

Cardinal Pole Catholic School



Curriculum Booklet 2021-22 YEAR 13

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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 13 CURRICULUM OFFER, 2021-22

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.

By Year 13, most students are studying three options at A-Level or, 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
		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, at the start 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: Mr A Rich Pastoral Support Manager: Ms J Thomas SLT Link: Mr T Read (AHT – Head of Sixth Form)	
13C	Mr J Tamas
12A	Ms K Place
12R	Mr G Dix
12D	Ms S de Souza
12N	Ms A James

Yours faithfully,

Ms E Connolly

Associate Deputy Headteacher – Curriculum, Assessment & Outcomes

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 13

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 (November mocks) and Assessment Point 2 (February/March mocks). 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 student 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 Autumn 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>Personal Learning Plan</u></p> <p>Students undergo a series of 1:1's with the subject teachers where the progression of the project completed in Year 12 is discussed and tasks are set to improve it. The final outcome produced in AP2 can be re-worked if improvements are needed or can be relegated to part of the progression of the project and students can work towards a new outcome during this time. Alongside this students complete a 3000 word essay on the artists and themes that they have explored practically.</p>	<p><u>Externally Set Exam</u></p> <p>The paper is released with a theme at the start of February and students mind map ideas using their chosen genre of portrait, landscape, figure or still life as a base. The exam paper is a mine of information and related artists designed to inspire students and with teacher input students choose concepts they wish to work with. The process of artist research, recording of relevant observations and personal responses begins again but in a more focused way and students now have the experience to develop ideas more quickly.</p>	<p><u>Final Exam</u></p> <p>Students prepare a final idea to produce in 15 hours set over three days. This piece should realise the intentions for the exam project as a whole. Students should prep in the same way as the Year 12 AP1 exam where the piece is drawn up and a ground applied ready to begin applying the chosen media as soon as the first time slot begins. The evaluation of the piece and the preparation sketchbook is due to be submitted on the next working day and will be completed before other 'A' Level exams begin.</p>
	<p><u>Pre Exam Project Prep - Recording of Observations</u></p> <p>Students with less improvements to make on the course work go on to develop their drawing skills in a genre they wish to work in for their exam project.</p>	<p><u>Reviewing and Refining</u></p> <p>Students develop their new project through a series of explorative tasks, reviewing and refining the work to achieve successful outcomes. Clear analysis and evaluation is again vital in developing successfully in the shorter exam project.</p>	

SUBJECT		BIOLOGY
Subject Lead		Mr Thomas
OCR A-Level in Biology A		
Paper 1: Biological processes	37%	Written Exam, 2 hours 15 minutes
Paper 2: Biological Diversity	37%	Written Exam, 2 hours 15 minutes
Paper 3: Unified biology	26%	Written Exam, 1 hour 30 minutes
Practical endorsement in biology	0%	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> 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 biological theory and practical skills.</p> <p><u>Module 5 – Communication, homeostasis and energy</u> The content within this module builds on the knowledge and understanding of the biological concepts developed in Module 2: Foundations in biology. In this module, the biochemical pathways of photosynthesis and respiration are considered, with an emphasis on the formation</p>	<p>Module 1 – Development of practical skills in Biology (See Autumn term)</p> <p><u>Practical skills and the Practical Endorsement</u> Revision and catch up. Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills. Opportunities for carrying out activities</p> <p><u>Module 5: Communication, homeostasis and energy</u> (see autumn term) In this module, the biochemical pathways of photosynthesis and respiration are considered, with an emphasis on the formation and use of ATP as the source of</p>	<p>Revision of content</p> <p>Module 1 – Development of practical skills in biology</p> <p>Module 2 – Foundations in biology</p> <p>Module 3 – Exchange and transport</p> <p>Module 4 – Biodiversity, evolution and disease</p> <p>Module 5 – Communication, homeostasis and energy</p> <p>Module 6 – Genetics, evolution and ecosystems</p>

