

SIXTH FORM

CURRICULUM STATEMENT



CLAIRE'S COURT
SIXTH FORM

Year 13 2022 / 2023



AIM HIGH ♦ BELIEVE IN YOURSELF ♦ MAKE A DIFFERENCE

Art and Design

Introduction

The course is practically based and it encourages an adventurous and enquiring approach to Art and Design. Students are taught an understanding of past and contemporary Art and Design practice whilst producing artwork which embraces a range of ideas. The A level course aims to develop the creative potential of the individual. Work is project based and students are taught how to explore their ideas whilst developing their core skills. Projects are designed to stimulate visual awareness through pictorial research using historical and contemporary images. There is a strong emphasis on observational skills and direct experience. There are organised visits to the London galleries and in addition, students are expected to visit exhibitions and galleries independently. Workshops are held during the course.

- Examination board: Edexcel
- Endorsement title: AQA Advanced Level GCE in Art and Design – Fine Art
- Specification code: 7202

Course structure Year 13

Autumn term	Lent term	Summer term
<ul style="list-style-type: none">• Component one - Personal investigation: practical work and personal study. (September to January).	<ul style="list-style-type: none">• Component one - Personal investigation exam (end of January/beginning of February).• Component one - Personal study completed.• Component two - Externally set assignment (ESA). (February to April/May - to include preparatory working period).	<ul style="list-style-type: none">• Component two - ESA preparatory work and 15 hour exam• Study Leave (end of May/early June).• Final exhibition and assessment.

Areas of study

Component one: Personal investigation

96 marks available - 60% of qualification

Overview

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

Component one will incorporate three major elements:

- Supporting studies

- Practical work
- Personal Study of a minimum of 1000 words of continuous prose.

Personal investigation

Supporting studies and practical work will comprise a portfolio of developmental work and outcomes based on themes and ideas developed from personal starting points. Work must cover all four assessment objectives (AO). Supporting studies will support the practical work and the two elements should be seen as integrally connected.

Supporting and preparatory studies

Preparatory and supporting studies may include sketchbooks, notebooks, worksheets, design sheets, large-scale rough studies, samples, swatches, test pieces, maquettes and digital material. This can be anything that shows fully the student's progress towards their outcomes. Supporting studies should be evidenced throughout the working process and can take many forms, such as recorded research, written annotation and practical exploration and development.

Practical work

This work will consist of a body of development work and final outcome(s). Supporting studies must be submitted with outcome(s) produced during the course of the 'personal investigation'. They must show the full breadth and depth of students' visual and written critical thinking in the progress of their work for both elements.

Personal study

The personal study will consist of a critical and analytical written piece of a minimum 1000 words continuous prose, making links to the student's own practical investigations, supported by contextual research. Through the personal study, students will demonstrate an understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary. The focus of the personal study can be any concept, movement, person, people, artefact(s), or other source of reference. However, it must be related to their own ideas, investigations and practical work.

Component two

Externally set assignment (ESA)

96 Marks available - 40% of qualification

Overview

Component two incorporates two elements:

- Preparatory studies
- 15 hour period of sustained focus (exam).

The ESA is released on 1 January and contains a theme and suggested starting points. There will be preparation time during which supporting studies will be made. The preparatory studies will culminate in the 15 hour exam. During the preparatory period, students will be expected to generate ideas from the theme, investigating a wide range of appropriate primary and other source. Work must cover all four assessment objectives.

15 hour period of sustained focus

During the 15 hour period of sustained focus students will produce their final outcome(s) responding to the ESA theme, based on their preparatory studies.

Assessment objectives (AO) and weightings

There are four assessment objectives which are equally weighted and form the basis of the A level course.

- **AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (25%)
- **AO2:** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (25%)
- **AO3:** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (25%)
- **AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements (25%).

The internal assessment takes place on the completion of component one (at the end of the Lent term) and component two (after the examination in June). In addition, half term and end of term grades for attainment and effort (A to E) will be given which reflects the students' overall performance to date. Students will also receive two written reports during the year.

Summary scheme of assessment

Component one: Personal investigation (supporting studies and practical work).	<ul style="list-style-type: none">• 60% of A level• 96 marks in total (24 for each AO).	<ul style="list-style-type: none">• Internally set• Internally marked• Externally moderated.
Component two: ESA (preparatory studies and 15 hour period of sustained focus).	<ul style="list-style-type: none">• 40% of A level• 96 (24 marks for each AO).	<ul style="list-style-type: none">• Internally set• Internally marked• Externally moderated.

For further information please contact:

Mr Joel Wareing - jow@clairescourt.net

Art and Design - Textiles

Introduction

Students will begin working on their A level in Year 12. The course is practical and it encourages an adventurous and enquiring approach to Art and Design. Students are taught an understanding of past and contemporary Art and Design practice whilst producing artwork which embraces a range of ideas. The A level course aims to develop the creative potential of the individual. Work is project based and students are taught how to explore their ideas whilst developing their core skills. Projects are designed to stimulate visual awareness through pictorial research using historical and contemporary images. There is a strong emphasis on observational skills and direct experience. There are organised visits to the London galleries and in addition, students are expected to visit exhibitions and galleries independently. Workshops are held during the course.

- Examination board: Edexcel
- Endorsement title: AQA Advanced Level GCE in Art and Design – Textiles
- Specification code: 7224

Course structure

Autumn term	Lent term	Summer term
<ul style="list-style-type: none">• Component one – Personal investigation: practical work and personal study (September to January).	<ul style="list-style-type: none">• Component one – Personal investigation exam (end of January/beginning of February)• Component one – Personal study completed.• Component two – Externally set assignment (February to April/May – to include preparatory working period).	<ul style="list-style-type: none">• Component two – preparatory work and 15 hour exam.• Exhibition and assessment.

Areas of study

Component one

96 marks available - 60% of qualification

Overview

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

Component one will incorporate three major elements:

- Contextual research
- Practical work
- Personal Study of a minimum of 1000 words of continuous prose.

Personal investigation

Supporting studies and practical work will comprise a portfolio of developmental work and outcomes based on themes and ideas developed from personal starting points. Work must cover all four assessment objectives (AO). Supporting studies will support the practical work and the two elements should be seen as integrally connected.

Supporting and preparatory studies

Preparatory and supporting studies may include sketchbooks, notebooks, worksheets, design sheets, mood boards, fabric samples and journals. This can be anything that shows fully the student's progress towards their outcomes. Supporting studies should be evidenced throughout the working process and can take many forms, such as recorded research, written annotation and practical exploration and development.

Practical work

This work will consist of a body of development work and final outcome(s). Supporting studies must be submitted with outcome(s) produced during the course of the 'personal investigation'. They must show the full breadth and depth of students' visual and written critical thinking in the progress of their work for both elements.

Personal study

The personal study will consist of a critical and analytical written piece of a minimum 1000 words continuous prose, making links to the student's own practical investigations, supported by contextual research. Through the personal study, students will demonstrate an understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary. The focus of the personal study can be any concept, movement, person, people, artefact(s), or other source of reference. However, it must be related to their own ideas, investigations and practical work.

Component two

Externally set assignment

96 Marks available - 40% of qualification

Overview

Component two incorporates two elements

- Preparatory studies
- 15 hour period of sustained focus (exam).

The ESA is released on 1 January and contains a theme and suggested starting points. There will be preparation time during which supporting studies will be made. The preparatory studies will culminate in the 15 hour Test. During the preparatory period, students will be expected to generate ideas from the theme, investigating a wide range of appropriate primary and other source. Work must cover all four assessment objectives.

15 hour period of sustained focus

During the 15 hour period of sustained focus students will produce their final outcome(s) responding to the ESA theme, based on their preparatory studies.

Assessment objectives (AO) and weightings

There are four AO which are equally weighted and form the basis of the A level course.

- **AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical & critical understanding (25%)
- **AO2:** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (25%)
- **AO3:** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (25%)
- **AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements (25%).

Internal assessment takes place on the completion of component one (at the end of the Lent term) and component two (after the examination in June). In addition, half term and end of term grades for attainment and effort (A – E) will be given which reflects the students' overall performance to date. Students will also receive two written reports during the year.

Summary Scheme of Assessment

<ul style="list-style-type: none">• Component one: Personal investigation (supporting studies and practical work).	<ul style="list-style-type: none">• 60% of A level• 96 marks in total (24 for each AO).	<ul style="list-style-type: none">• Internally set• Internally marked• Externally moderated.
<ul style="list-style-type: none">• Component two: ESA (preparatory studies and 15 hour period of sustained focus).	<ul style="list-style-type: none">• 40% of A level• 96 (24 marks for each AO).	<ul style="list-style-type: none">• Internally set• Internally marked• Externally moderated.

