characteristics of, and participation in, sport in 20th century Britain</p>

Term 3	<p>1.3 Biomechanics The study of force and its effect on human movement/efficiency in sport</p> <p>1.3.a. Biomechanical principles, levers and the use of technology Newton's Laws, air resistance, calculations of force, momentum, acceleration and weight</p> <hr/> <p>5.1 Sports psychology</p> <ul style="list-style-type: none"> • Individual difference: aggression • Group dynamics: consider the impact of cohesion and goal setting. • Exam preparation <hr/> <p>2.3 Sport and Society</p> <p>How contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century</p>
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Additional Information:

'Performance' in physical education will be studied throughout the year:-

Practical performance

Assessed in the role of either performer or coach in one activity from the OCR activity list

Demonstrate effective performance, the use of tactics or techniques & the ability to observe the rules & conventions in conditioned games.

The evaluation & analysis of performance for improvement

Through observation, learners will provide an oral response to a live performance, analysing & critically evaluating their peers' performance, before constructing a 4 week action plan to rectify the main area for development, supported by appropriate and relevant theory from all three theory strands

The following link may also prove useful:- <https://www.bbc.co.uk/sport/get-inspired>

Year 13	Topic
Term 1	<p>Physiological factors affecting performance Applied anatomy/physiology and the interplay between energy systems</p> <p>1.1.c. Energy for exercise Role of Adenosine Triphosphate (ATP). Coupled reactions and the re-synthesis of ATP</p> <p>1.1.d. Environmental effects on body systems Exercise at altitude and exercise in the heat. Effects on the cardiovascular and respiratory systems</p> <hr/> <p>4.1-5.2 Psychological factors affecting performance</p> <ul style="list-style-type: none"> • Memory models: explore models of memory and processing • Attribution: consider how performers' attribute success and failure and the impact of their choices. • Confidence: explore the impact of self-efficacy <hr/> <p>3.2 Contemporary issues in physical activity and sport</p>

	<p>Ethics and Deviance in Sport</p> <ul style="list-style-type: none"> • Drugs and Doping in Sport • Violence in Sport • Gambling in Sport <p>Commercialisation and Media</p> <ul style="list-style-type: none"> • Factors leading to the commercialisation of contemporary physical activity and sport • Positive and negative impacts of the commercialisation of physical activity and sport • Coverage of sport by the media today and reasons for changes since the 1980's • Positive and negative effects of the media on sport • Relationship between sport and media
<p>Term 2</p>	<p>1.2.c. Injury prevention and the rehabilitation of injury Acute and chronic sports injuries, prevention, responding to injuries and medical conditions in the sporting context. SALTAPS, PRICE, 6 Rs.</p> <hr/> <p>5.2-5.4 Psychological factors affecting performance</p> <ul style="list-style-type: none"> • Confidence: explore the impact of self-efficacy • Leadership in sport: consider different explanations and models of leadership and how they impact performance • Stress management: consider the causes of stress and anxiety and explore methods to control their impact on performance • Exam preparation <hr/> <p>3.2 Contemporary issues in physical activity and sport</p> <p>Routes to Sporting Excellence in the UK</p>
<p>Term 3</p>	<p>1.3.b. Linear motion, angular motion, fluid mechanics and projectile motion Fluid mechanics (impact/magnitude of air resistance on land and drag in water) Projectile motion and the impact of spin in sport (Bernoulli's principle)</p> <hr/> <p>5.4 Psychological factors affecting performance</p> <ul style="list-style-type: none"> • Exam preparation <hr/> <p>3.2 Contemporary issues in physical activity and sport</p> <p>Modern Technology in Sport – its impact on elite level sport, participation, fair outcomes and entertainment</p>

Additional Information:

'Performance' in physical education will be studied throughout the year:-

Practical performance

Assessed in the role of either performer or coach in one activity from the OCR activity list

Demonstrate effective performance, the use of tactics or techniques & the ability to observe the rules & conventions under fully competitive conditions

The evaluation & analysis of performance for improvement

Through observation, learners will provide an oral response to a live performance, analysing & critically evaluating their peers' performance, before constructing a 12 week action plan to rectify the main area for development, supported by appropriate and relevant theory from all three theory strands

The following link may also prove useful:- <https://www.bbc.co.uk/sport/get-inspired>

Psychology

Exam Board	AQA
Specification Code	7181/7182
Exam Board Website	www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182
Textbook(s)	AQA A-level Psychology for Year1 & AS by Lawton & Willard ISBN: 9781471834882 AQA A-level Psychology 2 by Lawton & Willard ISBN: 9781471835377

