

# SIXTH FORM

## CURRICULUM STATEMENT



CLAIRE'S COURT  
SIXTH FORM

Year 12 2022 / 2023



AIM HIGH ♦ BELIEVE IN YOURSELF ♦ MAKE A DIFFERENCE

# Art and Design - Textiles

## 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: AQA in Art and Design – Textiles
- Specification code: 7244

## Course structure Year 12

Autumn term	Lent term	Summer term
<ul style="list-style-type: none"><li>• Component one (personal investigation).</li></ul>	<ul style="list-style-type: none"><li>• Component one (personal investigation)</li><li>• Exam end of January/beginning of February).</li></ul>	<ul style="list-style-type: none"><li>• Mid project exhibition</li><li>• Continue with component one (personal investigation).</li></ul>

## Areas of study:

### Component one: 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 one incorporates two major elements:

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

The purpose of the 'personal investigation' is:

- 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 and preparatory studies

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

## Practical Work

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

## Assessment objectives and weightings

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

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

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

## Summary scheme of assessment

Component one: Personal investigation (supporting studies and practical work).	<ul style="list-style-type: none"><li>• 60% of A level</li><li>• 96 marks (24 marks for each of the AOs).</li></ul>	<ul style="list-style-type: none"><li>• Internally set</li><li>• Internally marked</li><li>• Externally moderated.</li></ul>
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## For further information please contact

Mrs Jane Wimhurst - [jzw@clairescourt.net](mailto:jzw@clairescourt.net)

# Art and Design

## Introduction

The course is practically based and it encourages an adventurous and enquiring approach to Art and Design. Students are taught an understanding of past and contemporary Art and Design practice whilst producing artwork which embraces a range of ideas. The A level course aims to develop the creative potential of the individual. Work is project based and students are taught how to explore their ideas whilst developing their core skills. Projects are designed to stimulate visual awareness through pictorial research using historical and contemporary images. There is a strong emphasis on observational skills and direct experience. Students are introduced to a variety of techniques through 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: AQA Advanced Level GCE in Art and Design – Fine Art
- Specification code: 7242

## Course structure Year 12

Autumn term	Lent term	Summer term
<ul style="list-style-type: none"><li>• Skills building (September to January)</li><li>• Skills building final piece at the end of January.</li></ul>	<ul style="list-style-type: none"><li>• Component one (personal investigation).</li></ul>	<ul style="list-style-type: none"><li>• Continue with component one (personal investigation) C</li><li>• Introduction to essay in June I</li><li>• Final project exhibition. M</li></ul>

## Areas of study:

### Component one: 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 one will incorporate two major elements:

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

The purpose of the 'personal investigation' is:

- 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 and preparatory studies

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

### Practical Work

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

### Assessment objectives and weightings

There are four AOs 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%).

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

### Summary scheme of assessment

Component one: Personal investigation (supporting studies and practical work).	<ul style="list-style-type: none"> <li>• 60% of A level</li> <li>• 96 marks in total (24 for each AO).</li> </ul>	<ul style="list-style-type: none"> <li>• Internally set.</li> <li>• Internally marked.</li> <li>• Externally moderated.</li> </ul>
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**For further information please contact:** Mr Joel Wareing - [jow@clairescourt.net](mailto:jow@clairescourt.net)

# Biology

All students study the OCR Biology A GCE Specification, which meets the QCA requirements. There are four lessons 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 students study:

- Module one: Development of practical skills in Biology
- Module two: Foundations in Biology
- Module three: Exchange and transport
- Module four: Biodiversity, evolution and disease.

