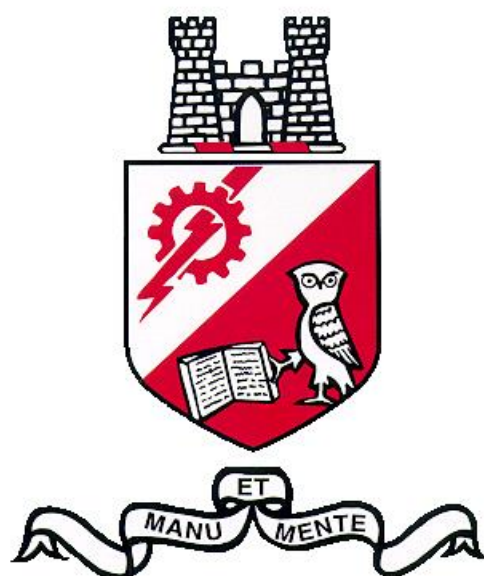


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Key Stage 5 Course Outlines Year 13 2016/17

Year Group: 13

Key stage 5

Subject: ART AND DESIGN

Exam Board: Edexcel
Syllabus No: Edexcel 9ADO
Web link: 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 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, making connections between visual, and other elements.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
Component 1 Surrealism GCE coursework Drawing pencil, colour pencil, oil crayon, painting and written work.	Surrealism 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 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.
Assessment By outcome. Coursework 60%, Terminal Examination 40%.	Assessment By outcome. Coursework 60%, Terminal Examination 40%.
Summer term 3a	Summer term 3b
Component 2: A2 Exam Project. Preparatory work for the exam. The final exam is in May.	End of course.
Assessment By outcome. Coursework 60%, Terminal Examination 40%.	Assessment 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 2016/17

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 2016/17

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

Homework that will be set (general)

- Essays or pieces of extended writing
- Supplementation of notes
- Independent learning
- Past papers
- The study of mark schemes
- Intervention sessions for under achieving pupils
- Coursework preparation where and when appropriate
- Green and yellow booklets to be used as wider reading stimulus

Support available

- An OCR textbook
- Numerous AS textbooks in S6 for wider reading
- Factsheets
- Biology websites
- Shared area with all resources.
- Exam Café CD ROM
- Revision guide
- Key terms
- Green and yellow booklets
- Past papers
- Course objectives

Assessment

- Regular fortnightly assessment
- Examinations every 6 weeks in line with the schools assessment plan
- Mock exam in January 2017
- June examinations covering Biological processes, Biological diversity and Unified biology

Groupings or setting

One mixed ability group

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 compete revision every week
- Ensure pupils complete one past paper at least every 2 weeks.

Members of staff to contact if you have any queries:

Mr R Tester

Miss S McVittie
(Head of Biology)

Year Group 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/btec-nationals/business-2016.html>

Aims of the course

- 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**

Programme of study by half term for 2016/17

Autumn Term: 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Unit - TBC	Unit - TBC	Unit - TBC	Unit - TBC	Unit - TBC
Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment
Spring term 1	Spring term 1	Spring term 1	Spring term 2	Spring term 3
Unit - TBC	Unit - TBC	Unit - TBC	Unit - TBC	Unit - TBC
Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment	Assessment Portfolio assessment
Summer term 2				Summer term 3
Complete units	Complete units	Complete units	Complete units	Complete units
Assessment Portfolio assessment	Assessment Portfolio assessment	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 or joining up with the WHHS Business Dept Facebook page

Member of staff to contact if you have any queries:

Mrs K Patel

Year Group: - 13

Key stage 5

Subject: - NCFE CACHE Level 3 Diploma in Childcare and Education

Exam Board: CACHE - (Council for Awards in Care, Health and Education)

Syllabus No: 601/2147/6

Web link:

<https://cachezone2013.cache.org.uk/Qualifications/EYE/Documents/L3%20EYE%20Learner%20Handbook%20v11.0.pdf>

Aims of the course: -

To achieve the NCFE CACHE Diploma through completion of all mandatory tasks and external assessments. To complete sufficient placement hours in at 3 settings and show competence in all areas of the qualification. To have an extensive portfolio of evidence to show knowledge and understanding of all units and pass both external assessments.

Programme of study by half term for 2016/17: -

Autumn Term: 1a/ b	Assessment:
Preparing for placement – Primary school setting Unit 2: Children's health and well being Unit 6: Understanding children's additional needs Unit 9: Supporting emergent literacy	Observation, assessment and planning Planning of Extended Essay (External assessment) Portfolio tasks on literacy Direct observation Resource file – Literacy
Spring term: 2 a/ b	Assessment:
Unit 8: Professional practice portfolio 1 Unit 13: Reflective practice for professional development Unit 15 Professional practice portfolio 2	Professional Practice portfolio 1 & 2 Direct observation Professional Discussion Reflective Account
Summer term: 3a/ b	Assessment:
Unit 10: Supporting emergent mathematics Unit 11: Preparing for school readiness Unit 14: Professional partnerships in early years	Direct observation Professional Discussion Resource file – Numeracy

Homework that will be set (general): -

Homework will relate directly to portfolio tasks, external assessments and placement activities. All homework will encourage students to apply skills of independent research, analysis and reflection.

Extra-curricular activities available: -

Nursery World Exhibition
Childcare Expo
London Aquarium/ Tate Modern
Discovery centre
Crèche

Groupings or setting: -

Students have access to resources and IT facilities within the department. Small groups, one – two – one support when required.

