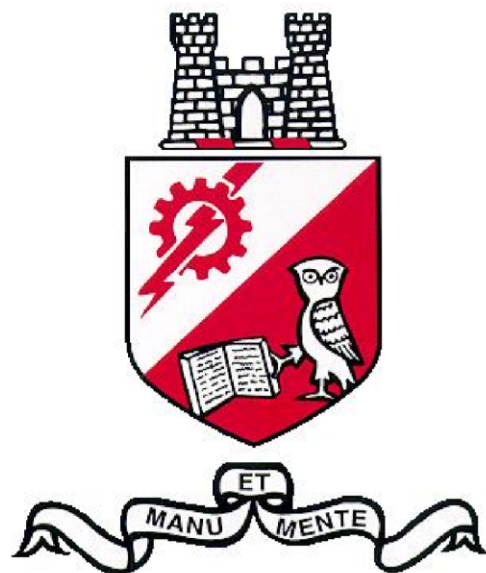


# WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

## Key Stage 5 Course Outlines Year 13 2017/18

Year Group: 13

Key stage 5

**Subject: ART AND DESIGN**

Exam Board: Edexcel  
Syllabus No: Edexcel 9ADO  
Web link: [www.edexcel.com](http://www.edexcel.com)

### **Aims of the course**

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

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

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

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

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

**Extra-Curricular activities available**

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

**Support available**

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

**Groupings or setting**

All groups are mixed ability.

**What parents can do to help**

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

**Member of staff to contact if you have any queries:**  
**Mr G Hanley Head of Art and Design**

**Year Group: 13**

**Key stage 5**

**Subject: BIOLOGY**

Exam Board: OCR Biology A Syllabus  
No: H420 Web link:  
<http://www.ocr.org.uk/qualifications/as-a-level/gce-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**

<b>Content overview</b>	<b>Assessment overview</b>	<b>Modules assessed</b>
Module 1 – Development of practical skills in biology	Biological processes (01) 100 marks 2 hour 15 minutes written paper  <b>37% of total A level</b>	Modules 1, 2, 3 and 5.
Module 2 – Foundations in biology	Biological diversity (02) 100 marks 2 hour 15 minutes written paper  <b>37% of total A level</b>	Modules 1, 2, 4 and 6.
Module 3 – Exchange and transport	Unified biology (03) 70 marks 1 hour 30 minutes written paper  <b>26% of total A level</b>	All modules (1 to 6).

Module 4 – Biodiversity, evolution and disease	Practical Endorsement in biology (04) (non exam assessment)	
Module 5 – Communication, homeostasis and energy		
Module 6 – Genetics, evolution and ecosystems		

### Modular content for 2017/18

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

### Work that will be set (general)

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

### Mathematic skills required

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

### Support available

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

## **Assessment**

- ☐ Regular assessment
- ☐ Examinations every 6 weeks in line with the schools assessment plan
- ☐ PPE in December 2017 and April 2018
- ☐ June examinations covering Biological processes, Biological diversity and Unified biology

## **What parents can do to help**

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

**Members 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/btecnationals/business-2016.html>

The BTEC Level 3 Diplomas is broadly equivalent to three GCE A Levels. The programme aims to provide students with an in depth understanding of **the** operations and structures of businesses. To equip students with the skills required to succeed in employment or at university. The course will involve students 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

### **Aims of the course**

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

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

### Homework that will be set (general)

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

### Extra-Curricular activities available

Students will take part in a variety of business and enterprise activities which will **enhance** their learning. A business trip will be 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



**Year Group: 13**

**Key stage 5**

**Subject: CHEMISTRY**

Exam Board: OCR Chemistry B (Salters)

Syllabus No: H433 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)	Scientific literacy in chemistry (02)
Module 2: Elements of life	110 marks	100 marks
Module 3: Developing fuels	2 hours and 15 minutes written paper	2 hours and 15 minutes written paper
Module 4: Elements from the sea	41% of A level	37% of A level
Module 5: The ozone story		
Module 6: What's in a medicine?		
Module 7: The chemical industry	Practical skills in chemistry (03)	Practical endorsement in chemistry (04)
Module: Polymers and life	60 marks	Non-exam assessment Reported separately
Module: Oceans	1 hours and 30 minutes written paper	
Module: Developing metals	22% of A level	
Module: Colour by design		

All components include synoptic assessment

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

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

### **Mathematic skills required**

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

### **Assessment**

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

### **Support available**

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

## **What parents can do to help**

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

## **Members of staff to contact if you have any queries:**

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

Year Group: 13

Key Stage 5

**Subject:**  
**A level Computer Science (OCR)**  
**5 hours per week**

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

### Aims of the course

For students to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically. The capacity to see relationships between different aspects of computer science
- Mathematical skills.

