



# **Post 16 Curriculum Handbook**

2025-2026

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# Welcome to Post 16

Dear Post-16 families,

We have produced this handbook to support you with the education of your son/daughter whilst they undertake their A-level and level 3 courses here at Kingsthorpe College. We hope that you will use this information to support your child(ren) with their learning over this coming year.

We have worked hard to design an ambitious and engaging curriculum will result in good outcomes for our students in their summer results so that they can progress on to their chosen next steps. There are lots of opportunities for enrichment opportunities to further their studies as shown throughout this handbook.

If you have any queries, the best people to contact are either your child's teacher of the subject, their tutor or the post-16 team in the first instance. We have also given you some key contacts for subject areas if you have any general questions.

We look forward to working with you over this academic year.

Yours sincerely,

*The Post-16 Team*

# Post 16 Curriculum Overview

Students in Post-16 work through a 2 year course, culminating in them receiving their A-level/level 3 grades in the August of Year 13. Option subjects will be taught over 8 or 9 hours per fortnight dependant on the group sizes. Our year 12 and 13 students also have study sessions timetabled where they work in the post-16 centre supervised by Mr Campbell from our post-16 team.

Students will have form time each morning. Every Wednesday P1, students will have PSHE with their form group whilst every Wednesday afternoon we run our electives programme; sometimes some A-level students may have a lesson timetabled Wednesday P5 but if not, we would encourage students to support the running of a chosen elective.

Subject	Key contact
PSHE	Mrs Griffin <a href="mailto:becky.griffin@kingsthorpecollege.org.uk">becky.griffin@kingsthorpecollege.org.uk</a>
Option subjects	
Geography	Mrs Sheriff <a href="mailto:Fiona.old@kingsthorpecollege.org.uk">Fiona.old@kingsthorpecollege.org.uk</a>
History	Mrs Paice <a href="mailto:Gail.paice@kingsthorpecollege.org.uk">Gail.paice@kingsthorpecollege.org.uk</a>
Visual Arts	Mr Griffiths <a href="mailto:Peter.griffiths@kingsthorpecollege.org.uk">Peter.griffiths@kingsthorpecollege.org.uk</a>
Performing Arts	Mrs Townsend <a href="mailto:Lucy.townsend@kingsthorpecollege.org.uk">Lucy.townsend@kingsthorpecollege.org.uk</a>
Sports and Physical Activity	Miss Newell <a href="mailto:Victoria.newell@kingsthorpecollege.org.uk">Victoria.newell@kingsthorpecollege.org.uk</a>
Health and Social Care	Mrs Lloyd-Jones <a href="mailto:Ella.lloyd-jones@kingsthorpecollege.org.uk">Ella.lloyd-jones@kingsthorpecollege.org.uk</a>
Business Studies	Mrs Chukwudi <a href="mailto:julie.chukwudi@kingsthorpecollege.org.uk">julie.chukwudi@kingsthorpecollege.org.uk</a>
Social Science	Miss Rosen <a href="mailto:Amber.Rosen@kingsthorpecollege.org.uk">Amber.Rosen@kingsthorpecollege.org.uk</a>
Science	Mr Kent <a href="mailto:Robert.kent@kingsthorpecollege.org.uk">Robert.kent@kingsthorpecollege.org.uk</a>
Mathematics	Mr Rushton <a href="mailto:Matthew.rushton@kingsthorpecollege.org.uk">Matthew.rushton@kingsthorpecollege.org.uk</a>
English	Mrs Wright <a href="mailto:Hayley.wright@kingsthorpecollege.org.uk">Hayley.wright@kingsthorpecollege.org.uk</a>
Computer Science	Mrs Landers <a href="mailto:Frances.Landers@kingsthorpecollege.org.uk">Frances.Landers@kingsthorpecollege.org.uk</a>

## Post-16 Assessments

Following any assessments, you will be sent a report which details the following information:

WAG [working at grade]	This is the grade the student is currently attaining in this subject. Please note that vocational subjects will not have a WAG.
PAG [predicted grade]	This is the grade the teacher currently predicts the student will attain in their final A-level/level 3 results.
ATL [attitude to learning]	This shows the student's current attitude to learning in this subject. Teachers will have taken into account behaviour, effort and homework completion.

Year 11 will sit one formal mock exam for all subjects in the hall; these will take place in the second term in November. Prior to this they will have in class assessments and later in the year they will sit a mock for the core subjects only (English, Maths and Science).

Students in year 11 are invited to attend the revision weekend. This has previously been invaluable to students in making progress in their core subjects. As well as this weekend, we also have afterschool and holiday intervention sessions which will take place. You will be emailed information regarding all of these sessions over the course of the academic year.

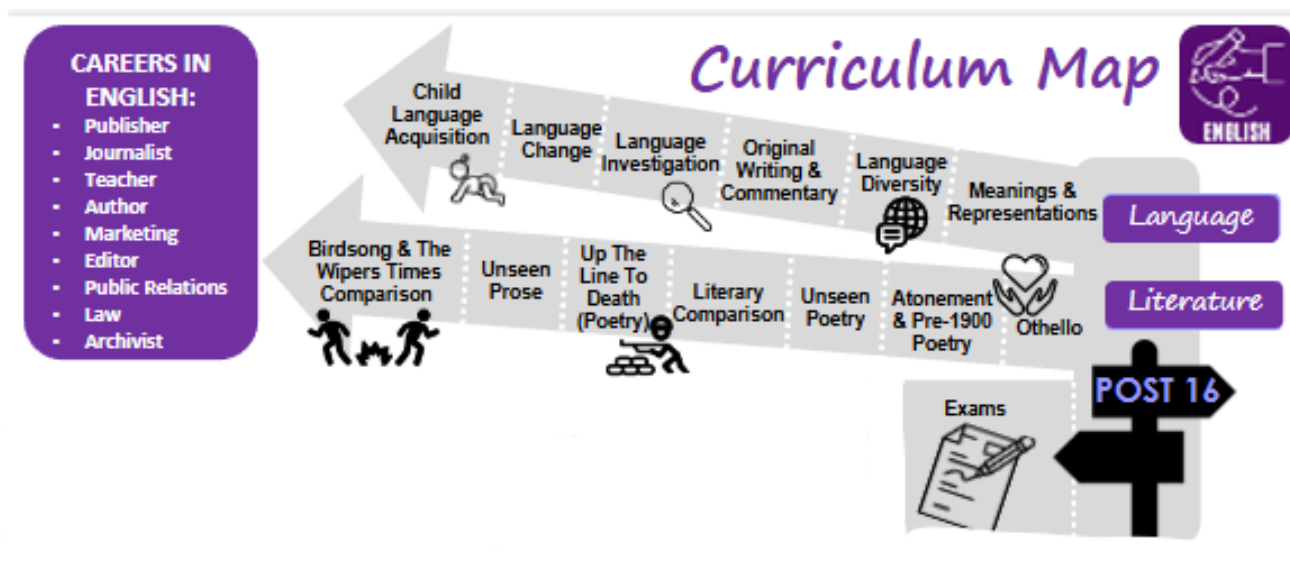
Key dates for Year 11 for the academic year 2024-25 are shown below. Please note that there is a contingency date given at the end of the timetabled exams; whilst it is rare, there is the possibility that an examination could be moved to this date. Therefore, no holidays should be booked before 26<sup>th</sup> June as a precaution.

Dates	Activity
16 <sup>th</sup> September	Preparing for the year head information evening
23 <sup>rd</sup> September – 4 <sup>th</sup> October	Summative in class assessments completed across all subjects
6 <sup>th</sup> November	6 <sup>th</sup> Form Open Evening
13 <sup>th</sup> November	Year 11 report 1 shared with parents
25 <sup>th</sup> November – 6 <sup>th</sup> December	Year 11 Mock exams
15 <sup>th</sup> January 2025	Mock results event [TBC]
<b>22<sup>nd</sup> January</b>	<b>Year 11 parents' evening</b>
3 <sup>rd</sup> March	English Language Mock
14 <sup>th</sup> March	English Literature Mock
21 <sup>st</sup> – 24 <sup>th</sup> March	Revision weekend
31 <sup>st</sup> March – 4 <sup>th</sup> April	Maths and Science Mock exams
8 <sup>th</sup> May	Summer exams start
25 <sup>th</sup> June	Contingency day

# English Language

<b>Subject Overview</b>	<p>English language A level is fascinating: it is an opportunity to explore how language has evolved, how language links to power, how children acquire and develop language.</p> <p>Have you ever been accused of being rude when asking a question? Have you ever wondered why people speak English in different accents, or change the way they speak around their friends? In a constantly evolving world where technology has become a powerful force, how has language responded to adapt and develop? English Language is a method of identifying traits and patterns within a language from a linguistic perspective – the science behind the language! We will consider not only how people are using language in modern society but also the etymology (history) of words and the future of word. We will analyse a range of texts to consider how the context of a piece can transform our understanding of genre, purpose and audience.</p>
<b>Curriculum Content</b>	
	<b><u>Year 1</u></b>
<b>Unit 1</b>	<p><b>MEANINGS &amp; REPRESENTATIONS</b></p> <p>Voice, Time: Explicit teaching of grammar, lexis, semantics, pragmatics &amp; phonology (language levels) and applying this to texts of both spoken, written and blended modes. Recognition of patterns in language and analysing and evaluating potential intentions and impacts of choices.</p>
<b>Unit 2</b>	<p><b>GENDER</b></p> <p>Voice: Case studies and theory relating to gender – gendered language, how different genders use language and how this is a reflection of societal expectations. Building to writing evaluative essays.</p>
<b>Unit 3</b>	<p><b>ACCENT &amp; DIALECT</b></p> <p>Voice: Case studies and theory relating to accent bias, dialect levelling and distinct dialects as well as ideas linked to prestige. Building to writing evaluative essays.</p>
<b>Unit 4</b>	<p><b>OCCUPATION &amp; SOCIAL GROUPS</b></p> <p>Voice: Case studies and theory relating to discourse communities and sociolinguistics. Building to writing evaluative essays.</p>
<b>Unit 5</b>	<p><b>PAPER 1 COMPARISON &amp; NEA</b></p> <p>Voice Comparison of representations and the ways that meaning is achieved through language. Use of style models to create original writing pieces and writing commentary to explain choices. Investigating aspects of language independently to formulate a report.</p>
<b>Unit 6</b>	<p><b>WORLD ENGLISHES</b></p> <p>Voice: Case studies and theory relating to English used around the world and the processes which allow this to happen. Speculating on ways in which this will continue to impact the English language. Building to writing evaluative</p>
	<b><u>Year 2</u></b>
<b>Unit 1</b>	<p><b>CHILD LANGUAGE ACQUISITION</b></p> <p>Voice, Relationships: Case studies and theory relating to written and spoken acquisition of language from birth to full language. Considering factors which can limit language development. Building to writing evaluative essays.</p>

<b>Unit 2</b>	<b>LANGUAGE CHANGE</b> Voice, Time: Concepts and processes of language change, tracking the English language from its inception to the modern day. Looking at prescriptivist and descriptivist discourses and considering ways that the language has been shaped. Building to writing evaluative essays.
<b>Unit 3</b>	<b>PAPER 2 COMPARISON</b> Voice: Comparing language choices representing different viewpoints about language issues. Bringing together skills from across the course to examine discourses presented.
<b>Unit 4</b>	<b>OPINION ARTICLES</b> Voice: Original writing of opinion articles based on aspects of language discourses, using theory, concepts, research and case studies to support their ideas, but presenting them in a way which is accessible to a non-specialist audience.
<b>Unit 5</b>	<b>REVISION</b> Voice, Time, Relationships: Revision of all KS5 Language content with a close focus on essay writing skills and evaluating concepts, case studies, research and theory.
<b>Additional Information</b>	
<b>Assessments</b>	
<b>Homework</b>	
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	

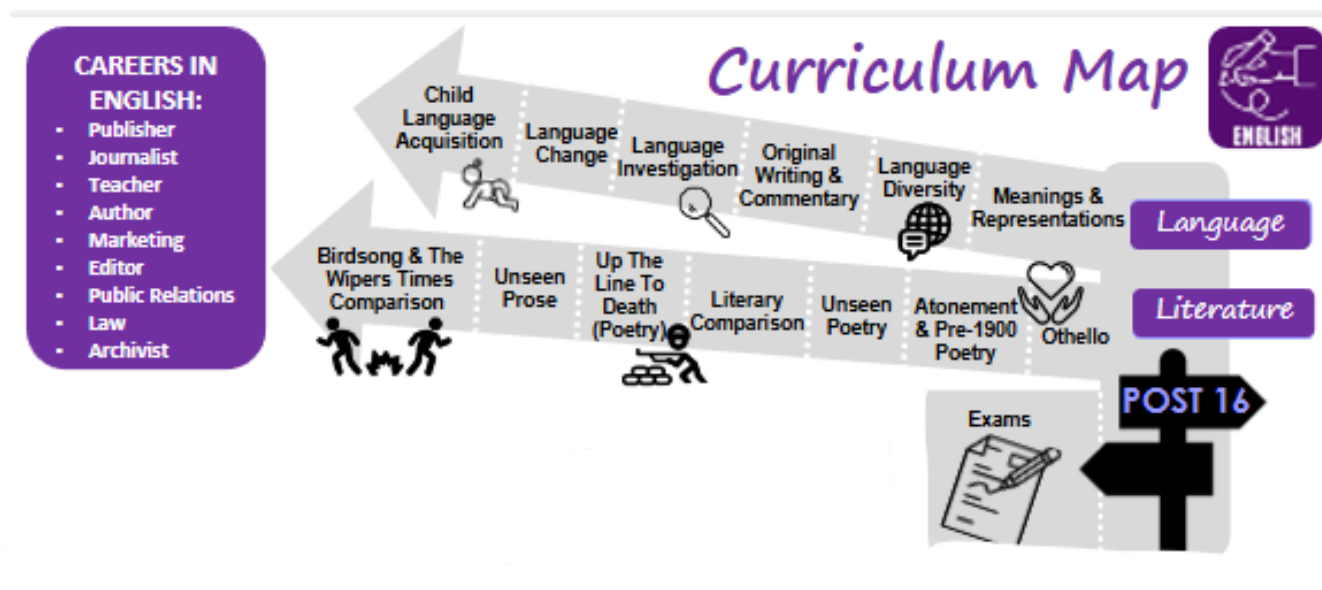


# English Literature

<b>Subject Overview</b>	<p>The study of literature is the study of what it means to be human: love, conflict, passion, rebellion, discrimination. By studying great works of literature, we step closer to understanding what drives us. By studying the great works of the past, we simultaneously immerse ourselves in history and look towards the future. If you love to read, discuss, and write about books, poems and plays, this course is for you.</p> <p>Over the course of your A level study, you will experience some of the greatest classic and contemporary texts ever written, from Shakespeare's Othello to McEwan's Atonement. Across the two-year course, you will analyse a range of prose, poetry and drama within the themes of Love Through the Ages and World War, building your analytical skills and broadening your knowledge of key literary periods and authors. You will also have the opportunity to complete an independent piece of coursework within your own area of interest. This course beautifully builds on the foundation of GCSE study. As a successful English literature student, you will be able to argue your own ideas confidently and critically – a vital skill for any further study or career.</p>
<b>Curriculum Content</b>	
	<b><u>Year 1</u></b>
<b>Unit 1</b>	<b>Othello Play Study</b> The opportunity to study Shakespeare's representations of love through a tragic play. This is a closed text exam. Relationships, Tragedy
<b>Unit 2</b>	<b>Wipers Times and Birdsong Comparison</b> Comparison of texts focusing on WW1 and its aftermath. The Wipers Times is a post 2000 play and Birdsong a novel. This is an open text exam. Time, Voice, Relationships, Tragedy
<b>Unit 3</b>	<b>Atonement and Poetry Anthology</b> The poetry anthology allows students the chance to consider the presentation of love through a range of different poems in pre 19th century poetry. Atonement is a post 1900 text which is used comparatively to look at the changes in the depiction of love through the ages. This is an open text exam. Time, Voice, Relationships, Tragedy
<b>Unit 4</b>	<b>Unseen Poetry</b> Students will build on comparative skills here to use their knowledge of how poetry presents love through the ages through 2 unseen poems. Time, Voice
<b>Unit 5</b>	<b>Unseen Prose</b> An extract from a prose piece of writing about World War I will be analysed by students to demonstrate their ability to explore the key aspects of prose texts. Time, Voice
<b>Unit 6</b>	<b>Up the line to death poetry anthology</b> Study of techniques used to present a variety of voices through poetry from WW1 – students will be required to draw comparisons between the poems. Time, Voice, Relationships, Tragedy
	<b><u>Year 2</u></b>
<b>Unit 1</b>	<b>Unseen poetry - Poetry in context</b> Students will build on comparative skills here to use their knowledge of how poetry presents love through the ages through 2 unseen poems. Time, Voice