What parents can do to help: -

Ensure study is organised to manage all elements of the course and deadlines are being met.

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

Mrs T Onifade

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-level-gce-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 2016/17

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		
Module: Colour by design	22% of A level	

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 January 2017
- June public examinations

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.

Members of staff to contact if you have any queries:

Mr G Hikel (Head of department)

Miss J Horrigan (Second in 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

<p>For students to develop</p> <ul style="list-style-type: none"> • 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.
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Programme of study for 2016/17

Term	01 Computing principles	02 Algorithms and problem solving	03 Programming project
Autumn Term 1a	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.	This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01). In addition, learners should: <ul style="list-style-type: none"> • 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. 	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 process and elements for each of the assessment categories will appear throughout the report.
Autumn Term 1b			
Spring Term 2a			
Spring Term 2b			
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
Develop presentations
Preparation tasks for coursework projects
Coursework projects

Support available

Help from staff in none contact time
www.teach-ict.com
Text books issued to students
OCR Website
Revision classes
Coding Club (TBC)

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:

Miss P Parmar (KS5 Co-Ordinator) pparmar@westhatch.essex.sch.uk

Ms S Trickey (HOD) strickey@westhatch.essex.sch.uk

Subject: Drama and theatre (OCR)

Aims of the course

A Level in Drama and Theatre has been designed to be a practical, engaging and creative specification for learners to study. It will provide them with opportunities to interrogate drama and the work of others, to explore a range of drama as a practical art form, and to work independently to create their own drama performances making informed artistic choices.

The main purpose of this qualification is to allow learners to study drama and theatre in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and theatre and to their own performance work.

It will also prepare learners for the further study of Drama or Performing Arts courses in Higher Education as well as developing transferable skills desired by all sectors of industry.

Programme of study

<p>Practitioners in practice – performing</p>	<p>Assessment</p>
<p>This component is designed to allow learners to explore practically the work of theatre practitioners and to use the skills gained to explore text and create devised theatre. Learners are required to practically explore two practitioners and an extract from a performance text. This component is practically based allowing learners to explore and experience the key ideas and methodologies in theatre.</p>	<p>Learners to create a research report related to two different theatre practitioners in reference to one theatre text. Learners will then devise a piece of theatre which draws on their new knowledge. A portfolio to support the devising process is essential. Learners will then perform the final polished devised piece of drama or theatre for an audience.</p>
<p>Exploring and performing texts</p>	<p>Assessment</p>
<p>The aim of this component is to use acting skills to communicate the meaning in a performance text to an audience. Learners are required to study one performance text in its entirety and work collaboratively to perform part of the text.</p>	<p>The creation and realisation of the performance will involve realising their artistic intention through using acting skills in a live theatre context. Learners will explain their artistic intention for their performance in the concept pro forma</p>
<p>Analysing performance</p>	<p>Assessment –</p>
<p>This component consists of two sections. The aim of Section A is to enable learners to demonstrate knowledge and understanding of how extracts from the chosen texts (2 texts) can be rehearsed and interpreted in performance, showing an awareness of characterisation, performance style, genre and context. The aim of Section B is to allow learners to analyse and evaluate live theatre.</p>	<p>This assessed during the written examination at the end of the two year program of study.</p>
<p>Deconstructing texts for performance</p>	<p>Assessment-</p>

<p>Learners will explore the creative possibilities of staging the chosen performance text. Learners are required to explore the performance text practically through the role of the director. Learners will deconstruct the text and explore how any of its scenes can be staged and performed for an audience. Learners will analyse and interpret the performance text in depth.</p>	<p>This component is assessed through a written exam but preparation must consist of practical study.</p>
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Homework that will be set (general)

Students are expected to complete their portfolios and other written elements of the course in order to support their practical work. Students are also expected to complete revision in preparation for their final written examination.

Extra Curricular activities available

Trips are organised to local theatrical events.
 London Theatre Trip
 Residential Theatre workshop and show trip
 Rehearsals for Performances
 School Production

Support available

Staff are available, by arrangement, to assist with written notes and exam preparation after school.

Groupings or setting

All Drama classes are taught in mixed ability groups. Assessment work will have preassigned groupings (Students will not be able to choose their own groups)

What parents can do to help

- Talk to your son or daughter about their work in Drama.
- Come and see their performance work.
- Check their Drama portfolio note are being maintained each week.
- Try to expose them to a variety of different dramas. Whether this is on television, at the cinema or if possible at the theatre and encourage them to discuss and evaluate what they've seen.

Member of staff to contact if you have any queries:

Mr Bell
Head of Drama

Year Group 13

Key stage 5

Subject: GCE ECONOMICS B (Edexcel) A2

Exam Board: Edexcel

Syllabus No: 9EBO

Web link:

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

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 2016/17

Autumn Term: Teacher A	Autumn Term : Teacher B
Theme 3 – The Global Economy Students will develop an understanding of: <ul style="list-style-type: none">• 3.1 Globalisation• 3.2 Economic factors in business expansion• 3.3 Impact of globalisation on global companies• 3.4 Impact of globalisation on local and national economies	Theme 4– Making Markets Work Students will develop an understanding of: <ul style="list-style-type: none">• 4.1 Competition and market power• 4.2 Market power and market failure• 4.3 Market failure across the economy
Assessment Topic Tests Exam style questions as homework Mock paper	Assessment Topic Tests Exam style questions as homework Mock paper
Spring term – Teacher A	Spring term – Teacher B
Students will develop an understanding of: <ul style="list-style-type: none">• 3.5 Global labour markets• 3.6 Inequality and re-distribution	Students will develop an understanding of: <ul style="list-style-type: none">• 4.4 Macroeconomic policies and impact on firms and individuals• 4.5 Risk and the financial sector
Assessment Topic Tests Exam style questions as homework Exam paper – June 2017	Assessment Topic Tests Exam style questions as homework Exam paper – June 2017
Paper 3: Based on source document with a synoptic link	Paper 3: Based on source document with a synoptic link

