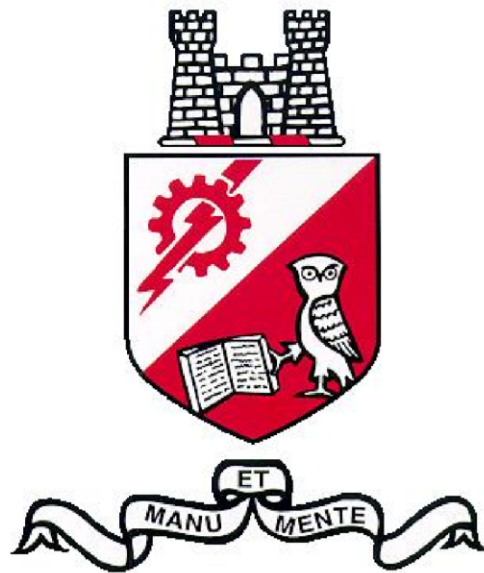


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Key Stage 5 Course Outlines Year 12 2017/18

Year Group: 12

Key stage 5

Subject: ART AND DESIGN

Exam Board: Edexcel

Syllabus No: Edexcel 8AD0

Web link: www.edexcel.com

Aims of the course

Component 1: Personal Investigation AS coursework. Theme Portraits and personal identity. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. This will require students to address each of the assessment objectives which are of equal importance. AO1 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops. AO3 – Record ideas, observations and insights relevant to their intentions, reflecting critically on their work and progress. AO4 – Present a personal, and meaningful response that realising intentions and, where appropriate, makes connections between visual, and other elements.

Programme of study by half term for 2017/18

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

Summer term 3a	Summer term 3b
Component 1: Personal investigation A level project.	Continue personal investigation A2 course.
Assessment By outcome. Coursework 50%, Terminal Examination 50%.	Assessment By outcome: This is ongoing with a final grade given at the end of the project.

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

All groups are mixed ability.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mr G Hanley Head of Art and Design

Year Group: 12

Key stage 5

Subject: **BIOLOGY**

Exam Board: OCR Biology A Syllabus
No: H020 Web link:
<http://www.ocr.org.uk/qualifications/as-a-levelgce-biology-a-h020-h420-from-2015/>

Aims of the course

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

Programme of study for 2017-18

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

Modular content for 2017/18

Module 1: Development of practical skills in Biology	Planning, implementing, analysis, evaluation of practical skills
Module 2: Foundations in biology	Cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation
Module 3: Exchange and transport	Exchange surfaces, transport in animals, transport in plants
Module 4: Biodiversity, evolution and disease	Communicable diseases, disease prevention and the immune system, biodiversity, classification and evolution.

Work that will be set (general)

- Essays or pieces of extended writing
- Supplementation of notes
- Independent learning
- Past papers
- The study of mark schemes and examiners reports
- PAG preparation and catch up sessions
- Green and yellow booklets as assessment and wider reading materials

Mathematic skills required

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

Assessment

- Regular assessment
- Examinations every 6 weeks in line with the schools assessment plan
- PPE in December 2017 and April 2018

Support available

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

What parents can do to help

- Ensure folders are up to date

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

Member of staff to contact if you have any queries:

Mrs S Tester (Head of Biology)

Year Group 12/13

Key stage 5

Subject:

BTEC Level 3 Extended Diploma in Business

Exam Board: Edexcel Syllabus

No: NQF Web link:

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

Aims of the course

Programme of study by half term for 2017/18

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

- Business Resources
- Business Environment
- Marketing
- Business Communication
- Business Accounting
- Human Resources
- International Business
- Business Retail
- Internet marketing
- Starting a Small Business
- Business Economics
- Market Research