<b>Unit 2</b>	<b>NEA to Christmas with unseen prose</b> An individual exploration of texts across time. Building on comparative skills and requiring students to choose texts that have literary merit. Time, Voice
<b>Unit 3</b>	<b>Engaging with the writer's methods (AO2) to Feb half term</b> A development of analytical skills focusing on all the content studied so far. Time, Voice
<b>Unit 4</b>	<b>Literary criticism (AO5 perspectives and debate) to Feb half term</b> Review of the texts studied on the course with a specific focus on critical opinions and developing the students' own response. Time, Voice
<b>Unit 5</b>	<b>Revision rotation Time</b> Voice, Relationships, Tragedy
<b>Additional Information</b>	
<b>Assessments</b>	
<b>Homework</b>	
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	



## Mathematics

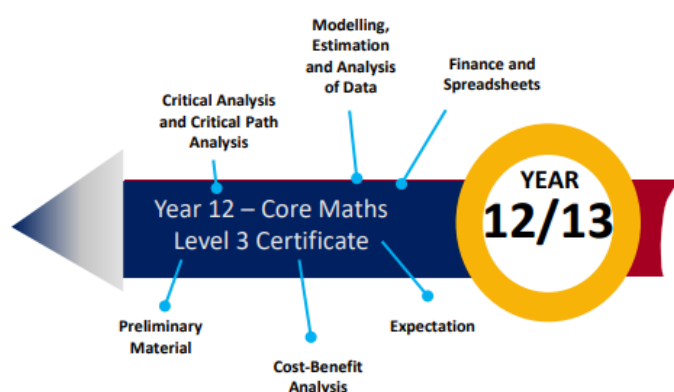
<b>Subject Overview</b>	A level mathematics is made up of 3 different units.
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	<p><b>Pure mathematics:</b> Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; trigonometry, differentiation; integration.</p> <p><b>Mechanics:</b> Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.</p> <p><b>Statistics:</b> Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal and Binomial distribution.</p>
Curriculum Content	
	<b>Year 1</b>
	<b>Year 2</b>
Additional Information	
<b>Assessments</b>	Mathematics is assessed at the end of Year 13. This is made up of 3 papers. Two core papers and one applied paper. Each paper has an equal weighting and are 2 hours long worth 100 marks each.
<b>Homework</b>	This will be set at least once a week per unit. Students are given a couple of days to complete depending on the task set. This will be marked and returned within a week of completion. Homework maybe emailed to students for completion. Homework generally takes the form of a worksheet.
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	

## Mathematics - Core

<b>Subject Overview</b>	Core Maths is designed for students who want to take the subject further, but may not be successful on the A Level Mathematics course. It uses real life scenarios and has a less academic approach to help appreciate the value of everyday maths and problem-solving skills. It will also support them through further and higher education and learned skills will be useful in future employment.
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Curriculum Content	
<b>Unit 1</b>	<b>Finance and Spreadsheet</b> - Numerical calculations, Percentages, Interest rates, Repayments and the cost of credit, Graphical representation, Taxation, Solution to financial problems
<b>Unit 2</b>	<b>Expectation</b> - Probability, Diagrammatic representations, Combined events, Expected value
<b>Unit 3</b>	<b>Modelling, Estimation and Analysis of Data</b> - Data, Collecting and sampling data, representing data numerically, Representing data diagrammatically
<b>Unit 4</b>	<b>Cost Benefit Analysis</b> - Living with uncertainty, Control measures, Risk analysis
<b>Unit 5</b>	<b>Critical Analysis and Critical Path Analysis</b> - Compound projects, Critical activities, Gantt charts, presenting logical and reasoned arguments in context, communicating mathematical approaches and solutions, Analysing critically.
<b>Unit 6</b>	<b>Preliminary Material</b> -
Additional Information	
<b>Assessments</b>	Core Maths is assessed at the end of Year 12. This is made up of 2 papers. One compulsory paper and one paper from a choice of three options. Each paper has an equal weighting and are 90 minutes long worth 60 marks each.
<b>Homework</b>	
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	



# Biology

<b>Subject Overview</b>	<p>A-level Biology is a challenging, rewarding course that helps students develop skills and knowledge necessary for a successful career. We follow the AQA course for GCE A level in Biology.</p> <p>During the study of the course, students will gain an understanding of the link between the central concepts of Biology and the way in which scientists undertake investigations.</p> <p>Students will also see how far the contributions of science apply to modern society and the developments taking place every day.</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><b><u>Year 1</u></b></p>
	<p><b>Biological molecules:</b> This unit covers the biochemistry of life, which underpins all living organisms and all topics studies in A' level biology. It covers digestion, enzymes, nucleic acids and protein structure amongst other topics.</p>
	<p><b>Cells:</b> This section will build upon GCSE knowledge of cells, to give a deeper understanding of the processes of cell specialisation and division. It also covers the complexity of our immune systems. Parts of this this unit link closely with the first unit.</p>
	<p><b>Exchange of substances:</b> This area of the course is mainly focused around whole organism biology and looks into the anatomy and physiology of organs such as the heart and lungs of different organisms, whilst also looking at organ systems and the organisms they come from (mammals, fish, insects and plants).</p>
	<p><b>Genetic variation and relationships between organisms:</b> This is the most varied of the year one units and delves into everything from DNA and the synthesis of proteins to how we define what species something is for the purposes of maintaining biodiversity.</p>
	<p style="text-align: center;"><b><u>Year 2</u></b></p>
	<p><b>Energy transfers in and between organisms:</b> You will learn the key biochemical processes of photosynthesis, respiration and the flow of energy. This will be linked with their role in ecosystems and the cycling of nutrients in an ecosystem, together with how and why humans manipulate these processes.</p>
	<p><b>Responding to changes:</b> This covers the nervous and endocrine systems from GCSE in great detail. We study the processes of nervous transmission, muscle contraction, homeostasis, hormonal release and control which are based on the physiology of humans.</p>
	<p><b>Genetics, populations, evolution and ecosystems:</b> This area of the course uncovers how new species arise, how characteristics are inherited including looking into genetic disorders and calculating allele frequencies.</p>
	<p><b>The control of gene expression:</b> This section breaks down how DNA mutations can result in the variety of effects they have including changing protein structures and cancer. You will also do some work looking at the latest in DNA technologies including PCR and gene markers.</p>
<b>Additional Information</b>	

<b>Assessments</b>	<p><b>Paper One</b></p> <p><b>What's assessed</b> Any content from topics 1–4, including relevant practical skills</p> <p><b>Assessed</b> Written exam: 2 hours (91 marks)</p> <p><b>Questions</b> 76 marks: a mixture of short and long answer questions. 15 marks: extended response questions</p> <p><b>Paper Two</b></p> <p><b>What's assessed</b> Any content from topics 1–4, including relevant practical skills</p> <p><b>Assessed</b> Written exam: 2 hours (91 marks)</p> <p><b>Questions</b> 76 marks: a mixture of short and long answer questions. 15 marks: comprehension question</p> <p><b>Paper Three</b></p> <p><b>What's assessed</b> Any content from topics 1–8, including relevant practical skills.</p> <p><b>Assessed</b> Written exam: 2 hours (78 marks)</p> <p><b>Questions</b> 38 marks: structured questions, including practical techniques. 15 marks: critical analysis of given experimental data. 25 marks: one essay from a choice of two titles</p>
<b>Homework</b>	<p>Students should be studying for at least 5 hours per subject. This will be a mix of formally set homework, independent study assignments and self-directed study.</p> <p>Homework is set by the class teacher and will be based around the learning students have completed in the lesson. The tasks within the homework will endeavour to encourage students to apply their knowledge and also encourage their interest in the subject.</p> <p>Homework will be marked in a number of ways which can involve teacher assessment which will be returned within two weeks. Students will then be provided with feedback that they can act on.</p> <p>Students will also be allowed the chance for immediate feedback by checking over homework during the lesson either as a self-assessed or peer assessed task.</p>
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	

# Chemistry

<b>Subject Overview</b>	<p>A level Chemistry studies the material world, and through chemistry we can describe and explain questions such as: "what happens when sugar dissolves in tea?"; "why is mercury a liquid at room temperature?"; "how do we make plastics?"; "what can we do about global warming?"; "what is it hard to keep my room tidy and what does it have to do with entropy?".</p> <p>From baking a cake to recharging a mobile phone, chemistry is involved in everything we do; and our lives are inextricably influenced by many aspects of chemistry. Chemistry will continue to be at the forefront of responding to the needs of society; with chemists central to making advances in designing new materials, efficient energy use, drug development, and technology, to name but a few.</p> <p>An A level Chemistry course covers a wide variety of basic concepts such as the structure of the atom; the interaction of matter and energy; how to control reactions; patterns in the Periodic Table; understanding carbon-based molecules and their reactions in the world around us.</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><b><u>Year 1</u></b></p>
<b>Unit 1</b>	<p><b>Physical Chemistry:</b> This branch of chemistry covers topics that deal with the application of techniques and theories of physics in the study of chemical systems. The topics are; Atomic Structure, Amount of Substance, Bonding, Energetics, Kinetics, Chemical Equilibria and Redox reactions</p>
<b>Unit 2</b>	<p><b>Organic Chemistry:</b> This branch of chemistry deals with carbon compounds (organic compounds), their structures, properties and reactions. Organic topics in Year 1 are; Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols and Organic analysis.</p>
<b>Unit 3</b>	<p><b>Inorganic Chemistry:</b> This area of the course is mainly focused around whole organism biology and looks into the anatomy and physiology of organs such as the heart and lungs of different organisms, whilst also looking at organ systems and the organisms they come from (mammals, fish, insects and plants).</p>
	<p style="text-align: center;"><b><u>Year 2</u></b></p>
<b>Unit 1</b>	<p><b>Physical Chemistry:</b> Thermodynamics, Acids and Bases, Electrode potentials and electrochemical cells, Rate equations and Equilibrium constants.</p>
<b>Unit 2</b>	<p><b>Organic Chemistry:</b> Optical isomerism, Aldehydes and Ketones, Carboxylic acids, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, NMR Spectroscopy, Chromatography and organic synthesis.</p>
<b>Unit 3</b>	<p><b>Inorganic Chemistry:</b> Transition metals, Reactions of ions in aqueous solutions and Properties of Period 3.</p>
<b>Additional Information</b>	
<b>Assessments</b>	<p><b>Paper One</b></p> <p><b>What's assessed</b></p> <p>Relevant physical chemistry topics</p> <p>Inorganic chemistry</p> <p>Relevant practical skills</p>

	<p><b>Assessed</b> written exam: 2 hours (105 marks)</p> <p><b>Questions</b> 105 marks of short and long answer questions</p> <p><b>Paper Two</b></p> <p><b>What's assessed</b> Relevant physical chemistry topics Organic chemistry Relevant practical skills</p> <p><b>Assessed</b> written exam: 2 hours (105 marks)</p> <p><b>Questions</b> 105 marks of short and long answer questions</p> <p><b>Paper Three</b></p> <p><b>What's assessed</b> Any content Any practical skills</p> <p><b>Assessed</b> Written exam: 2 hours (90 marks)</p> <p><b>Questions</b> 40 marks of questions on practical techniques and data analysis. 20 marks of questions testing across the specification. 30 marks of multiple choice questions.</p>
<b>Homework</b>	<p>Homework is set by the class teacher and will be based around the learning students have completed in the lesson. The tasks within the homework will endeavour to encourage students to apply their knowledge and also encourage their interest in the subject.</p> <p>Homework will be marked in a number of ways which can involve teacher assessment which will be returned within two weeks. Students will then be provided with feedback that they can act on.</p> <p>Students will also be allowed the chance for immediate feedback by checking over homework during the lesson either as a self-assessed or peer assessed task.</p>
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	

# Physics

<b>Subject Overview</b>	<p>Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science.</p> <p>Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives—from healing joints, to curing cancer, to developing sustainable energy solutions.</p> <p>Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles.</p> <p>It's the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy.</p> <p>Photograph shows an electron and positron (anti matter version of an electron) being created by a gamma ray which came in from the right the picture.</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><b><u>Year 1</u></b></p>
	<p><b>Measurements and their Errors:</b> once you understand these fundamental skills you will appreciate why they are vital to so many areas of life.</p>
	<p><b>Particles and Radiation:</b> an introduction to the weird and wonderful world of particle physics and quantum physics. Find out how particles can be created from energy, discover that anti-matter isn't just science fiction and calculate your own wavelength.</p>
	<p><b>Waves:</b> this section of the course provides insight into many aspects of music and light. You'll find out how Polaroid sunglasses work, why bubbles look coloured and how glass fibres can be used to see inside the body.</p>
	<p><b>Mechanics and Materials:</b> this is the “classical” physics that Newton himself would recognise. It covers everything you'd expect about forces, motion and energy and yes, actually, it is rocket science.</p>
	<p><b>Electricity:</b> here you'll develop your understanding of how and why electrons move around a circuit and find out how cleverly designed circuits can be used for sense and control.</p>
	<p style="text-align: center;"><b><u>Year 2</u></b></p>
	<p><b>Further Mechanics:</b> an in-depth look at circular motion including the orbits of satellites and planets. The physics of things that bounce up and down is also studied and you'll find out how resonance can cause bridges to collapse spectacularly.</p>
	<p><b>Thermal Physics:</b> a look at heat and gases. This topic explains why you definitely need a space suit when on a space-walk in the vacuum of space.</p>
	<p><b>Fields and their Consequences:</b> this large area of study looks at gravitational fields, electric fields and magnetic fields. Mastering this gives a powerful and deep insight into how our world works.</p>



	<p><b>Astrophysics:</b> the study of the stars. After learning how telescopes work, you'll discover what we have learnt about stars so far, how black holes are formed and calculate the age of the universe.</p>
<b>Additional Information</b>	
<b>Assessments</b>	<p>The students will be internally assessed through a variety of tasks which include; Essays, Topic Tests, Assessed Homework, PPE, end of Y12 internal exam</p> <p><b>External Exams</b></p> <p><b>Paper One</b></p> <p><b>What's assessed</b> Sections 1 to 5 and 6.1 (Periodic motion)</p> <p><b>Assessed</b> written exam: 2 hours (85 marks)</p> <p><b>Questions</b> 60 marks of short and long answer questions and 25 multiple choice questions on content.</p> <p><b>Paper Two</b></p> <p><b>What's assessed</b> Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1</p> <p><b>Assessed</b> written exam: 2 hours (85 marks)</p> <p><b>Questions</b> 60 marks of short and long answer questions and 25 multiple choice questions on content.</p> <p><b>Paper Three</b></p> <p><b>What's assessed</b> Section A Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13</p> <p><b>Assessed</b> Written exam: 2 hours (80 marks)</p> <p><b>Questions</b> 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.</p>
<b>Homework</b>	<p>Students should be studying for at least 5 hours per subject. This will be a mix of formally set homework, independent study assignments and self-directed study.</p> <p>Homework is set by the class teacher and will be based around the learning students have completed in the lesson. The tasks within the homework will endeavour to encourage students to apply their knowledge and also encourage their interest in the subject.</p> <p>Homework will be marked in a number of ways which can involve teacher assessment which will be returned within two weeks. Students will then be provided with feedback that they can act on.</p>