## **Autumn term**

*Modules one to two*

- Practical skills including planning, implementing, analysis and evaluation
- Cell structure
- Biological membranes
- Cell division, cell diversity and cellular organisation
- Biological membranes
- Nucleotides and nucleic acids
- Enzymes

## **Lent term**

*Modules one, three and four*

- Practical skills including implementing, analysis and evaluation will feature in all of the modules, the results of which are recorded in students lab books
- Exchange surfaces
- Transport in animals
- Communicable diseases, disease prevention and the immune system
- Biodiversity

## **Summer term**

*Modules one, three and four*

- Transport in plants
- Classification and evolution
- 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:**

Miss Sadia Mirza - [sam@clairescourt.net](mailto:sam@clairescourt.net)

# BTEC Extended Certificate in Information Technology (IT)

## **About the course**

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

## **Requirements for Success**

### **Entry Requirements**

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

### **Who is suitable for this course?**

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

## **Course Structure**

There are three mandatory units:

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

The fourth unit is optional between:

- Data modelling
- Website development.

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

## **Method of study**

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

## **Assessment**

Students study three mandatory units:

### **Unit one: Information technology systems**

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

### **Unit two: Creating information systems to manage information**

This unit 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 three: Using social media in business**

This unit 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 two internally set assignments.

### **Where does it lead?**

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

Awarding Body: Pearson.

### **For further information please contact:**

Mr Gary Hope - [gth@clairescourt.net](mailto:gth@clairescourt.net)

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

# BTEC National Diploma Sport

## Introduction

- Examination board: Pearson
- Lessons: eight 60 minute lessons per week
- Homework: four hours per week in the form of set tasks, extra reading and note taking
- Assessment: two external assessments and three internal assessments
- Text books: Pearson BTEC National Sport Book one and two.

## Units studied in Year 12

Unit number and name	Style of assessment
1 Anatomy and physiology	Summative exam in June
2 Fitness training and Programming	Externally assessed timed assignment in May
3 Professional development in the sports industry	Internally assessed assignments throughout the year
4. Sports Leadership	Internally assessed assignments throughout the year.
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 the 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-released' 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](mailto:sic@clairescourt.net)

# Business Studies

Business Studies at A level is offered as a two year full A level course. The examination board used is AQA. The aim of the course at Claires Court is two-fold. Firstly to ensure the best possible academic results and secondly to give the students a good practical foundation and knowledge of the 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 grade 6 or above in English Language and a minimum of a grade 5 in Mathematics at GCSE level.

The A level Business Studies specification is a two year course broken down into 10 topics.

## **Scheme of work**

The following topics will be covered in Year 12 leading up to the May Half Term:

- What is business?
- Managers, leadership and decision making
- Decision making to improve operational performance
- Decision making to improve financial performance.
- Decision making to improve marketing performance
- Decision making to improve human resource 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 regularly read the news and watch/listen to business-oriented TV and radio programmes such as 'Dragons Den' and the 'Apprentice'.

## **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 with mocks 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.

## **Textbook**

The textbooks used for this course are:

- AQA Business Studies for A level by Wolinski and Coates (Philip Allan Updates)

**For further information please contact:**

Mrs Laura Jakes – [lmj@clairescourt.net](mailto:lmj@clairescourt.net)

# Chemistry

All students study the OCR Chemistry A GCE Specification, which meets the QCA requirements. There are four one hour lessons per week on the timetable, which are taught by Chemistry specialist 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 one: Development of practical skills in Chemistry
- Module two: Foundations in Chemistry
- Module three: Periodic table and energy
- Module four: 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 one, two and four*

- 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 one, three and four*

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

## Summer term

*Modules one, three and four:*

- 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:**

Mrs Michele Coghlan - [MNC@clairescourt.net](mailto:MNC@clairescourt.net)

# Design and Technology (D&T)

## Introduction

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

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

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

## Areas of study

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

## Content overview

### **Component one: Written examination**

*(9DT0/01)*

- Topic 1: Materials
- Topic 2: Performance characteristics of materials
- Topic 3: Processes and techniques
- Topic 4: Digital technologies
- Topic 5: What influences the development of products?
- Topic 6: Effects of technological developments
- Topic 7: Potential hazards and risk assessment
- Topic 8: Features of manufacturing industries
- Topic 9: Designing for maintenance and a cleaner environment
- Topic 10: Current legislation
- Topic 11: Information handling, modelling and forward planning
- Topic 12: Further processes and techniques.