For further information please contact:

Mrs Jane Wimshurt - jzw@clairescourt.net

Biology

All students study the OCR Biology A GCE specification, which meets the QCA requirements. There are four lessons of Biology per week on the timetable, which are taught by two Biology specialist teachers. The A level is made up of six modules plus a practical endorsement. The first four modules are covered in Year 12. The specification allows for the award of grades A* to E.

Areas of study

In Year 13 students study:

- Module five - communication, homeostasis and energy
- Module six - genetics, evolution and ecosystems.

Autumn term

Module five

- Communication and homeostasis
- Excretion as an example of homeostatic control
- Neuronal communication
- Hormonal communication
- Plant and animal responses
- Photosynthesis
- Respiration.

Lent term

Module six

- Cellular control
- Patterns of inheritance
- Manipulating genomes
- Cloning and biotechnology
- Ecosystems
- Populations and sustainability
- Practical skills - including implementing, analysis and evaluation will continue to feature in all of the modules, the results of which are recorded in students Lab books.

Summer term

Revision of all units including those covered in Year 12.

Assessment

For the A level qualification there are three exams taken in June:

- Biological Processes - multiple choice, short answer and extended responses on modules one, two, three and five (worth 37%)
- Biological Diversity - multiple choice, short answer and extended responses on modules one, two, four and six (worth 37%)
- Unified Biology– short answer and extended responses from content across all modules (worth 26%)
- Practical endorsement in Biology - a practical endorsement granted by a visiting moderator and supported by students' lab books.

For further information please contact:

Miss Sadia Mirza - sam@clairescourt.com

BTEC Extended Certificate in Information Technology (IT)

About the course

The Pearson BTEC Level 3 National Extended Certificate in Information Technology is intended as an applied general qualification and is equivalent in size to one A level. It is designed for students interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of related higher education courses.

Requirements for success

Entry requirements

Students are required to have GCSE Mathematics minimum grade 5 and GCSE English minimum grade 5 or above.

Who is suitable for this course?

Anyone who has a keen interest in IT and is aiming to progress and study at University, or use the skills developed through the qualification and apply them in an apprenticeship.

Course structure

There are three mandatory units:

- Information technology systems
- Creating systems to manage information
- Using social media in business.

The fourth unit is optional between:

- Data modelling
- Website development.

These are studied over the two year period spanning Years 12 and 13.

Method of study

Whole class, individual and group work to prepare presentations, discussions and written essay answers. Use is made of online resources in the ever developing world of IT. Practical skills require students to research and work individually as they are assessed on these through assessed materials.

Assessment

Students study three mandatory units:

Unit one: Information technology systems

This is assessed through a two hour written examination. The result in this unit contributes to 33% of the final qualification grade.

Unit two: Creating information systems to manage information

This is assessed through a 10 hour examination board set task that students will complete over a one week period. The result in this unit contributes to 25% of the final qualification grade.

Unit three: Using social media in business

This is assessed through an internally set assignment that students will complete during their timetabled lessons. The result in this unit contributes to 25% of the final qualification grade. The remaining 17% of the final qualification grade is from an optional unit assessed through an internally set assignment.

Where does it lead?

BTEC Level 3 Extended Certificate in Information Technology provides a suitable foundation for the study of IT or computer science related courses in Higher Education. Equally it is suitable for candidates intending to pursue careers or further study in IT, or as part of a course of general education.

Awarding body: Pearson

For further information please contact:

Mr Gary Hope - gth@clairescourt.net

Course specifications may be subject to change as directed by the examining board.

BTEC National Diploma Sport

Introduction

- Examination board: Pearson
- Lessons: 12x60 minute lessons per week
- Homework: four hours per week in the form of set tasks, extra reading and note taking
- Assessment: one external assessments and seven internal assessments
- Text books: Pearson BTEC National Sport Book one and two.

Units studied in Year 13

Unit number and name	Style of assessment
19 Development and provision of sport*	Summative exam in May/June
22 Business in sport	Summative exam in May/June
8 Coaching for performance	Internal assessment
9 Rules, regulations and officiating*	Internal assessment
10 Research methods*	Internal assessment
18 Work experience in active leisure*	Internal assessment
23 Skill acquisition in sport	Internal assessment
27 Outdoor and adventurous activities*	Internal assessment

- denotes Extended Diploma only.

Assessment

- Unit 19 & 22 will be assessed during a timed assignment. Students will be given pre-released materials prior to the assessment and have time to make notes they are permitted to take into the assessment.
- All other units in Year 13 are assessed via internally assessed assignments.
- Unit 27 is practical and students will be required to take part in three discreet OAA activities throughout the year.
- Units 8 and 9 will also require students to coach and officiate sometimes outside of normal lesson time and marked by Claires Court teachers but count just as much towards the end grade as the externally assessed units.

For further information please contact:

Mr Simon Carter – sic@clairescourt.net

Business Studies

Business Studies at A level is offered as a two year full A level course. The examination board used is AQA. The aim of the course is two-fold. Firstly to ensure the best possible academic results for individual students, and secondly, to give the students a good practical foundation and knowledge of the business world for their business lives ahead.

The A level course consists of six topics in Year 12 and an additional four topics in Year 13, taught through four periods per week leading to three exam papers at the end of Year 13 each worth 33% of the full A level.

The A level exams to be taken in Year 13 are:

Business one

Two hours – 100 marks

- Section A – 15 multiple choice questions (15 marks)
- Section B – short answer questions (35 marks)
- Section C – essay question, choice of one from two (25 marks)
- Section D – essay question, choice of one from two (25 marks).

Business two

Two hours - 100 marks

- Three data response questions made up of three or four part questions.

Business three

Two hours – 100 marks

- A case study followed by six questions.

Scheme of work

In Year 12 the following AS topics were studied:

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance.
- Decision making to improve human resource performance

These will be briefly revisited at the beginning of Year 13 before moving on to the four additional A level topics as follows:

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change.

The topics lend themselves to studying and engaging with the business world and encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business

situations as they study the subject, students gain an insight into different contexts which helps them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

Full use is made of a variety of relevant business websites and case studies which help to emphasise the business application of many of the concepts being studied. Students are encouraged to watch business-oriented TV programmes such as 'Dragons Den' and the 'Apprentice', and to read business related news stories in print or online to broaden their knowledge.

Assessment

Students are given homework on a weekly basis which is designed to improve research and writing skills as well as ensuring plenty of practice in the more analytical sections of the course. Students' performance in this aspect of the course is carefully monitored. Students are required to sit an end of topic test designed to assess their subject knowledge, exam technique and assess their progress. In addition there is a practice internal exam in September, December and February. Term attainment grades are based on the results of these tests. Effort grades are based on general performance over the term in class and homework.

Additional activities

- **Support Sessions:** We offer weekly drop-in sessions for students to gain additional support where needed.

Textbook

The textbooks used for this course are:

- AQA Business Studies for A Level by Wolinski & Coates (Philip Allan Updates)

For further information please contact:

Mrs Laura Jakes - lmj@clairescourt.net

Chemistry

Introduction

All students study the OCR Chemistry A GCE specification, which meets the QCA requirements. There are four one hour lessons per week on the timetable, which are taught by Chemistry specialist teachers. The A level is made up of six modules plus a practical endorsement. Parts of module one, and all of modules two to four, are covered in Year 12. The specification allows for the award of grades A* to E.

Areas of study

In Year 13 students study:

- Module one - development of practical skills in Chemistry
- Module five - physical chemistry and transition elements
- Module six - organic chemistry and analysis
- Practical skills - including planning, implementing, analysis and evaluation continue to feature in all of the modules, the results of which are recorded in students' Lab books.

Autumn term

Modules five and six

- Practical skills - including planning, implementing, analysis and evaluation
- Rates of reactions
- Equilibrium
- Acids, bases and pH
- Aromatic Chemistry
- Carbonyls and carboxylic acids
- Amines, amino acids and proteins.

Lent term

Modules five and six

- Practical skills - including planning, implementing, analysis and evaluation
- Buffers and neutralisation
- Enthalpy and entropy
- Redox and electrode potentials
- Transition elements
- Organic synthesis
- Chromatography and spectroscopy.

Summer term

- Revision of all units including those covered in Year 12.

