

Year 12 Curriculum Map 2025/2026

Click a subject Title to view the detailed Curriculum information for that subject.

Art	English Literature	Media	Sociology
Biology	Forensic Science	Performing Arts	Sport
Business Studies	Geography	Photography	Travel and Tourism
Chemistry	Health and Social Care	Psychology	Further Maths
Computer Science	History	Physics	Business BTEC
Criminology	Maths	Product Design	

Art

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>https://www.eduqas.co.uk/media/3ndenvr/eduqas-a-level-art-and-design-spec-from-2015-e-090119.pdf</p> <p>Foundation studies September – February</p> <p>Created in response to the Eduqas Art and Design specification, this 6-month series of workshops allows students to produce practical and critical/contextual work in many areas of study including, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography under the theme of ‘being human’.</p> <p>These workshops make students aware of the importance of process as well as product. At the conclusion of the workshops, students have</p>	<p>‘Being Human’ Exhibition</p> <p>The human figure from life-Life drawing methods</p> <p>What can artists learn from life drawing?</p> <p>Students explore the use of drawing and painting for different purposes, using a variety of methods, media, processes and techniques on a variety of scales.</p> <p>Wire sculptures</p> <ul style="list-style-type: none"> • Independent study project: Research and investigate human form 	<p>The human figure from life- Life drawing methods</p> <p>Why are proportions important in art?</p> <ul style="list-style-type: none"> • Sighting / Measuring. ... • Identifying Basic Shapes and Positive and Negative Space • Perspective/angles/view points • Gestural drawing techniques <p>How can we master the formal elements of art using a range of challenging media, processes and techniques?</p> <p>Wire sculptures</p> <ul style="list-style-type: none"> • Independent study project: Build upon analytical skills when 	<p>Life drawing workshop baseline assessment task</p> <p>Learners must demonstrate their ability to:</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 Present a personal and</p>	<p>6th form induction lesson- Professional life drawing workshop</p> <p>https://lifedrawing.academy/life-drawing-masters/michelangelo-buonarroti</p> <p>https://www.thedaring.co/2022/02/human-body-figure-drawing-multimedia-artist-fred-hatt/</p> <p>Anthony Gormley- https://www.youtube.com/watch?v=Q_L77CB9Fmc</p>

<p>compiled a portfolio which demonstrates their knowledge and understanding of: 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.</p>	<p>wire sculptures as inspiration</p> <p><u>Painting</u></p> <p><u>Abstracting the human- Abstract expressionism</u> They develop their understanding of both traditional, modern and contemporary drawing styles and art movements.</p> <p><u>Jenny Saville- Artist response Independent study project:</u> Learning renaissance approaches to portraiture and Ancient modes of representations of womanhood or fertility</p> <p>Students' responses to these examples are shown through practical and critical activities that demonstrate their</p>	<p>taking inspiration from contextual sources.</p> <ul style="list-style-type: none"> • Development of ideas based on recording from primary sources • Present and respond a final 3D outcome <p><u>Painting</u></p> <p><u>Abstracting the human- Abstract expressionism</u></p> <ul style="list-style-type: none"> • Mastering painting styles and techniques (oil painting and gouache) • How to work to larger scales and on more challenging surfaces <p><u>Jenny Saville- Artist response</u></p> <ul style="list-style-type: none"> • Independent study project: How to handle paint using expressive techniques of Fauvist and Abstract Expressionist painters. 	<p>meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>https://www.metmuseum.org/toah/hd/abex/hd_abex.htm</p> <p>Ancient modes of representations of womanhood or fertility; Renaissance approaches to portraiture and paint handling; and the expressive techniques of Fauvist and Abstract Expressionist painters.</p> <p>https://www.youtube.com/watch?v=MgXNp8ToVHk</p> <p>https://www.theguardian.com/artanddesign/gallery/2016/dec/30/metal-and-skin-the-power-of-lucien-freuds-etchings-in-pictures</p>
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		<p>understanding of different styles, genres and traditions.</p> <p>Printmaking Students will expand on the knowledge learned in KS4, and learn a more niche, traditional printing making drypoint technique etching</p> <p>What is mass production?</p> <p>Why are traditional printmaking techniques still of value today? What can we learn from this?</p> <p>Experimenting with printmaking techniques</p> <ul style="list-style-type: none"> • Independent study project: Research and experiment with different printmaking techniques 	<ul style="list-style-type: none"> • Using viewpoints and composition techniques to convey a message/idea <p>Printmaking How do you create successful etchings in the style of Lucien Freud?</p> <ul style="list-style-type: none"> • Light and shade- Studio lighting and camera basics for portraiture • Mark making techniques and building up tone and value with an etching needle • How to load an etching plate with ink • Using the print press to transfer accurately <p>Experimenting with printmaking techniques</p> <ul style="list-style-type: none"> • Independent study project: Research and experiment with different printmaking techniques 		<p>Entrepreneurial skills</p>
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		<p>Exhibition Independent study project: Why do artists exhibit?</p> <p>How can you make a career and profit as an artist?</p>	<p>Exhibition</p> <ul style="list-style-type: none"> • Independent study project: How to curate an exhibition • Developing social media platforms • PR tools • Creating professional prints to sell 	<p>Students prepare, curate and present all of their workshop work in an end of term exhibition. This will be marked using the assessment objectives and predicted grade given (data drop 2 January)</p>	
<p>Spring</p>	<p>Feb: Exam specification: https://www.eduqas.co.uk/media/a3ndenvr/eduqas-a-level-art-and-design-spec-from-2015-e-090119.pdf</p> <p>COMPONENT 1: PORTFOLIO 60%- The Personal Investigation consists of two integrated constituent parts:</p> <p>1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;</p> <p>2. An extended written element of</p>	<p>The components for this specification have been devised to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Relevant materials, processes, technologies and resources how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts. 	<p>The components equally require learners to develop the skills to:</p> <ul style="list-style-type: none"> • Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information. • Explore relevant resources; analyse, discuss and evaluate images, objects and 	<p>Learners will be assessed on the following:</p> <p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and</p>	<p>SMSC: Spiritual: Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art.</p> <p>Moral: Pupils projects often investigate and offer reasoned views about moral and ethical issues and how artists represent this through their work.</p> <p>Social: Respect each other's ideas and opinions when</p>

	<p>1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.</p>		<p>artefacts; and make and record independent judgements</p> <ul style="list-style-type: none"> • Use knowledge and understanding of the work of others to develop and extend thinking and inform own work • Generate and explore potential lines of enquiry using appropriate media and techniques 	<p>meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Formative assessment throughout the term:</p> <p>Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses</p> <p>Summative assessment Feedback will be recorded using the following marksheets and against the exam board mark scheme</p> <p>ks5 Marksheet templates</p>	<p>talking about pieces of art and design including the work of others in the class during group critiques. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills.</p> <p>Cultural: learn to appreciate a wide range of cultural influences, history and values.</p> <p>Through their personal investigations, they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.</p> <p>Students are encouraged to independently go to galleries and exhibitions to develop their cultural capital and use their inspiration to influence their own work.</p>
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<p>Summer</p>		<ul style="list-style-type: none"> • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • continuity and change in different genres, styles and traditions • a working vocabulary and specialist terminology 	<ul style="list-style-type: none"> • Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations • Organise, select and communicate ideas, solutions and responses and present them in a range of visual, tactile and/or sensory forms. Learners can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. 	<p><u>Summative assessment:</u></p> <p><u>Mock exam June/July-</u> Sustained 10 hours focus time producing a piece of work which links to personal projects.</p> <p>This work along with all practical and written work so far will be marked and a predict/ucas grade given based on.</p>	<p>May/June- The school of creative arts degree show trip. University of Hertfordshire</p>
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Biology

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Chapter 2 - Basic components of living systems</p> <p>Chapter 3 - Biological molecules</p> <p>Chapter 4 - Enzymes</p> <p>Chapter 5 - Plasma membranes</p> <p>Chapter 6 - Cell divisions</p>	<ul style="list-style-type: none"> ● Microscopy ● Magnification and calibration ● Eukaryotic and prokaryotic cell structures ● Biological elements ● Carbohydrates, Lipids & proteins ● Nucleic acids ● DNA replication and the genetic code ● Protein synthesis ● ATP ● Enzyme action ● Factors affecting enzymes ● Inhibitors, coenzymes, and prosthetic groups. ● Structure and function of membranes ● Diffusion, Osmosis & Active transport. ● Cell cycle ● Mitosis & Meiosis 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills.</p>	

		<ul style="list-style-type: none"> ● Specialised cells and stem cells ● 			
Spring	<p>Chapter 7 - Exchange surfaces and breathing</p> <p>Chapter 8 - Transport in animals</p> <p>Chapter 9 - Transport in plants</p> <p>Chapter 10 - Classification and evolution</p> <p>Chapter 11 - Biodiversity</p>	<ul style="list-style-type: none"> ● Exchange surfaces ● Mammalian gas exchange ● Ventilation and gas exchange in other organisms. ● Transport in multicellular animals. ● Blood vessels ● Blood, tissue fluid and lymph ● The heart. ● Dicotyledonous transport systems ● Multicellular plant transport ● Transpiration & translocation. ● Classification, phylogeny ● Evidence for evolution. ● Types of variation ● Population characteristics. ● Biodiversity ● Sampling techniques ● Calculating biodiversity ● Factors affecting and reasons for maintaining biodiversity. 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills.</p>	

<p>Summer</p>	<p>Chapter 12 - Communicable diseases</p> <p>Chapter 13 - Neuronal communication.</p> <p>Chapter 14 - Hormonal communication</p>	<ul style="list-style-type: none"> ● Animal and plant pathogens ● Animal and plant diseases ● Transmission of communicable diseases. ● Plant defences ● Non-specific and specific immunity. ● Preventing and treating disease. ● Coordination ● Neurones ● Sensory receptors ● Nervous transmissions ● Synapses ● Organisation of the nervous system ● Structure and function of the brain ● Reflexes ● Voluntary and involuntary muscles ● Sliding filament model ● Hormonal communication ● Structure and function for the pancreas ● Regulation of blood glucose concentration ● Diabetes and its control 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills. Summative assessment of Module 1, 2 and 3 in year 12 mock exams.</p>	
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Business Studies

<u>Term</u>	<u>Topic title(s) and overview</u> <i>Teacher A/Teacher B</i>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<ul style="list-style-type: none"> • Understanding the nature and purpose of business • Understanding different business forms • Understanding that businesses operate within 	<p>Students must have knowledge of the following key terminology:</p> <ul style="list-style-type: none"> • Profit • Costs • Aims • Objectives • Goods • Services 	<ul style="list-style-type: none"> • To understand why businesses exist. • To understand the relationship between mission and objectives. • To understand why businesses set objectives. 	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p>	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are</p>

	<p>an external environment,</p> <ul style="list-style-type: none"> Understanding management, leadership and decision making Understanding management decision making Understanding the role and importance of stakeholders, <p><i>Understanding management, leadership and decision making</i></p>	<ul style="list-style-type: none"> Social enterprise Aims Objectives Mission Statement Opportunity cost Revenue Fixed costs Variable costs Total costs Net profit Gross profit Sole trader Partnership Private Limited company Public Limited Company Social enterprise Unlimited and limited Liability Ordinary share capital Market capitalisation Dividends Competition Market conditions Incomes Interest rates Demographic factors Environmental issues Fair trade. <i>Autocratic</i> <i>Paternalistic</i> <i>Democratic</i> <i>Laissez-faire.</i> <i>decision trees</i> 	<ul style="list-style-type: none"> To understand the measurement and importance of profit. To understand reasons for choosing different forms of business and for changing business forms. To understand the role of shareholders and why they invest. To learn about influences on share price and the significance of share price changes. The effects of ownership on mission and objectives. To understand how the external environment can affect costs and demand. <i>The difference between leadership and management, application of the Tannenbaum and Schmidt continuum</i> <i>To understand the distinction between management and leadership.</i> <i>To be aware of types of management and</i> 	<ul style="list-style-type: none"> Low stake retrieval quizzes Multiple choice questions Questioning during lesson WOWO board responses Short answer responses and definition tests. Seneca learning <p>Summative assessment will include:</p> <ul style="list-style-type: none"> Case study responses Data response Synoptic assessment Mock exams 	<p>covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will</p>
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	<ul style="list-style-type: none"> ● <i>Understanding management decision making.</i> ● <i>Understanding the role and importance of stakeholders.</i> 	<ul style="list-style-type: none"> ● <i>Decision making to include an understanding of:</i> <ul style="list-style-type: none"> ○ <i>risks</i> ○ <i>rewards</i> ○ <i>uncertainty</i> ○ <i>opportunity costs</i> ○ <i>the use and value of decision trees in decision making.</i> ● <i>Influences on decision making to include:</i> <ul style="list-style-type: none"> ○ <i>mission</i> ○ <i>objectives</i> ○ <i>ethics</i> ○ <i>the external environment including competition</i> ○ <i>resource constraints.</i> ● <i>Stakeholder mapping: stakeholder power and interest.</i> 	<p><i>leadership styles and influences on these.</i></p> <ul style="list-style-type: none"> ● <i>To understand the effectiveness of different styles of management and leadership.</i> ● <i>To learn about the value of decision making based on data (scientific decision making) and on intuition.</i> ● <i>To understand the influences on decision making.</i> ● <i>To learn about considering stakeholders' needs when making decisions.</i> ● <i>To learn about stakeholder needs and the possible overlap and conflict of these needs.</i> ● <i>To learn about how to manage the relationship</i> 		<p>challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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<p>Spring</p>	<ul style="list-style-type: none"> ● Setting marketing objectives. ● Understanding markets and customers. ● Making marketing decisions, segmentation, targeting, positioning. ● Making marketing decisions; using the marketing mix ● <i>Setting operational objectives.</i> ● <i>Analysing operational performance.</i> 	<p>Marketing objectives include:</p> <ul style="list-style-type: none"> ● sales volume and sales value ● market size ● market and sales growth ● market share ● brand loyalty. ● Marketing research should include: <ul style="list-style-type: none"> ○ qualitative and quantitative data. ● You should be able to calculate market and sales growth, market share and size. ● The value of sampling should include: <ul style="list-style-type: none"> ○ random ○ stratified ○ quota. ● Interpretation of marketing data should include: <ul style="list-style-type: none"> ○ positive and negative correlation and an understanding of the strength of the relationship ○ understanding the concept of confidence intervals ○ understanding extrapolation. ● You should be able to interpret price and income elasticity of demand data and 	<ul style="list-style-type: none"> ● To understand the value of setting marketing objectives. ● To learn about the value of primary and secondary marketing research. ● To learn about the value of sampling. ● To understand the interpretation of marketing data. ● To understand the interpretation of price and income elasticity of demand data. ● To understand the value of the concepts of price and income elasticity of demand to marketing decision makers. ● To learn about the use of data in marketing decision making and planning. ● To learn about the process and value of segmentation, targeting and positioning. 	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> ● Low stake retrieval quizzes ● Multiple choice questions ● Questioning during lesson ● WOWO board responses ● Short answer responses and definition tests. ● Seneca learning <p>Summative assessment will include:</p> <ul style="list-style-type: none"> ● Case study responses ● Data response ● Synoptic assessment ● Mock exams 	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply</p>
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	<ul style="list-style-type: none"> ● <i>Making operational decisions to improve performance: increasing efficiency and productivity.</i> ● <i>Making operational decisions to improve performance: improving quality.</i> ● <i>Making operational decisions to improve performance: managing inventory and supply chains.</i> 	<p>be able to analyse the impact of changes in price and income on revenue (you do not need to be able to calculate these).</p> <p>Segmentation methods include:</p> <ul style="list-style-type: none"> ● demographic ● geographic ● income ● behavioural segmentation. <p>Targeting may include niche and mass marketing.</p> <p>Positioning should include market mapping.</p> <ul style="list-style-type: none"> ● The marketing mix should be considered for goods and services, both industrial and consumer. ● Product decisions should include: <ul style="list-style-type: none"> ○ the value of product portfolio analysis and the Boston Matrix ○ the value of the product life cycle model including extension strategies ○ influences on and the value of new product development. ● Pricing decisions should include penetration and price skimming. 	<ul style="list-style-type: none"> ● To learn about the influences on choosing a target market and positioning. ● <i>To understand the value of setting operational objectives.</i> ● <i>To interpret, calculate and use operations data in operational decision making and planning.</i> ● <i>To understand the importance of capacity.</i> ● <i>To understand the importance of efficiency and labour productivity.</i> ● <i>To understand the benefits and difficulties of lean production.</i> ● <i>To learn about how to choose the optimal mix of resources.</i> ● <i>To understand how to use technology to improve operational efficiency.</i> 		<p>business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their</p>
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		<ul style="list-style-type: none"> ● Promotional decisions should include: <ul style="list-style-type: none"> ○ the value of branding ○ social media ○ viral marketing. ● Distribution decisions should include multi-channel distribution. ● Influences on an integrated marketing mix include: <ul style="list-style-type: none"> ○ the position in the product life cycle ○ the Boston Matrix ○ the type of product ○ marketing objectives ○ the target market ○ competition ○ Positioning <p><i>Operational objectives include:</i></p> <ul style="list-style-type: none"> ● <i>costs</i> ● <i>quality</i> ● <i>speed of response and flexibility</i> ● <i>environmental objectives</i> ● <i>added value.</i> <p><i>You should be able to calculate:</i></p> <ul style="list-style-type: none"> ● <i>labour productivity</i> ● <i>unit costs (average costs)</i> ● <i>capacity</i> 	<ul style="list-style-type: none"> ● <i>To learn about methods of improving quality.</i> ● <i>To learn about the benefits and difficulties of improving quality.</i> ● <i>To learn about the consequences of poor quality.</i> ● <i>To understand how to manage supply to match demand and the value of doing so.</i> ● <i>To learn about the influences on the amount of inventory held.</i> ● <i>To learn about influences on the choice of suppliers.</i> ● <i>To learn about how to manage the supply chain effectively and efficiently and the value of this.</i> ● <i>To understand the value of outsourcing.</i> 		<p>culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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		<ul style="list-style-type: none">● <i>capacity utilisation.</i>● <i>Importance of capacity should include how to utilise capacity efficiently.</i>● <i>Importance of efficiency and labour should include:</i><ul style="list-style-type: none">○ <i>how to increase efficiency and labour productivity</i>○ <i>difficulties increasing efficiency and labour productivity.</i>● <i>Lean production should include 'Just-In-Time' operations vs 'Just in Case'.</i>● <i>The mix of resources should include an understanding of labour and capital intensive processes.</i>● <i>Methods of improving quality should include quality assurance vs quality control.</i>● <i>Ways of matching supply to demand include:</i><ul style="list-style-type: none">○ <i>outsourcing</i>○ <i>use of temporary and part time employees</i>○ <i>producing to order.</i>● <i>Inventory control should include:</i><ul style="list-style-type: none">○ <i>interpreting inventory control charts</i>			
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		<ul style="list-style-type: none"> o <i>lead time</i> o <i>re-order levels</i> o <i>buffer level of inventory</i> o <i>re-order quantities.</i> 			
Summer	<ul style="list-style-type: none"> ● Setting financial objectives. ● Analysing financial performance. ● Making financial decisions: sources of finance. ● Making financial decisions: sources of finance. ● <i>Setting human resource objectives</i> ● <i>Analysing human resources performance</i> ● <i>Making human resource decisions: improving organisational design and managing the human resource flow.</i> ● <i>Making human resource decisions: improving</i> 	<ul style="list-style-type: none"> ● Financial objectives to include: <ul style="list-style-type: none"> o the concept of a return on investment o revenue, costs and profit objectives o cash flow objectives. o Analysing budgets should include variance analysis and adverse and favourable variances. o Break-even analysis should include: <ul style="list-style-type: none"> o Break-even output o margin of safety o contribution per unit o total contribution. ● Analysing profitability margins should include the following ratio analysis: <ul style="list-style-type: none"> o gross profit o profit from operations o profit for the year. ● Analysing timings of cash flow should include an understanding of payables and receivables. 	<ul style="list-style-type: none"> ● To understand the value of setting financial objectives. ● To understand the distinction between cash flow and profit. ● To understand the distinction between gross profit, operating profit and profit for the year. ● To learn how to construct and analyse budgets and cash flow forecasts. ● To understand the value of budgeting. ● To learn how to construct and interpret break-even charts. ● To learn how to calculate and illustrate on a break-even chart the effects of changes in 	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> ● Low stake retrieval quizzes ● Multiple choice questions ● Questioning during lesson ● WOWO board responses ● Short answer responses and definition tests. ● Seneca learning <p>Summative assessment will include:</p> <ul style="list-style-type: none"> ● Case study responses 	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of</p>

