



Ark Burlington Danes  
Academy

# Sixth Form Course Guide

2018-2019



# 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

Mrs A Stephenson –Head of Sixth Form

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Mr S Goorah- Director of Learning Year 13

[sean.goorah@burlingtondanes.org](mailto:sean.goorah@burlingtondanes.org)

Mr B Jennings- Director of Learning Year 12

[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:

Biology
Business Studies
Business Studies (Vocational)
Computing
Chemistry
Drama and Theatre
English Literature
Economics
Further Maths
Fine Art
French
Government & Politics
Geography
History
Health and Social Care
Computer science
Mathematics
Media Studies
Music
National Extended Diploma in Sports
Psychology
Physical Education
Photography
Physics
Religion, Philosophy & Ethics
Sociology
Spanish

These subjects will be organised into **option blocks based upon the timetable**, with the intention of giving student's 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 9-7 grades at GCSE including English Language and Maths
- 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 7 grade in Triple Science
- Students wanting to continue with Further Maths will need a minimum 8 grade in Maths

## **Pathway 2: 3 A Levels**

- This pathway requires at least 6 A\*-B or 6 9-6 grades at GCSE including English Language and Maths
- Students need to achieve at least a B or a 6 at GCSE in their chosen A Level subjects, or closely related subjects (e.g. English and Science grades are used for Psychology entry)

## **Pathway 3: BTEC Vocational course (equivalent to 3 A levels)**

- Students in this pathway require 5 A\*-C or 5 9-4 grades at GCSE (one of these should be in English Language 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 4 grade in English Language OR Maths GCSE they will also have the option to resit this alongside their Vocational course (not both Maths AND English Language)

# 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 every day 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 will be 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.

## 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>

Subject: Biology	A Level	2018-2019
Number of lessons per week:	7	
Examination board;	AQA	
Paper number(s) and title:	Physics (7402) Paper 1: 7402/1 (Topics 1-4 and Practical Skills) Paper 2: 7402/2 (Topics 5-8 and Practical Skills) Paper 3: 7402/3: (Topics 1-8 and Practical Skills)	
Key skills required to complete this course:	Strong mathematical ability (mathematics now represents 20% of examination questions at A-level) Ability to draw clear, labelled diagrams. Problem solving skills	
Web address of exam board:	www.aqa.org.uk	
Topics covered throughout this year:	<b>Topic 5:</b> Energy transfers in and between organisms	
	<b>Topic 6:</b> Organisms respond to changes in their environment	
	<b>Topic 7:</b> Genetics, populations, evolution and ecosystems	
	<b>Topic 8:</b> The control of gene expression	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2017-18	Paper 1: 7402/1 (Topics 1-4 and Practical Skills) – Written exam 2 hours 35% of A-level grade  Paper 2: 7402/2 (Topics 5-8 and Practical Skills) – Written exam 2 hours 35% of A-level grade  Paper 3: 7402/3: (Topics 1-8 and Practical Skills) – Written exam 2 hours 30% of A-level grade  No controlled assessment.	
Revision Guides & Support:	<b>Class Text Book:</b> A-level Year 2 AQA Biology, Toole (OUP) <b>Revision guide:</b> A-level Year 2 Biology AQA Complete revision & Practice (CGP) <b>Science Magazine:</b> Philip Allan: Biological Sciences review (6 <sup>th</sup> Form Library)	
Year 13 teachers of this subject	Ms Annan; Ms Akingbule; Ms Teelock	
Pathways from successful completion of course and career opportunities:	<b>University Courses:</b> Biology, Biomedical Sciences, Biomedical Engineering, Biology with ... (Chemistry, Astrophysics, Medical applications, Geophysics, German ...), Biology and ... (Business, Environmental Science, Philosophy, Education), Medicine, Biochemistry, Microbiology, Zoology, Genetics, Pharmacy, Teaching, Plant Sciences, Marine Sciences, Ecology, Environmental Science, Molecular biology, Orthoptics, Psychology.  <b>Careers:</b> A biology 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 biology develops. So as well as working as a professional biologist or engineer, you could end up in a variety of fields including: Biochemist, Botanist, Forensic Scientist, Nursing, Doctor, Pharmacist, Teacher, Farming, Ecology, Landscaping, Personal Trainer, Professional Sportsperson,	

	Physiotherapist, Biological Engineer, Environmental Engineer, Biomedical Engineer, Police Officer, Firefighter, Ambulatory Staff. See <a href="https://www.rsb.org.uk/careers-and-cpd/careers">https://www.rsb.org.uk/careers-and-cpd/careers</a>
<i>Key Tips for Success:</i>	<ol style="list-style-type: none"> <li>1. 100% attendance (or as near to it as possible).</li> <li>2. Punctuality in arriving to every lesson.</li> <li>3. Hand in all independent work ON TIME!</li> <li>4. Seek help.</li> <li>5. Review work after each lesson – completing notes, addressing queries</li> <li>6. Write down the EQUATION, REARRANGE as necessary, add NUMBERS, CALCULATE the answer and give a UNIT for every calculation question (ERNCU).</li> <li>7. Ensure all summary textbook questions are completed and MARKED on time and kept in your question packs.</li> <li>8. Background reading – actively engage in the subject by reading recommended books and using links and other resources suggested in class.</li> <li>9. 100% effort in class – make a contribution, be focused</li> <li>10. Maintain a POSITIVE ATTITUDE</li> </ol>
<i>3 ways in which a parent can help their child succeed in this course</i>	<ol style="list-style-type: none"> <li>1. Encourage attendance at intervention sessions.</li> <li>2. Purchase a revision guide and encourage use of online resources.</li> <li>3. Encourage revision of classwork and going-over notes from Day 1, not just when exams are looming.</li> </ol>



<b>Subject: Business Studies</b>	<b>AQA</b>	<b>2018-2019</b>
<i>Number of lessons per week:</i>	7	
<i>Examination board:</i>	AQA	
<i>Paper number(s) and title:</i>	Business Studies Unit 1 Unit 2	
<i>Key skills required to complete this course:</i>	Independent worker, team working, problem solving, analytical and evaluative thinking.	
<i>Web address of exam board:</i>	<a href="http://web.aqa.org.uk">http://web.aqa.org.uk</a>	
<i>Topics covered throughout this year:</i>	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	
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2017-18:</i>	100% exam Year 12 - Paper 1 Year 12 - Paper 2 Year 13 – Paper 1 = 33% of A-Level Year 13 – Paper 2 = 33% of A-Level Year 13 – Paper 3 = 33% of A-Level	
<i>Revision Guides &amp; Support:</i>	AQA Business Studies A/S Book by Peter Stimpson, Steven Foden, Diane Mansell, Helen Coupland-Smith - Nelson Thornes	
<i>Year 12 teachers of this subject:</i>	Mr S Goorah Ms A Vasey	
<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 Wider reading of related topics Make use of the thorough revision programme	
<i>Any trips/residentials/ additional ways to support learning?</i>	There will be various trips run throughout the year to aid learning such as Belgium, Bank of England and several business conferences	

<b>Subject: Business Studies</b>	<b>BTEC</b>	<b>2018-2019</b>
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<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>	Seun Falana 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 Barclays HQ, Belgium, London Westfield's, Bank of England and Capgemini

<b>Subject: Computer Science</b>	<b>A Level</b>	<b>2018-2019</b>
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Number of lessons per week:	7 lessons per week	
Examination board:	OCR	
Paper number(s) and title:	<b><u>AS Computing: (AS award HO46)</u></b> <b>H046-1: Computing Principles</b> <b>H046-2: Algorithms and problem solving</b>	
Key skills required to complete this course:	<u>The aims of these specifications are to encourage candidates to develop:</u> <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> <p>Elements of computational thinking  Techniques and Logical Methods</p> <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>AS H046-1: Computer Fundamentals</b> 50% of the total AS GCE marks 1hr 15 mins written paper 70 marks Candidates are required to answer all questions. <b>AS H046-2: Algorithms and problem solving</b> 50% of the total AS GCE marks 1.5 h written paper 100 marks Candidates are required to answer all questions.	

during 2012-13:	
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:	<p><b><u>Successful AS candidates will study A level Computing and gain an A-Level in the subject.</u></b></p> <p><b><u>University Courses:</u></b></p> <p>BSc Computing or Computer Science or any combination of Computing and associated subject</p> <p><b><u>Careers:</u></b></p> <p>Computing is an essential element in most businesses aerospace engineering and investment banking to name but a few.</p>
Key Tips for Success:	<p><b><u>What is expected from you:</u></b></p> <ol style="list-style-type: none"> <li>1) 100% attendance (or as near to it as possible)</li> <li>2) Punctuality in arriving to every lesson</li> <li>3) Punctuality in completing every piece of work</li> <li>4) Attending to work missed as a matter of priority</li> <li>5) Seeking help (personally or by e-mail) at the earliest opportunity</li> <li>6) Reviewing work after each lesson – completing notes, addressing queries</li> <li>7) Organising your notes to ensure understanding of all topics covered</li> <li>8) Background reading – not just using the text book provided</li> <li>9) 100% effort in class – make a contribution, be focused</li> <li>10) Maintain a POSITIVE ATTITUDE</li> </ol>
3 ways in which a parent can help their child succeed in the course	<ol style="list-style-type: none"> <li>1) Ensure all independent work is completed to a high standard</li> <li>2) Know exam module dates and provide lots of encouragement</li> <li>3) Make sure that the student seeks out their teacher if they do not understand a certain topic</li> </ol>

<b>Subject: Computing BTEC</b>	<b>Level 3 National Extended Diploma in Computing</b>	<b>2018-2019</b>
Number of lessons per week:	10	
Examination board:	EDEXCEL	
Paper number(s) and title:	BTEC Level 3 National Extended Diploma in Computing	
Key skills required to complete this course:	<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>	
Web address of exam board:	<a href="http://www.edexcel.com/quals/nationals10/it/Pages/default.aspx">http://www.edexcel.com/quals/nationals10/it/Pages/default.aspx</a>	
Topics covered throughout this year:	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>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2017-18:	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%).	
Revision Guides & Support:	BTEC Level 3 National Computing Student Book 1 BTEC Level 3 National Computing Student Book 2: book 2	
Year 12 teachers of this subject:	Maneesh Prasad Louis Reid	
Pathways from successful completion of course and career opportunities:	Opportunity to progress to higher education to study Computing, IT or move into an IT or Computing related career.	
Key Tips for Success:	Attend and participate in all lessons Meet assessment deadlines Wider reading of related topics	
Any trips/residentials/ additional ways to support learning?	Trips to IBM, Thorpe park, BAE systems, BBC, Google campus, tech city.	

