

SIXTH FORM

CURRICULUM STATEMENT

YEAR 13 2019/2020



**CLAIRES COURT
MAIDENHEAD**

An Independent School for Girls & Boys

RESPONSIBILITY • RESPECT • LOYALTY • INTEGRITY

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

ART AND DESIGN - TEXTILES Year 13

INTRODUCTION

Students begin working on A Level in Year 12 after they return from AS examinations in June. 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	Specification code
AQA Advanced Subsidiary GCE in Art & Design – Textiles.	7224

COURSE STRUCTURE

	AUTUMN TERM	LENT TERM	SUMMER TERM	
Year 13 A2	Component 1 Personal Investigation • Practical Work; • Personal Study. Sept - Jan.	Component 1 Personal Investigation (Exam - end Jan/ beg Feb) Personal Study – completed. Component 2 (Externally Set Assignment ESA) Feb - April/May. To include preparatory working period.	Component 2 (ESA) preparatory work and 12 hour exam. Study Leave (end May/early June).	Exhibition and Assessment

AREAS OF STUDY

COMPONENT 1 – 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 1 - Incorporates THREE major elements:

- 1) Supporting studies;
- 2) Practical work;
- 3) Personal Study of a minimum of 1000 words of continuous prose.

a) **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. Supporting Studies will support the Practical Work and the two elements should be seen as integrally connected.

Supporting Studies/Preparatory Studies:

Preparatory and supporting studies may include sketchbooks, notebooks, worksheets, design sheets, mood boards, fabric samples and journals — 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.

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 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 2 –EXTERNALLY SET ASSIGNMENT (ESA) – 96 Marks available (40% of qualification).

Overview - Component 2 incorporates two elements: **Preparatory Studies and 10 hr period of sustained focus (exam)**.

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. The 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 source. 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.

ASSESSMENT

Assessment Objectives 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 & 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

Component 1 PERSONAL INVESTIGATION - 96 marks (Supporting Studies and Practical Work).	60% of A level (24 marks for each of the AO's).	Internally set. Internally marked. Externally moderated.
Component 2 EXTERNALLY SET ASSIGNMENT (ESA) - 96 marks (Preparatory Studies + 10 hour Practical exam).	40% of A level (24 marks for each of the AOs).	Internally set. Internally marked. Externally moderated.

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

For further information please contact:

Mrs Sophie Hadley - srh@clairescourt.net

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ART AND DESIGN Year 13

INTRODUCTION

Students begin working on A level in Year 12 after they return from AS examinations in June 2019. 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	Specification code
AQA Advanced Subsidiary GCE in Art & Design - Fine Art.	7202

COURSE STRUCTURE

	AUTUMN TERM	LENT TERM	SUMMER TERM	
Year 13 A2	Component 1 Personal Investigation: <ul style="list-style-type: none">• Practical Work;• Personal Study. Sept – Jan.	Component 1 (Personal Investigation Exam - end Jan/beg Feb). Personal Study – completed. Component 2 (Externally Set Assignment ESA). Feb - April/May. To include preparatory working period.	Component 2 (ESA) preparatory work and 12 hour exam. Study Leave (end May/early June).	Exhibition and Assessment.

AREAS OF STUDY

COMPONENT 1 – 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 1 - Incorporates THREE major elements:

- 1) Supporting studies;
- 2) Practical work;
- 3) Personal Study of a minimum of 1000 words of continuous prose.

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

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.

b) 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 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 2 –EXTERNALLY SET ASSIGNMENT (ESA) – 96 Marks available (40% of qualification).

Overview - Component 2 incorporates two elements: **Preparatory Studies and 15 hr Period of Sustained Focus (exam)**.

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. 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 Externally Set Assignment theme, based on their preparatory studies.

ASSESSMENT

Assessment Objectives 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 & 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

Component 1 PERSONAL INVESTIGATION - 96 marks (Supporting Studies and Practical Work).	60% of A level (24 marks for each of the AO's).	Internally set. Internally marked. Externally moderated.
Component 2 EXTERNALLY SET ASSIGNMENT (ESA) - 96 marks (Preparatory Studies + 15 hour Practical exam)	40% of A level (24 marks for each of the AOs).	Internally set. Internally marked. Externally moderated.

Sept 2019	Jan/Feb 2020	May/June 2020
Personal Investigation - ongoing.	- Practical exam - Personal Investigation. - A Level - 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 13

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 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-E.