Assessment

For the A level qualification there are three exams taken in June:

- Periodic Table, Elements and Physical Chemistry multiple choice, short answer and extended responses on modules 1, 2, 3 and 5 (worth 37%)
- Synthesis and Analytical Techniques - multiple choice, short answer and extended responses on modules 1, 2, 4 and 6 (worth 37%)
- Unified Chemistry – short answer and extended responses from content across all modules (worth 26%)

- Practical Endorsement in Chemistry - A practical endorsement granted by a visiting moderator and supported by students' Lab books.

For further information please contact:

Mrs Michele Coghlan – mnc@clairescourt.net

Design and Technology (D&T)

Introduction

EDEXCEL A Level Design and Technology – Product Design (9DT0)

The A level Design and Technology course is designed to offer students opportunities to study, propose and realise solutions closely linked to the modern world of product manufacture in a range of material areas. Recognising the routes that are pursued at GCSE this specification provides candidates with opportunities to continue their studies working with a combination of materials.

- During this course students will be able to recognise design needs and develop an understanding of how current global issues impact on today's world.
- At A level students will have the opportunity to innovate and produce creative design solutions with the involvement of a client or end user.

Areas of study

The EDEXCEL Level 3 Advanced GCE in DT product design consists of one externally examined paper and one internally examined design and make component.

Content overview

Component one: Written examination

(9DT0/01)

- Topic one: Materials
- Topic two: Performance characteristics of materials
- Topic three: Processes and techniques
- Topic four: Digital technologies
- Topic five: What influences the development of products?
- Topic six: Effects of technological developments
- Topic seven: Potential hazards and risk assessment
- Topic eight: Features of manufacturing industries
- Topic nine: Designing for maintenance and a cleaner environment
- Topic 10: Current legislation
- Topic 11: Information handling, modelling and forward planning
- Topic 12: Further processes and techniques.

Component two: Design and make project

(9DT0/02)

Students will:

- Identify a real design problem and design context
- Develop a range of potential solutions which include the use of CAD and evidence of modelling
- Be expected to make decisions about the designing and development of a prototype in conjunction with the opinions of a client or end user
- Realise one potential solution through practical making activities with evidence of project management and plan for production
- Incorporate issues related to sustainability and the impact their product might have on the environment
- Be expected to analyse and evaluate design decisions and outcomes for prototypes products made by themselves and others

- Be expected to analyse and evaluate wider issues in DT, including social, moral, ethical and environmental impacts.

Assessment overview

Component one: Written examination

(9DT0/01)

- Two and a half hours
- 50% of A level
- 120 marks.

The paper will include calculations, short-open and open-response questions as well as extended writing questions focused on:

- Analysis and evaluation of design decisions and outcomes, against a technical principal, for prototypes made by others
- Analysis and evaluation of wider issues in design and technology, including social, moral, ethical and environmental impacts.

Component two: Design and make project

(9DT0/02)

- Assessed and marked by the student's school teacher and moderated by a group of examiners
- 50% of the A level
- 120 marks.

The students will produce a substantial 'design, make and evaluate' project which consists of a portfolio and a prototype. The portfolio will contain approximately 40 Google Slides.

There are four parts to the assessment:

- Part one: Identifying and outlining possibilities for design
- Part two: Designing a prototype
- Part three: Making a final prototype
- Part four: Evaluating own design and prototype.

For further information please contact:

Mr André Boulton – anb@clairescourt.net

Drama and Theatre

Introduction

The WJEC Eduqas A level in Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education. This highly practical specification provides students with the opportunity to work as either performers and/or designers on three different performances. The course provides students with a practical and challenging course of study which features:

- Exciting and inspiring set texts covering a range of social, historical and cultural contexts
- Three performance opportunities
- The opportunity to act or design
- A choice of practitioner or theatre companies
- A practical approach through practical exploration and theatre visits.

Attainment in GCSE Drama is not a requirement for students wishing to study the course. Choosing this course as an easy option will be disappointing because of the amount of written work there is to do and time spent in rehearsal. Group work is at the heart of the course. Students will need passion, commitment and stamina to contribute positively to the group throughout the rehearsal period and to see a project through to the final performance. Students will need an enthusiasm for reading plays and researching various aspects of theatre as well as for going to the theatre.

More information can be found at www.eduqas.co.uk/qualifications/drama-and-theatre.

Areas of study

This stimulating and engaging course encourages students to make connections between dramatic theory and their own practice. This course is designed to promote a balance between practical theatre making and the theoretical understanding of Drama and Theatre.

The course consists of three components:

Component one: Theatre workshop

Students participate in the creation, development and performance of one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company.

Component two: Text in Action

Students participate in the creation, development and performance of one devised piece using the working methods and techniques of a second different influential theatre practitioner or recognised theatre company, and one extract from a text in a contrasting style to the devised performance.

Component three: Text in performance

Students explore two complete performance texts from different historical periods and one extract from a third contrasting text.

Assessment

This is a linear qualification and all formal assessments will take place during the second year of the course. Continuous assessments are done during the course apart from internal exams and formal assessments.

Component one: Theatre workshop

Non-exam assessment

Internally assessed and externally moderated (20% of qualification. Completed, recorded and assessed during the first term of Year 13.

Component two: Text in Action

Non-exam assessment

Externally assessed by a visiting examiner in March/April of Year 13 (40% of qualification).

Component three: Text in performance

Written examination

Two and a half hour exam (40% of the qualification) in May/June of Year 13. This is an open book exam.

For further information please contact:

Mrs Maggie Olivier - mco@clairescourt.net

Economics

Economics is offered as a two year full A level course. The examination board used is AQA. The aim of the course at Claires Court is two-fold. Firstly to ensure the best possible academic results and secondly to give the students a good practical foundation and knowledge of the economy and its impact on business generally for their economic lives ahead. Skills integral to A Level Economics such as analysis, problem solving and evaluating solutions are highly desirable in further education and employment

It is not necessary to have taken Economics or Business Studies at GCSE level in order to study Economics at A level since the course starts with the assumption that the students have no previous knowledge of the subject. However, there is an expectation that students will have attained a grade 6 or above in English and Mathematics at GCSE level.

The A level course continues in Year 12 an additional six topics in Year 13 taught through four periods per week leading to three exam papers at the end of Year 13 each worth 33% of the full A level. The A level exams to be taken in summer of Year 13 are as follows:

Economics one: Markets and Market Failure

Two hours (80 marks)

- Section A: Data response questions; choice of one from two contexts (40 marks)
- Section B: Essay questions; choice of one from three contexts (40 marks).

Economics two: The National and International Economy

Two hours (80 marks)

- Section A: Data response questions; choice of one from two contexts (40 marks)
- Section B: Essay questions; choice of one from three contexts (40 marks).

Economics three: Economic Principles and Issues

Two hours (80 marks)

- Section A: Multiple choice questions (30 marks)
- Section B: Case study questions – (50 marks).

Scheme of work

There are four lessons per week.

In Year 12 the following microeconomics topics will be studied:

- The economic problem and economic methodology
- Price determination in a competitive market
- Production, costs and revenue
- Competitive and concentrated markets
- The market mechanism, market failure and government intervention in markets.

And the following macroeconomic topics will be studied:

- The measurement of macroeconomic performance
- How the macroeconomy works

- Economic performance
- Macroeconomic policy

These will be briefly revisited at the beginning of Year 13 before moving on to the A level topics in more depth as follows:

- The economic problem and economic methodology
- Individual economic decision making
- Price determination in a competitive market
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets
- The measurement of macroeconomic performance
- How the macroeconomy works
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy.

The topics lend themselves to studying and engaging with the economic world and encourage students to follow economic developments and think critically about contemporary issues as the assessment material is based on real economic situations.

Assessment

Students are given homework on a weekly basis which is designed to improve research and writing skills as well as ensuring plenty of practice in the more analytical sections of the course. Students' performance in this aspect of the course is carefully monitored. In addition to the termly internal assessments, students are required to sit an end of topic test designed to assess their subject knowledge, exam technique and assess their progress. In addition there is a practice internal exam in December and March with mock exams in June. Term attainment grades are based on the results of these tests. Effort grades are based on general performance over the term in class and homework.

