



Ark Burlington Danes  
Academy

# Sixth Form Course Guide



**2017-2018**

# Sixth Form Course Guide

Welcome to the Sixth Form Course Guide. This document has two key aims:

1. To give prospective Sixth Form applicants (current Year 11) and parents detailed information on the courses offered within the Sixth Form to inform decision making
2. To support current Year 12 students and parents in gaining a detailed understanding of the structure of their courses, and provide an insight to the A2 courses for next year

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## Sixth Form Contacts and Staffing:

### Staffing

Mr M Pritchard –Director of Sixth Form [mark.pritchard@burlingtondanes.org](mailto:mark.pritchard@burlingtondanes.org)

Mr S Goorah- Director of Learning Year 12 [sean.goorah@burlingtondanes.org](mailto:sean.goorah@burlingtondanes.org)

Mr B Jennings- Director of Learning Year 13 [ben.jennings@burlingtondanes.org](mailto:ben.jennings@burlingtondanes.org)

Mr A Whitlock- Director of Progression [adam.whitlock@burlingtondanes.org](mailto:adam.whitlock@burlingtondanes.org)

Ms N Foster - KS5 Secretary [natalie.foster@burlingtondanes.org](mailto:natalie.foster@burlingtondanes.org)

### Contacts

Main Switchboard 0208 735 4950

# Courses Offered for September (New Sixth Form Applicants)

Courses are GCE/A Level unless otherwise stated, and will be available subject to timetabling and student numbers:

Art and Design
BTEC Computing
BTEC Sports
BTEC Business Studies
Business Studies
Biology
Computing
Chemistry
Classical Civilisation
Dance
Drama and Theatre
English Literature
Economics
Further Maths
French
Government & Politics
Geography
Graphics
History
Health and Social Care
Mathematics
Media Studies
Music
Psychology
Physical Education
Photography
Physics
Religion, Philosophy & Ethics
Sociology
Spanish
Textiles

These subjects will be organised into **option blocks based upon the timetable**, with the intention of giving students flexibility and allowing common combinations of subjects.

**Popular subjects are often available in more than one option block**, reducing class size and avoiding potential clashes.

# Sixth Form Pathways

## **PATHWAY 1: RUSSELL GROUP/OXBRIDGE PATHWAY (3 A' LEVELS)**

- Students who achieve a minimum of 6 A\*-A (or 6 grades 7-9) grades placed into a targeted tutor group
- Students on Pathway 1 will be grouped together to facilitate an earlier UCAS process deadline and the delivery of the Extended Project Qualification (EPQ)
- Students wanting to continue with Science will need a minimum A grade
- Students wanting to study Further Maths will need a minimum grade 8
- Students on Pathway 1 who do not originally meet the 6 A\*/A grade requirements will have a chance to move onto Pathway 1 following successful mock exams

## **PATHWAY 2: 3 A' LEVELS**

- This pathway requires at least 6 A\*-B grades at GCSE including English and Maths (grades 5 and above).
- Students on this pathway will take 3 A' levels, studying linear courses for 2 years.
- Students need to achieve at least a B at GCSE in their chosen A' Level subjects, or closely related subjects (e.g. English and Science grades are used for Psychology entry. See subject-specific entry requirements)
- Minimum of 4 B grades required not including BTEC or vocational equivalents

## **PATHWAY 3: BTEC VOCATIONAL COURSE (EQUIVALENT TO 3 A' LEVELS)**

- Students in this pathway require 5 A\*-C grades at GCSE and at least a grade 5 in either English or Maths, including relevant BTEC Level 2 courses
- This pathway allows students to complete the equivalent of 3 A Levels in a vocational pathway
- If a student has not achieved a grade 5 in English OR Maths GCSE they will also have the option to re-sit this alongside their Vocational course (not both Maths AND English)

### **Additional Subjects:**

All Year 12 students will undertake PSICHE and RE taught through a combination of conference days, workshops and lessons. They will also undertake one or more of the following:

- Duke Of Edinburgh's Award
- Physical Education
- Community Leadership

# Additional Participation

## **PSHCE**

PSHCE is taught on a rolling programme by the pastoral tutor and will include activities centred around current affairs, work applications and university applications. PSHCE is a compulsory lesson for all students throughout the duration of their Sixth Form experience.

## **Sport**

Each week, students have the opportunity to take part in sport and recreational activities. Students choose from a range of activities such as football, boxing and fitness, or to opt into voluntary programmes such as the community service programme, Duke of Edinburgh Award (DoE), or academy duties such as Teaching Assistants and School Prefects. There will also be further opportunities to support the Academy Extended School programme, competing in fixtures or assisting with sports teams and fixtures for the lower school. The fitness suite will be available for Sixth Form students after school, supervised by a member of staff.

## **RE and Citizenship**

RE will be taught through a series of conferences throughout Year 12 & 13, and will not be a timetabled lesson. These conferences will be compulsory for all Sixth Form students, and will involve a full day off timetable participating in workshops, debates and practical activities.

## **Extended Project Qualification**

This qualification is usually delivered to students in the Oxbridge/Russell Group Pathway and is worth up to 70 UCAS points. This is a project which will demonstrate to universities that you are able to produce extended pieces of work and learn independently. A successful EPQ project can be a written report, a performance, a piece of art, a community project, a CD or DVD, or even computer software.

Successful applicants need to:

- choose a topic to study
- complete a production log to document the project process
- plan, research and carry out their project
- prepare a presentation on the outcome

EPQ projects are often used at interview by top universities to stimulate discussion and demonstrate a passion for your chosen subject area.

## **Certificate in Financial Studies**

This is an Applied General qualification undertaken by students which provides a comprehensive introduction to personal finance. Its purpose is to prepare students for further study through the development of the core skills of critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.

## **AS Critical Thinking**

Some students undertake an additional AS qualification in Critical Thinking, adding to their UCAS points. It is an academic and challenging course that develops skills such as analysis, evaluation, forming coherent arguments and debating. Studying this AS Improves performance in other subjects through development of analysis skills and helps students to write logical, structured essays. It also prepares you for university and job interviews and for study at degree level and for employer tests.

## Useful Websites

-For information on courses, applying to University, entry requirements etc:

[www.ucas.co.uk](http://www.ucas.co.uk)

-To compare Universities based upon the National Student Survey results, including employment data:

[www.unistats.direct.gov.uk](http://www.unistats.direct.gov.uk)

-To find out more information about careers and employers, including short video clips focussing on specific jobs and companies:

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

-To view the rank order of Universities for your chosen subject area:

<http://www.guardian.co.uk/education/table/2011/may/17/university-league-table-2012>

-For independent guidance and information on all aspects of University:

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

-For information on student finance:

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm>

-For information on the National Scholarship Programme:

<http://www.bis.gov.uk/assets/biscore/higher-education/docs/n/11-730-national-scholarship-programme-year-one>

<b>Year 12 2017-2018</b>	<b>Art and Design</b>	
Number of lessons per week:	7	
Examination board:	AQA	
Paper number(s) and title:	GCE Art and Design Component 1 and 2	
Key skills required to complete this course:	An enjoyment for experiencing and creating art Creativity and imagination Good drawing and compositional skills Ability to plan and make best use of time Ability to adapt to working in new ways and with new materials	
Web address of exam board:	<a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a>	
Topics covered throughout this year:	Students will cover a range of different topics relating to Art and Design and will have the chance to specialise in their chosen media. These will include the following: <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Printmaking</li> <li>• Painting</li> <li>• Sculpture</li> <li>• Photography</li> <li>• New media</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p><b>Component 1:</b> Personal Investigation (July - end of January) No Time Limit – 60% A Level <i>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.</i></p> <p><b>Component 2:</b> Externally Set Assignment (February - May) Preparatory Period + Supervised time 15 hours – 40% A Level <i>A more personal project created in response to a brief chosen from 8 the exam board will give you.</i></p>	
Revision Guides & Support:	<a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.art2day.co.uk">www.art2day.co.uk</a>	
Year 12 teachers of this subject:	Miss Shah, Miss Robson, Miss Defoe	
Pathways from successful completion of course and career opportunities:	This course will provide you with a creative base after which you can go onto an Undergraduate or Foundation course in Art and Design, Animation, Film, Architecture, Illustration, Media Arts, Graphic Communication, Fashion, Photo -Journalism and many more. If you are taking two science/humanities, taking A-Level Art alongside is an excellent way to present yourself as an interesting and diversely talented student/applicant.	
Key Tips for Success:	Success depends on students working independently on their sketchbooks at home and visiting museums to find out about other designers. All deadlines must be met and every task fully completed to ensure the whole portfolio is balanced and addresses all the Assessment Objectives.	
3 ways in which a parent can help their child succeed in the course	<ol style="list-style-type: none"> <li>1. Encourage student to spend time working in their sketchbook at home and out of school.</li> <li>2. Encourage your child to be creative in other ways (taking photos, drawing etc) and documenting this in their books.</li> <li>3. Accompanying them to galleries and museums relevant to course, or allowing them to go with friends.</li> </ol>	

<b>Year 12</b> <b>2017-2018</b>	<b>BTEC Computing</b> <b>Level 3 National Extended Diploma in Computing</b>
<i>Number of lessons per week:</i>	10
<i>Examination board:</i>	EDEXCEL
<i>Paper number(s) and title:</i>	BTEC Level 3 National Extended Diploma in IT
<i>Key skills required to complete this course:</i>	<ul style="list-style-type: none"> <li>• Interest in it topics (i.e. Programming, Networks, Web development, Robotics)</li> <li>• ICT</li> <li>• Literacy/Numeracy</li> <li>• Analytical skills</li> <li>• Personal Learning Thinking Skills (Independent enquirers, team workers, creative thinkers, effective participants, reflective learners, self managers)</li> </ul>
<i>Web address of exam board:</i>	<a href="http://www.edexcel.com/quals/nationals10/it/Pages/default.aspx">http://www.edexcel.com/quals/nationals10/it/Pages/default.aspx</a>
<i>Topics covered throughout this year:</i>	Mandatory Units 1 Principles of Computer Science <b>120</b> (External assessment by written examination) 2 Fundamentals of Computer Systems <b>90</b> (External assessment by written examination) 3 Planning and Management of Computing Projects <b>120</b> (External assessment by controlled assessment) 4 Software Design and Development Project <b>120</b> (External assessment by controlled assessment) 7 IT Systems Security and Encryption <b>90</b> 8 Business Applications of Social Media <b>90</b> 9 The Impact of Computing <b>90</b>
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment</i>	1080 GLH (1435 TQT) Equivalent in size to three A Levels. 13 units of which 7 are mandatory and 4 are external. Mandatory content (67%). External assessment (42%).
<i>Revision Guides &amp; Support:</i>	BTEC Level 3 National Computing Student Book 1 BTEC Level 3 National Computing Student Book 2: book 2
<i>Year 12 teachers of this subject:</i>	Maneesh Prasad Louis Reid
<i>Pathways from successful completion of course and career opportunities:</i>	Opportunity to progress to higher education to study Computing, IT or move into an IT or Computing related career.
<i>Key Tips for Success:</i>	Attend and participate in all lessons Meet assessment deadlines Wider reading of related topics
<i>Any trips/residentials/ additional ways to support learning?</i>	Trips to IBM , Thorpe park, BAE systems, BBC, Google campus, tech city.