	<p><i>motivation and engagement.</i></p> <ul style="list-style-type: none"> • <i>Making human resource decisions: improving employer-employee relations.</i> 	<ul style="list-style-type: none"> • Sources of finance should include: <ul style="list-style-type: none"> o debt factoring o Overdrafts o retained profits o share capital o Loans o crowd funding. o venture capital • You should be able to assess ways of improving cash flow. • You should be able to assess ways of improving profits and profitability. • <i>Human resource objectives include:</i> <ul style="list-style-type: none"> • <i>employee engagement</i> • <i>talent development</i> • <i>training</i> • <i>diversity</i> • <i>alignment of employee and employer values</i> • <i>number, skills and location of employees.</i> 	<p>price, output and cost.</p> <ul style="list-style-type: none"> • To calculate the value of break-even analysis. • To learn how to analyse profitability. • To learn how to analyse timings of cash inflows and outflows. • To understand the use of data for financial decision making and planning. • To learn about internal and external sources of finance. • To understand the advantages and disadvantages of different sources of finance for short- and long-term uses. • To learn about methods of improving cash flow. • To learn about methods of improving profits and profitability. 	<ul style="list-style-type: none"> • Data response • Synoptic assessment • Mock exams 	<p>how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of</p>
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		<ul style="list-style-type: none"> ● <i>You should be able to calculate and interpret:</i> <ul style="list-style-type: none"> ● <i>labour turnover</i> ● <i>labour productivity</i> ● <i>employee costs as percentage of turnover</i> ● <i>labour cost per unit</i> ● <i>Organisational structures to include: functional, product based, regional and matrix structure.</i> ● <i>Decisions relating to organisational design include:</i> <ul style="list-style-type: none"> o <i>authority</i> o <i>span</i> o <i>hierarchy</i> o <i>delegation</i> o <i>centralisation and decentralisation.</i> ● <i>Human resource flow to include:</i> <ul style="list-style-type: none"> o <i>human resource plan</i> o <i>recruitment</i> o <i>training</i> o <i>Redeployment</i> o <i>Redundancy..</i> ● <i>Theories of motivation should include Taylor, Maslow and Herzberg.</i> 	<ul style="list-style-type: none"> ● <i>To learn about difficulties improving cash flow and profit.</i> ● <i>To understand the value of setting human resource objectives.</i> ● <i>To learn about methods of achieving human resource objectives</i> ● <i>To calculate and interpret human resource data.</i> ● <i>To understand the use of data for human resource decision making and planning.</i> ● <i>To learn about models of organisational structure.</i> ● <i>To learn about influences on organisational design.</i> ● <i>To learn about the value of changing organisational design.</i> ● <i>To understand how managing the human resource flow helps meet human resource objectives.</i> ● <i>To learn about the benefits of motivated and engaged employees.</i> ● <i>To understand how to improve employee engagement and motivation.</i> 		<p>those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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		<ul style="list-style-type: none"> • <i>Financial methods of motivation should include:</i> <ul style="list-style-type: none"> • <i>piece rate</i> • <i>commission</i> • <i>salary schemes</i> • <i>performance-related pay.</i> • <i>Non-financial methods of motivation should include:</i> <ul style="list-style-type: none"> • <i>empowerment</i> • <i>team working</i> • <i>flexible working</i> • <i>job enrichment</i> • <i>job rotation.</i> <p><i>Employee representation methods to include trade unions and works councils.</i></p>	<ul style="list-style-type: none"> • <i>To learn about influences on the choice and assessment of the effectiveness of financial and non-financial methods of motivating employees</i> • <i>To learn about influences on the extent and methods of employee involvement in decision making.</i> • <i>To learn about how to manage and improve employer-employee communications and relations.</i> • <i>To understand the value of good employer-employee relations.</i> 		
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Chemistry

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Chapter 2 - Atoms, ions and compounds Chapter 3 - Amount of substance	<ul style="list-style-type: none"> • Atomic structure and isotopes • Relative mass • Formulae and equations • Amount of substance and the mole 	Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout	Assessment point to include; levelled response questions for extended writing, timed MCQ's,	

	<p>Chapter 4 - Acids and redox</p> <p>Chapter 5 - Electrons and bonding</p> <p>Chapter 6 - Shapes of molecules and intermolecular forces.</p> <p>Chapter 7 Periodicity</p> <p>Chapter 11 - Basic concepts of organic chemistry</p> <p>Chapter 12 - Alkanes</p>	<ul style="list-style-type: none"> ● Determination of formulae ● Moles and volumes ● Reacting quantities ● Acids, bases and neutralisation ● Acid-base titrations ● Redox ● Electron structure ● Ionic bonding and structure ● Covalent bonding ● Shapes of molecules and ions ● Electronegativity and polarity ● Intermolecular forces ● Hydrogen bonding ● The periodic table ● Ionisation energies ● Periodic trends in bonding and structure ● Organic chemistry ● Nomenclature of organic compounds ● Representing the formulae of organic compounds ● Isomerism ● Reaction mechanisms ● Properties of Alkanes ● Chemical reactions of the alkanes. 	<p>the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>analytical questions that include maths skills.</p>	
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<p>Spring</p>	<p>Chapter 8 - Reactivity trends</p> <p>Chapter 9 - Enthalpy</p> <p>Chapter 13 - Alkenes</p> <p>Chapter 14 - Alcohols</p> <p>Chapter 15 - Haloalkanes</p> <p>Chapter 16 - Organic synthesis</p>	<ul style="list-style-type: none"> ● Group 2 ● The halogens ● Qualitative analysis ● Enthalpy changes ● Measuring enthalpy changes ● Bond enthalpies ● Hess' Law and enthalpy cycles ● Properties of alkenes ● Stereoisomerism ● Reactions of alkenes ● Electrophilic addition in alkenes ● Polymerisation in alkenes ● Properties of alcohols ● Reactions of alcohols ● The chemistry of haloalkanes ● Organohalogen compounds and the environment ● Practical techniques in organic chemistry ● Synthetic routes 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills.</p>	
<p>Summer</p>	<p>Chapter 10 - Reaction rates and equilibrium</p> <p>Chapter 17 - Spectroscopy</p>	<ul style="list-style-type: none"> ● Reaction rates ● Catalysts ● Boltzmann distribution ● Dynamic equilibrium and leChatelier's principle ● Equilibrium constant 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills. Summative assessment of Module 1, 2, 3 & 4</p>	

		<ul style="list-style-type: none"> • Mass spectroscopy • Infrared spectroscopy 	<p>through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>to assess extended recall, application of knowledge and evaluative skills (AO1, AO2, AO3).</p>	
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Computer Science

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>	
Autumn	Autumn Mr Kirkman	Fundamentals of data structure and representations	<p>Students will know</p> <p>What an array is and how it functions. They will</p>	<p>Students will be able to</p> <p>Build on these skills to create one and two</p>	<p>Students will be assessed with a variety of exam style questions. Students will also be given opportunities</p>	<p>Computing is a key skill in the world of IT today. This will build on the students' understanding of</p>

		<p>Students explore what data is and how it is used without coding. They will look at specific concepts, operations and how data constructs to form simple programmes.</p> <p>Students will look at binary, its advantages and disadvantages and ensure they understand how to perform binary calculations.</p>	<p>understand how to read and write to and from text files.</p> <p>Students will work through a variety of binary calculations including, addition, subtraction, division and multiplication.</p>	<p>dimensional arrays. They will use search functions to select data from a specific position in the list.</p> <p>They will be able to carry out and perform binary calculations.</p>	<p>to practise their coding skills in order to develop these ready for the non exam component.</p>	<p>computing and some of the more basic concepts of programming.</p>
Spring	<p>Autumn</p> <p>Mr Gould</p>	<p>Services provided by IT</p> <p>Students will learn about the hardware and software of computer systems. Students will be able to describe the main components of a computer and their uses.</p> <p>Students will also examine the relationships and classification of system</p>	<p>Students will know</p> <p>The correct terminology to use when looking at computer systems. They will be able to explain the difference between high level and low level language. Students will know the different types of storage available and the principle operations of those storage devices.</p>	<p>Students will be able to</p> <p>Deconstruct the software and will be able to demonstrate machine code and assembly language.</p> <p>Students will be able to identify the components of a computer, describe the use of it and explain the software needed to ensure that it runs correctly.</p>	<p>Students will be assessed with a variety of exam style questions. Students will be given components of computers to name and explain their use. They will need to explain how the component fits together with other components and what the purpose of working together is.</p>	<p>This topic will cover the main components of a computer. Students can see how computers are built and how components fit together. Students look at the basis of computing, how they are used and how they fit together. This will help in a variety of areas throughout their lives as technology continues to</p>

		components. They will explore the programming language and program translator.				grow and shape the world around us.
Summer	Spring Mr Kirkman	Logic gates and boolean Students will look at how to apply logic gate designs to boolean expressions. They will use truth tables to manipulate and simplify the logic gate. They will also continue to work on their programming skills.	Students will know What a logic gate is and the purpose of it. They will also need a basic understanding of truth tables and how they work.	Students will be able to Complete complex truth tables. They will understand the link between a logic gate and a truth table.	Students will be assessed with a variety of exam style questions. Students will also be given opportunities to practise their coding skills in order to develop these ready for the non exam component.	Computing is a key skill in the world of IT today. This will build on the students' understanding of computing and some of the more basic concepts of programming.
	Spring Mr Gould	Networks and stored program concepts Students will look at the different types of network topologies and protocols used to transfer data.	Students will know The different types of topologies used in networking. They will be able to identify the topologies and how more	Students will be able to Students will also be able to identify the benefits and drawbacks of different types of connectivity.	Students will be assessed with a variety of exam style questions. Students will also be given opportunities to practise their coding skills in order to develop	Understanding connections and how to transfer data in a safe and secure manner will support students in later life to ensure they follow certain protocols.

		<p>Students will also look at the different types of encryption and how to ensure data is safe. They will also look at the architecture of systems and what is needed to ensure networks are able to securely transfer data.</p> <p>Students will explore the process involved in the fetch-execute cycle.</p>	<p>than one type of topology can work with another.</p> <p>Students will need to understand the fetch-execute cycle and what this process does in order for programs to operate.</p>	<p>Identify the different areas of the fetch-execute cycle.</p> <p>Students will be able to explain the process using the correct terminology for each stage.</p>	<p>these ready for the non exam component.</p>	
<p>Summer</p> <p>Mr Kirkman</p>	<p>Databases and big data</p> <p>Students will look to create an SQL database which links more than one database. Students will model, describe, explain and normalise relational databases.</p> <p>Students will look at large quantities of data and how this can be an issue. They</p>	<p>Students will know</p> <p>What SQL databases are, they will understand the 'select' 'where' 'from' process involved.</p> <p>Big data has a lack of structure to it, they will understand what issues may arise from this.</p>	<p>Students will be able to</p> <p>Write code which will allow a SQL query to run and select the relevant data from the database.</p> <p>Students will understand the process of structuring a relational database in accordance with a series of so-called normal forms in order to reduce data</p>	<p>Students will examine case studies and answer exam style questions.</p> <p>They will also sit an end of year mock exams which will cover all the topics they have studied this academic year.</p>	<p>Databases are used across all systems in work environments. Companies all use databases to store records and information. Students will gain a good knowledge of how to create and store data so it can be access and used effectively.</p>	

		will look at the implications surrounding holding such data.		redundancy and improve data integrity.		
Summer Mr Gould	Legal, ethical, moral impact of computers Students will investigate the potential problems with storing data on computers and the impact of data loss and breaches to GDPR. Students look at what cyber attacks are and the prevention methods. Students will also prepare their planning for the non exam component. They will begin to develop ideas they will use for the project.	Students will know What the law is for data protection and GDPR. They will also discover the different methods of cyber attacks and ways to prevent them.	Students will be able to Explain the eight principles of GDPR. They will understand what data protection is and how business will ensure data is safe from cyber attacks.	Students will examine case studies and answer exam style questions. They will also sit an end of year mock exams which will cover all the topics they have studied this academic year.	Cyber security is an ongoing issue in the wider world. Students will look at how businesses keep themselves safe and ensure that GDPR laws are not broken. Students will need to ensure their own data is protected and safe, this topic will give them the foundations of how to ensure they are protected.	