	<p>and use of ATP as the source of energy for biochemical processes and synthesis of biological molecules</p> <p>The topics covered in the Autumn term are:</p> <ul style="list-style-type: none"> • Communication and homeostasis • Excretion as an example of homeostatic control <ul style="list-style-type: none"> • Neuronal communication • Hormonal communication <p><u>Module 6 – Genetics, evolution and ecosystems</u></p> <p>This module also covers the role of microorganisms in recycling materials within the environment and maintaining balance within ecosystems. The need to conserve environmental resources in a sustainable fashion is considered, whilst appreciating the potential conflict arising from the needs of an increasing human population. Learners also consider the impacts of human activities on the natural environment and biodiversity</p> <p>Topics studied in the Autumn term are:</p> <ul style="list-style-type: none"> • Cellular control • Patterns of inheritance • Manipulating genomes <ul style="list-style-type: none"> • Cloning and biotechnology • Ecosystems • Populations and sustainability. 	<p>energy for biochemical processes and synthesis of biological molecules. The topics covered in the Spring term are:</p> <ul style="list-style-type: none"> • Plant and animal responses • Photosynthesis • Respiration 	
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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>Students begin by recapping exam strategies before covering content. This is to consolidate understanding of exam expectation. Students move on to cover a range of more challenging topics such as global mergers, international trade, foreign direct investment (FDI), which builds on what students have learnt in Y12.</p> <p>The students are encouraged to be critical thinkers when discussing topics and whenever possible connections are made to real businesses such as Google, Virgin Atlantic and others.</p>	<p>Throughout this term, students need to continue to develop analytical skills by using real business case studies and evaluate a range of quantitative and qualitative data.</p> <p>Students will explore a series of topics, to include but not limited to, reasons for businesses staying small, causes and effects of change, and explore plans that businesses have in place to deal with natural disasters, IT failure and more.</p> <p>These can be more challenging topics because of the need to interpret graphs and data.</p>	<p>Students work independently on weaknesses identified in gap analysis from AP1 and AP2 as well as class timed essays. Students will be practising exam questions under exam conditions.</p> <p>Classwork will focus on revisiting exam structure and essay techniques.</p> <p>Time is spent researching and preparing for paper 3 exam.</p>

SUBJECT		CHEMISTRY
Subject Lead		Ms S Badri
OCR A-Level in Chemistry A		
Paper 1: Periodic table, elements and physical chemistry	37%	Written exam 2 hours 15 mins
Paper 2: Synthesis and analytical techniques	37%	Written exam 2 hours 15 mins
Paper 3: Unified Chemistry	26%	Written Exam, 1 hour 30 minutes
Practical endorsement in chemistry	N/A	Non- Examined Practical Assessment



	Autumn Term	Spring Term	Summer Term
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What we teach and why

Module 1 – Development of practical skills in Chemistry

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.

Module 5: Physical chemistry and transition elements

The content within this module builds on the knowledge and understanding of the chemical concepts developed in Module 2: Foundations in chemistry and Module 3: Periodic table and energy.

This module extends the study of energy, reaction rates and equilibria, and the periodic table. The topics covered in the Autumn term are:

- rate equations, orders of reaction, the rate determining step
- equilibrium constants, K_c and K_p
- acid–base equilibria including pH, K_a and buffer solutions

Module 6: Organic chemistry and analysis

The content within this module builds on the knowledge and understanding of the chemical concepts developed in Module 2: Foundations in chemistry and Module 4: Core organic chemistry.

This module introduces several new functional groups and emphasises the importance of organic synthesis.

This module also adds NMR spectroscopy to the instrumentation techniques used in organic and forensic analysis.

The main areas of organic chemistry studied in the Autumn term are:

- aromatic compounds

Module 1 – Development of practical skills in Chemistry (See Autumn term)

Module 5: Physical chemistry and transition elements

This module extends the study of energy, reaction rates and equilibria, and the periodic table. The topics covered in the Spring term are:

- lattice enthalpy and Born–Haber cycles
 - entropy and free energy
 - electrochemical cells.
- The main areas of inorganic chemistry studied include:
- redox chemistry
 - transition elements

Module 6: Organic chemistry and analysis

The main areas of organic chemistry studied in the Spring term are:

- synthetic organic chemistry and further development of practical skills
- the importance of modern analytical techniques in organic analysis.

Revision of content

Module 5: Physical chemistry and transition elements

This module provides a context for synoptic assessment and the subject content links strongly with the content encountered in Module 2: Foundations in chemistry and Module 3: Periodic table and energy.

- Atoms, moles and stoichiometry
- Acid and redox reactions
- Bonding and structure
- Periodicity, Group 2 and the halogens
- Enthalpy changes
- Reaction rates
- Chemical equilibrium

Module 6: Organic chemistry and analysis

This module provides a context for synoptic assessment and the subject content links strongly with the content encountered in Module 2: Foundations in chemistry and Module 4: Core organic chemistry.