Additional activities

- **Real world Economics:** Students are encouraged to watch or listen to economics related news stories in print, online or news apps to broaden their knowledge and understanding of how the course links to the world around them. There are many great Economics based podcasts; 'Economics in Ten', 'Freakonomics' and Tim Harford's podcasts on BBC Sounds are accessible and relevant.
- **Economics Games:** A variety of internet and paper based business and economics games which test the students' ability to assess and organise economic data in a fun way.
- **Project based learning:** Developing collaboration and problem solving skills while investigating global economic issues

Textbooks

The textbooks used for this course are:

- AQA A Level Year 2 Economics by R Powell and J Powell (Hodder Education)

For further information please contact:

Subject Leader: Mrs Eleanor Astrup – eca@clairescourt.net

Head of Business and Economics: Mrs Laura Jakes- lmj@clairescourt.net

English Literature

Introduction

The A level English Literature course is assessed over three externally assessed examinations and one coursework component. The qualification requires the study of eight literary texts plus unseen poetry. Candidates will have already covered four of these texts through the course of Year 12.

The examining body for the course studied is Edexcel.

Areas of study

Component one: Drama

- 30% of A Level - two hour 15 minute examination
- Open book examination (without notes).

Students will study a Shakespeare play as well as an Anthology of critical essays related to the text.

Students will have already studied the Drama text 'A Streetcar Named Desire' by Tennessee Williams in Year 12. They will revise their study of this in preparation for this exam.

Component two: Prose

- 20% of A Level - one hour 15 minutes examination
- Open book examination (clean copies).

In preparation for this exam, students will be required to have studied two novels on a given theme. These texts may vary from year to year. Students will have covered these texts in Year 12; therefore revision of these texts will be carried out.

Component three: Poetry

- 30% of A Level - two hours 15 minute examination
- Open book examination (without notes).

In preparation for this exam, students will explore a range of techniques in order to answer the unseen poetry aspect. They will compare this unseen poem to one which they have studied in Year 12 from 'Poems of the Decade: An Anthology of the Forward Books of Poetry 2001-2011'.

Students will also study a selection of Victorian Poetry from 'The New Oxford Book of Victorian Verse' (Editor Christopher Ricks), in preparation for an essay in the second section of this exam.

Component four: Coursework

- 20% of A Level

Over the course of the first two terms, students will draft and redraft their coursework piece, a 2500-3000 word essay on two texts that have been chosen with guidance from their teacher. The date for final submission can vary, but will normally be somewhere around the end of April.

Assessment

The assessment objectives (AO) for all of these components for the English Literature A level are as follows:

- **AO1:** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
- **AO2:** Analyse ways in which meanings are shaped in literary texts
- **AO3:** Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
- **AO4:** Explore connections across literary texts
- **AO5:** Explore literary texts informed by different interpretations.

For further information please contact:

Mrs Jennifer Ging - jeg@clairescourt.net

Mr Paul Thompson – pmt@clairescourt.net

Mr Luke Wespieser – law@clairescourt.net

Mrs Sarah Austin- Smith - sra@clairescourt.net

Food Science and Nutrition

WJEC Level 3 Diploma

About the course

The WJEC Level 3 Diploma in Food Science and Nutrition is intended as an applied general qualification and is equivalent in size to one A level. It is designed for students interested in an introduction to the Food and Nutrition Industry, with a view to progressing to a wide range of related higher education courses.

Requirements for entry to the course

It is not essential to have studied Food and Nutrition at GCSE but it would be helpful alongside GCSE Science.

Who is suitable for this course?

You will need to be able to: demonstrate research skills; be able to work independently; show self motivation and also have a keen interest in the food industry. You will complete a portfolio which will go towards the final assessment, therefore you will need to manage your time effectively and be able to meet deadlines.

Course Structure

There are four units. All students must take unit one and unit two, then select either unit three OR unit four. These are studied over the two year period spanning Years 12 and 13.

Unit One

Meeting the Nutritional Needs of Specific Groups.

Unit Two

Ensuring Food is Safe to Eat
Then either

Unit Three - Experimenting to Solve Problems in Food Production

OR

Unit Four - Current Issues in Food Science and Nutrition

Method of study

Using a range of skills such as research, analysis, planning and evaluation; students will gain an in-depth understanding of Food Science and Nutrition and the impact on the lives of individuals and our society today. Students will carry out practical tasks competently and confidently, demonstrating flair and precision. At every opportunity students will be able to identify and transfer in depth knowledge and understanding from one task to another.

Assessment

Students will be assessed through a combination of a written exam and external assignment set and marked by the exam board, along with two internally marked assignments. Achievement is based on a student's ability to meet the assessment criteria and can be awarded a grade of Pass, Merit or Distinction.

Where does it lead?

An understanding of food science and nutrition is relevant to many industries and job roles:- Care providers and Nutritionists in hospitals use this knowledge, as do Sports coaches and Fitness instructors. Hotels and restaurants, Food manufacturers and Government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives.

This is an Applied General qualification, this means it is designed to support learners progressing to university.

Learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

For further information please contact:

Mr Kerry Irons – kei@clairescourt.net

Course specifications may be subject to change as directed by the examining board.

French

French is offered as a two year full A level course. We follow the specification of the AQA examination board, to be found at: [AQA A Level French Specification](#).

In Year 13, students build on the skills and techniques they have learned in the first year of the A level course to further develop their linguistic skills and their understanding of French culture and society, alongside that of other French-speaking countries. Students continue to have between three and four lessons per week and are given homework every lesson. They will also be expected to undertake wider reading and research, both in school and at home, through a variety of media, some of which will culminate in an individual research project to be presented during the A2 speaking examination. Visits to France and French-speaking countries continue to be actively encouraged.

There will be continued practice of the four key skill areas of listening, speaking, reading and writing following the AQA textbook. Student progress will be monitored on a regular basis through vocabulary testing, topic tests, and classwork and homework exercises.

Course content

- **Current issues in French: Speaking society** – multiculturalism; social exclusion; the treatment of criminals
- **Political Life** - young people and politics; the power of trades unions; the politics of immigration
- **Grammar** - revision and further practice of grammatical systems and structures of the French language
- **Literary Texts and Films** - one text chosen from a prescribed list.

The A level examination consists of three units:

Paper one: Listening, reading and writing

Two hours and 30 minutes - 100 marks (50% of A2)

- Students will respond to a range of pre-recorded and printed stimulus material. Questions are to be answered non-verbally or in French. They will also complete translations both to and from the target language.

Paper two: Writing

Two hours - 80 marks (20% of A2)

- Students will answer two questions, one each on the film and the text they have studied.

Paper three: Speaking

21 to 23 minutes, including 5 minutes preparation time - 60 marks (30% of A2)

- Students will discuss with the examiner one sub-theme from the topics they have studied; they will also present and discuss their research of an individual project undertaken during the year.

For further information please contact:

Mrs Diana Wadsworth - dfw@clairescourt.net

Further Maths

Introduction

Our most capable Year 12 Maths students may be invited to study Further Maths to AS level, by attending additional lessons leading to an extra set of exams at the end of Year 13.

We follow the Edexcel Advanced Subsidiary GCE Specification 8FM0. At Claires Court the course is spread over two years and examined at the end of Year 13 (note that there are no external Further Maths exams at the end of Year 12).

Areas of study and assessment

The A level Further Maths course is examined in two papers at the end of Year 13; one in Core Pure Mathematics and the other in Further Mathematics Options. Students must answer all questions on the papers. The topics covered by each of these papers are as follows:

Paper one: Core Pure Mathematics

(one hour and 40 mins)

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors.

Paper two: Further Mathematics Options

(1 hour 40 mins)

At Claires Court we will be teaching two of the following three options, Further Pure Mathematics 1, Further Mechanics 1 and Decision Mathematics 1. The content of these options is as follows:

Further Pure Mathematics 1:

- Further trigonometry
- Coordinate systems
- Further vectors
- Numerical methods
- Inequalities.

Further Mechanics 1:

- Momentum and impulse
- Work, energy and power
- Elastic collisions in one dimension.

Decision Mathematics 1:

- Algorithms and graph theory
- Prim's, Kruskal's, Dijkstra's and the Route Inspection algorithms;
- Critical path analysis
- Linear programming.

Homework

Written homework assignments will be set throughout the year for students to practise solving problems with the skills that they have learned. Use will also be made of online learning resources. Teachers are available in lessons and at any other mutually convenient time to provide help.

Textbooks

In Year 12 we use 'Pearson Edexcel Core Pure Mathematics Book 1/AS' and in Year 13 two books depending on the options being taught. All books also give free online access to further resources.