<b>Subject: Chemistry</b>	<b>A Level</b>	<b>2018-2019</b>
<i>Number of lessons per week:</i>	7	
<i>Examination board:</i>	AQA	
<i>Paper number(s) and title:</i>	Chemistry – All exams to be sat in the summer Year 13.  Paper 1 (7404/1)– Inorganic and Physical Chemistry  Paper 2 (7404/2)– Organic and Physical Chemistry	
<i>Key skills required to complete this course:</i>	To be able to apply maths skills well. Problem solve. Hard working. Good practical skills.	
<i>Web address of exam board:</i>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	
<i>Topics covered throughout this year:</i>	Amount of substance Bonding Kinetics Energetics Redox reactions Chemical Equilibria Periodicity Group 7 and group 2 elements Halogenalkanes Carbonyl Chemistry Alcohols Alkenes Alkanes Organic Analysis	
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2010-11</i>	Paper 1 – 50% of AS: Physical and Inorganic Chemistry Written Exam (1 hour 30 mins – 80 marks) 65 marks of short and long answered questions. 15 marks of multiple choice questions.  Paper 2 – 50% of AS: Physical and Inorganic Chemistry Written Exam (1 hour 30 mins – 80 marks) 65 marks of short and long answered questions. 15 marks of multiple choice questions.  No controlled assessment. The practicals that the students will	

	need to know will be tested on during the exam.
<i>Revision Guides &amp; Support:</i>	<p><b>Class Text Book:</b> AQA chemistry 2<sup>nd</sup> edition (Ted Lister and Janet Renshaw)</p> <p><b>Revision guide:</b> A-level Chemistry CGP, complete revision and practice.</p> <p><b>Practice papers</b> – visit  <a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources">http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources</a></p> <p>See Chemistry teachers for extra help and support.  Morning revision sessions and intervention sessions afterschool.</p>
<i>Year 12 teachers of this subject</i>	Mr Stokle/Ms Hewat/Mr Ward
<i>Pathways from successful completion of course and career opportunities:</i>	An A-Level in Chemistry is required for lots of courses at University, such as medicine, dentistry, chemical engineering, pharmacy finance. With a Chemistry A-Level employers will look at this and see you as someone who can solve problems and apply themselves to very tricky tasks. This is vital in the world of work!
<i>Key Tips for Success:</i>	<ol style="list-style-type: none"> <li>1. Punctuality</li> <li>2. Come to revision/intervention sessions</li> <li>3. Completing homework</li> <li>4. Asking questions at all times when unsure of topics.</li> <li>5. 100% effort</li> <li>6. Don't give up if things get hard.</li> </ol>
<i>3 ways in which a parent can help their child succeed in this course:</i>	<p>Support student when needing help.  Buy the relevant textbooks that will help them.  Encourage them to always complete homework and revision to the highest of standard.</p>

<b>Subject: Chemistry</b>	<b>Year 13</b>	
<i>Number of lessons per week:</i>	7	
<i>Examination board:</i>	AQA	
<i>Paper number(s) and title:</i>	Chemistry – All exams to be sat in the summer Year 13.  Paper 1 (7405/1) – Inorganic and Physical Chemistry (Relevant practical skills)  Paper 2 (7405/2)– Organic and Physical Chemistry (Relevant practical skills)  Paper 3 (7405/3) – All content and any practical skills	
<i>Key skills required to complete this course:</i>	To be able to apply maths skills well. Problem solve. Hard working. Good practical skills.	
<i>Web address of exam board:</i>	www.aqa.org.uk	
<i>Topics covered throughout this year:</i>	Kinetics Acids and Bases Thermodynamics Electrode potentials and emf Properties of period 3 elements and their oxides Transition metals Equilibria constant $K_p$ Optical Isomerism Reactions of ions in aqueous solutions Nomenclature and Isomerism Aldehydes and Ketones Carbonyl Chemistry Amines Amino acids Polymers NMR Chemistry Aromatic Chemistry Chromatography Organic Analysis	
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2013/14:</i>	Paper 1 35% of A2 – Physical Chemistry and Inorganic Chemistry Written Exam - 2 hours 105 marks short and long answered questions  Paper 2 35 % of A2– Physical Chemistry and Organic Chemistry Written Exam – 2 hours 105 marks short and long answered questions  Paper 3 30% of A2 – Any content and any relevant practical skills. Written Exam – 2 hours 90 marks 40 marks of questions on practical skills 20 marks of questions testing across the specification. 30 marks multiple choice questions  No controlled assessment. All practical skills to be assessed in	



	the exams.
<i>Revision Guides &amp; Support:</i>	<p><b>Class Text Book:</b> AQA chemistry 2<sup>nd</sup> edition (Ted Lister and Janet Renshaw)</p> <p><b>Revision guide:</b> A-level Chemistry CGP, complete revision and practice.</p> <p><b>Practice papers</b> – visit  <a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources">http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources</a></p> <p>See Chemistry teachers for extra help and support. Morning revision sessions and intervention sessions afterschool.</p>
<i>Year 13 teachers of this subject:</i>	Mr Stokle/Ms Hewat/Mr Ward
<i>Pathways from successful completion of course and career opportunities:</i>	An A-Level in Chemistry is required for lots of courses at University, such as medicine, dentistry, chemical engineering, pharmacy finance. With a Chemistry A-Level employers will look at this and see you as someone who can solve problems and apply themselves to very tricky tasks. This is vital in the world of work!
<i>Key Tips for Success:</i>	<ol style="list-style-type: none"> <li>1. Punctuality</li> <li>2. Come to revision/intervention sessions</li> <li>3. Completing homework</li> <li>4. Asking questions at all times when unsure of topics.</li> <li>5. 100% effort</li> <li>6. Don't give up if things get hard.</li> </ol>
<i>3 ways in which a parent can help their child succeed in this course:</i>	<p>Support student when needing help. Buy the relevant textbooks that will help them. Encourage them to always complete homework and revision to the highest of standard.</p>

<b>Subject: Drama</b>	<b>A Level</b>	<b>2018-2019</b>
Number of lessons per week:	7	
Examination board;	Edexcel	
Paper number(s) and title:	Unit 1 – Devising theatre  Unit 2 – Script work  Unit 3- Written examination Section A- theatre review Section B- page to stage realism Section C- interpreting performance	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Analysis</li> <li>• Source interpretation</li> <li>• Independent Learning</li> <li>• Team Work</li> <li>• Acting</li> <li>• Interpersonal skills</li> <li>• Confidence</li> </ul>	
What will this qualification lead to?	Students will gain a variety of skills and knowledge to study at a Degree at University, particularly Drama and theatre studies. It also develops a wide range of soft skills such as problem solving, creativity and team work. They could continue this and study further and become a teacher of Performing Arts. Additionally, a variety of theatre jobs such as, acting, lighting, sound and stage management all become available.	
Web address of exam board:	www.edexcel.co.uk	
Topics covered throughout this year:	Devising Drama though a stimulus and a practitioner  Theatre practitioners: Punchdrunk Augusto Boal Konstantin Stanislavski Peter Brook Frantic Assembly  Play text: Christopher Marlowe – <i>Dr Faustus</i> Polly Stenham – <i>That Face</i> Jim Cartwright- <i>Road</i>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2010-11	40% Devising theatre, accompanied with a portfolio 20% (Mock)Script work – solely acting 40% (Mock) Exam Section A- theatre review Section B- page to stage realism Section C- interpreting performance	
Revision Guides & Support:	Edexcel support booklet	
Year 12 teachers of this subject	Mr Brooks Miss Yates	
Pathways from successful	Degrees at University particularly Drama and theatre studies	

<p><i>completion of course and career opportunities:</i></p>	<p>become available when this course is completed at a high level. Further professional careers become available after University such as teaching. Students may also want to a design or management role in the theatre. Finally, students may also become an acting for theatre or television.</p>
<p><i>Key Tips for Success:</i></p>	<p>Read as much as you can about the topics you are studying. Read plays in advance that you study on the course. Start revising now so you have less to learn during the run up to the exam period. See as much live theatre as you possibly can, explore different genres.</p>
<p><i>3 ways in which a parent can help their child succeed in this course:</i></p>	<p>Encourage wider reading of plays and practitioners to support contextual understanding and range of vocabulary. Take an interest in live theatre and visit and theatre you can. Help your child write a revision plan and encourage them to stick to it.</p>

<b>Subject: Drama</b>	<b>Year 13</b>	<b>2018-2019</b>
Number of lessons per week:	7	
Examination board:	Edexcel	
Paper number(s) and title:	20% Script work 40% Exam	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Analysis</li> <li>• Source interpretation</li> <li>• Independent Learning</li> <li>• Team Work</li> <li>• Acting</li> <li>Interpersonal skills</li> </ul>	
Web address of exam board:	www.edexcel.co.uk	
What will this qualification lead to?	When having studied Drama at A level students will gain a variety of skills and knowledge to study at a Degree at University, particularly Drama and theatre studies. They could continue this and study further and become a teacher of Performing Arts. Additionally, a variety of theatre jobs such as, acting, lighting, sound and stage management all become available.	
Topics covered throughout this year:	<p>A play text chosen by the teacher. This will differ to suit each student personally.</p> <p><b>Practitioners:</b>            Frantic Assembly            Antonin Artaud            Bertolt Brecht            Punch Drunk</p>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2013/14:	Unit 2 =20%  Unit 3 =40%	
Revision Guides & Support:	See Drama department for recommended reads These are given out to students in lessons and look at exemplar answers, practitioners and play texts.	
Year 13 teachers of this subject:	Mr Brooks Miss Yates	
Pathways from successful completion of course and career opportunities:	Degrees at University particularly Drama and theatre studies. Teaching of Performing Arts when completed a degree. A variety of theatre jobs such as, acting, lighting, sound and stage management.	
Key Tips for Success:	Read as much as you can about the topics you are studying. Read plays in advance that you study on the course Start revising now so you have less to learn during the run up to the exam period. Ensure punctuality and organisation.	
Any trips/residential/ additional ways to support learning?	A variety of theatre trips will be arranged to ensure students see enough Live theatre to write a well-structured response in their final exam.	