Autumn Term: 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Year 12- Units 1,2, 3 Year 13- Unit 6, 7	Year 12:Units 1,2,3 Year 13: Unit – 6, 7	Year 12: Units 4, 14, 22 Year 13: Units 5, 15	Year 12: Units 4, 14, 22 Year 13: Units 5, 15	Year 12: Units 27 Year 13: Units 8,18
Assessments: External: Units 3,6,7 Jan and May 2018	Assessment External: Units 3,6,7 Jan and May 2018	Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment

Homework that will be set (general)

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

Extra-Curricular activities available

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

Support available

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

Groupings or setting

There will be one group that students will be allocated to

What parents can do to help

Students are required to use and keep free a single day each week for their **studies**. This independent study is vital to complete the course to a high standard. Assisting them in using this time effectively is important to their success. Parents **will** be able to keep up to date with what is happening in the business department **by** logging onto the Learning Gateway.

Member of staff to contact if you have any queries:

Mr E Korboe or Mr Cunningham

Subject: CHEMISTRY

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

Aims of the course

- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills.
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Programme of study for 2017/18

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

All components include synoptic assessment

Work that will be set (general)

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

Mathematic skills required

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

Assessment

- Regular fortnightly assessment of the lesson content and intervention topics
- Examinations every 6 weeks in line with the schools assessment plan
- PPE in December 2017 and April 2018

Support available

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

What parents can do to help

Look at the chemistry website for deadlines.

Take an interest in your child's chemistry – get them to explain what they have learned in lessons.

Make sure they are studying chemistry for at least five hours a week outside of school hours.

Ensure that your child has a suitable place to study.

Take note of, and make sure your child adheres to the content of any chemistry contract letters. These should be kept safe.

Attend intervention meetings, if necessary, following internal assessments.

Encourage reading of chemistry and other relevant literature.

Ensure good attendance in lessons.

Ensure all homework is completed by checking show my homework.

Member of staff to contact if you have any queries:

Mr G Hikel (Head of department)

Subject: D & T A Level Product Design

Exam Board: AQA
 Syllabus No: 7552
 Web link: www.aqa.org.uk

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

- technical principles
- designing and making principles.

The specification content is presented in a two column format. The left hand column contains the specification content all students must cover, and forms the basis for the assessments. This column gives additional information to ensure students study the topic in appropriate depth and gives teachers the parameters in which the subject will be assessed. Students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas to inform their decisions in design and the application or development of technology. There are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during

Key Stage 4, as well as those subjects that they are studying alongside A-level Design and Technology.

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

Programme of study by half term for 2017/18

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

Homework that will be set (general)

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

Extra Curricular activities available

An after schools club specifically for A level Wednesday evenings.

Support available

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

Groupings or setting

none

What parents can do to help

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

Member of staff to contact if you have any queries:

Mr J Limon Mr L Taylor

Exam Board: Edexcel

Syllabus No: 9EBO Web link:

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

Year Group 12 (Key Stage 5)
Subject: GCE ECONOMICS B
(Edexcel)

Aims of the course

The Pearson Edexcel Advanced GCE in Economics B is structured into two themes and consists of three externally examined papers. Students are introduced to economics through building knowledge of core microeconomic and macroeconomic concepts, and by investigating economic theory through real-world businesses and the environments in which they operate. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessment and demonstrate an awareness of current economic events and policies.