<b>Year 12 2017-2018</b>	<b>BTEC Sport</b> <b>Level 3 National Extended Diploma in Sport (QCF)</b>	
Number of lessons per week:	14	
Examination board:	Edexcel	
Paper number(s) and title:	<b>Unit 2: Functional Anatomy</b> <ul style="list-style-type: none"> <li>• 1.5 hours</li> <li>• 80 marks</li> </ul> <b>Unit 3: Applied Sport and Exercise Psychology</b> <ul style="list-style-type: none"> <li>• Written submission.</li> <li>• 60 marks.</li> </ul>	
Key skills required to complete this course:	The ability to analyse and evaluate concepts Independent research skills The ability to make links between sport science and sports performance Organisation and the ability to meet coursework deadlines	
Web address of exam board:	<a href="http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2010.html#tab-4">http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2010.html#tab-4</a>	
Topics covered throughout this year:	Anatomy and physiology Fitness training and programming for health Professional development in sport Sports leadership Fitness testing Work experience Sports psychology Practical sports performance Coaching for performance Sport event organisation Development and provision in sport Coaching and leading Provision for sport for people with disabilities Rules, regulations and officiating in sport PE and the care of young people	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	Assessment is through: essays, reports, practical coaching, practical performance, discussions, external assessments and presentations. <b>Unit 2: Functional Anatomy</b> Written examination set and marked by Pearson. <ul style="list-style-type: none"> <li>• 1.5 hours</li> <li>• 80 marks</li> </ul> <b>Unit 3: Applied Sport and Exercise Psychology</b> <ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out research.</li> <li>• In Part B, the supervised Assessment period is two hours in a two-day period timetabled by Pearson.</li> <li>• Written submission.</li> <li>• 60 marks.</li> </ul>	
Revision Guides & Support:	<a href="https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/SportsStudies/BTEC/BTEC-Firsts-Sport-2012/Samples/BTECRevisionGuideandWorkbook/Revise-BTEC-Sport-Revision-Guide.pdf">https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/SportsStudies/BTEC/BTEC-Firsts-Sport-2012/Samples/BTECRevisionGuideandWorkbook/Revise-BTEC-Sport-Revision-Guide.pdf</a>	
Year 12 teachers of this subject:	Ms Butts Mr King Mr French Mr Jennings	
Pathways from successful completion of course and career opportunities:	Degree within sport/coaching/fitness/science  Employment including: sport development officer, sport performer coach, PE teacher (after studying a teaching qualification) or working in the health, fitness and exercise industry.	
Key Tips for Success:	Success depends on 3 key factors: -100% attendance and effort in lesson -Organisation- meeting all assignment deadlines -Acting upon verbal feedback to improve assignments	
3 ways in which a parent can help their child succeed in the course	<ul style="list-style-type: none"> <li>• Support students through homework tasks- ensure deadlines are met</li> <li>• Encourage after-school independent work and use of study time within school</li> <li>• Support and encourage involvement in a sports club inside or outside school (competitive sport)</li> </ul>	

<b>Year 12 2017-2018</b>	<b>BTEC Business Studies</b> <b>Professional Pathways</b>
<i>Number of lessons per week:</i>	14
<i>Examination board:</i>	EDEXCEL
<i>Paper number(s) and title:</i>	BTEC Level 3 National Extended Diploma in Business Equivalent to 3 A-Levels
<i>Key skills required to complete this course:</i>	<ul style="list-style-type: none"> <li>• Interest in Business topics (i.e. Finance, Marketing, HR, Operations)</li> <li>• ICT</li> <li>• Literacy/Numeracy</li> <li>• Analytical skills</li> <li>• Personal Learning Thinking Skills (Independent enquirers, team workers, creative thinkers, effective participants, reflective learners, self-managers)</li> </ul>
<i>Web address of exam board:</i>	<a href="http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html">http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html</a>
<i>Topics covered throughout this year:</i>	Unit 1 - Exploring Business Unit 2 – Developing a Marketing Campaign Unit 3 – Personal and Business Finance Unit 4 – Managing an Event Unit 5 – International Business Unit 6 – Principles of Management Unit 7 – Business Decision Making Unit 19 – Pitching for a New Business Unit 9 – Team Building in Business
<i>Assessment details: % weighting of coursework</i>	Coursework (60%) External assessment (40%).
<i>Revision Guides &amp; Support:</i>	BTEC Level 3 National Business Student Book 1 BTEC Level 3 National Business Student Book 2: book 2
<i>Year 12 teachers of this subject:</i>	Michael Woodruff Alice Vasey Jaymin Patel
<i>Pathways from successful completion of course and career opportunities:</i>	Opportunity to progress to higher education to study Business, Marketing, Advertising, Accounting and Finance, Business Management or move into a business related career.
<i>Key Tips for Success:</i>	Attend and participate in all lessons Meet assessment deadlines Wider reading of related topics
<i>Any trips/residentials/ additional ways to support learning?</i>	Trips last year included visit to Thorpe Park, Amsterdam, London Westfield's, & Bank of England

<b>Year 12 2017-2018</b>	<b>Business Studies</b> <b>AQA A Level</b>
Number of lessons per week:	7
Examination board:	AQA
Paper number(s) and title:	Business Studies Unit 1 Unit 2
Key skills required to complete this course:	Independent worker, team working, problem solving, analytical and evaluative thinking.
Web address of exam board:	<a href="http://web.aqa.org.uk">http://web.aqa.org.uk</a>
Topics covered throughout this year:	1 What is business?  2 Managers, leadership and decision making  3 Decision making to improve marketing performance  4 Decision making to improve operational performance  5 Decision making to improve financial performance  6 Decision making to improve human resource performance
Assessment details: % weighting of coursework/controlled assessment and internal assessment	100% exam
Revision Guides & Support:	AQA Business Studies A/S Book by Peter Stimpson, Steven Foden, Diane Mansell, Helen Coupland-Smith - Nelson Thornes
Year 12 teachers of this subject:	Mr S Goorah Mr J Patel
Pathways from successful completion of course and career opportunities:	Opportunity to progress to higher education to study Business, Marketing, Advertising, Accounting and Finance, Business Management or move into a business related career.
Key Tips for Success:	Attend and participate in all lessons Wider reading of related topics Make use of the thorough revision programme
Any trips/residentials/ additional ways to support learning?	There will be various trips run throughout the year to aid learning such as Amsterdam and the Bank of England

<b>Year 12 2017-2018</b>	<b>Biology</b>			
Number of lessons per week:	7			
Examination board:	AQA			
Paper number(s) and title:	<b>Biology: (7401/7402)</b> <b>Topic 1</b> Biological molecules <b>Topic 2</b> Cells <b>Topic 3</b> Organisms exchange substances with their environment <b>Topic 4</b> Genetic information, variation and relationships between organisms			
Key skills required to complete this course:	<b>Students must be able to:-</b> <ol style="list-style-type: none"> <li>1) Recognise, recall and show understanding of scientific processes</li> <li>2) Select, organise and communicate relevant information in a variety of forms eg graphs, tables and paragraphs of information</li> <li>3) Apply their scientific knowledge to unfamiliar situations</li> <li>4) Assess the validity, reliability and credibility of scientific information and data</li> <li>5) Use theories, models and ideas to develop and modify scientific explanations</li> <li>6) Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> <li>7) Carry out experimental and investigative activities, including appropriate risk management in all laboratory situations</li> <li>8) Analyse and interpret data to provide evidence, recognizing correlations and casual relationships</li> <li>9) Communicate information and ideas in appropriate ways using appropriate terminology</li> </ol>			
Web address of exam board:	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>			
Topics covered throughout this year:	Biological molecules	Cells	Organisms exchange substances with their environment	Genetic information, variation and relationships between organisms
	Monomers and polymers	Eukaryotic structure	Surface area to volume ratio	DNA, genes and chromosomes
	Carbohydrates	Prokaryotic structure	Gas exchange	DNA and protein synthesis
	Lipids	Methods of studying cells	Digestion and absorption	Genetic diversity: mutation and variation during meiosis
	Proteins	Cell replication	Mass transport	Genetic diversity: adaptation
	Enzymes	Transport across cell membranes		Species and taxonomy
	DNA	Immunity		Biodiversity within a community
	Water			Investigating diversity
	Inorganic ions			
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<b>2 x 1.5hour papers on topics 1-4. Both worth 50% of AS grade. These do not count toward A-level grade (see following row for more detailed explanation).</b>  <b>None:</b> This A-level is a linear course. There is no coursework in either AS or A-level.  There are 12 required practical experiments. On which, you may be examined on various elements of.  If you complete all 12 required practical experiments to a sufficient standard, you will be awarded a separate (pass or not passed) commendation, written on your A-level certificate.			
Revision Guides & Support:	<b>Class Text Book:</b> AQA AS Biology Nelson Thornes <b>Science Magazine:</b> Philip Allan: Biological Sciences review <b>Recommended Reference Books:</b> AS and A Level Biology Through Diagrams WR Pickering and Advanced Biology Michael Kent			
Year 12 teachers of this subject:	Mr Ross, Head of Biology Ms Annan, Teacher of Biology Ms Goddard, Teacher of Biology			
Pathways from				

<p>successful completion of course and career opportunities:</p>	<p><b><u>University Courses:</u></b>          Biology Bsc, Zoology Bsc, Marine Biology Bsc, Molecular Biology Bsc, Biochemistry Bsc, Biological Sciences Bsc, Ecology and Environmental Biology Bsc, Human Physiology Bsc, Medical Biochemistry Bsc, Medical Microbiology Bsc, Medical Sciences Bsc, Microbiology Bsc, Microbiology with Immunology Bsc, Microbiology with Virology, Neuroscience Bsc, Pharmacology Bsc, Sports and Exercise Science Bsc, Sports Science and Physiology Bsc and Applied Biology Bsc.</p> <p><b><u>Careers:</u></b>          Biology is a great choice of subject for people who want a career in health and clinical professions, such as medicine, dentistry, nursing, veterinary science, physiotherapy, pharmacy, optometry, marine biology, forensic science, biological testing, biotechnology, independent research, nutrition, zoologist, zookeeper or animal care.</p>
<p>Key Tips for Success:</p>	<p><b><u>What is expected from you:</u></b></p> <ul style="list-style-type: none"> <li>• Exceptional attendance</li> <li>• Punctuality in arriving to every lesson and homework</li> <li>• Attending to work missed as a matter of priority</li> <li>• Reviewing work after each lesson – completing notes, addressing queries</li> <li>• Organising your notes to ensure understanding of all topics covered</li> <li>• Background reading – not just using the text book provided</li> <li>• 100% effort in class – make a contribution, be focused</li> <li>• Maintain a POSITIVE ATTITUDE</li> </ul>
<p>3 ways in which a parent can help their child succeed in the course</p>	<p>1) Ensure all homework is completed to a high standard          2) Provide lots of encouragement          3) Make sure that the student seeks out their teacher if they do not understand a certain topic</p>

<b>Year 12 2017-2018</b>	<b>Computing</b>	
Number of lessons per week:	7 lessons per week	
Examination board:	OCR	
Paper number(s) and title:	<b>Computing A Level</b> <b>H046-1: Computing Principles</b> <b>H046-2: Algorithms and problem solving</b>	
Key skills required to complete this course:	<b>The aims of these specifications are to encourage candidates to develop:</b> <ul style="list-style-type: none"> <li>• The capacity to think creatively, innovatively, analytically, logically and critically;</li> <li>• An understanding of the organisation of computer systems, including software, hardware, data, communications and people;</li> <li>• The ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems;</li> <li>• Skills in project and time management;</li> <li>• The capacity to see relationships between different aspects of the subject, and perceive their field of study in a broader perspective;</li> <li>• An understanding of the consequences of using computers, including social, legal, ethical and other issues;</li> <li>• An awareness of emerging technologies and an appreciation of their potential impact on society.</li> </ul>	
Web address of exam board:	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>	
Topics covered throughout this year:	<b>Unit H046-1: Computer Fundamentals</b> <ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• Data: its presentation, structure and management</li> <li>• Data transmission and networking</li> <li>• Systems development life cycle</li> <li>• Characteristics of information systems</li> <li>• Implications of computer use</li> </ul>	<b>Unit H046-2: Programming</b> Elements of computational thinking Techniques and Logical Methods <ul style="list-style-type: none"> <li>• Designing solutions to problems</li> <li>• The structure of procedural programs</li> <li>• Data types and data structures</li> <li>• Common facilities of procedural languages</li> <li>• Writing maintainable programs</li> <li>• Testing and running a solution</li> </ul>
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<b>50% H046-1: Computer Fundamentals</b> <b>50% H046-2: Algorithms and problem solving</b>	
Revision Guides & Support:	<b>Class Text book:</b> OCR AS Computing - Nelson Thornes	
Year 12 teachers of this subject:	Mr. Prasad Head of Computing	
Pathways from successful completion of course and career opportunities:	<b>University Courses:</b> BSc Computing or Computer Science or any combination of Computing and associated subject  <b>Careers:</b> Computing is an essential element in most businesses aerospace engineering and investment banking to name but a few.	
Key Tips for Success:	<b>What is expected from you:</b> <ul style="list-style-type: none"> <li>• 100% attendance (or as near to it as possible)</li> <li>• Punctuality in arriving to every lesson</li> <li>• Punctuality in completing every piece of work</li> <li>• Attending to work missed as a matter of priority</li> <li>• Seeking help (personally or by e-mail) at the earliest opportunity</li> <li>• Reviewing work after each lesson – completing notes, addressing queries</li> <li>• Organising your notes to ensure understanding of all topics covered</li> <li>• Background reading – not just using the text book provided</li> <li>• 100% effort in class – make a contribution, be focused</li> <li>• Maintain a POSITIVE ATTITUDE</li> </ul>	
3 ways in which a parent can help their child succeed in the course	1) Ensure all independent work is completed to a high standard 2) Know exam module dates and provide lots of encouragement 3) Make sure that the student seeks out their teacher if they do not understand a certain topic	

