



Championing every student at Greyfriars

# LEARNING IN Y13

## COURSE CONTENT OVERVIEW

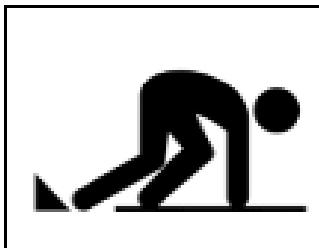


At Greyfriars Catholic School, lessons throughout the school include effective teaching techniques that help students to learn: by **understanding** new content and knowledge, **remembering** what they have been taught and **applying** this knowledge. These make up our 10 Teaching Techniques.



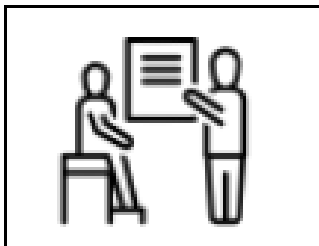
GREYFRIARS CATHOLIC SCHOOL

## TOP 10 TEACHING TECHNIQUES



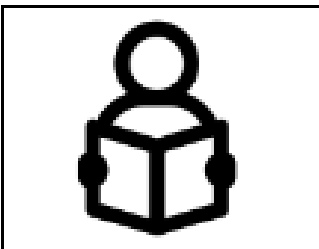
### SILENT STARTER

*Lessons start with a retrieval task so that students remember more*



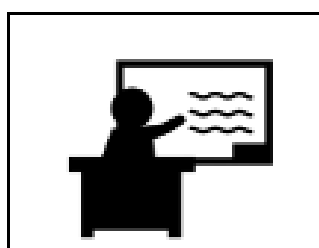
### EXCELLENT EXPLANATIONS

*Explanations are planned so that students learn new information successfully*



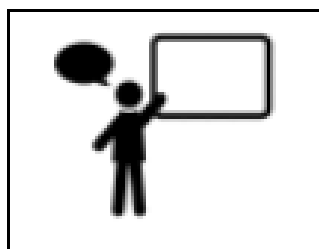
### READ TO SUCCEED

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



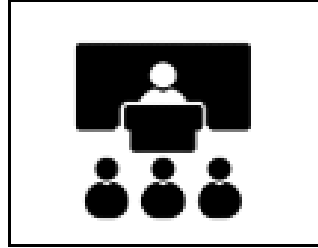
### MODELLING: BASIC TO BRILLIANT

*Teachers model learning so that students can see how to improve*



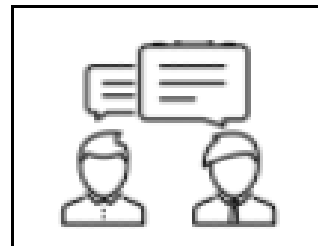
### I SAY, YOU SAY

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



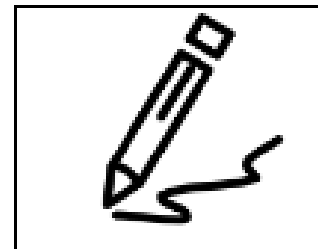
### COLD CALL

*Students answer questions so that teachers can check for understanding*



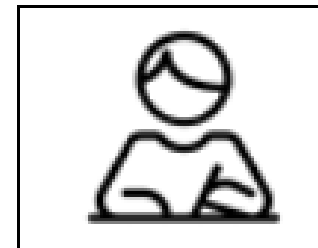
### THINK, TURN & TALK

*Students practise the learning through pair work to become confident*



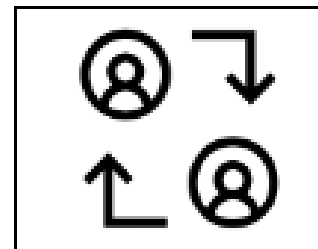
### BECAUSE, BUT, SO

*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*

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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](mailto:k.mccabe@gfcs.uk)

Subject Leader for Business & Computing: Mrs Megan Hamilton-Hall [m.hamilton@gfcs.uk](mailto:m.hamilton@gfcs.uk)

Subject Leader for Design Technology & Art: Mr Alan Thornhill [a.thornhill@gfcs.uk](mailto:a.thornhill@gfcs.uk)

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

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

Faculty Leader for Mathematics: Mr James Secker [j.secker@gfcs.uk](mailto:j.secker@gfcs.uk)

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

Faculty Leader for Science: Mr David Turner [d.turner@gfcs.uk](mailto:d.turner@gfcs.uk)

Subject Leader for Sport & PE: Mr Dan Hoskin [d.hoskin@gfcs.uk](mailto:d.hoskin@gfcs.uk)

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# COURSE OVERVIEW Y13: ART

Exam Board: Exam Board: Edexcel Fine Art (9FA0)

## Students will study the following topics in Y13:

- 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 printing, screen printing, photo silkscreen and 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?