- Atoms, moles and stoichiometry
- Acid and redox reactions
- Bonding and structure
- Organic nomenclature and structures
- Hydrocarbons
- Alcohols and haloalkanes
- Synthesis and analysis

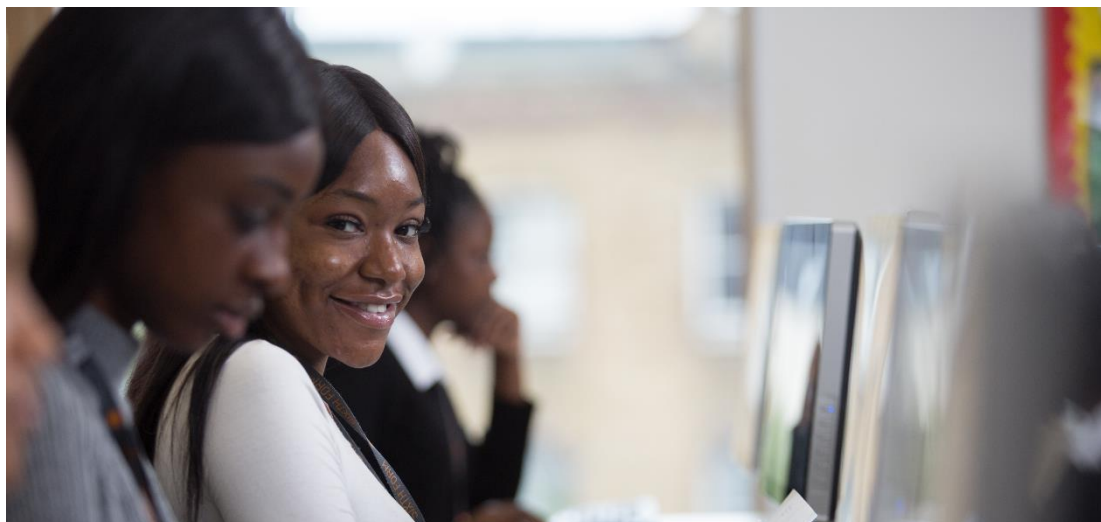
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SUBJECT		DRAMA
Head of Department		Ms G Green
Pearson Edexcel GCE in Drama & Theatre		
Component 1: Devising	40%	Portfolio & Devised Performance
Component 2: Performance from Text	20%	Scripted Performance
Component 3: Theatre Makers in Practice	40%	Written Exam, 2 hours 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The majority of lessons are focussed on rehearsal for component 2. Students are directed by their teacher. As performers they will be experimenting vocally and physically. They must also be ensuring that they develop a character/s which show a perceptive understanding of the role within the context of the whole play. Students are required to demonstrate skill in the use of style and conventions and develop rapport with the other performance and a strong awareness of the audience.</p> <p>Alongside rehearsals for component 2, students begin studying the two set texts for component 3. Students develop an understanding of the genre, plot and characters. Teachers will begin to guide students on how to answer the exam questions relating to these texts.</p>	<p>Student begin to rehearse a monologue/duologue to perform on the same exam session as the group performance. Students are encouraged to experiment with their staging of the monologue and then have one to one sessions with a teacher where the performance is blocked.</p> <p>Final rehearsals for both the scripted and group performance take place allowing students to refine their work. Component 2 is performed to a visiting examiner mid-way through this term.</p> <p>Component 3 now becomes the primary focus. Students continue to study the two set texts developing a sophisticated understanding. Students must start making creative decisions about the text as a performer, director and designer. Within the exam they are required to articulate these concepts in relation to a key extract.</p>	<p>Students visit a piece of live theatre, an evaluation of this will be the third section to the written exam. Following the theatre visit, students work collaboratively to make notes about all performance and design choices made. They study key scenes in precise depth and consider the directorial intentions. The exam question requires students to respond to a statement regarding theatre and use their experience of the performance they have seen to build an argument on whether they agree or disagree with the statement.</p> <p>The final stages of this term ensure that students are fully equipped for the exam: completing all their notes on the three sections; practising questions as a class, in pairs or individually; reading exemplars; and deconstructing mark schemes.</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><u>Theme 3</u></p> <p>Students will analyse the connection between trade and growth and the various factors that have contributed to it, as well as the consequences arising from it. Applying analytical skills that will be used through entire course.</p> <p>Students explore the issues of which country to choose, either for a potential market in which to sell a product or service or as a location for production. This will build on their knowledge of Globalisation from Y12 (Theme 2)</p> <p><u>Theme 4</u></p> <p>This section covers market structures, and its focus is on market power and the nature of competition in a range of situations.</p> <p>Students will consider economic agents (studied in detail in Y12) and analyse impacts of competition on them.</p>	<p><u>Theme 3</u></p> <p>Students study the rise of global niche markets and then at some of the cultural and social factors that businesses must consider if they are to be successful and avoid costly marketing errors.</p> <p>Students will also be required to consider whether the activities of MNCs should be controlled and to what extent such attempts will be successful. Students will build on evaluation skills from Y12. This will also build on knowledge of needs of different stakeholders.</p> <p><u>Theme 4</u></p> <p>Students will explore the ways in which a variety of markets may fail and how the allocation of resources may change.</p> <p>Students will further examine the positive and negative impacts of powerful MNCs and policies that can be used. This will build on students' real-life experiences and the current economic climate.</p>	<p><u>Theme 3</u></p> <p>Students learn how and why the global labour force has grown, how its composition has changed and the factors that have influenced this change.</p> <p>Students will also analyse impacts of inequality and poverty, how they are measured, and how and why governments attempt to deal with them. This will build on foundation of Globalisation studied in Theme 2.</p> <p><u>Theme 4</u></p> <p>Students learn the underpinning theories that will enable them to produce a more systematic analysis of events. In particular, the AD/AS Model. This will enhance students' graphical skills.</p> <p>Students will evaluate government policies that can be used to rectify market failures. They will analyse the risk involved with each policy.</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 write their coursework: an independent, diachronic study of two texts of their choice. This counts for 20% of their final grade. Alongside this, they will revise the components of Paper 1: Othello, unseen poetry and the Wuthering Heights and poetry anthology comparison.</p>	<p>Students will continue to commit knowledge and retrieval to long-term memory by revising the key components in small blocks: Othello revision, Unseen Prose, A Streetcar Named Desire revision, Oranges Are Not the Only Fruit and Feminine Gospels revision.</p> <p>In addition, students will deepen the connections between texts by making perceptive and assured links.</p>	<p>Students undertake their final revision of the poetry anthology and Wuthering Heights, unseen poetry and Othello. Students will also solidify their understanding of essay writing to ensure that they use sophisticated arguments and assured use of literary concepts and terminology.</p>