	Students will also be allowed the chance for immediate feedback by checking over homework during the lesson either as a self-assessed or peer assessed task.
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	

# History

<b>Subject Overview</b>	History equips you with knowledge and skills which are highly valued by universities and employers. The ability to study History shows that you are capable of analysis, clear presentation, discussion, group work, individual study and research from books, databases and the Internet. The study of History enables you to think critically and question both the past and the world around you. Our aim is to create independent learners, critical thinkers and decision-makers – all personal assets that can make students stand out as they progress to higher education or the workplace.
<b>Curriculum Content</b>	
	<b><u>Year 1</u></b>
	<b>Unit 1: England 1547–1603: the Later Tudors (Enquiry topic: Mid Tudor Crises 1547–1558) (Y107)</b> This unit has 2 elements - a British period study and enquiry. The document enquiry is focused on Mid-Tudor Crises in Edward VI and Mary I's reigns 1547-1558 and includes the stability of the monarchy; religious changes; rebellion and unrest. Assessment involves the critical use of sources of evidence. The essay-based period study is focused on Elizabeth I's reign 1558-1603 and includes religion; the nature of government and parliament; economic and social affairs; Elizabethan later years 1588-1603.
	<b>Unit 2: The Cold War in Asia 1945–1993 (Y222)</b> This unit is a non-British period study that includes western policies in post-war Asia 1945-79; the Korean War 1950-53 and its impact to 1977; Indochina 1945-67; Wars in Vietnam and Cambodia 1968-93. It is assessed by essay questions and shorter questions on the significance of events.
	<b>Unit 3: Civil Rights in the USA 1865–1992 (Y319)</b> This unit has 2 elements - a thematic study and historical interpretations depth study. The essay-based thematic study covers an extended period of over 100 years; the depth study involves evaluating historians' interpretations of events within this period. The study includes the position of African Americans, Native Americans, women and Trade Union and Labour rights.
	<b>Unit 4: Topic based essay (Y100)</b> This is the internally assessed element of the course and provides students with the opportunity to explore a topic of personal interest through independently researched coursework.
	<b><u>Year 2</u></b>
	<b>Unit 1: England 1547-1603 the Later Tudors (Y107) is worth 25% of the course.</b> Assessed by a 1 hour 30 minutes written exam paper. One period study essay from a choice of two; one document-based enquiry question.
	<b>Unit 2: The Cold War in Asia 1945-1993 (Y222) is worth 15% of the course.</b> Assessed by a 1 hour written exam paper. Students answer both parts from one of the two questions set: Shorter questions on the significance of events; and then one period study essay question.
	<b>Unit 3: Civil Rights in the USA 1865-1992 (Y319) is worth 40% of the course.</b> Assessed by a 2 hour 30 minute written exam paper. Two theme questions from a choice of three, all covering 100 years; one interpretations question.

	<p><b>Unit 4: Topic based essay (Y100) is worth 20% of the A Level.</b></p> <p>A 3,000-4,000 word personal study essay. A personal and independently researched investigation of the student's choice.</p>
<b>Additional Information</b>	
<b>Assessments</b>	<p>Unit 1: England 1547-1603 the Later Tudors (Y107) is worth 25% of the course. Assessed by a 1 hour 30 minutes written exam paper. One period study essay from a choice of two; one document-based enquiry question.</p> <p>Unit 2: The Cold War in Asia 1945-1993 (Y222) is worth 15% of the course. Assessed by a 1 hour written exam paper. Students answer both parts from one of the two questions set: Shorter questions on the significance of events; and then one period study essay question.</p> <p>Unit 3: Civil Rights in the USA 1865-1992 (Y319) is worth 40% of the course. Assessed by a 2 hour 30 minute written exam paper. Two theme questions from a choice of three, all covering 100 years; one interpretations question.</p> <p>Unit 4: Topic based essay (Y100) is worth 20% of the A Level. A 3,000-4,000 word personal study essay. A personal and independently researched investigation of the student's choice.</p>
<b>Homework</b>	The History Department aims to set at least three written assessed tasks (i.e. essays or exam questions) per half term. A Level students are also set ongoing reading, research, several formats of writing and revision tasks that support class work. A Level Historians are advised to complete a minimum of six hours of private study per week.
<b>Enrichment</b>	The History Department runs revision sessions and supports G&T students with applications to university. We run trips that fit with the specification of the examination course, such as a trip to the Tower of London. Participation in the HA summer essay competition. Visit to the library at the University of Northampton.
<b>Online resources</b>	<p><a href="https://senecalearning.com/en-GB/blog/a-level-history-revision-everything-you-need/">https://senecalearning.com/en-GB/blog/a-level-history-revision-everything-you-need/</a> (revision on Later Tudors)</p> <p><a href="https://www.historyextra.com/">https://www.historyextra.com/</a> (podcasts and articles on various History topics)</p>

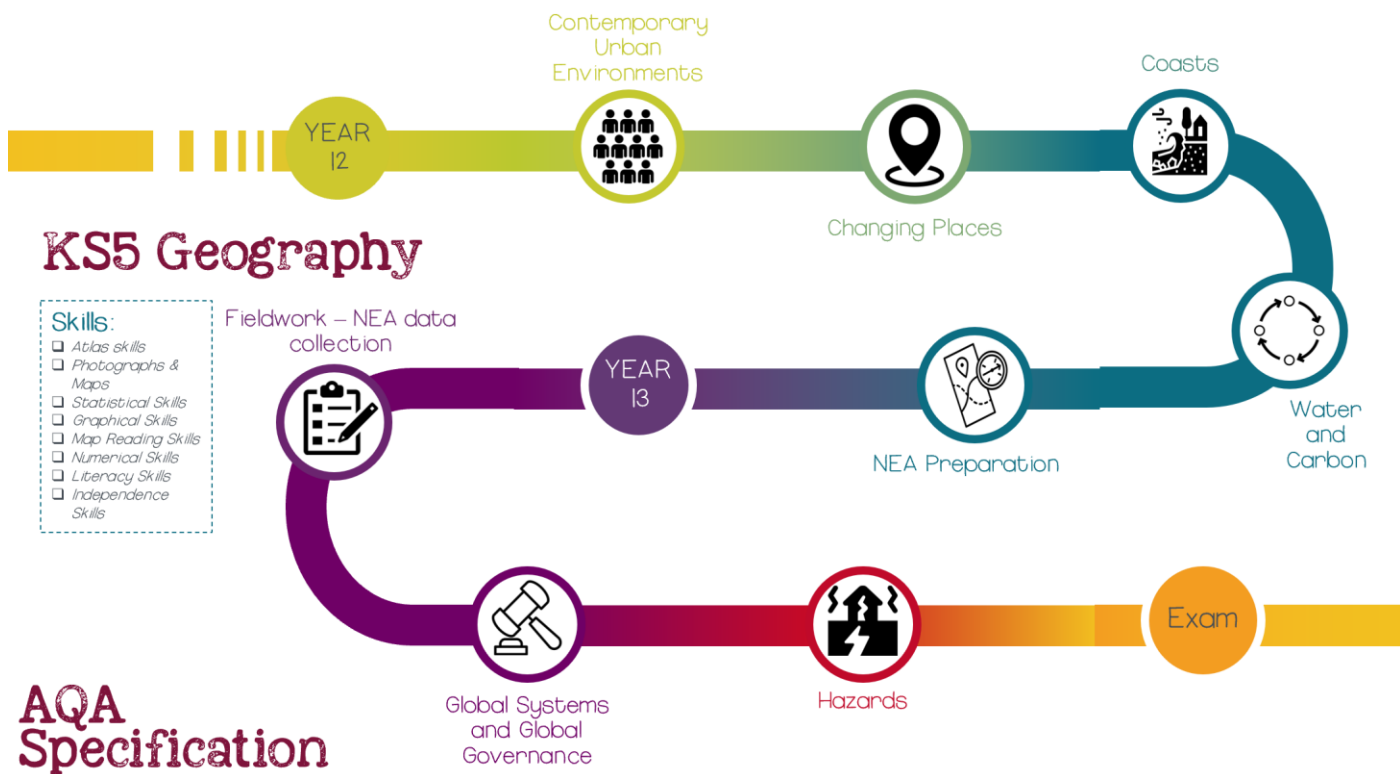


## Geography

<b>Subject Overview</b>	<p>Geography is a flexible subject about the real world outside the classroom. It integrates many other subject areas such as Biology, Sociology, Economics, History, English, Maths, Physics, Chemistry and Information Technology. Geography assists the development of many job relevant skills and it is also a "living" subject happening everywhere, and a successful medium for investigating the past, present and future. Geography can lead to a wide and varied number of careers and broaden your understanding of the world, its environments and its peoples.</p> <p>Our students follow the AQA Specification, which builds on previous experience but also has a progressive and contemporary edge that builds students' knowledge and understanding whilst also providing them with essential skills regardless of their future pathways. During the course students will complete an NEA (Non-Examined Assessment) and four days of fieldwork in a variety of locations.</p> <p>Students will be taught 2 units alongside each other as the teaching of the course will be split between two teachers.</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><b>Year 1</b></p>
<b>Unit 1</b>	<p><b>Contemporary urban environments</b></p> <p>This unit focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges, and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p>

<b>Unit 2</b>	<p><b>Changing places</b></p> <p>This unit focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives. Students will study a 'near' location and a 'far' location to be able to compare and contrast lived experience.</p> <p>Students will often use this top as the basis for their NEA.</p>
<b>Unit 3</b>	<p><b>Coastal environments</b></p> <p>This unit focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified.</p> <p>This is also a popular option to study for the NEA.</p>
<b>Unit 4</b>	<p><b>Water and carbon cycles</b></p> <p>This unit focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p> <p>This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p>
<b>Unit 5</b>	<p><b>NEA Preparation</b></p> <p>Students will begin their preparation for their NEA coursework. Students will then attend four days of fieldwork in a variety of locations which have previously included Stratford and Brick Lane in London, and Walton on the Naze. During the NEA process students will research and write their own fieldwork investigation based on an area of interest within the specification.</p>
	<b><u>Year 2</u></b>
<b>Unit 1</b>	<p><b>Fieldwork - NEA data collection and write-up of their NEA.</b></p> <p>Students will complete their NEA data collection and begin the write-up process. The NEA is roughly 4000 words long and will contain a complete write-up of the research, methodology,</p>

	data collection, data presentation, analysis, conclusion and evaluation. Each students NEA will be individual and on an area of their own interest within the specification.
<b>Unit2</b>	<p><b>Global systems and global governance.</b></p> <p>This unit focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. It is a very topical unit, full of changing geography.</p> <p>Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data, including those associated with and arising from fieldwork.</p>
<b>Unit 3</b>	<p><b>Hazards</b></p> <p>This unit focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p>
<b>Additional Information</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Paper 1: Physical Geography (2 hours 30 min exam)</li> <li>• Paper 2: Human Geography (2 hours 30 min exam)</li> <li>• NEA fieldwork investigation</li> </ul>
<b>Homework</b>	Homework is set once a week by each teacher and it is marked in agreement with the school's feedback policy. It will often involve completion of past exam questions and papers. In addition, revision tasks will also be set.
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• RGS student conferences on A Level topics</li> <li>• Workshops with the University of Northampton</li> <li>• The Geological Society Competition</li> </ul>
<b>Online resources</b>	<p>Tutor 2U A Level Geography website: <a href="https://www.tutor2u.net/geography">https://www.tutor2u.net/geography</a></p> <p>Physics and Maths Tutor Revision for A Level Geography: <a href="https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/">https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/</a></p> <p>Seneca A Level Geography: <a href="https://senecalearning.com/en-GB/blog/free-aqa-a-level-geography-revision/">https://senecalearning.com/en-GB/blog/free-aqa-a-level-geography-revision/</a></p>
<b>Extra reading</b>	View our online reading list here:





# Religious Studies

<b>Subject Overview</b>	<p>The OCR A Level in Religious Studies will build on the knowledge, understanding and skills established at GCSE (9–1). Learners will be introduced to a more advanced approach to Religious Studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study. All learners will study three components:</p> <ul style="list-style-type: none"> <li>• Philosophy of religion (01)</li> <li>• Religion and ethics (02)</li> <li>• Developments in religious thought (03)</li> </ul> <p>In Philosophy of religion learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.</p> <p>Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.</p> <p>Developments in Christian thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.</p>
<b>Curriculum Content</b>	
	<b>Year 12</b>
<b>Unit 1</b>	<b>Philosophy:</b> <ul style="list-style-type: none"> <li>• Ancient Greek Influences</li> <li>• Soul, Mind and Body</li> <li>• Arguments for God from observation</li> <li>• Arguments for God from reason</li> <li>• Problem of Evil</li> <li>• Religious Experience</li> </ul>
<b>Unit 2</b>	<b>Ethics:</b> <ul style="list-style-type: none"> <li>• Normative Ethical Theories</li> <li>• Utilitarianism</li> <li>• Natural Law</li> <li>• Situation Ethics</li> <li>• Kantian Ethics</li> <li>• Business Ethics</li> <li>• Ethical theories applied to Euthanasia</li> </ul>
<b>Unit 3</b>	<b>Development in Christian Thought</b> <ul style="list-style-type: none"> <li>• Augustine’s teaching on human nature</li> <li>• Death and the Afterlife</li> <li>• Knowledge of God’s existence</li> <li>• The Person of Jesus Christ</li> </ul>

	<ul style="list-style-type: none"> <li>• Christian Moral Principles</li> <li>• Dietrich Bonhoeffer and Christian Moral Action</li> </ul>
	<b>Year 13</b>
<b>Unit 1</b>	<b>Philosophy</b> <ul style="list-style-type: none"> <li>• Nature and attributes of God</li> <li>• Religious Language</li> <li>• 20<sup>th</sup> Century perspectives on Religious Language</li> <li>• Language Games</li> <li>• Falsification Debate</li> </ul>
<b>Unit 2</b>	<b>Ethics</b> <ul style="list-style-type: none"> <li>• Ethical Language: Meta-Ethical Theories</li> <li>• Conscience: Freud &amp; Aquinas</li> <li>• Sexual Ethics</li> </ul>
<b>Unit 3</b>	<b>Development in Christian Thought</b> <ul style="list-style-type: none"> <li>• Religious Pluralism and Theology</li> <li>• Religious Pluralism and society</li> <li>• Gender and society</li> <li>• Gender and theology</li> <li>• Challenge of secularism</li> <li>• Liberation Theology and Marxism</li> </ul>
<b>Additional Information</b>	
<b>Assessments</b>	<p>Low stakes: Knowledge quizzes, key term tests etc.</p> <p>High stakes: 40 mark essay (at least one for both Philosophy and Ethics)</p> <p>Exams:</p> <p>H573/01 Philosophy paper (2 hrs)</p> <p>H573/02 Ethics paper (2 hrs)</p> <p>H573/03 DCT paper (2hrs)</p>
<b>Homework</b>	Students will periodically be set homework related to their studies in class. They will also be expected to regularly update their notes and folders, which will be checked using folder checks.
<b>Enrichment</b>	<p>There will be opportunities for students to engage in wider reading into the topics covered within Philosophy and Ethics and a visit to Cambridge to attend a P &amp; E Conference.</p> <p>Students to book one of Peter Vardy's Candle Conferences</p>
<b>Online resources</b>	<p>Visit the Stanford Encyclopaedia of Philosophy and read chapter 1 of the section on <b>Aquinas</b></p> <p><b>Religious Experience:</b> Watch The Stanford Prison Experiment:  <a href="https://www.youtube.com/watch?v=760lwYmpXbc">https://www.youtube.com/watch?v=760lwYmpXbc</a></p> <p><b>Natural law:</b> Online research on peped.com</p> <p><b>Experience/Miracles:</b> Watch The Toronto Blessing</p> <p><b>Problem of Evil:</b> Watch this TedEd talk on Why would God allow Tsunamis:  Listen to <a href="https://www.bbc.co.uk/sounds/play/m0026mw3">https://www.bbc.co.uk/sounds/play/m0026mw3</a> on <b>Aristotle</b>.</p> <p><b>Religious Language:</b> Watch the TedTalk on How Languages Evolve</p> <p><b>Conscience:</b> Online research on peped.com</p> <p><b>Sexual Ethics:</b> Listen to any of the podcast on LGBT <a href="https://player.fm/featured/lgbt">https://player.fm/featured/lgbt</a></p> <p><b>Ethical Behaviour:</b> Listen to the following podcast on morality and humour  <a href="http://traffic.libsyn.com/philosophybites/Noel_Carroll_on_Humour_and_Morality.mp3">http://traffic.libsyn.com/philosophybites/Noel_Carroll_on_Humour_and_Morality.mp3</a></p> <p>Resources will be shared with students through their class Teams page.</p>
<b>Extra reading</b>	Chapter 1 of The <b>God</b> Delusion by Richard Dawkins