Programme of study by half term for 2017/18

Year 12- Autumn Term: Teacher A	Year 12- Autumn Term : Teacher B
Theme 1 – Markets, Consumers and Firms Students will develop an understanding of: <ul style="list-style-type: none">• 1.1 – Scarcity, Choice and Potential Conflicts• 1.2- Enterprise, Business and the Economy• 1.3.1-4 – Introducing The Markets: Price Mechanisms	Theme 2– The Wider Economic Environment Students will develop an understanding of: <ul style="list-style-type: none">• 2.1- Business Growth and Competitive Advantage• 2.2- Firms, Consumers, and Elasticities of Demand
Assessment Topic Tests Exam style questions as homework Mock paper	Assessment Topic Tests Exam style questions as homework Mock paper
Year 12- Spring term – Teacher A	Year 12- Spring term – Teacher B
Students will develop an understanding of: <ul style="list-style-type: none">• 1.3.5-6 – Markets, Consumers and Competition• 1.4 – The Role of Credit in the Economy	Students will develop an understanding of: <ul style="list-style-type: none">• 2.3 – Productive efficiency• 2.4 – Life in a Global Economy
Year 12- Summer term – Teacher A Students will develop an understanding of: <ul style="list-style-type: none">• 1.5 – Market Failure• 1.6 – Revenue, Costs, Profits, Cash	Year 12- Summer term – Teacher B Students will develop an understanding of: <ul style="list-style-type: none">• 2.5 – The Economic Cycle• 2.6- Introduction to Macroeconomic Policy
Assessment Topic Tests Exam style questions as homework Exam paper – June 2018	Assessment Topic Tests Exam style questions as homework Exam paper – June 2018

- **No External Assessment at the End of the First Year.**
- **Pre Public Examination will be used to identify under/over achievers.**

- **No External Assessment at the End of the First Year.**
- **Pre Public Examination will be used to identify under/over achievers.**

Homework that will be set

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

Support available

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

Groupings or setting

Mixed Ability Group

What parents can do to help

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

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

Year Group: 12 - Key Stage 5

Subject: A-LEVEL ENGLISH LANGUAGE AND LITERATURE

Exam Board: Edexcel
Syllabus No: 9ELO
Web link:
<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-and-literature-2015.html#tab-0>

Aims of the course:

The study of A-Level English Language and Literature encourages students to develop their interests in the two fields as interconnecting and mutually supportive disciplines. This course allows students to develop as independent, confident and reflective readers and writers, giving a variety of opportunities to explore the relationship between written and spoken language and literature through a wide range of reading opportunities, critical reading of and response to both literary and non-literary texts, as well as writing for a variety of audiences and purposes.

In Year 12, students will study a wide selection of texts, including a selection of non-literary and digital texts, taken from the Edexcel anthology 'Voices in Speech and Writing', 'Othello' by William Shakespeare and 'The Great Gatsby' by F. Scott Fitzgerald. They will also complete a project-based unit on the history of English, alongside these texts, to increase their contextual understanding of the subject as a whole.

Programme of study for 2017/18:

English Language and Literature – Year 12 (2017/18)

Autumn 1			Autumn 2		
A	History of English Module <i>(To run alongside rest of course)</i>	'Voices in Speech and Writing' Anthology <i>(Component 1, Section A)</i>	A	'Voices in Speech and Writing' Anthology - Including unseen extracts and comparative skills <i>(Component 1, Section A)</i>	
B	History of English Module <i>(To run alongside rest of course)</i>	'Voices in Speech and Writing' Anthology <i>(Component 1, Section A)</i>	B	'Othello' <i>(Component 2, Section B)</i>	
Spring 1			Spring 2		
A	'The Great Gatsby' <i>(Component 2, Section B)</i>		A	'The Great Gatsby' <i>(Component 2, Section B)</i>	
B	'Othello' <i>(Component 2, Section B)</i>		B	Exam Prep: <i>(Component 2, Section B – including comparative skills)</i>	
Summer 1			Summer 3		
A	Exam Prep <i>(Component 1, Section A)</i>	PPEs: <i>Component 1, Section A</i>	A	Coursework Reading/Research Task <i>(Component 3)</i>	
				PPE Moderation, Marking and Feedback	
B	Unseen Prose: <i>(Component 2, Section A)</i>	PPEs: <i>Component 2</i>	B	Coursework Reading/Research Task <i>(Component 3)</i>	
				PPE Moderation, Marking and Feedback	

Homework that will be set (*general*):

For each timetabled lesson, students should expect to spend up to an hour working independently, which could include preparation: reading ahead or doing research. It might also mean time spent completing or adding to annotations, completing analytical responses and practice exam questions, or preparing presentations, individually and as part of a group.