### **Component two: Design and make project**

*(9DT0/02)*

Students will:

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

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

## **Assessment overview**

### **Component one: Written examination**

*(9DT0/01)*

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

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

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

### **Component two: Design and make project**

*(9DT0/02)*

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

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

There are four parts to the assessment:

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

### **For further information please contact:**

Mr André Boulton – [anb@clairescourt.net](mailto:anb@clairescourt.net)

# Drama and Theatre

## Introduction

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

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

Attainment in GCSE Drama is not a requirement for students wishing to study the course. Choosing this course as an easy option will be disappointing because of the amount of written work there is to do and time spent in rehearsals. 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](http://www.eduqas.co.uk/qualifications/drama-and-theatre).

## Areas of study

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

The course consists of three components:

### Component 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 and 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*

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

### **For further information please contact:**

Mrs Maggie Olivier - [mco@clairescourt.net](mailto:mco@clairescourt.net)

# Economics

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

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

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

## **Economics one: Markets and Market Failure**

*Two hours (80 marks)*

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

## **Economics two: The National and International Economy**

*Two hours (80 marks)*

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

## **Economics three: Economic Principles and Issues**

*Two hours (80 marks)*

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

## **Scheme of work**

There are four lessons per week.

In Year 12 the following microeconomics topics will be studied:

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

And the following macroeconomic topics will be studied:

- The measurement of macroeconomic performance
- How the macroeconomy works

- Economic performance
- Macroeconomic policy

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

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

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

## Assessment

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

## Additional activities

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

## Textbooks

The textbooks used for this course are:

- AQA A Level Year 1 Economics by R Powell and J Powell (Hodder Education)

**For further information please contact:**

Subject Leader: Mrs Eleanor Astrup – [eca@clairescourt.net](mailto:eca@clairescourt.net)

Head of Business and Economics: Mrs [Laura Jakes](mailto:Laura Jakes)- [lmj@clairescourt.net](mailto:lmj@clairescourt.net)

# English Literature

The 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 (AO) 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 in Year 12

### 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 will be examined 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 a given theme. Texts taught in this unit in the past have included 'The War of the Worlds' by H.G. Wells, 'The Handmaid's Tale' by Margaret Atwood, 'A Thousand Splendid Suns' by Khaled Hosseini, 'Wuthering Heights' by Emily Bronte, 'The Moonstone' by Wilkie Collins and 'The Murder Room' by PD James.

### Coursework

*20% of A level*

Students will begin choosing and reading 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. This will be Internally assessed and externally moderated.

### For further information please contact:

Mrs Jennifer Ging - [jeg@clairescourt.net](mailto:jeg@clairescourt.net)

Mrs [Sarah Austin-Smith](mailto:sra@clairescourt.net) - [sra@clairescourt.net](mailto:sra@clairescourt.net)

Mr Paul Thompson - [pmt@clairescourt.net](mailto:pmt@clairescourt.net)

Mr Luke Wespieser - [law@clairescourt.net](mailto:law@clairescourt.net)

# Food Science and Nutrition

## WJEC Level 3 Diploma

### About the course

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

### Requirements for entry to the course

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

### Who is suitable for this course?

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

### Course Structure

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

#### Unit One

Meeting the Nutritional Needs of Specific Groups.

#### Unit Two

Ensuring Food is Safe to Eat  
Then either

**Unit Three** - Experimenting to Solve Problems in Food Production

OR

**Unit Four** - Current Issues in Food Science and Nutrition

## **Method of study**

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

## **Assessment**

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

## **Where does it lead?**

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

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

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

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

## **For further information please contact:**

Mr Kerry Irons – [kei@clairescourt.net](mailto:kei@clairescourt.net)

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

# French

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

In Year 12 students develop their linguistic skills alongside their understanding of the culture and society of France and other French speaking countries. Students have between three and four lessons per week and are given homework every lesson. Students will also be expected to make use of French resources both in school and at home such as the internet, TV and radio as well as listening to, reading and learning 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 textbook. Student progress is monitored regularly through vocabulary tests, topic tests, classwork, and homework exercises.