For further information please contact:

Mrs Ann Burdett - amb@clairescourt.net

Geography

Introduction

- Exam Board: OCR A level GCE Geography (H481)
- Lessons: four 60 minute lessons per week
- Assessment: In accordance with GCE criteria
- Text Books: OCR A level Geography by Raw, Barker, Harris, Palmer and Stiff
- Trips: A three day/two night residential to Juniper Hall FSC centre. This covers the skills required for data collection and inspires students to choose an appropriate topic for their Independent Investigation (worth 20% of their A Level grade)

Areas of study

Autumn term

H481/04,05: Non-exam Assessment (NEA) - Investigative Geography.

This term will see students complete all parts of their NEA on our return from the NEA skills residential trip. The planning, purpose and introduction; data, information collection methods and sampling framework, data analysis and explanation, and conclusions and investigation evaluation will all take place in the autumn term of Year 13. The NEA accounts for 20% of the final mark for the course and the final deadline will be on our return in the new year.

H481/02 topic 2.2.3 Human rights

Students will develop an understanding of: the global variations in human rights norms; how patterns of human rights violations are influenced by a range of factors; the complexity of the Geography of gender inequality and how it is contested; how human rights can be the cause and consequence of conflict; how cooperation is needed at all scales for the governance of human rights and how the governance of human rights has consequences for citizens and people.

Lent term

H481/03 topic 3.5: Hazardous Earth

Students will develop an understanding of: evidence for continental drift and plate tectonics; the main hazards generated by volcanic activity; the main hazards generated by seismic activity; the implications of living in a tectonically active location; and what measures are available to help people cope who live in these locations.

H481/02 topic 2.2.2 Global migration

Candidates will develop an understanding of: how global migration involves dynamic flows of people between countries, regions and continents; how current patterns of migration are related to global patterns of socio-economic development; how patterns of global migration are influenced by a multitude of inter-related factors; how corridors of migrant flows create interdependence between countries; and how global migration creates opportunities and challenges which reflect the unequal power relations between countries.

Geographical skills, synoptic questions and revision are all integrated into our lessons.

Summer term

Revision of all components and A level examinations

- Paper one: Physical Systems (22%)
- Paper two: Human Interactions (22%)
- Paper three: Geographical Debates (36%)
- Non-exam assessment (NEA) (20%).

For further information please contact:

Mrs Jo Andrews – jea@clairescourt.net

German

In Year 13 students develop their linguistic skills alongside their understanding of the culture and society of Germany and other German speaking countries.

Students have between three and four lessons per week and three pieces of homework. Pupils are expected to work independently and listen to, read and learn vocabulary from a variety of different media such as the internet, TV and radio on a regular basis in school and at home.

Participation in school trips organised by the German department is advisable and pupils are encouraged to visit the country privately or organise an exchange.

The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach, following the AQA textbook. Students' progress is monitored regularly through vocabulary tests, topic tests, and classwork and homework exercises.

Course content

- **Multiculturalism in German speaking society** – immigration; integration; racism
- **Aspects of political life in the German speaking world** – Germany and the European Union; politics and youth; German reunification and its consequences
- **Grammar** - the grammatical system and structures of the German language
- **Literary texts and films** - study of the book: 'Der Vorleser' by Bernhard Schlink and the film: 'Good bye Lenin' by Wolfgang Becker
- **Individual research project** - students select a subject or a key question which is of interest to them and which relates to a German speaking country.

The A level examination consists of three units:

Paper one: Listening, Reading and Writing

Two hours 30 min - 100 marks (50% of A level)

Students will listen to spoken passages and read texts from a range of contexts and sources. Questions will be in German and will require either non-verbal responses or responses in German. Students will translate a passage of at least 70 words from German into English.

Paper two: Writing

Two hours - 80 marks (20% of A level)

Students will answer two essay questions which will be based on the texts and films they have studied, approximately 300 words per essay.

Paper three: Speaking

21- 23 minutes plus 5 min. preparation time - 60 marks (30% of A level)

Students will discuss with the examiner a sub-theme from the topics they have studied, based on a stimulus card for five to six minutes. They will present the findings of their research, roughly two minutes, followed by a discussion for nine to 10 minutes.

For further information please contact:

Mrs Annette Denton - ahd@clairescourt.net

History

We continue to follow the Edexcel examining board at: <http://goo.gl/QAK4TA>.

In Year 13 students will continue to complete paper one and their coursework in preparation for the terminal exams and submission respectively.

Paper one: Britain 1625-1701. Conflict, revolution and settlement

(to be studied on completion of Paper two at the end of Year 12 and to be completed in Year 13).

This option comprises a 'study in breadth', in which students will learn about key features of monarchical and republican rule in Britain in the 17th Century, set within the context of broader social, economic and religious change. The events of this period saw a decisive shift in the balance of power between crown and parliament. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1625–88. This option also contains a 'study in depth' of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: how revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?

Themes studied are as follows:

- The quest for political stability 1625-88
- Religion, conflict and dissent 1625-88
- Social and intellectual challenge 1625-88
- Economy, trade and empire 1625-88.

Study will then focus on interpretations of the Glorious Revolution of 1688 to include:

- The significance of revolutionary ideals in the establishment of a constitutional monarchy
- The impact of the Toleration Act 1688 and the end of Anglican supremacy
- The significance of the Triennial Act 1694 and the growth of parliamentary power
- The importance of William III's wars in the development of a financial revolution.

Assessment of paper one (AS and A Level at the end of Year 13)

Two hours 15 minutes (45 minutes per section) - 60 marks (60%)

Section A:

- One essay from a choice of two
- 20 marks for analysis and evaluation of causation or consequence of an event
- Question will cover a period of around one decade.

Section B:

- One essay from a choice of two
- 20 marks for analysis and evaluation of any concept focus such as causation, consequence, significance, change or continuity

- Covers at least one third of the total chronology studied
- May target more than one theme studied.

Section C

- One compulsory question
- 20 marks for the analysis and evaluation of two historians' differing viewpoints.

Coursework

20% of A Level (20 marks)

The purpose of the coursework is to enable students to develop their skills in the analysis and evaluation of interpretations of History in a chosen question, problem or issue, and to organise and communicate their findings, as part of an independently researched assignment.

Students complete an assignment of between 3,000 and 4,000 words. The focus of their work is on the nature and purpose of the work of the historian. It is suggested by the exam board that the topic chosen is one that arises from their study of papers one to three. It is an enquiry in depth where students will be required to analyse, explain and evaluate the interpretations of three historians. As a group, they will be taught the historical context and they will be given guidance on how to tackle their individual work. The coursework tests a student's ability to:

- Identify or select and deploy material relevant to an aspect of historical debate
- Reach and sustain an overall judgement a matter of historical debate in its historical context
- Analyse and explain differences in historians' views
- Evaluate and make judgements on historians' arguments
- Demonstrate an understanding of relevant concepts and organise and communicate a concisely formulated argument.

The role of the teacher is to monitor and supervise the student's work. They will have to ensure that the interpretations chosen by the student for their assignment provide sufficient evidence for them to make a satisfactory response. Individually, the students will need to complete a resource record, which will be checked regularly by the teacher. The teacher will mark the student's work, it will be moderated in the department, and it will then be submitted to Edexcel for external moderation.

Coursework will focus on interpretations of whether there was a general crisis of government in the last years of Elizabeth I's reign, 1589-1603. This will include:

- The significance of threats to national security from Spain and Ireland
- The extent of faction at court and the succession issue
- The importance of growing conflicts with Parliament and the session of 1601
- The importance of harvest failures in the 1590s and the growth of social distress.

In addition, students will also, as a group, continue to develop their skills in exploring historical interpretations. This will include:

- Focusing on the method that historians use
- Focusing on different questions that historians use
- Moving away from trying to construct a single narrative

- Moving away from simplistic explanations of bias.

Once coursework is completed, students will undergo a thorough revision programme for their examinable papers in preparation for their terminal exams

Assessment of coursework: Internally assessed and externally moderated.
Coursework answers are marks out of 20 according to the Edexcel coursework mark scheme.

For further information contact:

Ms C Bullough - crb@clairescourt.net

Ms C Tookey - cbt@Clairecourt.net

Mathematics

Introduction

Mathematics combines well with almost all A level courses and is highly regarded by universities and employers for its academic rigour.

We follow the Edexcel A level course 9MA0. Our most capable students may also have the opportunity to study Further Maths to AS level, by attending additional lessons leading to an extra set of exams at the end of Year 13. If you are interested in this option please see the separate curriculum statement.

Entry requirements

To be successful on this course, students must have achieved at least level 7 at GCSE.