### Programme of study for 2017/18

Term			
Autumn Term 1a	<b>01 Computing principles</b> This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (03 or 04). Learners will be expected to apply the criteria below in different contexts including current and future uses of the technologies.	<b>02 Algorithms and problem solving</b> This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01). In addition, learners should: - understand what is meant by computational thinking - understand the benefits of applying computational thinking to solving a wide variety of problems - understand the principles of solving problems by computational methods - be able to use algorithms to describe problems - be able to analyse a problem by identifying its component parts.	<b>03 Programming project</b> Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development. While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development
Autumn Term 1b			
Spring Term 2a			
Spring Term 2b			

			process and elements for each of the assessment categories will appear throughout the report.
Summer Term 3a	Revision for exam	Revision for exam	Revision for both component 01 and 02
Summer Term 3b	01 Computing principles Exam	02 Algorithms and problem solving Exam	

### Homework that will be set (general)

#### Unit 1 and 2

Research / wider reading of topic areas  
Examination questions

#### Unit 3

Preparation tasks for coursework projects  
Coursework projects

### Support available

Help from staff in non-contact time

[www.teach-ict.com](http://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 1)** [candrews@westhatch.essex.sch.uk](mailto:candrews@westhatch.essex.sch.uk)

**Mr D Howell (HOD and teacher of units 2 and 3)** [dhowell@westhatch.essex.sch.uk](mailto:dhowell@westhatch.essex.sch.uk)

**Year Group: 13**

**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 skills.

### **Programme of study for 2017/18**

<b>Term</b>		
Autumn Term 1a	<b>UNIT 1: Fundamentals of IT</b>  Learning objectives: 1. Understand computer hardware	<b>UNIT 2: Global Information</b> Learning objectives: 1. Understand where information is held globally and how it is transmitted 2. Understand the styles, classification and the management of global information
Autumn Term 1b		
Spring Term 2a		

	2. Understand computer software 3. Understand business IT systems 4. Understand employability and communication skills used in an IT environment 5. Understand ethical and operational issues and threats to computer systems	3. Understand the use of global information and the benefits to individuals and organisations 4. Understand the legal and regulatory framework governing the storage and use of global information 5. Understand the process flow of information 6. Understand the principles of information security
Spring Term 2b		
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](http://www.teach-ict.com)  
Text books issued to students  
OCR Website  
Revision classes

**Groupings or setting**

Grouped according to options
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**What parents can do to help**

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

**Ms C Andrews (Teacher of Unit 2) [candrews@westhatch.essex.sch.uk](mailto:candrews@westhatch.essex.sch.uk)**

**Mr D Howell (HOD and teacher of unit 1) [dhowell@westhatch.essex.sch.uk](mailto:dhowell@westhatch.essex.sch.uk)**



## Year Group: 13 - 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 13, students will go on to study 'A Streetcar Named Desire' by Tennessee Williams. They will also complete a coursework unit, worth 20% of the overall grade, where they will be asked to produce a portfolio comprising of two, creative pieces of writing and an analytical commentary.

#### Programme of study for 2017/18:

##### English Language and Literature - Year 13 (2017/18)

Autumn 1			Autumn 2		
A	'A Streetcar Named Desire' (Component 1, Section B)		A	'A Streetcar Named Desire' (Component 1, Section B)	PPEs: Component 1, Section B
					PPE Marking – Results: 15 <sup>th</sup> Dec
B	'Fiction Writing' (Component 3, Assignment 1)	Coursework - First Drafts Due	B	'The Commentary' (Component 3, Assignment 2)	Coursework - Final Drafts Due
				Coursework Marking and Feedback	Coursework Marking – Results: 15 <sup>th</sup> Dec
Spring 1			Spring 2		
A	'The Great Gatsby' (Component 2, Section B)		A	'Voices in Speech and Writing' Anthology (Component 1, Section A)	Exam Prep: (Component 1)
					PPEs: Component 1
					PPE Marking & Feedback
B	'Othello' (Component 2, Section B)		B	Exam Prep: - Including comparative skills and Unseen Prose (Component 2)	PPEs: Component 2
	Coursework Folder Preparation and Moderation				PPE Marking & 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: 13 – 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 13, students will go on to study 'A Streetcar Named Desire' by Tennessee Williams and 'The Wife of Bath' by Geoffrey Chaucer. They will also complete a coursework unit, worth 20% of the overall grade, where they will be asked to compare two texts of their own choosing.