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>Unit 4 Geographical Investigation</u></p> <p>This key 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 urban regeneration or human interactions of this newly regenerated world-famous urban area.</p>	<p><u>Paper 2 Human Interactions Human Rights</u></p> <p>This topic will look at human rights and what this means. The key idea of Geopolitics, which links these themes to how government reacts to these developments, is studied throughout. Key injustices studied include human trafficking, child labour and gender equality.</p>	<p><u>Revision of Paper 1 and Paper 2 topics</u></p> <p>Students will review and revisit their learning, to deepen their understanding using their Geographical knowledge. Revisiting key themes such as Coastal landscapes, Global Migration, Changing Spaces; making places, Disease Dilemmas.</p>
	<p><u>Paper 1 Physical systems Earth's life support systems</u></p> <p>This topic revisits key themes of ecosystems and the water cycle. It also introduces the idea of the carbon cycle and how all are linked and being used and managed around the world. The Arctic Tundra and Amazon rainforests are the case studies. Emphasis of future consequences of our actions is reinforced throughout.</p>	<p><u>Revision of Paper 3</u></p> <p>Geographical Debates Hazardous Earth, particularly focusing on the answering of Synoptic and 33-mark essay questions.</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>Coursework: Cold War Students complete an investigation into the end of the Cold War, creating their own historical account of this key moment in world history. This is the culmination of six years of historical studies, with using all of their historical skills to judge why the Cold War ended as it did.</p>	<p>The Crimean War 1854-6 From the disastrous Charge of the Light Brigade to the medical marvels of Florence Nightingale and Mary Seacole. Students also start to investigate the role of the media in shaping public attitudes towards war</p>	<p>The War in the air Alongside their study of the western front, students also move to the new arena of the air and the role of the newly developed air force in finally bringing about an Allied victory in 1918.</p>
	<p>The French Wars 1793-1815 This is an opportunity for students to study how and why the British were ultimately successful against the French considering causation and the significance of the leadership of Wellington and Nelson. Students also begin to consider the wider impact of war on Britain</p>	<p>The Second Boer War 1890-1902 Building on Y12, students link to tensions between the Boers and the British in South Africa, consider the role of commanders in bringing about victory and how public attitudes changed after revelations such as the Concentration Camps</p>	<p>How did the British army and navy change as a result of warfare? Pulling together all the work from the year, this synoptic unit enables students to look at broad patterns of change and continuity whilst considering the relative significance of key turning points.</p>
		<p>The First World War 1914-1918 As students study a completely new type of war, they consider the reasons for the massive casualties in this war of attrition and how the press were used to mobilise the masses for this total war.</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> We build on year 1 content with sequences and series, radians, trigonometry and more differentiation. These are more challenging topics but are still both relevant and important to both the syllabus and the real world.</p>	<p><u>Pure Maths:</u> We start with the challenging and sizable topic of further integration. This links nicely to the last topic of last term: differentiation. We then cover the final small topics of numerical methods, vectors and more binomial expansion to complete the course in good time to revise.</p>	<p><u>Pure and Applied Maths:</u> We spend time revising and recapping important content areas and preparing pupils for their final exams.</p>
	<p><u>Applied Maths:</u> We continue with the statistics year 2 content which includes conditional probability and the normal distribution. We then start the year 2 mechanics topic of moments. These topics are the natural continuation from the year 1 material and help prepare pupils for any applied mathematics in both statistics and mechanics that they may study as a part of a further education course.</p>	<p><u>Applied Maths:</u> We introduce the pupils to friction and its applications to forces and inclined planes as well as covering projectiles and further kinematics to finish off the year 2 content in good time for some detailed and focused revision.</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>Core Pure: We start the year covering methods in calculus, series and sequences and then after the November mock exams we cover more volumes of revolution. These are all very useful skills and branches of mathematics for pupils wanting to continue the pursuit of knowledge in the field of mathematical sciences.</p>	<p>Core Pure: The final topics in the core pure part of the course are hyperbolic functions, methods in differential equations and modelling with differential equations. These complete a challenging yet interesting specification that will prepare pupils for their further studies.</p>	<p>Core Pure and Applied: We spend time revising and recapping important content areas and preparing pupils for their final exams.</p>
	<p>Applied: The second option topic is either Further Mechanics or Further Statistics. The Further Mechanics course includes collisions in two dimensions and elastic and inelastic collisions whilst the Further Statistics course includes hypothesis testing, the central limit theorem and the geometric and negative binomial distributions.</p>	<p>Applied: Having completed the course, we spend this term recapping and revising, particularly the more challenging topics from the year one content that pupils will not have revisited for over a year.</p>	