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Criminology

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn & spring	Unit 1: Understanding how crime reporting affects the public perception of criminality	AC 1.1 Different types of crime AC 1.2 Explain the reasons that certain crimes are unreported AC 1.3 Explain the consequences of unreported crime AC 1.4 Describe media representation of crime A C1.5 Explain the impact of media representations on the public perception of crime	Analyse crimes and criminal behaviour Analyse how different aspects of the media report different crimes Understand and analyse how media reporting impacts public perception of crime and public reporting of it	This unit will be assessed via a teacher-marked controlled assessment February/March Prior to this, students will be formatively assessed through ongoing homeworks and further reading, whilst some summative assessments will be carried out at the end of each AC.	Students will understand how media impacts society's perceptions of crime and criminality. This will directly link to their own use of social media and how their own perception of the world is affected by their consumption of it.

		<p>AC 1.6 Evaluate methods of collecting statistics about crime</p> <p>AC 2.1 Compare campaigns for change</p> <p>AC 2.2 Evaluate the effectiveness of media used in campaigns for change</p> <p>AC 2.3 Plan a campaign for change relating to crime</p> <p>AC 3.1 Plan a campaign for change relating to crime</p> <p>AC 3.2 Design materials for use in campaigning for change</p> <p>AC 3.3 Justify a campaign for change</p>	<p>Understand and analyse how public perception of crime directly influences public policy</p> <p>Learn how to create campaigns for change, including materials to transport your message to your target audience.</p>	<p>The students will be provided with extra reading and encouraged to learn beyond the taught lessons and recommended reading.</p>	<p>Links to media, psychology and sociology</p>
<p>Spring & summer</p>	<p>Unit 2: Understanding social constructions of criminality</p>	<p>AC 1.1 Compare criminal behaviour and deviance</p> <p>AC 1.2 Explain the social construction of criminality</p> <p>AC 2.1 Describe biological theories of criminality</p> <p>AC 2.2 Describe individualistic theories of criminality</p>	<p>Understand and analyse different theories of criminality and what causes people to commit criminal acts.</p>	<p>Students will be assessed on an ongoing basis as per Unit 1. This will include extra reading and an encouragement to learn beyond the taught lessons and recommended reading.</p>	<p>Links to psychology and sociology</p>

		AC 2.3 Describe sociological theories of criminality AC 3.1 Analyse situations of criminality AC 3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality		Unit 2 will be summatively assessed via external exam in May of year 12.	
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English Literature

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn Term 1: Paper 1 – Love through the Ages	In this term students will: <ul style="list-style-type: none"> Learn about the idea of a historicist perspective of love Learn about the different time periods of literary movements 	Key knowledge: <ul style="list-style-type: none"> The plot, character, theme, structure and stagecraft of Shakespeare’s ‘Othello’. The social, historical , autobiographical, literary context of the Shakespeare play 	Key skills: <ul style="list-style-type: none"> Ability to debate concepts of love and their presentation in texts Ability to compare texts across time and themes Analysis of language 	Students will be given a range of tasks to complete each week for additional study. These may include: <ul style="list-style-type: none"> Pre reading and preparation 	Prior learning: The Shakespeare question is very similar in style to the GCSE Shakespeare question with the use of an extract but with the added depth from demanding a debate.

	<ul style="list-style-type: none"> ● Be introduced to the Pre 1900 Anthology of Love Poetry ● Explore the plot, character, themes, structure, stagecraft and debates around love in their Shakespeare text (Othello) ● Explore the plot, character , themes , structure and debates around love in F.Scott Fitzgerald’s The Great Gatsby <p>Students will explore the key questions:</p> <ul style="list-style-type: none"> ● What are the key debates about love? ● What are the key perspectives of love? ● What is Shakespeare saying about love in Othello? ● What are the poets’ views of love? ● What is F.Scott Fitzgerald saying about love? 	<ul style="list-style-type: none"> ● The plot, character, structure and themes of F.Scott Fitzgerald’s ‘The Great Gatsby’. ● The social, historical, literary, autobiographical context of F.Scott Fitzgerald. ● The themes, forms, language and structure of the Pre 1900 poetry ● The social , historical, autobiographical, literary contexts of the poets ● Analysis of character ● Analysis of structure ● Analysis of stagecraft ● Evaluation of writers’ intention and success 		<ul style="list-style-type: none"> ● Wider reading to broaden their contextual knowledge and literary debate ● Wider watching of lectures to deepen their analysis and debate ● An essay to write, consolidating their knowledge from the lessons <p>In addition, in this term students will complete:</p> <ul style="list-style-type: none"> ● A formally marked essay on The Great Gatsby ● A formally marked essay on the Shakespeare text 	<p>The poetry anthology will draw on the students GCSE skills of reading, comprehending, comparing and memorising aspects of 15 poems.</p> <p>The novel study of ‘The Great Gatsby’ will draw on skills learned across their entire school career studying at least one novel a year.</p> <p>Cultural:</p> <p>Students will learn the historical timeline of literature and the features of the different periods and literary movements.</p> <p>Moral:</p> <p>As the unit is focused on love, students will explore the many complexities of relationships from parental love to romantic love, considering the darker aspects of love such as jealousy; control; revenge; betrayal as well as</p>
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					<p>companionship, partnership and equality.</p> <p>Social:</p> <p>As a natural part of studying love through the ages, students will deepen their knowledge of Marxism and Feminist movements and consider the role of the patriarchy and class systems in controlling people's most intimate relationships.</p>
<p>Spring</p> <p>Term 2:</p> <p>Paper 1</p> <p>Love Through the Ages and Non Examined Assessment preparation</p>	<p>In this term, the focus will move to revision and redrafting skills as students:</p> <ul style="list-style-type: none"> ● Complete their first draft of their NEA coursework essay, comparing a theme of their choice across two texts ● Prepare and revise for their mock Paper 1: Love Through the Ages <p>Students will also deepen their knowledge of unseen poetry analysis by exploring unseen</p>	<ul style="list-style-type: none"> ● The debates about love across time ● The features and conventions of literature across the literary canon and timeline ● The conventions of courtship, love and marriage in different cultures and times ● The plot, characters, structure, stagecraft, themes and debates of the Shakespeare text (Taming of the Shrew) 	<ul style="list-style-type: none"> ● To be able to plan, structure and create a perceptive response to a debate ● To be able to manage time ● To be able to set milestones and hold yourself to account ● To be able to research, read and evaluate critical responses to texts ● To be able to draft, edit, redraft and polish a piece of work over time 	<p>Students will be given a range of tasks to complete each week for additional study. These may include:</p> <ul style="list-style-type: none"> ● Pre reading and preparation ● Wider reading to broaden their contextual knowledge and literary debate ● Wider watching of lectures to deepen their analysis and debate 	<p>The links to this term are as above in the prior two terms as this term is a consolidation of the learning in Term 1 and 2</p>

	<p>poems together to create comparisons.</p> <p>Students will explore the key questions: How do I identify the gaps in my knowledge? How can I revise to ensure I have a full, broad , secure knowledge of the texts? What are the key debates about love? What makes a powerful introduction? How do I select material judiciously in my essays? What makes a compelling conclusion? What areas of Literature and themes intrigue me the most? How do I best manage my time in coursework creation and in examinations? What are the most effective methods of revision?</p>	<ul style="list-style-type: none"> • The plot, characters, structure, , themes and debates of ‘The Great Gatsby’ • The form, structure , language, themes and debates of the Pre 1900 Love Poetry Anthology <p>For unseen poetry, we will consider:</p> <ul style="list-style-type: none"> • What are the key poetic movements across the ages • How does time affect the context and possible content of a text • How to compare and connect literary texts on a theme across time 		<ul style="list-style-type: none"> • An essay to write, consolidating their knowledge from the lessons <p>In addition, in this term students will complete:</p> <p>A draft version of their 2,000 word non-examined assessment comparative essay on texts of their choice</p>	
Summer	In this term, students will begin to focus on the Paper 2 exam, and will	Key knowledge:	Key skills:	Students will be given a range of tasks to complete each week for	The links to this term are as above in the prior two terms as

<p>Term 3: Texts in shared contexts - modern times</p>	<p>study two further texts ('The Handmaid's Tale' and 'A Streetcar Named Desire'). They will:</p> <ul style="list-style-type: none"> ● Consider whether the idea and presentation of love has changed over time ● Explore the presentation of different types of love ● Explore the plot, character, themes, structure, and debates around love in their modern texts ● Consider texts through critical lenses, including the feminist lens 	<ul style="list-style-type: none"> ● The plot, character, theme, and structure of the modern texts ● The social, historical , autobiographical, literary context of 'The Handmaid's Tale' ● The social, historical , autobiographical, literary context of 'A Streetcar Named Desire' ● Analysis of character ● Analysis of structure ● Evaluation of writers' intention and success 	<ul style="list-style-type: none"> ● Ability to debate concepts of love and their presentation in texts ● Ability to compare texts across time and themes ● Analysis of language 	<p>additional study. These may include:</p> <ul style="list-style-type: none"> ● Pre reading and preparation ● Wider reading to broaden their contextual knowledge and literary debate ● Wider watching of lectures to deepen their analysis and debate ● An essay to write, consolidating their knowledge from the lessons <p>They will also sit their formal mock exams as part of the end of Year 12 A-Level mock exam series. This will be a 3 hour mock paper on Love Through the Ages covering:</p> <ul style="list-style-type: none"> ○ Section A: Shakespeare text 	<p>this term is a consolidation of the learning in Term 1 and 2</p>
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				<ul style="list-style-type: none">○ Section B: Comparison of unseen poetry○ Section C: Comparison of an aspect of love in The Great Gatsby and the Pre 1900 Love Poetry	
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Forensic Science

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Unit 1: Principles and Applications of Science I	<p>A Periodicity and properties of elements</p> <p>A1 Structure and bonding in applications in science</p> <p>A2 Production and uses of substances in relation to properties</p> <p>B Structure and functions of cells and tissues</p> <p>B1 Cell structure and function</p> <p>B2 Cell specialisation</p> <p>B3 Tissue structure and function</p> <p>C Waves in communication</p> <p>C1 Working with waves</p> <p>C2 Waves in communication</p> <p>C3 Use of electromagnetic waves in communication</p>		<ul style="list-style-type: none"> • <i>Written examination in January 2024 set and marked by Pearson.</i> • <i>2 hours. (Sat in three timed sessions of 40 mins for each of Biology, Chemistry and Physics)</i> • <i>90 marks.</i> <p>Assessment outcomes</p> <p>AO1 Demonstrate knowledge of scientific facts, terms, definitions and scientific formulae</p> <p>AO2 Demonstrate understanding of scientific concepts, procedures, processes and techniques and their application.</p>	

				<p>AO3 Analyse, interpret and evaluate scientific information to make judgements and reach conclusions.</p> <p>AO4 Make connections, use and integrate different scientific concepts, procedures, processes or techniques</p>	
<p>Spring</p>	<p>Unit 2: Practical Scientific Procedures and Techniques</p>	<p>A Undertake titration and colorimetry to determine the concentration of solutions</p> <p>A1 Laboratory equipment and its calibration</p> <p>A2 Preparation and standardisation of solutions using titration</p> <p>A3 Colorimetry</p> <p>B Undertake calorimetry to study cooling curves</p> <p>B1 Thermometers</p> <p>B2 Cooling curves</p> <p>C Undertake chromatographic techniques to identify components in mixtures</p>		<p>Students will be assessed in a variety of ways for this unit:</p> <ul style="list-style-type: none"> - Written reports for each procedure that include: <ul style="list-style-type: none"> - Methods used - Results collected - Processing of data - Analysis of data - Evaluation of Method - Conclusions made 	

		<p>C1 Chromatographic techniques C2 Application of chromatography C3 Interpretation of a chromatogram</p> <p>D Review personal development of scientific skills for laboratory work. D1 Personal responsibility D2 Interpersonal skills D3 Professional practice</p>		<ul style="list-style-type: none"> - Observations by the teacher, including safety. - - Written report that focuses on the evaluation of their own performance and skill development throughout the unit. 	
Summer	Unit 4: Forensic Investigation Procedures in Practice	<p>A Explore procedures used to preserve, collect and record forensic evidence from a simulated crime scene</p> <p>A1 At the crime scene</p> <p>A2 Procedures used to preserve, recover and record forensic evidence</p> <p>A3 Health and safety</p>	<ul style="list-style-type: none"> - Describe the procedures used to preserve, collect and record forensic evidence. - Select appropriate procedures to preserve, collect and record forensic evidence. - Justify the choice of procedures used to preserve, collect and record forensic evidence. - Evaluate the importance of using appropriate procedures to preserve, collect and record forensic evidence. 	<p>Learners will preserve and process a mock scene and produce crime scene notes with photographs of their evidence. Supported by an observation document, completed by the assessor.</p> <p>A written report will be produced that demonstrates understanding of how to gather forensic evidence.</p>	

		<p>B Use analytical techniques to examine forensic evidence collected from a simulated crime scene</p> <p>B1 Biological evidence and biological analysis B2 Chemical evidence and chemical analysis B3 Physical evidence and analysis B4 Rationalising analytical techniques</p> <p>C Draw conclusions and report on the results of the analysis of forensic evidence</p> <p>C1 Interpretation of evidence</p>	<ul style="list-style-type: none"> - Evaluate the importance of using appropriate procedures to preserve, collect and record forensic evidence. - Describe the analytical techniques used to examine biological, chemical and physical forensic evidence. - Select appropriate analytical techniques to examine biological, chemical and physical forensic evidence. - Justify the choice of the analytical techniques used to examine biological, chemical and physical forensic evidence. -Evaluate the analytical techniques used in forensic science to examine biological, chemical and physical forensic evidence. - Produce a correctly structured forensic expert witness statement/report, with findings from the analysis of evidence. 	<p>Learners will produce a portfolio of laboratory examination forms, including drawings and photographs, method sheets and results of analysis. Supported with an observation document, completed by the assessor.</p> <p>An appropriately structured expert witness statement should be produced that includes results, explanations and aspects of probability.</p>	
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		C2 Presentation of analysis on forensic evidence	<ul style="list-style-type: none">- Produce a coherent forensic expert witness statement/report, with interpretation of the findings from the analysis of evidence.- Produce a detailed and coherent forensic expert witness statement/report, showing clear scientific reasoning to draw valid conclusions.		
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Geography

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Water and Carbon Cycles (Paper 1: Section A)</p> <p>Coastal Systems and Landscapes (Paper 1: Section B)</p>	<p>Water and carbon as natural systems:</p> <p>Systems in physical geography: systems concepts and their application to the water and carbon cycles.</p> <p>The water cycle</p> <p>Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere.</p> <p>The carbon cycle</p> <p>Global distribution, and size of major stores of carbon – lithosphere, hydrosphere,</p>	<p>Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity.</p> <p>Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.</p>	<p>Section A: Water and carbon cycles</p> <p>Section B: Coastal systems and landscapes</p> <ul style="list-style-type: none"> •Written exam: 2 hours 30 minutes •120 marks •40% of A-level •Section A: answer all questions (36 marks) •Section B: answer either question 2 or question 3 or question 4 (36 marks) 	<p>Global Issues and challenges</p> <p>Current Affairs</p> <p>Global Development</p>

