



Championing every student at Greyfriars

LEARNING IN Y12

COURSE CONTENT OVERVIEW

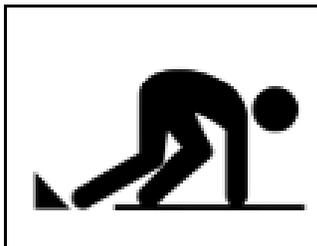


At Greyfriars Catholic School, lessons throughout the school include effective teaching techniques that help students to learn: by **understanding** new content and knowledge, **remembering** what they have been taught and **applying** this knowledge. These make up our 10 Teaching Techniques.



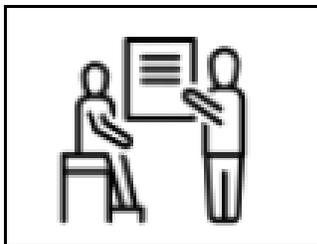
GREYFRIARS CATHOLIC SCHOOL

TOP 10 TEACHING TECHNIQUES



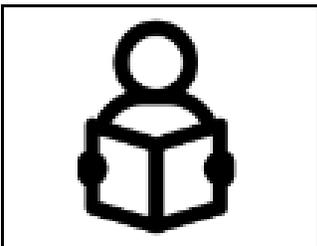
SILENT STARTER

Lessons start with a retrieval task so that students remember more



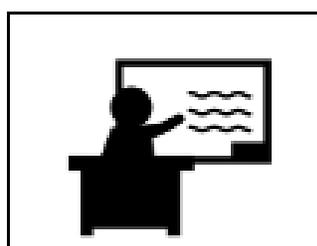
EXCELLENT EXPLANATIONS

Explanations are planned so that students learn new information successfully



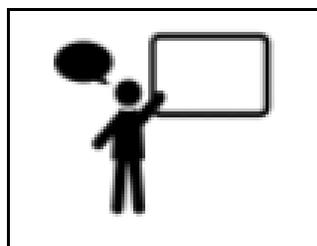
READ TO SUCCEED

Students read often so that they can make progress in every subject



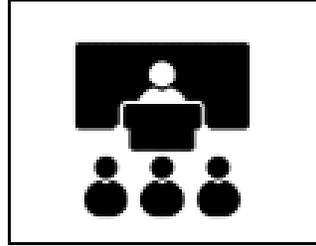
MODELLING: BASIC TO BRILLIANT

Teachers model learning so that students can see how to improve



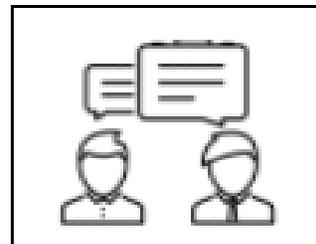
I SAY, YOU SAY

Students practise new words so they are easier to remember & learn



COLD CALL

Students answer questions so that teachers can check for understanding



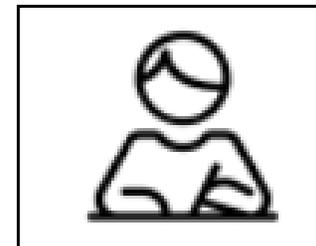
THINK, TURN & TALK

Students practise the learning through pair work to become confident



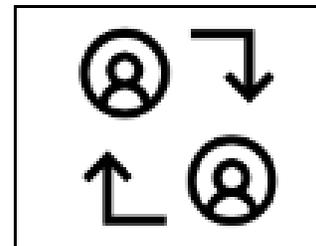
BECAUSE, BUT, SO

Knowledge is applied so that teachers can check for understanding



SILENT SOLO

Regular silent, independent work happens so that students think hard about their learning



FEEDBACK LOOP

Students have regular feedback so that they know how to improve

This booklet gives information about the key learning and content that will be covered in Year 11 and is intended to provide a starting point for students and families. It shows what topics will be covered and in what order throughout the year and gives information about resources or additional opportunities for extending learning beyond the classroom.

If you require further information about the course content of a particular subject, please contact the relevant faculty and subject leads listed below:

Head of Year 12 & 13 : Ms Kate McCabe k.mccabe@gfcs.uk

Subject Leader for Business & Computing: Mrs Megan Hamilton-Hall m.hamilton@gfcs.uk

Subject Leader for Design Technology & Art: Mr Alan Thornhill a.thornhill@gfcs.uk

Faculty Leader for English & MFL (Includes French & Film Studies) : Mrs Louise Norton
l.norton@gfcs.uk

Faculty Leader for Humanities (includes Geography & History): Mrs Harriet Pitcher
h.pitcher@gfcs.uk

Faculty Leader for Mathematics: Mr James Secker j.secker@gfcs.uk

Faculty Leader for Religious Education (includes Sociology & Philosophy): Ms Michaela Jelfs
m.jelf@gfcs.uk

Faculty Leader for Science: Mr David Turner d.turner@gfcs.uk

Subject Leader for Sport & PE: Mr Dan Hoskin d.hoskin@gfcs.uk

COURSE OVERVIEW Y12: **ART**

Exam Board: Edexcel Fine Art (9FA0)

Students will study the following topics in Y12:

Students are required to work in one or more area(s) of Fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture
- ceramics
- installation
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography.

What will students learn?

During this course you will complete a selection of thoughtfully presented practical and written work that demonstrates the breadth and depth of study. You will experiment with a variety of tools, materials and processes and develop skills in all of the following:

- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
- awareness of intended audience or purpose for their chosen area(s) of fine art
- understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
- appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino & screen printing, photo silkscreen, lithography
- understanding of pictorial space, composition, rhythm, scale and structure
- appreciation of colour, line, tone, texture, shape and form.

develop knowledge and understanding in all of the following:

- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to fine art
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.

How does this connect to prior learning and where will this be revisited?

A-level builds on the skills, knowledge and understanding developed through study at GCSE. Artist analysis and creative presentation skills previous covered in Year 11 Fine Art projects.

Where this will be revisited:

In year 13 A Level, students will continue to explore a range of both traditional and new fine art media, processes and techniques. Students will enhance your skills and techniques: Lino printing/pen work/ watercolour/acrylic/ photography/mono printing/surface embellishment/papermaking etc

What will students be assessed on?