## 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 one: 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 two: 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 three: 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 Diana Wadsworth - [dfw@clairescourt.net](mailto:dfw@clairescourt.net)

# Further Maths

## Introduction

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

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

## Areas of study and assessment

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

### Paper one: Core Pure Mathematics

*(one hour and 40 mins)*

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

### Paper two: Further Mathematics Options

*(1 hour 40 mins)*

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

#### Further Pure Mathematics 1:

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

#### Further Mechanics 1:

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

#### Decision Mathematics 1:

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

## **Homework**

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

## **Textbooks**

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

## **For further information please contact:**

Mrs Ann Burdett - [amb@clairescourt.net](mailto:amb@clairescourt.net)

# Geography

## Introduction

- Exam board: OCR A Level GCE Geography (H481)
- Lessons: four 60 minute lessons per week
- Homework: four hours per week in the form of set tasks, extra reading and note taking
- Assessment: In accordance with GCE criteria
- Textbooks: OCR A level Geography (third edition) by Raw, Barker, Harris, Palmer and Stiff
- Trips: A level Geography students must undertake four days of fieldwork in order to gain the skills required to complete their non-exam assessment (NEA) coursework. One day to the Highcliffe coast in the summer term, three day/two night residential to Juniper Hall FSC centre in the Autumn of year 13.

## Areas of study

### Autumn term

#### **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.

#### **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. This is supported by a day's field trip to Reading.

### Lent term

#### **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.

#### **H481/01 topic 1.2: Earth's life support systems**

Candidates will study how water and carbon are cycled between the land, oceans and atmosphere in open and closed systems and how the processes within these cycles are interrelated. An understanding will be developed of the threats to these systems through two main case studies: tropical rainforest and the Arctic tundra. Finally, how these cycles can be monitored and what national and global solutions there are to protect 'Earth's life support systems'.

### Summer term

**Completion of H481/03 topic 3.2: Disease dilemmas and H481/01 topic 1.2: Earth's life support systems.**

End of year classroom tests.

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

Candidates will spend the second half of the term beginning to learn the skills involved in undertaking a geographical enquiry. In year 13 their NEA (Independent Investigation) will focus on an investigation topic of their choice. Initially we will investigate the local area and start to explore possible specification related topics.

### **Assessment**

We follow the A level course, therefore all of the final examinations take place at the end of Year 13. However, we regularly assess the students using past paper questions and there will be two sets of mocks in Year 12 to assess the students' understanding of the topics covered, to set targets and help to inform predicted grades.

### **For further information please contact:**

Mrs Jo Andrews – [jea@clairescourt.net](mailto:jea@clairescourt.net)

# German

## Introduction

German is offered as a two year full A level course. The examination board is AQA.

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 three and four lessons per week and are given homework every lesson. Students will also be expected to make use of German resources both in school and at home such as the internet, TV and radio, as well as listening to, reading and learning 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, and class 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 one: Listening, reading and writing**

*(One hour and 45 minutes, 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 two: Writing**

*(One hour and 30 minutes, 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 three: Speaking**

*(12-14 minutes plus 15 minutes 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](mailto:ahd@clairescourt.net)

# History

## Introduction

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 two and three, will be studied in Year 12, with coursework and paper one beginning towards the end of the year. This will leave most of paper one 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 one: Religion and state in early modern Europe

This option comprises a study in breadth in which students will learn about the key political, social and economic features of Tudor England from the accession of Henry VIII to the death of Elizabeth I, an era of decisive change for the English state and church. 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: 1509–1588. 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: whether there was a general crisis of government in the last years of Elizabeth I's reign, 1589–1603.