Plato's Republic **Aquinas**

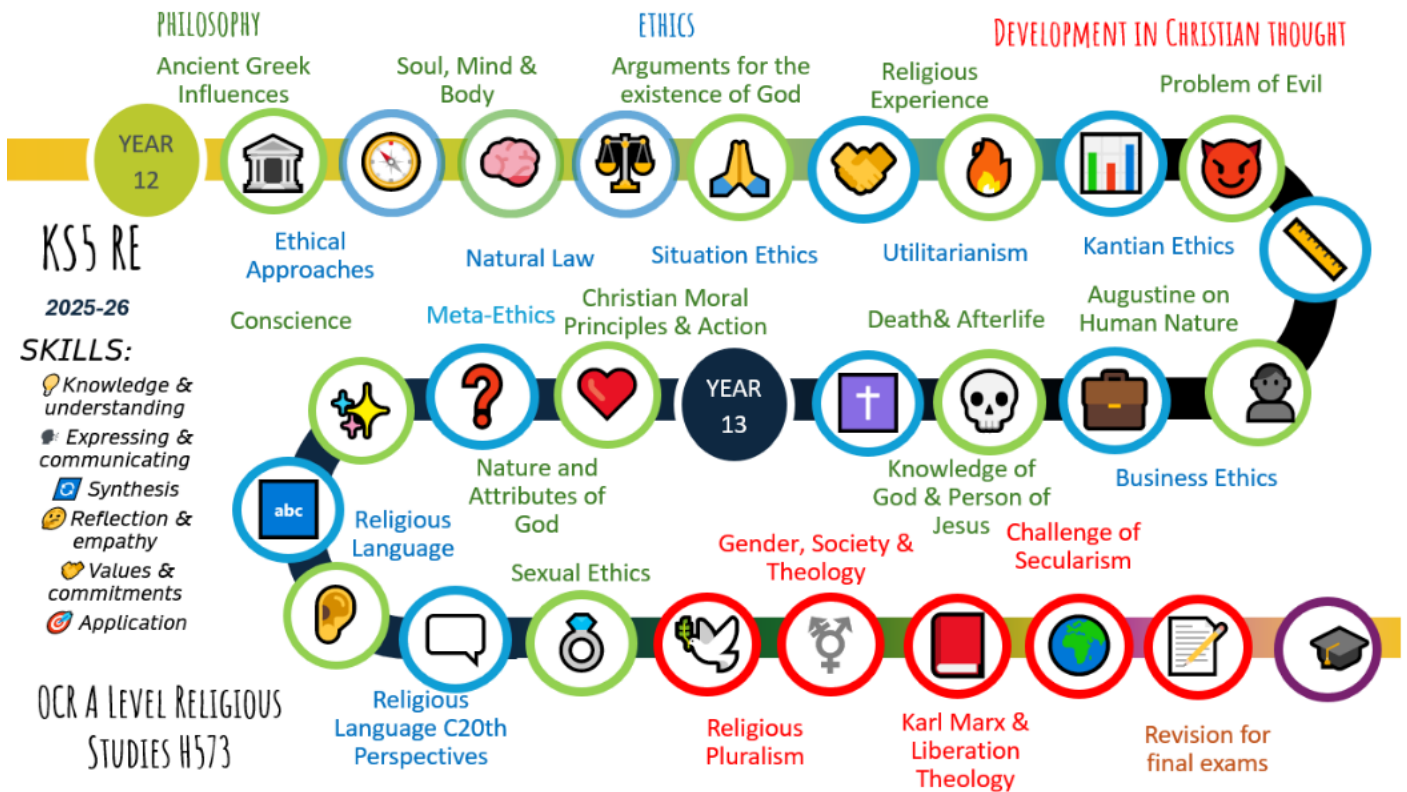
**Body and Soul:** Chapter 11 of The Selfish Gene by Richard Dawkins

**Christian Moral Principles:** Chapter 12 of The Puzzle of Christianity by Peter Vardy

**The Person Jesus:** Chapter 3 of The Puzzle of Christianity by Peter Vardy

Peter Vardy's The Puzzle of **Sex** OR The Puzzle of **Ethics**

It would be beneficial for students to keep up to date with current Philosophy and Ethics issues in the media.



# Fine Art

<b>Subject Overview</b>	<p>This specification gives candidates a rounded exposure to different aspects of Fine Art, allowing them to display their abilities in a variety of artistic disciplines and demonstrate their understanding of these contexts.</p> <p>You will be introduced to a variety of experiences involving a range of media, techniques and processes. You will explore images, artefacts and resources relating to a range of fine art, craft and design, from both the past and contemporary practice, including European and non-European examples.</p> <p>You will explore drawing and painting using a variety of methods and media on a variety of scales. You can work in one or more area of Fine Art, such as painting, drawing, printmaking and mixed media or you may explore a combination of all these areas.</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><b><u>Year 1</u></b></p>
	<p>Observational drawing from architecture</p>
	<p>Large-scale drawing of natural forms Photomontage</p>
	<p>Cardboard sculpture</p>
	<p>Digital image editing</p>
	<p>Fine pencil drawing from secondary sources</p>
	<p>Contact printing</p>
	<p>Felting</p>
	<p>Screen printing and stitch</p>
	<p><b>Formative informal feedback</b></p>
	<p>Artist research presentation sheet</p>
	<p>Plaster Casting</p>
	<p>Gelli printing</p>
	<p>Botanical illustration painting</p>
	<p><b>Summative informal feedback and discussion on PI themes</b></p>
	<p style="text-align: center;"><b><u>Year 2</u></b></p>
	<p>Introduction to PI themes</p>
	<p>Research history of theme/genre</p>
	<p>Past artist research</p>
	<p>Exploration of media, materials and techniques, linked to artist research</p>
	<p>Photoshoots</p>
	<p>Primary observation</p>
	<p>Contemporary artist research</p>
	<p>Exploration of media, materials and techniques, linked to artist research</p>
	<p>Photoshoots</p>
	<p>Drawing, drawing and more drawing in all its forms</p>
	<p>Exploration of media, materials and techniques, linked to artist research</p>
	<p>Write Related Study</p>
	<p>Develop final piece ideas</p>
	<p><b>Present PI, final outcomes and your Related Study for internal assessment and external moderation</b></p>

Additional Information	
<b>Assessments</b>	<p>There are two components to the course, Component 1 is 60% of the total qualification grade and consists of a 'Personal Investigation', internally set through negotiation with your teacher.</p> <p>The Externally Set Task is Component 2 with 40% of the total marks. The EST paper is set by OCR, assessed internally and moderated by the exam board.</p>
<b>Homework</b>	
<b>Enrichment</b>	
<b>Online resources</b>	
<b>Extra reading</b>	



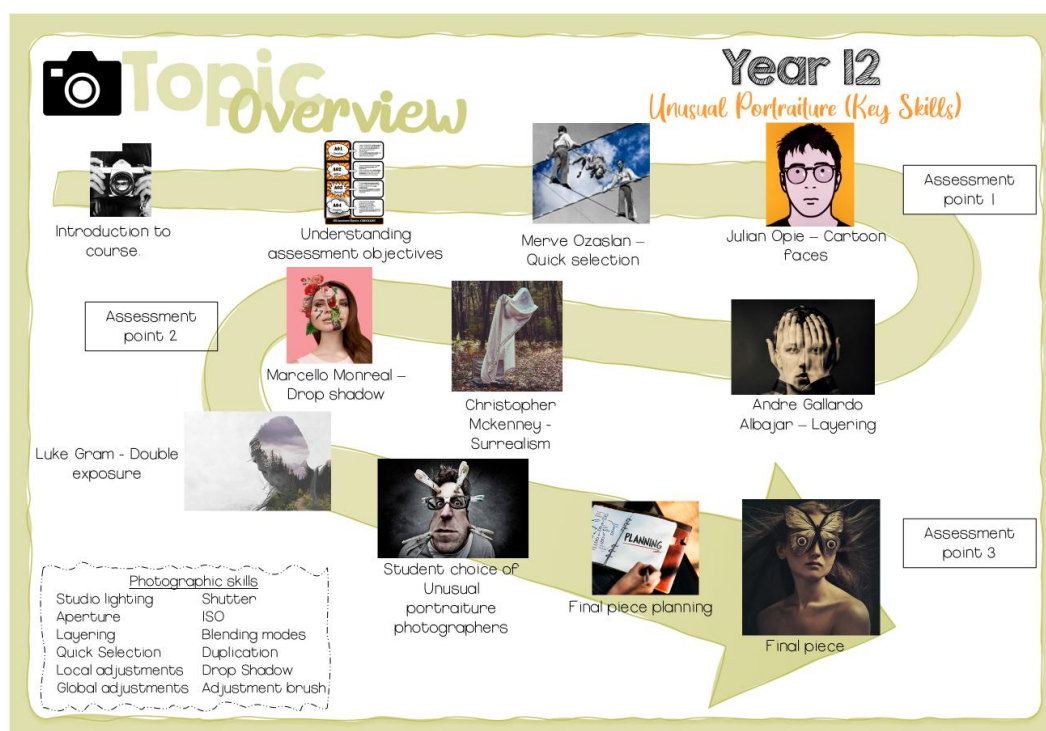


# Photography

<b>Subject Overview</b>	The course involves practical photographic work covering topics such as portraiture, landscape, still-life, documentary, and experimental imagery. The course usually focusses on digital recording of photographs and the necessity to understand and employ the use of formal photographic elements prior to digital manipulation through the use of Adobe Photoshop. The appreciation and study of the work of photographers and artists is an essential aspect of developing photographic ideas and runs parallel to your own creative development. You will learn how to make effective use of a camera according to circumstances and intentions and how to compose and refine photographic images. Whilst modern mobile phones are an acceptable means of recording you will be expected to learn how to and use a DSLR. The ability to undertake photographic assignments regularly out of College teaching hours is essential as this forms the basis of the Personal Investigation.
<b>Curriculum Content</b>	
	<b>Year 1</b>
	Introduction to course.
	Understanding assessment objectives
	Merve Ozaslan – Quick selection
	Julian Opie – Cartoon faces
	<b>Assessment point 1</b>
	Andre Gallardo Albajar – Layering
	Christopher Mckenney - Surrealism
	Marcello Monreal – Drop shadow
	<b>Assessment point 2</b>
	Luke Gram - Double exposure
	Student choice of Unusual portraiture photographers
	Final piece planning
	<b>Final piece</b>
	<b>Assessment point 3</b>
	<b>Year 2</b>
	Theme selection
	Portfolio development and shooting
	Refining of ideas
	Final piece
	<b>Assessment point 1</b>
	Exam theme selection
	Portfolio development
	Learning and refining of skills for exam
	Final prep for exam
	<b>Assessment point 2</b>
	<b>Exam</b>
	<b>End of year Exhibition</b>
<b>Additional Information</b>	
<b>Assessments</b>	There are two components to the course, Component 1 is 60% of the total qualification grade and consists of a ‘Personal Investigation’, internally set through negotiation with your teacher.  The Externally Set Task is Component 2 with 40% of the total marks.



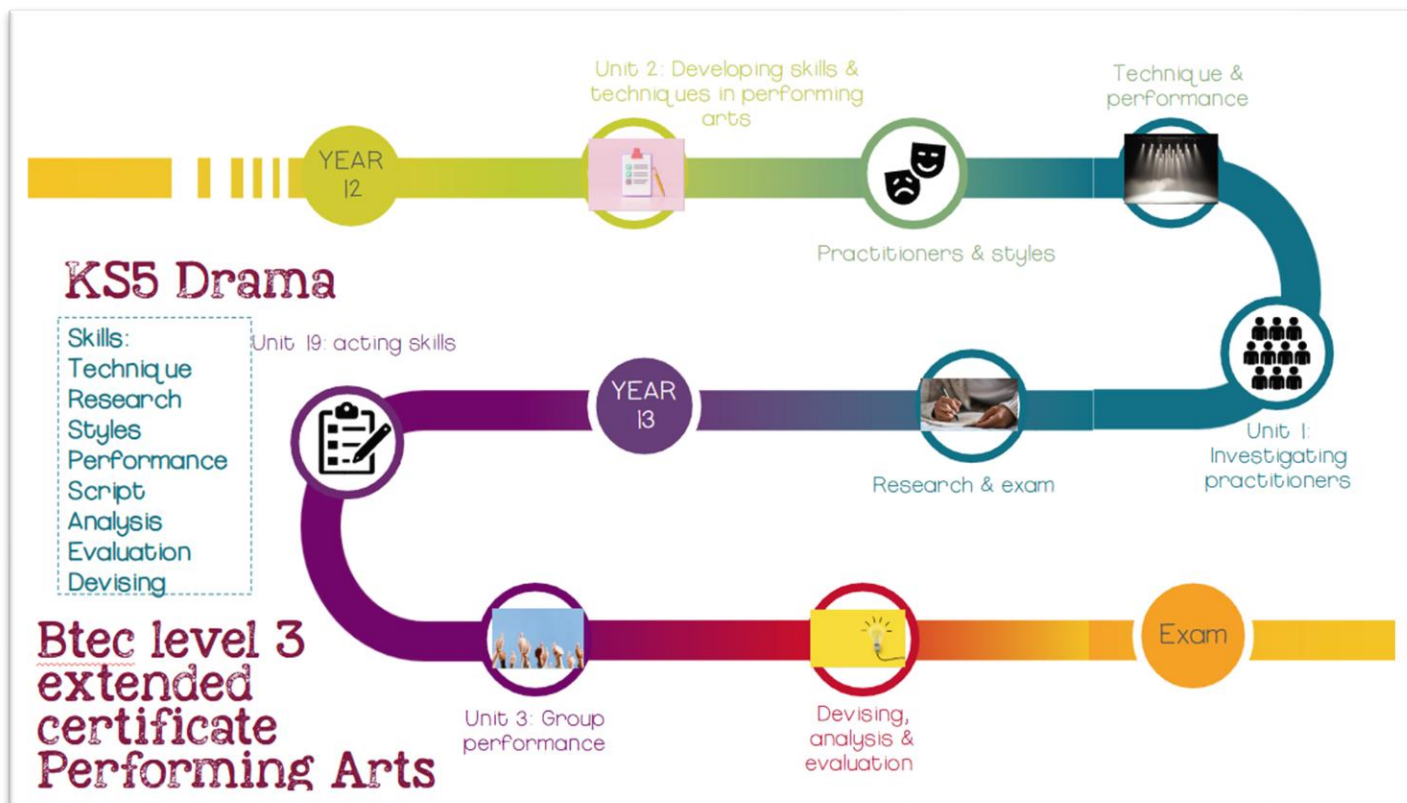
	The EST paper is externally set by OCR, assessed internally and moderated by the exam board.
Homework	
Enrichment	
Online resources	
Extra reading	