		<p>cryosphere biosphere, atmosphere.</p> <p>Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales.</p> <p>Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering.</p> <p>Water, carbon, climate and life on Earth</p> <p>The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.</p>	<p>Students must engage with a range of quantitative and relevant qualitative skills, within the theme water and carbon cycles. Students must specifically understand simple mass balance, unit conversions and the analysis and presentation of field data.</p> <p>Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management.</p> <p>Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.</p> <p>Students must engage with a range of quantitative and</p>		
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		<p>Coastal systems and landscapes</p> <p>This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments.</p> <p>Coasts as natural systems</p> <p>Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</p> <p>Coastal landscape development</p> <p>This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples.</p>	<p>relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.</p>		
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		<p>Coastal management</p> <p>Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.</p>			
<p>Spring</p>	<p>Changing Places (Paper 2: Section B)</p> <p>Contemporary Urban Environments (Paper 2: Section C)</p>	<p>The nature and importance of places</p> <p>The concept of place and the importance of place in human life and experience.</p> <p>Insider and outsider perspectives on place.</p> <p>Categories of place:</p> <ul style="list-style-type: none"> • near places and far places 	<p>Local place study exploring the developing character of a place local to the home or study centre.</p> <p>Contrasting place study exploring the developing character of a contrasting and distant place.</p> <p>Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected</p>	<p>Section B: Changing places</p> <p>Section C: Contemporary urban environments</p> <p>How it's assessed</p> <ul style="list-style-type: none"> •Written exam: 2 hours 30 minutes •120 marks •40% of A-level 	<p>Geopolitics</p> <p>Current Affairs and Issues</p> <p>Equality and Diversity</p> <p>Sustainability</p> <p>Global Issues and challenges</p> <p>Global Development</p>

		<ul style="list-style-type: none"> experienced places and media places. <p>Factors contributing to the character of places:</p> <ul style="list-style-type: none"> Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. Exogenous: relationships with other places. <p>Changing places – relationships, connections, meaning and representation</p> <p>In relation to the local place within which students live or study and then at least one further contrasting place and encompassing local, regional, national, international and global scales:</p>	<p>by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present.</p> <p>Both place studies must focus equally on:</p> <ul style="list-style-type: none"> people's lived experience of the place in the past and at present and either changing demographic and cultural characteristics or economic change and social inequalities. <p>Suitable data sources could include:</p> <ul style="list-style-type: none"> statistics, such as census data maps geo-located data 	<ul style="list-style-type: none"> Section B: answer all questions (36 marks) Section C: answer either question 3 or question 4 or question 5 (48 marks) Question types: short answer, levels of response, extended prose 	
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		<ul style="list-style-type: none"> ● the ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place and ● the ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place. <p>Relationships and connections</p> <p>The impact of relationships and connections on people and place with a particular focus on:</p> <p>either</p> <p>changing demographic and cultural characteristics</p>	<ul style="list-style-type: none"> ● geospatial data, including geographic information systems (GIS) applications ● photographs ● text, from varied media ● audio-visual media ● artistic representations ● oral sources, such as interviews, reminiscences, songs etc. <p>Students must engage with a range of quantitative and qualitative approaches across the theme as a whole. Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data</p>		
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		<p>or</p> <p>economic change and social inequalities.</p> <p>Meaning and representation</p> <p>The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present.</p> <p>Urbanisation</p> <p>Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. The emergence of megacities and world cities and their role in global and regional economies.</p> <p>Urban change: deindustrialisation,</p>	<p>should allow the development of critical perspectives on the data categories and approaches.</p> <p>Case studies of two contrasting urban areas to illustrate and analyse key themes set out above, to include:</p> <ul style="list-style-type: none"> ● patterns of economic and social well-being ● the nature and impact of physical environmental conditions <p>with particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.</p>		
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		<p>decentralisation, rise of service economy.</p> <p>Urban policy and regeneration in Britain since 1979.</p> <p>Urban forms</p> <p>Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them.</p> <p>Urban climate</p> <p>The impact of urban forms and processes on local climate and weather.</p> <p>Urban drainage</p> <p>Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin</p>			
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		<p>storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs.</p> <p>Urban waste and its disposal</p> <p>Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption.</p> <p>Sustainable urban development</p> <p>Impact of urban areas on local and global environments. Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable</p>			
Summer	Non-Examined Assessment	<p>All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a</p>	<p>They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their</p>	<p>Level 4</p> <p>Detailed, effective, thorough, complete, well-developed.</p> <p>Overall description of level</p>	<p>Learning outside the classroom</p>

		<p>number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement.</p> <p>Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both.</p>	<p>work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.</p> <p>The independent investigation must:</p> <ul style="list-style-type: none"> ● be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content ● involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis ● incorporate the observation and recording of field data 	<ul style="list-style-type: none"> ● The research question(s) will be effectively identified and preliminary research will be thoroughly undertaken with well-understood and well-stated contexts. ● The methods of field investigation will be detailed and thorough with reasoned justification. ● The methods of critical analysis will be effective, developed and complete. ● The conclusions and evaluation will be thorough, effective and complete and the presentation will be logical and coherent. <p>Level 3</p> <p>Clear, secure, explicit, focused, precise, consistent.</p>	
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			<p>and/or evidence from field investigations that is of good quality and relevant to the topic under investigation</p> <ul style="list-style-type: none"> ● involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches ● draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes ● demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for 	<p>Overall description of this level</p> <ul style="list-style-type: none"> ● The research question(s) will be securely identified and preliminary research will be focused with consistently understood and stated contexts. ● The methods of field investigation will be clear and relevant with explicit justification. ● The methods of critical analysis will be clear, precise and consistent. ● The conclusions and evaluation will be clear, secure and focused and the presentation will be clear and precise. <p>Level 2</p> <p>Intermittent, partial, some, implicit, imprecise, inconsistent.</p> <p>Overall description of this level</p>	
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			<p>representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them</p> <ul style="list-style-type: none"> • demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding • require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context 	<ul style="list-style-type: none"> • The research question(s) will be partial and preliminary research will be imprecise with inconsistently understood and stated contexts. • The methods of field investigation will be intermittently applied with only some aspects justified. • The methods of critical analysis will be imprecise, partial and inconsistent. • The conclusions and evaluation will be partial and inconsistent and the presentation will be incomplete. <p>Level 1</p> <p>Basic, limited, tentative, generalised, isolated.</p> <p>Overall description of level</p>	
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			<ul style="list-style-type: none"> ● involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing ● demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case ● require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research. <p>Independence</p> <p>Some stages of the investigation must be carried out independently. Other parts of the investigation may be carried out collaboratively, either as a class, group or pair.</p>	<ul style="list-style-type: none"> ● The research question(s) will be generalised and preliminary research will be limited with only isolated contexts. ● The methods of field investigation will be basic and limited in scope with tentative justification. ● The methods of critical analysis will be basic, limited and tentative. ● The conclusions and evaluation will be limited and generalised and the presentation will be basic. 	
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			<p>Independence is compulsory in the following stages of the investigation:</p> <ul style="list-style-type: none">• defining and developing a question or issue to address aims, questions and/or hypotheses relating to any aspect of the specification• drawing on research, including field data and if relevant, secondary data which must be sourced by the student• contextualising, analysing and summarising findings and data• presenting data and drawing conclusions. <p>Collaboration is allowed in the following stages of the investigation:</p> <ul style="list-style-type: none">• exploring the focus of potential investigations		
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			<ul style="list-style-type: none">• collecting field data and/or evidence from field investigations.		
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Health and Social Care

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge/Key Questions</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Unit 1 AO1 Demonstrate knowledge of PIES across the human lifespan and factors affecting human growth and development</p> <p>Unit 5 A1 Promoting equality, diversity and preventing discrimination.</p> <p>Unit 1 AO3 Analyse and evaluate information related to development including theories/models and factors AO4 Make connections between theories/models and factors affecting human growth and development</p> <p>Unit 5 A2 Skills and personal attributes required for developing relationships with individuals.</p>	<p>Unit 1: Why are set milestones important when assessing development? Why do some individuals cope with the ageing process better than others?</p> <p>Unit 5: How does society benefit from diversity? What impact does discrimination have on individuals and a community?</p> <p>Unit 1: How relevant are theories of development in contemporary society? Unit 5: Why is it important that services users trust the professionals working with them? How does the theory of attachment influence the approach staff should use when trying to establish a trusting relationship with their service users?</p>	<p>Unit 1: Describe, discuss, evaluate, identify, justify, to what extent. Developing exam skills to answer questions ranging from 3 to 6 marks</p> <p>Unit 5 A.P1 Explain the importance of ... A.M1 Analyse the impact of ... A.D1 Evaluate the success of ...</p> <p>Unit 1: Describe, discuss, evaluate, identify, justify, to what extent. Develop exam skills to answer questions ranging from 10 to 12 marks</p> <p>Unit 5 A.P2 Explain the skills and personal attributes A.M2 Assess different methods used by Professionals.</p>	<p>Unit 1: Assessment: Pre-Public Examination Unit 5: Assessment Coursework Task 1 – Promoting equality and Diversity in HSC</p> <p>Unit 1: Assessment: External examination Unit 5: Assessment Coursework Task 2 – Skills and Attributes required to promote positive relationships in HSC</p>	<p>Synthesising information from a range of sources. Developing empathy Understanding cultural differences</p>

<p>Spring</p>	<p>Unit 5 B1 Examine the ethical issues involved when providing care and support to meet individual needs B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk.</p> <p>Unit 5 C1 Investigate the principles behind enabling individuals with care and support needs to overcome challenges C2 Promoting personalisation when meeting the needs of individuals C3 Identifying barriers to communication and overcoming these barriers.</p>	<p>How does legislation influence procedures in a HSC setting? What rights do individuals have when using HSC settings? What challenges might staff face when trying to meet the demands of many service users, and how might these challenges be met?</p> <p>How does the communication theories link to effective communication and support identifying barriers to communication? How might modern technology be used to overcome communication challenges faced by individuals using HSC services?</p>	<p>Unit 5 B.P3 Explain how to incorporate ethical principles into the provision of support for individuals B.M3 Analyse how an ethical approach to providing support would benefit individuals BC.D2 Justify the strategies and techniques used.</p> <p>Unit 5 C.P4 Explain the strategies and communication techniques used.. C.P5 Explain the benefits of promoting personalisation C.M4 Assess the strategies and communication techniques. BC.D2 Justify the strategies</p>	<p>Unit 5: Assessment Coursework Task 3 – Working ethically in HSC</p> <p>Unit 5: Assessment Coursework Task 4 – effective communication in HSC</p>	<p>Validating sources of information Extended research task to include qualitative and quantitative information.</p> <p>Comprehensive literacy task applying key terminology, theories and ideas, in context.</p>
<p>Summer</p>	<p>Unit 5 D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet needs. D1 Evaluate how agencies work together D2 Evaluate roles and responsibilities of key professionals on multidisciplinary teams.</p>	<p>How does working as part of a multi-agency team benefit the service users and the organisations working with them? What challenges may professionals face when working in a multi-disciplinary or multi-agency team? Why are clear roles and responsibilities essential to work within a team effectively?</p>	<p>Unit 5 D.P6 Explain the need for multidisciplinary teams. D.P7 Explain the roles and responsibilities of different members. D.M5 Assess the benefits of multidisciplinary working D.D4 Evaluate how multidisciplinary</p>	<p>Unit 5: Assessment Coursework: Task 5a – Multi Agency and multi-disciplinary working in HSC</p> <p>Unit 5: Assessment Coursework: Task 5b – Information sharing in HSC</p>	<p>Validating sources of information Extended research task to include qualitative and quantitative information.</p> <p>Comprehensive literacy task applying key terminology, theories and ideas, in context.</p>

	<p>Unit 5 D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. D3 Maintaining confidentiality D4 Managing information.</p>	<p>What influence does the Data protection Act and GDPR have on the sharing and storing of information? What methods are used to share information across a multi-agency team, and what steps need to be taken to ensure they don't break GDPR? What are the effects of breaking GDPR on the service user?</p>	<p>working can meet the care and support needs Unit 5 D.P8 Explain the arrangements for managing information between professionals. D.M6 Analyse the impact of legislation and codes of practice. D.D3 Justify how organisations and professionals work together while maintaining confidentiality.</p>		
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History

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
	Link to specification for more specific detail: https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366-gce-2015-a-hist.pdf				

Autumn	<p>Paper 1, Option 1H: Britain transformed, 1918–97 - Mrs Wood</p> <p>1 A changing political and economic environment, 1918–79</p> <p>2. Creating a Welfare state 1918-79</p> <p>Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge. - Ms Young</p> <ol style="list-style-type: none"> 1. Affluence and conformity 1955-63 2. Protest and reaction 1963-72 3. Social and political change, 1973–80 	<p>Paper 1 Unit 1: Governments of the period. Economic challenges Change in working relations</p> <p>Paper 1 Unit 2: Creation of the Welfare State Public health developments Education developments</p>	<p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance 55 AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context 20 AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>	<p>Paper 1 - AO1</p> <p>Paper 2 - AO1 and AO2</p>	<p>USA - civil rights campaign</p> <p>Diversity</p> <p>GB - post WW2 immigration, Windrush</p> <p>USA - civil rights, gay rights, women's rights</p> <p>SMSC -</p> <p>GB - creation of the welfare state, worker and voter rights, gay rights, changing culture</p> <p>USA - workers, women, gay rights, changing culture</p>
Spring	Paper 1:	Paper 1: Unit 3 Social class	Interpretations - Thatcher	Paper 1 - AO1 and AO3	

	<p>3. Society in transition, 1918–79</p> <p>4. The changing quality of life, 1918–79</p> <p>5. What impact did Thatcher’s governments (1979–90) have on Britain, 1979–97?</p> <p>Paper 2:</p> <p>4. Republican dominance and its opponents, 1981–92</p>	<p>Changing role of women Race and immigration</p> <p>Paper 1: Unit 4 Changing standard of living Popular culture and entertainment Leisure and travel</p> <p>Paper 1 Unit 5: Effect of Thatcher’s policies on economy and society</p> <p>Paper 2: Unit 4 Reagan economic policy Religious right Cultural challenges Social change</p>	<p>Sources and essay writing</p> <p>Revision</p>	<p>Paper 2 - AO1 and AO2</p>	
<p>Summer</p>	<p>Revision and Coursework background knowledge and skills - The Holocaust</p>	<p>Background preparation of the Holocaust</p>	<p>Academic research</p> <p>Revision</p>	<p>Paper 1 - AO1 and AO3</p> <p>Paper 2 - AO1 and AO2</p> <p>Coursework - AO3</p> <p>Mock exam</p>	

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Maths

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	1.1 Algebraic Expressions 1.2 Quadratics 1.3 Equations and Inequalities 1.4 Graphs and Transformations 1.5 Straight Line Graphs 1.6 Circles 1.7 Algebraic Methods 1.8 Binomial Expansion 1.11 Vectors 1.12 Differentiation 1.13 Integration	<u>Overarching theme 1:</u> Mathematical argument, language and proof <u>Overarching theme 2:</u> Mathematical problem solving <u>Overarching theme 3:</u> Mathematical modelling	A Level Mathematics students must use mathematical notation and be able to recall the mathematical formulae and identities. OT1 Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; involving the correct use of symbols and connecting language, including the following: constant, coefficient, expression, equation, function, identity, index, term, variable. OT2 Recognise the underlying mathematical structure in a situation and simplify an abstract	4 formal exam style assessments based on taught chapters (1 hour each) 1.1, 1.2 and 1.5 1.3 and 1.4 1.6 and 1.7 1.8	