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: 13

Key stage 5

Subject: A LEVEL ENGLISH LANGUAGE (Edexcel 2015 Specification)

Exam Board: Edexcel
Syllabus No: 9ENO
Web link:
<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/Specification%20and%20sample%20assessment/Alevel-EnglishLanguage-Spec.pdf>

Aims of the course

The course involves the study of both spoken and written language as it is used in society today, drawing from a diverse range of sources and contexts. Students learn how to analyse texts linguistically, using new theoretical and methodological frameworks. The study of spoken language involves looking at how speech varies in both formal and informal situations, and in both planned and unplanned exchanges. Students explore different uses of speech across a range of contexts, considering the effects of technology, gender and power on language use.

Programme of study by half term for 2016/17

Autumn term: 1a	Autumn term: 1b
Teacher 1: A Level Component 2: Child Language Teacher 2: A level Component 3: Investigating Language (Global English, Language and Gender Identity, Language and Journalism, Language and Power, Regional Language Variation)	Teacher 1: A Level Component 2: Child Language Teacher 2: A level Component 3: Investigating Language (Global English, Language and Gender Identity, Language and Journalism, Language and Power, Regional Language Variation)
Assessment – Exam Paper Component 2: Child Language Component 3: Investigating Language	Assessment – Exam Paper Component 2: Child Language Component 3: Investigating Language
Spring term: 2a	Spring term: 2b
Teacher 1: Component 1: Language Variation , Section A: Individual Variation and redraft A Level Coursework: Crafting Language – Assignment 1:Original Writing and Assignment 2: Commentary Teacher 2: Component 1: Language Variation , Section B: Variation Over Time and redraft A Level Coursework: Crafting Language – Assignment	Teacher 1: Component 1: Language Variation , Section A: Individual Variation Teacher 2: Component 1: Language Variation , Section B: Variation Over Time

1:Original Writing and Assignment 2: Commentary	
Assessment - Exam Paper Component 1: Language Variation	Assessment - Exam Paper Component 1: Language Variation
Summer term: 3a	Summer term: 3b
Teacher 1: A Level Component 2: Child Language	Teacher 1: A Level Component 2: Child Language
Teacher 2: A level Component 3: Investigating Language	Teacher 2: A level Component 3: Investigating Language
Assessment - Exam Paper Component 1: Language Variation Component 2: Child Language Component 3: Investigating Language	Assessment – External examinations: Component 1: 2 hours 15 mins Component 2: 1 hour Component 3: 1 hour 45 mins

Homework that will be set (general)

A range of tasks including consolidating notes made in class, essays, preparing texts for classwork, making presentations for class, researching models for creative writing, drafting and redrafting creative pieces.
Online Language Skills Tests

Groupings or setting

Need to get at least a C grade in the end of AS year exam to progress onto Year 13

What parents can do to help

- Ensure that pupils are completing their homework
- Limit the amount of paid work
- Encourage wider reading around the subject
- Supervise pupils' completion of Online Language Skills Tests

More detailed course information is available at:

<http://westhatchenglish.tumblr.com/>

Member of staff to contact if you have any queries:

Mrs Gill (Head of English)

Subject: A Level ENGLISH LANGUAGE AND LITERATURE

Exam Board: Edexcel

Syllabus No: 9ELO

Web link:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language%20and%20Literature/2015/Specification%20and%20sample%20assessments/A-level-EnglishLangLit-Spec.pdf>**Aims of the course**

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

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
Teacher 1 - Coursework prep – Investigating and Creating Texts and Unseen non-fiction texts – Love and Loss	Teacher 1 - Coursework prep - Investigating and Creating Texts and Unseen non-fiction texts – Love and Loss
Teacher 2 - A Streetcar names Desire by Tennessee Williams	Teacher 2 - A Streetcar names Desire by Tennessee Williams
Assessment Paper 1 – Section B Draft coursework	Assessment Paper 1 – Section B Completed coursework
Spring term 2a	Spring term 2b
Teacher 1 - Revision of Component 1: Voices in Speech and Writing and Unseen non-fiction texts – Love and Loss	Teacher 1 - Revision of Component 1: Voices in Speech and Writing and Unseen non-fiction texts – Love and Loss
Teacher 2 - Revision of Component 2: Varieties in Language and Literature	Teacher 2 - Revision of Component 2: Varieties in Language and Literature
Assessment Full mock examination – Component 1 and 2	Assessment Full mock examination – Component 1 and 2 Coursework folder complete
Summer term 3a	Summer term 3b
Teacher 1 and 2 – Revision of component 1 and 2	Teacher 1 and 2 – Revision of component 1 and 2
Assessment Revision essays – Component 1 and 2	Assessment Examination

Homework that will be set (general)

A range of tasks will be set for homework. Students will consolidate notes made in class, write essays on the set topic and conduct independent research.
Online English Skills Tests

Extra-curricular activities available

- Visiting authors
- Theatre trips
- Study conferences

Support available

From the class teacher as required.
A study guide for private study is also available in the Study Centre
<http://westhatchenglish.tumblr.com/>

Groupings or setting

Students need to have passed AS Language and Literature. Students are of mixed ability from A to D grade.