# Drama

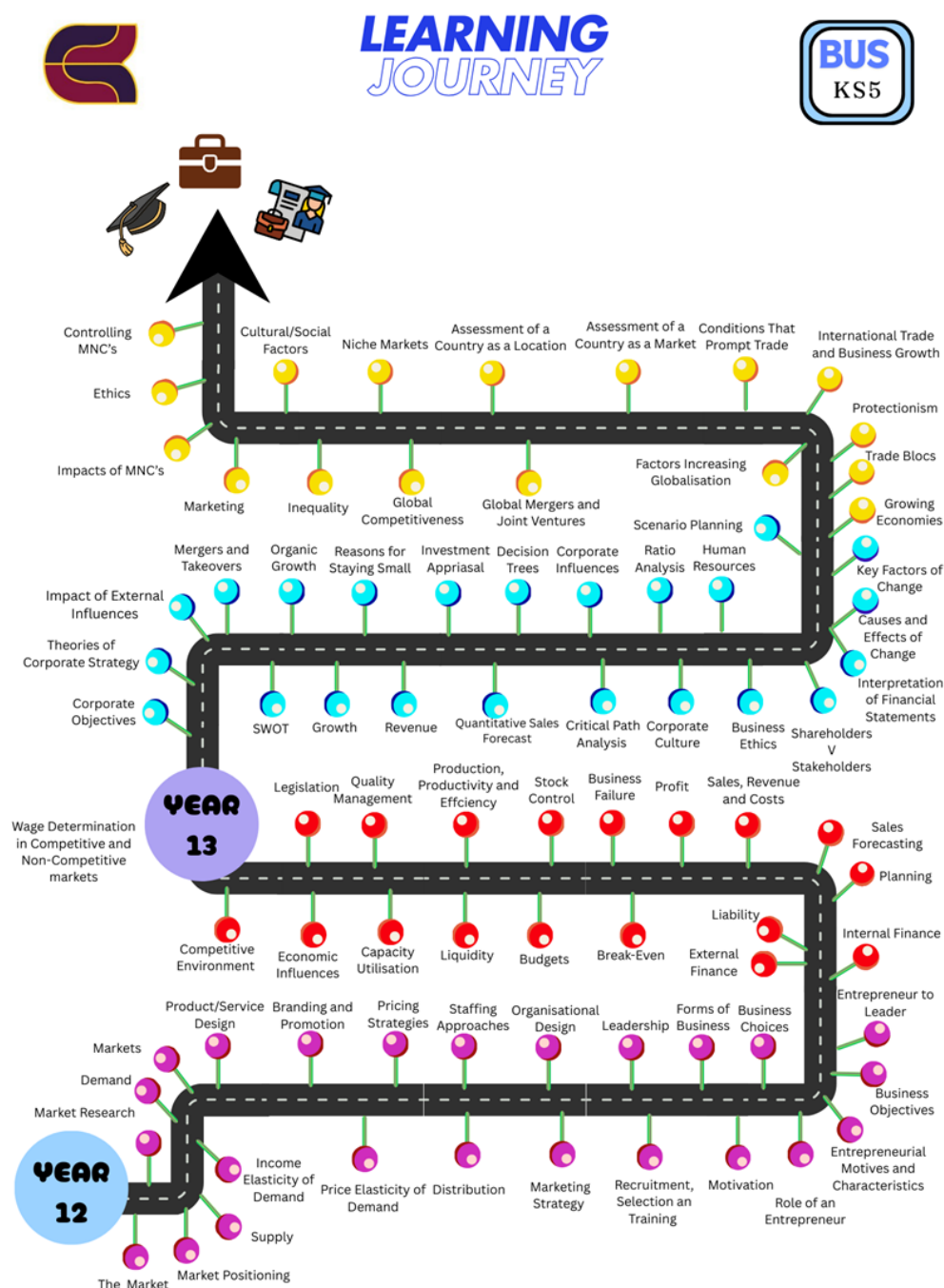
<b>Subject Overview</b>	This practical course is the equivalent of one A level. It consists of 3 mandatory units and 1 optional. It is very industry focused and really gives students the chance to explore and develop their skills and love for drama and acting.
<b>Curriculum Content</b>	
	<b><u>Year 1</u></b>
<b>Topic 1</b>	Unit 2: Developing skills & techniques in performing arts. An exciting piece of work, exploring practitioners and styles, techniques and performance, as well as case studies and training routes.
<b>Topic 2</b>	Unit 1: Investigating practitioners. Written exam exploring set works and creators.
	<b><u>Year 2</u></b>
<b>Topic 3</b>	Unit 19: Acting skills. Further development of a vast range of skills, culminating in a Mike Leigh improvisation-inspired performance.
<b>Topic 4</b>	Unit 3: Group performance: Devising, analysis and evaluation.
<b>Additional Information</b>	
<b>Assessments</b>	<p><b>Year 1:</b> Unit 2 - This consists of performance assessment pieces, presentations and coursework. Written Exam – This is a 3-hour exam sat at the end of Year 12.</p> <p><b>Year 2:</b> Unit 19 - This consists of performance assessment pieces, presentations and coursework. Unit 3 – This is a group performance assessed piece.</p>
<b>Homework</b>	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
<b>Enrichment</b>	The KC Performing Arts extra-curricular offer is extensive: Actors focus on the whole school production in the autumn term, before the return of Drama club from January. Our elite actors compete in National Theatre Connections. There are frequent trips in Performing Arts as well as professional visitors.



# Business Studies

<b>Subject Overview</b>	<p>The Pearson Edexcel Level 3 Advanced GCE (A Level) in Business is structured into four themes and consists of three externally examined papers.</p> <p>Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.</p> <p>Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.</p>
<b>Curriculum Content</b>	
	<b>Year 1</b>
<b>Theme 1</b>	<b>Marketing and people</b>
<b>Theme 4</b>	<b>Global business</b>
	<b>Year 2</b>
<b>Theme 2</b>	<b>Managing business activities</b>
<b>Theme 3</b>	<b>Business decisions and strategy</b>
<b>Additional Information</b>	
<b>Assessments</b>	<p>Students must complete all assessment in May/June in any single year. There are 3 papers in total that are all written examinations:</p> <ul style="list-style-type: none"> <li>• <b>Paper 1: Marketing, People and global businesses (2 hours) – 35% weighted</b> – this first paper will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts</li> <li>• <b>Paper 2: Business activities, decisions and strategy (2 hours) – 35% weighted</b> – this second paper will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts</li> <li>• <b>Paper 3: Investigating business in a competitive environment (2 hours) - 30% weighted</b> – this final paper will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a new pre-released context document issued on our website in November of the previous year. The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections. The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context. The second section will focus on at least one strand within the context provided, such as a particular business.</li> </ul>
<b>Homework</b>	Homework is set regularly to support delivery of the themed units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of a specific topic or it might be to conduct some independent research to raise their own personal awareness of a current

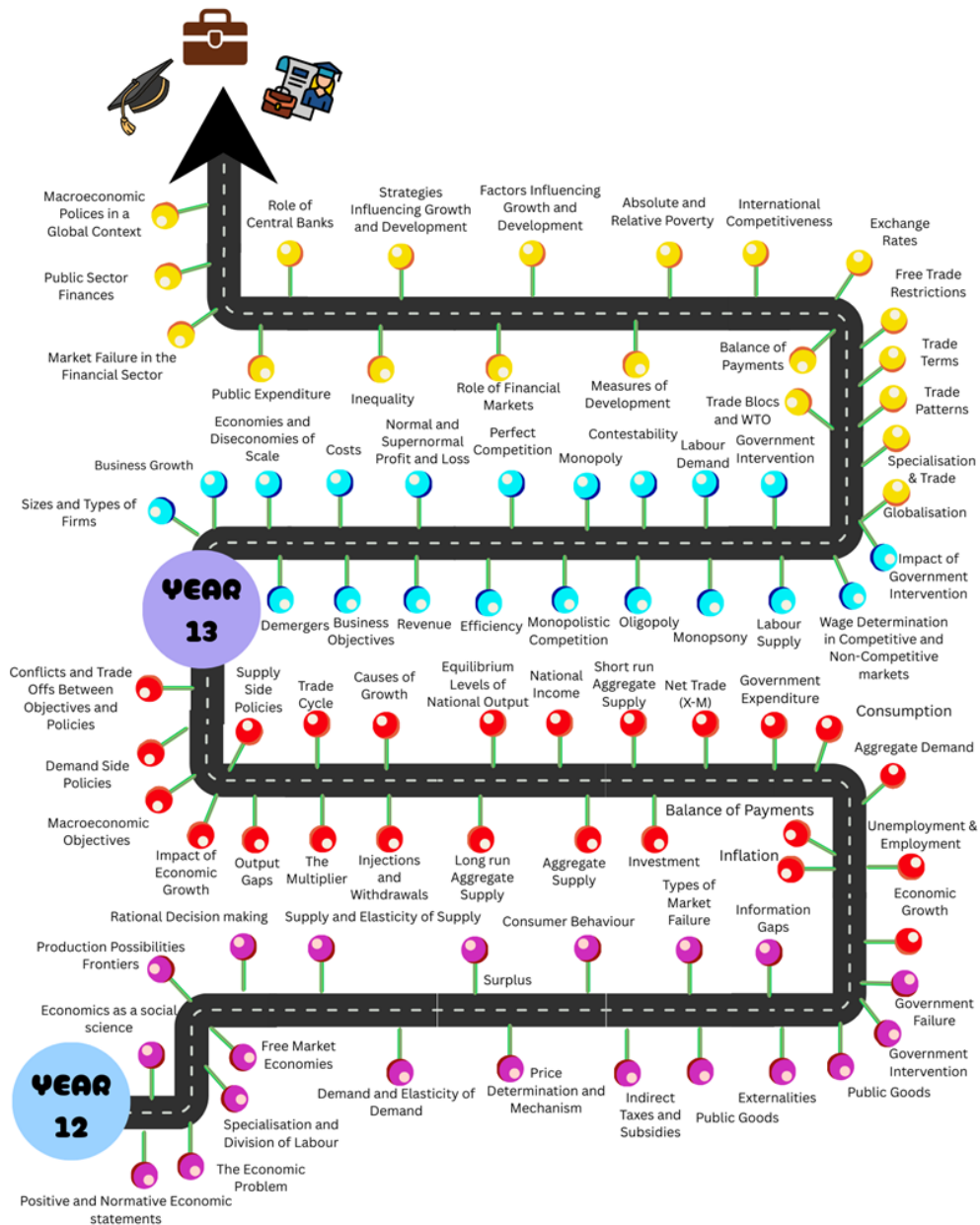
	business issue or external threat that could impact on businesses from a local, national or global perspective.
<b>Enrichment</b>	
<b>Online resources</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html</a>
<b>Extra reading</b>	



# Economics

<b>Subject Overview</b>	<p>At Kingsthorpe College we offer Pearson Edexcel Economics A-Level. This course is complex in its content and requires a grade 6 in English and Maths at GCSE</p> <p>Economics helps you understand the world around you. Covering topics from the cost-of-living crisis and climate change to how businesses compete and how governments make big decisions. You'll explore why markets work (and sometimes fail), how countries grow, and the impact of global issues like trade, development, and inequality.</p> <p>Studying Economics will develop your skills in problem-solving, analysis, and evaluation, while also encouraging you to think critically about real-world events. It's a subject that links directly to current affairs and prepares you for a wide range of careers in business, finance, law, politics, and beyond.</p>
<b>Curriculum Content</b>	
	<b>Year 1</b>
<b>Theme 1</b>	<b>Introduction to markets and market failure</b> – covering scarcity, choice, production possibility frontiers; specialisation; how markets work (demand, supply, elasticity, price determination etc.); market failure (externalities, public goods, information gaps); government intervention and failure
<b>Theme 2</b>	<b>The UK Economy</b> – performance and policies – measures of economic performance (GDP, inflation, unemployment, balance of payments), aggregate demand & supply, national income (circular flow, injections & withdrawals, the multiplier), macroeconomic objectives & policy tools.
<b>Revision</b>	Revision of the past two themes ready for their mock exams
	<b>Year 2</b>
<b>Theme 3</b>	<b>Business Behaviour and The Labour Market</b> – business growth, objectives, revenues/costs/profits; market structures; labour market (wages, supply & demand for labour, mobility/immobility, intervention) & government intervention in markets. (Often begun in Year 2 in many schemes)
<b>Theme 4</b>	<b>A Global Perspective</b> – international economics (trade, specialisation, WTO, protectionism, exchange rates etc.), poverty & inequality, developing/emerging economies, financial sector, role of the state in macroeconomy (public finances, global context of policies)
<b>Revision</b>	Revision of all four themes, ready for their final exams
<b>Additional Information</b>	
<b>Assessments</b>	<p>Throughout the year the students will sit end of topic tests within each theme and then a formative assessment at the end of each theme with a mock paper at the end of year 12 and halfway through year 13</p> <p>Three external papers sat at the end of the 2 year course. Paper 1 and 2 are worth 35% with Paper 3 being the final 30%. Each paper is 2 hours long and worth 100 marks each</p> <p><b>Paper 1:</b> Covers Microeconomics which are seen within Theme 1 and 3</p> <p><b>Paper 2:</b> Covers Macroeconomics which are seen within Theme 2 and 4</p>

	<b>Paper 3:</b> Covers Theme 1 – 4
<b>Homework</b>	Bi-weekly homework that will cover essay questions; short answer / data response; calculations and diagrams. Also past paper questions as the year progresses
<b>Enrichment</b>	StockMarket Game
<b>Online resources</b>	Ted Talks Crash Course Economics. Pearsons' official specification & sample assessments; Physics & Maths Tutor (revision notes by theme) Tutor2U study notes
<b>Extra reading</b>	Hodder Education Monthly Magazine ( found within school) The Economist, Financial Times (economics sections), reports from ONS, Bank of England, IMF / World Bank, development economics journals. Also blogs / podcasts on economic policy.