			<p>concept appropriately to enable problems to be solved.</p> <p>OT3 Translate a situation in context into a mathematical model, making simplifying assumptions.</p>		
Spring	<p>1.7 Algebraic Methods</p> <p>1.8 Binomial Expansion</p> <p>1.14 Exponentials and logarithms</p> <p>2.1 Data Collection</p> <p>2.2 Measures of Location and Spread</p> <p>2.3 Representations of Data</p> <p>2.4 Correlation</p> <p>2.5 Probability</p> <p>2.6 Statistical Distributions</p> <p>2.7 Hypothesis Testing</p> <p>2.8 Modelling in Mechanics</p> <p>2.9 Constant Acceleration</p> <p>2.10 Forces and Motion</p>	<p><u>Overarching theme 1:</u> Mathematical argument, language and proof</p> <p><u>Overarching theme 2:</u> Mathematical problem solving</p> <p><u>Overarching theme 3:</u> Mathematical modelling</p>	<p>OT1 Understand and use mathematical language and syntax as set out in the content.</p> <p>OT1 Understand and use language and symbols associated with set theory, as set out in the content. Apply to solutions of inequalities and probability.</p> <p>OT2 Understand the concept of a mathematical problem-solving cycle, including specifying the problem, collecting information, processing and representing information and interpreting results, which may identify the need to repeat the cycle.</p> <p>OT2 Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems, including in mechanics.</p>	<p>3 formal exam style assessments (1 hour each)</p> <p>1.9</p> <p>1.11</p> <p>All Statistics (2.1 – 2.3)</p> <p>Mock exams (2 pure, 1 stats and mechanics)</p>	

			<p>OT3 Use a mathematical model with suitable inputs to engage with and explore situations (for a given model or a model constructed or selected by the student).</p>		
<p>Summer</p>	<p>1.9 Trigonometric Ratios 1.10 Trigonometric Identities 1.14 Exponentials and Logarithms 2.7 Hypothesis Testing 2.10 Forces and Motion 2.11 Variable Acceleration Start Year 13 topics: 1.1 Algebraic Fractions 1.2 Functions and Graphs</p>	<p><u>Overarching theme 1:</u> Mathematical argument, language and proof <u>Overarching theme 2:</u> Mathematical problem solving <u>Overarching theme 3:</u> Mathematical modelling</p>	<p>OT1 Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including those relating to applications of mathematics. OT2 Interpret and communicate solutions in the context of the original problem. OT3 Interpret the outputs of a mathematical model in the context of the original situation (for a given model or a model constructed or selected by the student). OT3 Understand and use modelling assumptions.</p>	<p>1 formal exam style assessment (1 hour)</p> <p>All Mechanics (2.4 – 2.8)</p> <p>Revision assessments in preparation for the final A level exams</p>	

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Media studies

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	<p>Teacher 1 Introduction to Media Language Component 2 Section B . Mainstream and Alternative Media- In depth analysis of Magazines, All 4 key concepts, Media Language, audience, Industry & Representation - Historical Product Vogue & contemporary product The Big Issue</p> <p>Teacher 2 Component 1 Section A - Analysing Media Language & Representation -Advertising & Marketing, analysis of Tide, Superhuman advertisements, Kiss of The Vampire film poster</p> <p>Component 2 Section B Understanding Audience & Industry -</p>	<p>Understanding how different audiences are targeted by media language</p> <p>How the different modes and language associated with different media forms communicate multiple meanings and how audiences respond to and interpret these meanings</p> <p>How the combination of elements of media language influence meaning and the way media language incorporates viewpoints and ideologies</p>	<p>AO1 Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the theoretical framework of media • contexts of media and their influence on media products and processes. <p>AO2 Apply knowledge and understanding of the theoretical framework of media to:</p> <ul style="list-style-type: none"> • analyse media products, including in relation to their contexts and through the use of academic theories • evaluate academic theories • make judgements and draw conclusions. 	<p>.End of unit assessments - Component 2 focus.</p> <p>Peer assessment Self assessment</p> <p>Mock examinations based on subjects taught usually Component 1 focused</p> <p>Dec/Jan</p>	<p>Analysis and exploration of issuesequality,feminism,stereotypes,</p> <p>Examination, exploration and analysis of changing gender roles in society</p> <p>Examination of representations in society</p> <p>Exploration of class issues in society</p> <p>Exploration of ability/disability</p> <p>Exploration of sexuality</p>

	<p>Film Industry Black Panther & I Daniel Blake</p>	<p>How developing technologies affect media language</p> <p>The codes and conventions of media forms and products, including the processes through which media language develops as genre and how genre conventions are socially and historically relative, dynamic and can be used in a hybrid way</p> <p>The significance of challenging and/or subverting genre conventions</p> <p>The significance of the varieties of ways intertextuality can be used in the media and the processes through which meanings are established through intertextuality</p> <p>Introduction to feminist and postmodern theories</p>			
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<p>Spring</p>	<p>Teacher 1 Component 1 Section A Media Language & Representation - Music Video , Set texts Vance Joy Riptide and Beyonce Formation plus additional music videos for comparisons & analysis (eg Dream Dizzee Rascal & various Indie videos)</p> <p>Component 2 Section A Television in The Global Age English Language Product - Peaky Blinders</p> <p>Teacher 2 Component 1 Section B Video Games Assassins Creed - Industry & Audience</p> <p>Component 2 Section A Television In the Global Age Non-English Language Product - The Bridge</p>	<p>How the different modes and language associated with different media forms communicate multiple meanings and how the combination of elements of media language influence meaning</p> <p>The codes and conventions of media forms and products, including the processes through which media language develops as genre</p> <p>Introduction to Various media theories : Semiotics (including Barthes) Genre theory (including Neale) Structuralism (including Lévi-Strauss) Narratology (including Todorov) Post Modernism (including Baudrillard) Theories of representation (including Hall) Theories of identity (including Gauntlett) Feminist theories (including Van Zoonen and hooks) Theories of</p>	<p>AO1 Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the theoretical framework of media • contexts of media and their influence on media products and processes. <p>AO2 Apply knowledge and understanding of the theoretical framework of media to:</p> <ul style="list-style-type: none"> • analyse media products, including in relation to their contexts and through the use of academic theories • evaluate academic theories • make judgements and draw conclusions. 	<p>End of unit assessments /examination style questions for each unit covered in class where appropriate in unit</p> <p>Peer assessment opportunities Self assessment opportunities</p>	<p>Exploration of identity issues</p> <p>Exploration of feminism and colonialism/post colonialism</p> <p>Exploration of stereotypes</p> <p>Exploration of ethnicity and age</p> <p>Exploration of texts from a non-English language perspective</p>
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		<p>ethnicity and postcolonial theory (including Gilroy)</p> <p>Theories of gender performativity (including Butler)</p>			
Summer	<p>Teacher 1v & 2</p> <p>NEA Component 3 Preparation - Cross Media Production - plan, design and produce a segment of a new Television Crime drama plus at least 3 pages of print productions in response to a set brief provided by exam board</p> <p>Revision component 1A/2B for mock exam.</p> <p>Research Planning, designing and creating & developing rough cut of own crime drama plus editing</p>	<p>.responding to requirements of a given brief</p> <p>, including using conventions appropriate to the chosen form, genre and industry context and engaging the intended target audience</p> <ul style="list-style-type: none"> • completing all tasks detailed in the chosen set brief • creating an appropriate cross-media production of products that are clearly interrelated • using media language to communicate meanings • using media language to construct representations of particular events/issues/groups and individuals. 	<p>AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Mock exam May - 1 or 2 questions - Paper based on 2 questionsC from Component 2</p> <p>NEA component is monitored and marked by teachers internally then moderated externally by exam board</p>	<p>Links to skills in photoshop that are transferable skills for life after the school environment and useful tools for next steps either in learning path or career path.</p>

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Photography

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	<p>https://www.eduqas.co.uk/media/a3ndenvr/eduqas-a-level-art-and-design-spec-from-2015-e-090119.pdf</p> <p>Foundation studies September – February Created in response to the Eduqas Art and Design specification, this 6-month series of workshops allows students to produce practical and critical/contextual work in many areas of study including: photographing people, photographing places, still-life photography, documentary photography, photojournalism experimental imagery, photographic installation, fashion photography,digital</p>	<p>Experimental photography workshop: Using summer project to learn and experiment with manual and digital manipulation techniques</p> <p>Recap and develop a firm understanding of the fundamentals of photography from GCSE</p> <p>What is abstract?</p>	<ul style="list-style-type: none"> ● Creative thinking skills ● Experimenting and taking risks ● Working to a brief and short deadline ● Presentation and oracy skills when presenting and promoting work to an audience ● DSLR manual settings when shooting ● Composition and formal elements mastery workshops ● Shutter speed, aperture and ISO workshops <p>Abstract zine project:</p> <ul style="list-style-type: none"> ● Responding to a brief 	<p>Learners must demonstrate their ability to:</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 Present a personal and</p>	<p>Creative industry: Given a brief from a creative director with a timeframe to work to</p> <p>Social: Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class during group critiques. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills.</p>

<p>imaging moving image (video, film, animation).</p> <p>These workshops make students aware of the importance of process as well as product. At the conclusion of the workshops, students have compiled a portfolio which demonstrates their knowledge and understanding of: how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within photography; 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 photography.</p>	<p>Understanding of abstract art style and photographers (historical and contemporary)</p> <p>Photography styles and areas of study Firm understanding and research of different photography styles past and present</p>	<ul style="list-style-type: none"> ● Developing ideas inspired by contextual sources ● Critical analysis skills ● Exploring and experimenting with techniques and materials ● Presentation skills <p>Photography styles and areas of study Workshops and mini briefs based on different photography styles</p>	<p>meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p><u>Formative assessment</u> throughout the term:</p> <p>Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses</p> <p><u>Summative assessment</u> Feedback will be recorded using the following marksheets and against the exam board mark scheme</p> <p>ks5 Marksheet templates</p>	<p><u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values.</p> <p>Community project- present and curate pop up exhibition of abstract work</p>
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<p>Spring</p>	<p>Jan:</p> <p>Feb:</p> <p>Exam specification: https://www.eduqas.co.uk/media/33ndenvr/eduqas-a-level-art-and-design-spec-from-2015-e-090119.pdf</p> <p>COMPONENT 1: PORTFOLIO 60%- The Personal Investigation consists of two integrated constituent parts:</p> <p>1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;</p> <p>2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work</p>	<p>Dark room practice:</p> <ul style="list-style-type: none"> • What is a dark room? • Film photography intro • Equipment and materials • Historical/traditional artists <p>The components for this specification have been devised to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Relevant materials, processes, technologies and resources how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts. 	<p>Dark room practice:</p> <ul style="list-style-type: none"> • How to take photos on a film camera using manual settings • How to develop film in the dark room <p>The components equally require learners to develop the skills to:</p> <ul style="list-style-type: none"> • Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information. • Explore relevant resources; analyse, discuss and evaluate images, objects and 	<p>Learners will be assessed on the following:</p> <p><u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of</p>	<p>Film photography workshop/London trip</p> <p><u>SMSC:</u></p> <p><u>Spiritual:</u> Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art.</p> <p><u>Moral:</u> Pupils projects often investigate and offer reasoned views about moral and ethical issues and how artists represent this through their work.</p> <p><u>Social:</u> Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class during group critiques. Recognise the need to consider the views of</p>
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	<p>using an appropriate working vocabulary and specialist terminology.</p>		<p>artefacts; and make and record independent judgements</p> <ul style="list-style-type: none"> • Use knowledge and understanding of the work of others to develop and extend thinking and inform own work • Generate and explore potential lines of enquiry using appropriate media and techniques 	<p>visual language.</p>	<p>others. Develop collaborative, cooperative and teamwork skills.</p> <p><u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values.</p> <p>Through their personal investigations, they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.</p> <p>Students are encouraged to independently go to galleries and exhibitions to develop their cultural capital and use their inspiration to influence their own work.</p>
<p>Summer</p>		<ul style="list-style-type: none"> • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts 	<ul style="list-style-type: none"> • Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own 	<p><u>Summative assessment:</u> <u>Mock exam June/July-</u> Sustained 10 hours focus time producing a piece of work which links to personal projects.</p>	<p>May/June- The school of creative arts degree show trip. University of Hertfordshire</p>

		<ul style="list-style-type: none"> • continuity and change in different genres, styles and traditions • a working vocabulary and specialist terminology 	<p>and others' evaluations</p> <ul style="list-style-type: none"> • Organise, select and communicate ideas, solutions and responses and present them in a range of visual, tactile and/or sensory forms. Learners can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. 	<p>This work along with all practical and written work so far will be marked and a predict/ucas grade given based on.</p>	
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<p>Spring</p>	<p>Social Influence</p> <p>Attachment</p>	<p>Conformity, obedience, resistance to social influence, minority influence</p> <p>Stages of attachment, animal studies of attachment; explanations of attachment; Ainsworth’s ‘strange situation’ & types of attachment; Bowlby’s theory of maternal deprivation, influence of attachment on adult relationships.</p>	<p>AO1: demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.</p>	<p>Exam style assessments at the end of each taught unit.</p> <p>Shorter assessments set as independent work and homework.</p>	<p>Understanding of why and how people change their behaviour around others, including obeying orders during the holocaust.</p> <p>Appreciation of different personality types and tolerance for individual differences.</p>
<p>Summer</p>	<p>Approaches in Psychology</p> <p>Biopsychology</p>	<p>Behaviourist approach, Pavlov, Skinner & Bandura’s research. Cognitive approach, schema & cognitive neuroscience</p> <p>Biological approach, genetics, evolution and neurochemistry</p> <p>The structure and function of the nervous system; endocrine system and hormones</p> <p>Definitions of abnormality; characteristics of phobias, depression & OCD; behavioural treatments for phobias;</p>	<p>AO1: demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.</p>	<p>Exam style assessments at the end of each taught unit.</p> <p>Shorter assessments set as independent work and homework.</p>	

	Psychopathology	cognitive treatments for depression; biological treatments for OCD.			
	Revision and mock exams			Mock exams	

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Physics

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Chapter 2 - Foundations of physics</p> <p>Chapter 3 - Motion</p> <p>Chapter 4 - Forces in action</p> <p>Chapter 5 - Work, energy and power.</p>	<ul style="list-style-type: none"> ● Quantities and units ● Scalar and vector quantities ● Adding & resolving vectors. ● Distance and speed. ● Displacement and velocity ● Acceleration ● Velocity-time graphs ● Equations of motion ● Stopping distances ● Free fall and g ● Projectile motion. ● Force, mass and weight ● Centre of mass ● Free-body diagrams ● Drag and terminal velocity ● Moments and equilibrium ● Couples and torques ● Triangle of forces ● Density and pressure ● Archimedes principle ● Work done and energy ● Conservation of energy 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills.</p>	

		<ul style="list-style-type: none"> ● Kinetic energy and GPE ● Power and efficiency 			
Spring	<p>Chapter 6 - Materials</p> <p>Chapter 7 - Laws of motion and momentum.</p> <p>Chapter 8 - Charge and current</p> <p>Chapter 9 Energy, power and resistance.</p> <p>Chapter 10 Electrical circuits</p>	<ul style="list-style-type: none"> ● Springs and Hooke's law ● EPE ● Deforming materials ● Young modulus ● Newton's laws ● Linear momentum ● Impulse ● Collisions in 2D ● Current and charge ● Moving charges ● Kirchhoff's laws ● Mean drift and velocity ● Circuit symbols ● PD and Electromotive force ● Electron gun ● Resistance ● I - V characteristics ● Diodes ● Resistance and resistivity ● Thermistor ● LDR ● Electrical energy and power ● Paying for electricity ● Combining resistors ● Analysing circuits 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills.</p>	

