

Cardinal Pole Catholic School



Curriculum Booklet 2021-22 YEAR 12

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OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

KS3: Lovers of Learning

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

KS4: Subject Masters

KS5: Critical Scholars

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

YEAR 12 CURRICULUM OFFER, 2021-2022

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community.

At A-Level, all students study three options at A-Level although most students start with four and refine their choices by October half term. For students taking the vocational route, there is the potential to take an additional A-Level in Option Block C also. In addition, all students have one lesson of General RE a week and one lesson of enrichment on a Wednesday p.7 (see extra-curricular offer). Subjects are taught in a combination of double and single 50 minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
Vocational Business	15	Option A	6	General RE	1
Vocational Health & Social Care	15	Option B	6	Enrichment	1
		Option C	6		
		Option D	6		

Students also have timetabled: a weekly PSHE lesson on a Thursday morning and a daily 30 minute Prep session with their tutor to support with the completion of homework and, towards the end of the year, preparation for UCAS. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state of the art library is open to all students before school, at breaktime, lunchtime and after school. For Sixth Formers, this is also open during their study periods alongside the study room in the Sixth Form centre which is equipped with a computer suite. In addition to Wednesday enrichment, there is a free breakfast club for all students before school from 7.30am and after school study in the Sixth Form Block.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become critical scholars by the end of Key Stage 5 so that they are ready to embark on the next stage of their education.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

Head of Year: Ms N William Pastoral Support Manager: Ms J Thomas SLT Link: Mr T Read (AHT – Head of Sixth Form)	
12C	Ms A Earthrowl
12A	Ms V Coria
12R	Ms L Singleton
12D	Ms G Braithwaite
12N	Ms Y Agyampong

Yours faithfully,

Ms E Connolly

EXTRA-CURRICULAR OFFER, 2021-22

Dear Parents / Carers,

We firmly believe that Sixth Form education should be about more than just exam results and university places. At Cardinal Pole students get the opportunity to achieve positions of leadership within the school, contribute to the wider community, prepare for university and experience a wide range of extra-curricular activities. This ensures that our students leave Cardinal Pole Sixth Form as well-rounded individuals, ready to take their place in the world of Higher Education and employment.

Student leadership

6th formers have the opportunity to become prefects, who perform duties and provide support around the school and at a range of events. From the prefect team we select a student leadership team of Head and Deputy Head students, with whom we meet regularly to ensure the smooth running of the school. New this year is the Catholic Life Leadership Team, which offers students additional opportunities to support the Catholic life of the school. This team attend retreats, assist with Mass and assemblies, and work with the School Chaplain.

Enrichment and super-curricular activities

Students have the opportunity to take part in activities including the following:

- Extended Project Qualification (EPQ)
- Duke of Edinburgh Award
- Envision Community Action Projects
- Careers and progression workshop
- Debating
- Film Studies
- Football
- Gym
- Dance

Progression Support

At Cardinal Pole Sixth Form we ensure students have aspirational outcomes for their next steps after leaving sixth form. Students are given guidance from the dedicated careers advisor and an experienced pastoral team to help them shape their futures. We encourage all students to engage with top universities and employers, giving them the best opportunity to prepare for their futures. In addition, we offer specific programmes to support students on the following pathways:

- The Oxbridge Pathway
- The Medicine Pathway
- The Law Pathway
- The Financial Pathway

Yours faithfully,

Mr T Read

Assistant Headteacher – Key Stage 5

MEASURING PROGRESS: YEAR 12

At Key Stage 5, students are assessed according to their ALPs targets. The purpose of this is to focus on the progress they have made since GCSE in comparison to how their peers perform nationally. Target grades are based on GCSE scores from Year 11 against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then reported as a grade and is highlighted as either above / on / below target grades. For all subjects, students are taught in mixed ability option blocks. Within these teaching groups, student progress is measured against their own individual targets.

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. As a whole school, data is collected twice a year during Assessment Point 1 (Christmas) and Assessment Point 2 (Summer). During these weeks, all students follow a personalised exam timetable schedule, the results of which are reported back to parents in written reports. These reports will indicate the current grade that a students is working at and whether they are above / on track / below expectations in each subject in relation to their target.

Where progress is not in line with expectations after AP1, students will be supported with a range of interventions including pastoral meetings, the opportunity to retake exams, after school study and mentoring. This is in addition to parental meetings to ensure that students are on the right courses for their future aspirations. This is a critical year in your child's education and we aim to work alongside parents to ensure our students achieve the best possible outcomes at the end of Year 13. To support this, there is a Parents Evening held in Spring term to discuss the aforementioned after AP1.

SUBJECT		ART
Head of Department		Ms K Place
Pearson Edexcel GCE in Art & Design		
Component 1: Personal Investigation	50%	Coursework
Component 2: Externally Set Assignment	50%	Prep Book & Practical Exam, 10 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Aims and Intentions</u></p> <p>We start the year by looking at a wide range of eclectic and interesting artists through a series of lectures and analyse their aims and intentions. Why do artists make work?</p> <p>Understanding the many reasons allows students to make choices about the kind of art they want to make and the effect that they want it to have on the viewer. Students then draw and record through photographs inspired by the artist's work. Building confidence and drawing skills in portrait, figure and landscape, students then begin to develop their own aims and intentions and therefore reasons for choices in style, media and compositional viewpoints and arrangement.</p> <p><u>Artists Research Project – Mini Personal Project</u></p> <p>Students work independently for two weeks researching and responding to an artist(s) of their choice. Emphasis is given to students developing skills and organisation at this early point in the course. The work produced</p>	<p><u>Response and Reasoning</u></p> <p>In order to develop complex and often more subtle concepts, students are introduced to artists changing motivations in the wake of WW2 and contemporary art. Along more in depth themes students explore ideas within the genre of still life inspired by artists who have explored this in thought provoking ways. During this time any improvement in skills are made. Students are now in the position to begin their personal study – the coursework project (Unit1) and select from all the ideas that they have tested out so far.</p> <p><u>Personal Study – Research, Recording and Response</u></p> <p>The personal study begins with students researching, analysing and comparing artists. The choice of theme being an important decision, some students may expand or change it in this initial stage. Working in response to these artists creates starting points and more interesting and individual ideas are developed as the project unfolds. As part of this process students will record</p>	<p><u>Reviewing and Refining</u></p> <p>Students develop their project through a series of explorative tasks, reviewing and refining the work to achieve successful outcomes. Some elements are guided such as the introduction to oil paints and other artistic media or to widen or improve their skill set. Some tasks are choices that students make based on the aims and intentions for the work they are producing.</p> <p>Strong literacy skills demonstrated in the analysis of artist's work, the setting of briefs with student's aims and intentions and in the evaluation of the outcomes is a vital part played in the progression of the project.</p> <p><u>Final Outcome</u></p> <p>Students focus their explorations in the run up to Assessment Point 2 when they produce a final piece that realises the intentions for the project as a whole. The marking and feedback from this forms the basis for a personalised learning plan or PLP that runs throughout the first term of Year 13 when students can improve</p>

