

SIXTH FORM

CURRICULUM STATEMENT

YEAR 12 2019/2020



**CLAIRE'S COURT
MAIDENHEAD**

An Independent School for Girls & Boys

RESPONSIBILITY • RESPECT • LOYALTY • INTEGRITY

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

ART AND DESIGN - TEXTILES Year 12

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 Art and fabric work 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. Students are introduced to a variety of techniques through using a wide range of media in an experimental manner. 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 - AQA | |
|--|--------------------|
| Endorsement Title | Specification code |
| AQA Advanced Subsidiary GCE in Art & Design - Textiles | 7244 |

COURSE STRUCTURE

| | AUTUMN TERM | LENT TERM | SUMMER TERM | | |
|-------------------|--|--|---|----------------------------|--|
| Year 12 AS | Component 1 Personal Investigation Sept -Jan. | Component 1 (Personal Investigation) Exam - end Jan/ beg Feb). Component 2 (Externally Set Assignment ESA). Feb 20 - April/May 20. To include preparatory working period. | Component 2 (ESA) preparatory work and 10 hour exam. Study Leave (end May/early June 20). | Exhibition and Assessment. | Begin A Level (June/ July - Last 3 weeks of term). |

AREAS OF STUDY

COMPONENT 1 – PERSONAL INVESTIGATION - Marks available: 96.

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 1 - Incorporates two major elements: **Supporting Studies and Practical Work**.

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. Supporting studies will support the practical work and the two elements should be seen as integrally connected.

The purpose of the 'Personal Investigation';

- To develop a portfolio of practical and written work that shows critical understanding and development of skills and ideas.
- To encourage breadth and depth in the development of students' visual language.

- To produce work based around themes and subject matter developed from personal starting points.

Supporting Studies/Preparatory Studies:

Preparatory and supporting studies may include sketchbooks, notebooks, worksheets, design sheets, large-scale rough studies, samples, swatches, test pieces, maquettes, digital material — anything that shows fully your progress towards your 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.

COMPONENT 2 – EXTERNALLY SET ASSIGNMENT (ESA) - Marks available: 96.

Overview - Component 2 incorporates two elements: Preparatory Studies and 10 hr Period of Sustained Focus (Exam).

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) in response to an externally set theme. The 'Externally Set Assignment' 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. Students have from 1 January until the commencement of the final 10-hour period of sustained focus to develop preparatory studies. These preparatory studies will culminate in the 10 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 sources. Work must cover all four assessment objectives.

10 hour Period of Sustained Focus:

During the 10 hour period of sustained focus students will produce their final outcome(s) responding to the 'Externally Set Assignment' theme, based on their preparatory studies. This work must be produced unaided under controlled examination conditions.

ASSESSMENT

Assessment Objectives and Weightings - There are four assessment objectives which are equally weighted and form the basis of the AS 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% |

- Internal assessment takes place on the completion of Component 1 (at the end of the Lent Term) and Component 2 (after the examination in June).
- In addition, a half term grade and an end of term attainment and effort grade (A – E) will be given which reflects the students’ overall performance to date.
- Students will also receive a two written reports during the year.

Summary Scheme of Assessment

| | | | |
|-----------|---|--|--|
| AS | Component 1 PERSONAL INVESTIGATION (Supporting Studies and Practical Work). | <ul style="list-style-type: none"> • 60% of AS; • 96 marks (24 marks for each of the AOs). | Internally set. Internally marked. Externally moderated. |
| | Component 2 EXTERNALLY SET ASSIGNMENT (ESA) (Preparatory Studies + 10 hour) Practical exam. | <ul style="list-style-type: none"> • 40% of AS; • 96 marks (24 marks for each of the AOs). | Internally set. Internally marked. Externally moderated. |

| Sept 2019 | Jan/Feb 2020 | May/June 2019 |
|--------------------------------------|---|--------------------------|
| Personal Investigation - ongoing. | - Practical exam - Personal Investigation ; - AS ESA paper released Jan 2 nd . | Practical Exam - ESA. |

For further information please contact:
Mrs Sophie Hadley - srh@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

ART AND DESIGN Year 12

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. Students are introduced to a variety of techniques through using a wide range of media in an experimental manner. 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 - AQA | |
|---|--------------------|
| Endorsement Title | Specification code |
| AQA Advanced Subsidiary GCE in Art & Design - Fine Art. | 7242 |

COURSE STRUCTURE

| | AUTUMN TERM | LENT TERM | SUMMER TERM | | |
|-------------------|--|---|--|----------------------------|--|
| Year 12 AS | Component 1 Personal Investigation. Sept – Jan. | Component 1 (Personal Investigation) Exam - end Jan/beg Feb). Component 2 (Externally Set Assignment ESA). Feb - April/May To include preparatory working period. | Component 2 (ESA) preparatory work and 10 hour exam. Study Leave (end May/early June). | Exhibition and Assessment. | Begin A Level (June/ July - Last 3 weeks of term). |

AREAS OF STUDY

COMPONENT 1 – PERSONAL INVESTIGATION - Marks available: 96.

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 1 - Incorporates two major elements: **Supporting Studies and Practical Work**.

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. Supporting studies will support the practical work and the two elements should be seen as integrally connected.

The purpose of the 'Personal Investigation':

- To develop a portfolio of practical and written work that shows critical understanding and development of skills and ideas.
- To encourage breadth and depth in the development of students' visual language.
- To produce work based around themes and subject matter developed from personal starting points.

Supporting Studies/Preparatory Studies:

Preparatory and supporting studies may include sketchbooks, notebooks, worksheets, design sheets, large-scale rough studies, samples, swatches, test pieces, maquettes, digital material — anything that shows fully your progress towards your 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.