<b>Subject: English Literature</b>	<b>A Level</b>	<b>2018-2019</b>
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Number of lessons per week:	7
Examination board;	Edexcel
Paper number(s) and title:	<p>Paper 1 – Drama</p> <ul style="list-style-type: none"> <li>• <i>Othello</i> by William Shakespeare</li> <li>• <i>A Streetcar Named Desire</i> by Tennessee Williams</li> </ul> <p>Paper 2 – Prose</p> <ul style="list-style-type: none"> <li>• <i>The Handmaid's Tale</i> by Margaret Atwood</li> <li>• <i>Frankenstein</i> by Mary Shelley</li> </ul> <p>Paper 3 – Poetry</p> <ul style="list-style-type: none"> <li>• Post-2000 Specified Poetry (Poems of the Decade and Unseen poetry)</li> <li>• The Romantics</li> </ul> <p>Paper 4 – Coursework</p>
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Critical evaluation</li> <li>• Analysis</li> <li>• Independent learning including reading around the subject</li> <li>• Creativity</li> <li>• Appreciation of English literature and its changing traditions</li> </ul>
What will this qualification lead to?	<p>English Literature provides you with a plethora of skills which will equip you for life beyond school, particularly university study and job applications. Both the knowledge and skills generated during A level makes English Literature relevant to any degree and the course is recognised by universities as a qualification brimming with academic rigour. Independent study is a key part of the course, particularly when writing the coursework unit, and it allows you the opportunity to explore a range of texts and genres. English Literature continues to be an extremely popular subject at universities and compliments other subjects, demonstrated through the range of joint honours course available. Career options vary from journalism, publishing and advertising to law, business management, the civil service and marketing.</p>
Units covered in Year 12:	<p>Paper 1 – Drama</p> <ul style="list-style-type: none"> <li>• <i>A Streetcar Named Desire</i> by Tennessee Williams</li> </ul> <p>Paper 2 – Prose</p> <ul style="list-style-type: none"> <li>• <i>The Handmaid's Tale</i> by Margaret Atwood</li> <li>• <i>Frankenstein</i> by Mary Shelley</li> </ul> <p>Paper 3 – Poetry</p> <ul style="list-style-type: none"> <li>• The Romantics</li> </ul> <p>Paper 4 – Coursework (begins in the Summer term)</p>

<p><i>Units covered in Year 13:</i></p>	<p>Paper 1 – Drama</p> <ul style="list-style-type: none"> <li>• <i>Othello</i> by William Shakespeare</li> </ul> <p>Paper 3 – Poetry</p> <ul style="list-style-type: none"> <li>• Post-2000 Specified Poetry (Poems of the Decade and Unseen poetry)</li> </ul> <p>Paper 4 – Coursework (ongoing until March deadline)</p> <p>Revision of all papers begins at the start of Spring term.</p>
<p><i>Web address of exam board:</i></p>	<p>www.edexcel.co.uk</p>
<p><i>Assessment details: % weighting of coursework and external assessment</i></p>	<p>80% examination (ALL EXAMS TAKEN AT THE END OF YEAR 13) 20% coursework</p>
<p><i>Revision Guides &amp; Support:</i></p>	<p>York Notes produce excellent study guides for the Drama and Prose papers.</p>
<p><i>Year 12 teachers:</i></p>	<p>Ms Eckersley &amp; Ms Davies – Paper 1&amp;3 Ms Harnetty &amp; Mr Brown – Paper 2</p>
<p><i>Year 13 teachers:</i></p>	<p>Ms Eckersley &amp; Ms Yates – Paper 1 Ms Morris &amp; Mr Brown – Paper 3 and coursework</p>
<p><i>Pathways from successful completion of course and career opportunities:</i></p>	<p>Degrees at University particularly English, Law, History of Art, Journalism. Careers in Journalism, Advertising, Marketing, Law, Media, Education, Business</p>
<p><i>Key Tips for Success:</i></p>	<p>Explore different genres of literature; read as much as possible! Go to the theatre and cinema (particularly if there is an adaptation of a text you have read). Visit places of interest e.g. British Library, the Globe theatre, Carlyle's House. Maintain key GCSE skills (revision, analysis, evaluation) so you are ready to begin the course confidently.</p>
<p><i>3 ways in which a parent can help their child succeed in this course:</i></p>	<p>Promote wider reading of novels, plays, poetry and essays. Exposure to sophisticated vocabulary is essential. Encourage your child to explore London's extensive literary history. Research libraries, theatre performances and places of interest. Establish a consistent routine at home so reading becomes a habit.</p>

<b>Subject: Economics</b>	<b>A Level</b>	<b>2018-2019</b>
<i>Number of lessons per week:</i>	7 lessons	
<i>Examination board:</i>	<b>EDEXCEL</b>	
<i>Paper number(s) and title:</i>	Theme 1: Introduction to Markets and Market Failure Theme 2: The UK Economy – performance and policies	
<i>Key skills required to complete this course:</i>	A strong foundation in maths and English language, data analysis, problem solving and analytical and evaluative thinking.	
<i>Web address of exam board:</i>	<a href="http://www.edexcel.com">http://www.edexcel.com</a>	
<i>Topics covered:</i>	<p><b>Theme 1: Introduction to Markets and Market Failure</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>Theme 2: The UK Economy – performance and policies</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>	
<i>Assessment details:</i>	<p><b>Theme 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>Theme 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>	

<i>Revision guides &amp; support:</i>	Edexcel AS Economics A revision books published by Phillip Allen (student unit guides).
<i>Teacher of this subject</i>	Miss Ingr
<i>Pathways from successful completion of course:</i>	<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> <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>Subject: Mathematics</b>	<b>Edexcel A-Level (New Spec)</b>	<b>2018-2019</b>
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Edexcel A-Level in Mathematics (9MA0)	<ul style="list-style-type: none"> <li>• First teaching from September 2017</li> <li>• First certification from 2018</li> </ul>
Number of lessons per week: 7	7
Examination board;	Edexcel
Edexcel A-Level in Mathematics (9MA0)	<ul style="list-style-type: none"> <li>• The Edexcel A-level in Mathematics consists of three externally examined papers.</li> <li>• Students must complete all assessments in May/June after two years of study.</li> </ul>
Key skills required to complete this course:	In order for students to complete an A-level in Mathematics they must have strong skills in algebraic and numeric manipulation and good problem-solving skills
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>Papers 1 &amp; 2: Pure Mathematics 1 &amp; 2 (Paper codes: 9MA0/01 &amp; 02)</b></p> <ul style="list-style-type: none"> <li>• <b>Written examination: 2 hours (each)</b></li> <li>• <b>33.33% of the qualification (each)</b></li> <li>• <b>100 marks (each)</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 – Numerical methods</li> <li>• Topic 10 - Vectors</li> </ul> <p>Students must answer all questions. Calculators can be used in the assessment.</p> <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 &amp; calculators can be used</li> </ul>

<p><b>Assessment information</b></p>	<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 assessments.</li> <li>• The booklet 'Mathematical Formulae and Statistical Tables' will be provided for use in the assessment.</li> </ul> <p>Students must complete all assessment in May/June in any single year.</p> <p style="text-align: center;"><b>Breakdown of Assessment Objectives</b></p> <table border="1" data-bbox="564 456 1439 736"> <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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<p><i>Revision Guides &amp; Support:</i></p>	<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  <a href="https://eiewebvip.edexcel.org.uk/pastpapers/Default.aspx">https://eiewebvip.edexcel.org.uk/pastpapers/Default.aspx</a></li> <li>• Every student will be provided with course books to use for the 2 year programme of study</li> <li>• All lesson slides will be put on BDA sharepoint for students to access.</li> </ul>																												
<p><i>Teachers of this subject</i></p>	<ul style="list-style-type: none"> <li>• Ms Ali, Mr Capes, Mr Magezi (AST), Mr Khan, Mr Hodder-Smith (HOD) and Mr Mapia.</li> </ul>																												
<p>A-Level Mathematics is a requirement for many subjects at University including (but not limited to):</p>	<ul style="list-style-type: none"> <li>• Medicine</li> <li>• Engineering</li> <li>• Mathematics &amp; Computer Science degrees</li> <li>• Economics</li> <li>• Science based degrees</li> </ul>																												
<p><i>Pathways from successful completion of course and career opportunities:</i></p>	<ul style="list-style-type: none"> <li>• Medicine</li> <li>• Mathematical and Science based degrees</li> <li>• Finance and business careers</li> <li>• Engineering and computing</li> </ul>																												
<p><i>Key Tips for Success:</i></p>	<ul style="list-style-type: none"> <li>• Constant, rigorous and surgical use of past GCE exam papers.</li> <li>• Attending our examination revision sessions if requested</li> <li>• Constantly revising and practicing topics throughout the two years</li> </ul>																												
<p><i>Ways in which a parent can support their child to succeed in this course:</i></p>	<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> <li>• Make sure students are doing timed past/example-paper practice in the lead up to any mock examinations.</li> </ul>																												

<b>Subject: Art and Design</b>	<b>A Level</b>	<b>2018-2019</b>
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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:	<p>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</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 Art and Design and will have the chance to specialise in their chosen media. These will include the following:</p> <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> Workshops; Thematic Project (20%) Personal Investigation (40%) (Sep 2018- January 2020) 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 2020 – April 2020) 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:	<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>  <a href="http://www.studentartguide.com">www.studentartguide.com</a>  <a href="http://www.art2day.co.uk">www.art2day.co.uk</a></p>	
Year 12 teachers of this subject:	Miss Shah	
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 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.</p>	
Key Tips for Success:	<p>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.</p>	

*3 ways in which a parent can help their child succeed in the course*

1. Encourage student to spend time working in their sketchbook at home and out of school.
2. Encourage your child to be creative in other ways (taking photos, drawing etc) and documenting this in their books.
3. Accompanying them to galleries and museums relevant to course, or allowing them to go with friends.