		<ul style="list-style-type: none"> ● Internal resistance ● Potential divider circuits ● Sensing circuits 			
Summer	<p>Chapter 11 - Waves 1</p> <p>Chapter 12 - Waves 2</p> <p>Chapter 13 - Quantum physics</p>	<ul style="list-style-type: none"> ● Progressive waves ● Wave properties ● Reflection & refraction ● Diffraction and polarisation ● Intensity ● Electromagnetic waves ● Polarisation of EM waves ● Refractive index ● Internal reflection ● Superposition of waves ● Interference ● Young double slit experiment ● Stationary waves ● Harmonics ● Stationary waves in air ● Photon model ● Photoelectric effect ● Einsteins photoelectric effect equation ● Wave particle duality 	<p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations and also through the Practical Endorsement</p> <p>Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills.</p>	<p>Assessment point to include; levelled response questions for extended writing, timed MCQ's, analytical questions that include maths skills. Summative assessment of Module 1, 2, 3 & 4 to assess extended recall, application of knowledge and evaluative skills (AO1, AO2, AO3).</p>	

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Product Design

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Students will undertake a series of diagnostic projects until Easter to work through some of the key concepts and skills required to confidently research, design, prototype, test and revise their products.</p> <p>These will include;</p> <p>Iteration</p> <p>Ergonomics</p> <p>Inclusive design</p> <p>Sustainability</p> <p>Sketching</p> <p>Technical 3D drawing</p> <p>Cad</p>	<ul style="list-style-type: none"> ● Identifying requirements ● Learning from existing products and practice ● Implications of wider issues 	<ul style="list-style-type: none"> ● Researching ● Analysis ● Annotation ● Freehand sketching ● Rendering ● Oblique drawing ● Isometric drawing ● CAD ● Card modelling ● Blue foam modelling ● Laser Cutting ● 3D Printing 	<p>Students will work through various diagnostic projects which will be assessed using the appropriate sections of the NEA mark scheme.</p> <p>For their knowledge and theory work, students will have end of chapter tests to assess what they have learnt from each unit using google form tests to support exam prep.</p> <p>They will sit a mock exam each term to create a understanding progress and as a means of getting students used to the requirements of their final exam.</p>	<p>Students will learn about how design should benefit society by creating better outcomes for people.</p> <p>This will include looking at inclusive design, how people are different but equality is what binds society together.</p> <p>Students learn about H&S and safe working practices to avoid injury.</p> <p>Students learn about the manufacturing and design industries and careers within this sector, which also includes trips, and visits to exhibitions, professional places of work, universities and site visits.</p>

	Prototyping User testing.				
Spring	Pupils will continue to work through the above concentrating of different key skills, design strategies and materials. .	<ul style="list-style-type: none"> ● Design thinking and communication ● Material and component considerations ● Technical understanding 	<ul style="list-style-type: none"> ● Orthographic drawing ● Workshop skills: ● H&S ● Cutting ● Abrasive subtraction ● Drilling ● Wood/metal/plastic turning ● Soldering ● Brazing ● Casting 	As above	
Summer	Students will begin the preparation towards their Final NEA in the form of researching individual design contexts drafting briefs.	<ul style="list-style-type: none"> ● Manufacturing processes and techniques ● Viability of design solutions ● Health and safety. 	Students will be working towards their NEA project which will continue to build and refine their drawing and prototyping skills at this stage ready for testing and further iterations.	Students will use the NEA assessment to grade their work so far.	

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Sociology

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Introduction to theory and research methods</p> <p>Ms Lewis - Crime and deviance</p> <p>Ms Young - Education</p>	<p>Crime and deviance: Construction of crime, recording, criminal subcultures, labelling, functionalist and Marxist theory of crime, recording and reporting crime, ethnicity</p> <p>Education: Government and social educational policies, globalisation, setting and streaming.</p>	<p>AO1: Demonstrate knowledge and understanding of: - sociological theories, concepts and evidence • sociological research methods •</p> <p>AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues •</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: • present arguments • make judgements • draw conclusions</p>	<p>Review end of each half term on each topic</p>	<p>Throughout the course</p> <p>Equality and diversity - gender, racial, social</p> <p>SMSC: patriarchy, social class, different perspectives</p> <p>Reaching conclusions</p>

Spring	Ms Lewis - Crime and deviance Ms Young - Education	Crime and deviance: gender, social class, methods in context, globalisation Education: internal and external factors influencing achievement, social class, gender,	All AOs	Review end of each half term on each topic	
Summer	Ms Lewis - Crime and deviance Ms Young - Education	Crime and deviance: prevention and punishment, methods in context, revision Education: ethnicity, methods in context, revision		Review the end of each half term on each topic. Mock exam	

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Sport

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Unit 22 - Investigating Business in the Sport and active Leisure Industry</p> <p>Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business.</p>	<p>A Features of sports and active leisure businesses (business operations)</p> <p>A1 Features and organisation of sport and active leisure businesses</p> <p>A2 Aims and objectives of sport and active leisure businesses</p> <p>A3 Provision of sports facilities, programmes and services</p> <p>A4 Customer groups in a sport and active leisure business</p> <p>A5 Stakeholders and their influence on sports and active leisure businesses</p> <p>A6 Laws, legislation and safeguarding relevant to the sport and active leisure industry</p> <p>B Business models in sport and active leisure</p>	<p>In this unit, you will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. You will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. This unit will help you to make an informed choice as to whether you want to continue your studies to higher</p>	<p>AO1 Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences</p> <p>AO2 Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business</p> <p>AO3 Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted</p> <p>AO4 Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence</p>	<p>Building career aspirations</p> <p>Diverse knowledge of sporting industries</p> <p>Clear career pathways</p> <p>Work experience opportunities</p> <p>Opportunities to develop public speaking skills</p> <p>Opportunities to work in teams</p> <p>Opportunities to lead</p> <p>Knowledge of opportunities available in the local community</p> <p>Club and employment links</p>

		<p>B1 Business models</p> <p>C Human resources</p> <p>C1 Job roles and person specifications</p> <p>C2 How person specifications and job descriptions determine the level of decision making, skills required and accountability. employment</p> <p>C3 Human resource management Roles and responsibilities of human resources:</p> <p>C4 Physical resource management of sports and active leisure facility or sports environment</p> <p>D Marketing</p> <p>The process that sport and active leisure businesses use to market their products to reach their customers and meet their needs and expectations.</p> <p>D1 Marketing 7 Ps</p>	<p>education or develop your career in the commercial side of the industry.</p>	<p>from several sources to support arguments</p>	
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	<p>Unit 4 - Sports Leadership Learners study what makes a good leader, the different capacities of this</p>	<p>D2 Meeting the needs of the customer in a sport and active leisure business</p> <p>E Finance in sport and active leisure industry</p> <p>E1 Financing a business in sport and active leisure E2 Financial records</p> <p>F Trends in the sport and active leisure industry</p> <p>F1 Trends F2 Developing products/services to take advantage of trends in the sports and active leisure industry</p> <p>A Understand the roles, qualities and characteristics of an effective sports leader A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills,</p>	<p>This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from</p>	<p>A Understand the roles, qualities and characteristics of an effective sports leader</p> <p>A.P1 Discuss the skills, qualities and characteristics of three</p>	
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	<p>role, and the leadership skills and techniques necessary when leading activities in different roles.</p>	<p>qualities and characteristics when leading</p> <p>B Examine the importance of psychological factors and their link with effective leadership</p> <p>B1 Psychological factors that could impact on leadership</p> <p>B2 Leadership and psychological factors</p> <p>C Explore an effective leadership style when leading a team during sport and exercise activities</p> <p>C1 Expectations of leadership</p> <p>C2 Practical skills required for different leadership styles</p> <p>C3 Leading a sport and exercise activity</p> <p>C4 Effectiveness and impact of leadership on a sport and exercise activity</p>	<p>coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event. You will develop knowledge and understanding of sports leadership, which will guide you towards gaining a good level of confidence that would assist you in pursuing a career in a leadership role or support your progression to higher education.</p>	<p>different leadership roles in different sport and exercise activities or environments. A.P2 Explain the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.</p> <p>A.M1 Analyse the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments</p> <p>A.D1 Evaluate the impact of skills, qualities, characteristics on sports leadership in different sport and exercise activities or environments.</p> <p>Learning aim B: Examine the importance of psychological factors and their link with effective leadership</p> <p>B.P3 Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.</p>	
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				<p>B.M2 Analyse key psychological factors that may affect sports leadership within different sport and exercise activities or environments.</p> <p>B.D2 Evaluate the impact of key psychological factors on sports leadership in different sport and exercise activities or environments.</p> <p>Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities</p> <p>C.P4 Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity.</p> <p>C.P5 Review the impact of own leadership style on the performance of the team during the sport and exercise activity</p> <p>C.M3 Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity.</p>	
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				<p>C.M4 Analyse your chosen leadership style and the impact of it on team performance, considering your own strengths and areas of weakness.</p> <p>C.D3 Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.</p>	
<p>Spring</p>	<p>Unit 1: Anatomy and Physiology Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems</p>	<p>A The effects of exercise and sports performance on the skeletal system</p> <p>A1 Structure of skeletal system A2 Function of skeletal system A3 Joints A4 Responses of the skeletal system to a single sport or exercise session A5 Adaptations of the skeletal system to exercise A6 Additional factors affecting the skeletal system</p>	<p>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.</p>	<p>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</p> <p>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</p>	

		<p>B The effects of exercise and sports performance on the muscular system</p> <p>B1 Characteristics and functions of different types of muscles B2 Major skeletal muscles of the muscular system B3 Antagonistic muscle pairs B4 Types of skeletal muscle contraction B5 Fibre types B6 Responses of the muscular system to a single sport or exercise session B7 Adaptations of the muscular system to exercise B8 Additional factors affecting the muscular system</p> <p>C The effects of exercise and sports performance on the respiratory system</p> <p>C1 Structure of the respiratory system C2 Function C3 Lung volumes</p>		<p>exercise and sporting performance Command words: describe, explain, give, name, state Marks: ranges from 1 to 4 marks</p> <p>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</p> <p>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</p> <p>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</p>	
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		<p>C4 Control of breathing</p> <p>C5 Responses of the respiratory system to a single sport or exercise session</p> <p>C6 Adaptations of the respiratory system to exercise</p> <p>C7 Additional factors affecting the respiratory system</p> <p>D The effects of sport and exercise performance on the cardiovascular system</p> <p>D1 Structure of the cardiovascular system</p> <p>D2 Function of the cardiovascular system</p> <p>D3 Nervous control of the cardiac cycle</p> <p>D4 Responses of the cardiovascular system to a single sport or exercise session</p> <p>D5 Adaptations of the cardiovascular system to exercise</p> <p>D6 Additional factors affecting the cardiovascular system</p>		<p>cardiovascular systems Command words: analyse, assess, discuss, evaluate, to what extent Marks: 8 marks</p>	
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	<p>Unit 17: Sports Injury Management Learners study the signs and symptoms of sports injuries,</p>	<p>E The effects of exercise and sports performance on the energy systems</p> <p>E1 The role of ATP in exercise E2 The ATP-PC (alactic) system in exercise and sports performance E3 The lactate system in exercise and sports performance E4 The aerobic system in exercise and sports performance E5 Adaptations of the energy system to exercise E6 Additional factors affecting the energy systems</p> <p>Learning aim A: Understand common sports injuries and their associated physiological and psychological responses</p> <p>A1 Acute injuries A2 Overuse injuries A3 Red flag symptoms with regards to suspected spinal injury</p>	<p>You will recognise the injury symptoms and understand physiological and psychological</p>	<p>A Understand common sports injuries and their associated physiological and psychological responses</p> <p>A report and presentation focussing on types of injuries, symptoms, associated mechanisms of injury and physiological and psychological responses to injury.</p>	
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	<p>application of basic treatment and rehabilitation methods, injury risk factors and injury prevention</p>	<p>A4 Physiological response to injury A5 Psychological response to injury</p> <p>Learning aim B: Explore common treatment and rehabilitation methods</p> <p>B1 Common treatment methods and the need for medical referral B2 Principles of rehabilitation B3 Methods of rehabilitation</p> <p>C Investigate risk factors which may contribute to sports injuries and their associated prevention strategies</p> <p>C1 Extrinsic risk factors C2 Intrinsic risk factors C3 Preventative measures</p>	<p>responses to injury, and will be able to make an informed decision regarding treatment at the time of injury. You will be able to confidently and effectively apply first aid techniques and common treatment methods, and develop a functional rehabilitation program. Finally, you will be able to minimise the risk of injury and remove any factors which may predispose a person to injury. You will understand the components of the 'sequence of prevention' model, and introduce preventative measures in order to reduce risk and prevent injury occurrence. This unit will be useful for you if you intend to pursue a career in the sports sector. Although this unit is not designed to develop you into an accomplished sports therapist, you will be able to act appropriately to sports injuries. This unit will form a good basis for aspects of higher education</p>	<p>B Explore common treatment and rehabilitation methods</p> <p>Development and justification of a rehabilitation programme, supported by effective and confident practical application of a range of common treatment methods, and oral questioning with regards to medical referral in response to given case study scenarios.</p> <p>C Investigate risk factors which may contribute to sports injuries and their associated prevention strategies</p> <p>An extended essay focusing on intrinsic and extrinsic risk factors, preventative measures and the sequence of prevention model. An extended essay focussing on the importance on sports injury management in helping sports</p>	
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			study in sport, and sport and exercise science-related qualifications.	performers to prevent or overcome injury	
Summer	<p>Unit 1: Anatomy and Physiology Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems</p>	<p>A The effects of exercise and sports performance on the skeletal system</p> <p>A1 Structure of skeletal system A2 Function of skeletal system A3 Joints A4 Responses of the skeletal system to a single sport or exercise session A5 Adaptations of the skeletal system to exercise A6 Additional factors affecting the skeletal system</p> <p>B The effects of exercise and sports performance on the muscular system</p> <p>B1 Characteristics and functions of different types of muscles B2 Major skeletal muscles of the muscular system</p>	<p>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.</p>	<p>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</p> <p>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</p>	