### 1 Monarchy and government, 1509–88

- The Tudor monarchs: personal and political qualities; popular attitudes towards the Tudors; the disputed successions and the significance of gender for Mary and Elizabeth.
- The changing role of parliament: Henry VIII's parliaments before 1529; from 'King and Parliament' to 'King-inParliament'; the growing confidence of parliament under Elizabeth.
- The principal servants of the crown: the powers exercised by leading ministers; the influence of Wolsey, Cromwell and Burghley. Changes to the structure of government.

### 2 Religious changes, 1509–88

- Tudor monarchs and religious change; Henry VIII and the end of papal power in England; religious changes under Edward and Mary; the Elizabethan compromise of 1558–63.
- Catholicism and its survival: popular attitudes to Catholicism; the extent of religious changes, 1529–36; the survival of Catholicism in the regions; recusancy and Jesuit missions in Elizabeth's reign; the role of the Catholic nobility.
- Protestantism and puritanism: Protestant influences in England, 1509–47, including the significance of Anne Boleyn; Protestantism under Edward VI; the growth and significance of puritanism during Elizabeth's reign.

### 3 State control and popular resistance, 1509–88

- Tudor control of the country: the Marcher Council and the Council of the North; the role of the nobility in maintaining control; the growing power of the justices of the peace; the lords lieutenant under Elizabeth.

- The state and the poor: reasons for the growth of poverty in Tudor England; punishments for beggars and vagrants; the importance of charities and local authorities in the provision of poor relief.
- Resistance to Tudor rule: the significance of resistance to demands for subsidies and taxes; the nature of the threat posed by popular risings, 1536–69; reasons for the decline of popular resistance, 1570–88.

#### **4 Economic, social and cultural change, 1509–88**

- Patterns of domestic and foreign trade: the significance of the wool and cloth industries; the development of 'new draperies' from the 1560s; the impact of the migration of foreign textile workers; the role of London as a market for goods; the consequences of exploration for trade.
- The changing structure of society: the increase in population; the impact of the closure of the monasteries; the spread of enclosure and its effects on the rural population; the impact of growing urbanisation; the growing professional classes.
- Cultural change: the impact of the growth of grammar schools and universities; the impact of the printing press; the impact of religious change on culture; patronage and the development of drama, music and poetry; the significance of royal and noble patronage; developments in drama, music, poetry and architecture; the impact of the 'cult of Gloriana'.

#### **Was there a general crisis of government in the last years of Elizabeth I's reign, 1589–1603?**

- 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.

### **Assessment of paper one (A level at the end of Year 13)**

*60 marks (60%) - two hours and 15 minutes (45 minutes per section).*

#### **Section A:**

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

#### **Section B:**

- One essay from a choice of two.
- 20 marks for analysis and evaluation of any concept focus such as causation, consequence, significance, change or continuity
- Covers at least one third of total chronology studied
- May target more than one theme studied.

#### **Section C:**

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

### **Paper two: Option 2B.1: Luther and the German Reformation, c1515–55**

*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 Conditions in early sixteenth century Germany**

- The Holy Roman Empire: the structure of central government; the seven electors; the respective powers of the Emperor and the princes; the imperial election of 1519.
- The state of the German economy: growing towns and cities; trade and communications between the states.
- The German Catholic Church: the religious and secular power of the bishops; the parish clergy; anticlericalism and popular piety; the influence of humanism.
- The papacy and Germany: the corruption of the papal court; papal financial demands on Germany; Tetzel and the sale of indulgences.