<b>Subject: French</b>	<b>A Level</b>	<b>2018-2019</b>
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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%)</p> <p><b>Paper 2:</b> Writing (about a film and a piece of literature) (30%)</p> <p><b>Paper 3:</b> Speaking (about topics studied across the course and an aspect of francophone culture of your choosing) (30%)</p>
Revision Guides & Support:	Edexcel A Level textbook French news websites French television channels (available online, e.g.TF1) Near Peers Mentoring scheme with UCL
Year 12 teachers of this subject	Ms Williamson (Head of Languages) Mr Porter
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 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</p>

	<p>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>
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On average, employees with language skills earn 7% more than those without. Has that convinced you?

<b>Subject: Government &amp; Politics</b>	<b>A Level</b>	<b>2018-2019</b>
<i>Number of lessons per week:</i>	7	
<i>Examination board;</i>	Edexcel	
<i>Paper number(s) and title:</i>	<b><u>Paper 1: UK Politics</u></b> <b><u>Paper 2: UK Government</u></b> <b><u>Paper 3: Global Politics</u></b>	
<i>Key skills required to complete this course:</i>	<ul style="list-style-type: none"> <li>• Communication – written and verbal</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Analysis</li> <li>• Synoptic</li> <li>• Independent Learning</li> <li>• Critical thinking</li> <li>• Team Work</li> </ul>	
<i>What will this qualification lead to?</i>	<p>Politics is highly valued by universities as an A Level choice. Russell Group universities including LSE list it as a 'preferred' A Level. The analytical and synoptic skills developed studying Politics at A Level are transferable across a range of subjects and are highly sought after by all top universities. Students studying Politics at BDA often continue the discipline at university undertaking courses such as Politics and International Relations; Politics, Philosophy and Economics (PEE), Politics and History or Political and Social Science.</p> <p>Politics opens the door to many career paths but many politics graduates pursue careers in the civil service, law, social research, consultancy work, the third sector, local government, journalism, HR and PR.</p>	
<i>Web address of exam board:</i>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html</a>	
<i>Topics covered throughout course:</i>	<p><b><u>Paper 1: UK Politics</u></b> – taught in Y12</p> <ul style="list-style-type: none"> <li>• Democracy and participation</li> <li>• Political parties</li> <li>• Voting system</li> <li>• Voting behaviour and the media</li> <li>• <b>Core ideologies</b> <ul style="list-style-type: none"> <li>➢ Liberalism</li> <li>➢ Conservatism</li> <li>➢ Socialism</li> </ul> </li> </ul> <p><b><u>Paper 2: UK Government</u></b> – taught in Y12</p> <ul style="list-style-type: none"> <li>• The constitution</li> <li>• Parliament</li> <li>• Prime minister and cabinet</li> <li>• Relationships between the branches of government: the judiciary and the EU</li> <li>• <b>Extended ideologies</b> <ul style="list-style-type: none"> <li>➢ Feminism</li> </ul> </li> </ul> <p><b><u>Paper 3: Global Politics</u></b> – taught in Y13</p> <ul style="list-style-type: none"> <li>• Human rights and development</li> <li>• War and terrorism</li> <li>• Sovereignty and globalisation</li> </ul>	

	<ul style="list-style-type: none"> <li>• Global governance: the UN, NATO and IMF</li> <li>• Comparative theories</li> </ul>
<i>Assessment details:</i>	<p>100% examination  Each paper is worth 33.3% of the qualification  Each paper has a total of 84 marks  Each exam is 2 hours</p>
<i>Revision Guides &amp; Support:</i>	<p>My Revision Notes: Politics by Neil McNaughton  Politics Review and Politics Review Extra – you will be given a log-in when you start the course.</p>
<i>Teachers of this subject</i>	<p>Miss Hurl and Miss Tiney</p>
<i>Pathways from successful completion of course and career opportunities:</i>	<p>Politics can be studied as both a BA and a BSc at degree level. There are many opportunities to continue your study at a postgraduate level.</p> <p>You could work for an MP, formulate policy in the civil service or evaluate legislation for a Think Tank.</p>
<i>Key Tips for Success:</i>	<p>Read as much as you can about the topics you are studying. Read Politics Review articles.  Read broadsheet newspapers and political magazines.  Go and listen to political debates – anyone can ask their MP for tickets to watch Prime Ministers Questions on a Wednesday morning.</p>
<i>3 ways in which a parent can help their child succeed in this course:</i>	<p>Encourage wider reading of newspapers and political autobiographies.  Engage in current affairs discussions around the dinner table.  Watch Question Time, the evening news, Newsnight or a programmes like 'Mock of the Week' together.</p>
<i>Any trips/residential/ additional ways to support learning?</i>	<p>Trips and workshops at Parliament  Lectures at universities  Guest speakers  Revision conferences  Debate competitions</p>



<b>Subject: Geography</b>	<b>A Level</b>	<b>2018-2019</b>
Number of lessons per week:	7	
Examination board;	Edexcel	
Paper number(s) and title:	Paper 1 9GE0/01 Paper 2 9GE0/02	
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, data analysis &amp; fieldwork skills</li> <li>• Team work</li> </ul>	
What will this qualification lead to?	<p>Geography A-level is highly recognised as a unique broad-based subject which is a mix of social and physical sciences. This multidisciplinary nature helps to develop 'transferable' skills, which equip students very well for employment or university. Geography can also act as a really good facilitating subject, useful for a whole range of university courses from Archaeology, Civil Engineering, Geology and Sociology, to health and social sciences like Biology, Sociology and Psychology.</p>	
Web address of exam board:	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.coursematerials.html">http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.coursematerials.html</a>	
Topics covered throughout this year:	<p><b>9GE0/01 Dynamic Landscapes</b></p> <ul style="list-style-type: none"> <li>• Tectonic Processes and Hazards (section A)</li> <li>• Landscape Systems, Processes and Change – Coastal Landscapes (section B)</li> </ul> <p><b>9GE0/02 Dynamic Places</b></p> <ul style="list-style-type: none"> <li>• Globalisation (section A)</li> <li>• Shaping Places –Regenerating Places (section B)</li> </ul>	
Assessment details: % weighting of coursework/controlle d assessment and internal assessment during 2017-19	<p>80% exam for level qualification 20% non-examined assessment (course work)</p>	
Revision Guides & Support:	<p>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.</p>	
Year 12 teachers of this subject	<p>Ms Stone Mr Aung</p>	
Pathways from successful completion of course and career opportunities:	<p>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</p>	

	science, water management, oil, gas and other resource based industries, teaching, travel and tourism, countryside management.
<i>Key Tips for Success:</i>	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 library. Practice as many past papers as you can! Complete homework for given deadlines
<i>3 ways in which a parent can help their child succeed in this course:</i>	Encourage wider reading and discuss world issues Ensure your child has 100% attendance Proof read essays/ extended writing tasks

<b>Subject: History</b>	<b>A Level</b>	<b>2018-2019</b>
<i>Number of lessons per week:</i>	7	
<i>Examination board:</i>	Edexcel	
<i>Paper number(s) and title:</i>	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%	
<i>Key skills required to complete this course:</i>	<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>	
<i>Web address of exam board:</i>	<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>	
<i>Topics covered throughout this year:</i>	<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>	
<i>Revision Guides &amp; Support:</i>	<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>	
<i>Year 12 teachers of this subject:</i>	Mr Whittle Miss Charalambous & Mr Rawkins	
<i>Pathways from successful completion of course and career opportunities:</i>	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.	
<i>Key Tips for Success:</i>	<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. The</li> </ul>	