	<p>leads to a mini project in which the concepts that came to light through the research are explored with more personal input. A final outcome is produced in the AP1 exam which completes a full albeit linear project to which the feedback can highlight student's strengths and weaknesses within all aspects of the assessment criteria.</p>	<p>drawings or take photographs to work from using the digital SLR camera in the chosen relevant genre(s) of portrait, figure, landscape or still life.</p>	<p>their project to achieve the best grade they can.</p>
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SUBJECT		BIOLOGY
Subject Lead		Mr O Thomas
OCR A-Level in Biology A		
Paper 1: Breadth	50%	Written Exam, 1 hour 30 minutes
Paper 2: Depth	50%	Written Exam, 1 hour 30 minutes
Practical endorsement in biology	NA	Non- Examined Practical



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Module 1 – Development of practical skills in Biology</u></p> <p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations. Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the laboratory, enhancing learners' understanding of biochemical theory and practical skills.</p>	<p><u>Module 1 – Development of practical skills in Biology</u></p>	<p><u>Module 1 – Development of practical skills in Biology</u></p>
	<p><u>Module 2 – Foundations in Biology</u></p> <ul style="list-style-type: none"> -Structure of cells; -Biological membranes; -Enzymes -Plasma membranes -Cell division. <p>This module acts as an important bridge into AS and A Level Biology from the study of biology within science courses at GCSE level. This module provides</p>	<p><u>Module 3 – Exchange and Transport</u></p> <p>In this module, learners study the structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants. The significance of surface area to volume ratio in determining the need for ventilation, gas exchange and transport systems in multicellular organisms is emphasised. The content in this module builds on knowledge and understanding of the concepts developed in Module 2.</p> <p>This module provides learners with a knowledge and understanding of the important ideas that underpin the study of transport systems.</p> <ul style="list-style-type: none"> - Exchange surfaces in plants and animals; -The respiratory system 	<p><u>Module 6 – Genetics, evolution and ecosystems</u></p> <p>This module marks the start of Y13 teaching. This module covers the role of genes in regulating and controlling cell function and development. Heredity and the mechanisms of evolution and speciation are also covered:</p> <ul style="list-style-type: none"> -Ecosystems; -Populations and sustainability. <p>This module provides a context for synoptic assessment and the subject content links strongly with content encountered in Module 2: Foundations in Biology.</p> <p><u>Module 4 – Biodiversity, evolution and disease</u></p> <p>This module also provides a context for synoptic assessment and the subject content links strongly with content</p>

	<p>learners with a knowledge and understanding of the important biological concepts that underpin the study of AS Biology</p> <p>The importance of these basic biological concepts is seen as a prerequisite for all further modules, which is why it is taught first.</p>	<p><u>Module 4 – Biodiversity, evolution and disease</u></p> <p>This module introduces the vast biodiversity of organisms and how they can be measured. This module also introduces the techniques to preserve biodiversity. Finally, students will study the pathogenic nature of organisms and how they affect plants and animals:</p> <ul style="list-style-type: none"> -Classification and The 5 Kingdoms; -Phylogeny and The Evidence for Evolution; -Types of Variation, Representing Variation Graphically; -Adaptations, Changing Population Characteristics; -Biodiversity, Types of Sampling, Sampling Techniques 	<p>encountered in Module 2: Foundations in biology.</p> <ul style="list-style-type: none"> -Communicable diseases, disease prevention and the immune system; -Biodiversity; -Classification and evolution.
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SUBJECT	BUSINESS	
Head of Department	Ms S de Souza	
Pearson Edexcel GCE in Business		
Paper 1: Marketing, people and global businesses	35%	Written Exam, 2 hours
Paper 2: Business activities, decisions and strategy	35%	Written Exam, 2 hours
Paper 3: Investigating business in a competitive environment	30%	Written Exam, 2 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Meeting customer needs</u> Students investigate the importance to businesses of understanding customer needs, discuss the impact of not listening to customer feedback in a dynamic market and reasons for changes in demand and supply.</p>	<p><u>Managing people</u> Students gain knowledge on the processes involved in the recruitment process, how businesses are organised, discuss the differences between management and leadership and learn about different leadership styles by looking at influential leaders.</p>	<p><u>External influences</u> Students will learn a variety of external impacts of the economy and legislation on business. This will hone in on analysis skills.</p>
	<p><u>Entrepreneurs and leaders</u> Students explore the key characteristics of successful entrepreneurs, barriers to entrepreneurship and reasons why people set up businesses</p>	<p><u>Resource management</u> Businesses use different methods of production and students will understand this by further investigating businesses discussed when looking at entrepreneurs and managing people</p>	<p><u>Business objectives and strategy</u> Students consider the difference between aims and missions. Students can apply this to their own personal lives, which contributes to the development of evaluation skills. It will allow students to consider objectives before making judgements.</p>
	<p><u>Raising Finance</u> Finance is crucial for businesses to survive and students will understand the contribution that cash-flow, budget and profit makes for a business success.</p>	<p><u>Global marketing</u> Students will learn how businesses adjust their marketing strategies and will consider the impact of cultural differences, different tastes, and language.</p>	<p><u>Globalisation</u> Students explore factors of globalisation, which is crucial in analysing the current political and economic climate and case studies learned in Y12 will constantly feature in Y13.</p>