Connections to prior learning: In year 12 A Level, students explored 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

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
Component 1 (60%) Independent project on negotiated Theme.  Investigating the theme  Personal Study – Artist investigation  AO1, AO2, AO3	Component 1 (60%) Independent project on negotiated Theme.  Independently investigating the theme.  Developing designs for final outcome.  Personal Study – Artist investigation  AO1, AO2, AO3	Component 1 (60%) Independent project on negotiated Theme.  Developing designs for final outcome. Creating Final Outcome  Personal Study – Artist investigation  AO1, AO2, AO3, AO4	Component 2 (40%) Externally Set Project Independently investigating the theme.  AO1, AO2, AO3	Component 2 (40%) Externally Set Project Developing designs for final outcome. Creating Final Outcome  AO1, AO2, AO3, AO4	

## 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 Y13: **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 Y13 Biology:**

- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
Biodiversity, evolution and disease	Communication homeostasis and energy	Communication homeostasis and energy	Genetics, evolution and ecosystems	Genetics, evolution and ecosystems	Exams

## **What will students learn?**

### **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

### **Module 5 – Communication, homeostasis and energy**

5.1.1 Communication and homeostasis, 5.1.2 Excretion as an example of homeostatic control, 5.1.3 Neuronal communication, 5.1.4 Hormonal communication, 5.1.5 Plant and animal responses, 5.2.1 Photosynthesis, 5.2.2 Respiration

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## **Module 6 – Genetics, evolution and ecosystems**

6.1.1 Cellular control, 6.1.2 Patterns of inheritance, 6.1.3 Manipulating genomes, 6.2.1 Cloning and biotechnology, 6.3.1 Ecosystems, 6.3.2 Populations and sustainability.

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

- KS2, KS3, KS4 all Biology Units.
- KS5 Year 12 Biology Units: Module 1 – Development of practical skills in biology, Module 2 – Foundations in biology, Module 3 – Exchange and transport, Module 4 – Biodiversity, evolution and disease.

Where this will be revisited:

- 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 diversity (02) 100 marks 2 hour 15 minutes written paper

PPE 2: Unified biology (03) 70 marks 1 hour 30 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>

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

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# COURSE OVERVIEW Y13: BUSINESS STUDIES

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

## Students will study the following topics in Y13:

- Unit 3 - Personal and Business Finance
- Unit 4 - Managing an event

## What will students learn?

### Unit 3 - Personal and Business Finance

- A1 Functions and role of money
- A2 Different ways to pay
- A3 Current accounts
- A4 Managing personal finance
- B1 Features of financial institutions
- B2 Communicating with customers
- B3 Consumer protection in relation to personal finance
- B4 Information, guidance and advice
- C1 Purpose of accounting
- C2 Types of income
- C3 Types of expenditure
- D1 Sources of finance
- E1 Cash flow forecasts
- E2 Break-even analysis
- F1 Statement of comprehensive income
- F2 Statement of financial position
- F3 Measuring profitability
- F4 Measuring liquidity
- F5 Measuring efficiency
- F6 Limitations of ratios

### Unit 4 - Managing an event

- A1 Different tasks needed to be completed by an event organiser
- A2 Different skills needed by an effective event organiser
- A3 Common formats for skills audit collection
- B1 Different types of event, and the factors affecting success
- B2 Feasibility measures and critical success factors
- C1 Event planning and the use of planning tools
- C2 Factors to be considered, including budgets, resources and contingency planning
- D1 Management of the event
- Problem solving
- E1 Evaluation of the event
- E2 Review of personal skills development in the running of the event



TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Preparation for Personal and Business Finance exam</b> <b>Unit 3</b> (Please see content listed above)		<b>Managing an event</b> <b>Unit 4</b> Students plan and prepare to host their event Students host event Students complete coursework reflection (Please see content listed above)			External Exams

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

Connections to prior learning:

- Students have previously explored business terminology and concepts in Year 10 and 11 GCSE Business Studies.
- Learning concepts and terminology explored in Year 12 accommodates student learning and completion of coursework in Year 13
- Students are able to make connections to everyday situations and understand businesses and how they operate. For example, all students are able to understand that business must sell products and services to make a profit. They are able to explain and provide example of what products and services are

Where this will be revisited:

- Concepts will be revisited in Year 13 in preparation for their Personal and Business Finance exam, as well as Unit 4, Managing an event.