	<p>Short introduction books are great starts for each course.</p> <ul style="list-style-type: none"><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>
<p><i>3 ways in which a parent can help their child succeed in the course</i></p>	<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>Subject: Health and Social Care</b>	<b>BTEC</b>	<b>2018-2019</b>
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Number of lessons per week:	14
Examination board;	Edexcel
Paper number(s) and title:	<p><b>Unit 1 – Human Lifespan Development</b></p> <ul style="list-style-type: none"> <li>• Growth and development</li> <li>• Physical, Intellectual, Emotional and Social development across the life stages.</li> <li>• Factors affecting human growth and development</li> <li>• Effects of ageing</li> </ul> <p><b>Unit 2 – Working in Health and Social Care</b></p> <ul style="list-style-type: none"> <li>• The roles and responsibilities of people who work in the HSC sector</li> <li>• The roles of organisation in the HSC sector</li> <li>• Working with people with specific needs in HSC</li> </ul>
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Analysis</li> <li>• Independent Learning</li> <li>• Problem Solving</li> <li>• Team Work</li> <li>• Debates</li> </ul>
What will this qualification lead to?	<p>When applying for any degree a background in Health is recognised as an indication of academic rigour and achievement.</p> <p>This qualification will enable you to progress to a degree level chosen from a range of programmes in the health and social care sector.</p> <p>Many Health graduates pursue careers in Nursing, Midwifery, Occupational therapist, Social work, Physiotherapy and many more!</p> <p><b>How does the qualification provide employability skills?</b></p> <p>In the BTEC National units there are opportunities during the teaching and learning phase to give you practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:</p> <ul style="list-style-type: none"> <li>• <b>Cognitive and problem-solving skills:</b> use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.</li> <li>• <b>Intrapersonal skills:</b> communicating, working collaboratively, negotiating and Influencing, self-presentation.</li> </ul>
Web address of exam board:	<a href="http://www.edexcel.co.uk">www.edexcel.co.uk</a> (Pearson)
Topics covered throughout this year:	<p><b>Unit 1 – Human Lifespan Development</b></p> <ul style="list-style-type: none"> <li>• Growth and development</li> <li>• Physical, Intellectual, Emotional and Social development across the life stages.</li> <li>• Factors affecting human growth and development</li> <li>• Effects of ageing.</li> </ul> <p><b>Unit 2 – Working in Health and Social Care</b></p> <ul style="list-style-type: none"> <li>• The roles and responsibilities of people who work in the HSC sector.</li> <li>• The roles of organisation in the HSC sector.</li> <li>• Working with people with specific needs in HSC.</li> </ul> <p><b>Unit 5 – Meeting Individual Care and Support Needs</b></p>

	<ul style="list-style-type: none"> <li>Promoting equality, diversity and discrimination</li> <li>Ethical issues involved when providing care and support.</li> <li>Care plans.</li> </ul> <p><b><u>Unit 6 – Work Experience in Health and Social Care</u></b></p> <ul style="list-style-type: none"> <li>Benefits of work experience in HSC</li> <li>Work experience plan to support own learning and development.</li> <li>Carry out work experience tasks to meet set objectives.</li> </ul> <p><b><u>Unit 7- Principles of Safe Practice in Health and Social Care</u></b></p> <ul style="list-style-type: none"> <li>Duty of care and safe practice</li> <li>How to recognise and respond to concerns about abuse and neglect in HSC</li> <li>Legislations and policies in health and social care settings.</li> </ul> <p><b><u>Unit 8- Promoting Public Health</u></b></p> <ul style="list-style-type: none"> <li>Strategies for developing public health policy to improve the health of individuals and the population.</li> <li>Factors affecting health and the impact of addressing these factors to improve public health.</li> <li>How is health promoted to improve the health of the population?</li> </ul>
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2010-11	40% examination  60% coursework
Revision Guides & Support:	Pearson Edexcel: <a href="http://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html">http://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html</a> Health and Social Care student book 1 Health and Social Care student book 2 Active learn
Year 12 teachers of this subject	Miss Choudhury – Unit 1 Miss Earlington – Unit 2,5&6 Miss Lake- Unit 7&8
Pathways from successful completion of course and career opportunities:	<b>Degrees</b> at University particularly Midwifery, Nursing and Occupational therapy Careers in Nursing, Midwifery, Education, Social Work, Physiotherapist, and Paramedics.
Key Tips for Success:	Read as much as you can about the topics you are studying. Ensure that you are reading journals. Try and take an interest in voluntary work (care home, hospice and schools).  Revise every day to prepare for the first exam in January.
3 ways in which a parent can help their child succeed in this course:	Encourage wider reading of newspapers to support contextual understanding and range of vocabulary. Take an interest in the health of your local area or anywhere else you may travel to. Visits museums (science museum the public health section)

<b>Subject: Health and Social Care</b>	<b>Year 13</b>	<b>2018-2019</b>
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<i>Number of lessons per week:</i>	14
<i>Examination board:</i>	Edexcel
<i>Paper number(s) and title:</i>	<b>Unit 3: Anatomy and Physiology in Health and Social Care</b> <b>Unit 4: Enquiries into Current Research in Health and Social Care</b>
<i>Key skills required to complete this course:</i>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Analysis</li> <li>• <b>Independent Learning</b></li> <li>• Problem Solving</li> <li>• Team Work</li> </ul>
<i>Web address of exam board:</i>	<a href="http://www.edexcel.co.uk">www.edexcel.co.uk</a> (Pearson)
<i>What will this qualification lead to?</i>	<p>When applying for any degree a background in Health is recognised as an indication of academic rigour and achievement.</p> <p>This qualification will enable you to progress to a degree level chosen from a range of programmes in the health and social care sector.</p> <p>Many Health graduates pursue careers in Nursing, Midwifery, Occupational therapist, Social work, Physiotherapy and many more!</p> <p><b>How does the qualification provide employability skills?</b></p> <p>In the BTEC National units there are opportunities during the teaching and learning phase to give you practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:</p> <ul style="list-style-type: none"> <li>• <b>Cognitive and problem-solving skills:</b> use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.</li> <li>• <b>Intrapersonal skills:</b> communicating, working collaboratively, negotiating and Influencing, self-presentation.</li> </ul>
<i>Topics covered throughout this year:</i>	<p><b>Unit 3: Anatomy and Physiology for Health and social care</b></p> <ul style="list-style-type: none"> <li>• The structure and the organisation of the human body</li> <li>• The structure, the function and disorders of the body systems.</li> <li>• Medical research</li> </ul> <p><b>Unit 4: Enquiries into Current Research in Health and Social Care</b></p> <ul style="list-style-type: none"> <li>• Purpose in research in the health and social care sector</li> <li>• Research methods in health and social care.</li> <li>• Carrying out contemporary research in health and social care</li> </ul> <p><b>Unit 10: Sociological perspectives</b></p> <ul style="list-style-type: none"> <li>• Concepts and terminology used within sociology</li> <li>• The biomedical model of health and alternatives</li> <li>• Inequalities within society</li> </ul> <p><b>Unit 12: Supporting individuals with additional needs</b></p> <ul style="list-style-type: none"> <li>• Diagnosing or determining additional needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Minimising environmental and social challenges</li> <li>• Support and adaptations for individuals with additional needs</li> </ul> <p><b>Unit 14: Physiological Disorders and their Care</b></p> <ul style="list-style-type: none"> <li>• Investigate the causes and effects of physiological disorders.</li> <li>• Examine the investigation and diagnosis of physiological disorders.</li> <li>• Examine treatment and support for service users with physiological disorders</li> </ul> <p><b>Unit 19: Nutritional Health</b></p> <ul style="list-style-type: none"> <li>• Understand concepts of nutritional health and characteristics of essential nutrients</li> <li>• Examine factors affecting dietary intake and nutritional health</li> <li>• Plan nutrition to improve individuals' nutritional health.</li> </ul>
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment</i>	<p>Exams are 120 credits each.</p> <p>Exams =40% Coursework =60%</p>
<i>Revision Guides &amp; Support:</i>	<p>See Health and Social care department for recommended reads.</p> <p>Collect revision guides from Miss Choudhury and Miss Earlington.</p>
<i>Year 13 teachers of this subject:</i>	<p>Unit 3- Miss Lake Unit 4 – Miss Choudhury/Miss Earlington Unit 10 –Miss Lake Unit 12-Miss Earlington Unit 14-Miss Lake Unit 19-Miss Lake</p>
<i>Pathways from successful completion of course and career opportunities:</i>	<p><b>Degrees</b> at University particularly Midwifery, Nursing and Occupational therapy Careers in Nursing, Midwifery, Education, Social Work, Physiotherapist, and Paramedics</p>
<i>Key Tips for Success:</i>	<p>Read as much as you can about the topics you are studying. Use active learn. Print practice papers. Try and secure voluntary work in a care home. Visit places of interest e.g. Museums and watch documentaries</p>
<i>Any trips/residential/ additional ways to support learning?</i>	<p>Encourage wider reading of newspapers to support contextual understanding and range of vocabulary. Take an interest in the health of your local area or anywhere else you may travel to. Visits museums (science museum the public health section.</p>



<b>Subject: Media Studies</b>	<b>Linear A Level</b>	<b>2018-2019</b>
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Number of lessons per week:	7
Examination board:	AQA
Paper number(s) and title:	<p>Media 1 Exam (2 hours 15 minutes): All 4 key concepts (Language, Industries, Audience &amp; Representation) will be tested in regards to</p> <ul style="list-style-type: none"> <li>• Film Industries</li> <li>• Advertising &amp; Marketing</li> <li>• Video Games</li> <li>• Magazines</li> <li>• Television</li> <li>• Music Video</li> <li>• Radio</li> <li>• Newspapers</li> <li>• Online, social and participatory media</li> </ul> <p>Media 2 exam ( 2 hours)</p> <ul style="list-style-type: none"> <li>• In-depth case study products</li> </ul>
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Analysis</li> <li>• Creativity</li> <li>• Independent Learning</li> <li>• Problem Solving</li> <li>• Team Work</li> </ul>
What will this qualification lead to?	<p>When applying for any degree a background in Media is recognised as an indication of academic rigour and achievement. At most Universities Media s very popular and many students take advantage of the opportunity to continue studying media and combining it with other disciplines – for example, Sociology, Politics or European Studies. There are now an incredible range of opportunities for work placements and higher level apprenticeships in the media and creative industries in London and previous students have gone on to film school and work with global brands and marketing companies.</p>
Web address of exam board:	<a href="http://www.aqa.co.uk">www.aqa.co.uk</a>
Topics covered throughout this year:	<p><b>Exam</b> As above with a range of unseen and set texts including The Killing, The I, Manny Gutierrez campaign, industry leading website, production of The Voice, Teen Vogue, FB and Twittersphere, Metroid, The Daily Mail, No Offense, Radio 1 Surgery, Michael Jackson and Tomb Raider Anniversary</p> <p><b>NEA</b> A choice of one from 6 annually changing briefs.</p>
Assessment details:	70% examination (End of Year 13)