In order to succeed on this course, students need to read widely, and a suggested reading list is included in their student handbooks. They should also take every opportunity to watch both live performances and filmic interpretations of their Literature texts.

Extra-curricular activities available:

- *Day trip to Stratford-upon-Avon to attend Othello conference, provided by The Shakespeare Birthplace Trust*
- *Subject-specific lectures, delivered by Sovereign Education, held in London*
- *Guest speakers from across the field, including a writer for Hollyoaks and a variety of journalists*

Support available:

Our A-level teachers are dedicated and approachable, and are available to discuss the course and to provide additional support, where possible. The school library is also fully stocked with additional resources, and we do subscribe to a range of helpful (e-)magazines. You can also follow us on Twitter at: @EngDeptWhhs where we regularly post useful information and links to extra materials.

Groupings or setting:

We teach in mixed-ability groups. There is an emphasis on discussion and group work, leading up to individual, written tasks, and booklets, developed within the department, are provided for each module.

There is a minimum requirement of '6' grade at GCSE in both English Language and Literature in order to be accepted on to the course.

What parents can do to help:

To support your child, please ensure that they have a space at home to complete their work, free from distractions. Also, ask them to talk to you about the texts they are studying, to describe the plot, main themes and characters, and to form their own opinions.

With so many texts being covered, over the two year period, it is also imperative that they are fully organised, and so we appreciate your help in ensuring they have the correct equipment, specifically a dedicated course folder and notebook.

Member of staff to contact if you have any queries:

Ms. Jeppesen (KS5 English Co-ordinator) and Mrs Gill (Head of English)

Year Group: 12 – Key Stage 5

Subject: A- LEVEL ENGLISH LITERATURE

Exam Board: Edexcel
 Syllabus No: 9ETO
 Web link:
<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html>

Aims of the course:

The aims of the course are to develop an interest in and enjoyment of literature, through reading widely, critically and independently; discussing a variety of exciting and challenging concepts; and encountering an extensive range of views about texts and how to read them.

This A-Level involves insight into the psychology of the human heart and mind. You will learn about society, culture and, ultimately, yourself. This is a highly enjoyable course that explores the best of writing.

In Year 12, students will study a wide selection of literary texts, including poetry, taken from the anthology 'Poems of the Decade', 'Wuthering Heights' by Emile Brontë, 'Othello' by William Shakespeare and 'Mrs. Dalloway' by Virginia Woolf. They will also complete a project-based unit on the history of English, alongside these texts, to increase their contextual understanding of the subject as a whole.

Programme of study for 2017/18:

English Literature – Year 12 (2017/18)

Autumn 1			Autumn 2	
A	History of English Module <i>(To run alongside other modules)</i>	'Poems of the Decade' <i>(Component 3 – Section A)</i>	A	'Wuthering Heights' <i>(Component 2)</i>
B	History of English Module <i>(To run alongside other modules)</i>	'Poems of the Decade' <i>(Component 3 – Section A)</i>	B	'Othello' <i>(Component 1 – Section A)</i>
Spring 1			Spring 2	
A	'Wuthering Heights' <i>(Component 2)</i>	'Mrs. Dalloway' <i>(Component 2)</i>	A	'Mrs. Dalloway' <i>(Component 2)</i>
B	'Othello' (plus Critical Anthology) <i>(Component 1 – Section A)</i>		B	'Poems of the Decade' (Unseen and Comparison Skills) <i>(Component 3 – Section A)</i>
Summer 1			Summer 2	
A	Exam Prep: <i>(Component 2)</i>	PPE: Component 2	A	Coursework Moderation, Marking and Feedback
B	Exam Prep: <i>(Component 3 – Section A)</i> <i>(Component 1 – Section A)</i>	PPE: Component 3 – Section A Component 1 – Section A	B	'A Streetcar Named Desire' <i>(Component 1 – Section B)</i> Moderation, Marking and Feedback

Homework that will be set (*general*):

For each timetabled lesson, students should expect to spend up to an hour working independently, which could include preparation: reading ahead or doing research. It might also mean time spent completing or adding to annotations, completing analytical responses and practice exam questions, or preparing presentations, individually and as part of a group.