The A level fine Art consists of two components, both teacher assessed and externally moderated:

- Component 1 60% of the total qualification Internally set assessed by the teacher and externally moderated.
- Component 2 40% of the total qualification Externally set, assessed by the teacher and externally moderated.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>Component 1 (50%)</p> <p>Surfaces</p> <p>Independently investigating the theme.</p> <p>AO1, AO2, AO3</p>	<p>Component 1 (50%)</p> <p>Surfaces</p> <p>Independently investigating the theme.</p> <p>Developing designs for the final outcome.</p> <p>AO1, AO2,AO3</p>	<p>Component 1 (50%)</p> <p>Developing designs for outcome.</p> <p>Creating Final</p> <p>AO1, AO2, AO3, AO4</p>	<p>Component 2 (50%)</p> <p>Externally Set Project</p> <p>Independently investigating the theme.</p> <p>AO1, AO2, AO3</p>	<p>Component 2 (50%)</p> <p>Externally Set Project</p> <p>Developing designs for the final outcome.</p> <p>Creating Final Outcome</p> <p>AO1, AO2, AO3, AO4</p>	<p>A Level Fine Art Component 1 (60%)</p> <p>Independent project on negotiated Theme.</p> <p>Investigating the theme</p> <p>AO1, AO2, AO3</p>

What resources or activities will extend students' learning?

Portfolio workshops for University, Lunch and afterschool support sessions, Textbooks, Google classroom. Visits to galleries, museums, workshops and studios, including the Ashmolean and Pitt Rivers.

COURSE OVERVIEW Y12: **BIOLOGY**

Exam Board: **OCR Biology A-Level (H420)**

A level Biology obviously shows a significant increase in demand compared to GCSE Science both in terms of numeracy and literacy skills. There is an increase in the focus on application of knowledge to problem solving exercises and a reduction in the more simplistic retention of facts. In other words Biology at A level is a demanding subject through which students develop not just their understanding of this subject but also their ability to think in a logical and sequential manner. This high level of academic demand coupled with the development of application and scientific skills is why A level Biology is so highly respected by both universities and employers alike.

The A level Biology course covers a lot of content and so requires students to be willing to apply themselves across both years. This being said, the Biology department at GFCS is highly experienced and we seek to ensure that all our students are fully supported in their studies as well as focusing support for each individual on those topics they find challenging or difficult to master.

Students will study the following topics in Y12 Biology:

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
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TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Foundations in biology	Foundations in biology & Exchange and transport	Exchange and transport	Biodiversity, evolution and disease	Biodiversity, evolution and disease	Review and Revision of Topics in Modules 1 to 4. Exams

Module 1 – Development of practical skills in biology

1.1 Practical skills assessed in a written examination, 1.2 Practical skills assessed in the practical endorsement.

Module 2 – Foundations in biology

2.1.1 Cell structure, 2.1.2 Biological molecules, 2.1.2 Biological molecules, 2.1.4 Enzymes, 2.1.5 Biological membranes, 2.1.6 Cell division, cell diversity and cellular organisation.

Module 3 – Exchange and transport

3.1.1 Exchange surfaces, 3.1.2 Transport in animals, 3.1.3 Transport in plants

Module 4 – Biodiversity, evolution and disease

4.1.1 Communicable diseases, disease prevention and the immune system, 4.2.1 Biodiversity, 4.2. Classification and evolution

How does this connect to prior learning and where will this be revisited?

- KS2, KS3, KS4 Biology all units.
- In A level Biology we build in regular revision and review of prior learning to ensure that both recall of subject content and our student's ability to apply this knowledge is continuously developed and strengthened.

What will students be assessed on?

PPE 1: Biological processes (01) 100 marks 2 hour 15 minutes written paper

PPE 2: Biological diversity (02) 100 marks 2 hour 15 minutes written paper

What resources or activities will extend students' learning?

We use a wide range of support materials. Students are given a course text-book and access to our online resources that support this course. We also provide students with opportunities to develop and contextualise their learning through trips, University experience sessions as well as supporting additional learning in Olympiads and other academic challenges.

OCR Specification:

<https://ocr.org.uk/Images/171736-specification-accredited-a-level-gce-biology-a-h420.pdf>

COURSE OVERVIEW Y12: BUSINESS STUDIES

Exam Board: **Pearson Business BTEC Level 3 National Foundation Diploma**

Students will study the following topics in Y12:

- Unit 1 - Exploring Business
- Unit 2 - Developing a marketing plan
- Unit 8 - Recruitment and selection process
- Unit 27 - Work experience in Business

What will students learn?

Unit 1 - Exploring Business

- A1 Features of businesses
- A2 Stakeholders and their influence
- A3 Effective business communications
- B1 Structure and organisation
- B2 Aims and objectives
- C1 External environment
- C2 Internal environment
- C3 Competitive environment
- C4 Situational analysis
- D1 Different market structures
- D2 Relationship between demand, supply and price
- D3 Pricing and output decisions
- E1 Role of innovation and enterprise
- E2 Benefits and risks associated with innovation and enterprise

Unit 2 - Developing a marketing plan

- A1 The role of marketing
- A2 Influences on marketing activity
- B1 Purpose of researching information to identify the needs and wants of customers
- B2 Market research methods and use
- B3 Developing the rationale
- C2 Marketing mix
- C3 The marketing campaign
- C4 Appropriateness of marketing campaign

Unit 8 - Recruitment and selection process

- A1 Recruitment of staff
- A2 Recruitment and selection process
- A3 Ethical and legal considerations in the recruitment process
- B1 Job applications

- B2 Interviews and skills
- C1 Review and evaluation
- C2 SWOT analysis and action plan

Unit 27 - Work experience in Business

- A1 Work-related learning (a minimum of 40 hours in total is required)
- A2 Outcomes and benefits of work experience
- A3 Planning for work experience
- B1 Induction
- B2 Role and tasks
- B3 Working safely
- C1 Learning from work placement
- C2 Using feedback and setting goals

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Unit 1 - Exploring Business Part A&B Coursework (Please see content listed above)		Unit 1 - Exploring Business Part B&C coursework (Please see content listed above)	Unit 1 - Exploring Business Part E coursework (Please see content listed above)	Unit 8 Recruitment and selection process (Please see content listed above)	
Unit 2 - Developing a marketing plan (Please see content listed above)	Unit 27 - Work experience in Business				Unit 8

What will students be assessed on?