COMPONENT 2 – EXTERNALLY SET ASSIGNMENT (ESA) - Marks available: 96.

Overview - Component 2 incorporates two elements: **Preparatory Studies and 10 hr Period of Sustained Focus (exam)**.

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) in response to an externally set theme. The 'Externally Set Assignment' 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. Students have from 1 January until the commencement of the final 10-hour period of sustained focus to develop preparatory studies. These preparatory studies will culminate in the 10 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 sources. Work must cover all four assessment objectives.

10 Hour Period of Sustained Focus:

During the 10 hour period of sustained focus students will produce their final outcome(s) responding to the 'Externally Set Assignment' theme, based on their preparatory studies. This work must be produced unaided under controlled examination conditions.

ASSESSMENT

Assessment Objectives and Weightings - There are four assessment objectives which are equally weighted and form the basis of the AS 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 1 (at the end of the Lent Term) and Component 2 (after the examination in June).
- In addition, a half term grade and an end of term attainment and effort grade (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

| | | | |
|-----------|--|---|--|
| AS | Component 1 PERSONAL INVESTIGATION (Supporting Studies and Practical Work). | 60% of AS (96 marks in total – 24 for each AO). | Internally set. Internally marked. Externally moderated. |
| | Component 2 EXTERNALLY SET ASSIGNMENT (ESA) (Preparatory Studies + 10 hour Practical exam). | 40% of AS (96 marks in total - 24 for each AO). | Internally set. Internally marked. Externally moderated. |

| Sept 2019 | Jan/Feb 2020 | May/June 2020 |
|--------------------------------------|--|-----------------------|
| Personal Investigation - ongoing. | - Practical exam - Personal Investigation. - AS ESA paper released Jan 2 nd . | Practical Exam - ESA. |

For further information please contact:

Mr Joel Wareing - jow@clairescourt.net

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BIOLOGY Year 12

All students study the OCR **Biology A** GCE Specification, which meets the QCA requirements. There are eight lessons of Biology per week on the timetable, which are taught by two Biology specialist subject teachers. The full A Level is made up of six modules plus a practical endorsement. There are four modules of work to be studied during the first year. The full course is examined at the end of Year 13.

In Year 12 candidates study:-

Module 1 Development of practical skills in Biology;

Module 2 Foundations in Biology;

Module 3 Exchange and transport;

Module 4 Biodiversity, evolution and disease.

AUTUMN TERM – Modules 1-3:

- Practical skills- including planning, implementing, analysis and evaluation;
- Cell structure;
- Biological membranes;
- Cell division, cell diversity and cellular organization;
- Biological membranes;
- Exchange surfaces;
- Transport in animals.

LENT TERM – Modules 2-4:

- Practical skills - including implementing, analysis and evaluation will feature in all of the modules, the results of which are recorded in students Lab books;
- Nucleotides and nucleic acids;
- Enzymes;
- Transport in plants;
- Communicable diseases, disease prevention and the immune system;
- Biodiversity;
- Classification and evolution;

SUMMER TERM:

- Revision of all units for the end of year examinations and completion of appropriate practical skills.

Throughout the year the progress of the students will be monitored carefully, through homework set, end of topic tests and internal exams.

For further information please contact:

Mrs Sharon Wolton – spw@clairescourt.net

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BTEC National Diploma Sport Year 12

INTRODUCTION

Exam Board: Pearson;

Lessons: 8 x 70 minutes per week;

Homework: 4 hours per week in the form of set tasks, extra reading and note taking;

Assessment: 3 x External assessments and 3 internal assessments;

Text books: Pearson BTEC National Sport Book 1 & 2.

Units Studied in Year 12

| Unit Number and Name | Style of Assessment |
|--|---|
| 1 Anatomy and Physiology. | Summative Exam June. |
| 2 Fitness Training and Programming. | Externally Assessed timed assignment May. |
| 3 Professional Development in the Sports Industry. | Internally assessed assignments throughout the year. |
| 22 Business in Sport. | Externally Assessed timed assignment May. |
| 5 Application of Fitness Testing. | Internally assessed assignments throughout the year. |
| 7 Practical Performance in Sport. | Internally assessed assignments and practical sessions throughout the year. |

ASSESSMENT

In BTEC National Diploma there are three distinct methods of assessment. Unit 1 is assessed with a traditional summative exam in June at the end of Year 12. Units 2 and 22 are assessed via timed assignment completed at the end of Year 12. Students are given a set amount of time to prepare for the assignments based on 'pre-release' material and can take up to four pages of notes into the assessment; these timed assignments are marked and graded by Pearson. Units 3, 5 and 7 are each assessed between two and three assignments and completed at various points throughout Year 12. These assignments are set 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

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BUSINESS STUDIES Year 12

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 at Claires Court is two-fold. Firstly to ensure the best possible academic results in relation to Alis predictions and secondly to give the students a good practical foundation and knowledge of the business world for their business lives ahead. It is not necessary to have taken Business Studies at GCSE in order to take the subject 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 C grade or above in English and Mathematics at GCSE level as well as a C grade or above in Business Studies and/or Business Communications if studied at GCSE level.

The new linear A level Business Studies specification is a two year course broken down into AS topics in year 12 and A level topics in year 13.

The AS course consists of six topics in Year 12 taught through four double periods per week. The internal exams will consist of two papers:-

Business Paper 1: 90 minutes – 80 marks – three sections:
Section A – 10 multiple choice questions (10 marks);
Section B – short answer questions (20 marks);
Section C – two data response stimuli with questions (25 marks);

Business Paper 2: 90 minutes – 80 marks:
One compulsory case study consisting of 8 questions.