Year 12	Topic
Term 1	<p>Paper 1: Introductory Topics</p> <ul style="list-style-type: none"> • Social Influence – conformity, obedience & resistance to social influence. • Memory – multi-store model <p>Paper 2: Psychology in Context</p> <ul style="list-style-type: none"> • Approaches to Psychology – origins, biological, learning & cognitive explanations. • Psychopathology – abnormality & phobias. • Research Methods – methods & scientific processes.
Term 2	<p>Paper 1: Introductory Topics</p> <ul style="list-style-type: none"> • Memory cont. – multi-store model, working model, types of LTM & forgetting. • Attachment – caregiver/infant, animal & explanations. <p>Paper 2: Psychology in Context</p> <ul style="list-style-type: none"> • Psychopathology cont. – phobias, depression & OCD. • Research Methods – data handling, analysis & inferential testing.

Term 3	<p>Revision & Mock Examination Preparation. Mock Examination Review.</p> <p>Paper 2: Psychology in Context (Year 2 content)</p> <ul style="list-style-type: none"> • Biopsychology – localisation, brain scanning & biological rhythms. <p>Paper 3: Issues and Options in Psychology (Year 2 content)</p> <ul style="list-style-type: none"> • Issues & Debates – gender & culture, free will & determinism, holism & reductionism and nature vs nurture.
<p>Additional Information:</p> <p>Recommended revision material: AQA Psychology For A Level Year 1 & AS Cara Flannagan/Dave Berry/Michael Griffin/Rob Liddle ISBN: 9781908682444</p>	
Year 13	Topic
Term 1	<p>Paper 3: Issues and Options in Psychology</p> <ul style="list-style-type: none"> • Issues & Debates – idiographic and nomothetic approaches & ethical implications. • Approaches – psychodynamic and humanistic explanations & comparison of approaches. • Relationships – evolution, attraction, theories of romance & breakdown. • Aggression – neural and hormonal influence, ethology & evolution.
Term 2	<p>Paper 3: Issues and Options in Psychology</p> <ul style="list-style-type: none"> • Relationships cont. – social media & parasocial relationships. • Aggression cont. – social explanations & media influence. <p>Revision & Mock Examination Preparation Mock Examination Review.</p> <p>Paper 3:</p> <ul style="list-style-type: none"> • Aggression cont. – institutional aggression. • Eating Behaviour – food preference, neural & hormonal influence and anorexia nervosa. <p>Examination Preparation</p>

Term 3

Paper 3:

- Eating Behaviour cont. – anorexia nervosa and obesity.

Examination Preparation

Additional Information:

Recommended revision material:

AQA Psychology For A Level

Year 2

Cara Flannagan/Jo Haycock/Michael Griffin/Rob Liddle/ArwaMohamedbhai

ISBN: 9781908682451

Religious Education

Exam Board	OCR
Specification code	Religious Studies - H573
Exam Board Website	http://www.ocr.org.uk/qualifications/as-a-level-gce/as-a-level-gce-religious-studies-h173-h573-from-2016/
Textbook(s)	Oxford A Level Religious Studies for OCR

Year 12	Topic
Term 1	<p>Philosophy of Religion Ancient philosophical influences Soul, mind and body</p> <p>Religion and Ethics Natural Law Situation ethics</p> <p>Developments in Christian thought St. Augustine's teaching on human nature The Person of Jesus Christ</p>
Term 2	<p>Philosophy of Religion Cosmological and Teleological arguments Ontological argument</p> <p>Religion and Ethics Kantian ethics Utilitarianism</p> <p>Developments in Christian thought Death and the Afterlife Christian moral principles</p>
Term 3	<p>Philosophy of Religion Religious experience argument The problem of evil</p> <p>Religion and Ethics Euthanasia Business ethics</p> <p>Developments in Christian thought Knowledge of God's existence Christian moral action</p>

Additional Information:

Year 13	Topic
Term 1	<p>Philosophy of Religion Religious language Verification and Falsification principles</p> <p>Religion and Ethics Meta-ethical theories Conscience</p> <p>Developments in Christian thought The challenge of secularism Liberation theology and Marx</p>
Term 2	<p>Philosophy of Religion Religious language via negative, analogical and symbol</p> <p>Religion and Ethics Sexual ethics</p> <p>Developments in Christian thought Religious Pluralism and theology Religious Pluralism and society Gender and society</p>
Term 3	<p>Philosophy of Religion The nature and attributes of God</p> <p>Religion and Ethics</p> <p>Developments in Christian thought Gender and theology</p>
Additional Information:	