## What will students be assessed on?

### Units 4 is a coursework based unit

Student work is marked regularly and feedback is provided for students. Pieces of coursework are moderated and IV'd for external verification by a Pearson accredited officer.

### Unit 3 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 Y13: 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. 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 Y13 Chemistry:

- Module 5 – Physical chemistry and transition elements
- Module 6 – Organic chemistry and analysis

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Physical chemistry and transition elements	Physical chemistry and transition elements	Physical chemistry and transition elements	Physical chemistry and transition elements	Review of Units 5 & 6 Review of Year 12 content Units 1 to 4 - See below -	Exam skills
Organic chemistry and analysis	Organic chemistry and analysis	Organic chemistry and analysis	Organic chemistry and analysis		

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## What will students learn?

**Module 5 – Physical chemistry and transition elements** Reaction rates and equilibrium (quantitative), pH and buffers, Enthalpy, entropy and free energy, Redox and electrode potentials, Transition elements.

**Module 6 – Organic chemistry and analysis** Aromatic compounds, Carbonyl compounds, Carboxylic acids and esters, Nitrogen compounds, Polymers, Organic synthesis, Chromatography and spectroscopy (NMR).

### **& from Year 12 Chemistry:**

#### **Module 1 – Development of practical skills in chemistry**

Practical skills assessed in a written examination and 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?

- KS2, KS3, KS4 and Year 12 KS5 all units of study.

## What will students be assessed on?

**PPE1:** Periodic table, elements and physical chemistry (01) 100 marks 2 hours 15 minutes written paper & Synthesis and analytical techniques (02) 100 marks 2 hours 15 minutes written paper

**PPE2:** Periodic table, elements and physical chemistry (01) 100 marks 2 hours 15 minutes written paper & Synthesis and analytical techniques (02) 100 marks 2 hours 15 minutes written paper & Unified chemistry (03) 70 marks 1 hour 30 minutes written paper

## 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.

OCR Specification:

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

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

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# COURSE OVERVIEW Y13: DESIGN & TECHNOLOGY

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

## Students will study the following topics in Y13:

- 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
<p>National and international standards in product design (A-level specific) (DMP)</p> <p>Performance characteristics of materials (A-level specific) (TP)</p> <p>Performance characteristics of materials (A-level specific) (TP)</p> <p>Performance characteristics of materials (A-level specific) (TP)</p> <p>Performance characteristics of materials (A-level specific) (TP)</p> <p>Performance characteristics of materials (A-level specific) (TP):</p> <p>Performance characteristics of materials (A-level specific) (TP)</p> <p>Forming, redistribution and addition processes (A-level specific) (TP)</p> <p>A Level AQA Task Student directed time on the NEA</p>	<p>Forming, redistribution and addition processes (A-level specific) (TP)</p> <p>Forming, redistribution and addition processes (A-level specific) (TP)</p> <p>The use of finishes (A-level specific)</p> <p>The use of finishes (A-level specific)</p> <p>Modern and industrial commercial practice (A-level specific) (TP)</p> <p>Modern and industrial commercial practice (A-level specific) (TP)</p> <p>Digital design and manufacture (A-level specific) (TP)</p> <p>A Level AQA Task Student directed time on</p>	<p>Digital design and manufacture (A-level specific) (TP)</p> <p>Digital design and manufacture (A-level specific) (TP)</p> <p>The requirements for product design and development (TP)</p> <p>Protecting designs and intellectual property (TP)</p> <p>Design for manufacturing, maintenance, repair and disposal Feasibility studies (TP)</p> <p>Enterprise and marketing in the development of products (TP)</p> <p>A Level AQA Task Student directed time on the NEA</p>	<p>Modern manufacturing systems (TP)</p> <p>Internal exams</p> <p>Detailed product study</p> <p>Detailed product comparison</p> <p>Detailed product analysis</p> <p>Exam preparation – Exam technique</p> <p>Exam preparation – (TP)</p> <p>A Level AQA Task Student directed time on the NEA</p> <p>Internal moderation and submission of NEA centre marks to AQA.</p>	<p>Exam preparation – (TP)</p> <p>Exam preparation – (TP)</p> <p>Exam preparation – (DMP)</p> <p>Exam preparation – (DMP)</p> <p>Exam preparation – (DMP)</p>	<p><b>External exams</b></p> <p><b>Paper 1 – Dates (TBC)</b></p> <p><b>Paper 2 – Dates (TBC)</b></p>