# Computer Science

<b>Subject Overview</b>	<p>Computer Science is the study of problem-solving using computers. It combines theory, mathematics, and practical programming to help you understand how computers work, how software is designed, and how technology shapes the world around us.</p> <p>This subject will help you develop strong analytical, logical, and creative thinking skills, and prepare you for further study or careers in computing, science, and engineering.</p> <p>Your grade is calculated from three elements. Paper 1 is an on-screen exam where you solve problems by writing and testing code. It focuses on programming, algorithms, and logical thinking. Paper 2 is a written exam on the theory of computer science, covering topics like data, hardware, software, networks, databases, and the impact of technology. The final piece is the NEA which is an independent programming project where you design, code, and evaluate a solution to a real-world problem of your choice.</p> <p>Exam board: AQA</p> <p>Course code: 7517</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><b><u>Year 1</u></b></p>
<b>Topic 1</b>	Fundamentals of programming
<b>Topic 2</b>	Problem solving and theory of computation
<b>Topic 3</b>	Data representation
<b>Topic 4</b>	Hardware and software
<b>Topic 5</b>	Computer organisation and architecture
<b>Topic 6</b>	Data structures
<b>Topic 7</b>	OOP and functional programming NEA preparation
	<p style="text-align: center;"><b><u>Year 2</u></b></p>
<b>Topic 8</b>	Databases and software development Non-Examined Assessment (alongside databases and future topics)
<b>Topic 9</b>	Algorithms
<b>Topic 10</b>	Regular languages
<b>Topic 11</b>	The Internet
<b>Additional Information</b>	
<b>Assessments</b>	<p><b>Paper 1 – On-Screen Exam</b>          Focus: Programming and Algorithms          2 hours 30 minutes          Worth 40% of A-level          You will answer questions by writing and testing code on-screen</p> <p><b>Paper 2 – Written Exam</b>          Focus: Theory of Computer Science          2 hours 30 minutes          Worth 40% of A-level          Paper-based exam. Examples of topics include:          Data representation and data types          Computer systems and architecture          Software development and methodologies</p>

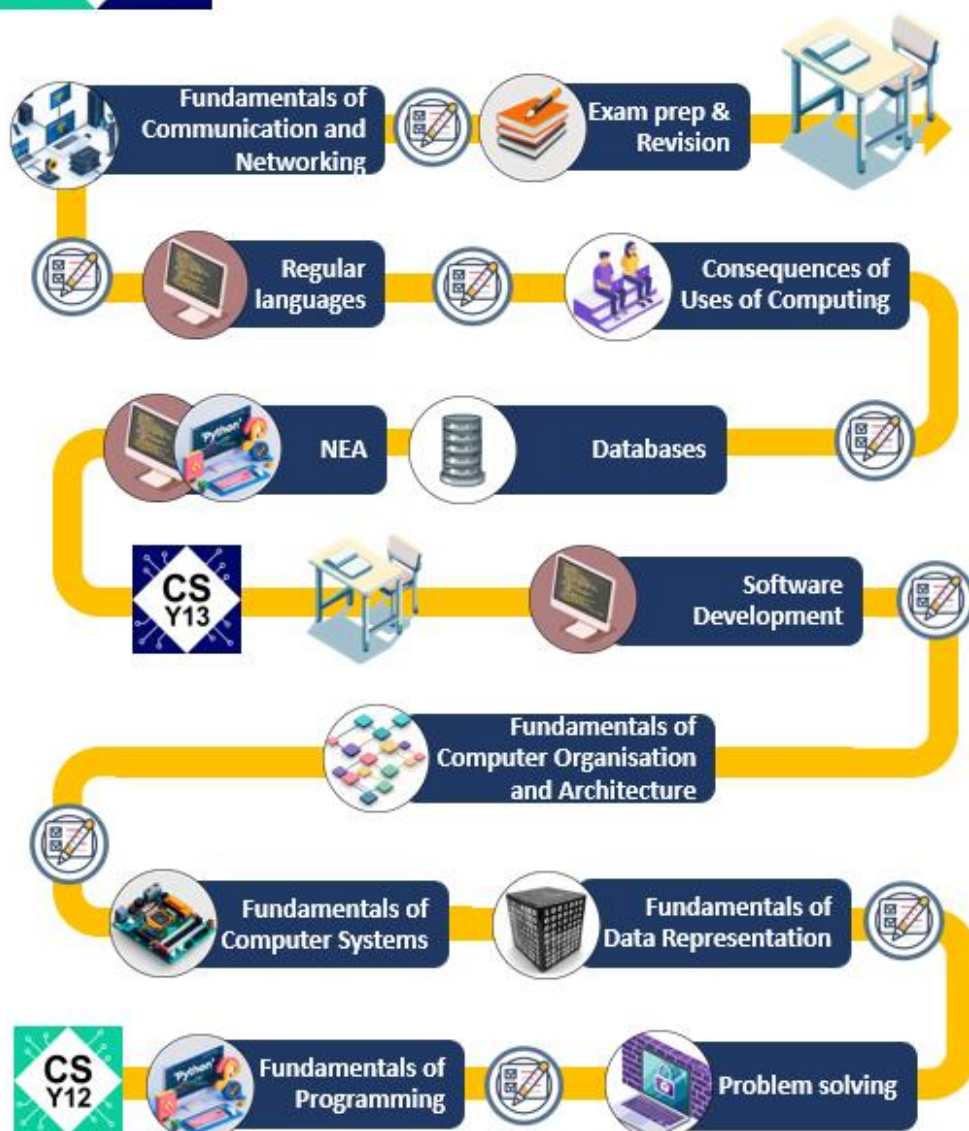


	<b>Non-Exam Assessment (NEA) – Project</b> Worth 20% of A-level You design and build your own programming project on a problem of your choice.
<b>Homework</b>	Homework is set once per week.
<b>Enrichment</b>	Wider reading, topics in the news, potential for trips to relevant organisations.
<b>Online resources</b>	Isaac Computer Science: <a href="https://isaacomputerscience.org/topics/a_level#aqa">https://isaacomputerscience.org/topics/a_level#aqa</a> Ada computer science: <a href="https://adacomputerscience.org/exam_specifications_england#a_level/aqa">https://adacomputerscience.org/exam_specifications_england#a_level/aqa</a> Raspberry Pi, learning Python programming: <a href="https://projects.raspberrypi.org/en/collections/python">https://projects.raspberrypi.org/en/collections/python</a>
<b>Extra reading</b>	Specification: <a href="https://www.aqa.org.uk/subjects/computer-science/a-level/computer-science-7517/specification">https://www.aqa.org.uk/subjects/computer-science/a-level/computer-science-7517/specification</a> Revision textbook: <a href="https://clearrevise.com/titles/aqa-as-and-a-level-7517-computer-science/">https://clearrevise.com/titles/aqa-as-and-a-level-7517-computer-science/</a>



# LEARNING JOURNEY

AQA A-Level 7517 Computer Science



# Criminology

<b>Subject Overview</b>	Criminology is the scientific study of crime and criminals. Students will study the psychological and sociological theories of crime as well as how crime is perceived in society and the impact of the media and crime statistics. Students will also investigate the different techniques used in a criminal investigation such as forensics, policing and the judiciary process. Students will also consider the effectiveness of different strategies used to reduce criminality from custodial sentences and the impact of community orders.
<b>Curriculum Content</b>	
	<b>Year 1</b>
<b>Topic 1</b>	Unit 1: Perception of Criminality - Students analyse the different types of crime and discuss explanations for the underreporting of certain types of crime.
<b>Topic 2</b>	Unit 1: Campaigns - Students research a range of campaigns linked to crime to change. Evaluating the effectiveness of the design of each campaign.
	<b>Controlled Assessment</b>
<b>Topic 3</b>	Unit 2: Theories of Crime - Students study a range of theories in which aims to understand the causes of criminality.
<b>Topic 4</b>	Unit 2: Policies of Crime - Students study different policies aim to reduce crime and assess the effectiveness of these policies.
	<b>External Exam</b>
	<b>Year 2</b>
<b>Topic 1</b>	Unit 3: Criminal Investigations - Students study investigative techniques used by the police and make judgements on their effectiveness of their decisions.
<b>Topic 2</b>	Unit 3: Criminal Case - Students look at case studies of crime and make judgements on their validity.
	<b>Controlled Assessment</b>
<b>Topic 3</b>	Unit 4: The Criminal Justice System - Students analyse the role of the CJS and its organisation in the UK.
<b>Topic 4</b>	Unit 4: Social Control - Students study a broad range of techniques used to maintain control and order within society.
	<b>External Exam</b>
<b>Additional Information</b>	
<b>Assessments</b>	There are four units, each worth 25% of the overall grade. Units 1 and 3 are assessed through controlled assessments, Units 2 and 4 are assessed through external exams assessed in the Summer of each year of study.
<b>Homework</b>	Students will periodically be set homework related to their studies in class. They will also be expected to regularly update their notes and folders, which will be checked using folder checks.

<b>Enrichment</b>	There will be opportunities for students to engage in wider reading into the topics covered within Criminology, as well as the potential for trips to extend their understanding of the topics covered in class.
<b>Online resources</b>	Resources will be shared with students through their class Teams page.
<b>Extra reading</b>	It would be beneficial for students to keep up to date with current events regarding criminal cases and changes to law, as this will be useful to apply in their lessons. Students can also talk to their class teachers about any wider reading specific to individual topics.



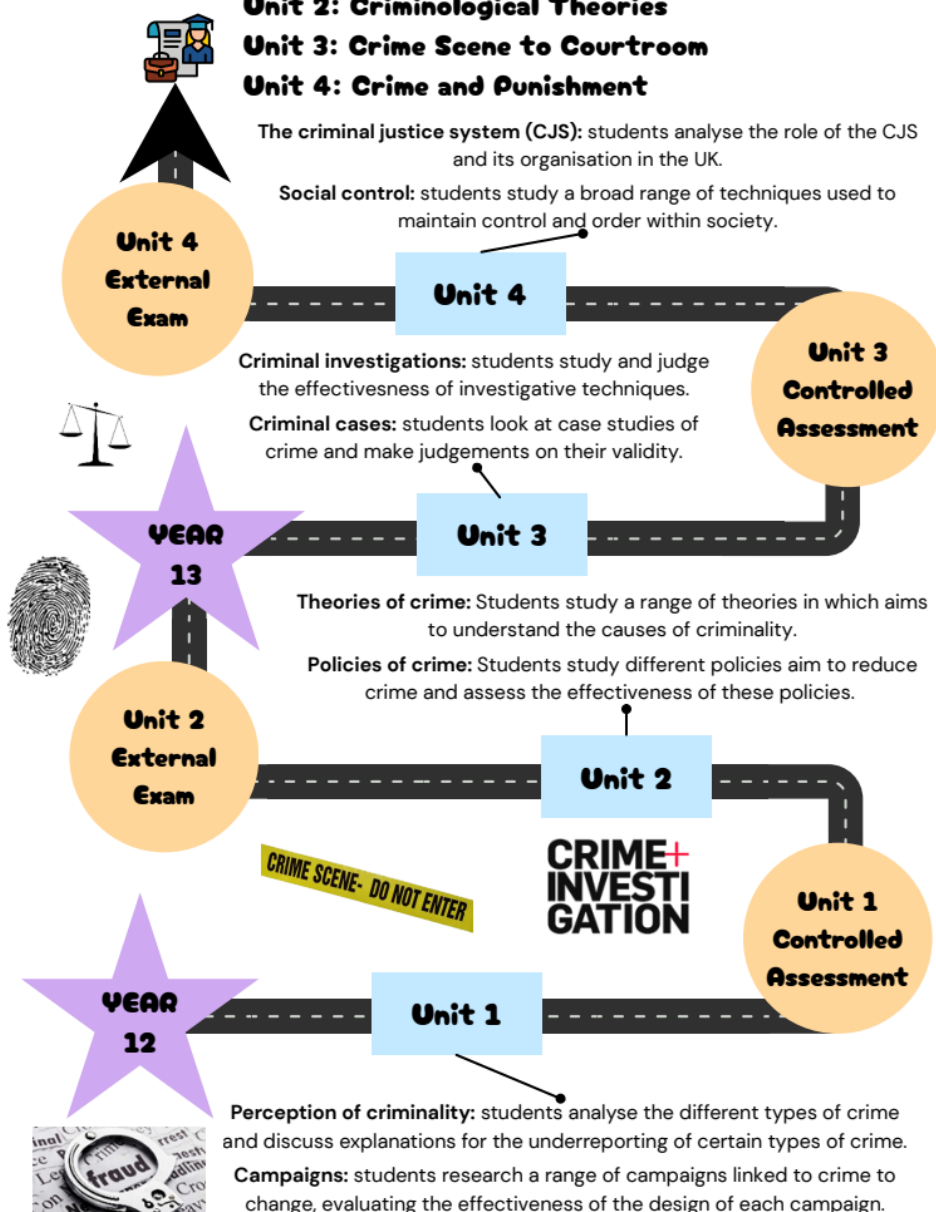
## KS5 CRIMINOLOGY

**Unit 1: Changing Awareness of Crime**

**Unit 2: Criminological Theories**

**Unit 3: Crime Scene to Courtroom**

**Unit 4: Crime and Punishment**



# Psychology

<b>Subject Overview</b>	Psychology is the study of people, the mind and behaviour. Have you ever wondered why some people seem to have amazing memories, and others just can't seem to remember what they did yesterday? What does it mean to be mentally ill, and what causes depression, OCD, and phobias? Ever wondered why some people grow up to be violent murderers, or why the person in class next to you is just so disobedient and won't do what they are told? If you are interested in finding out why people behave the way they do or how the brain works, then Psychology could be for you.
<b>Curriculum Content</b>	
	<b>Year 1</b>
<b>Unit 1</b>	<b>Approaches to Psychology</b> - Students explore a range of different psychological theories which aim to understand the complexities of human behaviour.
<b>Unit 2</b>	<b>Research Methods</b> - Students explore a range of different experimental designs and techniques and makes judgements on their appropriateness.
<b>Unit 3</b>	<b>Social Influence</b> - Students explore the explanations of obedience and conformity and studying a wide range of research studies in which aims to understand the changes in behaviour of individuals due to social pressures.
<b>Unit 4</b>	<b>Memory</b> - Students learn the main model of memory in encoding and retrieving memories from short term to long term. Additionally, students understand the explanation towards memories being distorted and the implications for the criminal justice system.
<b>Unit 5</b>	<b>Attachment</b> - Students study the formation and role of attachments during early infancy and the impact of attachment quality on future attachments including friendships and romantic relationships.
<b>Unit 6</b>	<b>Clinical Psychology and Mental Health</b> - Students learn the explanations and treatments of OCD, phobias, and depression. Using their prior knowledge of approaches to psychology to explain these mental illnesses.
<b>Unit 7</b>	<b>Approaches to Psychology</b> - Students extend their knowledge from the start of the academic year to further understand more psychological approaches.
	<b>Year 2</b>
<b>Unit 8</b>	<b>Biopsychology</b> - Students understand the structure and role of the brain and differencing factors. Applying knowledge to understand the different biological rhythms that determine behaviour.
<b>Unit 9</b>	<b>Research Methods</b> - Students study the different statistical texts and justify their approaches in different research.
<b>Unit 10</b>	<b>Issues and Debates</b> - Students consider the range of debates which underpin the challenge of psychological research to behaviour students reflect on the studies covered across the course and identify their issues.
<b>Unit 11</b>	<b>Forensic Psychology</b> - Students study a range of different explorations of criminal's behaviours. Students explore psychological theories of offenders in the UK criminal justice system.

<b>Unit 12</b>	<b>Cognition and Development</b> - Students explore different theories of cognitive development and how these aid understanding of childhood behaviour.
<b>Unit 13</b>	<b>Schizophrenia</b> - Students study the symptoms of schizophrenia and the clinical diagnosis of the mental disorder. Understanding a range of different explanations and treatments.
<b>Additional Information</b>	
<b>Assessments</b>	<p>Students will be assessed through externally assessed exams at the end of their final year of the course.</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Social influence</li> <li>• Memory</li> <li>• Attachment</li> <li>• Clinical Psychology and Mental Health</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• Approaches in Psychology</li> <li>• Biopsychology</li> <li>• Research Methods</li> </ul> <p><b>Paper 3</b></p> <ul style="list-style-type: none"> <li>• Issues and Debates in Psychology</li> <li>• Cognition and Development</li> <li>• Schizophrenia</li> <li>• Forensic Psychology</li> </ul>
<b>Homework</b>	Students will periodically be set homework related to their studies in class. They will also be expected to regularly update their notes and folders, which will be checked using folder checks.
<b>Enrichment</b>	There will be opportunities for students to engage in wider reading into the topics covered within Psychology, as well as the potential for trips to extend their understanding of the topics covered in class.
<b>Online resources</b>	Resources will be shared with students through their class Teams page.
<b>Extra reading</b>	It would be beneficial for students to engage in wider reading around their topics of study, including journals and news articles. Students can also talk to their class teachers about any wider reading specific to individual topics.