SUBJECT		CHEMISTRY
Subject Lead		Ms S Badri
OCR A-Level in Chemistry A		
Paper 1: Breadth in Chemistry	50%	Written Exam, 1 hour 30 minutes
Paper 2: Depth in Chemistry	50%	Written Exam, 1 hour 30 minutes
Practical endorsement in chemistry	N/A	Non- Examined Practical Assessment



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Module 1 – Development of practical skills in Chemistry</u></p> <p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations. Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the laboratory, enhancing learners' understanding of chemical theory and practical skills.</p>	<p><u>Module 1 – Development of practical skills in Chemistry</u></p>	<p><u>Module 1 – Development of practical skills in Chemistry</u></p>
	<p><u>Module 2 – Foundations in Chemistry</u></p> <ul style="list-style-type: none"> -Atoms, compounds, molecules and equations -Amount of substance -Acid–base and redox reactions Electrons, bonding and structure 	<p><u>Module 3 – Periodic table and energy</u></p> <p>The focus of this module is inorganic and physical chemistry, the applications of energy use to everyday life and industrial processes, and current environmental concerns associated with sustainability. The content in this module builds on knowledge and understanding of the chemical concepts developed in Module 2. This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of inorganic and physical chemistry:</p> <ul style="list-style-type: none"> the periodic table: -periodic and group properties -enthalpy changes and their determination 	<p><u>Module 3 – Periodic table and energy</u></p> <ul style="list-style-type: none"> -rates of reaction -reversible reactions and chemical equilibrium <p>This module provides a context for synoptic assessment and the subject content links strongly with content encountered in Module 2: Foundations in chemistry:</p> <ul style="list-style-type: none"> -Atoms, moles and stoichiometry -Acid and redox reactions -Bonding and structure
			<p><u>Module 4 – Core organic chemistry</u></p> <p>This module also provides a context for synoptic assessment and the subject content links strongly with content</p>

	<p>This module acts as an important bridge into AS and A Level Chemistry from the study of chemistry within science courses at GCSE level. This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of AS Chemistry</p> <p>The importance of these basic chemical concepts is seen as a prerequisite for all further chemistry modules, which is why it is taught first.</p>	<p>-consideration of energy and yield in improving sustainability. This module allows learners to develop important qualitative practical skills, especially observational skills required for analysis, and accurate quantitative techniques involved in determination of energy changes and reaction rates.</p> <p><u>Module 4 – Core organic chemistry</u></p> <p>This module introduces organic chemistry and its important applications to everyday life, including current environmental concerns associated with sustainability. The module builds on knowledge and understanding of the chemical concepts developed in Module 2.</p> <p>This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of organic chemistry:</p> <ul style="list-style-type: none"> -nomenclature and formula representation, functional groups, organic reactions and isomerism -aliphatic hydrocarbons -alcohols and haloalkanes -organic practical skills and organic synthesis -instrumental analytical techniques to provide evidence of structural features in molecules. <p>This module also provides learners with an opportunity to develop important organic practical skills, including use of Quickfit apparatus for distillation, heating under reflux and purification of organic liquids.</p>	<p>encountered in Module 2: Foundations in chemistry.</p> <ul style="list-style-type: none"> -Atoms, moles and stoichiometry -Acid and redox reactions -Bonding and structure
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SUBJECT		DRAMA
Head of Department		Ms G Green
Pearson Edexcel GCE in Drama & Theatre		
Component 1: Devising	40%	Portfolio & Devised Performance
Component 2: Performance from Text	20%	Scripted Performance
Component 3: Theatre Makers in Practice	40%	Written Exam, 2 hours 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The A Level course begins with a series of workshops in which students explore the different methodologies of several theatre practitioners. This allows students to develop their understanding of a variety of theatrical styles. Students will also select one of these practitioners to influence their own devising.</p>	<p>Students continue to develop their devising. At this stage they will have considered the narrative and structure of their piece and by utilising the techniques of their chosen theatre practitioner to create scenes which have a precise impact on the overall message they want to deliver. The process of devising is experimental and not all drama created will end up in the final piece. Students are encouraged to be self-critical and edit their work appropriately. Teachers facilitate the devising process, but it is the responsibility of the students to self-manage their rehearsal process. They are expected to create a rehearsal schedule and meet their deadlines.</p>	<p>The devised piece is performed early in the summer term following the final stages of refinement. The performance is assessed internally and sent off for moderation.</p>
	<p>Students are then introduced to a range of stimulus and in groups begin the process of devising a piece of Drama. At this initial stage, research plays an important part in the devising process. We want our students to become experts on the themes and issues that they have chosen to create a piece of Drama about. The research informs the initial choices that students make regarding plot and characters.</p>	<p>Whilst rehearsing, students create a log book in which they detail the development of their piece in terms of genre, style, structure, characters and language.</p>	<p>Alongside the performance, students are also assessed on a portfolio created which responds to six questions regarding the devising process. Students use their logbooks to develop their responses to these questions and are encouraged to be evaluative and analytical. The portfolio is marked and students redraft by responding to feedback.</p> <p>Throughout year 12, component 1 is fully completed.</p>

SUBJECT	ECONOMICS	
Head of Department	Ms S de Souza	
Pearson Edexcel GCE in Economics B		
Paper 1: Markets and how they work	35%	Written Exam, 2 hours
Paper 2: Competing in the global economy	35%	Written Exam, 2 hours
Paper 3: The economic environment and business	30%	Written Exam, 2 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Our chosen specification is designed to support a range of interests, learning styles and aspirations for progression in the subject.</p> <p><u>Theme 1: Markets consumers and firms</u></p> <p>Students are introduced to the basic economic problem and the way in which different economic agents have different and conflicting objectives. Students explore the way in which consumers make choices and entrepreneurs create desirable products.</p> <p><u>Theme 2: The wider economic environment</u></p> <p>Success in business requires dynamism and flexibility, which must include technical excellence, sensitivity to market trends and imaginative thinking. This theme helps students to explore how firms can become more competitive. It introduces students to the wider international and economic environment in which firms operate.</p>	<p>In Term 2, the topics are aimed to develop critical key for progression in Economics:</p> <p><u>Thinking like an economist</u></p> <p>Students investigate how measuring consumer response to changes in prices and incomes can help firms to make price, product and output decisions.</p> <p><u>The application of economic theories and appropriate quantitative skills to relevant real-world contexts</u></p> <p>Students will be investigating economic growth rates and how constant changes can create instability and uncertainty for firms.</p> <p>The themes looked at over the two years look to support students in developing concepts and the interaction between economic agents, applicable to real-world context.</p>	<p>By the end of the final term, we expect students to be making connections across these two themes. Students will need to apply their knowledge and understanding of both familiar and unfamiliar contexts in the assessments, and demonstrate an awareness of current economic events and policies.</p> <p>Throughout the year, we encourage engagement with economics through wider reading to build upon the knowledge developed in Themes 1 and 2.</p> <p>Students will have the skills, understanding and an awareness of the current issues impacting the subject necessary to transition into the second year of study.</p>