In order to succeed on this course, students need to read widely, and a suggested reading list is included in their student handbooks. They should also take every opportunity to watch both live performances and filmic interpretations of their Literature texts.

Extra-curricular activities available:

- *Day trip to Stratford-upon-Avon to attend Othello conference, provided by The Shakespeare Birthplace Trust*
- *Subject-specific lectures, delivered by Sovereign Education, held in London*
- *Guest speakers from across the field, including a writer for Hollyoaks and a variety of journalists*

Support available:

Our A-level teachers are dedicated and approachable, and are available to discuss the course and to provide additional support, where possible. The school library is also fully stocked with additional resources, and we do subscribe to a range of helpful (e-)magazines. You can also follow us on Twitter at: @EngDeptWhhs where we regularly post useful information and links to extra materials.

Groupings or setting:

We teach in mixed-ability groups. There is an emphasis on discussion and group work, leading up to individual, written tasks, and booklets, developed within the department, are provided for each module.

There is a minimum requirement of '6' grade at GCSE in both English Language and Literature in order to be accepted on to the course.

What parents can do to help:

To support your child, please ensure that they have a space at home to complete their work, free from distractions. Also, ask them to talk to you about the texts they are studying, to describe the plot, main themes and characters, and to form their own opinions.

With so many texts being covered, over the two year period, it is also imperative that they are fully organised, and so we appreciate your help in ensuring they have the correct equipment, specifically a dedicated course folder and notebook.

Member of staff to contact if you have any queries:

Ms. Jeppesen (KS5 English Co-ordinator) and Mrs Gill (Head of English)

Year Group: 12

Key stage 5

Subject: GEOGRAPHY

Exam Board: OCR

Syllabus No:

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

Aims of the course

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

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
<u>Landscape Systems – Coastal Landscapes</u> Students will enhance their foundation of knowledge from GCSE. They will study how coastal landscapes can be viewed as system, how landforms are developed and the impact of climate change and human activity on coastal environments.	
<u>Changing Spaces, Making Places</u> Students will explore what factors make a place unique, how economic change influences patterns of social inequality in places, who influences economic change, how places can be rebranded or altered through careful planning	
Assessment Exam questions marked to exam board standards PPE Paper 1 (1 hour 30 mins)	
Spring term 2a	Spring term 2b
Geographical debates	
Disease Dilemmas This unit focuses on the classification, and distribution of the world's worst diseases. Students will learn about the prevalence of diseases around the world. They will focus on how diseases spread and how this can be predicted and prevented. They will look at the association between climate, wealth and disease and will study a range of contemporary case studies during the unit.	
Hazardous Earth This unit focuses on how the planets' physical processes can have an impact upon humans and human activity. The unpredictable nature of earthquakes and volcanoes adds to this impact. Students will study a range of contemporary case studies from a range of countries with varying levels of development and how they can limit the damage caused by the natural world.	
Assessment Exam questions marked to exam board standards PPE Paper 2	
Summer term 3a	Summer term 3b

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

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

Extra Curricular activities available

Fieldtrips

Support available

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

Groupings or setting

No setting

What parents can do to help

Encourage students to read a quality daily newspaper and the economist. Provide access to the internet and a suitable place for individual study. Support the department in carrying out fieldwork.

Member of staff to contact if you have any queries:

Miss Z Barrett Head of Department

Year Group: 12

Key stage 5

Subject: HISTORY

Exam Board: **OCR** Syllabus No: **H105**

Web link:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-history-ah105-h505-from-2015/>

Aims of the course

To promote the understanding and interpretation of History and use of skills commensurate with history studies. To be able to analyse and interpret industrial actions and events.