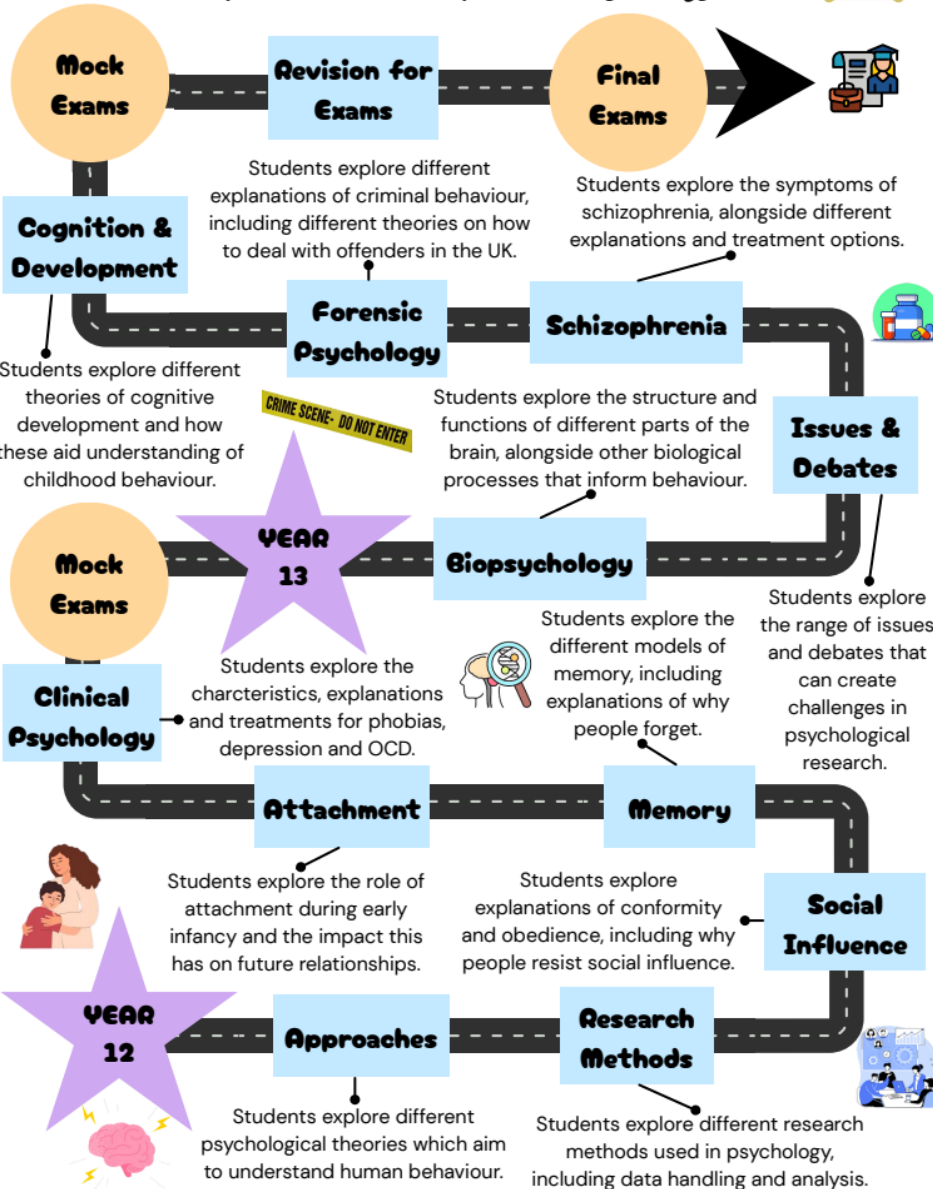


# KS5 PSYCHOLOGY

**Paper 1: Introductory Topics in Psychology**

**Paper 2: Psychology in Context**

**Paper 3: Issues and Options in Psychology**





# Sociology

<b>Subject Overview</b>	Sociology is all about the study of social behaviour – how people behave in groups, why people behave the way they do, what factors in society affect their behaviour. In looking at human behaviour, sociologists go far beyond the “common sense”, investigating all the important areas of social life and the major issues and problems facing modern society.
<b>Curriculum Content</b>	
	<b><u>Year 1</u></b>
	<b>Methods in Sociology</b> - Students learn about how sociologists carry out research including primary and secondary data, observations and self-report methods. These are then applied to topic contents such as education.
	<b>Theories in Sociology</b> - Students start to learn theories within sociology which will be used throughout the whole of the course. These include Marxism, feminism and functionalism.
	<b>Education</b> - Students learn about the role of education, how gender/class, ethnicity impacts education and inequality within education. Class discussion is included to give students a chance to state their opinions and debate.
	<b>Families and Households</b> – Students learn about the diverse range of families and how these are influenced by processes such as marriage, divorce, and childbearing.
	<b><u>Year 2</u></b>
	<b>Beliefs</b> - Students learn about different religious and scientific viewpoints and movements, and how these link to periods of social change.
	<b>Crime and Deviance</b> - Students learn about how crime is impacted by class power, gender, ethnicity, media and globalisation. Students learn to link the crime and deviance topic with the theories we have looked at throughout the course.
<b>Additional Information</b>	
<b>Assessments</b>	<p>3 written exams – each exam is 2 hours, worth 80 marks, and makes up 33.3% of the A Level</p> <p>Paper 1: Education with Theory and Methods</p> <ul style="list-style-type: none"> <li>• Education: short answer and extended writing, 50 marks</li> <li>• Methods in Context: extended writing, 20 marks</li> <li>• Theory and Methods: extended writing, 10 marks</li> </ul> <p>Paper 2: Topics in Sociology</p> <ul style="list-style-type: none"> <li>• Families and Households: extended writing, 40 marks</li> <li>• Beliefs: extended writing, 40 marks</li> </ul> <p>Paper 3: Crime and Deviance with Theory and Methods</p> <ul style="list-style-type: none"> <li>• Crime and Deviance: short answer and extended writing, 50 marks</li> <li>• Theory and Methods: extended writing, 30 marks</li> </ul>
<b>Homework</b>	Students will periodically be set homework related to their studies in class. They will also be expected to regularly update their notes and folders, which will be checked using folder checks.



<b>Enrichment</b>	There will be opportunities for students to engage in wider reading into the topics covered within Sociology, as well as the potential for trips to extend their understanding of the topics covered in class.
<b>Online resources</b>	Resources will be shared with students through their class Teams page.
<b>Extra reading</b>	It would be beneficial for students to keep up to date with current world events, as this will be useful to apply in their lessons. Students can also talk to their class teachers about any wider reading specific to individual topics.

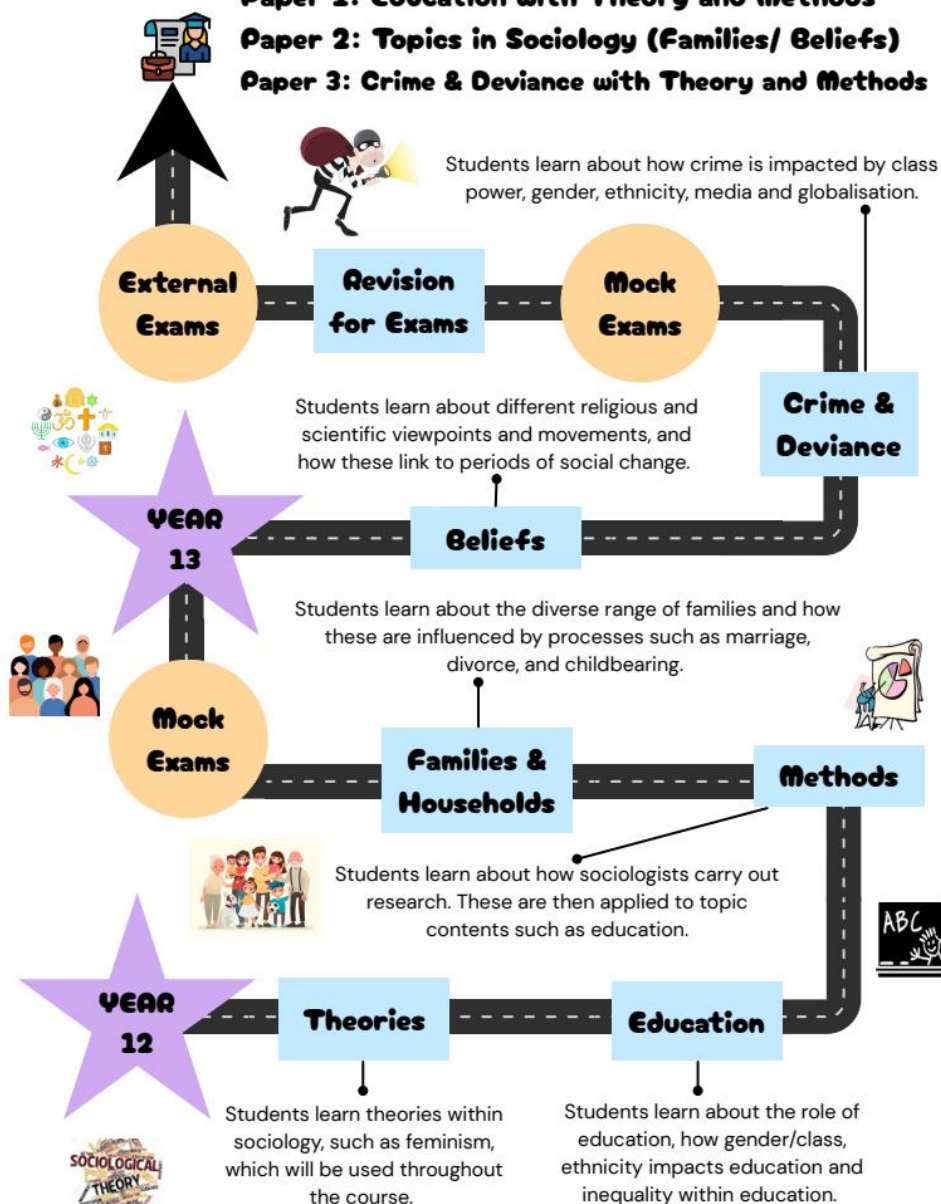


## KS5 SOCIOLOGY

**Paper 1: Education with Theory and Methods**

**Paper 2: Topics in Sociology (Families/ Beliefs)**

**Paper 3: Crime & Deviance with Theory and Methods**



## Health and Social Care - Year 12

<b>Subject Overview</b>	<p><b>Pearson Level 3 AAQ BTEC National Extended Certificate in Health and Social Care</b></p> <p>This qualification looks at the role the sector plays in the health, well-being and care of individuals. It introduces students to knowledge and skills required to work in various care settings.</p> <p>You will learn by applying skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and childcare workplaces. Having an appreciation of what happens in the workplace will also help to prepare you for continuing your education in this sector.</p>
<b>Curriculum Content</b>	
	<b><u>Year 1</u></b>
<b>Unit 1</b>	Human Lifespan and Development (External)
<b>Unit 2</b>	Principles of Health and Social Care Practice
	<b><u>Year 2</u></b>
<b>Unit 3</b>	Human Biology and Health
<b>Unit 4</b>	Optional unit TBC
<b>Additional Information</b>	
<b>Assessments</b>	Health and Social Care is assessed through 2 exams taken over the course of year 12 and 13 and 2 units of coursework which are internally marked and externally moderated.
<b>Homework</b>	Students will periodically be set homework related to their studies in class. They will also be expected to regularly update their notes and folders, which will be checked using folder checks.
<b>Enrichment</b>	There will be opportunities for students to engage in wider reading into the topics covered within Health and Social Care.
<b>Online resources</b>	Resources will be shared with students through their class Teams page.
<b>Extra reading</b>	It would be beneficial for students to keep up to date with current Health and Social Care issues in the media.

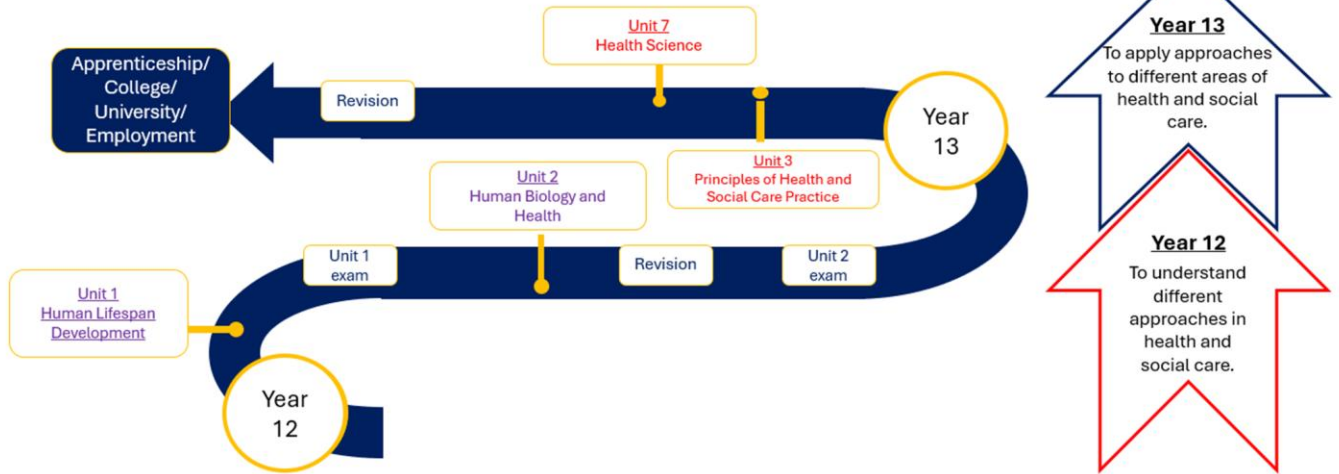
## Health and Social Care - Year 13

<b>Subject Overview</b>	<p><b>Cambridge Technical Extended Certificate in Health and Social Care</b></p> <p>This qualification looks at the role the sector plays in the health, well-being and care of individuals. It introduces students to knowledge and skills required to work in various care settings.</p> <p>You will learn by applying skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and childcare workplaces. Having an appreciation of what happens in the workplace will also help to prepare you for continuing your education in this sector.</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><b><u>Year 2</u></b></p>
<b>Unit 1</b>	<p><b>Unit 4: Anatomy and physiology for health and social care (externally assessed exam)</b></p> <p>This unit aims to introduce students to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. Students will also understand the part played by organs such as the pancreas, liver and kidney. Students will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.</p>
<b>Unit 2</b>	<p><b>Unit 10: Nutrition for health (internally assessed coursework)</b></p> <p>This unit introduces students to nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.</p>
<b>Unit 3</b>	<p><b>Unit 17: Supporting people with mental health conditions (internally assessed coursework)</b></p> <p>The aim of this unit is to enable you to support individuals with mental health conditions to plan their own care and support suitable to their needs. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. It will teach you about the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental well-being, develop coping strategies to manage their illness, and different forms of treatment that they may be offered.</p>
<b>Additional Information</b>	
<b>Assessments</b>	<p>Health and social care as a single award is assessed through 3 exams taken over the course of year 12 and 13 and 3 units of coursework which are internally marked and externally moderated.</p>
<b>Homework</b>	<p>Students will periodically be set homework related to their studies in class. They will also be expected to regularly update their notes and folders, which will be checked using folder checks.</p>
<b>Enrichment</b>	<p>There will be opportunities for students to engage in wider reading into the topics covered within Health and Social Care.</p>
<b>Online resources</b>	<p>Resources will be shared with students through their class Teams page.</p>

**Extra reading**

It would be beneficial for students to keep up to date with current Health and Social Care issues in the media.