### 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.

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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: Paper 1 = 1.5 hrs, Paper 2 = 2.5hrs

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?**

- 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. <https://fixperts.org/about/>
- Onhsape, sketchup - CAD packages.
- FOCUS - online Design and Technology subscription

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# COURSE OVERVIEW Y13: ENGLISH

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

**Students will study the following topics in Y13:**

## **Paper 1: Option A; Aspects of tragedy**

Study of three texts:

One Shakespeare text: Othello

A second drama text: Death of a Salesman, Miller

One pre-1900 text: Poetry, Keats

**Assessment:** Written exam: 2 hours 30 minutes, closed book, 75 marks, 40% of A-level

Section A: one passage-based question on set Shakespeare text (25 marks) Section B: one essay question on set Shakespeare text (25 marks)

Section C: one essay question linking two texts (25 marks)

## **Paper 2: Option A; Elements of crime writing**

Study of three texts:

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

One pre-1900 poetry text: The Rime of The Ancient Mariner, Coleridge

One other text: The Murder of Roger Ackroyd, Christie.

Students will also prepare for an unseen crime text.

**Assessment:** Written exam: 3 hours, open book, 75 marks, 40% of A-level

Section A: one compulsory question on an unseen passage (25 marks) Section B: one essay question on set text (25 marks)

Section C: one essay question which connects two texts (25 marks)

**Coursework:** 20% Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology

Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
NEA Unseen Crime When Will There Be Good News	NEA Completion When Will There Be Good News The Murder of Roger Ackroyd	The Rime of the Ancient Mariner Revision Paper 1 The Murder of Roger Ackroyd Revision Paper 2	Revision Paper 1 Revision Paper 2		

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

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, 19<sup>th</sup> Century Novel, Jekyll and Hyde and Shakespeare's tragedy Macbeth.

How and when will students be assessed?

**PPE 1:** Paper 1 and Paper 1

**PPE 2:** Paper 1 and Paper 2

**For the final examination, students will sit the following papers:**

#### **Paper 1: Option A; Aspects of tragedy**

Study of three texts:

One Shakespeare text: Othello

A second drama text: Death of a Salesman, Miller

One pre-1900 text: Poetry, Keats

**Assessment:** Written exam: 2 hours 30 minutes, closed book, 75 marks, 40% of A-level

Section A: one passage-based question on set Shakespeare text (25 marks) Section B: one essay question on set Shakespeare text (25 marks)

Section C: one essay question linking two texts (25 marks)

#### **Paper 2: Option A; Elements of crime writing**

Study of three texts:

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

One pre-1900 poetry text: The Rime of The Ancient Mariner, Coleridge

One other text: The Murder of Roger Ackroyd, Christie.

Students will also prepare for an unseen crime text.

**Assessment:** Written exam: 3 hours, open book, 75 marks, 40% of A-level



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Section A: one compulsory question on an unseen passage (25 marks) Section B: one essay question on set text (25 marks)

Section C: one essay question which connects two texts (25 marks)

**Coursework:** 20% Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology

Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

### **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 Y13: FILM STUDIES

Exam Board: WJEC A Level Film Studies

**Students will study the following topics in Y13:**

**Component 1: 35%**

**Section A: Hollywood 1930 - 1990 (comparative study)**

Vertigo and One Flew Over the Cuckoo's Nest

**Section B: American film since 2005 (two-film study)**

Boyhood and La La Land

**Section C: British film since 1995 (two-film study)**

Sightseers and We Need to Talk about Kevin

**Component 2: 35%**

**Section A: Global film (two-film study)**

Pan's Labyrinth and Life is Beautiful

**Section B: Documentary film**

Amy

**Section C: Film movements - Silent cinema**

Sunrise

**Section D: Film movements - Experimental film (1960-2000)**

Pulp Fiction

**Component 3: 30%**

**Film Production**

Students produce their own short film based on a brief and write an evaluation of it.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Component 1: Independent American Film Coursework  Component 2: Global Film Documentary	Component 2: Silent Film Global Film Documentary	Revision: Component 1: British Independent Film, American Independent Film Component 2: Documentary Film Movements- Experimental Film	Revision Component 2: Silent Film Revision Component 1 , British Independent Film, American Independent Film Component 1: Hollywood 1930- 1990	Revision: Component 1 Component 2	Exams

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## What will students learn?