The A level course consists of an additional four topics in Year 13 taught through four double 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 Paper 1: 2 hours – 100 marks – four sections:
Section A – 15 multiple choice questions – 15 marks;
Section B – short answer questions – 35 marks;
Section C – essay question, choice of 1 from 2 – 25 marks;
Section D – essay question, choice of 1 from 2 – 25 marks.

Business Paper 2: 2 hours - 100 marks:
Three data response questions made up of three or four part questions.

Business Paper 3: 2 hours – 100 marks:
A case study followed by six questions.

SCHEME OF WORK

The following topics will be covered in Year 12 leading up to the Easter break. The subject matter divides:

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

Each term topics are revisited and exam preparation is progressive.

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 read a newspaper or download a news application.

In addition Year 12 Business students are expected to take an active part in the school's participation in the national 'Young Enterprise' competition as outlined below. For several years now the Claires Court team has performed well in the final against other local school teams in the Slough, Windsor and Maidenhead areas.

Students are encouraged to watch or listen to business-oriented TV and radio programmes such as 'Dragons Den'; the 'Apprentice'; 'Wake up to Money' and to read business related news stories in print, online or via smartphone or tablet apps 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 December and February. Then mocks take place 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

- **Young Enterprise:** A national schools competition in which we enter one or more teams each year in the YE SWiM competition for schools in Slough, Windsor and Maidenhead. We compete against other schools in the area in a series of competitions leading to the Area Final in March from which the team can then proceed to the County, Regional and National finals if they do well. Students are required to set up a fully-fledged private limited company with shareholders and directors and a product of their own choosing that they produce and sell. Students elect their Board of Directors, including a Managing Director, from amongst their ranks. They are assisted by a teacher mentor and an external business advisor. At the end of the year the company is liquidated and any profits are distributed amongst them.
- **Business Games:** A variety of internet and paper based business games which test the students' ability to assess and organise business data in a fun way.
- **Visiting Speakers:** A variety of business speakers will be visiting the school and giving short lunchtime addresses on various aspects of practical business life. Although these sessions are open to all students, business and economics students in particular are encouraged to attend these sessions.

TEXTBOOK

The textbooks used for this course are:

- AQA Business Studies for A-level by Wolinski & Coates (Philip Allan Updates);
- CGP A-level Business Studies Revision Guides.

For further information please contact:

Mrs Rav Sahota - rks@clairescourt.net

Mrs Laura Jakes - lmj@clairescourt.net

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CHEMISTRY Year 12

All students study the OCR **Chemistry A** GCE Specification, which meets the QCA requirements. There are eight lessons of Chemistry per week on the timetable, which are taught by Chemistry specialist subject teachers. The full A level is made up of six modules plus a practical endorsement. There are four modules of work to be studied during Year 12. The full course is examined at the end of Year 13.

In Year 12 students study:-

Module 1 Development of practical skills in Chemistry;

Module 2 Foundations in Chemistry;

Module 3 Periodic table and energy;

Module 4 Core organic chemistry and analysis.

Practical skills - including planning, implementing, analysis and evaluation feature in all of the modules, the results of which are recorded in students' Lab books.

AUTUMN TERM – Modules 1, 2 and 4:

- Practical skills - including planning, implementing, analysis and evaluation;
- Atoms, compounds, ions and equations;
- Amount of substance;
- Acid-base and redox reactions;
- Electrons, bonding and structure;
- Shapes of molecules and intermolecular forces;
- Basic concepts in organic chemistry.

LENT TERM – Modules 1, 3 and 4:

- Practical skills - including planning, implementing, analysis and evaluation;
- The periodic table and periodicity;
- Group 2 and the halogens;
- Qualitative analysis;
- Enthalpy changes;
- Hydrocarbons;
- Alcohols and haloalkanes.

SUMMER TERM – Modules 1, 3 and 4:

- Practical skills - including planning, implementing, analysis and evaluation;
- Organic synthesis;
- Analytical techniques (IR and MS);
- Reaction rates and equilibrium (qualitative);
- Revision of all units for end of year internal examinations.

Throughout the year the progress of the students will be monitored carefully, through homework set, end of topic tests and internal exams.

For further information please contact:

Dr Karen Loughran – kjl@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2021

DESIGN AND TECHNOLOGY Year 12 & 13

INTRODUCTION

EDEXCEL A Level Design & 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/end user.

AREAS OF STUDY:

(From the syllabus).

The EDEXCEL Level 3 Advanced GCE in Design & Technology (Product Design) consists of one externally examined paper and one internally examined design and make component.

| Component 1 - Written examination - 9DT0/01 | Component 2 - Design & Make project - 9DT0/02 |
|--|--|
| Content overview | Content overview |
| <p>Topic 1: Materials;</p> <p>Topic 2: Performance characteristics of materials;</p> <p>Topic 3: Processes and techniques;</p> <p>Topic 4: Digital technologies;</p> <p>Topic 5: What influences the development of products?</p> <p>Topic 6: Effects of technological developments;</p> <p>Topic 7: Potential hazards and risk assessment;</p> <p>Topic 8: Features of manufacturing industries;</p> <p>Topic 9: Designing for maintenance and a cleaner environment;</p> <p>Topic 10: Current legislation;</p> <p>Topic 11: Information handling, modelling and forward planning;</p> <p>Topic 12: Further processes and techniques.</p> | <p>Students will:</p> <ul style="list-style-type: none"> • 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/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 design and technology, including social, moral, ethical and environmental impacts. |