<b>Year 12 2017-2018</b>	<b>Chemistry</b>													
Number of lessons per week:	7													
Examination board:	AQA													
Paper number(s) and title:	A Level Chemistry A (7404) Paper 1: 7404/1 (Sections 1-5) Paper 2: 7404/2 (Sections 1-5)													
Key skills required to complete this course:	<p>About 20% of the total marks in are A-level Chemistry exams will require the use of Level 2 (Higher tier GCSE) mathematical skills.</p> <p>Almost 20% of the Chemistry exam papers are multiple choice based which will require developing the skills towards mastering these styles of questions.</p> <p>Practical skills Problem solving skills</p>													
Web address of exam board:	www.aqa.org.uk													
Topics covered throughout this year:	<table border="1"> <tr><td><b>Section 1:</b> Atomic structure</td></tr> <tr><td><b>Section 2:</b> Amount of substance</td></tr> <tr><td><b>Section 3:</b> Bonding</td></tr> <tr><td><b>Section 4:</b> Energetics</td></tr> <tr><td><b>Section 5:</b> Kinetics</td></tr> <tr><td><b>Section 6:</b> Equilibria</td></tr> <tr><td><b>Section 7:</b> Redox equations</td></tr> <tr><td><b>Section 8:</b> Periodicity</td></tr> <tr><td><b>Section 9:</b> Group 2 metals</td></tr> <tr><td><b>Section 10:</b> Group 7 The Halogens</td></tr> <tr><td><b>Section 11, 12, 13, 14, 15:</b> Organic Chemistry</td></tr> <tr><td><b>Section 16:</b> Organic analysis</td></tr> </table>		<b>Section 1:</b> Atomic structure	<b>Section 2:</b> Amount of substance	<b>Section 3:</b> Bonding	<b>Section 4:</b> Energetics	<b>Section 5:</b> Kinetics	<b>Section 6:</b> Equilibria	<b>Section 7:</b> Redox equations	<b>Section 8:</b> Periodicity	<b>Section 9:</b> Group 2 metals	<b>Section 10:</b> Group 7 The Halogens	<b>Section 11, 12, 13, 14, 15:</b> Organic Chemistry	<b>Section 16:</b> Organic analysis
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<b>Section 16:</b> Organic analysis														
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p>Paper 1: 7404/1 (Sections 1-7) – Written Examination 1hr 30min – 50%</p> <p>Paper 2: 7404/2 (Sections 7-16) – Written Examination 1hr 30min – 50%</p> <p>No controlled assessment but practical assessments throughout course.</p>													
Revision Guides & Support:	<p><b>Class Text Book:</b> Year 12 and AS AQA Chemistry, Ted Lister (OUP)</p> <p><b>Revision guide:</b> Year 12 and AS Chemistry AQA Complete revision &amp; Practice (CGP)</p>													
Year 12 teachers of this subject	Ms N Murugan, Mr P Stokle													
Pathways from successful completion of course and career opportunities:	<p><b>University Courses:</b> medicine, nursing, dentistry, forensic science, biochemistry, agricultural chemistry, sports science, nutritional science, natural sciences, analytical chemistry and many more!</p> <p><b>Careers:</b> Chemistry is a great choice of subject for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry, defence and security or forensic science. It will also equip you for a career in industry, for example in the petrochemical or pharmaceutical industries.</p>													
Key Tips for Success:	<ul style="list-style-type: none"> <li>• 100% attendance (or as near to it as possible).</li> <li>• Punctuality in arriving to every lesson.</li> <li>• Hand in all independent work ON TIME!</li> <li>• Seek help (e-mail: <a href="mailto:nithya.muruga@burlingtondanes.org">nithya.muruga@burlingtondanes.org</a> )</li> <li>• Review work after each lesson – completing notes, addressing queries. Using padlet and kerboodle resources online.</li> <li>• Background reading – actively engage in the subject by reading recommended books and using links and other resources suggested in class.</li> <li>• 100% effort in class – make a contribution, be focused</li> <li>• Maintain a POSITIVE ATTITUDE</li> </ul>													
3 ways in which a parent can help their child succeed in this course	<ul style="list-style-type: none"> <li>• Encourage attendance at intervention sessions.</li> <li>• Purchase a revision guide and encourage use of online resources (padlet and kerboodle).</li> <li>• Encourage revision of classwork and going-over notes from Day 1, not just when exams are looming.</li> </ul>													

<b>Year 12 2017-2018</b>	<b>Dance</b>	
Number of lessons per week:	7	
Examination board:	AQA	
Paper number(s) and title:	Component 1: Performance and Choreography Component 2: Critical engagement	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Students must have a passion for dance and choreography.</li> <li>• Basic technique in dance.</li> <li>• Communication: expressing your ideas clearly, both verbally as well as in writing</li> <li>• Research: independent learning and reading a variety of plays, performance texts and theatre reviews.</li> <li>• Group work: throughout the course students are required to collaborate.</li> <li>• Creativity: students have the opportunity to express their creativity from choreographing dance in the studio to staging for live performance.</li> </ul>	
Web address of exam board:	www.aqa.co.uk	
Topics covered throughout this year:	<ul style="list-style-type: none"> <li>• Solo performance linked to a specified practitioner within an area of study</li> <li>• Performance in a quartet</li> <li>• Group choreography</li> <li>• Knowledge, understanding and critical appreciation of two set works;</li> <li>• One compulsory set work within the compulsory area of study</li> <li>• One optional set work within the corresponding area of study, from a choice of four.</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	Component 1: Performance and Choreography = 50% Component 2: Critical engagement = 50%	
Revision Guides & Support:	<ul style="list-style-type: none"> <li>• Revision sessions are set with the class when deadlines are approaching</li> <li>• An A-level support book can be purchased</li> <li>• Local dance classes can be recommended</li> <li>• School dance company</li> </ul>	
Year 12 teachers of this subject:	Mrs L. Yates	
Pathways from successful completion of course and career opportunities:	<p>This qualification supports progression to further education, training or employment. Dance A level is a pre-requisite for degrees in dance offered at both universities and dance schools. There are a wide range of extracurricular activities within the school in which to participate.</p> <p>This course could lead towards more obvious careers such as dance teaching, performing, but it is also beneficial for any career path that values creative, teamwork and leadership skills</p>	
Key Tips for Success:	<ul style="list-style-type: none"> <li>• Complete homework for given deadlines</li> <li>• Work collaboratively with other pupils</li> <li>• Be prepared to rehearse in your own time</li> <li>• Use your study periods to read as many plays as possible, having a good repertoire of play knowledge will enhance your understanding.</li> <li>• Get involved in school performances</li> <li>• Look out for Drama classes in your area and attend as much</li> </ul>	



	live Theatre as possible
<i>3 ways in which a parent can help their child succeed in the course</i>	<ul style="list-style-type: none"><li>• Come watch your child in sharings of work</li><li>• Check coursework deadlines and support offered after school to encourage your child's engagement</li><li>• Take your child to see as much live dance performances as possible.</li></ul>

<b>Year 12 2017-2018</b>	<b>Drama and Theatre Studies</b>	
Number of lessons per week:	7	
Examination board:	Edexcel	
Paper number(s) and title:	Component 1: Devising Component 2: Text in Performance Component 3: Theatre Makers in Practice	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Students must have a passion for Drama and Theatre</li> <li>• Communication: expressing your ideas clearly, both verbally as well as in writing</li> <li>• Research: independent learning and reading a variety of plays, performance texts and theatre reviews.</li> <li>• Group work: throughout the course students are required to collaborate</li> <li>• Creativity: students have the opportunity to express their creativity from acting through to designing staging.</li> </ul>	
Web address of exam board:	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html</a>	
Topics covered throughout this year:	<ul style="list-style-type: none"> <li>• Devising</li> <li>• Monologues</li> <li>• Duologues</li> <li>• Script work</li> <li>• Theatre history</li> <li>• A range of theatre practitioners</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p>Component 1: Devising 40% of A level</p> <p>Component 2: Script work (monologue &amp; duologue) 20 % of qualification</p> <p>Component 3: written exam 40%of qualification</p>	
Revision Guides & Support:	<ul style="list-style-type: none"> <li>• Revision sessions are set with the class when deadlines are approaching</li> <li>• An A-level support book can be purchased</li> </ul>	
Year 12 teachers of this subject:	Mr K. Brooks Mrs L. Yates	
Pathways from successful completion of course and career opportunities:	<p>This qualification supports progression to further education, training or employment. Drama A level is a pre-requisite for degrees in Drama offered at both Universities and Drama Schools. There are a wide range of extracurricular activities within the school in which to participate.</p> <p>This course could lead towards careers such as Drama teaching, performing, community Drama, Drama administration or Drama research.</p>	
Key Tips for Success:	<ul style="list-style-type: none"> <li>• Complete homework for given deadlines</li> <li>• Work collaboratively with other pupils</li> <li>• Be prepared to rehearse in your own time</li> <li>• Use your study periods to read as many plays as possible, having a good repertoire of play knowledge will enhance your understanding.</li> <li>• Get involved in school performances</li> <li>• Look out for Drama classes in your area and attend as much live Theatre as possible</li> </ul>	
3 ways in which a parent can help their child succeed in the course	<ul style="list-style-type: none"> <li>• Ensure your child rehearses given scripts and develops performance skills regularly.</li> <li>• Check coursework deadlines and support offered after school to encourage your child's engagement</li> <li>• Take your child to see as much live Theatre as possible.</li> </ul>	

<b>Year 12 2017-2018</b>	<b>English Literature</b>
Number of lessons per week:	7 periods per week
Examination board:	Edexcel
Paper number(s) and title:	English Literature Units 1 and 2
Key skills required to complete this course:	Students need to be articulate and creative, and make informed and relevant responses to literary texts. They will need to demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts. They will look at different interpretations of texts and draw comparisons between them.
Web address of exam board:	www.edexcel.org
Topics covered throughout this year:	Paper 1: Poetry <i>Poems of the Decade</i> and Drama <i>A Streetcar named Desire</i> <b>60%</b> Paper 2: Prose <i>The Picture of Dorian Gray</i> and <i>Beloved</i> <b>40%</b>
Assessment details: % weighting of coursework/controlled assessment and internal assessment	There is no controlled assessment for this exam See above for the weightings of the papers. Students will sit a half mock in December 2015 and a full mock in March 2016.
Revision Guides & Support:	York Notes Advanced is available for most of the texts studied. The Edexcel website (see above) has lots of useful information about how you are assessed, and can refer you to other revision resources.
Year 12 teachers of this subject:	Ms Pretsell, Ms Marcinko, Ms Morris, Ms Grainger, Dr O'Hear
Pathways from successful completion of course and career opportunities:	During this course, we will read and discuss a broad range of texts, both past and modern classics. Through independent study, group work, oral presentations and essays, you will begin to develop your own thoughts and opinions about the texts and learn to respond with maturity and insight to any literary work that you come across.  English Literature is one of the 'facilitating subjects' that are the preferred subjects to gain entrance to a Russell Group University. Studying English Literature at A Level can lead to all number of paths, including Journalism, Law, Teaching, Marketing and many more. The course will equip students with a set of skills that any employer will value, and English Literature A Level is highly valued among the top Universities in the country.
Key Tips for Success:	<i>Read Read Read!</i> An inquisitive and creative mind is essential in the study of English Literature. Students should be reading their set texts, as well as those recommended on the reading list. This will broaden their sphere of knowledge about different genres and authors. Independent reading and study is key to success: from keeping notes in and out of lessons, to using the library and internet to broaden your knowledge of different genres, authors and historical contexts.
Any trips/ additional ways to support learning?	Throughout the two years, there will be opportunities to see plays and visit locations that are relevant to the texts that we study, such as different dramatic adaptations of <i>A Streetcar named Desire</i> and we are also part of the Old Vic New Voices programme whereby we receive workshops and visit the theatre four times during the course of the academic year. We want you to appreciate literary texts by fitting them into the context of our world today and the world in which they were written.  English Literature A Level is both a demanding and incredibly rewarding programme of study and if you are passionate about reading and debating Literature then it is for you.