SUBJECT	ENGLISH LITERATURE	
Head of Department	Ms C Fox	
AQA GCE in English Literature		
Paper 1: Love through the ages	40%	Written Exam, 3 hours
Paper 2: Tests in shared contexts	40%	Written Exam, 2 hours 30 minutes
Paper 3: Independent Critical Study	20%	Coursework



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students begin their A-Level studies through the study of several modern texts: <i>Streetcar Named Desire</i>, <i>Oranges Are Not the Only Fruit</i> and <i>Feminine Gospels</i>. They consider issues associated with modernity and explore key themes. Students will also be developing their independence analysing unseen prose.</p>	<p>Students are introduced to 'Love Through the Ages' by studying <i>Othello</i>, <i>Wuthering Heights</i> and a poetry anthology. They create connections between these texts to explore how the presentation of love changes over time. Throughout this, students will also be analysing unseen poetry and developing their independence to tackle challenging poems.</p>	<p>As well as continuing to develop independence analysing unseen poetry and prose, students begin to revise the texts studied this year. Through quizzing, overlearning and distributed retrieval practice, students deepen their analysis and comparisons of these texts. Students will also be honing their essay writing skills.</p> <p>Students will also begin preparing for their coursework: an independent, diachronic study of two texts of their choice. Students are allowed to select novels, poems and plays of their choice and compare the</p>

			significance of a theme through these texts.
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SUBJECT		GEOGRAPHY
Head of Department		Mr J Crotty
OCR A-Level in Geography		
Paper 1: Physical Systems	22%	Written Exam, 1 hour 30 minutes
Paper 2: Human Interactions	22%	Written Exam, 1 hour 30 minutes
Paper 3: Geographical Debates	36%	Written Exam, 2 hours 30 minutes
Component 4: Investigative Geography	20%	Coursework



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Paper 3 Geographical Debates</u> <u>Hazardous Earth</u> This is a major topic which looks at the structure of the planet and links this with key theories such as Plate Tectonics, Palaeomagnetism and Continental Drift. Students will then study the key hazards of earthquakes, different volcanoes and tsunamis. These key themes will be linked to how humans interact and mitigate against them. This topic will revisit key themes previously learnt in key stage 3 Geography.</p>	<p><u>Paper 2 Human Interactions</u> <u>Changing, Spaces; Making Places</u> This topic links with the Changing Cities unit studied at GCSE and focuses on the idea of rebranding, regeneration and reimagining of urban locations, with a particular focus on Hackney and London. Students will learn about the reasons why this happened and compare different approaches to dealing with urban living in the 21st century.</p>	<p><u>Paper 2 Human Interactions</u> <u>Global Migration</u> This key topic looks at the reasons why migration happens across the world, using case studies of countries at different economic stages of development to show the consequences of this mass movement of people. Policies are studied and the flows and movements across the world.</p>
	<p><u>Paper 3 Geographical Debates</u> <u>Disease Dilemmas</u> This topic revisits the key theme of development studied in GCSE and looks at disease classification, global distribution and links this with Geographical themes of location and wealth.</p>	<p><u>Paper 1 Physical Systems Coastal</u> <u>Landscapes</u> This is a key unit studied throughout GCSE Geography. Students will learn about the physical processes and then link these to different Geographical locations around the world and then focus on human interactions and mitigation strategies, particularly linking to climate change.</p>	<p><u>Unit 4 Geographical Investigation.</u> This element of the course is worth 20% of the final mark. Students will select their own theme based around the local case study of Stratford. Students will be able to focus on key themes of urban regeneration or human interactions of this newly developed world-famous urban area.</p>

SUBJECT	HISTORY		
Head of Department	Ms A Earthrowl		
Pearson Edexcel GCE in History			
Paper 1, Option F: Breadth study with interpretations (In search of the American Dream: the USA, 1917-96)	30%	Written Exam, 2 hours 15 minutes	
Paper 2, Option F2: Depth study (South Africa, 1948-94: from apartheid state to ‘rainbow nation’)	20%	Written Exam, 1 hour 30 minutes	
Paper 3, Option 35.2: Themes in breadth with aspects in depth (The British experience of warfare, 1790-1918)	30%	Written Exam, 2 hours 15 minutes	
Paper 4: Coursework (Why did the Cold War come to an end?)	20%	Coursework	



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>In search of the American Dream</u> This topic explores how the American political environment was shaped and changed by world and domestic events. You will study the impact of war and the Cold War on America, political scandals and corruption and investigate the Civil Rights Movement through the eyes of Civil Rights leaders such as Malcolm X and Ida B Wells.</p>	<p><u>In search of the American Dream</u> This term you will explore the changing role of women in American society and the extent that the feminist movement has achieved equality. You will also explore American attitudes to immigration and how this has developed and changed. Finally you will look at the role of cinema, radio and television in altering American lives.</p>	<p><u>In search of the American Dream</u> This term will help you become a historian through developing your interpretation skills. You will explore the presidency of Ronald Reagan, the only actor to become president, and decide how successful you think his presidency was.</p>
	<p><u>South Africa 1948-94</u> In your first term you will explore the colonisation of South Africa by white supremacists and the implementation of the Apartheid system which legally gave privileges to white people and radically damaged the lives of other races. You will investigate the initial response by anti-apartheid groups, such as the ANC.</p>	<p><u>South Africa: 1948-94</u> This topic explores the development of the anti-apartheid movement and how the movement was forced tactically to switch to violence in the face of increased oppression from the government. Within this topic you will evaluate the world famous Rivonia Trial and the development of grass-roots level opposition.</p>	<p><u>South Africa:1948-94</u> In your final module you will investigate how the end of apartheid came to be. You will explore violent outbursts within South Africa, international opposition and the role of key leaders such as Nelson Mandela and Oliver Tambo. By the end of the course you will be able to decide if violence is necessary for making effective political change.</p>