## **2 Luther's early challenge to the Catholic Church, 1517–20**

- The influences on Luther's views; his views on corruption within the Catholic Church.
- The Ninety-Five Theses 1517: Luther's rejection of indulgences; his aim of promoting academic debate; the publication of the Ninety-Five Theses and their impact; the importance of the printing press.
- The shaping of Luther's beliefs: his protest to Albert of Mainz; the response of Leo X to Luther's early challenge; the debate with Cajetan in 1518; significance of the debate with Eck in 1519.
- Luther's excommunication 1520: Luther's tower experience and his acceptance of justification by faith alone; the 1520 pamphlets addressed to the clergy, nobility and the German people; the burning of the Bull of Excommunication in 1520.

## **3 The development of Lutheranism, 1521–46**

- The Diet of Worms and its aftermath: Luther's condemnation as a heretic and an outlaw; the attitude of Charles V; the protection of Frederick the Wise at Wartburg Castle.
- Luther's attitude to religious and political radicalism: views on the Radical Reformation by Carlstadt and the Zwickau prophets in Wittenberg, his lack of support for the revolt of the Imperial Knights; the reasons for, and consequences of, his denunciation of the Peasants' War 1525; the effect of Luther's political conservatism on the German princes.
- Lutheran beliefs and their influence: the importance of justification; the German Mass; the doctrine of the Real Presence; Luther's translation of the Bible; the Large Catechism and Small Catechism; the growing popularity of Lutheranism within Germany.
- Luther's declining influence, 1530–46: Philip Melanchthon's codification of Lutheran beliefs; the Loci Communes 1521; the Augsburg Confession 1530 and its importance; growing divergence between Catholic and Lutheran beliefs; Luther and the Philip of Hesse affair 1540.

## **4 The spread and survival of Lutheranism, 1521–55**

- The failure of Lutheran-Catholic negotiations: the Diets of Speyer 1526 and 1529; the Diet of Regensburg 1541.
- The role of the German princes: Luther's protection by Frederick the Wise; the significance of the conversion of Albrecht of Hohenzollern, Philip of Hesse and John of Saxony; formation of the Schmalkaldic League 1531; the League's significance for the spread of Lutheranism.
- Charles V and Lutheranism: his conflicting priorities in Spain, France and against the Ottomans; limited support for Charles from the Catholic princes; the significance of the Schmalkaldic War; the Peace of Passau 1552; the Peace of Augsburg 1555.

- The papacy and Lutheranism: the failure to respond effectively to Luther; Paul III and attempts at reform; the Consilium 1537; the summoning of the Council of Trent

## **Assessment of paper two (A level at the end of Year 13)**

*40 marks - one hour and 30 minutes*

### **Section A:**

- 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:**

- One essay from a choice of two
- Questions target analysis and evaluation
- Questions can relate to a single year, event or to longer periods within the study.

## **Paper three: Option 39.1: Civil rights and race relations in the USA, 1850–2009**

This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore developments that have shaped contemporary America and remain a fundamental issue in US society: the changing pattern of race relations between black and white Americans, both in terms of civil rights and also broader social and cultural changes over a period that began with millions of black Americans in slavery and ended with Barack Obama as President

### **Aspects in breadth -Changing perceptions of race relations, 1850–2009**

#### **1 The changing geography of civil rights issues**

- The changing geographical distribution of black Americans, 1850–2009 (key developments: freedom in 1865, the slow drift north, the First Great Migration c1910–30, the Second Great Migration c1940–70, the migration back to the old south in the late twentieth century).
- The changing pattern of settlement and segregation 1850–2009 (key developments: mass migration into Harlem from 1905; riots in Chicago 1919, Tulsa 1921, Watts 1965 and Newark 1967; developments in de-facto segregation in Levitt estates, white exodus to the suburbs post-1945 in the north; increasing desegregation in the old south post1970).

#### **2 Changing portrayal of civil rights issues in fiction and film**

- The role of literature in shaping and reflecting changing perceptions of race relations, 1850–2009 (key developments: the publication of Uncle Tom's Cabin 1852; Huckleberry Finn 1885, Gone with the Wind 1936, To Kill a Mockingbird 1960, Beloved 1987, The Help 2009).
- The role of visual portrayals in influencing and reflecting changing perceptions of race, 1850–2009 (key developments: images of black Americans in paintings, photographs and lithographs 1850–80, Birth of a Nation 1915, In the Heat of the Night 1967, Roots 1977, Mississippi Burning 1988, Malcolm X 1992, The Wire 2002–08).