Units 1, 8 and 27 are coursework based units

Student work is marked regularly and feedback is provided for students. Coursework is moderated and assessed for external verification by a Pearson accredited officer.

Unit 2 is an exam based unit

Student sit a series of class tests in preparation for their Exam sat in January

The final exam paper is graded by Pearsons

What resources or activities will extend students' learning?

Textbook - BTEC Nationals Business Student Book 1 + Activebook: For the 2016 specifications (BTEC Nationals Business 2016)

Students conduct extensive research to complete their coursework units

COURSE OVERVIEW Y12: CHEMISTRY

Exam Board: **OCR Chemistry A-Level (H432)**

Chemistry at A Level is highly valued by both employers and University admissions tutors because it not only requires a high degree of academic ability but also because it gives students a range of skills that enhance their ability to develop ideas and arguments in a methodical and logical manner. A level Chemistry covers a wide range of different topics that cover the main three regions of this subject: Inorganic, Organic and Physical Chemistry. Our students develop both their numeracy and literacy skills throughout the course, learning how to apply their knowledge in these areas to generate well rounded and complete responses to advanced level problems. A level Chemistry is a very practical subject and students carry out a number of investigations which support and extend their learning in this subject.

It is true that Chemistry at A level is not the easiest subject but it is both highly rewarding to those that study it as well as being a requirement for access to a wide range of higher studies. Our Chemistry department is staffed with very experienced teachers who have not only taught at this level for a considerable time but have also worked in the Chemical industry and lectured at University level.

Students will study the following topics in Y12 Chemistry:

- Module 1 – Development of practical skills in chemistry
- Module 2 – Foundations in chemistry
- Module 3 – Periodic table and energy
- Module 4 – Core organic chemistry

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Development of practical skills in chemistry	Development of practical skills in chemistry	Development of practical skills in chemistry	Development of practical skills in chemistry	Development of practical skills in chemistry	Development of practical skills in chemistry
Foundations in chemistry	Foundations in chemistry Core organic chemistry	Periodic table and energy Core organic chemistry			

What will students learn?

Module 1 – Development of practical skills in chemistry

Practical skills assessed in a written examination, Practical skills assessed in the practical endorsement.

Module 2 – Foundations in chemistry

Atoms, compounds, molecules and equations, Amount of substance, Acid–base and redox reactions, Electrons, bonding and structure.

Module 3 – Periodic table and energy

The periodic table and periodicity, Group 2 and the halogens, Qualitative analysis, Enthalpy changes, Reaction rates and equilibrium (qualitative).

Module 4 – Core organic chemistry

Basic concepts, Hydrocarbons, Alcohols and haloalkanes, Organic synthesis, Analytical techniques (IR and MS).

How does this connect to prior learning and where will this be revisited?

Connections to prior learning:

- KS2, KS3, KS4 all Chemistry units.
- Where this will be revisited: KS5 higher studies (Year 13).

What will students be assessed on?

PPE1: Periodic table, elements and physical chemistry (01) 100 marks 2 hours 15 minutes written paper

PPE2: Synthesis and analytical techniques (02) 100 marks 2 hours 15 minutes written paper

Both exam papers will be a reflection of the end of Year 13 final exam papers but with appropriate questions for those topics covered thus far in Year 12. We aim to assess all content in Year 12 as it would be in the final A-level papers and to then apply “real-world” mark schemes and grade boundaries. We feel this is the best way to give our students a true taste of what is to come as well as to allow them to know where they are in their learning journey.

What resources or activities will extend students' learning?

Students are given text books to allow them to support their learning in lessons outside of the classroom. We use the Google Classroom platform to communicate additional tasks and resources that allow for a constant dialogue between staff and students, and we stretch and enhance our students' learning through trips and visits as appropriate.

OCR Specification:

<https://www.ocr.org.uk/images/171720-specification-accredited-a-level-gce-chemistry-a-h432.pdf>

COURSE OVERVIEW Y12: DESIGN & TECHNOLOGY

Exam Board: **AQA Product Design A Level**

Students will study the following topics in Y12:

- Technical principles (TP)
- Design and making principles (DMP)
- Designing and making principles: including NEA (non-exam assessment)

What will students learn?

- Materials and their applications (TP)
- Testing materials (TP)
- Performance characteristics of materials (TP):
 - papers and boards
 - composites
 - polymer based sheet and film
 - biodegradable polymers
 - woods
 - smart and modern materials.
 - Metals
 - Polymers
- Design methods and processes (DMP)
- Design theory (DMP)
- Technology and cultural changes (DMP)
- Design processes (DMP)
- Critical analysis and evaluation (DMP)
- Selecting appropriate tools, equipment and processes (DMP)
- Accuracy in design and manufacture (DMP)
- Responsible design (DMP)
- Design for manufacture (DMP)
- Enhancement of materials (TP)
- Forming, redistribution and addition processes (TP)
- The use of finishes (TP)
- Modern and industrial commercial practice (TP)
- Digital design and manufacture (TP)
- Product design and development (TP)
- Health and safety (TP)
- Design for manufacturing, maintenance, repair and disposal (TP)
- Enterprise and marketing in the development of products (TP)
- Design communication (TP)

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Materials and their applications (TP) Testing materials (TP) Performance characteristics of materials •papers and boards •composites. Performance characteristics of materials •polymer based sheet and film •biodegradable polymers. Performance characteristics of materials •woods •smart and modern materials. Performance characteristics of materials Metals NEA Task Student directed time on the NEA	(DMP) Design theory (DMP) Technology and cultural changes Design processes (DMP) Critical analysis and evaluation Selecting appropriate tools, equipment and processes (DMP) Accuracy in design and manufacture NEA Task Student directed time on the NEA	Responsible design (DMP) Design for manufacture (DMP) Enhancement of materials (TP) Forming, redistribution and addition processes (TP) Forming, redistribution and addition processes (TP) Forming, redistribution and addition processes (TP) The use of finishes (TP) NEA Task Student directed time on the NEA	The use of finishes (TP) Modern and industrial commercial practice Digital design and manufacture (TP) Product design and development (TP) Health and safety (TP) Design for manufacturing, maintenance, repair and disposal (TP) Enterprise and marketing in the development of products (TP) Completion of the digital folder ready for internal standardisation and sending for external examination NEA Task Student directed time on the NEA	Design communication (TP) Exam preparation – Exam technique Exam preparation – (TP) Maths and Science tasks and supporting worksheets to reinforce learning Past papers	Examination preparation Past papers NEA Task Student directed time on the NEA

How does this connect to prior learning and where will this be revisited:

In order to promote high-quality design thinking, the concept of Iterative design was introduced in Key Stage 4. Students need a breadth of technical knowledge and understanding to make effective choices in relation to the selection of materials, components and systems. Emerging technologies, environmental issues and the impact on society have all been considered by students in the DT learning journey, as well as awareness of developments in materials technology and how these impact on the design and use of products.