<b>Year 12 2017-2018</b>	<b>Economics</b>
Number of lessons per week:	7 lessons
Examination board;	<b>EDEXCEL</b>
Paper number(s) and title:	Unit 1: Competitive Markets Unit 2: Managing the Economy
Key skills required to complete this course:	A strong foundation in maths and english, data analysis, problem solving, analytical and evaluative thinking.
Web address of exam board:	<a href="http://www.edexcel.com">http://www.edexcel.com</a>
Topics covered:	<p><b>Unit 1 – Competitive Markets</b></p> <ul style="list-style-type: none"> <li>This unit provides an introduction to the nature of economics and examines how the price mechanism allocates resources in markets. It analyses the nature of market failure, its causes and possible policy remedies. At the end of this unit, students should be able to apply supply and demand analysis to real world situations; to understand why markets might not allocate resources efficiently and the methods of dealing with market failure, together with an evaluation of their effectiveness.</li> <li>Students will be expected to interpret data presented in different forms, for example, tables, graphs and index numbers; carry out simple calculations, for example, percentages and percentage change; distinguish between real and nominal data.</li> </ul> <p><b>Unit 2 – Managing the Economy</b></p> <ul style="list-style-type: none"> <li>This unit provides an introduction to the key measures of economic performance and the main objectives and instruments of economic policy. Students should be able to use a basic aggregate demand/aggregate supply model to understand why demand and/or supply side policies may be seen as appropriate ways of managing an economy; predict the possible impact of policies and recognise the assumptions involved; argue for different approaches and identify success criteria.</li> <li>Students will be required to do simple calculations involving percentage changes and index numbers and use simple statistical tools to analyse changes in distribution, for example deciles. They will also be required to interpret diagrams and construct simple graphs.</li> </ul>
Assessment details:	<p><b>Unit 1 Examination – 1 hour 30 minutes (80 marks)</b></p> <ul style="list-style-type: none"> <li>11 short answer questions [20 marks].</li> <li>One data response with five compulsory questions and one longer question from a choice of two [60 marks].</li> </ul> <p><b>Unit 2 Examination – 1 hour 30 minutes (80 marks)</b></p> <ul style="list-style-type: none"> <li>14 short answer questions [20 marks].</li> <li>One data response with five compulsory questions and one longer question from a choice of two [60 marks].</li> </ul>
Revision guides & support:	Edexcel AS Economics revision books published by Phillip Allen (student unit guides).
Teacher of this subject	Miss Ingr
Pathways from successful completion of course:	<p>A very highly regarded A' Level, providing an excellent foundation of thinking skills for most academic degrees.</p> <p>One option is an economics-related degree such as:</p> <ul style="list-style-type: none"> <li>Economics</li> <li>Business Economics</li> <li>Economics and Politics</li> </ul>

	<ul style="list-style-type: none"> <li>• Economics, Finance and Management</li> <li>• Economics, Accounting and Finance</li> <li>• Economics with Economic History</li> </ul>
<i>Key tips for success:</i>	<ul style="list-style-type: none"> <li>• As one of the most challenging A' Levels, students need to have a strong work ethic and a genuine interest in and enthusiasm for the subject, which should be demonstrated by keeping abreast of UK and global economic issues.</li> <li>• From additional reading students will need to appreciate the contribution of economics to the understanding of the wider economic and social environment.</li> </ul>
<i>Three ways in which a parent/carer can help their child succeed in this course:</i>	<ul style="list-style-type: none"> <li>• Encourage and support students in establishing routines to ensure at least five hours per week are spent studying economics outside lessons.</li> <li>• Encourage their child to watch and read the news on a daily basis.</li> <li>• Purchase a broadsheet daily and discuss current affairs with their child to allow students to broaden their interest in and understanding of the application of economic theory.</li> </ul>
<i>Additional factors which support learning:</i>	Attend free lectures at the London School of Economics. Visit the Bank of England and the Metals Exchange. Watch documentaries on economic issues.

<b>Year 12</b> <b>2017-2018</b>	<h1 style="text-align: center;">Further Mathematics</h1> <h2 style="text-align: center;">Edexcel A-level</h2>
Pearson Edexcel Level 3 Advanced GCE in Further Mathematics (9FM0)	<ul style="list-style-type: none"> <li>• <i>First teaching from September 2017</i></li> <li>• <i>First certification from 2019</i></li> </ul>
Number of lessons per week:	7   7
Examination board:	<ul style="list-style-type: none"> <li>• Edexcel</li> </ul>
Pearson Edexcel Level 3 Advanced GCE in Further Mathematics (9FM0)	<ul style="list-style-type: none"> <li>• The Pearson Edexcel Level 3 Advanced GCE in Further Mathematics consists of four externally examined papers.</li> <li>• Students must complete all assessment in May/June after two years of study and whilst completing A-Level Mathematics alongside.</li> </ul>
Key skills required to complete this course:	The Advanced GCE in Further Mathematics offers a range of opportunities for candidates to both: develop their Key Skills, in Application of Number, Communication, Information Technology, Improving own Learning and Performance, Working with Others and Problem Solving techniques.
Web address of exam board:	<a href="http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx">http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx</a>
<b>Content and assessment overview</b>	<ul style="list-style-type: none"> <li>• <b>Paper 1: Further Pure Mathematics 1 (*Paper code: 9FM0/01)</b></li> <li>• <b>Written examination: 1 hour and 30 minutes</b></li> <li>• <b>25% of the qualification</b></li> <li>• <b>75 marks</b></li> </ul> <p><b>Content overview</b>          Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors</p> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment.</li> <li>• <b>Paper 2: Further Pure Mathematics 2 (*Paper code: 9FM0/02)</b></li> <li>• <b>Written examination: 1 hour and 30 minutes</b></li> <li>• <b>25% of the qualification</b></li> <li>• <b>75 marks</b></li> </ul> <p><b>Content overview</b>          Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations</p> <p>All the content of the specification for Paper 1 is assumed knowledge for <b>Paper 2: Further Pure Mathematics 2 and may also be tested within parts of questions.</b></p> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment</li> </ul> <p><b>Paper 3: Further Mathematics Option 1 (*Paper codes: 9FM0/3A-3D)</b></p> <ul style="list-style-type: none"> <li>• <b>Written examination: 1 hour and 30 minutes</b></li> <li>• <b>25% of the qualification</b></li> <li>• <b>75 marks</b></li> </ul> <p><b>Content overview</b></p> <p>Students take <b>one</b> of the following four options: [This will be decided by the Maths department later in the year]</p> <ul style="list-style-type: none"> <li>• <b>3A: Further Pure Mathematics 3</b> - Further calculus, Further differential equations, Coordinate systems, Further vectors, Further numerical methods, Inequalities</li> <li>• <b>3B: Further Statistics 1</b> - Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests</li> <li>• <b>3C: Further Mechanics 1</b> - Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs</li> <li>• <b>3D: Decision Mathematics 1</b> - Algorithms and graph theory,</li> </ul>

	<p>Algorithms on graphs, Algorithms on graphs II, Critical path analysis, Linear programming</p> <p>All the content of the specification for Paper 1 and Paper 2 is assumed knowledge for  <b>Paper 3, Option 3A: Further Pure Mathematics 3 and may also be tested within parts of questions.</b></p> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment.</li> </ul> <p><b>Paper 4: Further Mathematics Option 2 (*Paper codes: 9FM0/4A-4G)</b></p> <ul style="list-style-type: none"> <li>• <b>Written examination: 1 hour and 30 minutes</b></li> <li>• <b>25% of the qualification</b></li> <li>• <b>75 marks</b></li> </ul> <p><b>Content overview</b></p> <p>Students take <b>one</b> of the following seven options: [This will be decided by the Maths department later in the year]</p> <ul style="list-style-type: none"> <li>• <b>4A: Further Pure Mathematics 4</b> - Groups, Further calculus, Further matrix algebra, Further complex numbers, Number theory, Further sequences and series</li> <li>• <b>4B: Further Statistics 1</b> - Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests</li> <li>• <b>4C: Further Statistics 2</b> - Probability distributions, Combinations of random variables, Estimation, Confidence intervals and tests using a normal distribution, Other hypothesis tests and confidence intervals, Other hypothesis tests and confidence intervals, Probability generating functions, Quality of tests and estimators</li> <li>• <b>4D: Further Mechanics 1</b> - Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs</li> <li>• <b>4E: Further Mechanics 2</b> - Further kinematics, Further dynamics, Motion in a circle, Statics of rigid bodies, Elastic collisions in two dimensions</li> <li>• <b>4F: Decision Mathematics 1</b> - Algorithms and graph theory, Algorithms on graphs, Algorithms on graphs II, Critical path analysis, Linear programming</li> <li>• <b>4G: Decision Mathematics 2</b> - Transportation problems, Allocation (assignment) problems, Flows in networks, Dynamic programming, Game theory, Recurrence relations, Decision analysis.</li> </ul> <p>All the content of the specification for Paper 1, Paper 2 and Paper 3 is assumed knowledge for Paper 4, Option 4A: <b>Further Pure Mathematics 4 and may also be tested within parts of questions.</b></p> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment.</li> </ul>
<p><b>Assessment information</b></p>	<p>First assessments: May/June 2019.</p> <ul style="list-style-type: none"> <li>• The assessments are 1 hour 30 minutes.</li> <li>• The assessments are out of 75 marks.</li> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment.</li> <li>• The booklet '<i>Mathematical Formulae and Statistical Tables</i>' will be provided for use in the assessment.</li> <li>•</li> </ul> <p>The Pearson Edexcel Level 3 Advanced GCE in Further Mathematics consists of four externally examined papers.  Students must complete all assessment in May/June in any single year.</p> <p>There are ten different routes through the Advanced GCE in Further</p>

Mathematics qualification – The Mathematics Department will decide later in the year which route the students will be taking, but below are the ten different options:

Where:

AO1 – Using and applying standard mathematical techniques

AO2 – Being able to reason, interpret and communicate mathematically

AO3 – Solving problems within mathematics and other contexts

### Breakdown of Assessment Objectives

#### Route A

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3A: Further Pure Mathematics 3	11-15	4-8	4-8	23-27%
Paper 4, Option 4A Further Pure Mathematics 4	11-15	6-10	2-6	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>25-29%</b>	<b>21-25%</b>	<b>100%</b>

#### Route B

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3A: Further Pure Mathematics 3	11-15	4-8	4-8	23-27%
Paper 4, Option 4B: Further Statistics 1	11-15	4-8	4-8	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>23-27%</b>	<b>23-27%</b>	<b>100%</b>

#### Route C

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3A: Further Pure Mathematics 3	11-15	4-8	4-8	23-27%
Paper 4, Option 4D: Further Mechanics 1	11-15	3-7	5-9	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>22-26%</b>	<b>24-28%</b>	<b>100%</b>

#### Route D

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3A: Further Pure Mathematics 3	11-15	4-8	4-8	23-27%
Paper 4, Option 4F: Decision Mathematics 1	11-15	3-7	5-9	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>24-28%</b>	<b>22-26%</b>	<b>100%</b>



**Route E**

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3B: Further Statistics 1	11-15	4-8	4-8	23-27%
Paper 4, Option 4C: Further Statistics 2	11-15	2-6	5-9	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>21-25%</b>	<b>24-28%</b>	<b>100%</b>

**Route F**

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3B: Further Statistics 1	11-15	4-8	4-8	23-27%
Paper 4, Option 4D: Further Mechanics 1	11-15	3-7	5-9	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>22-26%</b>	<b>24-28%</b>	<b>100%</b>

**Route G**

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3B: Further Statistics 1	11-15	4-8	4-8	23-27%
Paper 4, Option 4F: Decision Mathematics 1	11-15	3-7	5-9	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>24-28%</b>	<b>22-26%</b>	<b>100%</b>

**Route H**

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3C: Further Mechanics 1	11-15	3-7	5-9	23-27%
Paper 4, Option 4E: Further Mechanics 2	10-14	4-8	5-9	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>22-26%</b>	<b>25-29%</b>	<b>100%</b>

**Route J**

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 3C: Further Mechanics 1	11-15	3-7	5-9	23-27%
Paper 4, Option 4F: Decision Mathematics 1	11-15	3-7	5-9	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>23-27%</b>	<b>23-27%</b>	<b>100%</b>

**Route K**

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	12-16	5-9	2-6	23-27%
Paper 2	8-12	4-8	7-11	23-27%
Paper 3, Option 4D: Decision Mathematics 1	11-15	3-7	5-9	23-27%
Paper 4, Option 4G: Decision Mathematics 2	9-13	4-8	6-10	23-27%
<b>Total for GCE A Level</b>	<b>48-52%</b>	<b>22-26%</b>	<b>26-30%</b>	<b>100%</b>

NB Totals have been rounded either up or down.

*Revision Guides & Support:*

- The following web address can be used to download past GCE exam papers:
- Centre Number: 10102  
<https://eiwebvip.edexcel.org.uk/pastpapers/Default.aspx>

*Teachers of this subject*

- Mr Magezi (AST), Mr Hodder-Smith (HOD) and Mr Mapia.

A-Level Further Mathematics is a requirement for many subjects at University including (but not limited to):

- Maths [At top flight Universities]
- Computer Science [At top flight Universities]
- Science based degrees, especially Physics [At top flight Universities]

*Pathways from successful completion of course and career opportunities:*

- Mathematical and Science based degrees
- Finance and business careers
- Engineering and computing
- Apprenticeships

*Key Tips for Success:*

- Constant, rigorous and surgical use of past GCE exam papers.
  - Attending our examination revision sessions lessons if requested
  - Constantly revising and practicing topics throughout the two years
- We have a team of committed and inspirational teachers with a proven track record for results.

*Ways in which a parent can support their child to succeed in this course:*

- Check homework is completed to a high standard.
- Encourage use of revision guides and websites.
- Provide the required mathematical equipment.
- Liaise with the respective subject teachers.
- Encourage students to regularly practice their maths skills.