The WJEC Eduqas A level in Film Studies aims to enable learners to demonstrate knowledge and understanding of:

- a diverse range of film, including documentary, film from the silent era, experimental film and short film
- the significance of film and film practice in national, global and historical contexts
- film and its key contexts (including social, cultural, political, historical and technological contexts)
- how films generate meanings and responses
- film as an aesthetic medium - the different ways in which spectators respond to film.

It also aims to enable learners to:

- apply critical approaches to film and
- apply knowledge and understanding of film through filmmaking.

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

Connections to prior learning:

- GCSE English Literature: textual analysis skills can be applied to Film analysis

Where this will be revisited:

- Graduate and postgraduate study

## What will students be assessed on?

PPE1: Component 1 and Component 2

PPE2: Component 1 and Component 2

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# COURSE OVERVIEW Y13:FURTHER MATHS

Exam Board: **Edexcel Pearson A Level**

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 Y13 Core Maths 2:**

- Unit 1 Complex Numbers
- Unit 2 Series
- Unit 3 Methods in Calculus
- Unit 4 Volume of Revolution
- Unit 5 Polar Coordinates
- Unit 6 Hyperbolic Functions
- Unit 7 Methods in Differential Equations
- Unit 8 Modelling with Differential Equations

**Students will study the following topics in Y13 Further Mechanics:**

- Unit 1 Momentum and impulse
- Unit 2 Work, energy and power
- Unit 3 Elastic strings and springs
- Unit 4 Elastic collisions in one dimension
- Unit 5 Elastic collisions in two dimensions

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## 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 through A level maths tutor

What will students be assessed on?

- AP1: Students will be assessed on two Year 12 papers, one on cORE Maths and one on Further Stats
- PPE2: Students sit 3 papers, One Year 12 Core Paper, One Year 13 Core Paper 2 and One Further Stats and Further Mechanics
- PPE3: Students will sit a full set of 3 papers to best prepare them for their real exams in June

**What resources or activities will extend students' learning?**

<https://integralmaths.org/>

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

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

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# COURSE OVERVIEW Y13: GEOGRAPHY

Exam Board: **AQA Geography A Level**

## Students will study the following topics in Y13:

- Water and Carbon Cycles
- Global Governance
- NEA- non examined assessment

## What will students learn?

### Water and the Carbon Cycle

- Water and carbon cycles as natural systems.
- The water cycle
- The carbon cycle
- Water, carbon, climate and life on Earth
- Quantitative and qualitative skills
- Case studies of a tropical rainforest and UK River drainage basin

### Global Governance

- Globalisation
- Global systems
- International trade and access to markets
- Global governance
- The 'global commons'
- Antarctica as a global common
- Globalisation critique
- Quantitative and qualitative skills

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
NEA- Completion	Water and Carbon cycle (Mr Edmed)	Water and Carbon cycle (Mr Edmed)	Water and Carbon cycle (Mr Edmed)	Revision	EXAMS
Global Governance	Global Governance (Mrs Pitcher)	Global Governance (Mrs Pitcher)	Global Governance (Mrs Pitcher)		

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## 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?

A number of topics are revisited in Y13 that students have encountered before. These include Map skills, rivers, tropical rainforests, population, climate change, urbanisation, resource management, tropical rainforests, urban change and development and money.

### What will students be assessed on?

PPE 1: Paper 1: Population and the Environment, Changing Places.

Paper 2: Hazards, Water and Carbon and Coasts.

PPE 2: Paper 1: Population and the Environment, Changing Places and Global Governance.

Paper 2: Hazards, Water and Carbon and Coasts.

### 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)

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# COURSE OVERVIEW Y13: HISTORY

Exam Board: **OCR History A Level**

## Students will study the following topics in Y13:

- Civil Rights in America 1865 to 1992
- Review of Year 12 topics for Exam

## What will students learn?

Civil Rights in America 1865 to 1992

### Unit 1 African American Rights

- Will explore how between 1865 and 1992 African Americans were able to achieve the same rights as white people politically, socially and economically.