Areas of study and assessment

A level Mathematics is examined in two internal exam papers at the end of Year 12 or beginning of Year 13, covering Pure Maths and Statistics and Mechanics, for example:

Paper 1: Pure Maths (2 hours)

- Algebra and functions
- Coordinate geometry in the (x, y) plane
- Sequences and series
- Differentiation
- Integration
- Trigonometry
- Exponentials and logarithms.

Paper 2: Statistics and Mechanics (1 hour 15 mins)

- Sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Hypothesis testing
- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws.

At the end of Year 13 there are three external papers for the actual A level, two in Pure Maths and one in Statistics and Mechanics:

Paper 1 and Paper 2: Pure Maths (2 hours each)

This covers the same content as the year 12 Pure Maths exam, but examined to a deeper level, as well as adding numerical methods, proof, and vectors.

Paper 3: Statistics and Mechanics (2 hours)

This extends the knowledge of the topics of the year 12 Statistics and Mechanics and additionally includes moments.

Homework

Written homework assignments will be set throughout the year for students to practise solving problems with the skills that they have learnt. Use will also be made of online learning resources. Teachers are available in lessons and at any other mutually convenient time to provide help.

Textbooks and online resources

We use two textbooks: 'Pearson Edexcel Pure Mathematics Year 1/AS' and 'Pearson Edexcel Statistics and Mechanics Year 1/AS'. Both books also give free online access to further resources. The school subscribes to integralmaths.org so Maths students are encouraged to use the website frequently.

Calculators

Students need a calculator which includes the following features:

- An iterative function
- The ability to compute summary statistics and access probabilities from standard statistical distributions.

We recommend the Casio model number FX-991 EX ClassWiz.

For further information please contact:

Mrs Ann Burdett - amb@clairescourt.net

Media Studies

Awarding Body: Cambridge International

About the course

Media Studies is central to understanding 21st Century culture. It is a relevant and challenging subject where students can explore a diverse range of topics such as consumers and producers in film, TV, social media, video games, and the music industry.

We live in the midst of the 'information age' where media constantly saturates our everyday lives. Whether we use iPads, television, or simply go to the cinema we are constantly consuming media and sharing our thoughts with others. Media Studies gives students the opportunity to become confident discerners of all types of media, as well as starting their journey in a more professional context.

Who is suitable for this course?

This course is suitable for anyone who is interested in studying media and exploring its vital role in creating our views and perspectives, as well as its role of the media in influencing our perspective.

Requirements for success

Entry requirements

- GCSE English grade 5 required.

Course structure

This is an international A level linear two year course.

Course outline – Year 12

In the first year of Media Studies students will learn practical skills by creating the opening scenes of a thriller film working in specialist roles such as directors, editors and visual effects designers.

The examination component (taken at the end of the two year course) is split into two parts. The first part is analysis of representation in a television extract. For the second part of the paper, students will study the film industry.

The course is split into:

- Component one – Foundation portfolio
- Component two: Part A – Media texts examination
- Component two: Part B – Media contexts examination.

Component one - Foundation Portfolio

Coursework 50%

- Thriller film opening production and planning.

Component two

One paper, two parts:

Part A - Key media concepts examination

Exam 25%

- Representation - an unseen TV drama source (one question).

Part B - Audiences and institutions examination

Exam 25%

- This will be an institutions and audience examination based on the film industry (one question from a choice of two).

Course outline – Year 13

In Year 13 Media studies students will undertake a music video promotion package for their coursework component to include a social media page and the artwork for an accompanying digipak album.

The exam is split into three sections. In the first part, students will analyse how we live in a postmodern age by studying films, television, gaming, music videos, social media and the news. The second part of this exam will be on the topic of power and the media. Finally, the third part of this exam is on media ecology.

Students will draw on social media and the news for these topics, evaluating how the media is adapted and used in the 21st Century.

The course is split into:

- Component three – Advanced portfolio
- Component four: Part A – Media debates examination
- Component four: Part B – Media ecology examination.

Component three – Advanced portfolio

Coursework 50%

- Music promotion package for an artist or band to include an Instagram page, a music video and a digipak design for an artist or group.

Component four

- One paper, two parts:

Part A – Media debates examination

Exam 25%

- Postmodern media, and power and the media (two part question).

Part B – Media ecology examination

Exam 25%

- Media ecology (choice of two questions).

Method of study

A mixture of film and music video production alongside marketing and branding strategies provide an exciting opportunity for students. In addition to this, textual analysis and contemporary media debates allow students to learn new practical skills and theoretical perspectives necessary in our contemporary media age.

Assessment

Overall, the course is 50% coursework (two pieces of coursework in total) and 50% exam (two exams).

Where does it lead?

Media Studies is a stepping stone to university. It also leads to a career in advertising, marketing, filmmaking and digital media such as website development and social media marketing. Cambridge is also recognised for enabling students to have a global perspective with regards to media texts.

For further information please contact:

Ms Emily Bell - emb@clairescourt.net

Music

Introduction

The course is based on the Edexcel GCE for Music: Syllabus 9MU01. The Edexcel AS/A Level Anthology for Music 2016 Ed Julia Winterson will be the main text book that will be used (other textbooks to be confirmed). The A2 Level Exam is a stand-alone qualification.

Autumn term

Component one: Performing

Students will work with the assistance of instrumental teachers and teaching staff to prepare pieces with a minimum duration of eight minutes of music and recorded in one session. The standard for A2 pieces is Grade 7.

Component two: Composing

The students will decide on their composition set to a brief published in September 2022. Work will also continue on their free composition and the assessing technique exercise released in April 2023 of the examination year.

Component three: Appraising

Continue to study set works from the anthology and to develop further understanding about pieces of the same genre and style. The students will prepare exam type answers.

Lent term

Component one: Performing

Students will continue to develop their performance skills in learning new pieces. Recordings can take place any time after 1 March 2023.

Component two: Composing

The students will continue to develop their compositions. Final preparation for the release of the techniques paper.

Component three: Appraising

Continue to study the set works from the anthology and to develop further an understanding about pieces of the same genre and style.

Summer term

Component one: Performing

Final performance of the assessed pieces.

Component two: Composing

Final preparation for the submission of their compositions.

Component three: Appraising

Final preparation for the exam.

Assessment

Component one: Performing 9MU0/01

30% of the qualification

The performances are externally marked.

Component two: Composing 9MU0/02

30% of the qualification

The compositional tasks are externally marked.

Component three: Appraising 9MU0/03

40% of the qualification - A 130 minute exam is sat and marked by Edexcel.

Homework

This will be set weekly. It is expected that the students complete background research during the year in order to broaden their musical knowledge and experiences. This can be gained by using *Spotify*, *iTunes* and by attending concerts.

For further information please contact:

Mr Nicholas Wolstencroft - niw@clairescourt.net

Music Technology

Introduction

A level in Music Technology is a linear course resulting in an A level after two years. It is based on the Edexcel Music Technology course (9MT0).

Students will undertake both theoretical and practical lessons including using music sequencing software, learning how to create good quality recordings, understanding how to compose music and studying the development of recording and production technology. They will be expected to work in their own time to complete some tasks. They will be required to provide technical support throughout the year for concerts and events.

Areas of study

Over the two years, students will undertake four components:

Component one: Recording

The aim of this task is to capture and edit a recording of one song chosen from a list of ten supplied by Edexcel. This will include recording five compulsory instruments and two additional instruments. This task is worth 20% of the A level grade. Students will be assessed on their ability to capture, edit, process and mix the audio recording.

Component two: Technology-based Composing

The aim of this task is to compose a technology-based composition based on a choice of briefs supplied by Edexcel. This task is worth 20% of the A level grade. Students will be marked on their use of synthesis, sampling and audio manipulation, and creative effects used.

Component three: Listening and analysing:

Students undertake a one hour and 30 minute exam worth 25% of the A level. This will assess their knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings.

Component four: Producing and Analysing

Students undertake a two hour and 15 minute exam worth 35% of the A level. This will assess their knowledge and understanding of editing, mixing and production techniques for both corrective and creative purposes.

Assessment

Components one and two are coursework, marked externally. Components three and four comprise exams undertaken at the end of the two year course.

For further information please contact:

Mr Daniel Gravett - dng@clairescourt.net

Physical Education (PE)

Introduction

All students study the OCR A level Specification. This course is taught by PE specialists and prepares the students for the further study of PE or sports science courses as well as other related subject areas such as Psychology and Biology.

Areas of study

Component one

Physiological factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics.

Component two

Psychological factors affecting performance

- 2.1 Skill acquisition
- 2.2 Sports psychology.

Component three

Socio-cultural issues in Physical Education and sport

- 3.1 Sport and society
- 3.2 Contemporary issues in physical activity and sport.