In Year 13, students will develop their understanding on core technical principles, specialist technical principles and designing and making principles: including NEA (non-exam assessment)

What will students be assessed on?

PPE 1 and PPE 2 - Written exam: 1.5 hours

The A level is awarded on the completion of two Components of work:
Written Exams 50% and NEA 50%

What resources or activities will extend students' learning?

Use the textbook AQA A-Level Design and Technology: Product Design (Hodder Education)

Explore a variety of activities and challenges that can be used to support students design and technology education at STEM

<https://www.stem.org.uk/home-learning/secondary-design-technology>

Fixperts is a learning programme responding to our changing world. Started as a passion project it's grown to be a robust and agile framework. Conceived and run by the people at Forth – a community interest company built by award-winning researchers, designers and educators who believe in the power of creativity as a tool for social change. Because the world needs fixing <https://fixperts.org/about/>

Onshape, sketchup - CAD packages.

Focus - an online Design and Technology subscription

COURSE OVERVIEW Y12: ENGLISH LITERATURE

Exam Board: **AQA English Literature A Level**

Students will study the following topics in Year 12

Paper 1: Option A; Aspects of tragedy

One Shakespeare text: Othello

A second drama text: Death of a Salesman by Arthur Miller

One pre-1900 text: Poetry - John Keats

Paper 2: Option A; Elements of crime writing

One post-2000 prose text; When Will There Be Good News by Kate Atkinson

One pre-1900 poetry text: The Rime of The Ancient Mariner by Samuel Taylor Coleridge

Unseen Crime texts

What will students learn?

- Students can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretations and become confident autonomous readers.
- Students experience a rich, challenging and coherent approach to English literature that provides an excellent basis for studying the subject at university.
- The specification encourages the exploration of texts in a number of different ways:
 - the study of texts within specific genres
 - the study of texts through engagement with a range of theoretical ideas
 - writing about texts in a number of different ways.
- Study of critical theory in the non-exam assessment.

Students will study the following topics in Y12:

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Othello Death of a Salesman	Othello Death of a Salesman	Othello/Keats The Rime of the Ancient Mariner	Keats The Rime of the Ancient Mariner	Keats Unseen Crime	Introduction to NEA. Unseen Crime

How does this connect to prior learning?

Students will build on what they have learned from GCSE English Language and English Literature in terms of understanding how writers create meaning through the language, setting and structure they use. Similarly, students will build upon their awareness of genre from studying Modern Drama - An Inspector Calls, Love and Relationships Poetry, 19th Century Novel, Jekyll and Hyde and Shakespeare's tragedy Macbeth.

How and when will students be assessed?

Students' learning is assessed continually throughout the course through regular quizzing, retrieval tasks and regular in-class assessments. Students complete a weekly essay for homework and are encouraged to undertake wider reading to improve their depth and knowledge. Students are also set additional work to complete during compulsory study periods.

Students will be assessed at the end of every unit where they will sit assessments on the content taught.

Students will also sit PPE/Mock exams in Term 2.

What resources will help students extend their learning?

Students use Massolit to consolidate their understanding of the English Literature Texts and extend their knowledge of the texts they are studying.

Students also use the videos created by Amy Smith to support their understanding of Othello: <https://www.youtube.com/channel/UCEYs3c0TMVWE3QL5qXmP0vg/videos>

COURSE OVERVIEW Y12:FURTHER MATHS

Exam Board: **Edexcel Pearson**

Further Maths is a very demanding course, and requires a strong GCSE profile, particularly in Maths and Science subjects. It is a course for those with a strong interest in pursuing Maths, Physics, Engineering or Economics beyond sixth form. A Level Further Maths can only be studied by students who are also studying A Level Maths.

Paper 1: Core Pure Mathematics 1 ((Year 12)

Paper 2: Core Pure Mathematics 2 (Year 13)

Further Mathematics Optional Papers: (Further Stats Year 12) (Further Mechanics Year 13)

Students will study the following topics in Y12 Core Maths:

- Unit 1 Complex Numbers
- Unit 2 Argand Diagrams
- Unit 3 Series
- Unit 4 Roots of polynomials
- Unit 5 Volume of Revolution
- Unit 6 Matrices
- Unit 7 Linear Transformations
- Unit 8 Proof by induction
- Unit 9 Vectors

Students will study the following topics in Y12 Further Stats:

- Unit 1 Discrete Random Variables
- Unit 2 Poisson Distribution
- Unit 3 Geometrical and negative binomial distribution
- Unit 4 Hypothesis testing
- Unit 5 Central Limit Theorem
- Unit 6 Chi Squared tests
- Unit 7 Probability generating functions
- Unit 8 Quality of Tests

How does this connect to prior learning and where will this be revisited?

Connections to prior learning:

- Further Mathematics builds on the Pure Maths covered in A level Maths, whilst also branching out into new areas such as Matrices and Complex Numbers. You will also study Discrete Maths, as well as the option of Further Mechanics or Further Statistics

Where this will be revisited:

- Content will be revisited before Assessment points and be continually revisited during Further Maths HW and in revision classes
- Students will revisit the topics constantly through Revision HW and be asked to go through topics.

What will students be assessed on?

- AP1: Students will be assessed against what they have covered in both Core Maths & Further Stats content
- PPE2: Students will again sit 2 papers covering all topics covered in class.
- PPE3: Students will sit their UCAS predictors and sit two full AS level papers which will help give a predicted grade for UCAS.

What resources or activities will extend students' learning?

<https://integralmaths.org/>

<https://www.desmos.com/>

<https://amsp.org.uk/teachers/a-level/resources>

COURSE OVERVIEW Y12: GEOGRAPHY

Exam Board: **AQA Geography**

Students will study the following topics in Y12:

- Changing Places
- Population and the Environment
- Hazards
- Coasts

What will students learn?