### Programme of study for 2017/18:

#### English Literature – Year 13 (2017/18)

Autumn 1			Autumn 2		
A	Coursework	Coursework – First Drafts Due	A	'Poems of the Decade' (Component 3 – Section A)	Coursework - Final Drafts Due  PPEs: Component 3 – Section A
			Coursework Marking and Feedback		PPE Marking – Results: 15 <sup>th</sup> Dec
B	'A Streetcar Named Desire' (Component 1 – Section B)	'The Wife of Bath' (Component 3 – Section B)	B	'The Wife of Bath' (Component 3 – Section B)	Exam Prep: (Component 3 – Section B) (Component 1 – Section B)  PPEs: Component 3 – Section B Component 1 – Section B  PPE Marking – Results: 15 <sup>th</sup> Dec
Spring 1			Spring 2		
A	Exam Prep: (Component 2)		A	Exam Prep: (Component 2)	PPEs: Component 2
	Coursework Moderation and Marking				PPE Marking & Feedback
B	Exam Prep: (Component 1 – Section A)		B	Exam Prep: (Component 1 – Section B)	PPEs: Component 1  PPE Marking & 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: 13**

**Key stage 5**

**Subject: GEOGRAPHY**

Exam Board:  
Syllabus No:  
Web link:

**Aims of the course**

To complete the two modules which make up the OCR A-Level Geography Specification.  
The course examines the main forces influencing the natural environment as well as the issues affecting people and the places where they live. The emphasis is on analysis of both primary and secondary data and the development of fieldwork and decision-making skills.

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

<b>Autumn Term:</b>
<u>Independent investigation</u> Students will use fieldwork and research in order to complete a 4000 word piece of coursework in lesson time and for homework on their own chosen area of study. Students will have one-on-one meetings with a Geography teacher to guide them through the research process. The finished project will account for 20% of their final grade.
<b>Assessment</b> Assessment of coursework
<b>Spring term:</b>
<u>Global Connections – Migration</u> This unit explores the contemporary patterns of global migration and the reasons for this migration from war and conflict to gender inequality. They will study the impact of globalisation on creating increasing complexities within global migration. Students will study the role of Government and the differing migration policies around the world. Finally, students will examine the issues associated with unequal flows of migration.  <u>Earth's Life Support Systems</u> Students will explore the importance of water and carbon to life on Earth, how the water and carbon cycles function in contrasting ecosystems, how the water and carbon cycles change over time.
<b>Assessment</b> Practice questions Individual research
<b>Summer term:</b>
<u>Revision and exam preparation</u>

**Assessment**

A final PPE for each examination

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

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

**Extra-Curricular activities available**

Fieldtrips  
Revision sessions.

**Support available**

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

**Groupings or setting**

Mixed setting.

**What parents can do to help**

Encourage students to read a quality daily newspaper and compile a resource file of natural hazards. Provide access to the internet for research and a suitable place for individual study.

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

**Miss Z. Barrett Head of Department**

**Year Group: 13**

**Key stage 5**

**Subject: HISTORY**

Exam Board: **OCR**

Syllabus No: **H505**

Web link:

<http://www.ocr.org.uk/qualifications/as-a-level-gcehistory-a-h105-h505-from-2015/>

**Aims of the course**

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

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

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

**Programme of study by half term for 2017-18**

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

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

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

**Support available**

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

**Groupings or setting**

Mixed ability groups

**What parents can do to help**

Ensure homework set is completed - check diaries / ring if any concerns  
Help with access to resources - books / internet / libraries  
Ensure students are attending all of their timetabled lessons  
Check on coursework progress – Contact HOD if there are any concerns

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

**Miss M Marsden**  
**Head of History**



**Year Group 13**

**Key stage 5**

**Subject: MATHEMATICS**

Exam Board: EdExcel

Syllabus No: 8371

Web link:

<http://qualifications.pearson.com/en/qualifications>

**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 C3, C4 & S1.

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

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
C3 Transforming Graphs Trigonometry Further Trigonometric Identities S1 Representation of Sample Data Summarising Data (location)	C3 Differentiation C4 Partial Fractions S1 Probability Correlation
<b>Assessment</b> Chapter Tests	<b>Assessment</b> C3 PPE & S1 Assessment
<b>Spring term 2a</b>	<b>Spring term 2b</b>
C4 Co-ordinate Geometry Binomial Expansion S1 Regression Discrete Random Variables	C4 Differentiation Vectors S1 Normal Distribution
<b>Assessment</b> Chapter Tests	<b>Assessment</b> Chapter Tests
<b>Summer term 3a</b>	<b>Summer term 3b</b>

Revision of C3, C4 & S1 with past papers	
<b>Assessment</b> C4 & S1 PPE	<b>Assessment</b> C3, C4 & S1 External Exams

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

Applicable for current topic being studied after every lesson for the following lesson.

### **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: 13**

**Key Stage 5**

**Subject: MEDIA STUDIES**

Exam Board: OCR  
Syllabus No: H540  
Web link: <http://www.ocr.org.uk/Images/81037-specification.pdf>

**Aims of the Course**

This course enables candidates to develop a critical awareness and understanding of the media and its role in building and moulding society and its attitudes through the exploration of the products of media production processes (media texts), the institutions which produce them and the audiences which respond to them.

Study is approached through a conceptual framework comprising Media Forms and Conventions, Media Institutions, and Media Audiences and Representations.

A distinctive feature of the course is the practical production element at both AS and Advanced GCE. This enables candidates 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**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Unit G324 – Advanced Portfolio in Media – research and planning	Unit G324 Advanced Portfolio in Media – construction and evaluation. Preparation for Unit G325 part 1 reflective and theoretical evaluation of practical work at AS & A2.
<b>Assessment</b> Research and planning blogs, powerpoints, Digipak album, magazine advert	<b>Assessment</b> Completed Advanced Production work and evaluation
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Unit G325 Part 1- Theoretical Evaluation	Unit G325 continued
<b>Assessment</b> Reflected analysis of AS and A2 construction work and evaluations	<b>Assessment</b> Presentations, timed essay questions
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Unit G325 Part 2 Critical Perspectives in Media – Collective Media Identity	Unit G325 continued
<b>Assessment</b> Comparative essays on the representations of British youths. Through the study of	<b>Assessment</b> Group presentations, analysis of film extracts and still images, analysis of magazine articles, timed essays

British films from different eras and online media. Group and Individual presentations	
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### **Homework that will be set (general)**

Oral presentations; short essays; visual presentations; analysis of chosen film/TV extracts; research and wider reading; practical work (filming, construction etc.).
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### **Extra-Curricular activities available**

Film Club (viewing) After school coursework support on Wednesday's.
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### **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.
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### **Groupings or setting**

Advanced Production can be completed individually or in groups.
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### **What parents can do to help**

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| <ul style="list-style-type: none"><li>* Encourage wider reading of a variety of materials.</li><li>* Keep a check on deadlines (which are non-negotiable)</li><li>* All homework is important even if not written – ensure it is done</li><li>* Encourage them to experience new texts, not being completely fed on a diet of reality TV shows, OK magazine and The Sun!</li></ul> |
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**Member of staff to contact if you have any queries:**

**Miss A Georgiou**

**Year Group: 13**

**Key stage 5**

**Subject: A2 Level PE**

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)

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

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

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

- 2.1 Skill acquisition
- 2.2 Sports psychology.

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

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

Coursework Component (30% of total course)

## **Component 04: Performance in physical education (NEA)**

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

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

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

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

### **Extra Curricular activities available**

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

### **Support available**

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

### **Groupings or setting**

Groups are mixed ability.

### **What parents can do to help**

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

**Member of staff to contact if you have any queries:**  
**Mrs Reid Head of PE**

**Year Group: 13**

**Key stage 5**

**Subject: PHYSICS**

Exam Board: OCR Physics A Syllabus  
No: H Web link:  
<http://www.ocr.org.uk/qualifications/as-a-levelgce-physics-a-h156-h556-from-2015/>

**Aims of the course**

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

**Programme of study for 2017/18**

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

Module 6 – Particles and medical physics.	<b>Reported separately.</b>	
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### **Modular content for 2017/18**

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

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

<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 <input type="checkbox"/> Intervention sessions for under achieving pupils
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### **Support available**