SUBJECT		MATHS
Head of Department		Mr J Okosun
Pearson Edexcel GCE in Mathematics		
Paper 1: Pure Mathematics 1	33.3%	Written Exam, 2 hours
Paper 2: Pure Mathematics 2	33.3%	Written Exam, 2 hours
Paper 3: Statistics and Mechanics	33.3%	Written Exam, 2 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Pure Maths</u></p> <p>We cover the basics of algebra, linear quadratic and cubic graphs, transformations of graphs, coordinate geometry involving circles, trigonometry and trigonometric identities. This builds on what pupils have learnt at GCSE and are the essential prerequisite skills required to be successful mathematics students at KS5.</p>	<p><u>Pure Maths</u></p> <p>We introduce the basics of calculus and teach pupils how to both differentiate and integrate. We then introduce pupils to exponential and logarithmic functions, algebraic methods and the binomial expansion. This concludes all of the year 1 content. The skills mastered in these slightly harder year 1 content topics prepare the pupils for topics that they will cover in the second year of their course.</p>	<p><u>Pure Maths</u></p> <p>Having completed the year 1 content we cover algebraic methods and functions and graphs from the year 2 content before spending some time on revising all of the year 1 content before the end of year exams. Starting the year 2 course is so that pupils will have more time in the second year of their course for difficult topics and revision.</p>
	<p><u>Applied Maths</u></p> <p>We start the year learning the statistics topics of data Collection, measures of location and spread, representation of data, correlation and probability. This builds on some prior knowledge from GCSE and ensures that they have learnt key terminology to access the rest of the course.</p>	<p><u>Applied Maths</u></p> <p>Pupils cover statistical distributions and hypothesis testing which completes the year 1 statistics content. The then cover the introductory mechanics topics of modelling, constant acceleration and forces and motion. These are all necessary prerequisites for the year 2 applied maths course.</p>	<p><u>Applied Maths</u></p> <p>We complete the year 1 course with variable acceleration and then begin the year 2 statistics course by studying regression, correlation and hypothesis testing before revising for the end of year exams. Starting the year 2 course is again, the relieve some of the pressure from the following year.</p>

SUBJECT		MATHS (FURTHER)
Head of Department		Mr J Okosun
Pearson Edexcel GCE in Further Mathematics		
Paper 1: Core Pure Mathematics 1	25%	Written Exam, 1 hour 30 minutes
Paper 2: Core Pure Mathematics 2	25%	Written Exam, 1 hour 30 minutes
Paper 3: Option Paper 1 (Decision)	25%	Written Exam, 1 hour 30 minutes
Paper 4: Option Paper 2	25%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Core Pure</u></p> <p>We begin the course by covering complex numbers and matrices. This is to introduce pupils to two completely new and interesting topics from the course and at the same time they do not require any prerequisite learning from the mathematics course that runs parallel to this one.</p>	<p><u>Core Pure</u></p> <p>We cover roots of polynomials, proof by induction, vectors and volumes of revolution as the topics that complete the year 1 core pure content. Most of these are stand-alone topics but volumes of revolution is a prerequisite for year 2 content.</p>	<p><u>Core Pure</u></p> <p>Having finished the year 1 content, we get a head start on the year 2 content by covering more complex numbers and polar coordinates. The complex numbers content builds on and consolidates what we learnt earlier in the year and polar coordinates is a topic that doesn't require any prerequisite learning.</p>
	<p><u>Applied</u></p> <p>The first option we cover is decision mathematics. The pupils learn about algorithms, graphs and networks and the travelling salesman problem. This is completely new and inspiring content for pupils that holds ever more importance in a world rapidly becoming more dependent on programming and the use of algorithms with computers.</p>	<p><u>Applied</u></p> <p>We continue with decision mathematics by covering linear programming, critical path analysis and the simplex algorithm. These are slightly harder topics and so we wait until after Christmas to teach them when pupils are more accustomed to what is required of them at KS5.</p>	<p><u>Applied</u></p> <p>The second option that we cover is either Further Statistics or Further Mechanics. This is dependent on whether the pupils prefer mechanics or statistics and where their strengths lie. However, all pupils must study the same option. Further Mechanics has many links to Physics and Engineering whilst Further Statistics has many links to Biology and the humanities.</p>

SUBJECT		Media
Subject Lead		Ms L Singleton
WJEC Eduqas GCE in Media Studies		
Paper 1: Media Products, Industries and Audiences	35%	Written Exam, 2 hours 15 minutes
Paper 2: Media Forms and Products in Depth	35%	Written Exam, 2 hours 30 minutes
Component 3: Cross-Media Production	30%	Non exam assessment (Coursework)

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students begin the course by learning about the theoretical framework through which media products are analysed, to understand how the four key concepts (Media Language, Representation, Industries and Audience) can be applied when examining media forms. They will also be introduced to some of the key academic theories which will be central to critical understanding of the media. Students will then begin studying the set products from the Newspapers section of Paper 1. Although readership of print newspapers is in decline, the newspaper industry still has a huge influence over politics and society as whole. Learners will analyse the ways in which newspapers communicate their message through images, text and layout (Media Language), how various groups are represented, and the differences between types of newspapers (broadsheet and tabloid) and their audiences. They will also explore the structure of newspaper ownership, and the impact this has on how we receive our news (Industry). We will also concurrently start work on the Paper 2 topic of Television, analysing in depth two contrasting examples from the Crime Drama genre.</p>	<p>Continuing work on the Paper 1 units, we will begin the study of Advertising and Marketing. Students will study a range of adverts and marketing products, including a historical advert from the 1950s, film marketing and a charity advertisement. Students will examine marketing techniques and how historical and social contexts influence adverts, as well as the purpose of the advert (commercial versus charity campaign for example). In terms of audience, we will explore how audiences are targeted and how they respond. Students will also begin to work on their practical skills, creating their own print adverts. Students will continue their in-depth study of Television Crime Drama, applying theoretical perspectives to answering exam style questions. They will then move on to a unit on Media in the Online Age. Through a study of two contrasting online products, learners will look at the role played by blogs and websites in the media today. Exploring the way in which these platforms increasingly overlap, as well as investigating the potential that they offer for self-representation.</p>	<p>In the Summer term, we will begin the study of Music Videos. Music videos are essentially a marketing product, but they have evolved into an art form in themselves, with artists and record labels always looking to create the next ground-breaking and memorable video. Students will study two videos, to analyse how media language is used to convey messages and how the conventions of the genre are applied. They will also examine how the artist has been represented in the video, as well as the representation other groups (e.g., gender, ethnicity), and how social and cultural contexts have influenced the video.</p> <p>In the latter part of the summer term, students will begin their non-examined assessment (coursework), in response to a brief released by the exam board. Students will need to create a cross-media production (a print product and an audio-visual product) for either film or music marketing, including all of the research and planning. They will spend the majority of the summer term on research and planning, before completing the production in the Autumn term of Year 13.</p>