### Unit 2 Trade Union and Labour Rights

- Will explore how between 1865 and 1992 Trade Unions were able to achieve legal recognition to exist, the right to collective bargain with employers and to have the system to do this and finally to strike without the fear of losing jobs.

### Unit 3 Native Americans

- Will explore how between 1865 and 1992 Native Americans were able to fight to gain their lost land back, practise their specific cultures and right to self govern themselves.

### Unit 4 Womens

- Will explore how between 1865 and 1992 women were able to get equality in political and economic rights and the right to have a choice over their own bodies.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
African American Rights 1865 to 1992	Trade Union and Works Rights 1865 to 1992 And Native American Rights 1865 to 1992	Native American Rights 1865 to 1992 And Women's Rights 1865 to 1992	Women's Rights 1865 to 1992 And Revision	Revision / Exams	EXAMS



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## **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.
- Content knowledge of periods from KS3

Where this will be revisited:

- Content covered in both Year 12 units will be revised in Year 13
- Similar language in exam questions

## **What will students be assessed on?**

Civil Rights Paper

Part 1 - Interpretation comparison of one of the groups about one of the following periods:

- Gilded Age
- New Deal
- Impact of Black Power

Part 2 - complete two essays. You will have a selection of 3 essays, one about a different group explored. You will select two and evaluate the following possible answers:

- Evaluate how far rights developed over the whole period
- Evaluate how important different groups were to the development of rights over the whole period
- Evaluate important turning points in the whole period to the development of rights

## **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/>

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# COURSE OVERVIEW Y13: MATHS

Exam Board: **Pearson Edexcel Mathematics A Level**

## **Students will study the following topics in Y13:**

Students in Year 13 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 in Year 13:**

- Unit 1 Algebraic Methods
- Unit 2 Functions & Graphs
- Unit 3 Sequences & Series
- Unit 4 Binomial Expansion
- Unit 5 Radians
- Unit 6 Trigonometric Functions
- Unit 7 Trigonometry and Modelling
- Unit 8 Parametric Equations
- Unit 9 Differentiation
- Unit 10 Numerical Methods
- Unit 11 Integration
- Unit 12 Vectors

## **Students will study the following topics in Stats & Mechanics in Year 13**

- Unit 1 Regression & Correlation
- Unit 2 Conditional Probability
- Unit 3 Normal Distribution
- Unit 4 Moments
- Unit 5 Forces & Friction
- Unit 6 Projectiles
- Unit 7 Application of Forces
- Unit 8 Further Kinematics

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Pure: Unit 1 Algebraic Methods Unit 2 Functions & Graphs Unit 3 Sequences & Series Unit 4 Binomial Expansion <b>Stats &amp; Mechanics:</b> Unit 1 Regression & Correlation Unit 2 Conditional Probability	<b>Pure:</b> Unit 5 Radians Unit 6 Trigonometric Functions Unit 7 Trigonometry and Modelling <b>Stats &amp; Mechanics:</b> Unit 3 Normal Distribution	<b>Pure:</b> Unit 8 Parametric Equations Unit 9 Differentiation <b>Stats &amp; Mechanics:</b> Unit 4 Moments Unit 5 Forces & Friction	<b>Pure:</b> Unit 10 Numerical Methods Unit 11 Integration <b>Stats &amp; Mechanics:</b> Unit 6 Projectiles Unit 7 Application of Forces	<b>Pure:</b> Unit 11 Integration Unit 12 Vectors <b>Stats &amp; Mechanics:</b> Unit 8 Further Kinematics	EXAMS

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

Connections to prior learning:

- Year 13 SOW builds on Year 12 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 have access to tutoring sessions with subject tutor each week

What will students be assessed on?

- AP1: Students will be assessed on two Year 12 papers, one on Pure and one on Stats/Mechanics
- PPE2: Students sit 3 papers, One Year 12 Pure Paper, one Year 13 Pure Paper and One stats and mechanics paper
- PPE3: Students will sit a full set of 3 papers to best prepare them for their real exams in June

### What resources or activities will extend students' learning?

<https://integralmaths.org/>

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

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

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# COURSE OVERVIEW Y13: PHYSICS

## Exam Board: OCR Physics A level (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 Y13 Physics:

- Module 1 – Development of practical skills in physics
- Module 2 – Foundations of physics
- Module 3 – Forces and motion
- Module 4 – Electrons, waves and photons
- Module 5 – Newtonian world and astrophysics
- Module 6 – Particles and medical physics

In Year 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
Electrons, waves and photons	Electrons, waves and photons	Newtonian world and astrophysics	Particles and medical physics	All modules 1 to 6	Exams

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## What will students learn?