AREAS OF STUDY

In Year 13 students study:-

Module 5 - communication, homeostasis and energy;

Module 6 – genetics, evolution and ecosystems.

AUTUMN TERM – Module 5

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

LENT TERM- Module 6

- 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 1, 2, 3 and 5 (worth 37%).
- **Biological Diversity** - multiple choice, short answer and extended responses on modules 1, 2, 4 and 6 (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:

Mrs Sharon Wolton - spw@clairescourt.com

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BUSINESS STUDIES Year 13

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 A level predictions, and secondly, under the assumption that most students will find themselves in some form of business in the future, 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 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 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 2: 2 hours - 100 marks.
Three data response questions made up of three or four part questions.
- Business 3: 2 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?
- Decision making to improve operational performance;
- Managers, leadership and decision making;
- Decision making to improve marketing performance;
- Decision making to improve operational performance
- Decision making to improve human resource performance;
- Decision making to improve marketing performance;
- Decision making to improve financial 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.

Students will study business in a variety of contexts and are encouraged to consider:

- The importance of the context of business in relation to decision making;
- The interrelated nature of business activities and how they affect competitiveness;
- The competitive environment and the markets in which businesses operate;
- The influences on functional decisions and plans including ethical and environmental issues;
- The factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty;
- How technology is changing the way decisions are made and how businesses operate and compete;

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CHEMISTRY Year 13

INTRODUCTION

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 teachers. The A level is made up of six modules plus a practical endorsement. Parts of module 1, and all of modules 2 to 4, are covered in Year 12. The specification allows for the award of grades A*-E.

AREAS OF STUDY

In Year 13 students study:

Module 1 - development of practical skills in Chemistry;

Module 5 - physical chemistry and transition elements;

Module 6 - 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 5 and 6:

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

LENT TERM- Modules 5 and 6:

- 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:

Dr Karen Loughran – kjl@clairescourt.net

- The impact on stakeholders of functional decisions and their response to such decisions;
- Use of non-quantitative (qualitative) and quantitative data in decision making.

The study of strategic decision builds on the study of decision making in the functional areas so students will also consider:

- The impact of technology on strategic decision making;
- The influences of corporate social responsibility, ethical and environmental issues on strategic decisions;
- The difficulties in forecasting future trends;
- The importance of assessing feasibility and risk when making strategic decisions;
- The impact on stakeholders of strategic decisions and their response to such decisions.

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', listen to BBC radio such as 'Wake up to Money' and to read business related news stories in print, online or on 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. 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

- **Visiting Speakers:** A variety of Business and Economics 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 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 Guide.

For further information please contact:

Mrs Rav Sahota, Head of Business & Economics - rks@clairescourt.net

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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 2018 - 2019

ECONOMICS Year 13

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 economic and business world for their careers ahead.

The A level course continues with the AS work in greater depth as well as additional 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 2020 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).

SCHEME OF WORK

There are four lessons per week taught by Miss Bhajwa.

In Year 12 the following Microeconomics AS topics were 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 AS topics were 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;
- Production, costs and revenue;
- 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 economic issues. Most of the assessment material is based on real economic situations. By examining and thinking critically about real economic 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 videos and internet presentations from time to time which help to emphasise 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 '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 short pieces of 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. 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

- **Visiting Speakers:** A variety of Business and Economics 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 A Level Year 2 Economics by Malcolm SurrIDGE & John Wolinski (cross academic);
- AQA AS Economics Student Unit Guide by Powell (Philip Allan Updates).

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 13

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 1: DRAMA

- 30% of A Level - 2 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 2: PROSE

- 20% of A Level - 1 hour 15 minutes examination;
- Open book examination (clean copies).

In preparation for this exam, students will be required to have studied 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. Students will have covered these texts in Year 12, therefore revision of these texts will be carried out.

COMPONENT 3: POETRY

- 30% of A Level - 2 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.

ASSESSMENT

The assessment objectives 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:

Mr Mike Hudson - mwh@clairescourt.net

Mr Paul Thompson – pmt@clairescourt.net

Mrs Elizabeth Robinson - ejr@clairescourt.net

Mr Luke Wespieser – law@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

FRENCH Year 13

In Year 13, students build on the skills and techniques they have learnt 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 six lessons a week and two pieces of homework. 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, classwork and homework exercises.