What parents can do to help

- Ensure that pupils are completing their homework
- Encourage visits to the library or theatre to watch relevant performances
- Help students proof read their work
- Supervise pupils' completion of Online English Skills Tests

More detailed course information is available at:

<http://westhatchenglish.tumblr.com/>

Member of staff to contact if you have any queries:

Mrs Gill (Head of English)

Year Group: 13

Key stage 5

Subject: ALevel ENGLISH LITERATURE
(AQA SPEC A)

Exam Board: Edexcel

Syllabus No: 9ETO

Web link:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Literature/2015/Specification%20and%20sample%20assessments/A-level-Literature-spec.pdf>

Aims of the course

The course involves the study of a number of writers of prose, poetry and drama ranging from the 14th Century to 21st Century. The theme this year is 'Love through the Ages'. Unit 4 involves a 3,000 word coursework essay comparing three texts including *The Merchant of Venice*, a compulsory Shakespeare text. The other texts are chosen with a group's interest and enthusiasms in mind. Unit 3 is a terminal exam in which students are asked to compare unseen texts, referring extensively to their wider reading on the set theme. The two units are linked and complementary. The aims of the course are to enjoy reading a variety of texts from different periods of English Literature and to develop critical insights and personal responses to them.

Programme of study by half term for 2016/17

Autumn term: 1a	Autumn term: 1b
Teacher 1: Continuation of coursework preparation and writing using: <i>The Great Gatsby</i> by F Scott Fitzgerald and <i>Wuthering Heights</i> by Emily Bronte Teacher 2: Poetry: <i>The Wife of Bath</i> by Geoffrey Chaucer	Teacher 1: Drama and Literary Criticism: <i>Othello</i> by William Shakespeare Teacher 2: Poetry: <i>Poems of the Decade</i>
Assessment Essays and coursework preparation Online literary skills tests	Assessment Essays Online literary skills tests
Spring term: 1a	Spring term: 2b
Teacher 1: Drama and Literary Criticism: <i>Doctor Faustus</i> by Christopher Marlowe Teacher 2: Prose: Comparing previously taught <i>Frankenstein</i> by Mary Shelley and <i>The Handmaid's Tale</i> by Margaret Atwood	Teacher 1: Preparation for final examinations Teacher 2: Preparation for final examinations
Assessment Essays and coursework, with individual tutorials. Mock examination.	Assessment Essays Context questions

Homework that will be set (general)

A range of tasks will be set for homework. These tasks will involve consolidating notes made in class, conducting independent research and writing essays on the topic studied. Reading for both units clearly forms a large part of this Literature course, both in class and independently. Students will also complete a series of online literary skills tests throughout the year.

Extra-curricular activities available

Theatre trips
Study conferences

Support available

From the class teacher as required during study.
From the Librarian and the Study Supervisor in the Sixth Form.
From <http://westhatchenglish.tumblr.com/>

Groupings or setting

Students must have a C grade in AS English Literature but should be achieving their ALPs target grade.

What parents can do to help

Ensure that students are completing their homework and meeting coursework deadlines.
Encourage visits to the library or theatre to watch relevant performances.
Help students proof-read work and provide them with a real life critical audience for their work.
Ensure that students are reading from the reading lists and encourage them by talking about the texts.
Supervise pupils' attempts at our online revision quizzes.

More detailed course information is available at <http://westhatchenglish.tumblr.com/>
Member of staff to contact if you have any queries:

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 A2 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 2016/17

Autumn Term:
<u>Global Issues</u> This unit encourages the ability to understand issues of global concern and the dynamic interaction between people and the environment. It examines issues that are important in the 21 st century and develops skills needed to analyse and evaluate geographical information. Four topics will be studied including Earth Hazards, Ecosystems and Environments Under Threat, Population and Resources and Globalisation.
Assessment External examination F764 Geographical Skills 1½ hours worth 20% of A2.
Spring term:
<u>Geographical Skills</u> This unit develops an understanding of the process of geographical research, including fieldwork. It involves an appreciation of the use of technology such as GIS and the techniques needed to plan an investigation, including the collecting, recording and presentation of data. The work is based on data collected on the Lake District field course in Year 12.
Assessment Practice questions Individual research
Summer term:
<u>Continue with Global Issues</u>
Assessment F763 Global Issues. 2½ hour written examination worth 30% of A2

Homework that will be set (general)

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

Extra Curricular activities available

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.

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-gce-history-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 American 1918 – 1941 and Ireland 1798 – 1921.