ASSESSMENT

| | |
|--|---|
| Component 1 - Written Examination - 9DT0/01. | Component 2 - Design & Make Project - 9DT0/02. |
| Assessment Overview: | Assessment Overview: |
| Written examination: 2 hours 30 minutes - 50% of the qualification (120 marks). | Assessed and marked by your school teacher and moderated by a group of examiners - 50% of the qualification (120 marks). |
| <p>The paper will include calculations, short-open and open-response questions as well as extended writing questions focused on:</p> <ul style="list-style-type: none">• 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. | <p>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.</p> <p>There are four parts to the assessment:</p> <ul style="list-style-type: none">• Part 1: Identifying and outlining possibilities for design;• Part 2: Designing a prototype;• Part 3: Making a final prototype;• Part 4: Evaluating own design and prototype. |

For further information please contact:
Mr Aristeidis Spyrou – ais@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2021

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 and/or design;
- A choice of practitioner/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 of study 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 1: 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 2: 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 3: 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 1: Theatre Workshop. Non-exam assessment: internally assessed, externally moderated (20% of qualification), completed, recorded and assessed during the first term of Year 13.

Component 2: Text in Action. Non-exam assessment: externally assessed by a visiting examiner in March/April of Year 13 (40% of qualification).

Component 3: Text in Performance. Written examination: 2 hours 30 minutes (40% of the qualification), May/June of Year 13. This is an open book exam.

For further information please contact:

Mrs Maggie Olivier - mco@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

ECONOMICS Year 12

Economics at A level 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, in relation to A level predictions, and secondly, under the assumption that most students will find themselves in some form of economic environment in the future, to give the students a good practical foundation and knowledge of the economy and its impact on business generally for their economic lives ahead.

It is not necessary to have taken Economics or Business Studies as an option 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 B grade or above in English and Mathematics at GCSE level as well as a B grade or above in Economics, Business Studies and/or Business Communications if studied at GCSE level.

The new linear A level Economics syllabus is a two year course broken down into AS topics in Year 12 and A Level topics in Year 13.

The first year consists of nine topics in Year 12 taught through four double periods per week leading to two internal exam papers at the end of the year, each worth 50% and comprised of:

Economics 1: The Operation of Markets and Market Failure.

90 minutes (70 marks) – two sections:

Section A: 20 multiple choice questions (20 marks);

Section B: Data response questions; choice of one from two contexts (50 marks).

Economics 2: The National Economy in a Global Context.

90 minutes (70 marks) – two sections:

Section A: 20 multiple choice questions (20 marks);

Section B: Data response questions; choice of one from two contexts (50 marks).

The A level course continues with the AS work in greater depth as well as an additional six topics in Year 13 taught through four double 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 2021 are as follows:

Economics 1: Markets and Market Failure.

2 hours (80 marks) – two sections:

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 2: National and International Economy.

2 hours (80 marks) – two sections:

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 3: Economic Principles and Issues.

2 hours (80 marks) – two sections:

Section A: Multiple Choice Questions (30 marks);

Section B: Case Study Questions – (50 marks).

AS SCHEME OF WORK

In the Autumn Term the four double periods each week are allocated to the Microeconomic paper, covering different parts of the syllabus, leading to a Microeconomics internal exam in December. Once the exams have been completed, the rest of the Autumn Term and the first part of the Lent Term have the four double periods each week allocated to the Macroeconomic paper, leading to a Macroeconomics internal exam in February. In each case, once the specification has been completed any aspects of the syllabus that need further attention are revisited and examination techniques are covered in detail utilising sample and real examination papers, prior to the mock exams in June. Full use is made of a variety of relevant economic videos and internet presentations from time to time which help to emphasize the economic application of many of the concepts being studied.

Students are encouraged to watch or listen to business-oriented TV and radio programmes such as 'Dragons Den'; the 'Apprentice'; 'Wake up to Money' and to read economics related news stories in print, online or via smartphone or tablet apps 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 December and March. Then mocks take place 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

- **Business 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.
- **Visiting Speakers:** A variety of business speakers will be visiting the school and giving short lunchtime addresses on various aspects of practical business life. Although these sessions are open to all students, economics students in particular are encouraged to attend these sessions.

TEXTBOOK

The textbooks used for this course are:

- AQA AS Level Year 1 Economics by Malcolm Surridge and John Wolinski (Cross Academic);
- AQA AS Economics Student Unit Guide by Powell (Philip Allan Updates);
- Oxford Revision Guides AS & A level Economics Through Diagrams by Gillespie (OUP).

For further information please contact:

Mrs Rav Sahota - rks@clairescourt.net

Miss Greetipal Bhajwa – gkb@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019-2020

ENGLISH LITERATURE Year 12

The new A level English Literature course is linear. It is assessed over three examination components and one coursework component at the end of the two year course. In Year 12, students cover approximately half of the A level course, with the remainder being studied in Year 13.

The examining body for the course studied is Edexcel.

The Assessment Objectives for A level English Literature 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. |

AREAS OF STUDY:

DRAMA:

In preparation for the Drama examination taken at the end of Year 13, students will study the text "A Streetcar Named Desire" by Tennessee Williams.

POETRY:

Students will study a selection of modern poetry from the text "Poems of the Decade: An Anthology of the Forward Books of Poetry 2001-2011". This is examined in the Poetry examination at the end of Year 13.

PROSE:

For the Prose examination, again taken at the end of Year 13, students will study two novels on the theme of 'Science and Society'. These texts will be 'The War of the Worlds' by H.G. Wells, and 'The Handmaid's Tale' by Margaret Atwood.