A2 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 A2 examination consists of three units:

Paper 1: Listening, Reading and Writing (2 hours 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 2: Writing (2 hours, 80 marks, 20% of A2).

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

Paper 3: Speaking (21-23 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 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 13

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.

PROGRAMME OF STUDY

Term	Year 13
Autumn	<p>H481/03 topic 3.5: Hazardous Earth. Candidates 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.</p> <p>H481/02 topic 2.2.3 Human Rights. Candidates 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.</p>
Lent	<p>H481/01 topic 1.2 Earth's Life Support Systems. Candidates will develop an understanding of how the water and carbon cycles move between land, water and the atmosphere; are systems with inputs, outputs and stores; have distinctive processes and pathways that operate within them; how human and physical processes affect the cycles in the tropical rainforest and Arctic tundra; how human factors can disturb and enhance the natural processes and stores; the pathways and processes controlling the cycles over time; how the two cycles are linked and interdependent and the global implications of water and carbon management.</p> <p>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.</p>

Summer	<p>A Level examinations: Paper 1: Physical systems (22%); Paper 2: Human interactions (22%); Paper 3: Geographical debates (36%); NEA - non - exam assessment (20%).</p> <p>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>
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For further information please contact:

Miss Sarah Clifford – slc@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

GERMAN Year 13

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 six and eight 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 (e.g. internet, TV, 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.

A LEVEL 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 re-unification 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 1: Listening, Reading and Writing (2 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 2: Writing (2 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 (approx. 300 words per essay).

Paper 3: 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 (5-6 min.). They will present the findings of their research (2 minutes) followed by a discussion (9-10 minutes).

For further information please contact:

Mrs Annette Denton - ahd@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

HISTORY Year 13

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

In Year 13 students will continue to complete Paper 1 and their coursework in preparation for the terminal exams and submission respectively.

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 about 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: At 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 the 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.

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 - 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 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

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 2 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 13

Course: Edexcel Advanced GCE Specification 9MA0.
Examinations: Three in June.

A level Mathematics consists of three papers, all three of which carry equal weighting for the final grade. Calculators can be used in all papers, and students must answer all questions on the papers.

Paper 1: Pure Mathematics 1 (2 hours);

Paper 2: Pure Mathematics 2 (2 hours).

Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content; including proof, algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation and integration; numerical methods; and vectors will also be examined.

Paper 3: Statistics and Mechanics (2 hours).

This paper has two compulsory sections, each with equal marks. Section A contains questions on topics from the Statistics content, while Section B contains questions on Mechanics. As with the Pure Maths papers students must answer all questions.

Statistics topics include statistical sampling; data presentation and interpretation; probability; statistical distributions; and statistical hypothesis testing.

Mechanics topics include quantities and units in mechanics; kinematics; forces and Newton's laws; and moments.

TEXTBOOKS

We use two books: 'Pearson Edexcel Pure Mathematics Year 2' and 'Pearson Edexcel Statistics and Mechanics Year 2'. Both books also give free online access to further resources.

HOMEWORK: Assignments will be set throughout the year for students to practise solving problems with the skills that they have learnt. Help will be available in lessons and at any other mutually convenient times.

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 13

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.

REQUIREMENTS FOR SUCCESS

Entry Requirements

- GCSE English - Grade C or 4 minimum;
- AS level Media Studies required*.

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. *Please note students must have taken AS Media Studies to be admitted into this course.

COURSE STRUCTURE

International A level.

Please note AS Media Studies will make up 50% of your A2 Media Studies grade.

In A2 Media Studies students will undertake a music video promotion package for their coursework component. The exam is split into two parts. The first part is analysis of how we live in a postmodern age by analysing films, television, gaming and music videos. The second part of the paper will be evaluating a coursework piece from either AS and A2 against key media conventions and theories such as narrative, representation and genre.

The course is split into:

Component 3 Advanced Portfolio:

- 50% coursework - music promotion package for an artist or band.

One paper, two parts:

Component 4 Part A Critical Perspectives Examination (two part question):

- 25% evaluation of production skills development.

Component 4 Part B Critical Perspectives Examination:

- 25% postmodern media.

METHOD OF STUDY

A mixture of music video, print, and production combines 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 Year 13

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 TBC).

The A2 Level Exam is a stand-alone qualification.