The focus is the American Revolution 1740 – 1796 and Britain 1951 – 1994.

Programme of study by half term for 2017/18

Autumn Term 1a 1. British study and enquiry-Churchill 1930-1951/Britain 1951-1997 2. The American Revolution 1740-1796	Autumn Term 1b 1. British study and enquiry-Churchill 1930-1951/Britain 1951-1997 2. The American Revolution 1740- 1796
Assessment Exam practice – Essays/documents	Assessment Exam practice – Mock exams Essays/documents
Spring Term 2a 1. British study and enquiry-Churchill 1930-1951/Britain 1951-1997 2. The American Revolution 1740-1796	Spring Term 2b 1. British study and enquiry-Churchill 1930-1951/Britain 1951-1997 2. The American Revolution 1740-1796
Assessment Exam practice – Mock exams Essays/documents	Assessment Exam practice – Mock exams Essays/documents
Summer Term 3a 1. British study and enquiry-Churchill 1930-1951/Britain 1951-1997 2. The American Revolution 1740-1796	Summer Term 3b 1. Begin A2 Course Content - Civil Rights 1865-1990 - Coursework
Assessment Mock exams	Assessment Internal exams

Homework that will be set (general)

Variety - note making / documents / essay plans / document plans / research / group presentations/ Revision

Support available

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Departmental support to help revision work

Extra support classes are made available closer to the exams

Groupings or setting

Mixed ability groups

What parents can do to help

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

Ensure students attend their timetabled lessons

Help with access to resources - books / internet / libraries

Ensure there is somewhere quiet to work / revise

Member of staff to contact if you have any queries:

Miss M Marsden

Head of History

Year Group: 12

Key Stage 5

Subject:
Cambridge Technical Certificate in IT
5 hours per week

Exam Board: OCR

Syllabus No: 5839

Web link:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-it-level-3-certificate-extended-certificate-introductory-diploma-foundation-diploma-diploma-05838-05842-2016-suite/>

Aims of the course

These qualifications aim to develop students' knowledge, understanding and skills of the essentials of IT and Cyber Security. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure on a global scale, and the importance of legal and security considerations. Designed in collaboration with industry experts the qualifications focus on the requirements that today's employers demand. Students will practically apply their skills and knowledge in preparation for further study, apprenticeship or the workplace.

Students will also develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by employers such as communication, problem solving, time management, research and analytical skill

Programme of study for 2017/18

Term		
Autumn Term 1a	UNIT 1: Fundamentals of IT	UNIT 2: Global Information
Autumn Term 1b	Learning objectives:	Learning objectives:
Spring Term 2a	1. Understand computer hardware	1. Understand where information is held globally and how it is transmitted
Spring Term 2b	2. Understand computer software	2. Understand the styles, classification and the management of global information
	3. Understand business IT systems	3. Understand the use of global information and the benefits to individuals and organisations
	4. Understand employability and communication skills used in an IT environment	4. Understand the legal and regulatory framework governing the storage and use of global information
	5. Understand ethical and operational issues and threats to computer systems	5. Understand the process flow of information
		6. Understand the principles of information security

Summer Term 3a	Revision for exam	Revision for exam
Summer Term 3b	01 Fundamentals of IT Exam	02 Global Information Exam

Homework that will be set (general)

Unit 1 and 2

Research / wider reading of topic areas

Examination questions

Support available

Help from staff in non-contact time www.teach-ict.com
Text books issued to students OCR Website Revision classes

Groupings or setting

Grouped according to options

What parents can do to help

Check coursework deadlines
Purchase recommended revision guides

Member of staff to contact if you have any queries:

Ms C Andrews (Teacher of Unit 2) candrews@westhatch.essex.sch.uk

Mr D Howell (HOD and teacher of unit 1) dhowell@westhatch.essex.sch.uk

Year Group 12

Key stage 5

Subject: MATHEMATICS

Exam Board: EdExcel 9MA0

Website:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-1>

Aims of the course

To offer students a varied & exciting range of mathematical activities.