<i>% weighting of NEA</i>	30% NEA (non-examined assessment)
<i>Revision Guides &amp; Support:</i>	AQA Media Studies for A Level Year 1 & AS Publisher: Illuminate Publishing ISBN-13: <a href="https://www.amazon.co.uk/dp/9781911208037">978-1-911208-03-7</a> AQA Media Studies for A level Year 2 Publisher: Illuminate Publishing ISBN-13: <a href="https://www.amazon.co.uk/dp/9781911208099">978-1-911208-09-9</a>
<i>Year 12 teachers</i>	Ms Astley & Ms Vora
<i>Pathways from successful completion of course and career opportunities:</i>	Degrees at University particularly journalism, sociology, media, communication, culture & society. Higher level apprenticeships in the media industries. Careers in Law, Politics, Media, Local Government, Social Work, Education, Business
<i>Key Tips for Success:</i>	Read, watch and interact with a massive variety of media texts. Read broadsheet newspapers and media journals – keep up-to-date with key debates and issues in media. Revise in chunks. <a href="https://oae-media-blog.com/2015/10/01/mediasmart/">https://oae-media-blog.com/2015/10/01/mediasmart/</a> <a href="http://mediasmart.uk.com/">http://mediasmart.uk.com/</a> <a href="http://www.aqa.org.uk/subjects/media-studies/as-and-a-level">http://www.aqa.org.uk/subjects/media-studies/as-and-a-level</a> <a href="http://www.screenonline.org.uk/education/index.html">http://www.screenonline.org.uk/education/index.html</a> <a href="https://www.theguardian.com/uk/culture">https://www.theguardian.com/uk/culture</a> Visit places of interest <a href="http://www.museumofbrands.com/">http://www.museumofbrands.com/</a> <a href="http://www.museumofbrands.com/whats-on/exhibitions/summer-innovation-labs-july-and-august-2017.html">http://www.museumofbrands.com/whats-on/exhibitions/summer-innovation-labs-july-and-august-2017.html</a> <a href="http://www.museumoflondon.org.uk/museum-london/whats-on/exhibitions/city-now-city-future-displays">http://www.museumoflondon.org.uk/museum-london/whats-on/exhibitions/city-now-city-future-displays</a> <a href="http://www.richmix.org.uk">www.richmix.org.uk</a> Media City, Salford; WB Studio Tour; GoT Tour – Northern Ireland/Croatia/ Iceland
<i>3 ways in which a parent can help their child succeed in this course:</i>	Encourage wider reading of newspapers and critical non-fiction to support contextual understanding and range of vocabulary. Take an interest in the media. Help your child write a revision plan and encourage them to stick to it.

Subject: Music	A Level	2018-2019
Number of lessons per week:	7	
Examination board:	Edexcel	
Paper number(s) and title:	<ul style="list-style-type: none"> <li>• Component 1 – Solo performance</li> <li>• Component 2 – Free composition</li> <li>• Component 3 – Appraising</li> </ul>	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Music Theory and Analysis</li> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Score interpretation</li> <li>• Independent Learning</li> <li>• Problem Solving</li> <li>• Team Work</li> </ul>	
What will this qualification lead to?	<p>At interview for jobs and further education, A Level Music is acknowledged as an intellectually challenging subject that requires dedication, excellent time management skills and the ability to work very well as part of a team. Music can be studied in many ways in further education, from performance, to production, to conducting and composing, writing about music or even therapy and work with children/young adults. There are many careers specific to Music that involve designing sound installations, teaching, therapy, outreach programmes, production, sound engineer, marketing, agency work, social media, graphic/artwork designer, session musician, writer...and many more.</p>	
Web address of exam board:	www.edexcel.co.uk	
Topics covered throughout this year:	<p><b><u>Component 1 – Solo Performance</u></b>  <b><u>Chosen solo piece on their main instrument</u></b></p> <ul style="list-style-type: none"> <li>• Piece either solo or accompanied</li> <li>• At least 3 mins in duration</li> <li>• Grade 5 standard difficulty</li> </ul> <p><b><u>Component 2 – Free Composition</u></b></p> <ul style="list-style-type: none"> <li>• Piece of music composed in any style chosen by the candidate.</li> <li>• Composition must be communicated through a score/written analysis and MP3 recording.</li> <li>• Composition must be at least 4 mins long.</li> </ul> <p><b><u>Component 3 – Listening and Appraising</u></b>  <u>Areas of study:</u>  Film Music  Vocal Music  Pop and Jazz Music</p>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2019	60% Coursework 40% Exam	
Revision Guides & Support:	ZigZag Education Wider listening List Edexcel Revision Guides	

	Rhinegold Education Guides
<i>Year 12 teachers of this subject</i>	Miss Friar Miss Botham
<i>Pathways from successful completion of course and career opportunities:</i>	Degrees at University - in particular Music, Contemporary music, drama, performing arts, psychology, composing or technical careers, music production, studio work, marketing and social media development.
<i>Key Tips for Success:</i>	Read as much as you can about the topics you are studying. Listen to the set works as often as you can. Wider listening of similar styles Focus on practical technique. Advice from your specialist peripatetic teachers. Play as often as you can. See as much live music in the style of
<i>3 ways in which a parent can help their child succeed in this course:</i>	Encourage them to practise every day. Encourage them to play and show you what pieces they are learning for recitals. Attend arranged performances.

<b>Subject: Music</b>	<b>Year 13</b>	<b>2018-2019</b>
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Number of lessons per week:	7
Examination board:	Edexcel
Paper number(s) and title:	<ul style="list-style-type: none"> <li>• Component 1 – Solo performance</li> <li>• Component 2 – Free composition</li> <li>• Component 3 – Appraising</li> </ul>
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Music Theory and Analysis</li> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Score interpretation</li> <li>• Independent Learning</li> <li>• Problem Solving</li> <li>• Team Work</li> </ul>
Web address of exam board:	<a href="http://www.edexcel.co.uk">www.edexcel.co.uk</a>
What will this qualification lead to?	At interview for jobs and further education, A Level Music is acknowledged as an intellectually challenging subject that requires dedication, excellent time management skills and the ability to work very well as part of a team. Music can be studied in many ways in further education, from performance, to production, to conducting and composing, writing about music or even therapy and work with children/young adults. There are many careers specific to Music that involve designing sound installations, teaching, therapy, outreach programmes, production, sound engineer, marketing, agency work, social media, graphic/artwork designer, session musician, writer...and many more.
Topics covered throughout this year:	<p><b><u>Component 1 – Ensemble Performance</u></b></p> <ul style="list-style-type: none"> <li>• Added to solo piece</li> <li>• Grade 5 standard difficulty</li> <li>• Leading role in performance</li> <li>• 4 mins minimum</li> </ul> <p><b><u>Component 2 – Composition to a specific brief</u></b></p> <ul style="list-style-type: none"> <li>• Compose a piece of music based on one of four given briefs from the exam board.</li> <li>• Given briefs are based on the areas of study.</li> <li>• 2 mins minimum</li> </ul> <p><b><u>Component 3 – Listening and Appraising</u></b></p> <p>Areas of study: Instrumental Music Fusions New Directions</p> <p><u>Review of all topics for final 40% exam</u></p>

<b>Subject: BTEC Sport</b>	<b>Edexcel BTEC Level 3 Extended Diploma in Sport (NCF)</b>	<b>2018-2019</b>
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<i>Number of lessons per week:</i>	14	
<i>Examination board:</i>	Edexcel	
<i>Paper number(s) and title:</i>	<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>	
<i>Key skills required to complete this course:</i>	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	
<i>Web address of exam board:</i>	<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>	
<i>Topics covered throughout this year:</i>	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	
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2016-07:</i>	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> </ul> <ul style="list-style-type: none"> <li>• 60 marks.</li> </ul>	
<i>Revision Guides &amp; Support:</i>	<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>	

<p><i>Year 12 teachers of this subject:</i></p>	<p>Ms Shawal Mr King Mr French Mr Jennings Mr Purse</p>
<p><i>Pathways from successful completion of course and career opportunities:</i></p>	<p>Degree within sport/coaching/fitness/science</p> <p>Employment including: sport development officer, sport performer coach, PE teacher (after studying a teaching qualification) or working in the health, fitness and exercise industry.</p>
<p><i>Key Tips for Success:</i></p>	<p>Success depends on 3 key factors:</p> <ul style="list-style-type: none"> <li>-100% attendance and effort in lesson</li> <li>-Organisation- meeting all assignment deadlines</li> <li>-Acting upon verbal feedback to improve assignments</li> </ul>
<p><i>3 ways in which a parent can help their child succeed in the course</i></p>	<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>

Subject: Psychology	A Level	2018-2019
Number of lessons per week:	7	
Examination board:	OCR	
Paper number(s) and title:	Component 01- Research Methods (H167) Component 02 Psychological themes through core studies (H167)	
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Literacy (communicating in written format)</li> <li>• Numeracy</li> <li>• Communication skills</li> <li>• Group work</li> <li>• Independence</li> <li>• Analytical skills</li> <li>• Evaluating skills</li> </ul>	
What will this qualification lead to?	<ul style="list-style-type: none"> <li>- You will gain hands on experience of a range of different research methods encouraging active learning.</li> <li>- Appreciate how psychological knowledge and understanding develops over time.</li> <li>- Explore applications of psychology and gain an insight into how psychological theory can be applied to real world situations.</li> <li>- Develop the ability to communicate effectively using appropriate language and become psychologically literate citizens.</li> <li>- Better understanding of people</li> </ul>	
Web address of exam board:	<a href="http://www.ocr.co.uk">www.ocr.co.uk</a>	
Topics covered throughout this year:	<p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>- Experiments</li> <li>- Observations</li> <li>- Self-report</li> <li>- Correlations</li> </ul> <p><b>Core Studies</b></p> <p>Social area – Responses to people in authority Cognitive area – memory Developmental area – External influences on behaviour Biological area – regions of the brain Individual differences – understanding disorders</p>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 16-17	<p><b>100% examination in year 13</b></p> <p>Internal assessments once every half term End of year 12 assessment (internal)</p>	
Revision Guides & Support:	OCR A Level Psychology: AS and Year 1 Second Edition OCR Psychology for A Level Book 1	
Year 12 teachers of this subject	Miss Jotangia & Mr Fuge	
Pathways from successful completion of course and career opportunities:	Degrees at University particularly Psychology or Physical/Social Sciences Careers in Psychology, Law, Social work, Forensic scientist, Criminology, Marketing, Business	