Changing Places

- The nature and importance of places
- Changing places – relationships, connections, meaning and representation
- Relationships and connections
- Meaning and representation
- Quantitative and qualitative skills
- Place studies

Population and the environment

- Environment and population
- Environment, health and well-being
- Population change
- Principles of population ecology and their application to human populations
- Global population futures
- Case studies

Natural Hazards

- The concept of hazard in a geographical context
- Plate tectonics
- Volcanic hazards
- Seismic hazards
- Storm hazards
- Fires in nature
- Case studies

Coasts

- Coasts as natural systems
- Systems and processes
- Coastal landscape development
- Coastal management
- Quantitative and qualitative skills
- Case studies

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Changing Places (Mr Edmed)	Changing Places (Mr Edmed)	Changing Places (Mr Edmed)	Hazards (mr Edmed)	Hazards (mr Edmed)	NEA- Preparation, data collection and write up.
Population and Environment (Mrs Pitcher)	Population and Environment (Mrs Pitcher)	Population and Environment (Mrs Pitcher)	Coasts (Mrs Pitcher)	Coasts (Mrs Pitcher)	

Examination Skills

- AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).
- AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).
- AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:
 - investigate geographical questions and issues
 - interpret, analyse and evaluate data and evidence
 - construct arguments and draw conclusions (20–30%).

How does this connect to prior learning and where will this be revisited?

Connections to prior learning:

- Year 7- Map Skills and Geographical skills
- Year 8- Population
 - Natural Hazards
 - Climate Change
- Year 9- Development
 - Urbanisation

Resource Management

- Year 10- Natural Hazards
Climate Change
- Year 11- Resource management
Economic challenges
Urban change
Food

What will students be assessed on?

PPE 1: Population and the Environment and Changing Places.

PPE 2: Population and the Environment and Changing Places and Natural hazards.

What resources or activities will extend students' learning?

- <https://www.internetgeography.net/wider-reading-in-geography/> (reading)
- <https://www.internetgeography.net/wider-listening-in-geography/> (listening)
- <https://www.internetgeography.net/wider-watching-in-geography/> (watching)

COURSE OVERVIEW Y12: HISTORY

Exam Board: **OCR History A level**

Students will study the following topics in Y12:

- The Early Tudors Henry VII to Mary I 1485 - 1558
- Cold War in Asia 1945 to 1993
- Coursework - Independent Essay

What will students learn?

Tudor England 1485 to 1558

Henry VII

- Weakness of position in 1485
- How was contender, pretender and rebellions dealt with
- How did Henry organise government and finance in the country
- How did Henry control the nobility
- How successful was Henry's foreign policy

Henry VIII

- Character and aims of Henry
- Rise and government of Cardinal Wolsey
- Fall of Wolsey
- The Great Matter
- English Reformation
- Opposition and Fall of Thomas Cromwell
- Henry's rule in 1540s and Death

Edward VI

- Issues around minority rule and factionalism
- Economic problems and opposition
- Development of Protestantism

Mary I

- Issue of gender and politics
- Marriage and Opposition
- Reintroduction of Catholicism

Cold War in Asia

US policy in Asia up to 1950

- Why does a Cold War develop?
- Evaluation of US policies in Asia

- How successful was the Containment Policy by 1950?

Korean War

- Why did Trusteeship fail?
- Causes of the Korean War
- Key parts of the Korean war and why did General Macarhur get sacked?
- Outcomes of the Korean War
- Long term impact of the Korean War by 1977

Indochina

- French Indochina
- Geneva Conference and creation of Vietnam
- Vietnamese Civil war up to 1963
- Why did the US become more involved in Vietnam by 1963?

The Vietnam War up to 1965

- Johnson's War 1964 to 1968
- Tet Offensive 1968
- Nixon's War 1969 to 1973
- Consequences of the Vietnam War and impact on Sino-Soviet Relations

Cambodia

- Sihanouk 1955 to 1970
- Fall of the Khmer Republic
- Pol Pot and Democratic Kampuchea 1975 to 1978
- Vietnamese invasion and consequences up to 1993

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Henry VII 1485 to 1509 And US policy in Asia up to 1950	Henry VIII and creation of the Church of England 1509-1547 And Korean War 1950 to 53 and long term effect up to 1977	Edward VI and the mid Tudor crisis? 1547 to 1553 And Indochina and Why US gets involved in Vietnam 1954 to 1963	Mary I and mid Tudor crisis? 1553 to 1558 And Vietnam war and long term effect 1963 to 1993	Cambodia 1945 to 1993 And Independent Essay	Independent Essay

How does this connect to prior learning and where will this be revisited?

Connections to prior learning:

- Key historical skills of cause and consequence, significance, change and continuity, using historical evidence interpretations and using historical evidence historical sources. Used through KS3 and KS4.
- Built on KS4 unit conflict and tension in Asia 1950 to 1975 and Tudor unit at KS3.

Where this will be revisited:

- Content covered in both Year 12 units
- Similar language in exam questions

What will students be assessed on?

Tudor Paper

Part 1 - Essay based question. Select from two essays covering either:

- Henry VII 1485 to 1509
- or
- Henry VIII 1509 to 1547

Part 2 - Source based question. Will compare four sources about a given topic. Topics are:

- Edward VI issues with age, religion and opposition
- Mary I issues with gender, religion and opposition

Cold War Paper

Part 1 - Comparison question comparing two factors and deciding which had a more important link to the topic in question. This could be on any aspect of the content.

Part 2 - Essay question evaluating the importance of something in relation to a topic. This could be on any aspect of the content.

What resources or activities will extend students' learning?

Massolit lectures - Cover all topics - <https://www.massolit.io>

BBC history extra contains additional articles on all topics - <https://www.historyextra.com/>

I'm stuck revision made easy - <https://www.youtube.com/c/ImStuckGCSERevision>

COURSE OVERVIEW Y12: MATHS

Exam Board: **Pearson Edexcel Mathematics**

Students will study the following topics in Y12:

Students in Year 12 will study the content of the new A-Level Edexcel Maths syllabus which consists of the study of Pure Mathematics and the study of the application of mathematics in Mechanics and Statistics. During this two-year course, you will be able to sharpen your skills in mathematics and take your powers of logic, analysis and problem-solving to the next level.