COURSEWORK:

- 20% of A level;
- 2500-3000 words;
- Internally assessed, externally moderated.

Students will begin examining the texts for coursework in the Summer Term of Year 12. The coursework component requires candidates to study two texts, which will be guided by subject teachers. Students are expected to write an extended comparative essay of 2500-3000 words.

For further information please contact:

Mr Mike Hudson - mwh@clairescourt.net

Mr Paul Thompson - pmt@clairescourt.net

Mr Luke Wespiesser - law@clairescourt.net

Mrs Elizabeth Robinson - ejr@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

FRENCH Year 12

In Year 12 students develop their linguistic skills alongside their understanding of the culture and society of France and other French speaking countries. Students have eight lessons per week and two pieces of homework. They will also be expected to make use of French resources both in school and at home (e.g. internet, TV, radio) and listen to, read and learn vocabulary from a variety of different media.

Visits to France and to French-speaking countries are actively encouraged as is participation in independently organised exchange visits or work experience. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach, following the AQA text book. Student progress is monitored regularly through vocabulary tests, topic tests, classwork, and homework exercises.

AS Course Content:

- **Social Issues and Trends** – family; digital world; importance of charity work.
- **Artistic Culture** – French cultural heritage; contemporary French music; cinema.
- **Grammar** - the grammatical system and structures of the French language.
- **Literary Texts and Films** - one text or one film chosen from a prescribed list.

The AS examination consists of three units:

Paper 1: Listening, Reading and Writing.

Students will answer a range of questions based on recorded and written stimulus material. They will also complete a translation from French into English.

Paper 2: Writing.

Students will answer an essay question in French on the book or film they have studied. They will also complete a translation from English into French.

Paper 3: Speaking.

Students will discuss with the examiner two sub-themes from the topics they have studied, based on stimulus cards.

For further information please contact:

Mrs Susan Lattimer - sal@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2021

FURTHER MATHS Year 12 and 13

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. The course normally starts after the autumn half term in Year 12.

We follow the Edexcel Advanced Subsidiary GCE Specification 8FM0 which came into effect in September 2017. 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 1: Core Pure Mathematics (1 hour 40 mins).

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

Paper 2: 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; 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 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

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

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

GEOGRAPHY Year 12

INTRODUCTION

Exam Board: OCR A Level GCE Geography (H481);

Lessons: 4 x 70 minutes per week;

Homework: 4 hours per week in the form of set tasks, extra reading and note taking ;

Assessment: In accordance with GCE criteria;

Text books: OCR A level Geography by Raw, Barker, Harris, Palmer and Stiff;

Trips: Compulsory residential field trip to Eastbourne in East Sussex to complete their data collection for their NEA

AREAS OF STUDY

| Term | Year 12 |
|--------|---|
| Autumn | <p>H481/01 Topic 1.1.1 Option A: Coastal Landscapes. Candidates will develop an understanding of: how coastal landscapes can be viewed as systems; how coastal landforms are developed; how coastal landforms evolve over time as climate changes and how human activity can cause change within coastal landscape systems.</p> <p>H481/02 Topic 2.1: Changing Spaces; Making Places. Candidates will develop an understanding of: how places are multi-faceted; how we understand place; how economic change can influence patterns of social inequality in a place; who the players are who influence economic change and how places are created through place making processes. Supported by a day's field trip to London.</p> |
| Lent | <p>H481/03 Topic 3.2: Disease Dilemmas. Candidates will develop an understanding of: the global patterns of diseases and factors determining them; the link between diseases and levels of economic development; how effectively communicable and non-communicable diseases are dealt with; how far diseases can be predicted and mitigated against and whether diseases can ever fully be eradicated.</p> <p>H481/04 Topic 2e: Geographical and Fieldwork Skills. Candidates will develop an understanding of: the range of geographical information; geo-located data; qualitative skills; quantitative skills and how to produce and complete a geographical enquiry.</p> |
| Summer | <p>H481/04,05: Non-exam Assessment (NEA) - Investigative Geography. Candidates will spend this term working on their NEA which will focus on an investigation topic of their choice. Data collection will take place on a four day residential to Eastbourne in East Sussex. This term will see them complete the write up following the enquiry process of: planning, purpose and introduction; data, information collection methods and sampling framework; data analysis and explanation; conclusions and investigation evaluation. The NEA accounts for 20% of the final mark for the course.</p> |

ASSESSMENT

As we are following the A level and not the AS specification, there is no board examination until Year 13; however, there will be two sets of mocks in Year 12 to assess the students' understanding of the topics covered.

For further information please contact:

Miss Sarah Clifford – slc@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

GERMAN Year 12

INTRODUCTION

In Year 12 students develop their linguistic skills alongside their understanding of the culture and society of Germany and other German speaking countries.

Students have between six and eight lessons per week and three pieces of homework. Students will also be expected to make use of German resources both in school and at home (e.g. internet, TV, radio) and listen to, read and learn vocabulary from a variety of different media.

Participation in school trips organised by the German department is advisable and students 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, class work and homework exercises.

Course Content

- **Social Issues and Trends** – family; digital world; youth culture.
- **Artistic Culture** – festivals and traditions; art and architecture; cultural life in Berlin past and present.
- **Grammar** - the grammatical system and structures of the German language;
- **Film** – 'Good Bye Lenin' by Wolfgang Becker.

The End of Year Examination consists of three units.

Paper 1: Listening, Reading and Writing (1 hour 45 min, 90 marks).

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 2: Writing (1 hour 30 min, 50 marks).

Students will translate a passage of a minimum of 70 words from English into German. They will answer one essay question in German on the film which they have studied (approximately 250 words).