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

### Connections to prior learning:

- KS2 Physical Science
- KS3 Physics Units
- Year 9 KS4 Physics Units
- KS4 Physics Year 10 -Electrical Circuits, Electricity in the Home, Molecules and Matter, Radioactivity, Forces and balance-
- KS5 Year 12 Physics and Maths

### Where this will be revisited:

- Higher level studies

## What will students be assessed on?

PPE1: paper 1 Modelling Physics

PPE2: paper 2 Exploring Physics

PPE3: paper 3 Unifying Concepts

## 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 Y13: 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 Y13 Psychology:

- Unit 6 Approaches in Psychology
- Unit 7 Biopsychology
- Unit 8 Issues and Debates
- Unit 9 Relationships
- Unit 10 Stress
- Unit 11 Addiction

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Approaches in Psychology Biopsychology	Issues and Debates Relationships	Relationships Stress	Stress Addiction	Addiction Units 1 to 11 revision	Exam Revision

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## What will students learn?

### Unit 6 Approaches

- i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research;
- ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.

The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.

The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.

The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.

Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.

Comparison of approaches.

### Unit 7 Biopsychology

The divisions of the nervous system: central and peripheral (somatic and autonomic).

The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.

The function of the endocrine system: glands and hormones.

The fight or flight response includes the role of adrenaline.

Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.

Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations.

Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.

### Unit 8 Issues and Debates

Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.

Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.

The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.

Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.

Idiographic and nomothetic approaches to psychological investigation.

Ethical implications of research studies and theory, including reference to social sensitivity.

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## **Unit 9 Relationships**

The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.

Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.

Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.

Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.

Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.

## **Unit 10 Stress**

The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary adrenal system, the sympathomedullary pathway and the role of cortisol.

The role of stress in illness, including reference to immunosuppression and cardiovascular disorders.

Sources of stress: life changes and daily hassles. Workplace stress, including the effects of workload and control.

Measuring stress: self-report scales (Social Readjustment Ratings Scale and Hassles and Uplifts Scale) and physiological measures, including skin conductance response.

Individual differences in stress: personality types A, B and C and associated behaviours; hardiness, including commitment, challenge and control.

Managing and coping with stress: drug therapy (benzodiazepines, beta blockers), stress inoculation therapy and biofeedback. Gender differences in coping with stress. The role of social support in coping with stress; types of social support, including instrumental, emotional and esteem support.

## **Unit 11 Addiction**

Describing addiction: physical and psychological dependence, tolerance and withdrawal syndrome.

Risk factors in the development of addiction, including genetic vulnerability, stress, personality, family influences and peers.

Explanations for nicotine addiction: brain neurochemistry, including the role of dopamine, and learning theory as applied to smoking behaviour, including reference to cue reactivity.

Explanations for gambling addiction: learning theory as applied to gambling, including reference to partial and variable reinforcement; cognitive theory as applied to gambling, including reference to cognitive bias.

Reducing addiction: drug therapy; behavioural interventions, including aversion therapy and covert sensitisation; cognitive behaviour therapy.

The application of the following theories of behaviour change to addictive behaviour; the theory of planned behaviour and Prochaska's six-stage model of behaviour change.



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## **What will students be assessed on?**

PPE1: paper 1 Introductory Concepts in Psychology

PPE2: paper 2 Psychology in Context

PPE3: paper 3 Issues and Options in Psychology + Summative paper 1 and paper 2

## **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/>

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# COURSE OVERVIEW Y13: RELIGIOUS STUDIES

Exam Board: **OCR Religious Studies A Level**

**Students will study the following topics in Y13:**

**Philosophy:**

- The nature and attributes of God
- God, eternity and free will
- Religious language

**Ethics:**

- Meta ethics
- Conscience
- Sexual ethics

**Theology:**

- Pluralism
- Gender
- Secularism
- Liberation theology

## **What will students learn?**

**Philosophy:**

The nature and attributes of God

- The divine attributes of God

God, eternity and free will

- How does God retain His attributes but also allow for free will? Key thinkers:
- Boethius
- Aquinas
- Anselm
- Swinburbe
- Plantinga

**Religious language**

How do we discuss God? Key theories:

- Apophatic and cataphatic use
- Analogy and symbol
- Verification principle
- Falsification principle
- Language games

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## Ethics:

Meta ethics

How do we talk about ethics?