To be able to produce 2 completed pieces of coursework worth 20% of the total award.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
1. USA 1918 – 1941 A2 2. Civil Rights 1860-1990	1. USA 1918 – 1941 – A2 2. Civil Rights 1860-1990 3. Coursework preparation
Assessment Exam work	Assessment Exam work / Coursework
Spring term 2a	Spring term 2b
1. USA 1918 – 1941 A2 2. Civil Rights 1860-1990 3. Coursework preparation	1. USA 1918 – 1941 A2 2. Civil Rights 1860-1990 3. Coursework preparation
Assessment Exam work / Coursework/Mock exams	Assessment Exam work / Coursework/Mock exams
Summer term 3a	Summer term 3b
1. USA 1918 – 1941 A2 – completion of coursework 2. Civil Rights Revision 1798 – 1921	N/A
Assessment Mocks / revision techniques	Assessment External Exams

Homework that will be set (general)

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

Extra Curricular activities available

Support classes to aid revision
Possible use of revision conferences

Support available

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

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:

**Ms D Sterlini
Head of Humanities**

Year Group: 13

Key Stage 5

Subject: BTEC ICT Level 3
5 hours per week

Exam Board: EdExcel

Syllabus No: 500/9148/7

Web link: <http://qualifications.pearson.com/en/qualifications/btec-nationals/it-2010.html>

Aims of the course

By the end of this course, learners should:

- Understand the personal attributes valued by employers
- Understand the principles of effective communication
- Be able to use IT to communicate effectively
- Be able to address personal development needs.
- Understand the components of computer systems
- Be able to recommend computer systems for a business purpose
- Be able to set up and maintain computer systems.
- Know types of network systems and protocols
- Understand the key components used in networking
- Know the services provided by network systems
- Be able to make networked systems secure.

Programme of study for 2016/17

Term	3 lessons per week	2 lessons per week
Autumn Term 1a	Unit 4 : Impact of the Use of IT on Business Systems	Unit 8: e-Commerce
Autumn Term 1b	The aim of this unit is to ensure learners understand the effects developments in IT have on organisations and how organisations respond to these developments, and enable learners to propose IT-enabled improvements to business systems	The aim of this unit is to ensure that learners know the technologies involved in e-commerce, understand the impact of e-commerce on organisations and on society, and that they are able to plan e-commerce strategies.
Spring Term 2a		
Spring Term 2b		
Summer Term 3a	Unit 33: Supporting Business Activities	
Summer Term 3b	The aim of this unit is to enable learners to understand the importance of providing effective and efficient support for an organisation, and be able to develop skills and knowledge for carrying out tasks to support business activities.	

Students also have the opportunity to study additional units to achieve two A-Levels. The optional units are tailored to meet the students' other A Levels and their choice of university study

Homework that will be set (general)

Weekly homework of approximately 2 hours per teacher will be set

Extra Curricular activities available

Individual teachers will arrange individual study sessions

Support available

Help from staff in none contact time
Text books issued to students
BTEC Website
Lunchtime & After School study sessions

Groupings or setting

Grouped according to options

What parents can do to help

Check coursework deadlines
Contact teachers at the earliest opportunity

Member of staff to contact if you have any queries:

Ms P Parmar (KS5 Co-Ordinator) pparmar@westhatch.essex.sch.uk

Mrs S Trickey (HOD) strickey@westhatch.essex.sch.uk

Year Group: 13

Key Stage 5

Subject: A level ICT
5 hours per week

Exam Board: AQA
Syllabus No: 2520
Web link: <http://www.aqa.org.uk/subjects/ict-and-computer-science/as-and-a-level/information-and-communication-technology-2520>

Aims of the course

- To develop problem solving skills through practical application of information and communication technology
- To develop ability to analyse, appraise, and make critical judgements
- To be able to design, make, test and evaluate systems.
- about the use of information and communication technology systems
- To develop interpersonal skills necessary for communication with others.
- To work towards being a more independent learner
- To develop an understanding of the nature of information, its structure, application and implications of its use
- To develop an awareness of the role of information technology in the management, manipulation and dissemination of information

Programme of study for 2016/17

Term		
Autumn Term 1a	INFO 3 Future developments Information and systems Managing ICT ICT strategy ICT Policies Legislation and regulations Development methods Techniques and tools Introducing large ICT systems into organisations Training and supporting users External and internal resources Researching and developing understanding of the case study for the exam	INFO 4 The skills set down in the QCA Subject Criteria for GCE ICT are those necessary to undertake an ICT related project: thus, as part of this unit, students will have the opportunity to enhance their transferable skills in: <ul style="list-style-type: none">• investigation• analysis• definition of requirements• design of effective solutions to meet a requirements specification, including the methods to be used for testing and installation• selection and use of appropriate technologies• implementation• testing• documentation• evaluation of solutions and their own performance
Autumn Term 1b		
Spring Term 2a		
Spring Term 2b		
Summer Term 3a	Revision for INFO 3	Revision for INFO 3
Summer Term 3b		

Homework that will be set (general)

Unit 3 and 4
Research / wider reading of topic areas
Examination questions
Reading records
Develop presentations
Case studies
Preparation tasks for coursework projects

Extra Curricular activities available

Revision classes

Support available

Help from staff in none contact time
www.teach-ict.com
Test books issued to students
AQA website

Groupings or setting

Grouped according to options

What parents can do to help

Check coursework deadlines
Help students by discussing ICT related issues that turn up in the news

Member of staff to contact if you have any queries:

Miss P Parmar (KS5 Co-Ordinator) pparmar@westhatch.essex.sch.uk
Ms S Trickey (HOD) strickey@westhatch.essex.sch.uk

Exam Board: AQA
 Syllabus No: 2160
 Web link:
<http://www.aqa.org.uk/subjects/law/a-level/law-2160>

Year Group 13

Key stage 5

Subject: LAW

Aims of the course

The aim of the course is to equip students with the knowledge on higher and more detailed areas of law, in order to equip students with the skills on how criminal cases are presented in legal terms, how to structure and present a legal argument to its appropriate conclusion. This will give them an insight into the legal profession, gaining problem-solving skills, and how to interpret the law to their advantage. The syllabus encourages students to review and reflect on how the law has developed criminally, and how appropriate is its application today regarding each section i.e Murder, Theft, Manslaughter etc.