Paper 3: Speaking (12-14 min plus 15 min. preparation time, 60 marks).

Students will discuss with the examiner two sub-themes from the topics they have studied, based on stimulus cards.

For further information please contact:

Mrs Annette Denton - ahd@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

HISTORY Year 12

HISTORY A-Level: THE SPECIFICS

We follow the specification of the Edexcel examination board, to be found at:

<http://goo.gl/QAK4TA>

The History A level is a two year course, comprising of four units or topics. At the end of the course there are three externally examined papers. There is also a piece of coursework, which is internally examined and externally moderated.

We have chosen to follow **Route C: Revolutions in Early Modern and Modern Europe.**

Two topics (Papers 2 and 3) will be studied in Year 12, with coursework and Paper 1 beginning towards the end of the year. This will leave most of Paper 1 to be studied in Year 13 and coursework to be completed. All students will be prepared for the A level exam in the Summer Term of Year 13, following a thorough revision programme.

The four topics for the full course are:

Paper 1: Britain 1625-1701 - Conflict, Revolution and Settlement. (To be studied on completion of Paper 2 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 key features of monarchical and republican rule in Britain in the Seventeenth 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 1: AS and A level at the End of Year 13:

| | |
|------------------|--|
| | 60 marks (60%) 2 hours 15 minutes (45 minutes per section). |
| Section A | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none"> • One essay from a choice of two. • 20 marks for analysis and evaluation of any concept focus e.g. causation, consequence, significance, change or continuity. • Covers at least one third of total chronology studied. • May target more than one theme studied. |
| Section C | <ul style="list-style-type: none"> • One compulsory question; • 20 marks for the analysis and evaluation of two historians' differing viewpoints. |

Paper 2C.1: France in Revolution, 1774-1799 (to be studied in Year 12).

This is a depth study, which makes up 20% of the total A level qualification. There is a written exam of 1 hour and 30 minutes. Students will study the period chosen through written sources that are primary or contemporary. Assessment takes the form of source analysis and essay writing. Material is studied in the following four topic areas:

- 1. The Origins and Onset of Revolution, 1744-89:**
 - The ancien régime and its challenges in 1774;
 - Problems facing France in the 1780s;
 - The failings of Louis XVI and his ministers;
 - The onset of revolution 1789.
- 2. Revolution and the Failure of Constitutional Monarchy, 1789-93:**
 - Attempts to create a constitution, 1789-91;
 - The political environment, 1789-93;
 - Breakdown of relations with the king, 1791-92;
 - The revolution radicalised, 1792-93.
- 3. The National Convention, the Jacobins and the Terror, 1793-94:**
 - Preconditions for 'terror';
 - Organising the Terror;
 - The Great Terror 1794;
 - The coup of Thermidor.
- 4. From the Directory to Brumaire, 1795-99:**
 - Problems facing the Directory;
 - The work of the Directory;
 - Dealing with internal and external threats;
 - The coup de Brumaire 1799.

Assessment of Paper 2: AS and A Level - at the end of Year 13:

| | |
|------------------|--|
| | 40 marks 1 hour 30 minutes |
| Section A | <ul style="list-style-type: none"> • One compulsory question, based on two sources; • Students analyse and evaluate the two sources for how far they can be used to answer a specified enquiry. |
| Section B | <ul style="list-style-type: none"> • One essay from choice of two; • Questions target analysis and evaluation; • Questions can relate to a single year/event or to longer periods within the study. |

Paper 3 Option 31: Rebellion and Disorder under the Tudors, 1485-1603 (To be studied in Year 12).

This paper considers themes in breadth, with aspects in depth. The option chosen comprises two parts: the aspects in breadth focus on long-term changes and contextualise the aspects in depth, focus on detail of key episodes. Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in

government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen. Content is as follows:

Aspects in Breadth: Controlling a Fractious Nation – Changes in Tudor Government 1485-1603. Themes:

- Changes in governance at the centre;
- Gaining the cooperation of the localities.

Aspects in Depth: Challenges to Authority. Themes:

- Challenging the succession 1485-1499;
- Challenging religious changes 1485-99;
- Agrarian discontent: Kett's rebellion 1549;
- Queen takes Queen? The revolt of the northern earls 1569-70;
- Troublesome Ireland: Tyrone's rebellion 1594-1603.

Assessment of Paper 3:

| | |
|------------------|--|
| | 60 marks (30%) 2 hours 15 minutes. |
| Section A | <ul style="list-style-type: none"> • One compulsory question based on a source; • Questions target content from the <i>aspects in depth</i> in the specification; • Students analyse and evaluate the source in terms of its value for two enquiries into related aspects of a topic. |
| Section B | <ul style="list-style-type: none"> • One essay from a choice of two; • Questions target analysis and evaluation; • Questions target content different topics from the <i>aspects in depth</i>. |
| Section C | <ul style="list-style-type: none"> • One essay from a choice of two; • Questions target long-term change over at least 100 years; • Questions target analysis and evaluation; • Questions relate to <i>aspects in breadth</i> in the topic. |

Assessment of Paper 3 A Level at the end of Year 13:

| | |
|------------------|---|
| | 60 marks 2 hours 15 minutes. |
| Section A | <ul style="list-style-type: none"> • One compulsory question based on a source; • Questions target content from the <i>aspects in depth</i> in the specification; • Students analyse the source in terms of its value for two enquiries into related aspects of a topic. |
| Section B | <ul style="list-style-type: none"> • One essay from a choice of two; • Questions target analysis and evaluation; • Questions target content from the <i>aspects in depth</i> in the specification (but different topics from those in Section A). |
| Section C | <ul style="list-style-type: none"> • One essay from a choice of two; • Targets long term change over at least 100 years; • Questions target analysis and evaluation; • Questions relate to <i>aspects in breadth</i> in the topic. |

Coursework: To be started at the end of Year 12 and to be completed in Year 13.