<input type="checkbox"/> An OCR textbook <input type="checkbox"/> Numerous A level textbooks in S3 for wider reading <input type="checkbox"/> Factsheets <input type="checkbox"/> Physics websites <input type="checkbox"/> Revision guide <input type="checkbox"/> Key terms <input type="checkbox"/> Past papers <input type="checkbox"/> Course objectives
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### **Assessment**

<input type="checkbox"/> Regular fortnightly assessment <input type="checkbox"/> Examinations every 6 weeks in line with the schools assessment plan <input type="checkbox"/> Pre public exam in December 2017 April 2018
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### **Groupings or setting**

One mixed ability group
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### **What parents can do to help**

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

### **Members of staff to contact if you have any queries:**

**Miss A Bhatia (Head of Physics)**

**Year Group: 13     Key Stage: 5**

**Subject: PSYCHOLOGY**

Exam Board: AQA

Syllabus No: 7181/2

Web link:

<http://www.aqa.org.uk/subjects/psychology/as->

### **Aims of the course:**

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

The A level course comprises of two years' worth of work. The second year of A level will be building on the work done in year 12.

There are 3 units at A level, with each unit being worth 33.3% of the students A Level.

#### **Paper 1 – Introductory topics in Psychology**

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

#### **Paper 2 – Psychology in Context**

Students develop their knowledge and understanding of concepts and theories that relate to psychological approaches, Biopsychology and Research Methods. Students develop their skills of evaluation and analysis and apply of this to everyday life. Students develop knowledge and understanding of research methods associated with these areas and conduct practical research to demonstrate their understanding. Topics include: Approaches in psychology – Learning approaches, the cognitive approach, the biological approach, the psychodynamic approach and the humanistic approach; Biopsychology; Research Methods

#### **Paper 3 – Issues and Options in Psychology**

Students develop their knowledge and understanding of concepts, theories and studies in relation to Issues and Debates in Psychology, Cognition and Development, Schizophrenia and Forensic Psychology. Topics include: Issues and Debates – bias, free will and determinism, the nature-nurture debate, holism and reductionism, idiographic and nomothetic approaches and ethics; Schizophrenia – classification and Diagnosis, Biological explanations, Psychological explanations, Drug treatments, Cognitive Behavioural Therapy and Family Therapy; Forensic Psychology – Defining crime, Offender profiling, biological explanations of crime, psychological explanations of crime, dealing with offending behaviour.

## Programme of study by half term for 2017/2018

<b>Autumn Term: 1a</b>	<b>Autumn Term: 1b</b>
<p>Psychological Research &amp; Scientific methods &amp; Approaches</p> <p>Students will be able to explain the importance of scientific investigation &amp; identify &amp; apply the criteria of a science to real life examples. Design appropriate psychological investigations and conduct them according to the code of ethical conduct. Present, analyse, and interpret data that may arise from such investigations. Accurately report on the findings of these investigations using the BPS approved format.</p> <p>Students will continue to build upon work on approaches from Year 1 and learning about the new approaches; Psychodynamics and humanism. Student are able to compare and contrast the different approaches.</p>	<p>Psychopathology-Schizophrenia</p> <p>Students will be able to identify the clinical characteristics of schizophrenia. Discuss issues surrounding the classification and diagnosis of the disorder. Outline &amp; evaluate biological &amp; psychological explanations of the disorder. Describe biological &amp; psychological therapies of schizophrenia and evaluate them for their appropriateness and effectiveness</p> <p>Issues and Debates in Psychology</p> <p>Students will be able to demonstrate knowledge or the following debates and apply them to different examples:</p> <ul style="list-style-type: none"> <li>• Free will and determinism</li> <li>• The nature-nurture debate</li> <li>• Holism and reductionism</li> <li>• Idiographic and nomothetic approaches</li> <li>• Ethical implications of research</li> </ul>
<p><b>Assessment</b></p> <p>1) Mock examination</p>	<p><b>Assessment</b></p> <p>1) Fortnightly formal assessments</p> <p>2) Mock exam</p>
<b>Spring Term: 2a</b>	<b>Spring Term: 2b</b>
<p>Cognition and Development</p> <p>Students will be able to explain and evaluate Piaget's theory of cognitive development, including the stages of intellectual development. Students can outline Vygotsky's theory of development, including zone of proximal development and scaffolding. Students can explain and evaluate Baillargeon's explanation of infant's early abilities and explain the development of social cognition, including the theory of mind as an explanation for autism.</p>	<p>Forensic Psychology</p> <p>Students can explain problems with defining crime. Students can outline and compare different theories of offender profiling. Students can explain and evaluate the different theories of offending behaviour including the biological explanation and psychological explanations. Student can explain ways of dealing with offending behaviour and the aims of custodial sentencing.</p>
<p><b>Assessment</b></p> <p>1) Fortnightly formal assessments</p> <p>2) Mock exam</p>	<p><b>Assessment</b></p> <p>1) Fortnightly formal assessments</p> <p>2) Mock exam</p>
<b>Summer Term: 3a</b>	<b>Summer Term 3b</b>
<ul style="list-style-type: none"> <li>• Revision of 2 years of A level</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Exams and Study leave</li> </ul>