Student will also investigate the principles of the law and explore its ethical guidelines. How the concepts of justice and morality interact with the law, and how this interaction has built their society by balancing these conflicting interests. They will form their own opinions, and learn how to interpret and persuade others using authorities and evidence. This is a course that is designed to make students think, to gain problem-solving skills and make them as independent as possible.

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

Unit 1 – Offences Against the Person & Reform

Students learn how to investigate the level of evidence needed in criminal cases in order to gain conviction in various crimes, including Murder, Manslaughter, and Grievous Bodily Harm, plus possible defences, such as Self-defence, Duress and Intoxication. They will understand the legal elements that make up these crimes, before applying and interpreting them to real life situations. They will discover weaknesses in the law, and possible reforms that could improve them.

Unit 2 – Offences Against Property & Concepts of Law

Students investigate various crimes relating to property, including Theft, Robbery and Arson. They will develop their knowledge and understanding of criminal concepts, the level of evidence needed to gain a conviction, and how to differentiate between different levels of crime. They will also explore the ethical obligations of the law, the meaning of justice and morality and what they mean to society, while questioning their own.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
Unit 3A – Criminal Law <ul style="list-style-type: none"> Fatal Offences Murder Voluntary Manslaughter Involuntary Manslaughter 	Unit 3A – Criminal Law <ul style="list-style-type: none"> Non-fatal Offences Reforms Defences Evaluation of Criminal Law
Assessment Unit 3A Test	Assessment Unit 3A Test
Spring term 2a	Spring term 2b
Unit 4A – Criminal <ul style="list-style-type: none"> Theft, Robbery, Burglary Fraud, making off without payment 	Unit 4A – Criminal <ul style="list-style-type: none"> Criminal Damage & Arson Defences Unit 4C – Concepts of Law <ul style="list-style-type: none"> Law & Morality
Assessment Unit 4B Test	Assessment Unit 4C Test
Summer term 3a	Summer term 3b
<ul style="list-style-type: none"> Law & Justice Balancing of Conflicting Interests Revision & Exam Practice 	Revision & Exam Practice Study leave

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

- Guest speakers
- Study conferences
- Drop in centre- Further support
- 1:1 tutorials
- Supervised private study periods
- LNATs

Support available

The onus is on the pupils to approach their teachers but the following are provided:

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

Groupings or setting

AS Law – Grade C
GCSE: Must have A* - B in English, and an A* - B in Maths and Science

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.
- Ensure students recaps the lessons at home.

Member of staff to contact if you have any queries:

Ms J Williams - Head of Social Sciences

Subject: MATHEMATICS

Exam Board: EdExcel

Syllabus No: 8371

Web link:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2008.html>**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 & M1.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
C3 Transforming Graphs Trigonometry Further Trigonometric Identities	C3 Differentiation C4 Partial Fractions M1 Vectors
Assessment Homework	Assessment C3 Past Papers
Spring term 2a	Spring term 2b
C4 Co-ordinate Geometry Binomial Expansion M1 Kinematics Statics	C4 Differentiation Vectors M1 Dynamics
Assessment C3 Mock Exam	Assessment Homework
Summer term 3a	Summer term 3b
C4 Integration M1 Moments	
Assessment C4 & M1 Past Papers	Assessment C4 & M1 Modules

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

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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 2016/17

Autumn Term: 1a	Autumn Term 1b
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.
Assessment Research and planning blogs, powerpoints, Digipak album, magazine advert	Assessment Completed Advanced Production work and evaluation
Spring term 2a	Spring term 2b
Unit G325 Part 1- Theoretical Evaluation	Unit G325 continued
Assessment Reflected analysis of AS and A2 construction work and evaluations	Assessment Presentations, timed essay questions
Summer term 3a	Summer term 3b
Unit G325 Part 2 Critical Perspectives in Media – Collective Media Identity	Unit G325 continued
Assessment Comparative essays on the representations of British youths. Through the study of British films from different eras and British magazines. Group and Individual presentations	Assessment Group presentations, analysis of film extracts and still images, analysis of magazine articles, timed essays

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.).

Extra-Curricular activities available

Film Club (viewing)
After school coursework

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

Foundation Portfolio should be completed in small groups (maximum 4).
Advanced Production can be completed individually or in groups.

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: 13

Key stage 5

Subject: A2 Level PE

Exam Board:Edexcel

Syllabus No:9PE01

Web link: <http://qualifications.pearson.com>

Aims of the course

This course seeks to develop further the students knowledge, understanding, skills and application for PE and sport from that learnt in year 12.

Students will again take on the roles of performer, leader or official and consider:

- Developing their current participation in sport
- Opportunities internationally for people to participate in sport
- Create a life plan for participation in sport

Students will also study sport in another culture and the psychological factors affecting elite level performance

Programme of study for 2015/16

Unit 3 – preparation for sport and managing elite performance

This unit is examined through a 1½ hour written paper

Unit 4 – the developing sports performer

This unit is examined through 4 pieces of coursework and practical assessment

Homework that will be set (general)

Homework is set on a weekly basis in Units 3 & 4 and will take the form of research tasks, past exam questions or questions based on the theme of the lesson.