## Health and Social Care Learning Journey

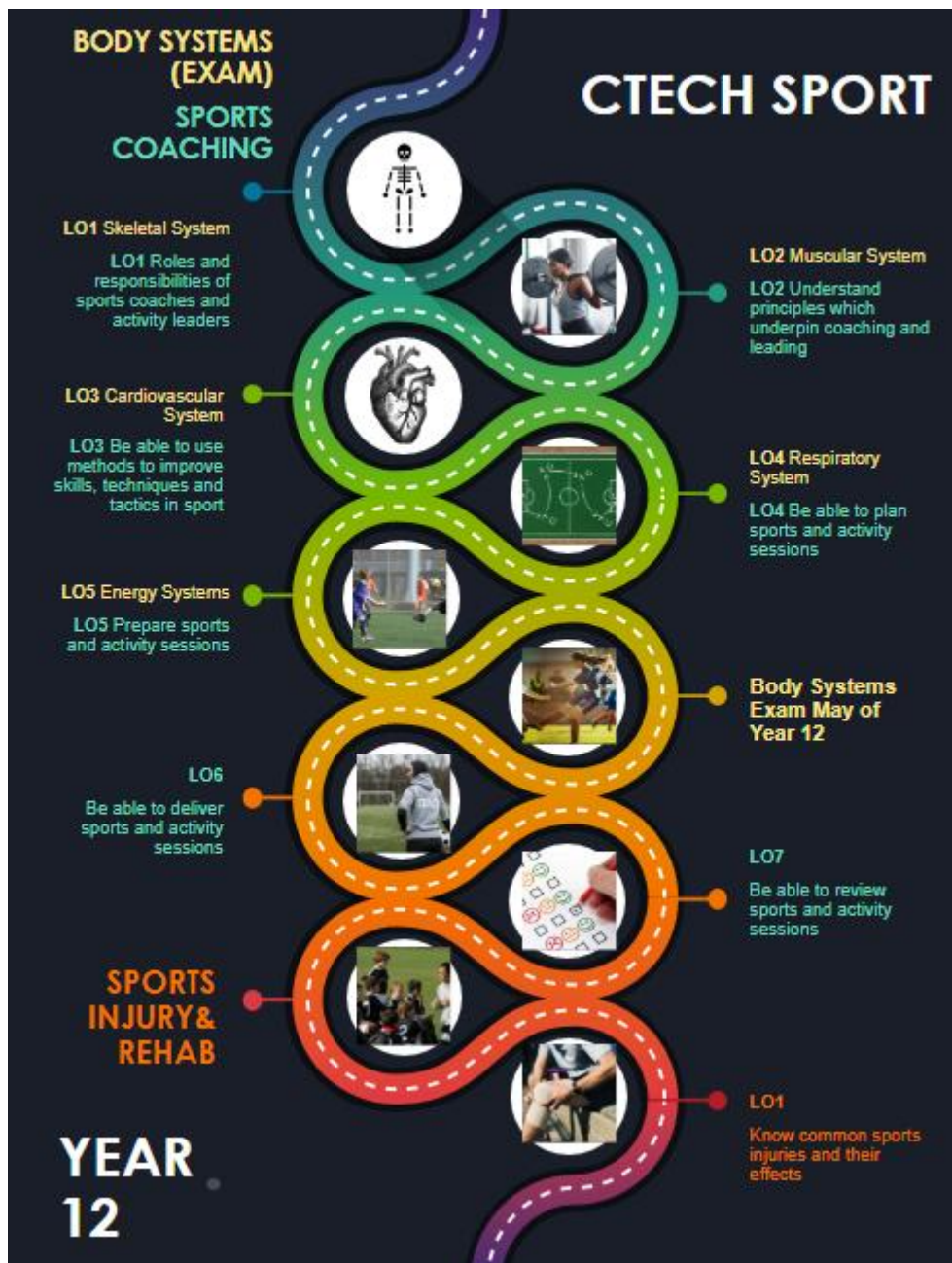


## Sport and Physical Activity

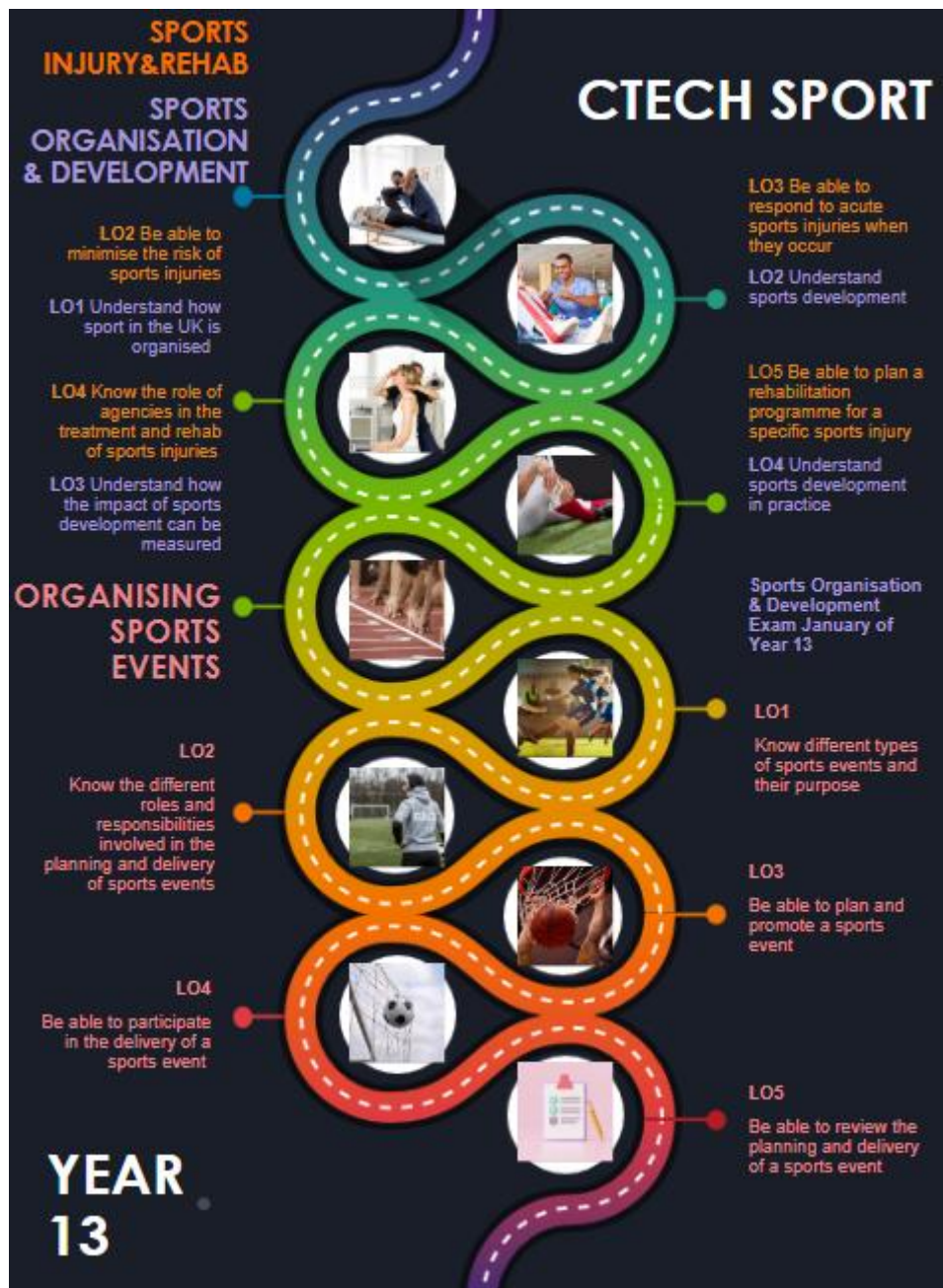
**Subject Overview**

Cambridge Technical Level 3 Extended Certificate in Sport and Physical Activity

	<p>This qualification will give learners an understanding of sport within the wider contexts of coaching and leadership, anatomy and physiology and the body's short and long term responses to physical activity. The course will also help you to develop transferable skills such as planning, communication, adaptability and leadership which will help you in whatever career you choose to move into. This course is ideal if you are interested in going on to study sport further in higher education or if you aspire to a career in sport.</p> <p>Students will be expected to complete 5 units. The units will include a range of topics from the specification. These units are:</p> <p>Unit 1: Body systems and the effects on exercise  Unit 2: Sports Coaching and Activity Leadership  Unit 3: Sports Organisation and Development  Unit 8: Organisation of Sports Events  Unit 17: Sports Injuries and Rehabilitation</p>
<b>Curriculum Content</b>	
	<b>Year 1</b>
	Unit 1: Body systems and the effects on exercise
	Unit 2: Sports Coaching and Activity Leadership Start Unit 17: Sports Injuries and Rehabilitation
	<b>Year 2</b>
	Unit 17: Sports Injuries and Rehabilitation
	Unit 3: Sports Organisation and Development Unit 8: Organisation of Sports Events
<b>Additional Information</b>	
<b>Assessments</b>	<p>Unit 1 and Unit 3 are assessed in the form of exams, one during year 12 and the other during year 13.</p> <p>For the other units, there will be on-going assessments and moderations throughout the academic year. All individual units will be graded as PASS, MERIT or DISTINCTION. An overall grade will be awarded on completion of all the required units.</p> <p>Each unit will have specific Assessment Objectives. Assessment Objectives will be assessed using a number of different methods. These methods include report writing, presentations, interviews, practical demonstrations and performance.</p>
<b>Homework</b>	Students will be expected conduct research, complete assignments and complete exam revision.
<b>Online resources</b>	Resources will be shared through Teams.
<b>Extra reading</b>	It is worthwhile students watching and reading about sport in the media in order to be able to give sporting examples in their work.







<b>Subject Overview</b>	<p>Education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change and giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.</p>
<b>Curriculum Content</b>	
	<p style="text-align: center;"><u><b>Year 1</b></u></p>
<b>Term 1</b>	<p><b>Health and Wellbeing - Mental Health and Emotional Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• How to manage work-life balance, including study, leisure, exercise, sleep and time online</li> <li>• Strategies to promote mental health and emotional wellbeing and address difficulties</li> <li>• Stress management strategies</li> <li>• About the signs of emotional or mental ill-health</li> <li>• How, when and why to access appropriate support and treatment</li> <li>• About the effects on body image and self-esteem, of idealised images of bodies and pressure to conform</li> <li>• Strategies to manage influences on body image how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> </ul>
<b>Term 2</b>	<p><b>Living in the Wider World – Readiness for Work:</b></p> <ul style="list-style-type: none"> <li>• How to evaluate strengths, skills and interests in relation to future roles and opportunities •</li> <li>How to be enterprising in life and work</li> <li>• How to write an effective CV and prepare for interviews for part-time work</li> <li>• About career opportunities in a global economy</li> <li>• About rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy'</li> <li>• How to demonstrate professional conduct, including following health and safety protocols</li> <li>• About workplace confidentiality and security, including cyber-security and data protection</li> <li>• When, why and how to seek or provide support in response to bullying and harassment in the workplace</li> <li>• Strategies for overcoming challenges or adversity in the workplace about the role of trade unions and professional organisations</li> </ul>
<b>Term 3</b>	<p><b>Relationships – Diversity and Inclusion:</b></p> <ul style="list-style-type: none"> <li>• How to communicate personal values in different types of relationships</li> <li>• Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</li> <li>• About rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• To celebrate cultural diversity and promote inclusion</li> <li>• About the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate</li> <li>• How to safely challenge prejudice and discrimination, including online about extremism and radicalisation, how to reduce the risks and when, where and how to seek help</li> </ul>



<b>Term 4</b>	<b>Living in the Wider World – Planning for the Future:</b> <ul style="list-style-type: none"> <li>• How to assess strengths, interests, values, and skills to set realistic, aspirational goals</li> <li>• How to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities</li> <li>• How to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities</li> <li>• How to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities</li> <li>• How to evaluate the financial advantages, disadvantages and risks relating to post-18 options how to evaluate the potential gains and risks of different credit/debt arrangements and repayment implications, including student loans</li> </ul>
<b>Term 5</b>	<b>Relationships – Respectful Relationships:</b> <ul style="list-style-type: none"> <li>• How to seek and assertively give, not give or withdraw consent, in all contexts</li> <li>• About the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</li> <li>• About the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>• How to identify the signs of abuse, exploitation and assault or rape</li> <li>• Where and how to access support and report concerns, including online</li> <li>• To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• How to recognise manipulation and coercion and manage negative influence and persuasion</li> <li>• Exit strategies for unhealthy relationships</li> <li>• About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</li> <li>• About the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help exit strategies for pressurised or dangerous situations</li> </ul>
<b>Term 6</b>	<b>Health and Wellbeing – Healthy Choices and Safety:</b> <ul style="list-style-type: none"> <li>• How to assess and manage risk and personal safety in new independent situations, including online</li> <li>• How to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li>• About safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements</li> <li>• How to perform first aid</li> <li>• How to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences</li> <li>• To identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</li> <li>• About the consequences of substance use, and how to manage use of alcohol and other drugs</li> <li>• About the risks of being a passenger with an intoxicated driver and how to manage this about the impact of substance use on road safety, work-place safety, reputation and career</li> </ul>
	<b><u>Year 2</u></b>
<b>Term 1</b>	<b>Health and Wellbeing – Independence:</b> <ul style="list-style-type: none"> <li>• Skills to improve adaptability and resilience during periods of change and strategies to manage change</li> <li>• About the importance of monitoring personal health and wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>• How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</li> <li>• How to maintain a healthier diet</li> <li>• About registering with and accessing doctors, opticians and other health services</li> <li>• About screening and how to perform (e.g. breast and testicular) self-examination</li> <li>• About illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’</li> <li>• How to select appropriate contraception in different contexts and relationships</li> <li>• How to reduce the risk of contracting or passing on an STI</li> <li>• About accessing local and national advice, diagnosis and treatment in relation to sexual health</li> </ul>
<b>Term 2</b>	<p><b>Living in the Wider World – Next Steps:</b></p> <ul style="list-style-type: none"> <li>• How to evaluate strengths, skills and interests in relation to future opportunities and career development</li> <li>• About the implications of the global market for future choices in education and employment</li> <li>• How to identify appropriate ‘next steps’ post-18, such as higher education, further training or apprenticeships, and gap year opportunities</li> <li>• About application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews</li> <li>• How to build and maintain a positive professional identity and online presence</li> <li>• That creating and sharing content online can contribute to, or challenge, a positive online presence</li> <li>• How to effectively challenge online content that adversely affects personal or professional reputation</li> <li>• How social media can expand, limit or distort perspectives</li> <li>• How to set and maintain boundaries around personal privacy</li> <li>• How to manage online safety in all its forms, including seeking help when appropriate</li> </ul>
<b>Term 3</b>	<p><b>Relationships – Intermate Relationships:</b></p> <ul style="list-style-type: none"> <li>• How to assertively communicate relationship expectations</li> <li>• How to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent</li> <li>• How to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner</li> <li>• About sexual health services, locally, nationally and online, and how to access and use them to recognise how fertility changes over time and evaluate the implications of this</li> <li>• About the advantages of delaying conception</li> <li>• About unintended pregnancy and young parenthood</li> <li>• About the pathways available in the event of unintended conception</li> <li>• How to access appropriate advice support in relation to pregnancy, including miscarriage</li> </ul>
<b>Term 4</b>	<p><b>Health and Wellbeing – Financial Choices:</b></p> <ul style="list-style-type: none"> <li>• How to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</li> <li>• About salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these</li> <li>• How to evaluate savings options</li> <li>• About consumer rights, how to resolve disputes and access support</li> <li>• How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice</li> <li>• How to evaluate the potential gains and risks of different debt arrangements and repayment implications</li> </ul>

	<ul style="list-style-type: none"> <li>• About the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers)</li> <li>• How to critically assess different media sources how to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information</li> </ul>
<b>Term 5</b>	<b>Relationships – Building and Maintaining Relationships:</b> <ul style="list-style-type: none"> <li>• How to manage mature friendships, including making friends in new places</li> <li>• Strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time</li> <li>• About personal safety in new relationships, including online</li> <li>• How to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between ‘love’ and ‘lust’</li> <li>• About relationship challenges and how to manage the ending of relationships safely and respectfully, including online</li> <li>• How to assertively communicate and negotiate boundaries in relationships</li> <li>• About professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries</li> <li>• How to manage strong emotions, communicate constructively and negotiate difficulties</li> <li>• Strategies to recognise, de-escalate and exit aggressive social situations how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon</li> </ul>
<b>Additional Information</b>	
<b>Homework</b>	Research from some elements for discussion. Look at websites / networks for support
<b>Enrichment</b>	SMSC, building cultural capital, links to debate elective group, links to British Values, Protected Characteristics, links to What’s in the News? In form time & assembly themes, various academic opportunities/trips offered.
<b>Online resources</b>	PSHE Association
<b>Extra reading</b>	<a href="https://pshe-association.org.uk/">https://pshe-association.org.uk/</a>

# KS 5 - PSHE Curriculum Map