SUBJECT		MfL: French	
Head of Department		Mr J Lunn	
AQA GCE in French			
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 Y13 by broaching the theme of societal issues in contemporary French-speaking society. This starts with analysis of the ideal of multiculturalism, its origins and the history of different policies to bring about integration. Students evaluate the effectiveness of these initiatives and the extent to which migrant communities have been successfully inculcated into French society. This entails analysis of how French lifestyles have been changed by the incorporation of these different cultures, but also reviewing how many of these communities have been cast out to the outskirts of French cities by prohibitive government policies.</p> <p>This leads into discussions around other minority groups, with students reviewing the idea of 'l'exclusion sociale'. As such, students look at the world of the underprivileged and unemployed, as well as those with various disabilities, to determine how far they are supported by the state to take their place in society. Furthermore, students look at the criminal justice framework in France, to determine how effective the prison system is in reforming and rehabilitating people to restart their lives.</p>	<p>In the Spring Term, students tackle the theme of political life in the French-speaking world. This begins with students learning about the place of young people in politics and how they can be mobilised to take an active interest in government decisions. Through this, they learn about (particularly young) people exercising the right to vote, and how this has played a role in recent elections. Furthermore, discussion moves on to the importance of the European Union in France, and how this has increasingly become a battleground for political debate in the country with parties such as the <i>Front National</i> exerting a growing influence.</p> <p>From this, students then learn about the history of activism and political engagement in France. They gain an understanding of how the protests and strikes of trade unions and interest groups have helped to shape policy, particularly in the realm of working conditions and wage disputes. Discussion then turns back to the topic of immigration and integration, with the spotlight thrown on how different political parties have addressed the issue with steps taken to protect migrant rights.</p>	<p>During the course of Y13, students immerse themselves in the world of a literary work, with the novel chosen this year being <i>No et Moi</i> by Delphine de Vigan. Students analyse the story from its unique characters and social setting, reflecting on the way the themes and the narrative engage with the challenging context of homelessness and class issues.</p> <p>Towards the end of the course, students also nominate an aspect of society, history, politics or culture in the French-speaking world on which to conduct an Independent Research Project. Through this, students glean an in-depth knowledge of their chosen area, collating case studies, statistics, and references with which to create a presentation for their speaking exam. This enables students to take initiative and invest their energies in a topic they find particularly interesting.</p> <p>In the summer term, attention turns to exam-focussed revision and practice papers, where students review content and language from the themes covered throughout the course. They polish their essay-writing skills to present clear, articulate arguments using quotations, references to add weight to their point of view. This is ideal preparation for university-style essays as well as preparation for the A-Level Writing exam.</p>