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 - 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 1-3. 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 on 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, begun during their study of Paper 1. 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.

For further information please contact:

Ms C Bullough - crb@clairescourt.net

Mrs J Wilding - jaw@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 – 2020

BTEC EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY

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:

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 3 mandatory units:

- Information technology systems;
- Creating systems to manage information;
- Using Social Media in business.

The fourth unit is optional between:

- Data modelling or 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.

How is the Course Assessed?

Students study three mandatory units.

Unit 1: '**Information technology systems**' is assessed through a two hour written examination. The result in this unit contributes to 33% of the final qualification grade.

Unit 2: '**Creating information systems to manage information**' is assessed through a 10 hour examination board set task that students will complete over a 1 week period. The result in this unit contributes to 25% of the final qualification grade.

Unit 3: '**Using Social Media in business**' 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 James Wong - jww@clairescourt.net

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

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

MATHS Year 12

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 Advanced Subsidiary GCE Specification 8MA0 which came into effect in September 2017. As with other subjects, the marks obtained in the AS level exam taken at the end of Year 12 no longer "count" towards the overall A level awarded at the end of Year 13.

However, unlike some other Sixth Forms, we will structure the teaching in Year 12 to allow students to obtain an AS Level award by taking two papers at the end of the year. Claires Court students continue therefore to have the opportunity to obtain an AS Level in Maths by end of Year 12.

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 Maths is examined in two papers at the end of Year 12, one in 'Pure Maths' and the other in 'Statistics and Mechanics'. Students must answer all questions on the papers. The topics covered by each of these papers are as follows:

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 (1¼ hours).

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

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

We use two books: '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.

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

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

MEDIA STUDIES Year 12

Awarding Body: Cambridge International.

ABOUT THE COURSE

Media Studies is central to understanding twenty-first-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.

REQUIREMENTS FOR SUCCESS

Entry Requirements:

- GCSE English - Grade C or 4 minimum.

Who is Suitable for this Course?

The 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.

COURSE STRUCTURE

International AS/A level.

COURSE OUTLINE

In AS Media Studies students will learn practical skills by creating the opening scenes of a thriller film. The examination component of AS level is split into two parts. The first part is analysis of representation in a moving image text. For the second part of the paper, students will study the film industry.

The course is split into:

Component 1 Foundation Portfolio:

- 50% coursework - thriller film opening production and planning.

One paper, two parts:

Component 2 Key Media Concepts Examination:

- 25% Representation (an unseen TV drama source).

Component 2 Part B Audiences and Institutions Examination:

- 25% will be an institutions and audience examination (the UK and US film industry).

METHOD OF STUDY

A mixture of film production combined with essay writing to offer an exciting experience to students, allowing you to try out practical skills and new theoretical perspectives.

HOW IS THE COURSE ASSESSED?

The course is 50% coursework and with a two part paper at AS and A level

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

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

MUSIC TECHNOLOGY Year 12

INTRODUCTION

A level in Music Technology is a two year course resulting in an A level after 2 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 1: 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 2: 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/audio manipulation and creative effects used.

Component 3: Listening and Analysing:

Students undertake a 1 hour 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 4: Producing and Analysing:

Students undertake a 2 hours 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 1 and 2 are coursework, marked externally. Components 3 and 4 comprise exams undertaken at the end of the two year course.

For further information please contact:

Mr Daniel Gravett - dng@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

MUSIC Year 12

Based on the Edexcel GCE for MUSIC: Syllabus 8MU0.

The Edexcel AS/A level Anthology for Music 2016 Ed Julia Winterson will be the main textbook. Edexcel AS level Music Revision Guide by Alistair Wightman, published Rhinegold.

The course is linear so the AS result at the end of Year 12 is a stand-alone qualification. Whilst it does not count towards the A2 level, it is valuable practice in exam skills.

AUTUMN TERM

Component 1: Performing:

Students will work with the assistance of instrumental teachers and teaching staff to prepare pieces with a minimum duration of six minutes of music and recorded in one session. The standard for AS pieces is Grade 6.

Component 2: Composing:

The students will begin to develop their composition skills leading to the creation of two pieces, one to a chosen brief (published in September), the other a 'free' composition'. The students use Logic X musical software to complete their pieces.

Component 3: Appraising:

Introduction to the set works from the anthology. The pieces are taken from a variety of genres and eras and intended to develop listening and appraising skills.

LENT TERM

Component 1: Performing:

Students will continue to develop their performance skills in learning new pieces. Recording can take place any time after 1 March 2020.

Component 2: Composing:

The students will continue to compose their two pieces.

Component 3: Appraising:

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

SUMMER TERM

Component 1: Performing:

Final performance of the assessed pieces.

Component 2: Composing:

Final preparation for the submission of their compositions.

Component 3: Appraising:

Final preparation for the exam.

ASSESSMENT

Component 1: Performing 8MU0/01 (30% of the qualification).

The performances are externally marked.

Component 2: Composing 8MU0/02 (30% of the qualification).

The compositional task is externally marked.

Component 3: Appraising 8MU0/03(40% of the qualification).

A 90 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 music knowledge and experiences. This can be gained by using *Spotify*, *iTunes* and by attending concerts.

For further information please contact:

Mr Adrian Roach - anr@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 – 2020

PHYSICAL EDUCATION Year 12

INTRODUCTION

All students study the OCR A level Specification. There are eight lessons of Physical Education a week on the timetable which are taught by Physical Education specialists. In Year 12 there are no examinations, instead final examinations take place at the end of Year 13.