		<p>B3 Antagonistic muscle pairs B4 Types of skeletal muscle contraction B5 Fibre types B6 Responses of the muscular system to a single sport or exercise session B7 Adaptations of the muscular system to exercise B8 Additional factors affecting the muscular system</p> <p>C The effects of exercise and sports performance on the respiratory system</p> <p>C1 Structure of the respiratory system C2 Function C3 Lung volumes C4 Control of breathing C5 Responses of the respiratory system to a single sport or exercise session C6 Adaptations of the respiratory system to exercise C7 Additional factors affecting the respiratory system</p>		<p>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</p> <p>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</p> <p>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</p>	
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		<p>D The effects of sport and exercise performance on the cardiovascular system</p> <p>D1 Structure of the cardiovascular system</p> <p>D2 Function of the cardiovascular system</p> <p>D3 Nervous control of the cardiac cycle</p> <p>D4 Responses of the cardiovascular system to a single sport or exercise session</p> <p>D5 Adaptations of the cardiovascular system to exercise</p> <p>D6 Additional factors affecting the cardiovascular system</p> <p>E The effects of exercise and sports performance on the energy systems</p> <p>E1 The role of ATP in exercise</p> <p>E2 The ATP-PC (alactic) system in exercise and sports performance</p> <p>E3 The lactate system in exercise and sports performance</p>			
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	<p>Unit 25: Rules, Regulations and Officiating in Sport Learners explore the historical development of the rules and regulations in a selected sport, and apply them while officiating.</p>	<p>E4 The aerobic system in exercise and sports performance E5 Adaptations of the energy system to exercise E6 Additional factors affecting the energy systems</p> <p>A Understand the development of the roles and responsibilities of the officials involved in sport A1 NGB rules/laws and regulations in different sports A2 Officials and their historical development A3 Roles of the officials A4 Responsibilities of the officials A5 Current issues in officiating in sport</p> <p>B Explore the performance of officials in a selected sport B1 Applying rules/laws and regulations to different situations B2 Analysing officials in different sports</p>	<p>In this unit, you will gain an understanding of the rules and regulations in a selected sport and explore historical developments that have led to the change of rules and regulations, including factors that have, and could influence future change. As part of this unit you will explore the changing roles of match/game officials in a selected sport, which will include the</p>	<p>A Understand the development of the roles and responsibilities of the officials involved in sport</p> <p>A written report discussing how the official's roles and responsibilities have evolved.</p> <p>B Explore the performance of officials in a selected sport</p> <p>A written report/video analysis of officials' performance and</p>	
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		<p>C Undertake the role of a match official in a competitive sport</p> <p>C1 Officiating in a full match/game C2 Review own performance</p> <p>A Understand the career and job opportunities in the sports industry</p> <p>A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation, skills in the sports industry A4 Sources of continuing professional development (CPD)</p>	<p>career opportunities at both amateur and elite levels. This exploration will support you to undertake the role of an officiator for a sport and apply the relevant sport's National Governing Body (NGB) regulations. You will then assess your own performance using a variety of assessment methods. There are clear career pathways for those that would like to pursue a career as an official in sport. Key governing bodies have begun to look to the younger generations to start officiating as early as possible, and build up their experience as match officials. By developing your understanding of the rules, regulations and requirements of officiating, this unit will help you to progress to employment as a coach, PE teacher or an administrator for an NGB.</p> <p>In this unit, you will research the different possible careers and the</p>	<p>identifying how the rules/laws and regulations were applied.</p> <p>C Undertake the role of a match official in a competitive sport</p> <p>A practical demonstration evidenced through observation reports/video evidence of learners officiating in a selected sport, applying the correct rules and regulations in a controlled environment. A written report analysing own performance of officiating in a selected sport using witness testimony/questionnaires.</p> <p>Learning aim A: Understand the career and job opportunities in the sports industry</p> <p>A.P1 Explain the different career pathways, the associated job opportunities and their</p>	
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	<p>Unit 3 - Professional Development in the sports industry</p>	<p>B Explore own skills using a skills audit to inform a career development action plan B1 Personal skills audit for potential careers B2 Planning personal development towards a career in the sports industry B3 Maintaining a personal portfolio/record of achievement and experience</p> <p>C Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway C1 Job applications C2 Interviews and selected career pathway-specific skills</p> <p>D Reflect on the recruitment and selection process and your individual performance D1 Review and evaluation D2 Updated SWOT and action plan</p>	<p>associated job roles in the sports industry, then plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. This unit will prepare you for progression to a career in the sports industry either directly or</p>	<p>requirements in the sports industry. A.P2 Explain the development pathway into a selected career in the sports industry. 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.</p> <p>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</p> <p>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. B.M2 Analyse own personal skills audit outcomes against a selected career in the sports industry.</p>	
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			<p>through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.</p>	<p>B.M3 Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes</p> <p>AB.D1 Justify how your own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the career.</p> <p>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>C.P5 Prepare appropriate documentation for use in selection and recruitment activities.</p> <p>C.P6 Participate in the selection interviews and activities as an interviewee.</p> <p>C.M4 In interviews and activities, demonstrate analytical responses and questioning and activities to</p>	
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				<p>allow assessment of skills and knowledge.</p> <p>Learning aim D: Reflect on the recruitment and selection process and your individual performance</p> <p>D.P7 Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.</p> <p>D.M5 Analyse the results of the process and how your skills development will contribute to your future success</p> <p>CD.D2 Demonstrate individual responsibility and effective self-management during the recruitment activity.</p> <p>CD.D3 Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.</p>	
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Travel and Tourism

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Unit 1: The world of travel and tourism	<p>You will gain an understanding of the scope of the industry, its terminology and its key components. Travel and tourism is a business with the customer at the forefront. Different types of organisation have different roles and offer a range of products and services to many different types of customer. You will need to understand how the organisations work together to benefit both themselves and their customers and you should be able to name examples of the key organisations in all sectors.</p> <p>A Types of travel and tourism There are different types of tourism and many purposes for travel. These will vary according to customer type and need.</p>	The travel and tourism industry in the UK is growing and is of major importance to the economy. In this unit, you will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK	This unit is assessed by a written examination set and marked by Pearson. The examination will be 1.5 hours in length. The number of marks for the examination is 75. The assessment availability is January and May/June each year.	<p>Geopolitics</p> <p>Government policy and legislation</p> <p>Economy/GDP/Industry</p>

		<p>B The types of travel and tourism organisations, their roles and the products and services they offer to customers</p> <p>C The scale of the travel and tourism industry</p> <p>D Factors affecting the travel and tourism industry</p>			
Spring & Summer	Unit 2: Global Destinations	<p>This unit will enable you to progress to higher-education courses by developing your knowledge of how to carry out research and make decisions based on information from a variety of sources. It will also help prepare you for a career in the travel and tourism industry as you apply geographical knowledge and evaluate travel and tourism data in order to meet a given brief.</p> <p>A Geographical awareness, locations and features giving appeal to global destinations</p>	<p>In this unit, you will use a range of resources to investigate the location and features of global destinations and explain the features that give appeal to global destinations and support different types of tourism. You will evaluate how travel plans/routes/itineraries meet customer needs. You will investigate consumer trends and the reasons the popularity of global destinations may change.</p>	<p>This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period to carry out research. The supervised assessment period is a maximum of three hours in a single session as timetabled by Pearson. During the supervised assessment session, learners will be given a set task that will assess their ability to explain features of destinations and recommend their suitability to meet different customer needs. Learners will also be assessed on their ability</p>	<p>Global Citizenship</p> <p>Money management</p> <p>Planning and Marketing</p>

		<p>B Potential advantages and disadvantages of travel options to access global destinations</p> <p>C Travel planning, itineraries, costs and suitability matched to customer needs</p> <p>D Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations</p> <p>E Factors affecting the popularity and appeal of destinations</p>		<p>to assess travel plans and justify how they meet customer needs. The task will assess learners' ability to evaluate the appeal and popularity of destinations. Pearson sets and marks the task. The number of marks for the unit is 60.</p>	
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Further Maths

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	P1.1 Complex Numbers P1.2 Argand Diagrams P1.3 Series P1.4 Roots and Polynomials P1.6 Matrices P1.7 Linear Transformations P1.8 Proof by Induction P1.9 Vectors D1.1 Algorithms	<p><u>Overarching theme 1:</u> Mathematical argument, language and proof</p> <p><u>Overarching theme 2:</u> Mathematical problem solving</p> <p><u>Overarching theme 3:</u> Mathematical modelling</p>	<p>A Level Mathematics students must use mathematical notation and be able to recall the mathematical formulae and identities.</p> <p>Students are required to develop skills in working scientifically over the course of this qualification.</p> <p>OT1 Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction; precise statements involving correct use of symbols and connecting language, including: constant, coefficient, expression, equation, function, identity, index, term, variable.</p> <p>OT2 Recognise the underlying mathematical structure in a situation and simplify an abstract</p>	<p>3 formal exam style assessments based on taught chapters (1 hour each)</p> <p>P1.1 and P1.3</p> <p>P1.2 and P1.4</p> <p>P1.6 and P1.9</p>	

			<p>concept appropriately to enable problems to be solved.</p> <p>OT3 Translate a situation in context into a mathematical model, making simplifying assumptions.</p>		
<p>Spring</p>	<p>P1.5 Volumes of Revolution P1.7 Linear Transformations D1.1 Algorithms D1.2 Graphs and networks D1.3 Algorithms on Graphs D1.4 Route Inspection D1.6 Linear Programming D1.8 Critical Path Analysis M1.1 Momentum and Impulse M1.2 Work, Energy and Power M1.4 Elastic Collisions in One Dimension</p>	<p><u>Overarching theme 1:</u> Mathematical argument, language and proof</p> <p><u>Overarching theme 2:</u> Mathematical problem solving</p> <p><u>Overarching theme 3:</u> Mathematical modelling</p>	<p>OT1 Understand and use mathematical language and syntax as set out in the content.</p> <p>OT1 Understand and use language and symbols associated with set theory, as set out in the content. Apply to solutions of inequalities and probability.</p> <p>OT2 Understand the concept of a mathematical problem-solving cycle, including specifying the problem, collecting information, processing and representing information and interpreting results, which may identify the need to repeat the cycle.</p> <p>OT2 Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems, including in mechanics.</p>	<p>1 formal exam style assessment (1 hour)</p> <p>P1.7 and P1.8</p> <p>1 'mock' style assessment on Pure topics only (2 hours)</p>	

			<p>OT3 Use a mathematical model with suitable inputs to engage with and explore situations (for a given model or a model constructed or selected by the student).</p> <p>OT3 Interpret the outputs of a mathematical model in the context of the original situation (for a given model or a model constructed or selected by the student).</p>		
<p>Summer</p>	<p>P1.5 Volumes of Revolution D1.8 Critical Path Analysis</p> <p>Revision for AS external exams</p> <p>Start Year 13 topics: P2.1 Complex Numbers P2.2 Series P2.5 Polar Coordinates</p>	<p><u>Overarching theme 1:</u> Mathematical argument, language and proof</p> <p><u>Overarching theme 2:</u> Mathematical problem solving</p> <p><u>Overarching theme 3:</u> Mathematical modelling</p>	<p>OT1 Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including those relating to applications of mathematics.</p> <p>OT1 Understand and use the definition of a function; domain and range of functions</p> <p>OT2 Interpret and communicate solutions in the context of the original problem.</p> <p>OT3 Understand and use modelling assumptions.</p> <p>OT3 Understand that a mathematical model can be</p>	<p>2 'mock' style assessment on Decision and Further Mechanics (2 hours)</p> <p>AS external exams (during May)</p> <p>Will consist of one Pure exam and one combined Decision and Mechanics exam.</p>	

			refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate		
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Performing Arts

<u>Term</u>	<u>Topic Overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u>
Autumn	<p>Unit 1 - Developing Skills and Techniques for Live Performance (internal unit)</p> <p>Students study two professional works and then choose a scripted play to perform to an audience.</p> <p>Learning aim A: Understand the role and skills of a performer Learning Aim B: Develop performance skills and techniques for live performance Learning Aim C: Apply performance skills and techniques in selected styles Learning aim D: Review and reflect on development of skills and techniques for live performance.</p>	<p>Set in a vocational context. Acquisition and development of performance and interpretive skills within acting. They will gain an understanding of the life of a performer through practical training, explorations, workshops and assessments. Developing essential physical, vocal, and creative skills to provide learners with a toolkit of performance skills and techniques for future progression as performing arts practitioners.</p>	<p>Performer Physical Vocal Creative Research Verbal communication Note taking Referencing</p>	<p>Students will put a play together and perform to an audience. Students keep regular diaries. Internal assessment via Digital Portfolio</p> <p>Unit log/blog including written evaluation and links to recordings of practical work.To include:</p> <p>Practical exploration and development work Self and peer evaluation Tutor observation records Recordings of process and final performance</p>	<p>All students have access to https://www.nationaltheatre.org.uk/learn-explore/schools/teacher-resources/ Practitioner visit in school and visit local theatre</p>
Spring	<p>Spring 1 - Finish off Unit 1 (internal) Completed by FEB HALF TERM.</p> <p>Start Unit 2 - Students will study 2 practitioners. Investigating Practitioners Work (external exam unit) BEGIN JANUARY AND FINISH IN</p>	<p>Set in a vocational context they must watch and study up to 3 performances for each of their chosen practitioners that exemplify their work in practice.</p>	<p>Log/blog writing Referencing Skills taught will be used across the course - revisiting, revising and remembering opportunities.</p>	<p>Unit 1 - Developing Skills and techniques</p> <p>Internal assessment via digital portfolio</p> <p>Unit log/blog including written</p>	<p>Visit to National Theatre backstage tour and show Author visit in school.</p>

	<p>MAY.</p> <p>AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners</p> <p>AO2: Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners</p> <p>AO3: Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire.</p> <p>AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements.</p>	<p>Context</p> <p>Practitioners</p> <p>Creative intentions</p> <p>Performance and production repertoire</p>	<p>Research</p> <p>Investigation</p> <p>Critical analysis</p> <p>Communicate judgements</p>	<p>evaluation and links to recordings of practical work.To include :</p> <p>Practical exploration and development work</p> <p>Self and peer evaluation</p> <p>Tutor observation records</p> <p>Recording and final performance</p> <p>Unit 2 - Investigating Practitioners</p> <p>The exam paper will give the students a theme and the students must link these two practitioners to the theme in an essay based format under controlled conditions.</p>	
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<p><u>Summer</u></p>	<p><u>Unit 2</u> - Investigating Practitioners Work (external unit) BEGIN JANUARY FINISH MAY..</p> <p>AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners</p> <p>AO2: Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners</p> <p>AO3: Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire.</p> <p>AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements.</p> <p><u>Complete exam in May</u></p>	<p>As above.</p>	<p>As above.</p>	<p>This is an externally assessed paper. The exam paper will give the students a theme and students must link the 2 practitioners to the theme of the essay based format under controlled conditions. The paper arrives in January as soon as it is released.</p>	<p>Summer P.Arts Showcase with link to creative careers and industry professionals Involvement in organising this as arts leaders Minack Theatre Visit - Cornwall-early Summer term.</p> <p>Undergraduate Open Day Schedule 29 June (TBC) date - Central School Of Speech and Drama.</p>
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Business BTEC

<u>Term</u>	<u>Topic title(s) and overview</u> Teacher A / Teacher B	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Unit 1 - Exploring Business - Learning Aim A</p> <p>Explore the features of different businesses and analyse what makes them successful</p> <p>Investigate how businesses are organised</p>	<p>A1 Features of businesses</p> <p>A2 Stakeholders and their influence</p> <p>A3 Effective business Communications</p>	<p>A1 Features of businesses</p> <ul style="list-style-type: none"> • Ownership and liability: <ul style="list-style-type: none"> o private, e.g. sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability o public, e.g. government department o not-for-profit, e.g. charitable trust, voluntary. • Purposes, e.g. supply of products or services, difference between for-profit and not-for-profit businesses. • Sectors: primary, secondary, tertiary, quaternary. • Scope of business activities: local, national, international. • Size: micro – up to nine staff; Small and Medium Enterprises (SMEs); small – between 	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Mock assignments <p>Summative assessment will include:</p> <ul style="list-style-type: none"> • Set assignment briefs issued by Pearson 	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply</p>