SUBJECT		MfL: Spanish	
Head of Department		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 Y13 by broaching the theme of multiculturalism in Hispanic Society. Initially, students analyse the contemporary issue of immigration in Spain and Spanish-speaking countries, from the point of view of refugees escaping conflict but also the problems this can lead to in their new countries for integrating new arrivals into society.</p> <p>This in turn leads to the discussion of racism and xenophobia in Spain, with students assessing strides made from generations past to the ongoing situation today. Students evaluate the effectiveness of legislation and initiatives to tackle racist attitudes and compare these with the landscape in the UK.</p>	<p>Students begin the Spring term by returning to the idea of integration of migrant communities in Spain and how governments have sought to cultivate the idea of '<i>convivencia</i>'. Students evaluate how far the values of tolerance and acceptance have permeated and the extent to which the ideal of multiculturalism is supported by attitudes and government policy.</p> <p>Students begin the final theme of political life in the Hispanic world, by analysing Spain's past, from its recent history of dictators back to its monarchical roots and determining the lasting impact this has had on the country. Students also determine the role of young people and trade unions on Spain's political system, as well as considering the role that activism continues to play in shaping legislation to tackle problems such as unemployment and working conditions in different Spanish-speaking countries.</p>	<p>Throughout their second year, students also immerse themselves in the world of a literary work, in our case that of <i>La casa de Bernarda Alba</i> by Federico García Lorca. Students glean an in-depth appreciation of the historical and social context of the play, and see how this is reflected in the characterisation, staging, plot and literary allusions which feature in the play.</p> <p>During the course of Y13, students also work on an Independent Research Project on an area of the course they have particular interest in. They develop an awareness of the issue from multiple viewpoints, and collate evidence and references from which to narrate their findings in a speaking exam at the end of the two years.</p> <p>The final term is handed over to revision of the various topics and themes from the two years, as well as exam practice towards their speaking exam with discussion of their nominated topic and analysis of the film and literary work for the writing paper.</p>

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>Year 13 begins with the study of religious language, working to understand whether we can ever make any meaningful statements about religious beliefs. We explore these in contrast to scientific terms to decide whether unproven claims can ever be meaningful.</p>	<p>After the Christmas break we delve into the question of whether miracles can be called religious, or whether they are simply unexplained scientific events. Using this, we engage in a debate regarding their importance for religious believers.</p>	<p>We spend this term exploring the Dialogues between Philosophy, Ethics and Religion, presenting answers from both topics to a variety of key questions in synoptic essays to stretch and challenge our thinking.</p>
	<p>After this, we engage in studies regarding Christianity with the modern issues of science, secularism and migration. Using these, we evaluate whether Christianity has any meaningful responses to these in the modern world.</p>	<p>We finish by looking into the Philosophical debates surrounding life after death and ask whether someone can truly survive after death, putting both religious and scientific answers on trial.</p>	<p>This time is also spent preparing for the A-Level exams, revising key topics from year 12-13 and developing our essay and dialogues writing skills.</p>
	<p>Similarly, in Ethics we begin by questioning whether ethical language has any meaning or whether it is simply opinion.</p>	<p>Meanwhile, in Ethics, we discuss the Christian responses to modern views on gender and sexuality, exploring whether Christianity has outdated views on the subject and how Christian thinkers have responded to this accusation.</p>	
	<p>We then use this knowledge to contrast the moral theories of Bentham and Kant, working out how they would both relate to the challenges of modern ethics.</p>	<p>We finish our exploration of ethics with the question of Free Will and Conscience, asking whether someone can ever be</p>	

		deemed responsible for their actions and how religion and society influence these.	
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SUBJECT		PHYSICS
Subject Lead		Ms V Pecina
OCR A-Level in Physics A		
Paper 1: Modelling physics	37%	Written exam 2 hours 15 mins
Paper 2: Exploring physics	37%	Written exam 2 hours 15 mins
Paper 3: Unified Physics	26%	Written Exam, 1 hour 30 minutes
Practical endorsement in physics	N/A	Non- Examined Practical Assessment



	Autumn Term	Spring Term	Summer Term
What we teach & why	<p>Module 5 - Newtonian world and astrophysics</p> <p>Circular motions build on understanding of motion and explores the mathematics of motion in circular paths. Oscillations explores a new type of motion, seen in objects that vibrate back and forth.</p>	<p>Module 5 - Newtonian world and astrophysics</p> <p>Gravitational fields develop ideas in circular motion, relating them to planetary motion and gravitational potential energy. Students will learn how to predict the motion of planets, stars, and distant galaxies.</p> <p>Cosmology explores ideas of the expansion of the Universe described by Hubble's law, the Big Bang theory, and the as yet unsolved mysteries of dark matter and dark energy</p>	<p>Consolidation of Practical endorsement in physics</p> <p>Revision of all topics previously taught and preparation for exams</p>
	<p>Module 6 – Particles and medical physics</p> <p>Electric fields develop the important concepts of distribution of energy in uniform electric fields. Students will learn how electric fields relate to lightning strikes, smart windows, and particle accelerators. Magnetic field explores the motion of particles in magnetic fields.</p>	<p>Module 6 – Particles and medical physics</p> <p>Particle physics develops ideas of the nature of the atom and its nucleus, as well as introducing a new world of fundamental particles.</p> <p>Medical imaging introduces the variety of techniques used in modern diagnostic testing, including X-rays, CAT scans, PET scans and ultrasound scans</p>	