Sociology

Exam Board	At St Bernard's – TBC
Specification Code	TBC
Exam Board Website	TBC
Textbook(s)	TBC
	Topic
Component 1:	<p>Socialisation and Culture with Families and Households and Education. (40% of A Level)</p> <p>What is the culture of society? How do individuals learn this culture? What is the function or purpose of the family in society? Can the UK be regarded as having a diverse range of family types to choose from? What is the role of education in society? How can we explain the differentials in results statistics between different groups. Component 3: Power and Stratification with Crime and Deviance. (40% of A Level) How does an individual's gender, class, ethnicity and age affect their experiences of society? How do sociologists explain such power differences and inequalities? What is meant by 'crime' and deviance'? Which social groups are most likely to be the victims or perpetrators of crime? How do sociologists explain crime and deviance? What is the role of the media, the police and other social organisations in explaining and controlling crime? Student comments: "Sociology is a fantastic A Level because it exposes you to ideas you deal with</p>
Component 2	<p>Methods of Sociological Enquiry. (20% of A Level)</p> <p>How do sociologists gather information about society? Are some methods more useful than others and can they be combined to get better results? In what ways can these methods be criticised? How does our view of the world shape how we gain knowledge?</p>
Component 3	<p>Power and Stratification with Crime and Deviance. (40% of A Level)</p> <p>How does an individual's gender, class, ethnicity and age affect their experiences of society? How do sociologists explain such power differences and inequalities? What is meant by 'crime' and deviance'? Which social groups are most likely to be the victims or perpetrators of crime? How do sociologists explain crime and deviance? What is the role of the media, the police and other social organisations in explaining and controlling crime?</p>
Additional Information:	

Spanish

Exam Board	EDEXCEL
Specification Code	9SP0
Exam Board Website	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.html#tab-1
Textbook(s)	EDEXCEL A LEVEL SPANISH ISBN: 978-1-4718-5831-4

Year 12	Topic
Term 1	<p>The evolution of the Spanish society</p> <p>FAMILY</p> <ul style="list-style-type: none"> ◦different types of family in modern-day Spain ◦different attitudes to marriage in Spain today ◦different situations that may threaten family environments <p>WORK</p> <ul style="list-style-type: none"> ◦the current situation of young people in Spain in relation to work ◦job opportunities for young people within the different sectors of the Spanish economy ◦the positive and negative aspects of jobs in Spain, especially gender (in)equality <p>TOURISM.</p> <ul style="list-style-type: none"> ◦the changes in the impact of tourism on Spanish society over the last 50 years ◦the relationship between tourism and the environment ◦the economic benefits of tourism for Spain
Term 2	<p><i>The artistic and cultural movement in the Spanish speaking countries</i></p> <p>MUSIC</p> <ul style="list-style-type: none"> ◦the influence of singers and musicians and changes in music styles ◦some aspects of Spanish guitar music ◦some Spanish and Latin-American dances and their impact on popular culture ◦the impact of television in general ◦the present and future situation of the Spanish press and its impact in the digital age ◦the impact of social networks on the life of Spaniards <p>TRADITIONS</p> <ul style="list-style-type: none"> ◦aspects of customs relating to food ◦some non-religious festivals that are celebrated in Spain and in Latin America ◦aspects of Latin-American gastronomy and one traditional fiesta in Latin-America

Term 3	Analysis of a Film Analysing the work Evaluating the forms and techniques used in the work Past papers Revision Vocabulary Grammar Speaking practice
Additional Information:	
Year 13	Topic
Term 1	ANALYSIS OF A FILM Analysing the work Evaluating the forms and techniques used in the work INTRODUCTION TO THE RESEARCH PROJECT
Term 2	RESEARCH PROJECT INMIGRATION AND MULTICULTURAL SOCIETY IN SPAIN ◦immigration policies ◦public opinion on immigration in Spain ◦the future impact of immigration on Spanish society THE FRANCO REGIME AND THE TRANSITION TO DEMOCRACY ◦The living conditions of different groups during the Franco regime and an analysis of how they affected the Spanish people ◦the impact of restrictions and censorship during Franco's dictatorship ◦the division in Spanish society during Franco's dictatorship
Term 3	RESERCH PROJECT Past papers Revision Vocabulary Grammar Speaking practice
Additional Information:	

Design & Technology (UCGS)

Technology is studied at Upton Court Grammar School. Please follow the link for details about this subject.

<http://www.uptoncourtgrammar.org.uk/ks5-design&technology>