To ensure students have established a good knowledge & understanding of mathematical concepts.

To ensure the competent use of calculators for pure and applied mathematical techniques.

Programme of study for 2017/18

Autumn Term: 1a	Autumn Term 1b
Algebra & Function Quadratic Functions Equations & Inequalities Co-ordinate Geometry Trigonometry Transforming Graphs	Algebraic Division Factor Theorem & Proof Binomial Expansion Circle Geometry Differentiation
Assessment Chapter Tests	Assessment Chapter Tests
Spring term 2a	Spring term 2b
Trigonometry Identities & Equations Exponential Functions Logarithms Integration Vectors	Sampling Data Interpretation Probability Kinematics Forces
Assessment Chapter Tests	Assessment Chapter Tests
Summer term 3a	Summer term 3b
Statistical Distributions Hypothesis Testing Variable Acceleration	Revision of all topics
Assessment Chapter Tests	Assessment End of year exams

Homework that will be set (general)

Applicable for current topic being studied

Extra Curricular activities available

Senior Maths Challenge for most able

Support available

Lunchtime, study periods & after school; the onus is on the pupils to approach their teachers.

Groupings or setting

Grouping

What parents can do to help

Ensure homework is completed on time.
Ensure notes are copied up from lessons missed.
Ensure classwork/homework are completed from lessons missed.

Member of staff to contact if you have any queries:

Mr A Russell - Head of Department

Year Group: 12

Key Stage 5

Subject : MEDIA STUDIES

Exam Board: WJEC
Syllabus No: 603/1149/6
Web link: <http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/>

Aims of the Course

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

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

Programme of study by half term for 2017/18

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

Homework that will be set (general)

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

Extra-Curricular activities available

After school coursework support on Wednesday's.

Support available

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

Groupings or setting

Component 3: NEA will be completed individually

What parents can do to help

- * Encourage wider reading of a variety of materials.
- * Keep a check on deadlines (which are non-negotiable)
- * All homework is important even if not written – ensure it is done
- * Encourage them to experience new texts, not being completely fed on a diet of reality TV shows, OK magazine and The Sun!

Member of staff to contact if you have any queries:

Miss A Georgiou

Year Group: 12

Key stage 5

Subject: **PHYSICAL EDUCATION
AS LEVEL**

Exam Board:OCR
Syllabus No: H555
Web link: <http://www.ocr.org.uk>

Aims of the course

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

This requires them to:

- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Programme of study for 2017/18

The modules that are studied throughout the year are:

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

Students are given pre-public mock examination at the end of year 12 to cover all aspects of content learnt in year 13.

Component 01: Physiological factors affecting performance

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

Component 02: Psychological factors affecting performance

- 2.1 Skill acquisition
- 2.2 Sports psychology.

Component 03: Socio-cultural issues in physical activity and sport

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

Coursework Component (30% of total course)

Component 04: Performance in physical education (NEA)

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

These modules represent 50% of the overall year 2 grade if the course is completed.

Homework that will be set (general)

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

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

Extra-Curricular activities available

Pupils in the sixth form have a range of extra-curricular sports clubs to choose from throughout the week to help them improve their performance.