SUBJECT		MODERN FOREIGN LANGUAGES: French
Subject Lead		Mr J Lunn
AQA GCE in Spanish		
Paper 1: Listening, reading and writing	50%	Written Exam, 2 hours 30 minutes
Paper 2: Writing	20%	Written Exam, 2 hours
Paper 3: Speaking	30%	Oral Exam

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>tudents begin the course with a transitional programme which aims to equip students with the necessary grammar and sentence structures to be able to express their ideas clearly and confidently during the course. They then investigate the role of family in modern French society and analyse how its changing form has changed from traditional ideals. This incorporates discussion of the relevance of marriage and how family influences youth culture and a child's development. Students then assess the role played by technology in our modern world, looking at the benefits this has provided for ease of communication and opening of information, to the potential pitfalls and perils that may be presented if technology continues to extend its influence on our lives. The module also affords students an insight into how technology has opened opportunities for development and access in French-speaking Africa, as well as considering how this may enable these developing countries to assume their place in the world in future.</p>	<p>The spring term begins with students learning about how volunteering and charitable work can help to address inequality in our society. Students consider the manifold ways we can help others from domestic, local initiatives to global charities in developing countries. Students therein consider the wealth of career paths ahead of them and how knowledge of French might afford them richer opportunities in their later choices.</p> <p>In the second half of the year, students transition to exploration of the cultural dimension of the course, initially viewing the history and development of French lifestyles and customs. Students are exposed to the unique worlds of French cuisine and architecture, before seeing how these traits have been maintained through the role of heritage organisations such as UNESCO. This leads to a discussion of a government's place in balancing the contradictory impulses to protect our past whilst also allowing younger generations to forge their own identities and start their own traditions.</p>	<p>This leads into an in-depth analytical module on French music, where students are exposed to different types of music from across the French-speaking world. Students gain an insight into the traditions, cultures and fashions that shape the music produced today from genres as broad as rap, contemporary and Afrobeats. This leads to discussion of France's protectionist policies on cultural works - with restrictions placed on non-French-language works.</p> <p>Students round off the year by looking into the French fascination with film. Students gain an appreciation of the prominent works of French cinema and how these have impacted French society, centring on a case study of the seminal work '<i>La Haine</i>'. Students analyse the film through the historical and social context and determine the way this backdrop shapes artistic decisions in terms of characterisation, plot and <i>mise en scène</i>. Students develop writing techniques to eloquently discuss the work using appropriate quotations and referencing, an ideal preparation for university-style essays.</p>

SUBJECT		MODERN FOREIGN LANGUAGES: SPANISH
Subject Lead		Mr J Lunn
AQA GCE in Spanish		
Paper 1: Listening, reading and writing	50%	Written Exam, 2 hours 30 minutes
Paper 2: Writing	20%	Written Exam, 2 hours
Paper 3: Speaking	30%	Oral Exam



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students begin the programme with a transition programme which provides students with the necessary grammar and structures to feel comfortable and confident to express themselves. From this, the first topic of the course revolves around the position and nature of family in Spain in the 21st Century, looking at marriage, religion and how the make-up of families has changed from more traditional origins.</p> <p>Before Christmas, students investigate the growing place of technology in our modern lives, and discuss our dependence on the Internet from all facets of our lives to work, communication to the construction of our identity. Students evaluate the impact of technology as a force for good or potential peril for the future if left unchecked.</p>	<p>The spring term begins with an overview of Spanish society with a particular right on equality and discrimination. Students consider gender roles and how these have evolved over time, assessing progress towards equality of the sexes in areas such as the family unit and the workplace.</p> <p>Furthermore, attention turns to the way in which society is adapting to more fluid definitions of gender identity – paying particular attention to rights of the LGBTQ+ community in Spain and Spanish-speaking countries. The course then switches towards the theme of Artistic culture in the Hispanic World, beginning with a look into prominent public figures in the worlds of music and sport. They analyse these celebrities and role models through the lens of the cult of personality and the modern obsession with fame and</p>	<p>Continuing with the theme of culture, students delve into the world of regional Spain, learning how different feasts and festivals are observed around the country. This enables students to appreciate how food, language, and local events can lead to the construction of a region's identity, and see how this might tangibly be felt upon visiting the place.</p> <p>This leads students into analysis of heritage and the importance of protection of national and regional identities. Students see how bodies such as UNESCO enable traditions to be maintained and customs continued in order to preserve values and ideals from history. Lastly, students begin their study of a Spanish-speaking film, in this case <i>El laberinto del fauno</i>. They break down the film in terms of themes, characters, cinematic</p>

		profile, determining how far this can positively (or indeed negatively) impact young people's lives.	features and its artistic merit, and develop techniques to discuss the film critically with comparisons and references to other works.
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SUBJECT		PHILOSOPHY & ETHICS	
Head of Department		Mr M Tisi	
AQA A-Level Religious Studies			
Paper 1: Philosophy of religion and ethics	50%	Written Exam, 3 hours	
Paper 2: Study of religion and dialogues (2B: Christianity)	50%	Written Exam, 3 hours	