Attendance to at least one extra-curricular sports club per week is recommended.

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

Exam Board: Pearson (Edexcel)
Syllabus No: **9781**
Web link:
<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/performing-arts-2008.html>

**Subject A2 Performing Arts
Edexcel 9781**

Aims of the course

The GCE in Performing Arts has been designed to provide a broad educational basis for further education or for moving into employment within the performing arts sector.

At A2 we introduce students to more work-related learning. We aim to:-

- give students an introduction to the work opportunities in the Performing Arts Industries and enable them to research their own career pathway.
- encourage students to develop the technical knowledge, skills and understanding associated with the subject at this level through a performance project.
- equip students with the skills and audition pieces they will need in the workplace or in further education or training
- empower students to take charge of their own learning and development working to an externally set commission.

Programme of study by half term for 2016/17

Autumn Term 1a	Autumn Term 1b
<p>Unit 4: Employment Opportunities in the Performing Arts This unit will help students to understand the demands that are made on those who wish to work in the performing arts industry. Students will</p> <ul style="list-style-type: none">• research a variety of employment opportunities that are available and how they fit into the various performing arts organisations that make up the industry.• discover employment requirements in terms of formal qualifications, training and experience needed for particular jobs.• to explore employment terms and conditions	<p>Unit 4: Employment Opportunities in the Performing Arts (cont)</p> <p>Students will</p> <ul style="list-style-type: none">• Research into their chosen career pathway, identifying skills required, training requirements and career progression• Create a CV and prepare audition pieces to be included in their professional portfolio
<p>Assessment –</p>	<p>Assessment - Portfolio containing a report outlining employment opportunities researched. A professional portfolio containing CV, photographs and recorded audition pieces plus a written evaluation. Internally assessed and externally moderated(33% of AS)</p>
Spring term 2a	Spring term 2b
<p>Unit 5: Advanced Skills Practice In this unit students will gain a thorough understanding of the techniques and skills that apply to their specialism. They will be involved in a performance event, learning how to develop the skills that are appropriate for their ability but stretch them to improve their standard.</p> <ul style="list-style-type: none">• evaluation of your development• evaluation of your performances.	<p>Unit 5: Advance Skills Practice (cont.)</p> <p>.... Students will learn about:</p> <ul style="list-style-type: none">• preparation for performance• rehearsal and practice techniques• performing to an audience• the different contexts in which practitioners perform <p><i>(There is an optional Unit 6 for students wishing to pursue a technical pathway)</i></p>

<p>Assessment – Students progress is monitored through the research, planning and rehearsal process</p>	<p>Assessment – A performance piece plus a supporting portfolio documenting evidence of research, planning and skills development plus an overall evaluation Internally assessed and externally moderated(33% of AS)</p>
<p>Summer term 3a</p>	<p>Summer term 3b</p>
<p>Unit 7. Production Delivery In this unit students develop, rehearse and deliver a complete performance. They will apply their knowledge and understanding of the performing arts industry, develop and acquire new and existing techniques, and demonstrate them by taking part in a polished work, performed to an audience. Students may select be a performer, a member of the production team or an administrator.</p>	<p>Unit 7. Production Delivery After study leave students will return for a short intensive rehearsal period prior to final performance. (Please note this externally moderated unit takes place towards the end of June)</p>
<p>Assessment</p>	<p>Assessment – Internally assessed and externally moderated performance plus supporting portfolio documenting the rehearsal process. (33% AS)</p>

Homework that will be set (general)

All students are expected to do at least 4 hours private study every week. Portfolio notes MUST be completed every week, plus background research; reading texts: line learning; rehearsing

Extra Curricular activities available

Rehearsals take place after school.
Regular trips are arranged to live productions.
Leading a Lower School Drama/Dance/Music Group
Trinity Drama. Grade 6 and above will give students additional UCAS points

Support available

Coursework support sessions are available after school.
One to One rehearsals by arrangement with staff

Groupings or setting

All Drama classes are taught in mixed ability groups

What parents can do to help

- Talk to your son or daughter about their studies in Drama
- Try to encourage you son/daughter to go to local theatres/music venues/dance shows. The more live events they see the better!
- Help them to learn lines
- Please make sure they are keeping their portfolios notes up to date

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

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-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 scientific issues and how the sciences contribute to the success of the economy and society.

Programme of study for 2016/17

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 26% of total A level	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.	Reported separately.	

Modular content for 2016/17

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)

- Essays or pieces of extended writing
- Supplementation of notes
- Independent learning
- Past papers
- The study of mark schemes
- Intervention sessions for under achieving pupils

Support available

- An OCR textbook
- Numerous AS and A level textbooks in S3 for wider reading
- Factsheets
- Physics websites
- Revision guide
- Key terms
- Past papers
- Course objectives

Assessment

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

Groupings or setting

One mixed ability group

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:

Mr P Peters.
Miss A Bhatia (Head of Physics)

Year Group: 13 Key Stage: 5

Subject: PSYCHOLOGY

Aims of the course:

Exam Board: AQA
Syllabus No: 7181/2
Web link:
<http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

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

The 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 2016/2017

Autumn Term: 1a	Autumn Term: 1b
<p>Psychological Research & Scientific methods & Approaches</p> <p>Students will be able to explain the importance of scientific investigation & identify & 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 & evaluate biological & psychological explanations of the disorder. Describe biological & 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">• Free will and determinism• The nature-nurture debate