<b>Year 12 2017-2018</b>	<b>French</b>
Number of lessons per week:	7
Examination board:	Edexcel
Paper number(s) and title:	<b>Paper 1: Listening, reading and writing</b> <b>Paper 2: Writing and response to works</b> <b>Paper 3: Speaking</b>
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication: reading, speaking, listening and writing</li> <li>• Independent Learning</li> <li>• Information Technology</li> <li>• Numeracy</li> <li>• Problem Solving</li> </ul>
Web address of exam board:	<a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a>
Topics covered throughout this year:	<ol style="list-style-type: none"> <li>1. Social issues and trends</li> <li>2. Artistic culture</li> <li>3. Grammar</li> <li>4. Film and/or literature</li> </ol>
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<b>Paper 1:</b> Listening, reading and writing (40%) <b>Paper 2:</b> Writing (about a film or piece of literature) (30%) <b>Paper 3:</b> Speaking (30%) All assessed at end of A2 year. There is no coursework or controlled assessment.
Revision Guides & Support:	<i>Au Point</i> and <i>Elan</i> student books French news websites French television channels (available online, e.g.TF1)
Year 12 teachers of this subject	Ms Williamson (Head of Languages) Mr Buckley
Pathways from successful completion of course and career opportunities:	A university degree in Languages could lead to a career as a translator, interpreter, working for an international company or abroad, or a job in tourism. Can also be combined in a 'joint honours' degree (e.g. International Business related courses).
Key Tips for Success:	<ul style="list-style-type: none"> <li>➔ Regularly read French newspapers and magazines, listen to French radio, and watch French news reports online to keep up-to-date with current affairs and improve comprehension skills.</li> <li>➔ Watch French films</li> <li>➔ Buy a big dictionary and use it to support all homework</li> <li>➔ Visit France – you will gain confidence with speaking</li> </ul>
3 ways in which a parent can help their child succeed in this course:	<ul style="list-style-type: none"> <li>• Ask student to explain new grammar points and test them on their knowledge</li> <li>• Support student in preparation for oral exam by helping them order thoughts into arguments (this can be done in English!)</li> <li>• Buy student a big dictionary that they can use throughout the course</li> </ul>
What will this qualification lead to?	<p>If you are planning to study languages at university or go on to a career as a translator or interpreter, French AS is an excellent choice. Equally if you hope to work for a multi-national company or a company that does business abroad, this qualification provides a good grounding.</p> <p>However, whether or not you wish to use your languages in the workplace later on, many universities regard a qualification in languages very highly, and thus this may strengthen your application for higher education. The ability to speak a language shows that you are a good communicator, and an open-minded person.</p> <p>On average, employees with language skills earn 7% more than those without. Has that convinced you?</p>

<b>Year 12 2017-2018</b>	<b>Government and Politics</b>
Number of lessons per week: 7	7
Examination board:	Edexcel
Paper number(s) and title:	Edexcel Advanced GCE in Politics
Key skills required to complete this course:	<p>Students must have a real interest and enthusiasm for politics.</p> <ul style="list-style-type: none"> <li>• Critical analysis: having an inquisitive mind to question the world around you</li> <li>• Synopticity: show links between different concepts and evaluate different arguments and viewpoints by showing how they impact on each other</li> <li>• Communication: expressing your ideas clearly, both verbally as well as in writing</li> <li>• Research: independent learning and reading a variety of newspaper articles and journals.</li> </ul>
Web address of exam board:	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics">http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics</a>
Topics covered throughout this year:	<ul style="list-style-type: none"> <li>• People and politics (democracy; party policies; elections; pressure groups)</li> <li>• Governing the UK (UK constitution; Parliament; Prime Minister and Cabinet; judiciary and civil liberties)</li> </ul> <p>You will explore questions such as; 'what is democracy?', 'are prime ministers too powerful?' and 'are human rights under threat?'</p> <ul style="list-style-type: none"> <li>• In year two students will go on to learn about political ideologies, political philosophy and current global political issues such as international relations.</li> </ul>
Assessment details: % weighting of coursework/ controlled assessment	This course is 100% exam. Exams require both short and long written responses. You will be required to use stimulus sources to analyse arguments within UK politics.
Revision Guides & Support:	All students are given their own textbook which contains all key information. Students will also have the opportunity to attend a revision conference in April.
Year 12 teachers of this subject:	Ms Hurl and Mr Tainsh
Pathways from successful completion of course and career opportunities:	This course will provide you with a confident understanding of British politics, current affairs and political philosophy. Success in this course will also prove that you can demonstrate critical analysis and construct a coherent argument. These skills are useful for a range of careers such as; law, media, banking, marketing, journalism, civil service and business.
Key Tips for Success:	Preview and review the lessons in the textbook and take a close interest in political news via the radio, TV, internet and broadsheet newspapers. This course is intended to be highly relevant and topical so it's important that you can relate the issues we cover to the state of British politics today.
Any trips/residentials/ additional ways to support learning?	We do an annual trip to Parliament and you will also get the chance to attend relevant lectures and seminars hosted by the Politics Association.
3 ways in which a parent can help their child succeed in this course:	<ul style="list-style-type: none"> <li>• Watch the news and discuss it every evening</li> <li>• Encourage wider reading of non-fiction to support contextual understanding and improve range of vocabulary.</li> <li>• Buy a broadsheet newspaper on a Sunday and watch Question Time on a Thursday</li> </ul>

<b>Year 12 2017-2018</b>	<b>Geography</b>	
Number of lessons per week:	7	
Examination board:	Edexcel	
Paper number(s) and title:	Paper 1 9GE0/01 Dynamic Landscapes Paper 2 9GE0/02 Dynamic Places	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Students must have a passion for Geography</li> <li>• Geographical knowledge</li> <li>• Analysis, interpretation &amp; evaluation,</li> <li>• Independent research &amp; learning</li> <li>• Literacy &amp; numeracy</li> <li>• Map skills, fieldwork skills †</li> <li>• Team work</li> </ul>	
Web address of exam board:	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html</a>	
Topics covered throughout this year:	9GE0/01 Dynamic Landscapes <ul style="list-style-type: none"> <li>• Tectonic Processes and Hazards</li> <li>• Landscape Systems, Processes and Change – Coastal Landscapes</li> </ul> 9GE0/02 Dynamic Places <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Shaping Places –Regenerating Places</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	100% exam for A2 qualification 9GE0/01 Dynamic Landscapes (50%) 9GE0/02 Dynamic Places (50%)	
Revision Guides & Support:	Core textbook: Edexcel GCE Geography AS Level Student Book Student Unit Guides, Phillip Allan Geography: An Integrated Approach – D. Waugh The library Geography reference section at BDA.	
Year 12 teachers of this subject:	Ms Patel Ms Reiss Mr Tainsh Ms Stone	
Pathways from successful completion of course and career opportunities:	A background in Geography is highly recognised as Geography is based on skills, as well as being seen as academically rigorous. Students studying Geography are able to write extended answers, have a sound knowledge and application of mathematics, are able to question issues critically and understand some of the key issues affecting the world. Students with an A level in Geography can go on to study a wide variety of degrees including: Geography, Geology, Law, Accounting, International Development or Relations. Careers opportunities in: Law, accounting, international development, town planning, journalism, environmental science, water management, oil, gas and other resource based industries, teaching, travel and tourism, countryside management.	
Key Tips for Success:	Read widely and deeply around the subject to keep up to date with global events. Do not rely on the key texts! Use the library and particularly the reference section in the 6 <sup>th</sup> form reading room. Practice as many past papers as you can! Complete homework for given deadlines	
3 ways in which a parent can help their child succeed in the course	Local fieldwork within London as well as a 3/4 day trip to study coasts or glaciation and regenerating places or diverse places (probably SW England or the South coast). Visit the Royal Geographical Society, and any other exhibitions related to Geography.	

<b>Year 12 2017-2018</b>	<b>Graphics</b>	
Number of lessons per week:	7	
Examination board:	AQA	
Paper number(s) and title:	GCE Graphics Component 1 and 2	
Key skills required to complete this course:	An enjoyment for experiencing and creating graphic design and products Creativity and imagination Good analytical and presentation skills Ability to plan and make best use of time Ability to adapt to working in new ways and with new techniques Confident drawing skills and ICT skills	
Web address of exam board:	<a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a>	
Topics covered throughout this year:	Students will cover a range of different topics relating to Photography and will have the chance to specialise in their chosen media. These will include the following: <ul style="list-style-type: none"> <li>• Illustration (drawn and/ or digital)</li> <li>• Branding and Advertising</li> <li>• Print / Packaging design</li> <li>• Typography</li> <li>• Interactive design</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p><b>Component 1:</b> Personal Investigation (July - end of January) No Time Limit – 60% A Level <i>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.</i></p> <p><b>Component 2:</b> Externally Set Assignment (February - May) Preparatory Period + Supervised time 15 hours – 40% A Level <i>A more personal project created in response to a brief chosen from 8 the exam board will give you.</i></p>	
Revision Guides & Support:	<a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.art2day.co.uk">www.art2day.co.uk</a>	
Year 12 teachers of this subject:	Miss Defoe	
Pathways from successful completion of course and career opportunities:	This course will provide you with a creative base after which you can go onto an Undergraduate or Foundation course in Web and computing design, Graphic communication, Art and Architecture and also allows you onto a range of creative degree courses as varied as Journalism and Advertising, Product Design or Publicity. If you are taking two science/humanities, taking A-Level Graphics alongside is an excellent way to present yourself as an interesting and diversely talented student/applicant.	
Key Tips for Success:	Success depends on students working independently on their sketchbooks at home and willing to stay in the Graphics room to finish off work afterschool. Students should also want to find out about other designers and visit exhibitions. All deadlines must be met and every task fully completed to ensure the whole portfolio addresses all the Assessment Objectives.	
3 ways in which a parent can help their child succeed in the course	4. Encourage student to spend time working in their sketchbook at home and out of class to complete work. 5. Encourage your child to draw and to continually develop and refine their work 6. Accompanying them to galleries and museums relevant to course, or allowing them to go with friends.	

<b>Year 12 2017-2018</b>	<b>History</b>	
Number of lessons per week:	7	
Examination board:	Edexcel	
Paper number(s) and title:	Component 1: Russia, 1917 – 91: From Lenin to Yeltsin. Paper 1E 30% Component 2: Mao's China, 1949 -76. Paper 2E 20% Component 3: Tudors, Rebellion and disorder under the Tudors, 1485 -1603. 30% Component 4: Civil Rights in the USA, 1945-68. Coursework 20%	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>You must have a real interest to learn about the past</li> <li>Organisational skills are a must, you need to organise your essays and folders</li> <li>You will need good communication skills: expressing your ideas clearly, both verbally as well as in writing</li> <li>Research: independent learning and reading a journals or articles</li> <li>Team work: You will be encouraged to work in groups</li> <li>Initiative: You will show your passion and desire through independent work or presentations</li> </ul>	
Web address of exam board:	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html</a>	
Topics covered throughout this year:	<ul style="list-style-type: none"> <li>Lenin's vision of Communist Russia</li> <li>Stalin's control over the Communist Party</li> <li>What was life like for ordinary Russians in the years from 1928 -1953?</li> <li>Did Stalin actually improve the lives of the ordinary Russian people?</li> <li>How did Mao turn the whole of China communist?</li> <li>What was the most significant form of opposition that Mao faced at the beginning of his reign?</li> </ul>	
Revision Guides & Support:	<ul style="list-style-type: none"> <li><a href="http://www.hoddereducation.co.uk/Product/9781471876370.aspx">http://www.hoddereducation.co.uk/Product/9781471876370.aspx</a> Russia revision book. ISBN: 9781471876370</li> <li><a href="https://www.hoddereducation.co.uk/Product?Product=9781471876400">https://www.hoddereducation.co.uk/Product?Product=9781471876400</a> Mao's China. ISBN: 9781471876400</li> </ul>	
Year 12 teachers of this subject:	Mr Whittle & Mr Rawkins	
Pathways from successful completion of course and career opportunities:	It combines well with other Arts and Humanities subjects such as English, Sociology, Geography and Psychology, yet it also complements subjects such as Economics and Mathematics. Both universities and employers rate A Level History very highly. It prepares students very well for careers as diverse as Law, Journalism, Politics, Finance and Management. Plus this subject will inform and encourage students to become well rounded and engaged citizens.	
Key Tips for Success:	<ul style="list-style-type: none"> <li>No one is born a good historian, you must work at it</li> <li>Complete homework for given deadlines</li> <li>Organise your folders</li> <li>Work collaboratively with other pupils</li> <li>Be prepared, carry out the extra reading</li> <li>Use your study periods to read articles and catch up on keywords you don't yet know</li> <li>Follow @BDAhistory on twitter for interesting articles and opinions</li> </ul>	
3 ways in which a parent can help their child succeed in the course	<ul style="list-style-type: none"> <li>Ensure your son or daughter is completing their history homework</li> <li>Check coursework deadlines and look through their folders. Get them to explain the organisation of their folder</li> <li>Ask your son or daughter to explain key features or controversies of their course. Such as: 'Was Stalin a necessary evil for the Russian people?' 'Was Lenin a pragmatic or ideological leader?' and 'Why did the Soviet Union collapse in 1991?'</li> </ul>	