			<p>10 and 49 staff; medium – between 50 and 249 staff; large – more than 250 staff.</p> <ul style="list-style-type: none"> • Reasons for success: how these differ depending on the type of business (profit or non-profit), and its aims and objectives, e.g. clarity of vision, innovative products or processes. <p>A2 Stakeholders and their influence</p> <ul style="list-style-type: none"> • Stakeholders: <ul style="list-style-type: none"> o internal, e.g. managers, employees, owners o external, e.g. suppliers, lenders, competitors, debtors, creditors, customers, <p>government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups.</p> <ul style="list-style-type: none"> • The influence of stakeholders on business success, e.g. shareholder value; customers <p>as long-term assets (strong customer service enables customer loyalty and retention);</p> <p>employee involvement, corporate social responsibility (community groups and interest groups).</p>		<p>business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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	<p>Unit 1 - Exploring Business - Learning Aim B</p> <p>Investigate how businesses are organised</p>	<p>B1 Structure and organisation</p> <p>B2 Aims and objectives</p>	<p>A3 Effective business communications</p> <p>Appropriate presentation and delivery of information to a given audience:</p> <ul style="list-style-type: none"> • written presentations, e.g. financial, non-financial, formal and informal reports • oral presentations, e.g. computer projection/PowerPoint with speaker notes, <p>video conferencing platforms</p> <ul style="list-style-type: none"> • importance of communication to aid business success, e.g. social media, <p>virtual communities.</p> <p>B1 Structure and organisation</p> <ul style="list-style-type: none"> • Organisational structure, e.g. hierarchical, flat, matrix, holacratic. • Functional/operational areas, e.g. human resources, research and development, <p>sales, marketing, purchasing, production and quality, finance, customer service,</p> <p>IT, administration.</p> <p>B2 Aims and objectives</p> <ul style="list-style-type: none"> • Aims of businesses in different sectors – mission, vision and values: <ul style="list-style-type: none"> o private, e.g. making profits, profit maximisation, break-even, survival, growth, 		
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	<p>Unit 3 - Personal and Business Finance A: Understand the importance of managing personal finance</p>	<p>A1: Functions and role of money A2 Different ways to pay A3 Current accounts A4 Managing personal finance</p>	<p>market leadership</p> <ul style="list-style-type: none"> o public, e.g. service provision, cost control, value for money, service quality, meeting government standards o not-for-profit, e.g. education, housing, alleviating poverty, healthcare. • SMART (Specific, Measurable, Achievable, Relevant, Time constrained) objectives. <p>A1 Functions and role of money</p> <p>The ability to handle money received, and to control money paid, is a fundamental requirement for personal and business success. This success relies on understanding what 'money' is.</p> <ul style="list-style-type: none"> • Functions of money: <ul style="list-style-type: none"> o unit of account o means of exchange o store of value o legal tender. • Role of money is affected and influenced by a number of factors: 	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Short answer questions and definitions <p>Summative assessment will include:</p> <ul style="list-style-type: none"> • Mock exams based on past papers 	
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			<ul style="list-style-type: none">o personal attitudes towards risk and reward, borrowing, spending and savingo life stages (childhood, adolescence, young adult, middle age, old age), key featuresof each stage, financial needs and implications at each stageo culture, including religious and ethical beliefso life events can vary the personal life cycle from individual to individualo external influences/trends and the financial-related effectso interest rates, cost of borrowing versus reward of saving.• Planning expenditure, common principles to be considered in planning personal finances:<ul style="list-style-type: none">o to avoid getting into debto to control costso avoid legal action and/or repossessiono remain solvento maintain a good credit ratingo avoid bankruptcyo to manage money to fund purchaseso generate income and savingso set financial targets and goals		
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			<ul style="list-style-type: none">o provide insurance against loss or illnesso counter the effects of inflation. <p>A2 Different ways to pay</p> <p>The use of money as a payment method, advantages and disadvantages of:</p> <ul style="list-style-type: none">• cash• debit card• credit card• cheque• electronic transfer• direct debit• standing order• pre-paid cards• mobile payment apps• contactless cards• charge cards• store cards• mobile banking• Banker's Automated Clearing Services (BACS)• Faster Payments Service (FPS)• Clearing House Automated Payment System (CHAPS) <p>A3 Current accounts</p>		
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			<p>Different types, features, advantages and disadvantages, different services offered:</p> <ul style="list-style-type: none">• standard• packaged, premium• basic• student. <p>A4 Managing personal finance</p> <ul style="list-style-type: none">• Suitability of different financial products and services against individual needs.• Different types of borrowing, features, advantages and disadvantages:<ul style="list-style-type: none">o overdrafto personal loanso hire purchaseo mortgageso credit cardso payday loans• Different types of saving and investment features, advantages and disadvantages:<ul style="list-style-type: none">o individual savings accounts (ISAs)o deposit and savings accountso premium bondso bonds and giltso shareso pensions.		
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	<p>Unit 3 - Personal and Business Finance B: Explore the personal finance sector</p>	<p>B1: Features of financial institutions B2: Communicating with customers B3: Consumer protection in relation B4: Information, guidance and advice</p>	<ul style="list-style-type: none"> • Risks and rewards of saving versus investment. • Different insurance products: <ul style="list-style-type: none"> o products (car, home and contents, life assurance and insurance, travel, pet, health) o different types of insurance policy for each product o features of different types of insurance o advantages and disadvantages of different types and features. <p>B1 Features of financial institutions</p> <p>Types of organisations and their advantages and disadvantages:</p> <ul style="list-style-type: none"> • Bank of England • banks • building societies • credit unions • National Savings and Investments • insurance companies • pension companies • pawnbrokers • payday loans. <p>B2 Communicating with customers</p> <p>Methods of interacting with customers, advantages and disadvantages:</p>	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Short answer questions and definitions <p>Summative assessment will include:</p> <ul style="list-style-type: none"> • Mock exams based on past papers 	
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			<ul style="list-style-type: none">• branch• online banking• telephone banking• mobile banking• postal banking <p>B3 Consumer protection in relation to personal finance</p> <p>Function, role and responsibilities of:</p> <ul style="list-style-type: none">• Financial Conduct Authority (FCA)• Financial Ombudsman Service (FOS)• Financial Services Compensation Scheme (FSCS)• legislation – consumer credit. <p>B4 Information, guidance and advice</p> <p>Function, role and responsibilities, advantages and disadvantages of:</p> <ul style="list-style-type: none">• Citizens Advice• independent financial advisor (IFA)• price comparison websites• debt counsellors• Individual Voluntary Arrangements (IVAs)• bankruptcy.		
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<p>Winter</p>	<p>Unit 1 - Exploring Business - Learning Aim C</p> <p>Examine the environment in which businesses operate</p>	<p>C1 External environment</p> <p>C2 Internal environment</p> <p>C3 Competitive environment</p> <p>C4 Situational analysis</p>	<p>C1 External environment</p> <ul style="list-style-type: none"> • Political, e.g. government support, trading partners with other countries. • Economic, fiscal, monetary and other government policies, e.g. supply side policy, economic growth, exchange rates. • Social attitudes to saving, spending and debt; social responsibility requirements; change, e.g. to demographic trends, consumers' tastes/preferences. • Technological change, e.g. automation, improved communications. • Environmental factors and ethical trends, e.g. carbon emissions, waste, recycling, pollution. • Legal environment, e.g. partnership legislation, companies acts, charities legislation, competition legislation, UK Corporate Governance Code, financial services regulation, industry regulators, government departments. <p>(Statutes and regulations current at the time of teaching should be used.</p> <p>Outline understanding only is expected.)</p> <p>C2 Internal environment</p>	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Mock assignments <p>Summative assessment will include:</p> <ul style="list-style-type: none"> • Set assignment briefs issued by Pearson 	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and</p>
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	<p>Unit 3 - Personal and Business Finance</p>	<p>C1: purpose of accounting</p>	<ul style="list-style-type: none"> • Corporate culture. • Corporate social responsibility (CSR), ethics. <p>C3 Competitive environment</p> <ul style="list-style-type: none"> • Competition (local, national and international). • Factors influencing competitive advantage, e.g. differentiation, pricing policies, market leadership, reputation, market share, cost control, technology relationships with customers, suppliers, employees. • Benefits and importance of establishing and maintaining a competitive advantage. <p>C4 Situational analysis</p> <ul style="list-style-type: none"> • Assessment of the business environment using various techniques, e.g. PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, 5Cs (Company, Competitors, Customers, Collaborators, Climate) analysis, Porter's Five Forces. <p>C1 Purpose of accounting</p> <ul style="list-style-type: none"> • Recording transactions. 		<p>scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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	<p>C: Understand the purpose of accounting</p> <p>D: Select and evaluate different sources of business finance</p>	<p>C2: types of income</p> <p>C3: Types of expenditure</p> <p>D1: Sources of finance</p>	<ul style="list-style-type: none"> • Management of business (planning, monitoring and controlling). • Compliance (preventing fraud, compliance with law and regulations). • Measuring performance. • Control – assisting with the prevention of fraud, trade receivables and trade payables. <p>C2 Types of income</p> <ul style="list-style-type: none"> • Capital income: <ul style="list-style-type: none"> o loan o mortgages o shares o owner's capital o debentures. • Revenue income: <ul style="list-style-type: none"> o cash sales o credit sales o rent received o commission received o interest received o discount received. <p>C3 Types of expenditure</p> <ul style="list-style-type: none"> • Capital expenditure: 		
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			<ul style="list-style-type: none">o non-current assets – tangible (land, buildings and premises, machinery and equipment, vehicles, fixtures and fittings)o intangible (goodwill, patents, trademarks, brand names).• Revenue expenditure:<ul style="list-style-type: none">o inventoryo rento rateso heating and lightingo watero insuranceo administrationo telephoneo postageo stationeryo salarieso wageso marketingo bank chargeso interest paido straight-line depreciationo reducing balance depreciationo discount allowed.		
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			<p>D1 Sources of finance</p> <p>Advantages, disadvantages, short term and long term:</p> <ul style="list-style-type: none">• internal:<ul style="list-style-type: none">o retained profito net current assetso sale of assets• external:<ul style="list-style-type: none">o owner's capitalo loanso crowd-fundingo mortgageso venture capitalo debt factoringo hire purchaseo leasingo trade credito grantso donationso peer to peer lendingo invoice discounting. <p>D1 Sources of finance</p> <p>Advantages, disadvantages, short term and long term:</p> <ul style="list-style-type: none">• internal:		
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			<ul style="list-style-type: none"> o retained profit o net current assets o sale of assets • external: o owner's capital o loans o crowd-funding o mortgages o venture capital o debt factoring o hire purchase o leasing o trade credit o grants o donations o peer to peer lending o invoice discounting. 		
Spring	Unit 1 - Exploring Business - Learning Aim D Examine business markets	D1 Different market structures D2 Relationship between demand, supply and price D3 Pricing and output decisions	D1 Different market structures <ul style="list-style-type: none"> • Market structures: perfect competition, imperfect competition. 	Students will be assessed formatively and summatively throughout the term. Formative assessment will include:	Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual

	<p>Unit 3: Personal and Business Finance</p> <p>E: Break-even and cash flow forecasts</p> <p>F: Complete statements of comprehensive income and financial position and evaluate a business's performance</p>	<p>E1: Cash flow forecasts</p> <p>E2: Break-even analysis</p> <p>F1: Statement of comprehensive income</p> <p>F2: Statement of financial position</p> <p>F3: Measuring profitability</p> <p>F4: Measuring liquidity</p> <p>F5: Measuring efficiency</p> <p>F6: Limitations of Ratios</p>	<ul style="list-style-type: none"> • Features of different market structures: number of firms, freedom of entry, nature of product. <p>D2 Relationship between demand, supply and price</p> <ul style="list-style-type: none"> • Influences on demand, e.g. affordability, competition, availability of substitutes, level of Gross Domestic Product (GDP), needs and aspirations of consumers. • Influences on supply, e.g. availability of raw materials and labour, logistics, ability to produce profitably, competition for raw materials, government support. • Elasticity: price elasticity of demand. <p>D3 Pricing and output decisions</p> <ul style="list-style-type: none"> • Impact on pricing and output decisions in different market structures. • Responses by business to pricing and output decisions of competitors in different market structures. <p>E1 Cash flow forecasts</p> <ul style="list-style-type: none"> • Inflows/receipts: <ul style="list-style-type: none"> o cash sales 	<ul style="list-style-type: none"> • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Mock assignments <p>Summative assessment will include:</p> <ul style="list-style-type: none"> • Set assignment briefs issued by Pearson 	<p>orientation. Are covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each</p>
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			<ul style="list-style-type: none"> o credit sales o loans o capital introduced o sale of assets o bank interest received. • Outflows/payments: <ul style="list-style-type: none"> o cash purchases o credit purchases o rent o rates o salaries o wages o utilities o purchase of assets o Value Added Tax (VAT) o bank interest paid. • Prepare, complete, analyse, revise and evaluate cash flow. • Use of cash flow forecasts for planning, monitoring, control, target setting. • Benefits and limitations of cash flow forecasts. E2 Break-even analysis • Costs: <ul style="list-style-type: none"> o variable o semi-variable 		<p>other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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			<ul style="list-style-type: none">o fixedo total.• Sales:<ul style="list-style-type: none">o total revenueo total saleso selling price per unito sales in value and/or units.• Calculation using/manipulating break-even formula (units and/or sales value), completion of break-even chart, break-even point.• Identification of area of profit, area of loss.• Identify and calculate margin of safety (units and value).• Calculation of total contribution, contribution per unit benefits and limitations.• Use of break-even for planning, monitoring, control, target setting.• Prepare, complete, analyse, revise and evaluate break-even. <p>F1 Statement of comprehensive income</p> <ul style="list-style-type: none">• Purpose and use.• Completion, calculation and amendment to include gross profit (revenue, opening		
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			<p>inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss</p> <p>for the year (expenses, other income).</p> <ul style="list-style-type: none">• Adjustments for depreciation (straight-line and reducing balance).• Adjustments for prepayments, accruals.• Interpretation, analysis and evaluation of statements. <p>F2 Statement of financial position</p> <ul style="list-style-type: none">• Purpose and use.• Completion, calculation and amendment of statement using vertical presentation to include:<ul style="list-style-type: none">o non-current assets (tangible and intangible, cost, depreciation and amortisation, net book value)o current assets (inventories, trade receivables, prepayments, bank, cash)o current liabilities (bank overdraft, accruals, trade payables)o net current assets/liabilitieso non-current liabilities (bank loan and mortgage)o net assets		
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			<p>o total equity (opening capital, transfer of profit or loss, drawings, closing capital).</p> <ul style="list-style-type: none"> • Adjustments for straight line (cost x%) depreciation, reducing balance (cost – depreciation to date x%). • Adjustments for prepayments, accruals. • Interpretation, analysis, and evaluation of statements. <p>F3 Measuring profitability</p> <p>Calculation, interpretation, analysis and evaluation of:</p> <ul style="list-style-type: none"> • gross profit margin: $(\text{gross profit}/\text{revenue}) \times 100$ • mark-up: $(\text{gross profit}/\text{cost of sales}) \times 100$ • profit margin: $(\text{profit}/\text{revenue}) \times 100$ • return on capital employed (ROCE): $(\text{profit}/\text{capital employed}) \times 100$ <p>o Profit for the year = Revenue – cost of sales – expenses</p> <p>o Capital employed = total assets – current liabilities</p> <p>o or Capital employed = non-current liabilities + total equity</p> <p>F4 Measuring liquidity</p> <p>Calculation, interpretation, analysis and evaluation of:</p> <ul style="list-style-type: none"> • current ratio: $\text{current assets}/\text{current liabilities}$ 		
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			<ul style="list-style-type: none"> liquid capital ratio: $(\text{current assets} - \text{inventory}) / \text{current liabilities}$ <p>F5 Measuring efficiency</p> <p>Calculation, interpretation, analysis and evaluation of:</p> <ul style="list-style-type: none"> trade receivable days: $(\text{trade receivable} / \text{credit sales}) \times 365$ trade payable days: $(\text{trade payables} / \text{credit purchases}) \times 365$ inventory turnover: $(\text{average inventory} / \text{cost of sales}) \times 365$ <p>F6 Limitations of ratios</p> <ul style="list-style-type: none"> Limitations of ratios when assessing business performance. 		
<p>Summer</p>	<p>Unit 1 - Exploring Business - Learning Aim E</p> <p>Investigate the role and contribution of innovation and enterprise to business success</p> <p>Unit 3 - Personal and Business Finance</p> <p>REVISION AND EXAMINATION</p>	<p>E1 Role of innovation and enterprise</p> <p>E2 Benefits and risks associated with innovation and enterprise</p>	<p>E1 Role of innovation and enterprise</p> <ul style="list-style-type: none"> Innovation, e.g. creative process, product or service development, new ways of increasing business efficiency or improving profitability, successfully exploiting a new idea, adding value to products, services or markets to differentiate the business from the competitors. Enterprise: identifying opportunities to develop business activities through, e.g. creative, lateral (approaching subjects from alternative perspectives) and 'blue sky' thinking 	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> Low stake retrieval quizzes Multiple choice questions Questioning during lesson WOWO board responses Mock assignments <p>Summative assessment will include:</p> <ul style="list-style-type: none"> Set assignment briefs issued by Pearson 	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p>

			<p>(approaching subjects with no restrictions on perspectives); chance and serendipity, intuition.</p> <p>E2 Benefits and risks associated with innovation and enterprise</p> <ul style="list-style-type: none"> • Benefits: improvements to products, processes, services and customer experience, business growth, development of new and niche markets, offering unique selling points, improved recognition and reputation, smarter working. • Risks: failing to meet operational and commercial requirements, failing to achieve a return on investment, cultural problems (resistance to change, unsupportive systems and processes, insufficient support from leadership and management). 		<p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks</p>
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					from Business leaders. Overseas trips will be available during the course as well as UK based visits.
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