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>We start the year exploring the topics Approaches, Biopsychology and Research methods.</p> <p>These topics follow on from year 1 content, and are assessed on Paper 2. To fully access this content, knowledge and skills acquired in year 1 are needed to meet the demands of this new content. Students will explore Neuropsychology, which is the functioning of the brain in addition to Biological rhythms.</p> <p>Within the study of Psychological Approaches the students will develop an understanding of the Humanistic and Psychodynamic approaches. Students will develop skills which will allow them to critically compare approaches taught during year 1 and year 2.</p>	<p>During the Spring term the students will explore the topics Relationships, Schizophrenia and Aggression</p> <p>These topics are assessed on Paper 3. To fully access this content, knowledge and skills acquired in year 1 are needed to fully meet the demands of the new content.</p> <p>The study of Relationships will provide students with the skills to critically discuss evolutionary and social psychological explanations behind relationship formation, maintenance and dissolution.</p> <p>Within the topic of Schizophrenia; students will explore the classification and diagnosis of Schizophrenia. Students will be able critically discuss different psychological approaches for explaining and treating Schizophrenia.</p> <p>The study of Aggression, will equip students with the knowledge and understanding of</p>	<p>The final topic taught is Issues and Debates</p> <p>This is a consolidation topic; the content in this topic is taught within all earlier topics, therefore allows for revision of the course and aids comprehension of early content taught.</p> <p>This topic is predominantly assessed in paper 3, however can be used within debates in paper 2 and paper 3.</p> <p>Students will investigate and apply themes such as Gender and culture in psychology, as well as Psychic determinism alongside the consequences of reductionism.</p>

		the biological and social mechanisms behind aggressive behaviour. Students will utilise knowledge acquired during year 1 (social influence and Approaches) to develop critical insight into these theories.	
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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>We start the year exploring the topics; Crime and Deviance then move onto Global Development</p> <p>These topics are assessed on paper 3 and require skills developed in year 1 to fully access this content.</p> <p>Through the study of Crime and Deviance the students will foster a critical awareness of contemporary social processes and changes involved in the development of criminality within society.</p> <p>Within the topic of Global development students will explore the impact of Globalisation on today's society in relation to policy, structure and equality.</p>	<p>The study of Global Development will continue on into the spring term. During spring term students will continue to their develop Sociological research skills within the topic Theory and Methods</p> <p>The study of Theory and Methods will be explored in depth within this term; where students will explore different methods of investigation used in sociological research.</p> <p>The study will engage students in theoretical debate while encouraging an active involvement with the research process.</p> <p>Skills developed within this topic will be assessed on paper 3.</p>	<p>During the summer term the students will engage exam practice to ensure that they are ready for final exams in the June:</p> <p>Essay writing skills</p> <p>Revision and Consolidation</p> <p>Exam preparation</p>

SUBJECT	L3 CTEC in Business - Marketing
Head of Department	Ms S de Souza
OCR L3 CAMBRIDGE TECHNICAL DIPLOMA IN BUSINESS – Marketing Pathway 05837	
Unit 3: Business Decisions	Exam
Unit 7: Marketing Campaign	Coursework
Unit 15: Change Management	Exam
Unit 16: Principles of Project Management	Coursework
Unit 22: Deliverig a Business Project	Coursework



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Unit 3 – Business Decisions</u></p> <p>All businesses make decision. Students will discuss key decisions such as extending a product range, a business changing direction and targeting a new market, or if it should expand. In this unit you will develop your skills of business decision-making using multiple sources of information. You will have the opportunity to showcase your skills by making a business decision based on evidence and you will be required to justify the decision you make.</p> <p><u>Unit 7 – Marketing Campaign</u></p> <p>To create brand awareness and attract new customers, businesses have many choices of how and where to promote or advertise their products. In</p>	<p><u>Unit 15 - Change management</u></p> <p>In order to be successful, businesses must be proactive in responding to changes in their day-to-day and longer term activities. Businesses must constantly be aware of the changes that are taking place locally, nationally as well as globally, in order to adapt and adjust their business activities accordingly. You will learn what to do to manage change and be able to apply this to any changes impacting on units being studied as part of this qualification, especially Unit 22 Delivering a business project.</p>	<p><u>Unit 15 - Change management</u></p> <p>You will develop your ability to interpret quantitative and qualitative data to establish how effectively change is managed. You will learn that you need to be able to support the implementation of change to ensure that the organisational objectives of change are met. In this unit, you will learn you have to gain the commitment of stakeholders, and that this may involve managing resistance to change, both during and after implementation.</p> <p><u>Unit 16 - Principles of Project Management</u></p> <p>You will plan a project, and prepare a project plan. You</p>