Students will study the following topics in Pure Maths:

- Unit 1 Algebraic Expressions
- Unit 2 Quadratics
- Unit 3 Equations & Inequalities
- Unit 4 Graphs & Transformations
- Unit 5 Straight Line Graphs
- Unit 6 Circles
- Unit 7 Algebraic Methods
- Unit 8 Binomial Expansion
- Unit 9 Trigonometric Ratios
- Unit 10 Trig Identities & Equations
- Unit 11 Vectors
- Unit 12 Differentiation
- Unit 13 Integration
- Unit 14 Exponentials & Logs

Students will study the following topics in Stats & Mechanics

- Unit 1 Data Collection
- Unit 2 Measures of location and spread
- Unit 3 Representations of data
- Unit 4 Correlation
- Unit 5 Probability
- Unit 6 Statistical distributions
- Unit 7 Hypothesis Testing
- Unit 8 Modelling in Mechanics
- Unit 9 Constant acceleration
- Unit 10 Forces and Motion
- Unit 11 Variable acceleration
-

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Pure: Unit 1 Algebraic Expressions Unit 2 Quadratics Unit 3 Equations & Inequalities Unit 4 Graphs & Transformations Stats & Mechanics: Unit 1 Data Collection Unit 2 Measures of location and spread	Pure: Unit 5 Straight Line Graphs Unit 6 Circles Unit 7 Algebraic Methods Stats & Mechanics: Unit 3 Representations of data Unit 4 Correlation Unit 5 Probability	Pure: Unit 8 Binomial Expansion Unit 9 Trigonometric Ratios Unit 10 Trig Identities & Equations Unit 11 Vectors Stats & Mechanics: Unit 6 Statistical distributions Unit 7 Hypothesis Testing	Pure: Unit 12 Differentiation Unit 13 Integration Stats & Mechanics: Unit 8 Modelling in Mechanics Unit 9 Constant acceleration	Pure: Unit 13 Integration Unit 14 Exponentials & Logs Stats & Mechanics: Unit 10 Forces and Motion Unit 11 Variable acceleration	REVISION & UCAS PREDICTOR EXAMS & Start Year 13

How does this connect to prior learning and where will this be revisited?

Connections to prior learning:

- Year 12 SOW builds on GCSE curriculum

Where this will be revisited:

- Content will be revisited before Assessment points and be continually revisited during Maths HW and in revision classes
- Students will revisit the topics constantly through Revision HW and be asked to go through topics through A level maths tutor

What will students be assessed on?

- AP1: Students will be assessed against what they have covered in both Pure & stats/Mechanics content
- PPE2: Students will again sit 2 papers covering all topics covered in class.
- PPE3: Students will sit their UCAS predictors and sit two full AS level papers which will help give a predicted grade for UCAS.

What resources or activities will extend students' learning?

<https://integralmaths.org/>

<https://www.desmos.com/>

<https://amsp.org.uk/teachers/a-level/resources>

COURSE OVERVIEW Y12: PHYSICS

Exam Board: **OCR Physics Specification H556**

In Physics at A-level we aim to give our students both the detailed understanding of the academic content covered in this subject and the skills needed to apply this understanding to problems of increasing complexity. We do this through a well structured sequence of tutorials, lectures, practicals and application workshops where we cover the ideas and then proactive their application both in a practical and theoretical setting.

A level Physics demands a highly methodical approach and it helps our students to develop their in themselves the discipline needed to follow academic studies beyond the sixth form. It is for this reason that this subject is highly regarded by both Admission tutors and employers alike.

Obviously a good mathematical mind is an essential for Physics but we also seek to develop our students ability to respond to more expansive questions and to communicate their understanding in a fluid and concise manner.

Students will study the following topics in Y12 / Y13 Physics:

- Module 1 – Development of practical skills in physics
- Module 2 – Foundations of physics
- Module 3 – Forces and motion

Further modules are studied in Year 13.

In Year 12 and 13 Physics students are expected to extend their reading around the topic beyond the standard text books. We supply students with current Physics Periodicals and a range of support materials. Our students learn the conventions in representing the presentation of mathematical proofs that support our work in Physics at A-Level

We study in depth how to structure responses to provide a logical sequenced argument.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Development of practical skills in physics Foundations of physics	Development of practical skills in physics Foundations of physics	Development of practical skills in physics Foundations of physics	Development of practical skills in physics Forces and motion	Development of practical skills in physics Forces and motion	Development of practical skills in physics Forces and motion Exam

What will students be assessed on?

PPE1: Year 12 Mock AS paper 1.

PPE2: Year 12 Mock AS paper 1 (part paper 2).

PPE3: Summative of all papers..

What resources or activities will extend students' learning?

Students are given text books to allow them to support their learning in lessons outside of the classroom. We also have a number of online resource programs that allow them to evaluate and apply that understanding and to continually test themselves as they progress in their studies. We use the Google Classroom platform to communicate additional tasks and resources that allow for a constant dialogue between staff and students, and we stretch and enhance our students' learning through trips and visits as appropriate.

Institute of Physics: <https://www.iop.org/#gref>

OCR Specification:

<https://www.ocr.org.uk/Images/171726-specification-accredited-a-level-gce-physics-a-h556.pdf>

COURSE OVERVIEW Y12: PSYCHOLOGY

Exam Board: AQA Psychology A level (7182)

In Psychology we cover a variety of different approaches and methods related to the core areas of Psychology – cognitive, social, biological, developmental, individual differences and research methods. These are all retained and delivered through content that aims to give explanations from different approaches, along with psychological issues and debates. At A-level we can choose from a range of topic options so that we ensure that our students experience an interesting, diverse and coherent course of study.

Our assessments employ a variety of familiar types of questions such as multiple choice, short answer and extended writing/essays, which target the skills of knowledge and understanding, application and evaluation. Our students' understanding of research methods, gained through classroom experience of practical Psychology, is assessed using scenario-based question style and research methods questions embedded in topics.

Students will study the following topics in Y12 Physics:

- Unit 1 Research Methods
- Unit 2 Social Influence
- Unit 3 Attachment
- Unit 4 Memory
- Unit 5 Psychopathology

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Research Methods	Research Methods	Social Influence	Memory	Memory	Attachment
Social Influence	Social Influence	Memory	Attachment	Attachment	Psychopathology

What will students learn?