Support available

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

Groupings or setting

Groups are mixed ability.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mrs Reid Head of PE

Year Group: 12

Key stage 5

Subject: PHYSICS

Exam Board: OCR Physics A

Syllabus No: H156

Web link:

<http://www.ocr.org.uk/qualifications/asa-level-gce-physics-a-h156-h556-from-2015/>

Aims of the course

- Develop essential knowledge and understanding of different areas of physics and how they relate to each other
 - Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
 - Develop competence and confidence in a variety of practical, mathematical and problem solving skills.
 - Develop their interest in and enthusiasm for physics, including developing an interest in further study and careers associated with physics.
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Programme of study for 2017/18

Content overview	Assessment overview	Modules assessed
Module 1 – Development of practical skills in physics	Modelling physics (01) 100 marks 2 hour 15 minutes written paper 37% of total A level	Modules 1, 2, 3 and 5.
Module 2 – Foundations of physics	Exploring physics (02) 100 marks 2 hour 15 minutes written paper 37% of total A level	Modules 1, 2, 4 and 6.
Module 3 – Forces and motion	Unified physics (03) 70 marks 1 hour 30 minutes written paper	All modules (1 to 6).

	26% of total A level	
Module 4 – Electrons, waves and photons.	Practical Endorsement in physics (04) (non exam assessment) Reported separately.	
Module 5 – Newtonian world and astrophysics		
Module 6 – Particles and medical physics.		

Modular content for 2017/18

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

Work that will be set (general)

<input type="checkbox"/> Essays or pieces of extended writing <input type="checkbox"/> Supplementation of notes <input type="checkbox"/> Independent learning <input type="checkbox"/> Past papers <input type="checkbox"/> The study of mark schemes

Mathematic skills required

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

Assessment

- Regular fortnightly assessment
- Examinations every 6 weeks in line with the schools assessment plan
- Pre public exam in January 2017

Support available

- An OCR textbook
- Numerous AS textbooks in S3 for wider reading
- Factsheets
- Physics websites
- Revision guides
- Key terms
- Past papers
- Course objectives
- Intervention sessions for under achieving pupils

What parents can do to help

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

Member of staff to contact if you have any queries: Miss A Bhatia (Head of Physics)

Year Group: 12 Key Stage 5

Subject: SOCIOLOGY

Aims of the course

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

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

Unit 1 – Education with Methods in Context

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

Unit 2 – Research Methods and Topics in Sociology

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

Programme of study by half term for 2017/18

Autumn Term: 1a / Autumn Term 1b	Spring term 1a / Spring term 2b
<p>Research Methods Students will study:</p> <ul style="list-style-type: none">Quantitative and qualitative methods of research; their strengths and limitations; research design.Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics; the strengths and limitations of these sources.The distinction between primary and secondary data, and between quantitative and qualitative data.	<p>Families and Households Students will be able to:</p> <ul style="list-style-type: none">Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures.The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.Gender roles, domestic labour and power relationships within the family in contemporary society.The nature of childhood, and changes in the status of children in the family and society.

<ul style="list-style-type: none"> • The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'. • The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. 	<ul style="list-style-type: none"> • Demographic trends in the UK since 1900; birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.
<p>Assessment</p> <ol style="list-style-type: none"> 1) Practical investigation tasks 2) Practice exam paper 3) Formal mock examination 	<p>Assessment</p> <ol style="list-style-type: none"> 1) Practical investigation tasks 2) Practice exam paper 3) Formal mock examination
<p>Summer term 3a</p>	<p>Summer term 3b</p>
<p>Education Students will study:</p> <ul style="list-style-type: none"> • The role and functions of education, including its relationship to the economy and to class structure. • Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. • Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning. • The significance of educational policies, including policies of selection, marketization and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. 	<ul style="list-style-type: none"> • Revision • Exams and study Leave
<p>Assessment</p> <ol style="list-style-type: none"> 1) Fortnightly formal assessments 2) Formal mock exam 	<p>Assessment</p> <ol style="list-style-type: none"> 1) Internal examinations <ul style="list-style-type: none"> □ May 2017

Homework that will be set (general)

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

Extra-Curricular activities available

Drop in centre- Further support

1:1 tutorials

Supervised private study periods

Support available

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

Groupings or setting

Must have A* - B in English, and an A*- B in Maths and Science

What parents can do to help

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

Member of staff to contact if you have any queries:

Ms J Williams - Head of Social Sciences