<b>Year 12 2017-2018</b>	<b>Health and Social Care</b> Level 3 Extended Diploma QCF	
Number of lessons per week:	12	
Examination board:	Edexcel	
Paper number(s) and title:	<b>100% coursework based</b>	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>- Organisation/ time management</li> <li>- Empathy</li> <li>- Application of theory/ legislation to case studies/ work experience</li> <li>- Problem solving</li> </ul>	
Web address of exam board:	<a href="http://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2010">http://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2010</a>	
Topics covered throughout this year:	Unit 1: Developing Effective Communication in HSC Unit 2: Equality, Diversity and Rights in HSC Unit 3: Safety and Security in HSC Unit 4: Development through the Life Stages Unit 5: Anatomy and Physiology in HSC Unit 7: Sociological Perspectives for HSC Unit 8: Psychological Perspectives for HSC Unit 10: Caring for Children and Young People	
Assessment details:	100% coursework based	
Revision Guides & Support:	BTEC Level 3 National Health and Social Care: Student Book 1 BTEC Level 3 National Health and Social Care: Student Book 2	
Year 12 teachers of this subject:	Miss Clancy Miss Choudhury	
Pathways from successful completion of course and career opportunities:	HSC has a high success rate of students achieving DDD or higher (the equivalent to three A's at A level). With these grades, students have been able to pursue a range of career and further study options. Past students have successfully gone on to study nursing, midwifery, public health, sociology, criminology, primary school teaching, education, English and sport science. Other students have gone on to complete apprenticeships fields such as early years education or HR.	
Key Tips for Success:	<ul style="list-style-type: none"> <li>- Get organised early on- download the specifications for the units you will be studying this year and familiarise yourself with the key terms and layout.</li> <li>- Read around the subject – the field of HSC is constantly changing with new legislation and policies being introduced. Keep note of any interesting news stories within the sector and use them in your coursework and class discussions, this informed insight is what will help you to achieve the distinction grades.</li> <li>- Attend all your lessons and meet the deadlines- by far the most important tip. A coursework heavy subject requires learners to stay on top of their workload. If you do not attend the lessons, you will not achieve the relevant criteria.</li> </ul>	
3 ways in which a parent can help their child succeed in the course	<ul style="list-style-type: none"> <li>- Support your child to stay organised – the HSC course is a great deal of coursework and a different layout to the subjects previously studied by most students. Parents can really support their child by helping them organise their time and workload both in and outside school hours.</li> <li>- Discuss what students have been learning about at home- HSC is a subject that we all have experience of. Your personal knowledge can help your child develop their understanding of the sector and enhance their learning.</li> <li>- Stay in touch- HSC is the equivalent to three A Levels, so as a department we work with your child a great deal. Please do not hesitate to get in contact for an update on your child's progress or to discuss any concerns.</li> </ul>	



<b>Year 12 2017-2018</b>	<b>Mathematics</b>
Pearson Edexcel Level 3 Advanced GCE in Mathematics (9MA0)	<ul style="list-style-type: none"> <li>• <i>First teaching from September 2017</i></li> <li>• <i>First certification from 2018</i></li> </ul>
Number of lessons per week:	7 7
Examination board;	<ul style="list-style-type: none"> <li>• Edexcel</li> </ul>
Pearson Edexcel Level 3 Advanced GCE in Mathematics (9MA0)	<ul style="list-style-type: none"> <li>• The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally examined papers.</li> <li>• Students must complete all assessment in May/June after two years of study.</li> </ul>
Key skills required to complete this course:	<i>The Advanced GCE in Mathematics offers a range of opportunities for candidates to both: develop their Key Skills, in Application of Number, Communication, Information Technology, Improving own Learning and Performance, Working with Others and Problem Solving techniques.</i>
Web address of exam board:	<a href="http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx">http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx</a>
<b>Content and assessment overview</b>	<p><b>Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)</b></p> <ul style="list-style-type: none"> <li>• <b>Written examination: 2 hours</b></li> <li>• <b>33.33% of the qualification</b></li> <li>• <b>100 marks</b></li> </ul> <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Topic 1 – Proof</li> <li>• Topic 2 – Algebra and functions</li> <li>• Topic 3 – Coordinate geometry in the (x,y) plane</li> <li>• Topic 4 – Sequences and series</li> <li>• Topic 5 – Trigonometry</li> <li>• Topic 6 – Exponentials and logarithms</li> <li>• Topic 7 – Differentiation</li> <li>• Topic 8 – Integration</li> <li>• Topic 9 – Vectors</li> </ul> <p>Students must answer all questions. Calculators can be used in the assessment.</p> <p><b>Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)</b></p> <ul style="list-style-type: none"> <li>• <b>Written examination: 2 hours</b></li> <li>• <b>33.33% of the qualification</b></li> <li>• <b>100 marks</b></li> </ul> <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Topic 1 – Proof</li> <li>• Topic 2 – Algebra and functions</li> <li>• Topic 3 – Coordinate geometry in the (x,y) plane</li> <li>• Topic 4 – Sequences and series</li> <li>• Topic 5 – Trigonometry</li> <li>• Topic 6 – Differentiation</li> <li>• Topic 7 – Integration</li> <li>• Topic 8 – Numerical methods</li> </ul> <p>All the content of the specification for Paper 1 is assumed knowledge for Paper 2 and may also be tested within parts of questions.</p> <ul style="list-style-type: none"> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment.</li> </ul> <p><b>Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)</b></p> <ul style="list-style-type: none"> <li>• <b>Written examination: 2 hours</b></li> <li>• <b>33.33% of the qualification</b></li> <li>• <b>100 marks</b></li> </ul> <p><b>Content overview</b></p> <p><b>Section A: Statistics</b></p> <ul style="list-style-type: none"> <li>• Topic 1 – Statistical sampling</li> <li>• Topic 2 – Data presentation and interpretation</li> <li>• Topic 3 – Probability</li> <li>• Topic 4 – Statistical distributions</li> <li>• Topic 5 – Statistical hypothesis testing</li> </ul> <p><b>Section B: Mechanics</b></p>

	<ul style="list-style-type: none"> <li>• Topic 6 – Quantities and units in mechanics</li> <li>• Topic 7 – Kinematics</li> <li>• Topic 8 – Forces and Newton's laws</li> <li>• Topic 9 – Moments</li> </ul> <p>The assessment comprises two sections: Section A – Statistics and Section B – Mechanics.</p> <ul style="list-style-type: none"> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment.</li> </ul>																												
<b>Assessment information</b>	<ul style="list-style-type: none"> <li>• First assessment: May/June 2018.</li> <li>• Each assessment is 2 hours.</li> <li>• Each assessment is out of 100 marks.</li> <li>• Students must answer all questions.</li> <li>• Calculators can be used in the assessment.</li> <li>• The booklet '<i>Mathematical Formulae and Statistical Tables</i>' will be provided for use in the assessment, just like in previous A-levels</li> </ul> <p>The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally examined papers. Students must complete all assessment in May/June in any single year. Below is the breakdown of the AS core assessment objectives.</p> <p style="text-align: center;"><b>Breakdown of Assessment Objectives</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Paper</th> <th colspan="3">Assessment Objectives</th> <th rowspan="2">Total for all Assessment Objectives</th> </tr> <tr> <th>AO1 %</th> <th>AO2 %</th> <th>AO3 %</th> </tr> </thead> <tbody> <tr> <td>Paper 1: Pure Mathematics 1</td> <td>15-19</td> <td>6-10</td> <td>7-11</td> <td>32-36%</td> </tr> <tr> <td>Paper 2: Pure Mathematics 2</td> <td>14-18</td> <td>10-14</td> <td>3-7</td> <td>31-35%</td> </tr> <tr> <td>Paper 3: Statistics and Mechanics</td> <td>15-19</td> <td>3-7</td> <td>9-13</td> <td>31-35%</td> </tr> <tr> <td><b>Total for GCE A Level</b></td> <td><b>48-52</b></td> <td><b>23-27</b></td> <td><b>23-27</b></td> <td><b>100%</b></td> </tr> </tbody> </table> <p>NB Totals have been rounded either up or down. AO1 – Using and applying standard mathematical techniques AO2 – Being able to reason, interpret and communicate mathematically AO3 – Solving problems within mathematics and other contexts</p>	Paper	Assessment Objectives			Total for all Assessment Objectives	AO1 %	AO2 %	AO3 %	Paper 1: Pure Mathematics 1	15-19	6-10	7-11	32-36%	Paper 2: Pure Mathematics 2	14-18	10-14	3-7	31-35%	Paper 3: Statistics and Mechanics	15-19	3-7	9-13	31-35%	<b>Total for GCE A Level</b>	<b>48-52</b>	<b>23-27</b>	<b>23-27</b>	<b>100%</b>
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<i>Revision Guides &amp; Support:</i>	<ul style="list-style-type: none"> <li>• The following web address can be used to download past GCE exam papers, although most will be the old specification and mainly good for revising topics</li> </ul> <p><a href="https://eiewebvip.edexcel.org.uk/pastpapers/Default.aspx">https://eiewebvip.edexcel.org.uk/pastpapers/Default.aspx</a></p>																												
<i>Teachers of this subject</i>	<ul style="list-style-type: none"> <li>• Ms Ali, Mr Capes, Mr Magezi (AST), Mr Thomson, Mr Hodder-Smith (HOD) and Mr Mapia.</li> </ul>																												
A-Level Mathematics is a requirement for many subjects at University including (but not limited to):	<ul style="list-style-type: none"> <li>• Medicine</li> <li>• Engineering</li> <li>• Maths</li> <li>• Computer Science</li> <li>• Economics</li> <li>• Science based degrees</li> </ul>																												
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<i>Key Tips for Success:</i>	<ul style="list-style-type: none"> <li>• Constant, rigorous and surgical use of past GCE exam papers.</li> <li>• Attending our examination revision sessions lessons if requested</li> <li>• Constantly revising and practicing topics throughout the two years</li> </ul> <p>We have a team of committed and inspirational teachers with a proven track record for results.</p>																												
<i>Ways in which a parent can support their child to succeed in this course:</i>	<ul style="list-style-type: none"> <li>• Check homework is completed to a high standard.</li> <li>• Encourage use of revision guides and websites.</li> <li>• Provide the required mathematical equipment.</li> <li>• Liaise with the respective subject teachers.</li> <li>• Encourage students to regularly practice their maths skills.</li> </ul>																												

<b>Year 12 2017-2018</b>	<b>Media Studies</b>
Number of lessons per week:	6
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed.</li> <li>Analyse and respond to media texts/topics using media key concepts and appropriate terminology.</li> <li>Demonstrate research, planning and presentation skills.</li> <li>Construct and evaluate their own products using creative and technical skills.</li> </ul>
Web address of exam board:	<a href="http://web.aqa.org.uk/qual/gce/media-studies-updates.php">http://web.aqa.org.uk/qual/gce/media-studies-updates.php</a>
Topics covered throughout this year:	<ol style="list-style-type: none"> <li>Media language</li> <li>Media representation</li> <li>Media industries</li> <li>Media audiences</li> </ol>
Assessment details: internal assessment	<ol style="list-style-type: none"> <li>You will complete a series of mock exams.</li> <li>You will be assessed throughout through your creative outcome.</li> </ol>
Revision Guides & helpful internet sites:	<ul style="list-style-type: none"> <li><a href="http://www.aber.ac.uk/media/">www.aber.ac.uk/media/</a></li> <li><a href="http://www.arts.gla.ac.uk/tfts/FTVresconts.html">www.arts.gla.ac.uk/tfts/FTVresconts.html</a></li> <li><a href="http://www.cultsock.ndirect.co.uk/MUHome/cshtml/">www.cultsock.ndirect.co.uk/MUHome/cshtml/</a></li> <li><a href="http://www.litnotes.co.uk">www.litnotes.co.uk</a></li> <li><a href="http://www.cf.ac.uk/jornec/vieira/index.html">www.cf.ac.uk/jornec/vieira/index.html</a></li> <li><a href="http://www.new2mediastudies.com/">www.new2mediastudies.com/</a></li> <li><a href="http://www.theory.org.uk">www.theory.org.uk</a></li> </ul>
Year 12 teachers of this subject:	Ms Astley and Ms Patel
Key Tips for Success:	<ul style="list-style-type: none"> <li>Organise folders</li> <li>Keep folder updated, meeting the deadlines and folder requirements.</li> <li>Respond creatively to given brief</li> <li>Use media terminology</li> <li>Practise exam technique</li> <li>Keep up-to-date with recent media issues and debates</li> <li>Demonstrate wider reading through studying media textbooks and journals.</li> </ul>
3 ways in which a parent can help their child succeed in this course:	<ul style="list-style-type: none"> <li>Explore the media concepts with pupil</li> <li>Encourage pupil to practice analysis skills (similar to English)</li> <li>Ensure pupil meets folder deadlines</li> </ul>