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>In Philosophy, we start by looking at the Christian understanding of God, exploring concepts of Trinity, Monotheism and the attributes of God.</p> <p>We then use these to gain an understanding of the Cosmological, Teleological and Ontological arguments for the existence of God and evaluating them in light of modern science.</p> <p>Meanwhile in Ethics we begin the study of 'right and wrong' by looking at the main ethical theories of Natural law, Situation Ethics and Virtue Ethics and evaluating these theories with reference to key thinkers and arguments. Developing out exam skills as we go.</p> <p>We then look at how these apply to Christianity today by exploring the key ethical principle of the faith. This will allow us to see the practical impact of Ethical ideas in both philosophy and religion.</p>	<p>Students start the term by learning about Christian views on authority and scripture. This consist of an exploration of differing views on the authority of the Bible, Church and Jesus, asking whether these have any true meaning.</p> <p>We then move on to the importance of religious experience and visions as source of authority, asking whether these are religious or simply psychological.</p> <p>In Ethics we spend the term exploring the application of key ethical theories on issues such as theft, medical ethics and war. This allows us to delve into the key topics in light of modern day issues, when applying these theories in a meaningful way in order to evaluate their value.</p>	<p>In the summer term we explore Christian views on life after death, looking at what is meant by the soul and resurrection. We then work on how these beliefs impact views on heaven and hell.</p> <p>Following this we look at the question of identity and the way in which these beliefs can impact someone's sense of identity. We finish the year in Philosophy by engaging in the evaluation of the importance of rituals such as baptism and the Eucharist in determining someone's religious identity.</p> <p>We finish the year in Ethics by exploring the problem of evil. We do this through studying the various forms of this problem, then exploring the various responses to the problem before evaluating their value in solving this challenge.</p>

SUBJECT		PHYSICS
Subject Lead		Mr V Pecina
OCR A-Level in Physics A		
Paper 1: Breadth in physics	50%	Written Exam, 1 hour 30 minutes
Paper 2: Depth in physics	50%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach & why	<p>Foundations of physics introduces the important ideas and conventions that permeate the fabric of physics. Students will develop skills in critical thinking, reasoning and logic. By developing and understanding vectors, students will build power mathematical toolkit that they will use through their studies. A study of errors, uncertainty, precision and accuracy students will understand limitations to their experiment.</p> <p><u>Module 2 – Foundations of Physics</u> Physical Quantities & SI Units Nature of Quantities</p> <p><u>Module 3 – Forces and Motion</u> Kinematics Linear Motion Projectiles Dynamics Motion with Non-Uniform Acceleration Equilibrium Density and pressure Work, Energy & Power</p> <p><u>Module 4 – Electrons, waves and photons</u> Charge & Mean Drift Velocity Circuit Symbols, E.M.F & P.D.</p>	<p>Forces and motion are tightly knitted together. Motion explores the key ideas used to describe and analyse motion in both one and two dimensions. Forces develops ideas about the effect of force on objects. Work, energy and power explores important link between work done and energy. Materials introduces several ideas that are essential in engineering.</p> <p>Charge and current provides and introduction to the fundamental ideas of charge and current, exploring the link between lightning strikes, the human brain, and the wonder materials that is graphene</p> <p><u>Module 3 – Forces and Motion</u> Work, Energy & Power Conservation of Energy Potential and KE Materials: Mechanical Properties of Matter Newton's Laws of Motion Collisions</p> <p><u>Module 4 – Electrons, waves and photons</u> Wave Motion Electromagnetic Waves Superposition of waves</p>	<p>Thermal physics introduces ideas around temperature, matter, specific heat capacity and specific latent heat.</p> <p>Students will learn about macroscopic motion of ideal gas using Newton's laws. Capacitors introduces the basics properties of capacitors and how they are used in electrical circuits.</p> <p><u>Module 5 - Newtonian world and astrophysics</u> Temperature Kinetic Models for Solid, Liquid, Gas Thermal Properties of materials Ideal Gases</p> <p><u>Module 6 – Particles and medical physics</u> Capacitance (+ Total Capacitance) Energy Stored in Capacitor Time Constant of Capacitor Charging and Discharging Capacitors</p>

	Resistance and Resistivity Power Series and Parallel Circuits Internal Resistance Potential Dividers Wave Motion	Stationary Waves Photons The Photoelectric Effect Wave-Particle Duality	
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SUBJECT	PSYCHOLOGY	
Head of Department	Ms A James	
AQA A-Level in Psychology		
Paper 1: Introductory Topics in Psychology	33.3%	Written Exam, 2 hours
Paper 2: Psychology in Context	33.3%	Written Exam, 2 hours
Paper 3: Issues and Options in Psychology	33.3%	Written Exam, 2 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The students will start the course with an introduction to Research Methods and Attachment</p> <p>Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1. These skills will be developed through study of the ethical and practical research activities. Methodological evaluation, analysis and interpreting data are skills required within all topics, therefore it is imperative that this the first topics taught.</p> <p>The topic of Attachment provides the foundations of knowledge needed for the topic 'Relationships' taught in year 2. This topic is assessed in paper 1. Students will explore themes which provide insight into the nature and importance of early attachment on social emotional and physical development.</p>	<p>To start the spring term students will investigate theories and research behind the study of Social Influence and Human Memory</p> <p>These topic is taught in the first year of the course as they are assessed on paper 1.</p> <p>The topic Social Influence provides the foundations of knowledge needed for the topic 'Aggression taught in year 2. Students will explore the reasons and research behind why people conform and obey, then how social influence impacts social change.</p> <p>Through the exploration of research and theory of Human Memory students will develop an understanding memory retention, forgetting and the impact on eye witness testimony.</p>	<p>In the summer term the students will be introduced to the study of Psychopathology and Psychological Approaches.</p> <p>The content taught within Psychopathology provides the knowledge needed for the topic 'Schizophrenia' taught in year 2. Where students will discover how psychopathological disorders are diagnosed and treated.</p> <p>The study of Psychological Approaches underpins all other topics within the course. Through developing knowledge in this area students will be able to compare and evaluate the fundamentals behind each approach in relation to determinism, reductionism and scientific stand point.</p>