Unit 2 Social Influence:

Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.

Conformity to social roles as investigated by Zimbardo.

Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.

Explanations of resistance to social influence, including social support and locus of control.

Minority influence including reference to consistency, commitment and flexibility.

The role of social influence processes in social change.

Unit 3 Attachment

Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.

Animal studies of attachment: Lorenz and Harlow.

Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.

Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.

Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.

The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

Unit 4 Memory

The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.

Types of long-term memory: episodic, semantic, procedural.

The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.

Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.

Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.

Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

Unit 5 Psychopathology

Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.

The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).

The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.

The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.

The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

What will students be assessed on?

PPE1: paper 1 Introductory topics in Psychology

PPE2: paper 2 Psychology in Context

PPE3: summative paper 1 and 2 (AS level papers)

What resources or activities will extend students' learning?

Students are given text books to allow them to support their learning in lessons outside of the classroom. We also have a number of online resource programs that allow them to evaluate and apply that understanding and to continually test themselves as they progress in their studies. We use the Google Classroom platform to communicate additional tasks and resources that allow for a constant dialogue between staff and students, and we stretch and enhance our students' learning through trips and visits as appropriate.

AQA Specification:

<https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF>

Massolit:

<https://www.massolit.io/>

Tutor2U has some good resources for each exam paper.

COURSE OVERVIEW Y12: RELIGIOUS STUDIES

Exam Board: **OCR Religious Studies**

Students will study the following topics in Y12:

Philosophy

- Philosophical language and thought
- The existence of God
- God and the world

Ethics

- Normative ethics: religious approaches
- Normative ethics theories
- Applied Ethics

Development in Christian Thought

- Insight
- Foundations
- Living

What will students learn?

Philosophy

Philosophical language and thought

- Plato and Aristotle's understanding of reality
- Plato and Aristotle's understanding of the Soul
- Substance Dualism
- Materialism
- Objections to mind body and Soul

The existence of God

The arguments and the objections to these arguments

- Teleological
- Ontological
- Cosmological

God and the world

- Religious experience
- The problem of evil and the Theodicies

Ethics

Normative ethics: religious approaches

- Natural Law
- Situation Ethics

Normative ethics theories

- Kantian Ethics
- Utilitarianism

Applied Ethics

- Euthanasia
- Business ethics

Development in Christian Thought

Insight

- Augustine on human nature
- Death and the afterlife

Foundations

- Knowledge of God's existence
- Jesus Christ

Living

- Moral principles
- Moral Action- Bonhoeffer

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Philosophy Philosophical language and thought	Philosophy Arguments for God's existence	Philosophy God and the world	Theology Death and the afterlife	Theology Knowledge of God's existence	Theology Jesus
Ethics Normative ethics: religious approaches	Ethics Normative ethics theories	Ethics Applied Ethics	Theology Insights	Theology Moral principles	Theology Moral Action

Connections to prior learning:

- Students will have studied the afterlife in Yr 11 in the Eschatology unit
- Students will have studied Knowledge of God's existence in year 7 in creation and covenant.
- Jesus and his life will have been studied throughout KS3 and KS4 as key elements of Christianity units
- The Problem of Evil will have been studied in Year 9 why is there suffering unit
- Ethics will have been studied in Year 9 Sanctity of life
- The teleological argument will have been studied as part of year 9 looking at truth

What will students be assessed on?

- PPE 1: Philosophical language and thought, Normative ethics: religious approaches
- PPE 2: The existence of God, Normative ethics

What resources or activities will extend students' learning?

- Content will be revisited before Assessment points and be continually revisited through homework

<http://www.philosopherkings.co.uk/>

<https://www.youtube.com/watch?v=jlRbSvIL6xI&list=PLKqDpiT5-Tn85L0IX5HkUePLIXoR-rUaZ>

<https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision/rs-level-past-papers/ocr-level-rs-past-papers>

COURSE OVERVIEW Y12: SOCIOLOGY

Exam Board: **OCR A level Sociology**

Students will study the following topics in Y12:

Paper 1- Introducing socialisation, culture and identity Themes developed through the context of one of three options: • Youth subcultures

Paper 2 Research Methods and Social Inequalities

What will students learn?

Paper 1

Section A: Introducing socialisation, culture and identity

1. What is culture?

Culture, norms and values Types of culture: • subculture • high culture • popular culture • global culture • consumer culture Cultural diversity Cultural hybridity

2. What is socialisation?

Primary and secondary socialisation, Agencies of socialisation: • family • peer group • media • religion • education • workplace Nature/nurture debate Formal agencies of social control: • police • law/legal system • courts • government • military Informal agencies of social control: • family • peer group/subcultures • media • religion • education • workplace

3. What is identity?

The concept of identity Aspects of identity and the associated cultural characteristics: • ethnicity • nationality • gender • social class • sexuality • age • disability Hybrid identities

Section B Option 2: Youth subcultures

1. How and why are youth culture and subcultures formed?

Theoretical views of the role and formation of youth culture and subcultures: • functionalism • Marxism/neo-Marxism • feminism • postmodernism Subcultures as related to: • social class • gender • ethnicity • hybridity

2. Why do young people participate in deviant subcultures?

Deviant subcultures: • delinquent subcultures • criminal subcultures • spectacular youth subcultures • anti-school subcultures • gangs Patterns and trends in youth deviance related to: • social class • gender • ethnicity Explanations for young people participating in deviant subcultures: • functionalism/New Right • Marxism/neo-Marxism • interactionism • culture and identity The media and youth deviance: • deviance amplification • folk devils • moral panics

Paper 2

Part 1 Research Methods

1. What is the relationship between theory and method

Positivism? • patterns • trends • objectivity • value freedom • quantitative data Interpretivism: • meanings and experiences • verstehen and empathy • rapport • subjectivity • researcher imposition • reflexivity • qualitative data Key research concepts: • validity • reliability • representativeness • generalisability

2. What are the main stages of the research process?

Key concepts in the research process: • factors influencing the choice of research topic • aims/hypothesis/research questions • primary data • secondary data • operationalisation • pilot studies • data collection • respondent validation • longitudinal studies • interpretation of data • the relationship between sociology and social policy Sampling process Sampling techniques • random • systematic • stratified • snowball • volunteer • opportunity • purposive • quota Access and gatekeeping Ethics