AREAS OF STUDY

- Component 01: Physiological Factors Affecting Performance.
1.1 Applied Anatomy & Physiology;
1.2 Exercise Physiology;
1.3 Biomechanics.
- Component 02: Psychological Factors Affecting Performance.
2.1 Skill Acquisition;
2.2 Sports Psychology.
- Component 03: Socio-Cultural Issues in Physical Education & Sport.
3.1 Sport & Society;
3.2 Contemporary Issues in Physical Activity & Sport.

ASSESSMENT

There are three examination papers at the end of the two year course which equate to 70% of the final grade. The specification allows for the award of grades A-U.

- Component 01: 2 hours written paper;
90 marks;
30% of total A level.
- Component 02: 1 hour written paper;
60 marks;
20% of total A level.
- Component 03: 1 hour written paper;
60 marks;
20% of total A level.

The practical requirement of the course (Component 04) is studied in Year 13 only and equates to 30% of the total A level.

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

For further information please contact:

Miss Jo Cox - jmc@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

PHILOSOPHY & ETHICS Year 12

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's 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 B 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:

1) 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;
- Miracles;
- 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.

2) 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 1 and Component 2 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 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

SIXTH FORM CURRICULUM STATEMENT 2019 - 2021

PHOTOGRAPHY A LEVEL Year 12 and 13

Students will be following the Art and Design (Photography) Specification using the OCR examination board. Course Code – 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 journal ('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 2021 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 2021.

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

- 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 hotshoe compatible to make it possible to take photographs using our studio lighting.

For further information please contact:

Mrs Jane Wimshurst – jzw@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

PHYSICS Year 12

All students study the OCR **Physics A** GCE Specification, which meet the QCA requirements. There are eight lessons of Physics per week on the timetable, which are taught by Physics specialist subject teachers. The full A level is made up of six modules plus a practical endorsement. There are four modules of work to be studied over the first year to be continued into Year 13 for the full A level. The specification allows for the award of grades A – E.

In Year 12 candidates study:-

Module 1 - Development of practical skills in Physics;

Module 2 - Foundations of Physics;

Module 3 - Forces and motion;

Module 4 - Electrons, waves and photons.

For the full **A level** qualification all examinations will be taken at the end of Year 13.

AUTUMN TERM – Modules 1-3:

- Practical skills - including planning, implementing, analysis and evaluation;
- Physical quantities, units and measurement;
- Scalars and vectors;
- Motion;
- Forces;
- Work, energy and power;
- Newton's laws of motion and momentum.

LENT TERM – Continuation of Module 1 and Commencement of Module 4:

- Charge and current;
- Energy, power and resistance;
- Electrical circuits;
- Waves;
- Quantum Physics.

SUMMER TERM:

- Revision of all units for end of year examinations.

Throughout the year the progress of the students will be monitored carefully, through homework set, end of topic tests.

For further information please contact:

Mrs Helen Williams - haw@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

PSYCHOLOGY Year 12

All students study the AQA GCE specification. In Year 12 all students will take the Advanced Subsidiary exams to determine their suitability for going on to Year 13.

| Module Title | Examination Session | Duration of Examination | AS Weighting |
|------------------------------------|---------------------|-------------------------|--------------|
| Introductory topics in Psychology. | Summer. | 1.5 hour. | 50% |
| Psychology in Context. | Summer. | 1.5 hour. | 50% |

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. They 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).

AUTUMN TERM – Paper 1.

Introductory Topics in Psychology: 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. 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 2.

Psychology in context: 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.

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.

SUMMER TERM.

Revision for examinations.

After the examinations students will start studying further research methods by carrying out some independent practical work. This will introduce them to the more advanced methods, techniques and statistical analysis they will be studying in their second year.

Students will need to successfully complete the first year of the course (achieving a D grade in the Summer Internal Exams) and show competent practical skills before going on to a full A Level in this subject.

Two internal examinations will be sat in May 2020.

For further information please contact:

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SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

SPANISH Year 12

In Year 12 students develop their linguistic skills alongside their understanding of the culture and society of Spain and other Spanish speaking countries. Students have between six and eight lessons per week and three pieces of homework. They will also be expected to make use of Spanish resources both in school and at home (e.g. internet, TV, radio) and listen to, read and learn vocabulary from a variety of different media.

Visits to Spain and to Spanish-speaking countries are actively encouraged as is participation in independently organised exchange visits or work experience. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach, following the AQA text book. Student progress is monitored regularly through vocabulary tests, topic tests, and classwork and homework exercises.

AS Course Content

- **Social issues and trends** – family, digital world, the importance of charity work;
- **Artistic culture** – Spanish cultural heritage, contemporary Spanish music, cinema;
- **Grammar** - the grammatical system and structures of the Spanish language;
- **Literary texts and films** - one text or one film chosen from a prescribed list.

The AS examination consists of three units.

Paper 1: Listening, Reading and Writing (1 hour 45 min, 90 marks).

Candidates will answer a range of questions based on recorded and written stimulus material. They will also complete a translation from Spanish into English.

Paper 2: Writing (1 hour 30 min, 50 marks.)

Candidates will answer a question in Spanish on the book or film they have studied. They will also complete a translation into Spanish.

Paper 3: Speaking (12-14 min plus 15 min. preparation time, 60 marks).

Students will discuss with the examiner two sub-themes from the topics they have studied, based on stimulus cards.

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*this booklet is correct at the time of going to print and details may be subject to change 08/19.