	<p>this unit, you will learn why selecting appropriate marketing methods is crucial for success. You will learn about the marketing mix and the influence of the media as well as other important elements to consider when promoting a product.</p>	<p><u>Unit 16 - Principles of Project Management</u></p> <p>In this unit you will learn about the stages of project management, and the type of skills a project manager should have. You will also learn why you need to monitor the progress of projects as it is vital to their successful completion and implementation.</p>	<p>will learn about the different planning tools available for project planning. This unit will help you to develop the skills required to plan projects and be aware of possible obstacles that can impact on the outcome of a project.</p>
	<p><u>Unit 22 - Delivering a Business Project</u></p> <p>A business project comprises tasks and activities to be carried out in order to reach intended outcomes. You will gain understanding that being able to scope and deliver a project is an important skill used in business. Projects require the involvement of many different people and a strong project manager.</p>	<p><u>Unit 22 - Delivering a Business Project</u></p> <p>You will appreciate that as a team, you will collectively take responsibility for project management to ensure the successful planning, implementation, monitoring and control of a project. You will also create an individual plan that defines your own role in the project administration, delivery and support.</p>	<p><u>Unit 22 - Delivering a Business Project</u></p> <p>This unit will require you to learn and apply the skills necessary to deliver a business project. This could be, for example, to research a marketing campaign and launch it or arrange a sponsored event for charity and then review the extent to which the project has been successful.</p>

SUBJECT	VOCATIONAL: HEALTH & SOCIAL CARE
Subject Lead	Ms A James
OCR L3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN HEALTH & SOCIAL CARE	
Unit 10: Nutrition for Health	Coursework
Unit 2: Equality, diversity and rights in health and social care	Coursework
Unit 11: Career planning for health and social care	Coursework
Unit 12: Promote positive behaviour	Coursework
Unit 13: Sexual health, reproduction and early developmental stages	Coursework
Unit 23: Sociology for Health & Social Care	Coursework
Unit 22: Psychological Perspectives for Health & Social Care	Coursework
Unit 8: Creativity and activity for children and young people	Coursework
Unit 21: Looked after children and young people	Coursework
Unit 24: Public Health	Coursework

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students will begin the course exploring units, which aim to develop knowledge on the core principles of Health and Social Care.</p> <p>Unit 10: Nutrition for Health This unit introduces nutritional health and the components of good nutrition. Students will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being</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 11: Career planning for health and social care This unit will support students in understanding the career pathways available to students and the requirements and attributes needed in order to succeed. Students will explore the roles and responsibilities in health and social care sectors and consider the entry requirements and skills needed for different roles. Students will look at the organisational structure and career pathways in the sector they want to pursue. Students will then be able to make informed choices when considering career pathway in health and social care.</p> <p>Unit 12: Promote positive behaviour This unit gives students the opportunity to understand some of the policy and legislation that support managing behaviour and the use of restrictive</p>	<p>Units taught in the spring term will develop an understanding service users who access health and social care provisions</p> <p>Unit 13: Sexual health, reproduction and early developmental stages This unit will look at the development from conception to a one-year-old child. On successful completion students will have a sound understanding of the importance of sexual health and contraception. students will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact</p> <p>Unit 23: Sociological Perspectives for Health & Social Care: The unit will consider different perspectives about illness; the role of the professional and their relationship to their patients/clients; the social distribution of health between different groups in society and the organisation of the health and social care sector. Relating sociological theories to beliefs, values and practices in health and social care will enable students to develop their knowledge and understanding about contemporary issues in the health and social care sector.</p> <p>Unit 22: Psychological Perspectives for health & Social Care: This unit introduces students to the human mind and why we behave the way we do. It will introduce students to a range of psychological perspectives and you will be able to make links between these, behaviour change and health and wellbeing. It will help students to apply their understanding of human</p>	<p>During the summer term students work will be External Moderation by OCR</p> <p>Unit 21: Looked after children and young people This unit aims to develop students understanding of the roles and responsibilities of professionals who work with children and young people; and the rights and needs of children and young people in care. This unit aims to highlight the reasons why children and young people enter care and the problems they may experience. The rights of children or young people need to always be at the heart of decisions made about them and therefore understanding their needs and views is crucial.</p> <p>Unit 24: Public Health Through this unit students will develop an understanding of the ways public health and wellbeing is promoted in order to benefit society as a whole and to reduce health inequalities. Students will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population.</p>

	<p>interventions. Students will learn how to recognise changes in behaviour which may prevent escalation of behaviour and to recognise how individuals are affected by the experience of challenging behaviour.</p>	<p>behaviour to a health and social care context, from helping individuals overcome emotional problems, understanding why individuals may ignore symptoms, to how to overcome barriers which may prevent individuals from maintaining health and wellbeing</p> <p>Unit 8: Creativity and activity for children and young people: In this unit students will learn how to encourage children and young people to be creative and look at the role of the practitioner in developing this skill. Students will be able to support the development of creativity in children and young people by understanding the value of it and the ways in which it can be developed.</p>	
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