<ul style="list-style-type: none"> <li>• Application to exam and answering A level questions</li> </ul>	
<b>Assessment</b> 1) Fortnightly formal assessments 2) Mock exam	<b>Assessment</b> 1) Examinations- June 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 and supervised private study periods.

### **Support available**

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

### **Groupings or setting**

Must have a pass of C or above in AS Psychology

### **What parents can do to help**

Ensure that pupils are completing their homework and coursework. Encourage an active role in lunch time clubs, after-school activities and excursions. Encourage a wider interest in Psychology 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**

**Year Group: 13**

**Key Stage: 5**

**Subject: SOCIOLOGY**

**Aims of the course:**

Exam Board: AQA

Syllabus No: 7191/2

Web link:

<http://www.aqa.org.uk/subjects/sociology/as>

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 changes have had upon our lives.

The A2 course comprises of three units. Unit 1 is worth 33.3%, Unit 2 is worth 33.3% and Unit 3 is worth 33.3% of the overall A Level.

### **Unit 1- Education with Theory and Methods**

Students continue to develop their knowledge and understanding of concepts 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. At A level, students will apply their understanding of Education to sociological perspectives and research methods.

### **Unit 2- Topics in Sociology**

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. Students foster a critical awareness of contemporary social processes and change, and draw together the knowledge and skills learnt in different aspects of the course. Students will look at the relationship between ownership and control of the mass media. Globalisation and popular culture. The process of selection and presentation of content of the news. Media representations of age, social class, ethnicity, gender, sexuality and disability. The new media and its significance in understanding the role of media in contemporary society.

### **Unit 3- Crime and Deviance with Theory and Methods**

Students should become involved in theoretical debate while encouraging an active involvement in research processes. Students should evidence their theoretical understanding with examples drawn from their own experiences of small scale research. Students will examine differing theories of crime and deviance as well as social order and control. Students should examine patterns of crime as well as the crime prevention strategies currently employed. Students will also examine sociological understanding of suicide. Students should demonstrate an understanding of research methods including types of data, how data is collected. Students should be able to assess the theories they examine using sociological perspectives.

## Programme of study by half term for 2016/17

<b>Autumn Term: 1a</b>	<b>Autumn Term: 1b</b>
<ul style="list-style-type: none"> <li>• Crime and Deviance</li> <li>• Theory and Methods</li> <li>• Mass Media</li> </ul>	<ul style="list-style-type: none"> <li>• Crime and Deviance</li> <li>• Theory and Methods</li> <li>• Mass Media</li> </ul>
<b>Assessment</b> 2) Mock examination	<b>Assessment</b> 3) Fortnightly formal assessments 4) Mock exam
<b>Spring Term: 2a</b>	<b>Spring Term: 2b</b>
<ul style="list-style-type: none"> <li>• Crime and Deviance</li> <li>• Theory and Methods</li> <li>• Mass Media</li> </ul>	<ul style="list-style-type: none"> <li>• Crime and Deviance</li> <li>• Theory and Methods</li> <li>• Mass Media</li> </ul>
<b>Assessment</b> 3) Fortnightly formal assessments 4) Mock exam	<b>Assessment</b> 3) Fortnightly formal assessments 4) Mock exam
<b>Summer Term: 3a</b>	<b>Summer Term 3b</b>
<ul style="list-style-type: none"> <li>• Revision</li> <li>• Exams and study leave</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Exams and Study leave</li> </ul>
<b>Assessment</b> 3) Fortnightly formal assessments 4) Mock exam	<b>Assessment</b> 2) Examinations

### 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, and supervised private study periods.

### Support available

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

**Groupings or setting**

Must have a pass in AS Sociology
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**What parents can do to help**

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

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