Component four

Performance in Physical Education

- 4.1 Performance or coaching of an activity
- 4.2 The evaluation and analysis of performance for improvement.

Assessment

There are three theoretical examination papers at the end of the two year course which equate to 70% of the final grade. A practical assessment is also undertaken equating to 30% of the overall A level. The specification allows for the award of grades A to U.

Component one

Two hours written paper - 90 marks (30% of total A level)

Component two

One hour written paper - 60 marks (20% of total A level)

Component three

One hour written paper - 60 marks (20% of total A level)

Component four

Practical assessment - 60 marks (30% of total A level)

During the year the progress of students is carefully monitored through class work, homework tasks, the practice of exam questions, tests and mock examinations.

For further information please contact:

Miss Jo Cox - jmc@clairescourt.net

Philosophy and Ethics

Introduction

Philosophy and Ethics at A level is offered as a two year full A level course. The examination board used is AQA (specification code 7062).

This A level not only prepares and requires you to think about the big picture, but also develops an enquiring, critical and empathetic approach to what is going on in the world. Students taking this course gain critical and evaluative skills sought by Higher Education and employers – particularly in law, education, social work, politics, medicine, administration and the media.

There are no specific entry requirements, but some study of Religious Studies at Key Stage 4 will be helpful (though not a necessity). This course is an academic study of religious, philosophical and ethical issues and, thus, religious belief is neither presumed nor required. A GCSE grade of at least 6 in English will be a good indication of ability to succeed on this course as it is assessed entirely through lengthy academic essays.

Areas of study

Two modules are studied which will develop skills of analytical and critical enquiry:

Philosophy and Christianity

Section A

Study of Christian beliefs about:

- God
- Life after death
- The challenge from Science
- The nature and role of religion
- Sources of wisdom and authority.

Section B

Philosophy of religion:

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracle
- Self and life after death.

Section C

The dialogue between philosophy and religion:

- How religion is influenced by, and influences, philosophy of religion in relation to the issues studied.

Ethics and Christianity

Section A

Study of Christian beliefs about:

- Key moral principles
- Religious identity

- Religion and sexual identity
- Religious pluralism.

Section B

Ethics and religion:

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

Section C

The dialogue between ethical studies and religion:

- How religion is influenced by, and influences, ethical studies in relation to the issues studied.

Assessment

This qualification is linear. There are two assessed components. Students must take assessments in both component one and component two in the same exam series. Each exam is three hours long.

Students should be able to:

AO1

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language, and terminology appropriate to the course of study.
- Demonstrate knowledge and understanding of the connections between different elements of their course of study.

AO2

- Sustain a critical line of argument and justify a point of view.
- Relate elements of their course of study to their broader context and to specified aspects of human experience.

For further information please contact:

Mr Sam Mulholland – smm@clairescourt.net

Photography

Students will be following the Art and Design – Photography specification using the OCR examination board; the course code is H603.

This A level qualification consists of two examined units:

- A coursework unit, referred to as the 'personal investigation' – 60% marks
- An externally set task – 40% marks.

Course structure

The course is primarily practical, where students work on their own projects. However, to acquire the necessary specialist skills and have an understanding of the history and growth of Photography, there will be some structured theory lessons and workshop sessions. At A level, the students are expected to work more independently, with much of their sketchbook work being completed outside lesson time.

Skills development – Internally set assignments

In preparation for the examined unit, the students will be set a series of short assignments to help them acquire the necessary skills and to learn and appreciate the art and craft of Photography. The lessons will consist of a mix of taught skills sessions, practical group exercises plus time for individual exploratory and developmental work. Some examples of taught skills are; controlling exposure, depth of field, motion blur, perspective control, using flash, exploring Photoshop and how to analyse images.

Coursework unit (01) – The personal investigation

This unit should consist of an in-depth, carefully planned and presented project that demonstrates an advanced understanding of photographic technique. Within this advanced unit of work there is a written related study between 1000 and 3000 words that will be used to assess the candidates ability to communicate their ideas using clear well written language, including the use of specialist terminology. This written work, together with their practical projects, should show their ability to carry out independent research plus a capacity to analyse and evaluate both their work and that of others.

Students can work on any area, theme or issue including the fundamental topics such as portraiture, landscape, still life, photojournalism and experimental imagery.

Although the use of image manipulation software is often seen as being an important aspect in digital imaging, it is vital that students understand and demonstrate good photographic technique before using computer software as a means of producing abstract graphical representations. They are expected to demonstrate and explore advanced techniques of exposure control, depth of field, lighting and composition.

Externally set task (02)

Students are required to respond to a choice of questions set by the examining board. These questions will be available in early February 2022 when they can start to carry out research and preliminary studies. This will be followed by a 15 hour timed and supervised controlled test in early May 2022.

For both units of work, marks are given in accordance of assessment objectives laid down by the QCA. Both units are marked internally but are then checked by an external moderator.

Minimum entry requirements

Students must have studied any of the following:

- GCSE Art
- GCSE Design and Technology
- GCSE Media Studies
- GCSE Textiles.

This course will require a fee of £50.00 for printing costs. The students will also require a mid-range digital SLR with the necessary accessories along with an external hard drive to back up their images. It is recommended that the camera is hot shoe compatible to make it possible to take photographs using our studio lighting.

For further information please contact:

Mrs Jane Wimshurst – jzw@clairescourt.net

Physics

Introduction

All students study the OCR Physics A GCE specification, which meets the QCS requirements. There are four Physics lessons per week on the timetable, which are taught by Physics specialist teachers. The A level is made up of six modules plus a practical endorsement. The first four modules are covered in Year 12. The specification allows for the award of grades A* to E.

Areas of study

In Year 13 students study:

- Module five - Newtonian world and astrophysics
- Module six – Particles and medical Physics.

Autumn term

Module five

- Thermal Physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology.

Lent term

Module six

- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle Physics
- Medical imaging
- Practical skills-including planning, implementing, analysis and evaluation will continue to feature in all of the modules, the results of which are recorded in students' Lab books.

Summer term

- Revision of all units including those covered in Year 12.

Assessment

For the A level qualification there are three exams taken in June:

- Modelling Physics - Multiple choice, short answer and extended responses on modules one, two, three and five (worth 37%)
- Exploring Physics - Multiple choice, short answer and extended responses on modules one, two, four and six (worth 37%)
- Unified Physics - Short answer and extended responses from content across all modules (worth 26%).
- Practical Endorsement in Physics - A practical endorsement granted by a visiting moderator and supported by students Lab books.

For further information please contact:

Mrs Helen Williams - haw@clairescourt.net

Miss Lydia Lowry - lll@clairescourt.net

Politics

- Examination board: AQA
- Endorsement title: AQA A-level Politics
- Specification code: 7152

There are three broad areas of study in this specification, which are examined at the end of two years:

- Paper 1) The government and politics of the UK,
- Paper 2) The government and politics of the USA and comparative politics
- Paper 3) Political ideas.

A-level Paper 1	+	A-level Paper 2	+	A-level Paper 3
What's assessed <ul style="list-style-type: none"> • Government and politics of the UK 		What's assessed <ul style="list-style-type: none"> • The Government and politics of the USA • Comparative politics 		What's assessed <ul style="list-style-type: none"> • Political ideas
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 77 marks • 33.3% of A-level 		How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 77 marks • 33.3% of A-level 		How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 77 marks • 33.3% of A-level
Questions A mixture of medium length 'explain' -style questions, extract-based essays and evaluative essays.		Questions A mixture of medium length 'explain' -style questions, extract-based essays and evaluative essays.		Questions A mixture of medium length 'explain' and essay-style questions. You can see full details of the new specifications at aqa.org.uk/politics

There are three, two-hour exams corresponding to each of the papers worth 77 marks each. In Year 13, pupils will focus on Papers 2 and 3 completing government and politics of the USA and study four political ideologies.

Course structure - Year 13:

Paper 2: Government and politics of the USA and comparative politics

Government and politics of the USA:

- The electoral process and direct democracy
- Political parties
- Pressure groups
- Civil rights

Comparative politics:

- Electoral and party systems
- Pressure groups
- Civil Rights

Paper 3: Political ideas

Core ideologies:

- Liberalism
- Conservatism
- Socialism

Other ideologies:

- Nationalism

Assessment objectives (AO) and weightings:

There are four AOs which are equally weighted and form the basis of the A Level

course.

AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.

AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.

AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.

Half term grade and end of term grades for attainment and effort (A to E) will be given which reflects the students' overall performance to date. Students will also receive two written reports during the year.