3. Which methods are used in sociological research?

Research methods: • questionnaires • structured interviews • statistical data (official and non-official) • content analysis • observations (participant, non-participant, covert, overt) • unstructured interviews • semi structured interviews • ethnography Quantitative and qualitative data Mixed methods • triangulation • methodological pluralism

Part 2 Social Inequalities

1. What are the main patterns and trends in social inequality and difference?

Social inequality and difference in relation to: • social class • gender • ethnicity • age

2. How can patterns and trends in social inequality and difference be explained?

The main sociological explanations of social inequality and difference: • functionalism • Marxism • Weberian • feminism • New Right

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Paper 1 Sociological concepts	Paper 1 Sociological concepts	Paper 1 Sociological Theories	Paper 1 Sociological Theories	Paper 1 Youth Subcultures	Paper 1 Youth and Deviance
Paper 2 Part 1 Research methods	Paper 2 Part 1 Research methods	Paper 2 Part 2 Social inequalities			

What will students be assessed on?

AO1 - Demonstrate knowledge and understanding of: • sociological theories, concepts and evidence • sociological research methods

AO2- Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3 - Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: • present arguments • make judgements • draw conclusions

Paper 1

Paper length 1:30 Hr

Section A: Introducing socialisation, culture and identity A mix of short and medium tariff compulsory questions, some based on source material.

Section B: Options Learners choose one from a choice of three options (either Families and relationships, Youth subcultures or Media) Within each option, there will be three questions that will test the quality of extended responses via a levels of response mark scheme.

Paper 2

Paper length 2:15 Hrs

Section A: Research methods and researching social inequalities A mix of short and medium tariff compulsory questions, some based on source material. Total of 45 marks

Section B: Understanding social inequalities There will be two compulsory essay questions that will test the quality of extended responses via a levels of response mark scheme. Total of 60 marks

What resources or activities will extend students' learning?

Massolit Lecture on various topics - <https://www.massolit.io/>

COURSE OVERVIEW Y12: **SPORT**

Exam Board: **Edexcel Sport BTEC Level 3**

Students will study the following topics in Y12:

- Unit 1 - Anatomy and Physiology
- Unit 7 - Practical Sports Performance

What will students learn?

Unit 1

Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time. In order to appreciate how each of these systems function, you will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems. This unit will give you the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.

Unit 7

Sports participation remains a key focus for the government, and sports governing bodies. Active lifestyles are part of a political agenda more than ever to improve the health of a nation, and to continue the success of many major sporting events which have been born through the National Lottery and UK Sport. For an individual to enjoy and fulfil their potential in any sport, it is important that they understand the rules/regulations, ethics of the sport and are able to prepare and participate in the sport. Clearly understanding the rules/laws, technical requirements, and reflection processes will help maximise performance no matter what level the individual performs at. This unit gives you the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by

a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques. The rules and regulations of the selected sports are also investigated, since an awareness of the rules can often lead to an improvement in performance. To complete the assessment tasks within this unit you will need to draw on your learning from across your programme of study. This unit develops skills which help learners improve practical performance no matter what level of ability and can lead to a number of career pathways. Gaining all-round knowledge of practical sports performance will also help progression to roles as a sports leader, coach, sports instructor or physical education teacher through further study.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Unit 1 Unit 7 - Learning Aim A	Unit 1 Unit 7 - Learning Aim A	Unit 1 Unit 7 - Learning Aim B	Unit 7 - Learning Aim B	Unit 7 - Learning Aim C	Unit 7 - Learning Aim C

Connections to prior learning:

BTEC Sport Level 2 - Practical Sports Performance

Where this will be revisited:

Unit 1 - Students will sit the Unit 1 exam in January of Year 12 and will have the chance to resit the exam in June of Year 12

Unit 7 - Students need to submit the coursework by the hand in date as specified on the assessment calendar. They may have 1 resubmission per assignment, which must be resubmitted by the resubmission date as per the assessment calendar.

What will students be assessed on?

Unit 1

This unit is externally marked. It is set and marked by Pearson.

The examination will be one hour and 30 minutes in length.

The number of marks for the examination is 80.

The paper will contain a number of short- and long-answer questions that will assess learners' understanding of the following topics: the skeletal system, the muscular system, the respiratory system, the cardiovascular system and the energy system for sports performance. Learners will use this knowledge and understanding to determine the interrelationships between body systems for sports performance.

AO1 Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system Command words: describe, give, identify, name, state Marks: ranges from 1 to 4 marks

AO2 Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance Command words: describe, explain, give, name, state Marks: ranges from 1 to 4 marks

AO3 Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system Command words: analyse, assess Marks: 6 marks

AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements Command words: assess, evaluate Marks: 6 marks

AO5 Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems Command words: analyse, assess, discuss, evaluate, to what extent Marks: 8 marks

Unit 7

A.P1 Summarise how participants comply with the rules/laws and regulations in individual and team sports.

B.P2 Discuss the skills, techniques and tactics required in two different sports.

C.P3 Demonstrate in a competitive situation or conditioned practice the appropriate combination of skills, techniques and tactics from isolated practices for an individual and a team sport.

D.P4 Discuss the selected assessment methods used to review a practical sports performance.

D.P5 Discuss own performance using different assessment methods and feedback from others in an individual and a team competitive sport.

A.M1 Assess how participants comply with the rules/laws and regulations and the impact on individual and team sport.

B.M2 Assess the skills, techniques and tactics required in two different sports.

C.M3 Demonstrate in a competitive situation the effective combination of skills, techniques and tactics from isolated and conditioned practices for an individual and a team sport.

D.M4 Analyse own performance to reflect strengths and areas for improvement in an individual and a team competitive sport using feedback from others and different assessment methods.

AB.D1 Evaluate how participants use skills, techniques and tactics required in individual and team sports and their compliance of rules/laws and regulations impacts on individual/team performance.

C.D2 Demonstrate in a competitive situation the effective adaptation of the relevant skills, techniques and tactics from isolated and conditioned practices and full and accurate compliance of the rules and regulations for an individual and a team sport.

D.D3 Justify recommendations for personal performance improvement using wider understanding of compliance of rules and regulations and use of skills and techniques in an individual and a team

competitive sport.

What resources or activities will extend students' learning?

Unit 1

Past papers

Examiner reports

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-1>

Unit 7

Sample assessments

Examiner reports