<b>Year 12 2017-2018</b>	<b>Music</b>
Number of lessons per week:	7 lessons per week
Examination board;	Edexcel
Paper number(s) and title:	Unit 1- Performing Music Unit 2- Composing Unit 3- Appraising
Key skills required to complete this course:	For the A level Course students will develop performance skills (solo and/or ensemble), compose music and learn about harmonic and melodic techniques. In addition students learn about the most important features of classical, Popular, Jazz and Fusion.
Web address of exam board:	<a href="http://www.edexcel.com">www.edexcel.com</a>
Topics covered throughout this year:	<p><b>Unit 1: Performing Music</b> 30% of the marks for A level An 8 minute performance, consisting of one or more pieces of your choice. Any instrument or voice can be used, you may perform as a soloist or as part of an ensemble.</p> <p><b>Unit 2: Composing</b> 30% of the marks for A level You will have to create two pieces of music, of a combined duration of at least 6 minutes.</p> <ol style="list-style-type: none"> <li>1. Free composition or based around an area of study. This composition must be 4 minutes in duration.</li> <li>2. One composition must be from a list of four briefs assessing technique. This must be at least 1 minute in duration.</li> </ol> <p><b>Unit 3: Developing Musical Understanding</b> 40% of the marks for A level. Two hour exam paper relating to the areas of study and the set pieces of music analysed throughout the year. Vocal Music, Instrumental music, Music for Film and Popular music is studied in Year 12. Two sections:</p> <ol style="list-style-type: none"> <li>a) 50 marks – Four question based on the set works.</li> <li>b) 50 marks – one essay question</li> </ol>
Assessment details: % weighting of coursework/controlled assessment and internal assessment	Unit 1 = 30% Unit 2 = 30% Unit 3 = 40% Controlled Assessment Year 12 Final exams taken in Year 13
Revision Guides & Support:	<a href="http://www.edexcel.com">www.edexcel.com</a> A Student's Guide to AS Music – Rhinegold Study Guide Peri lessons to support performance component After school sessions to focus on composition and listening paper Revision guides provided for mock exams
Year 12 teachers of this subject	Miss A Botham <a href="mailto:alex.botham@burlingtondanes.org">alex.botham@burlingtondanes.org</a> Miss L Friar <a href="mailto:Leona.friar@burlingtondanes.org">Leona.friar@burlingtondanes.org</a>
Pathways from successful completion of course and career opportunities:	A Level music is taken in combination with a wide range of other A level subjects. It is a pre-requisite for degrees in Music offered at both Universities and Conservatoires. Russell Group Universities consider the A Level highly when considering applicants to a range of courses. You can prepare for external music auditions as part of your A level course and there are a wide range of extra-curricular activities within the school in which to participate. This course could lead towards careers such as music therapy, arts performance and management, musician, session player, song-writing, or support applications to other courses.

<p><i>Key Tips for Success:</i></p>	<p>Practice your instrument- performance counts for 30% of the course, so independent work is key          Listen to the set works using Show My Homework in addition to other pieces- this is traditionally where most students lose marks.          Use your study periods to work on your compositions and get additional support.          There is not enough curriculum time for your compositions and performances to be worked on in class.</p>
<p><i>3 ways in which a parent can help their child succeed in this course:</i></p>	<ul style="list-style-type: none"> <li>• Ensure pupils practice regularly for performance</li> <li>• Set performance deadlines at home for them to perform to family and friends</li> <li>• Attend recital evenings of students performances</li> <li>• Check composition deadlines and support offered after school</li> <li>• Create a calendar with key dates and exams, deadlines, remind them</li> <li>• Check independent work is being carried out at home/study times – this will include general listening to Radio 3 for example, watching the Proms, using Spotify and Show My Homework to listen around their set pieces</li> </ul>

<b>Year 12 2017-2018</b>	<b>Psychology</b>
Number of lessons per week:	7 Lessons per week
Examination board:	OCR
Paper number(s) and title:	OCR Advanced GCE in psychology H167; Research Methods (H167/01) and Core Studies(H167/02)
Key skills required to complete this course:	Detailed understanding of key psychological approaches. Understanding of scientific key terms and uses. Evaluation and comparison of key psychologist's methods and findings. Use of mathematics and statistics to analyse data.
Web address of exam board:	www.ocr.org.uk
Topics covered throughout this year:	Core studies in Social, Developmental, Cognitive, Physiological, and Individual Differences Psychology. Research Methods in Psychology including experiments, observations, self-reports and correlations. <b>This component now includes a minimum of 10% maths and statistics skills.</b>
Assessment details: % weighting of coursework/controlled assessment:	100% Examination in June. 50% core studies and 50% Research Methods, 1.5 hours for each exam. Mock exams for each psychological approach throughout the year.
Revision Guides & Support:	OCR Revision Guides OCR AS Textbook
Year 12 teachers of this subject:	Mr Henderson Madam Jotangia
Pathways from successful completion of course and career opportunities:	Psychologist (e.g. clinical, sports, child ) Scientist (various) Application in all fields- skills developed through the course are applicable to a range of University courses, particularly in the Sciences and Social Sciences
Key Tips for Success:	Read the original core studies Keep comprehensive notes Understand how to provide evidence for your arguments using details from core studies Develop exam technique through mock exams and use of mark schemes Apply psychology to everyday scenarios
Any trips/residentials/ additional ways to support learning?	British Psychological Society 'Conference 4 students' in December

<b>Year 12 2017-2018</b>	<b>Physical Education</b>	
Number of lessons per week:	7	
Examination board:	Edexcel	
Paper number(s) and title:	Component 1: Scientific Principles of Physical Education Component 2: Psychological and Social Principles of Physical Education Component 3: Practical performance Component 4: Performance Analysis and Performance Development Programme	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Students must have a passion for PE and how the human body functions.</li> <li>• Communication: expressing your ideas clearly, both verbally as well as in writing</li> <li>• Research: independent learning and reading a variety of plays, performance texts and theatre reviews.</li> <li>• Group work: throughout the course students are required to collaborate</li> <li>• Creativity: students have the opportunity to express their creativity from acting through to designing staging.</li> <li>• Students are expected to be participating in an organised sport outside of school on a regular basis.</li> </ul>	
Web address of exam board:	<a href="http://qualifications.pearson.com/content/dam/pdf/A%20Level/Physical%20Education/2016/Specification%20and%20sample%20assessments/A_level_PE_specification.pdf">http://qualifications.pearson.com/content/dam/pdf/A%20Level/Physical%20Education/2016/Specification%20and%20sample%20assessments/A_level_PE_specification.pdf</a>	
Topics covered throughout this year:	<ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Performance Analysis</li> <li>• Skill acquisition</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p><b>Component 1:</b> Scientific Principles of Physical Education Written examination: 2 hours and 30 minutes, 40% of the qualification, 140 marks <u>Content overview</u></p> <ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Exercise physiology and applied movement analysis</li> </ul> <p><b>Component 2:</b> Psychological and Social Principles of Physical Education Written examination: 2 hours, 30% of the qualification, 100 marks <u>Content overview</u></p> <ul style="list-style-type: none"> <li>• Topic 3: Skill acquisition</li> <li>• Topic 4: Sport psychology</li> <li>• Topic 5: Sport and society</li> </ul> <p><b>Component 3:</b> Practical Performance Non-examined assessment: internally assessed, externally moderated, 15% of the qualification, 40 marks <u>Content overview</u></p> <ul style="list-style-type: none"> <li>• Skills performed in one physical activity as a player/performer</li> <li>• Skills performed in one physical activity as a coach</li> </ul> <p><b>Component 4:</b> Performance Analysis and Performance Development Programme Non-examined assessment: internally assessed, externally moderated, 15% of the qualification, 40 marks</p>	
Revision Guides & Support:	<ul style="list-style-type: none"> <li>• Revision sessions are set with the class when deadlines are approaching</li> <li>• An A-level support book can be purchased as well as the revision</li> </ul>	

	book from J Roscoe Publications.
<i>Year 12 teachers of this subject:</i>	Mr French and Mr Jennings
<i>Pathways from successful completion of course and career opportunities:</i>	<p>Studying Physical Education will prepare you for a multitude of courses at university or moving into the world of work. You will:</p> <ul style="list-style-type: none"> <li>•become skilled in making decisions, solving problems, communication, and working with both quantitative and qualitative data</li> <li>•gain a greater understanding of your own practical performances in order to support progression to the next level of study</li> <li>•develop a blend of scientific and social knowledge which will allow you to access the numerous higher education programmes. Courses could include sports science, sports marketing, sports technology, leisure and sports coaching</li> <li>•be a strong candidate for employment to a wide range of careers from management, to working in public sector organisations or charities</li> </ul>
<i>Key Tips for Success:</i>	<ul style="list-style-type: none"> <li>• Complete homework for given deadlines</li> <li>• Work collaboratively with other pupils</li> <li>• Be prepared to revise in your own time</li> <li>• Use your study periods to read as many journals on the components as possible.</li> <li>• Get involved in school practical activities.</li> </ul>
<i>3 ways in which a parent can help their child succeed in the course</i>	<ul style="list-style-type: none"> <li>• Ensure your child is involved in a sports organisation outside of school</li> <li>• Check coursework deadlines and support offered after school to encourage your child's engagement</li> <li>• Encourage your son/daughter's love of sport through providing opportunities to watch/attend live sporting events.</li> </ul>



<b>Year 12 2017-2018</b>	<b>Photography</b>	
Number of lessons per week:	7	
Examination board:	AQA	
Paper number(s) and title:	GCE Photography Component 1 and 2	
Key skills required to complete this course:	An enjoyment for experiencing and creating photography Creativity and imagination Good analytical and compositional skills Ability to plan and make best use of time Ability to adapt to working in new ways and with new techniques	
Web address of exam board:	<a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a>	
Topics covered throughout this year:	<p>Students will cover a range of different topics relating to Photography and will have the chance to specialise in their chosen media. These will include the following:</p> <ul style="list-style-type: none"> <li>• Traditional (Film) Photography</li> <li>• Digital Photography</li> <li>• Photo manipulation in Photoshop</li> <li>• Animation / Moving image</li> <li>• Experimental and abstract photography</li> <li>• Studio photography</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p><b>Component 1:</b> Personal Investigation (July - end of January) No Time Limit – 60% A Level <i>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.</i></p> <p><b>Component 2:</b> Externally Set Assignment (February - May) Preparatory Period + Supervised time 15 hours – 40% A Level <i>A more personal project created in response to a brief chosen from 8 the exam board will give you.</i></p>	
Revision Guides & Support:	<a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.art2day.co.uk">www.art2day.co.uk</a>	
Year 12 teachers of this subject:	Miss Shah, Miss Robson	
Pathways from successful completion of course and career opportunities:	This course will provide you with a creative base after which you can go onto an Undergraduate or Foundation course in Art, Photography, Animation and/or Film. It also allows you onto a range of creative degree courses as varied as Journalism and Advertising, Product Design or Publicity. If you are taking two science/humanities, taking A-Level Photography alongside is an excellent way to present yourself as an interesting and diversely talented student/applicant.	
Key Tips for Success:	Success depends on students working independently on their sketchbooks at home and willing to find interesting places to do a photo-shoot. Students should also want to find out about other photographers and visit exhibitions. All deadlines must be met and every task fully completed to ensure the whole portfolio addresses all the Assessment Objectives.	
3 ways in which a parent can help their child succeed in the course	<ol style="list-style-type: none"> <li>7. Encourage student to spend time working in their sketchbook at home and using the studio to complete work.</li> <li>8. Encourage your child to investigate current issues in their photography and going on location.</li> <li>9. Accompanying them to galleries and museums relevant to course, or allowing them to go with friends.</li> </ol>	