SUBJECT	SOCIOLOGY	
Head of Department	Ms A James	
AQA A-Level in Sociology		
Paper 1: Education with Theory and Methods	33.3%	Written Exam, 2 hours
Paper 2: Topics in Sociology	33.3%	Written Exam, 2 hours
Paper 3: Crime and Deviance with Theory and Methods	33.3%	Written Exam, 2 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>To introduce students to the study of Sociology they will begin by exploring the topic Education with Methods in Context. The students will examine the Sociological study of Education in relation to socialisation, culture and identity.</p> <p>Students will explore themes such as; the function, marketisation and achievement differences within education.</p> <p>Through the study of Methods in context students will develop the ability to apply sociological research methods to the study of education.</p> <p>The topic Education with Methods in Context is taught in the first year of the course as it offers an engaging and effective introduction to Sociology, which in turn forms a solid basis for further study.</p>	<p>Within the spring term students will continue with the study of Methods in Context, but will also be introduced to the topic Families and Households.</p> <p>Families and Households is one of the more attractive topics as it allows students to use their own experiences to develop sociological awareness.</p> <p>Students will explore themes such as the changing family patterns, gender roles, power relationships and the nature of childhood.</p>	<p>Continuation of Families and Household</p> <p>Revision EXAM PREPARATION for Paper 1 and Paper 2</p>

SUBJECT	L3 CTEC in Business – Marketing
Subject Lead	Ms S de Souza
OCR L3 CAMBRIDGE TECHNICAL DIPLOMA IN BUSINESS – Marketing Pathway 05837	
Unit 1: The Business Environment	May Exam
Unit 2: Working in Business	January Exam
Unit 4: Customers and Communication	Coursework
Unit 5: Marketing and Market Research	Coursework
Unit 6: Marketing Strategy	Coursework



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Unit 1: The business environment</p> <p>Students will develop and understanding of how and why businesses operate in the way they do. Students investigate a range of different types of business and business structures and explore how the ownership of a business and its objectives are interrelated.</p>	<p>Unit 1: The business environment</p> <p>Students will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect business behaviour. Students begin to see how the unit underpins the course.</p>	<p>Unit 1: The business environment</p> <p>Students will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan and interpret business performance. Exam in May 2022</p>
	<p>Unit 2: Working in Business</p> <p>Students will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities</p>	<p>Unit 2: Working in Business</p> <p>Exam practice in preparation for Unit 2 examination in January 2022</p>	<p>Unit 5: Marketing and Market Research</p> <p>This unit explores when, how and why different research methods are chosen and how this can inform the different actions that a</p>

	<p>and communicating with stakeholders.</p> <p>Students prepare for Unit 2 examination in January 2022</p> <p>Unit 4: Customers and Communication</p> <p>Customers are vital to the success of any business. Students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. Students discuss the implications of storing personal data.</p>	<p>Unit 6 Marketing Strategy</p> <p>Marketing strategy plays a key role in a business. Students will learn about how businesses set different marketing objectives. They will consider the changing use of digital marketing and the benefits of branding for businesses.</p>	<p>Unit 6 Marketing Strategy</p> <p>Students will consider the different approaches to marketing, for example, when taking a new product to an existing market or entering a totally new market with a new product. They will then be able to use business tools to propose a marketing strategy. This unit will support their plan and pitch for a marketing campaign.</p>
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SUBJECT	VOCATIONAL: HEALTH & SOCIAL CARE
Subject Lead	Ms A James
OCR L3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN HEALTH & SOCIAL CARE	
Unit 1: Effective Communication	Coursework
Unit 2: Equality, diversity and rights in health and social care	Exam
Unit 3: Health, safety and security in health and social care stages	Exam
Unit 4: Anatomy & Physiology	Exam
Unit 5: Infection Control	Coursework
Unit 6: Personalisation and a Person-Centred Approach to Care	Exam
Unit 14: The impact of Longterm physiological conditions	Coursework
Unit 25: Research methods in Health and social care	Exam



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students will begin the course exploring units, which aim to develop a foundation of knowledge on the core principles of Health and Social Care.</p> <p>Unit 1: Effective Communication: This unit aims to introduce learners to the many different forms of communication and consider what can help or hinder effective communication</p> <p>Unit 3: Health, safety and security in health and social care stages: The aim of this unit is to enable learners to gain an understanding of the importance of health safety and security</p>	<p>During the spring term students work will be External examined by OCR</p> <p>Unit 2: Equality, diversity and rights in health and social care: This unit will help learners to appreciate the implications of diversity on practice and also the effects of discriminatory practice on people who use services.</p> <p>Unit 5: Infection Control In this unit students will learn about the importance of infection control and you will be introduced to methods that help to prevent the spread of infection. All of this will enable</p>	<p>During the summer term students work will be External examined by OCR and internally moderated by the centre.</p> <p>Revision in preparation for exams</p> <p>Unit 6: Personalisation and a Person-Centred Approach to Care In this unit students will develop an understanding of the values that underpin a person-centred approach to care and will learn to challenge preconceptions. The unit will explore how changes over time in attitudes and in policies have resulted in health and social care professionals</p>

	<p>within a health and social care environment.</p> <p>Unit 4: Anatomy & Physiology: This unit will provide a core understanding and knowledge of human anatomy and physiology</p> <p>Unit 7: Safeguarding In this unit students will become familiar with the language of safeguarding and the key legislation they will be required to implement as a worker in the health and social care sector.</p> <p>Unit 25: Research methods in Health and social care Students will find out about different research approaches and methods and their strengths and limitations. Ethics are a key part of carrying out research and will find out how researchers ensure their investigations cause no harm to participants. In this unit, students will be required to carry out research by using secondary sources around a particular focus in health, social care or childcare. This unit is particularly relevant if students plan to continue studying at a higher level.</p> <p>Students will begin their first work experience placement, where they will gain knowledge and experience of working within the health and social care sector.</p>	<p>you to apply infection control methods in the workplace.</p> <p>Unit 14: The impact of Longterm physiological conditions: This unit will allow students to support individuals with long-term physiological conditions in planning their care and support by introducing them to the types, causes and effects of these conditions on individuals, the day-to-day effects the conditions can have, the roles of practitioners who care for and support individuals and other forms of support provision and regulatory frameworks. This unit is, therefore, relevant for anyone considering working in the health care profession. Students will also be able to investigate the care and approaches available to the terminally ill, their rights and choices and the ethics of assisted suicide (currently illegal in the UK).</p> <p>Students will continue on their work experience placement</p>	<p>adopting a person-centred approach to care. Students will be introduced to the practical tools and approaches that are used by professionals in their work</p> <p>Students will continue on their work experience placement</p>
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