A reading list can be found using the link below:

<https://www.aqa.org.uk/resources/government-and-politics/as-and-a-level/government-and-politics/a-level/teach/resource-list>

For further information please contact:

Mr Alasdair Poulter-Dunford - AAP@clairescourt.net

Psychology

All students study the AQA GCE specification.

Psychology A level is a two year course. At the end of the course there are three externally examined papers.

Module title	Examination session	Duration of examination	Full A level weighting
Introductory topics in Psychology.	Summer.	Two hours.	33.33%
Psychology in context.	Summer.	Two hours.	33.33%
Issues and Options in Psychology.	Summer.	Two hours.	33.33%

Research methods are an integral part of the course and they will be taught throughout the year. This will be done in class-based activities and small experiments.

The subject is taught using practical work where possible. Students will be expected to take notes during lessons and to keep a well organised file. They will be expected to read their textbook to supplement these notes. Students will be given past paper questions to test their understanding of the topics covered in lessons. These questions may be short answer responses or longer essays. All work will be marked according to the AQA criteria and these marks will be used to assess progress every half term.

Students will be expected to use the library and read around the subject; use the internet to access specific Psychology-related sites (examples are found in the Psychology Handbook).

Textbook

The main course textbook are:

- The Complete Companion for AQA Psychology A Level: Year 1 and AS Fifth Edition by Cara Flanagan and Mike Cardwell.
- The Complete Companion for AQA Psychology A Level: Year 2 and A Level Fifth Edition by Cara Flanagan and Mike Cardwell.

Autumn term – Paper one (Year 12)

Introductory topics in Psychology

Students will gain knowledge and understanding of psychological concepts, theories, methods and ethical issues in relation to the content below. This will also involve application to unfamiliar scenarios and analysing, interpreting and evaluating

psychological concepts. Students will learn research methods including designing and conducting research, analysing and interpreting data.

Social

Social influence

- Types of conformity and explanations for conformity
- Explanations for obedience as investigated by Milgram
- Social influence processes in social change.

Cognitive Psychology

Memory

- Models of memory and types of memory
- Explanations for forgetting
- Factors affecting the accuracy of eyewitness testimony.

Development Psychology

Attachment

- Stages of attachment, explanations of attachment including maternal deprivation, influence of early attachment on childhood and adult relations.

End of module exam.

Lent term – Paper two

Psychology in context

Students will extend their knowledge and understanding of psychological concepts, theories, methods and ethical issues in relation to the content below. Mathematical skills will be assessed in this section. These skills will be developed through study of the specification content and through ethical practical research activities.

Approaches in Psychology

- Origins of Psychology, learning approach, cognitive approach and the biological approach.

Biopsychology

- Nervous system, endocrine system and the fight or flight response including the role of adrenaline.

Psychopathology

- Definitions of abnormality, characteristics of certain disorders, behavioural, cognitive and biological explanations and treatments for these disorders.

Summer term

Research methods

- For example, experimental and non-experimental methods, hypotheses, sampling, variables, and implications of psychological research for the economy.

- Data handling, for example quantitative and qualitative data, calculation of descriptive statistics, normal distributions and statistical testing.

Autumn term (Year 13)

The first week will be spent studying the issues and debates that underpin A2, as well as an introduction to the principles of how science works within a psychological context.

Paper three -Issues and options in Psychology: Section A

The chosen topic is relationships. Students will need to understand evolutionary preferences in a partner; factors affecting attraction; theories of romantic relationships; virtual relationship and parasocial relationships.

End of topic test based on past examination questions

Section B

The chosen topic is stress. This will include the physiology of stress, the role of stress in illness; sources of stress; personality types and methods of managing stress.

End of topic test based on past examination questions.

End of module examination.

Lent term

Paper 3 -Issues and options in Psychology Section C

The chosen topic is aggression. This will include neural and hormonal mechanisms in aggression; evolutionary explanations; social psychological explanations; institutional aggression and the role of the media including the effects of games and videos. Full details of the content of each topic can be found in the Psychology Handbook, or on the AQA website.

Paper 2 - Psychological research and scientific method

This will be taught throughout the term, with students conducting their own practical research and using the methods, such as inferential statistical analysis, that they were taught at the end of year 12.

Students will be expected to develop knowledge, understanding and skills of evaluation in relation to relevant theories and studies in each of the three topics. They will also need to develop an appreciation of the issues and debates as relevant to each topic. As this paper is an essay-based paper, students will also need to develop the skills of extended writing.

There will be continuous assessment, using essays throughout the term. Throughout the year students will need to review all topics taught in Year 12 as they will all be assessed in the summer.

Summer term

Revision for A Level examinations.

For further information please contact:

Mrs Rosaria Lamagna-Richardson – rsl@clairescourt.net

Mr Steven Richards- smr@clairescourt.net

Sociology

Introduction

Sociology offers insights into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around the power of the media, culture, family, education, crime and social power. You will ask yourself 'why has society developed like this?'

Entry requirements

You should have achieved a minimum of grade 5 in your English Language GCSE and any of the humanities subjects such as History, Geography or Religious Studies.

Course content:

Paper 1: Education with Methods in Context

1.1. Education:

You will learn sociological explanations of :

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

2.2. Theory and methods

You will learn sociological explanations of

- quantitative and qualitative methods of research; research design

- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory
- the nature of science and the extent to which Sociology can be regarded as scientific
- the relationship between theory and methods
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy.

Paper 2: Families and Households and the Media

2.1 Families and Households

You will learn sociological explanations of :

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

2.2 The Media

You will learn sociological explanations of:

- the new media and their significance for an understanding of the role of the media in contemporary society
- the relationship between ownership and control of the media
- the media, globalisation and popular culture
- the processes of selection and presentation of the content of the news
- media representations of age, social class, ethnicity, gender, sexuality and disability
- the relationship between the media, their content and presentation, and audiences

Paper 3: Crime and Deviance with Theory and Methods

3.1 Crime and Deviance

You will learn sociological explanations of:

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

3.2 Theory and Methods

You will review the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'

- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory
- the nature of science and the extent to which Sociology can be regarded as scientific
- the relationship between theory and methods
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy

Method of study

The course will be studied as a whole class with opportunities for small group work, discussions, debates and structured examination technique learning. You will have the opportunities to explore film production techniques and make film clips in respect of your studies into the media and its influence.

Assessment

There are three exams, each account for one third of your A level grade. The three exams last 2 hours and are worth 80 marks each. The exams consist of a mixture of short answers and extended writing questions.

Where does it lead?

Sociology is a great choice for people who want a career in social work, nursing or medicine. However, the subject is also useful for other careers like marketing, advertising, PR, journalism, the police, probation service or teaching.

Awarding Body: AQA

For further information please contact:

Ms Camilla Bullough - crb@clairescourt.net

Ms Emily Bell - emb@clairescourt.net

Spanish

Spanish is offered as a two year full A level course. We follow the specification of the AQA examination board, to be found at: [AQA A Level Spanish Specification](#).

In Year 13, students build on the skills and techniques they have learned in the first year of the A level course to further develop their linguistic skills and their understanding of Spanish culture and society, alongside that of other Spanish-speaking countries. Students continue to have between three and four lessons per week and are given homework every lesson.

Students will also be expected to undertake wider reading and research, both in school and at home, through a variety of media, some of which will culminate in an individual research project to be presented during the A2 speaking examination. Visits to Spanish-speaking countries continue to be actively encouraged.

The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach, following the AQA textbook. Student progress is monitored regularly through vocabulary tests, topic tests, and classwork and homework exercises.

Course content

- **Social issues and trends** – immigration; racism and integration
- **Political and Artistic culture** – today's youth, tomorrow's citizens; monarchies and dictatorships and popular movements
- **Grammar** - the grammatical system and structures of the Spanish language
- **Literary texts and films** - one text or one film chosen from a prescribed list.

Assessment

Paper one: Listening, reading and writing

Two hours and 30 min -100 marks (50% of A level).

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary; reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary; and translating one passage into English and a second passage into Spanish.

Paper two: Writing

Two hours- 80 marks (20% of A level)

Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film) approximately 300 words.

Paper three: Speaking

21-23 including 5 minute preparation time - 60 marks (30% of A level)

Students will discuss with the examiner one sub-theme from the topics they have studied, based on a stimulus card. They will also do a two minute presentation and hold a discussion with the examiner on their chosen individual research project.

For further information please contact:

Ms Eva Urzaiz - emu@clairescourt.net



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