<b>Year 12 2017-2018</b>	<b>Physics</b>						
Number of lessons per week:	7						
Examination board:	AQA						
Paper number(s) and title:	Physics A (7407) Paper 1: 7407/1 (Sections 1-5) Paper 2: 7407/2 (Sections 1-5)						
Key skills required to complete this course:	Strong mathematical ability to draw clear, labelled diagrams. Problem solving skills						
Web address of exam board:	www.aqa.org.uk						
Topics covered throughout this year:	<table border="1"> <tr> <td><b>Section 1:</b> Measurements and their errors</td> </tr> <tr> <td><b>Section 2:</b> Particles and radiation</td> </tr> <tr> <td><b>Section 3:</b> Waves</td> </tr> <tr> <td><b>Section 4:</b> Mechanics and materials</td> </tr> <tr> <td><b>Section 5:</b> Electricity</td> </tr> </table>		<b>Section 1:</b> Measurements and their errors	<b>Section 2:</b> Particles and radiation	<b>Section 3:</b> Waves	<b>Section 4:</b> Mechanics and materials	<b>Section 5:</b> Electricity
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<b>Section 3:</b> Waves							
<b>Section 4:</b> Mechanics and materials							
<b>Section 5:</b> Electricity							
Assessment details: % weighting of coursework/controlled assessment and internal assessment	Regular internal summative and formative assessments throughout the course. 100% examination in year 13						
Revision Guides & Support:	<b>Class Text Book:</b> Year 12 and AS AQA Physics, Breithaupt (OUP) <b>Revision guide:</b> Year 12 and AS Physics AQA Complete revision & Practice (CGP) <b>Science Magazine:</b> Philip Allan: Physics review (6 <sup>th</sup> Form Library)						
Year 12 teachers of this subject	Mr N Pointer; Mr G Lottering						
Pathways from successful completion of course and career opportunities:	<b>University Courses:</b> Physics, Astrophysics, Theoretical Physics, Mathematics with Physics, Medical Physics, Physics with ... (Chemistry, Astrophysics, Medical applications, Geophysics, German ...), Physics and ... (Business, Environmental Science, Philosophy, Education). Search for subject combinations at <a href="http://www.myphysicscourse.org">www.myphysicscourse.org</a> Engineering: General, Mechanical, Civil, Electrical, Aeronautical, Medical. <b>Careers:</b> A physics qualification is a gateway to almost anything you wish to do. Universities and employers are actively seeking out people with the problem solving skills that A level physics develops. So as well as working as a professional physicist or engineer, you could end up in a variety of fields including: space, medicine, law, finance & banking, business, media, environment, transport, energy, architecture or transport. See <a href="http://www.physics.org/careers">www.physics.org/careers</a> .						
Key Tips for Success:	<ul style="list-style-type: none"> <li>• 100% attendance (or as near to it as possible).</li> <li>• Punctuality in arriving to every lesson.</li> <li>• Hand in all independent work ON TIME!</li> <li>• Seek help (e-mail: <a href="mailto:nicholas.pointer@burlingtondanes.org">nicholas.pointer@burlingtondanes.org</a> )</li> <li>• Review work after each lesson – completing notes, addressing queries</li> <li>• Write down the EQUATION, REARRANGE as necessary, add NUMBERS, CALCULATE the answer and give a UNIT for every calculation question (ERNCU).</li> <li>• Ensure all summary textbook questions are completed and MARKED on time and kept in your question packs.</li> <li>• Background reading – actively engage in the subject by reading recommended books and using links and other resources suggested in class.</li> <li>• 100% effort in class – make a contribution, be focused</li> <li>• Maintain a POSITIVE ATTITUDE</li> </ul>						
3 ways in which a parent can help their child succeed in this course	<ul style="list-style-type: none"> <li>• Encourage attendance at intervention sessions.</li> <li>• Purchase a revision guide and encourage use of online resources.</li> <li>• Encourage revision of classwork and going-over notes from Day 1, not just when exams are looming.</li> </ul>						

<b>Year 12 2017-2018</b>	<b>Religion, Philosophy &amp; Ethics</b>
Number of lessons per week:	7
Examination board;	Pearson Edexcel
Paper number(s) and title:	Level 3 GCE in Religious Studies 8RS0
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Independent Learning</li> <li>• Empathy</li> <li>• Expression of opinion</li> <li>• Ability to Debate</li> <li>• Team Work</li> <li>• Analysis of text</li> <li>• Evaluation of opinion</li> </ul>
Web address of exam board:	www.edexcel.com
Topics covered throughout this year:	<p><b>Philosophy of Religion:</b> Design, Cosmological, Ontological arguments for the existence of G-d. Religious Experience. Evil &amp; Suffering.</p> <p><b>Ethics:</b> Environmental issues. Equality. Utilitarianism. Situation Ethics. Natural Moral Law. War &amp; Peace and Sexual Ethics.</p> <p><b>Islam:</b> The Six Beliefs. Pre-Islamic Arabia. The Life of the Prophet Muhammad. The Qur'an. The Five Pillars of Islam.</p>
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p><b>Paper 1:</b> Philosophy of Religion = 33.3%</p> <p><b>Paper 2:</b> Ethics = 33.3%</p> <p><b>Paper 3:</b> Islam = 33.3%</p>
Revision Guides & Support:	A range of resources are available from the sixth form study area. Guides and textbooks are provided by the faculty and room 116 is offered as a private study and revision room with a small library of reference books.
Year 12 teachers of this subject at present	Mr Whitlock (Senior Leader, Head of Faculty) Ms Weldon Mr Wallendahl
Pathways from successful completion of course and career opportunities:	This course will help you to access a wide range of Higher Education courses such as: Religious Studies, Theology, Philosophy, PPE, English, History, Law, and Social Sciences, Medicine. Cambridge University consider this a category A list subject for entrance.
Key Tips for Success:	<p>Read widely around the topics being studied.</p> <p>Complete all homework and reading material on time and to the highest level with annotations.</p> <p>Practice lots of timed essays.</p> <p>Be honest about what you do not understand.</p>
3 ways in which a parent can help their child succeed in this course:	<p>Ensure there is a quiet area to study at home.</p> <p>Check they are studying at home.</p> <p>Check the reading material to see if they are engaging with it – there should be highlighting and annotations.</p>

<b>Year 12 2017-2018</b>	<b>Sociology</b>
Number of lessons per week:	7
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Ability to recall knowledge and show understanding.</li> <li>• Ability to analyse, interpret and evaluate.</li> <li>• Ability to apply abstract concepts clearly.</li> </ul>
Web address of exam board:	<a href="http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-2190">http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-2190</a>
Topics covered throughout this year:	<ul style="list-style-type: none"> <li>• Education</li> <li>• Methods in Context</li> <li>• Families and Households</li> <li>• Research Methods</li> </ul>
Assessment details: internal assessment during 2015-16	3. You will complete a series of mock exams
Revision Guides & helpful internet sites:	<p><a href="http://www.amazon.co.uk/AS-Level-Sociology-Complete-Revision-Practice/dp/1847621384">http://www.amazon.co.uk/AS-Level-Sociology-Complete-Revision-Practice/dp/1847621384</a></p> <p><a href="http://www.s-cool.co.uk/a-level/sociology">http://www.s-cool.co.uk/a-level/sociology</a></p> <p><a href="http://revisionworld.com/a2-level-level-revision/sociology-level-revision">http://revisionworld.com/a2-level-level-revision/sociology-level-revision</a></p> <p><a href="https://revisesociology.wordpress.com/">https://revisesociology.wordpress.com/</a></p> <p>Phillip Allan Student Unit Guides and material from the teacher  <a href="http://www.sociologyonline.co.uk">www.sociologyonline.co.uk</a>  <a href="http://www.sociology.org.uk">www.sociology.org.uk</a>  <a href="http://www.sociologyExchange.co.uk">www.sociologyExchange.co.uk</a></p>
Year 12 teachers of this subject:	Ms Patel, Ms Harnetty, Ms Bridger
Key Tips for Success:	<ul style="list-style-type: none"> <li>• Organise folders</li> <li>• Start making revision notes at the end of every topic</li> <li>• Look through all past papers in detail</li> <li>• Read a newspaper regularly</li> </ul>
3 ways in which a parent can help their child succeed in this course:	<ul style="list-style-type: none"> <li>• Explore the sociological theory with pupil</li> <li>• Encourage pupil to practice essay writing</li> <li>• Read the newspaper with students</li> <li>• Quiz students on the knowledge covered.</li> </ul>

<b>Year 12 2017-2018</b>	<b>Spanish</b>
Number of lessons per week:	7
Examination board;	Edexcel
Paper number(s) and title:	Paper 1: Listening, reading and writing Paper 2: Writing Paper 3: Speaking
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication: reading, speaking, listening and writing</li> <li>• Independent Learning</li> <li>• Information Technology</li> <li>• Numeracy</li> <li>• Problem Solving</li> </ul>
Web address of exam board:	<a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a>
Topics covered throughout this year:	<ol style="list-style-type: none"> <li>1. Social issues and trends</li> <li>2. Artistic culture</li> <li>3. Grammar</li> <li>4. Film and/or literature</li> </ol>
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p><b>Paper 1:</b> Listening, reading and writing (40%)  <b>Paper 2:</b> Writing (about a film or piece of literature) (30%)  <b>Paper 3:</b> Speaking (30%)  All assessed at end of A2 year.  There is no coursework or controlled assessment.</p>
Revision Guides & Support:	<p>Ánimo student book  Spanish news websites  Spanish television channels (available online)</p>
Year 12 teachers of this subject	<p>Ms Denley  Ms Freedman  Mrs Eustace</p>
Pathways from successful completion of course and career opportunities:	<p>A university degree in Languages could lead to a career as a translator, interpreter, working for an international company or abroad, or a job in tourism. Can also be combined in a 'joint honours' degree (e.g. International Business related courses).</p>
Key Tips for Success:	<ul style="list-style-type: none"> <li>➔ Regularly read Spanish newspapers and magazines, listen to Spanish radio, and watch Spanish news reports online to keep up-to-date with current affairs and improve comprehension skills.</li> <li>➔ Watch Spanish films</li> <li>➔ Buy a big dictionary and use it to support all homework</li> <li>➔ Visit Spain – you will gain confidence with speaking</li> </ul>
3 ways in which a parent can help their child succeed in this course:	<ul style="list-style-type: none"> <li>• Ask student to explain new grammar points and test them on their knowledge</li> <li>• Support student in preparation for oral exam by helping them order thoughts into arguments (this can be done in English!)</li> <li>• Buy student a big dictionary that they can use throughout the course</li> </ul>
What will this qualification lead to?	<ul style="list-style-type: none"> <li>• If you are planning to study languages at university or go on to a career as a translator or interpreter, Spanish A Level is an excellent choice. Equally if you hope to work for a multi-national company or a company that does business abroad, this qualification provides a good grounding. However, whether or not you wish to use your languages in the workplace later on, many universities regard a qualification in languages very highly, and thus this may strengthen your application for higher education. The ability to speak a language shows that you are a good communicator, and an open-minded person.</li> </ul>

<b>Year 12 2017-2018</b>	<b>Textiles</b>	
Number of lessons per week:	7	
Examination board:	AQA	
Paper number(s) and title:	<b>GCE Textiles</b>	
Key skills required to complete this course:	<p>An enjoyment for experiencing and creating textiles and design</p> <p>Creativity and imagination</p> <p>Confident drawing skills and ability to present work</p> <p>Good analytical and compositional skills</p> <p>Ability to plan and make best use of time</p> <p>Ability to adapt to working in new ways and with new techniques</p>	
Web address of exam board:	<a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a>	
Topics covered throughout this year:	<p>Students will cover a range of different topics relating to Photography and will have the chance to specialise in their chosen media. These will include the following:</p> <ul style="list-style-type: none"> <li>• Fashion Design and Textiles</li> <li>• Costume Textiles</li> <li>• Printed/ dyed fabric and materials</li> <li>• Garment constructed textiles</li> <li>• Interior design and wallpaper</li> <li>• Knitted Textiles</li> </ul>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment	<p><b>Component 1:</b> Portfolio (September – end of January) – 60% AS  <i>The Coursework portfolio for Y12 comprises the Summer project, a workshop based project workbook and an extended project where students explore ideas, techniques and create a final outcome.</i></p> <p><b>Component 2:</b> External Set Assignment (Feb-May) Preparatory period + Supervised exam 10 hours – 40% AS  <i>A more personal project created in response to a brief chosen from 8 the exam board will give you.</i></p>	
Revision Guides & Support:	<p><a href="http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php">http://web.aqa.org.uk/qual/gce/arts/art_noticeboard.php</a></p> <p><a href="http://www.pinterest.com">www.pinterest.com</a></p> <p><a href="http://www.studentartguide.com">www.studentartguide.com</a></p>	
Year 12 teachers of this subject:	Miss Robson	
Pathways from successful completion of course and career opportunities:	<p>This course will provide you with a creative base after which you can go onto an Undergraduate or Foundation course in Fashion Design, Textiles Design, Illustration, and Interior Design and also allows you onto a range of creative degree courses as varied as Journalism and Advertising, Product Design or Publicity. If you are taking two science/humanities, taking A-Level Textiles alongside is an excellent way to present yourself as an interesting and diversely talented student/applicant.</p>	
Key Tips for Success:	<p>Success depends on students working independently on their sketchbooks at home and willing to stay in the Textiles room to finish off work afterschool. Students should also want to find out about other designers and visit exhibitions. All deadlines must be met and every task fully completed to ensure the whole portfolio addresses all the Assessment Objectives.</p>	
3 ways in which a parent can help their child succeed in the course	<ol style="list-style-type: none"> <li>1. Encourage student to spend time working in their sketchbook at home and out of class to complete work.</li> <li>2. Encourage your child to draw and create samples to continually develop their work</li> <li>3. Accompanying them to galleries and museums relevant to course, or allowing them to go with friends.</li> </ol>	