	<ul style="list-style-type: none"> • Holism and reductionism • Idiographic and nomothetic approaches • Ethical implications of research
Assessment 1) Mock examination	Assessment 1) Fortnightly formal assessments 2) Mock exam
Spring Term: 2a Cognition and Development 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.	Spring Term: 2b Forensic Psychology 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.
Assessment 1) Fortnightly formal assessments 2) Mock exam	Assessment 1) Fortnightly formal assessments 2) Mock exam
Summer Term: 3a <ul style="list-style-type: none"> • Revision of 2 years of A level • Application to exam and answering A level questions 	Summer Term 3b <ul style="list-style-type: none"> • Revision • Exams and Study leave
Assessment 1) Fortnightly formal assessments 2) Mock exam	Assessment 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

Guest speakers, study conferences, 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-and-a-level/sociology-7191-7192>

The aim of the course is to equip students with a current sociological knowledge that is applicable to everyday life. The syllabus encourages students to review and reflect upon the structure and meaning of the society in which we grow up in. Students will be encouraged to assess current social issues and design 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

Autumn Term: 1a	Autumn Term: 1b
<ul style="list-style-type: none">• Crime and Deviance• Theory and Methods• Mass Media	<ul style="list-style-type: none">• Crime and Deviance• Theory and Methods• Mass Media
Assessment 1) Mock examination	Assessment 1) Fortnightly formal assessments 2) Mock exam
Spring Term: 2a	Spring Term: 2b
<ul style="list-style-type: none">• Crime and Deviance	<ul style="list-style-type: none">• Crime and Deviance

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

Guest speakers, Study conferences, 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

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 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

Year Group 13

Key stage 5

Subject Spanish

Aims of the course:

Pupils will study: The environment, The multicultural society, Modern social issues and debates. In addition students will study a Spanish speaking author, director or artist and either an hispanic country or an important period of hispanic history.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"> • Director, author, artist • Period of history • Region study 	<ul style="list-style-type: none"> • Pollution • Energy • Solutions
Assessment Writing exam on topics	Assessment Speaking test

Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none"> • Immigration • Integration • Racism 	<ul style="list-style-type: none"> • Wealth and Poverty • Public order • Advances in Science and technology
Assessment <ul style="list-style-type: none"> • Mock exam 	Assessment <ul style="list-style-type: none"> • Mock exam

Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none"> • Reading and listening revision • Prep for writing exam 	<ul style="list-style-type: none"> • Reading and listening revision • Prep for writing exam
Assessment <ul style="list-style-type: none"> • Mock exam 	

Homework that will be set (general)

Research, learning vocabulary, reading exercises and presentations (written and spoken) will be set. Pupils will be expected to spend 5 hours a week on independent study.

Support available

Work is differentiated for pupils for different abilities.
Study plus sessions after school and during Easter holidays.
Textbook with extensive vocabulary section and exam tips.
Exam papers on Learning Gateway

Groupings or setting

Mixed ability

What parents can do to help

Contact Head of Department or subject teacher with any queries.
Help student practice vocabulary at home.
Use the learning gateway links to websites eg. Linguascope and atantot.
Provide access to target language resources (tv/film/books/papers)

Member of staff to contact if you have any queries:

Mrs P Adams / Ms E Gambino

V212Year Group: 1
stage 5
Subject: Travel and Tourism

Key

Exam Board: WJEC
 Syllabus No: 500/5084/9
 Web link: <http://www.wjec.co.uk/qualifications/travel-and-tourism/index.html>

Aims of the course

To provide a broad educational basis for further education or training in travel and tourism-related occupations.

Programme of study by half term for 2016/17

Autumn Term 1a	Autumn Term 1b
T&T 5 – Tourism Impacts and Tourism Developments <ul style="list-style-type: none"> • Economic, environmental and socio-cultural impacts • Agents of tourism development T&T 6 – Trends and issues in Travel and Tourism <ul style="list-style-type: none"> • Technological change • Change in consumer expectations 	
Assessment T&T 1 – Past paper exams T&T 2 - Portfolio assessment	
Spring Term 2a	Spring Term 2b
T&T 5 – Tourism Impacts and Tourism Developments <ul style="list-style-type: none"> • The development of Travel and Tourism T&T 6 – Trends and issues in Travel and Tourism <ul style="list-style-type: none"> • Trends in popularity 	
Assessment Controlled assessment Past paper exam	
Summer Term 3a	Summer Term 3b
T&T 5 – Tourism Impacts and Tourism Developments <ul style="list-style-type: none"> • Sectors of the Travel and Tourism industry and interdependence T&T 6 – Trends and issues in Travel and Tourism <ul style="list-style-type: none"> • Tourist area life cycle 	
Assessment T&T 5 – 2 hour written paper T&T 6 – Submission of portfolio assessment	

Homework that will be set (general)

Homework tasks are usually based on doing research to enhance class discussions and controlled assessment tasks. Students will need to carry out revision at home.

Extra Curricular activities available

Year 13 intervention sessions to give pupils the opportunity to work on exam technique.

Support available

Portfolio assessment is completed in the lesson under assessment conditions but pupils are able to use as many sources of information as they wish, and teacher/LSA support too.

Groupings or setting

All groups are mixed ability.

What parents can do to help

Access to a computer/internet is essential. Please check Show MY Homework deadlines and ensure they are met.

Member of staff to contact if you have any queries:

Mrs R Turtle
Leader of Leisure and Tourism