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 eight minutes of music and recorded in one session. The standard for A2 pieces is Grade 7.

Component 2: Composing.

The students will begin to develop their compositional skills leading to the creation of two pieces. One to a chosen brief set by Edexcel released in September, the other assessing technique released in April.

Component 3: Appraising.

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

LENT TERM

Component 1: Performing.

Students will continue to develop their performance skills in learning new pieces. Recordings can take place any time after 1 March 2021.

Component 2: Composing.

The students will continue to compose their composition and prepare for the release of the second.

Component 3: 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 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 9MU0/01 (30% of the qualification).

The performances are externally marked.

Component 2: Composing 9MU0/02 (30% of the qualification).

The compositional tasks are externally marked.

Component 3: Appraising 9MU0/03 (40% of the qualification).

A 2 hour exam is sat and is 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 Adrian Roach - anr@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

PHYSICAL EDUCATION Year 13

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 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 and Sport.
3.1 Sport and Society;
3.2 Contemporary Issues in Physical Activity and Sport.
- Component 04: 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-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.
- Component 04: 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 practise of exam questions, tests and mock examinations.

For further information please contact:

Miss Joanne Cox - jmc@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

PHILOSOPHY & ETHICS Year 13

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

INTRODUCTION

This A level not only prepares you to think about the big picture but also develops an enquiring, critical and empathetic approach to what's going on in the world.

AREAS OF STUDY

Section A: Philosophy of religion.

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

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: Study of religion – for each faith option (2A–2E) the following topics are covered:

- Sources of wisdom and authority;
- God/gods/ultimate reality;
- Self, death and the afterlife;
- Good conduct and key moral principles;
- Expression of religious identity;
- Religion, gender and sexuality;
- Religion and Science;
- Religion and secularisation;
- Religion and religious pluralism.

Section B: The dialogue between Philosophy of religion and religion. How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.

Section C: The dialogue between ethical studies and religion.

How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.

ASSESSMENT

1x 3 hour exam on Philosophy & Ethics= 50% of final mark;

1x 3 hour exam on The study of religion= 50% of final mark.

For further information please contact:

Mr Sam Mulholland – mm@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 13

INTRODUCTION

All students study the OCR **Physics A** GCE specification, which meet the QCS requirements. There are eight lessons of Physics 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-E.

AREAS OF STUDY

In Year 13 students study:

Module 5 - Newtonian world and astrophysics;

Module 6 – Particles and medical Physics.

AUTUMN TERM – Module 5:

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

LENT TERM- Module 6:

- 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 1, 2, 3 and 5 (worth 37%).

Exploring Physics - Multiple choice, short answer and extended responses on modules 1, 2, 4 and 6 (worth 37%).

Unified Physics – sort 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

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

PSYCHOLOGY Year 13

Before starting the advanced course, students must have successfully completed the first year, achieving a minimum of a D in order to continue. Although students must achieve at least a D in their summer examination, this grade will not contribute towards their final mark.

Students study the AQA linear GCE specification. The course consists of three modules, which are all examined in the summer which make up a 100% of their final grade.

Module title	Examination session	Duration of examination	Full A level weighting
Introductory topics in Psychology.	Summer.	2 hours.	33.33%
Psychology in context.	Summer.	2 hours.	33.33%
Issues and Options in Psychology.	Summer.	2 hours.	33.33%

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 will be a mixture of essay-based extended writing and applied practical knowledge. All work will be marked according to the AQA A Level 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 and watch relevant programmes on television.

The main course textbook is:

The Complete Companion for AQA Psychology A Level: Year 2 Fourth Edition by Cara Flanagan and Mike Cardwell.

AUTUMN TERM

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 3

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.

Weekly tests/assignments.

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 be to review all topics taught in year 1 as they will all be assessed in the summer.

SUMMER TERM

Revision for June modules.

For further information please contact:

Mrs Rosaria Lamagna-Richardson – rsl@clairescourt.net

SIXTH FORM CURRICULUM STATEMENT 2019 - 2020

SPANISH Year 13

In Year 13 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. Students 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.

Participation in school trips organised by the Spanish 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. Student progress is monitored regularly through vocabulary tests, topic tests, and classwork and homework exercises.

A2 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 1: Listening, Reading and Writing (2 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 2: Writing (2 hours, 80 marks, 20% of AS).

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 3: Speaking (21-23 including 5 min. 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:

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