<i>Key Tips for Success:</i>	<ul style="list-style-type: none"><li>- Stay motivated</li><li>- Be responsible with your time and stay organised</li><li>- Always ask questions</li><li>- Read as much as you can about the topics you are studying.</li><li>- Start revising now so you have less to learn during the run up to the exam period.</li></ul>
<i>3 ways in which a parent can help their child succeed in this course:</i>	<p>Ensure that your child is managing their time effectively</p> <ul style="list-style-type: none"><li>- Encourage wider reading of newspapers and novels to support contextual understanding and range of vocabulary.</li><li>- Help your child write a revision plan and encourage them to stick to it.</li></ul>

<b>Subject: Psychology</b>	<b>Year 13</b>	<b>2018-2019</b>
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Number of lessons per week:	7
Examination board:	OCR
Paper number(s) and title:	Research methods (Component 01) Psychological themes through core studies (Component 02) Applied psychology (Component 03)
Key skills required to complete this course:	<ul style="list-style-type: none"> <li>• Literacy (communicating in written format)</li> <li>• Numeracy</li> <li>• Communication skills</li> <li>• Group work</li> <li>• Independence</li> <li>• Analytical skills</li> <li>• Evaluating skills</li> <li>• Application (essential)</li> </ul>
Web address of exam board:	www.ocr.co.uk
What will this qualification lead to?	<ul style="list-style-type: none"> <li>- You will gain hands on experience of a range of different research methods encouraging active learning.</li> <li>- Appreciate how psychological knowledge and understanding develops over time.</li> <li>- Explore applications of psychology and gain an insight into how psychological theory can be applied to real world situations.</li> <li>- Develop the ability to communicate effectively using appropriate language and become psychologically literate citizens.</li> <li>- Better understanding of people</li> </ul>
Topics covered throughout this year:	<p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>- Experiments</li> <li>- Observations</li> <li>- Self-report</li> <li>- Correlations</li> </ul> <p><b>Core Studies</b></p> <p>Social area – Responses to people in need Cognitive area – attention Developmental area – moral development Biological area – brain plasticity Individual differences – measuring differences</p> <p><b>Applied Psychology</b></p> <p>Issues in mental health Child Psychology Criminal Psychology Environmental Psychology Sport and exercise Psychology</p>
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2013/14:	<ul style="list-style-type: none"> <li>- Research methods (01) 90 marks written paper 2 hours <b>(30%)</b></li> <li>- Psychological themes through core studies (02) 105 marks written paper 2 hours <b>(30%)</b></li> <li>- Applied psychology (03) 105 marks written paper 2 hours <b>(35%)</b></li> </ul>
Revision Guides & Support:	OCR A Level Psychology: AS and Year 1 Second Edition OCR Psychology for A Level Book 1 & Book 2
Year 13 teachers of this subject:	Miss Jotangia Mr Fuge
Pathways from successful completion of course and	Degrees at University particularly Psychology or Physical/Social Sciences

<i>career opportunities:</i>	Careers in Psychology, Law, Social work, Forensic scientist, Criminology, Marketing, Business
<i>Key Tips for Success:</i>	<ul style="list-style-type: none"><li>- Be responsible with your time and stay organised</li><li>- Always ask questions</li><li>- Read as much as you can about the topics you are studying.</li><li>- Start revising now so you have less to learn during the run up to the exam period.</li></ul>
<i>Any trips/residential/ additional ways to support learning?</i>	British Psychological Society Conference Jan 2018

<b>Subject Physical Education</b>	<b>A Level</b>	<b>2018-2019</b>
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<i>Number of lessons per week:</i>	7	
<i>Examination board:</i>	Edexcel	
<i>Paper number(s) and title:</i>	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	
<i>Key skills required to complete this course:</i>	<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>	
<i>Web address of exam board:</i>	<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>	
<i>Topics covered throughout this year:</i>	<ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Performance Analysis</li> <li>• Skill acquisition</li> </ul>	
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2010-11:</i>	<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</p>	

	<p>marks</p> <p><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</p> <p>Non-examined assessment: internally assessed, externally moderated, 15% of the qualification, 40 marks</p>
<i>Revision Guides &amp; Support:</i>	<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 book from J Roscoe Publications.</li> </ul>
<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>

Subject: Photography	A Level	2018-2019
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:	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>• 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> 60% A Level Workshops, Short Assignments, Thematic Project (Year 12) 30% Personal Investigation (Year 13 Term 1) 30% <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 2020 – May 2020) 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	
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.	

<p><i>3 ways in which a parent can help their child succeed in the course</i></p>	<ol style="list-style-type: none"><li>4. Encourage student to spend time working in their sketchbook at home and using the studio to complete work.</li><li>5. Encourage your child to investigate current issues in their photography and going on location.</li><li>6. Accompanying them to galleries and museums relevant to course, or allowing them to go with friends.</li></ol>
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<b>Subject: Physics</b>	<b>A Level</b>	<b>2018-2019</b>
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Number of lessons per week:	7					
Examination board:	AQA					
Paper number(s) and title:	Physics (7408) – all exams sat in summer of Year 13 Paper 1: 7408/1 (Sections 1-5 and 6.1) Paper 2: 7408/2 (Sections 6.2 and 7-8) Paper 3: 7408/3: (Practical skills and Short Option: Astrophysics)					
Key skills required to complete this course:	Strong mathematical ability (A-level Maths must be taken alongside A-level Physics) 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
<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						
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2017-18	<p>Paper 1: 7408/1 (Sections 1-5 and 6.1) – Written exam 2 hours 34% of A-level grade</p> <p>Paper 2: 7408/2 (Sections 6.2 and 7-8) – Written exam 2 hours 34% of A-level grade</p> <p>Paper 3: 7408/3: (Practical skills and Short Option: Astrophysics) – Written exam 2 hours 32% of A-level grade</p> <p>No controlled assessment.</p>					
Revision Guides & Support:	<p><b>Class Text Book:</b> A-level Year 1 and AS AQA Physics, Breithaupt (OUP)</p> <p><b>Revision guide:</b> A-level Year 1 and AS Physics AQA Complete revision &amp; Practice (CGP)</p> <p><b>Science Magazine:</b> Philip Allan: Physics review (6<sup>th</sup> Form Library)</p>					
Year 12 teachers of this subject	Mr N Pointer; Mr M Hadden					
Pathways from successful completion of course and career opportunities:	<p><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></p> <p>Engineering: General, Mechanical, Civil, Electrical, Aeronautical, Medical.</p> <p><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 &amp; banking, business, media, environment, transport, energy, architecture or transport. See <a href="http://www.physics.org/careers">www.physics.org/careers</a>.</p>					



<p>Key Tips for Success:</p>	<ol style="list-style-type: none"> <li>11. 100% attendance (or as near to it as possible).</li> <li>12. Punctuality in arriving to every lesson.</li> <li>13. Hand in all independent work ON TIME!</li> <li>14. Seek help (e-mail: <a href="mailto:nicholas.pointer@burlingtondanes.org">nicholas.pointer@burlingtondanes.org</a>)</li> <li>15. Review work after each lesson – completing notes, addressing queries</li> <li>16. Write down the EQUATION, REARRANGE as necessary, add NUMBERS, CALCULATE the answer and give a UNIT for every calculation question (ERNCU).</li> <li>17. Ensure all summary textbook questions are completed and MARKED on time and kept in your question packs.</li> <li>18. Background reading – actively engage in the subject by reading recommended books and using links and other resources suggested in class.</li> <li>19. 100% effort in class – make a contribution, be focused</li> <li>20. Maintain a POSITIVE ATTITUDE</li> </ol>
<p><i>3 ways in which a parent can help their child succeed in this course</i></p>	<ol style="list-style-type: none"> <li>4. Encourage attendance at intervention sessions.</li> <li>5. Purchase a revision guide and encourage use of online resources.</li> <li>6. Encourage revision of classwork and going-over notes from Day 1, not just when exams are looming.</li> </ol>

Subject: Physics	Year 13	
Number of lessons per week:	7	
Examination board:	AQA	
Paper number(s) and title:	Physics (7408) Paper 1: 7408/1 (Sections 1-5 and 6.1) Paper 2: 7408/2 (Sections 6.2 and 7-8) Paper 3: 7408/3: (Practical skills and Short Option: Astrophysics)	
Key skills required to complete this course:	Strong mathematical ability (A-level Maths must be taken alongside A-level Physics) Ability to draw clear, labelled diagrams. Problem solving skills	
Web address of exam board:	www.aqa.org.uk	
Topics covered throughout this year:	<b>Section 6:</b> Further mechanics and thermal physics	
	<b>Section 7:</b> Fields and their consequences	
	<b>Section 8:</b> Nuclear physics	
	<b>Section 9:</b> Astrophysics (Short option)	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2017-18	Paper 1: 7408/1 (Sections 1-5 and 6.1) – Written exam 2 hours 34% of A-level grade  Paper 2: 7408/2 (Sections 6.2 and 7-8) – Written exam 2 hours 34% of A-level grade  Paper 3: 7408/3: (Practical skills and Short Option: Astrophysics) – Written exam 2 hours 32% of A-level grade  No controlled assessment.	
Revision Guides & Support:	<b>Class Text Book:</b> A-level Year 2 AQA Physics, Breithaupt (OUP) <b>Revision guide:</b> A-level Year 2 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	
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> .	