- Naturalism
- Intuitionism
- Emotivism

Conscience

What is the conscience? Key thinkers:

- Aquinas
- Freud

Sexual ethics

- Key teachings on sex

## Theology:

Pluralism

- Exclusivism
- Inclusivism
- Pluralism

Gender

- Feminism
- Family and society
- Parenthood

Secularism

- God as an illusion, wish and source of harm
- Public life

Liberation theology

- Marx
- Orthodoxy vs Orthopraxis

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Religious language	Religious language	Pluralism	Gender	Revision	Exams
Meta Ethics	Conscience	Attributes of God	Secularism	Revision	Exams
	Sexual ethics		Liberation Theology		

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

Students will not have studied Theology previously

Sexual ethics will have been studied in year 10 relationships

Liberation theology will have some over lap with Oscar Romero who is a common feature throughout RE in all years

Attributes of God have been studied at a basic level so students will understand the key terms

## **What will students be assessed on?**

- PPE 1: Religious language, Conscience
- PPE 2: Attributes of God, Sexual ethics, Gender

## **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=jlrBsvlL6xl&list=PLKqDpiT5-Tn85L0IX5HkUePLIXoR-rUa7>

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

# COURSE OVERVIEW Y13: SOCIOLOGY

Exam Board: **OCR Sociology A Level**

## Students will study the following topics in Y13:

- Paper 2 - Social Inequalities
- Paper 3 - Religion and Beliefs

## What will students learn?

### Paper 3

This component introduces students to contemporary theoretical debates and how they relate to global society. Section A is a compulsory topic, 'Globalisation and the digital social world', and in Section B Religion, Belief and Faith.

#### Section 1- Globalisation and the digital social world

- What is the relationship between globalisation and digital forms of communication?
- What is the impact of digital forms of communication?
- How are religion, belief, faith defined and measured?

#### Section 2- Types of beliefs and how we measure them, strengths and weaknesses?

- What is the role of religion, belief and faith? Is religion a force for good? Can it drive social change? Views of fundamentalists, Marxism, feminists, weberianism
- What are the patterns and trends of religion, belief and faith? Social class, gender, ethnicity, age and global context
- Is secularisation occurring? The power and influence religion holds

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Globalisation	Globalisation Religion beliefs and faith	Religion beliefs and faith	Religion beliefs and faith	Revision	Exams
Ethnic Inequalities	Age Inequalities	Revision - Paper 1	Revision - Paper 2	Revision - Paper 1/2	Exams

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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

### **What will students be assessed on?**

- PPE 1: Globalisation and digital forms of communication
- PPE 2: Religion beliefs and faith

### **What resources or activities will extend students' learning?**

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

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# COURSE OVERVIEW Y13: **SPORT**

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

**Students will study the following topics in Y13:**

- Unit 2 - Fitness Training and Programming for Health, Sport and Well-being
- Unit 3 - Professional Development in the Sports Industry

**What will students learn?**

## **Unit 2**

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

## **Unit 3**

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Learning aim A: Understand the career and job opportunities in the sports industry.

Learning aim B: Explore own skills using a skills audit to inform a career development action plan.

Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.

Learning aim D: Reflect on the recruitment and selection process and your individual performance.

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
<b>Unit 2</b>	<b>Unit 2</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 3</b>	<b>Unit 3</b>

**What will students be assessed on?**

## **Unit 2**

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work.

The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations. Pearson sets and marks the task.

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## Unit 3

- A.P1 Explain the different career pathways, the associated job opportunities and their requirements in the sports industry.
- A.P2 Explain the development pathway into a selected career in the sports industry.
- B.P3 Explain how selected sports industry career matches own personal skills audit outcomes.
- B.P4 Develop a career development action plan, to meet the requirements of intended sports career using skills audit outcomes.
- C.P5 Prepare appropriate documentation for use in selection and recruitment activities.
- C.P6 Participate in the selection interviews and activities as an interviewee.
- D.P7 Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.

- A.M1 Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry.
- B.M2 Analyse own personal skills audit outcomes against a selected career in the sports industry.
- B.M3 Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes.
- C.M4 In interviews and activities, demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.
- D.M5 Analyse the results of the process and how your skills development will contribute to your future success.

- AB.D1 Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the career.
- CD.D2 Demonstrate individual responsibility and effective self-management during the recruitment activity.
- CD.D3 Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.

## 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