<p>Key Tips for Success:</p>	<ol style="list-style-type: none"> <li>21. 100% attendance (or as near to it as possible).</li> <li>22. Punctuality in arriving to every lesson.</li> <li>23. Hand in all independent work ON TIME!</li> <li>24. Seek help (e-mail: <a href="mailto:nicholas.pointer@burlingtondanes.org">nicholas.pointer@burlingtondanes.org</a>)</li> <li>25. Review work after each lesson – completing notes, addressing queries</li> <li>26. Write down the EQUATION, REARRANGE as necessary, add NUMBERS, CALCULATE the answer and give a UNIT for every calculation question (ERNCU).</li> <li>27. Ensure all summary textbook questions are completed and MARKED on time and kept in your question packs.</li> <li>28. Background reading – actively engage in the subject by reading recommended books and using links and other resources suggested in class.</li> <li>29. 100% effort in class – make a contribution, be focused</li> <li>30. Maintain a POSITIVE ATTITUDE</li> </ol>
<p><i>3 ways in which a parent can help their child succeed in this course</i></p>	<ol style="list-style-type: none"> <li>7. Encourage attendance at intervention sessions.</li> <li>8. Purchase a revision guide and encourage use of online resources.</li> <li>9. Encourage revision of classwork and going-over notes from Day 1, not just when exams are looming.</li> </ol>

Subject: Religion, Philosophy & Ethics	A Level	2018-2019
Number of lessons per week:	7	
Examination board:	Pearson Edexcel	
Paper number(s) and title:	Level 3 A2 GCE in Religious Studies 9RS0	
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	
<p>Topics covered throughout this year:</p> <p><b>NB:</b> There might be two classes, one that chooses Christianity and one that chooses Islam depending on class preference and make-up.</p>	<p><b>Philosophy of Religion:</b> Design, Cosmological, Ontological arguments for the existence of G-d. Religious experience. Evil &amp; suffering (with a set text).</p> <p><b>Ethics:</b> Environmental issues. Equality. Utilitarianism. Situation ethics (with a set text). 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 (with a set text). The Five Pillars of Islam.</p>	
Assessment details: % weighting of coursework/controlled assessment and internal assessment during 2017-2018	<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> <p>100% Examination at the end of Year 13</p> <p>Internal mock examinations and classroom assessments.</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	Mr Whitlock (Senior Leader, Head of Faculty) Ms Weldon (Head of Most Able Faculty, Teacher of RE) Mr Wallendahl (Chaplain, Teacher of RE).	
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, social sciences and medicine. Cambridge University consider this a category A list subject for entrance.	
Key Tips for Success:	Read widely around the topics being studied. Complete all homework on time and to the highest level. Practice lots of timed essays. Be honest about what you do not understand.	
3 ways in which a parent can help their child succeed in this course:	Ensure that your child has a quiet area to study at home. Make sure that your child is studying at home; if you have any concerns about the lack of work set please inform the school. Check your child is reading regularly at home.	

<b>Subject Name</b> <b>Religion, Philosophy &amp; Ethics</b>	<b>Year 13</b>	<b>2018-2019</b>
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<i>Number of lessons per week:</i>	7
<i>Examination board:</i>	Pearson Edexcel
<i>Paper number(s) and title:</i>	Level 3 A2 GCE in Religious Studies 9RS0
<i>Key skills required to complete this course:</i>	<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>
<i>Web address of exam board:</i>	www.edexcel.com
<i>Topics covered throughout this year:</i>  <b>NB:</b> There might be two classes, one that chooses Christianity and one that chooses Islam depending on class preference and make-up.	<p><b>Philosophy of Religion:</b> Religious language (with a set text), postmodernism, atheism and works of scholars (set texts).</p> <p><b>Ethics:</b> Meta-ethics, religion and morality, deontology, virtue ethics (with a set text) and medical ethics (with a set text).</p> <p><b>Islam:</b> The Rightly Guided Caliphs, Sunni &amp; Shi'a Islam, Sufism, Islam &amp; science and Jihad (with set texts).</p>
<i>Assessment details:</i> <i>% weighting of coursework/controlled assessment and internal assessment during 2017-2018</i>	<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> Christianity OR Islam = 33.3%</p> <p>100% Examination at the end of Year 13</p> <p>Internal mock examinations and classroom assessments.</p>
<i>Revision Guides &amp; Support:</i>	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.
<i>Year 13 teachers of this subject</i>	Mr Whitlock (Senior Leader, Head of Faculty) Ms Weldon (Head of Most Able Faculty, Teacher of RE) Mr Wallendahl (Chaplain, Teacher of RE).
<i>Pathways from successful completion of course and career opportunities:</i>	This course will help you to access a wide range of higher education courses such as: Religious studies, theology, philosophy, PPE, English, history, law, social sciences and medicine. Cambridge University consider this a category A list subject for entrance.
<i>Key Tips for Success:</i>	Read widely around the topics being studied. Complete all homework on time and to the highest level. Practice lots of timed essays. Be honest about what you do not understand.
<i>3 ways in which a parent can help their child succeed in this course:</i>	Ensure that your child has a quiet area to study at home. Make sure that your child is studying at home; if you have any concerns about the lack of work set please inform the school. Check your child is reading regularly at home.

<b>Subject: Sociology</b>	<b>A Level</b>	<b>2018-2019</b>
<i>Number of lessons per week:</i>	7	
<i>Examination board:</i>	AQA	
<i>Paper number(s) and title:</i>	Paper 1: <ul style="list-style-type: none"> <li>• The sociology of education</li> <li>• Research methods in context</li> </ul> Paper 2: <ul style="list-style-type: none"> <li>• Families and households</li> <li>• Beliefs in society</li> </ul> Paper 3: <ul style="list-style-type: none"> <li>• Crime and Deviance</li> <li>• Theory and Methods</li> </ul>	
<i>Key skills required to complete this course:</i>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Evaluation</li> <li>• Analysis</li> <li>• Hard work</li> <li>• Problem Solving</li> <li>• Resilience</li> </ul>	
<i>What will this qualification lead to?</i>	<p>The study of sociological research methods provides students with a toolkit of skills allowing them to investigate such issues, and perfectly preparing them for any social science degree at university level. Independent study expectations help students to develop the academic autonomy also required for further study and/ or most career paths. In addition, the ability to debate the big questions of our society eloquently and using correct sociological language.</p> <p>It can lead to further study in the social sciences, and is an impressive A-level to any university.</p>	
<i>Web address of exam board:</i>	<a href="http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192">http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192</a>	
<i>Topics covered throughout this year:</i>	Year 12: Paper 1 and Paper 2 <ul style="list-style-type: none"> <li>• An introduction to sociological theory</li> <li>• Education</li> <li>• Families and Households</li> <li>• Sociological research methods</li> </ul> Year 13: Paper 2 and paper 3 <ul style="list-style-type: none"> <li>• Theory and methods</li> <li>• Beliefs in society</li> <li>• Crime and deviance</li> </ul>	
<i>Assessment details: % weighting of coursework/controlled assessment and internal assessment</i>	100% examination	
<i>Revision Guides &amp; Support:</i>	Ken Browne revision guides for Year 1 and Year 2 <a href="https://www.amazon.co.uk/Sociology-AQA-Revision-Guide-2nd-Year/dp/1509516255">https://www.amazon.co.uk/Sociology-AQA-Revision-Guide-2nd-Year/dp/1509516255</a> ) CGP revision guide ( <a href="https://www.amazon.co.uk/New-Level-Sociology-Complete-">https://www.amazon.co.uk/New-Level-Sociology-Complete-</a>	

	<p><a href="https://www.revisiondp.com/1782943544/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1506636241&amp;sr=1-1&amp;keywords=cgp+a+level+sociology">Revision/dp/1782943544/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1506636241&amp;sr=1-1&amp;keywords=cgp+a+level+sociology</a> )</p> <p>Hodder workbooks</p> <p>Hectic Teacher revision website (<a href="https://hecticteachersalevelsociologysite.wordpress.com/exam-advice-and-technique/a-level-exam/">https://hecticteachersalevelsociologysite.wordpress.com/exam-advice-and-technique/a-level-exam/</a> )</p>
Year 12 teachers of this subject	<p>Ms Henney: <a href="mailto:kate.henney@burlingtondanes.org">kate.henney@burlingtondanes.org</a></p> <p>Ms Hurl: <a href="mailto:rebecca.hurl@burlingtondanes.org">rebecca.hurl@burlingtondanes.org</a></p>
Pathways from successful completion of course and career opportunities:	<p>Degrees at University particularly social sciences, such as sociology, anthropology, politics and psychology, but also humanities subjects.</p> <p>Careers in Law, Politics, Media, Local Government, Social Work, Education, Business, charity sector</p>
Key Tips for Success:	<p>Read as much as you can about the topics you are studying.</p> <p>Read broadsheet newspapers and websites, particularly relating to topics we are studying eg Guardian education website.</p> <p>Consolidate work as often as possible, and test yourself to consolidate your knowledge.</p>
3 ways in which a parent can help their child succeed in this course:	<p>Encourage wider reading of newspapers and relevant texts to support use of contemporary examples and range of vocabulary.</p> <p>Take an interest in everyday social situations – how people interact with one another and why - as well as the big and difficult questions in society eg why is society unequal?</p> <p>Help your child make a revision plan and timetable, as well as recapping useful revision strategies.</p>

Spanish	A Level	2018-2019
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%)</p> <p><b>Paper 2:</b> Writing (about a film or piece of literature) (30%)</p> <p><b>Paper 3:</b> Speaking (about an aspect of Hispanic culture of your choosing) (30%)</p>	
Revision Guides & Support:	<p>Ánimo student book</p> <p>Spanish news websites</p> <p>Spanish television channels (available online)</p>	
Year 12 teachers of this subject	<p>Ms Noble</p> <p>Ms Freedman</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?*

- If you are planning to study languages at university or go on to a career as a translator or interpreter, Spanish 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.