### **Aspects in Depth - emancipation and moves towards greater equality**

## **1 'Free at last', 1865–77**

- Reasons for, and importance of, the Thirteenth Amendment 1865: economic position of ex-slaves and the development of sharecropping; social tensions; the need for a political settlement; President Andrew Johnson's response.
- Radical Reconstruction, 1867–77: the impact of military rule in the south; the Fourteenth and Fifteenth Amendments; the Civil Rights Act 1875; significance of the presence of black representatives in federal and state legislatures.
- The backlash: the Ku Klux Klan and White League, including the incidence of lynching; the restoration of Democrat control in the south and the end of Reconstruction 1877.

## **2 The triumph of 'Jim Crow', 1883–c1900**

- Impact of the Civil Rights Cases 1883 in the Supreme Court.
- The spread of Jim Crow Laws: changes to rail travel in Florida 1887; extension of segregation to other social areas and other states. Excluding black voters: discrimination in Mississippi from 1890; Louisiana's Grandfather clause 1898; impact on voter numbers in the south in the 1890s.
- The impact of Plessy v. Ferguson 1896; Williams v. Mississippi 1898; Cumming v. Board of Education 1899

## **3 The New Deal and race relations, 1933–41**

- The influence of southern whites in the Democrat Party.
- The failure to address black grievances: continuation of Jim Crow Laws, exclusion of black voters and the defeat of federal attempts at anti-lynching legislation.
- Impact of the New Deal: effects of the AAA on black farmers; segregation in the CCC and differential wages in the NRA; benefits of welfare to black workers and their families; the work of Eleanor Roosevelt; impact on the voting patterns

## **4 'I have a dream', 1954–68**

- Civil rights activities, 1954–63: the role of Earl Warren and the Supreme Court; the impact of victory in Montgomery; the work and impact of Martin Luther King, SCLC, SNCC and CORE, 1957–63.
- Civil rights 1964–68: the importance of the Civil Rights Acts 1964 and 1968, the Voting Rights Act 1965; the role of Lyndon Johnson.
- Increasing divisions: the expulsion of whites from SNCC and CORE; the growth of the Black Panthers; the role of Malcolm X; King's stance on the Vietnam War, assassination and its immediate effects.

## **5 Obama's campaign for the presidency, 2004–09**

- The importance of the political career of Barack Obama to 2006, including his election as senator for Illinois in 2004.
- The reasons for his success in gaining the Democratic nomination for the presidency: personality and rhetorical abilities; the opposition; new election strategies; policies.
- The reasons for victory in November 2008; the significance of his victory and the response to it of black Americans.

## **Assessment of paper three**

*60 marks (30%) - two hours and 15 minutes*

### **Section A:**

- One compulsory question based on a source;
- Questions target content from the *aspects in depth* 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:**

- One essay from a choice of two
- Questions target analysis and evaluation
- Questions target content different topics from the *aspects in depth*.

### **Section C:**

- 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 *aspects in breadth* in the topic.

## **Assessment of paper three (A Level at the end of Year 13)**

*60 marks - two hours and 15 minutes*

### **Section A:**

- One compulsory question based on a source
- Questions target content from the aspects in depth in the specification
- Students analyse the source in terms of its value for two enquiries into related aspects of a topic.

### **Section B:**

- One essay from a choice of two
- Questions target analysis and evaluation
- Questions target content from the aspects in depth in the specification (but different topics from those in Section A).

### **Section C:**

- One essay from a choice of two
  - Targets long term change over at least 100 years
  - Questions target analysis and evaluation
- Questions relate to aspects in breadth 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 and 4,000 words. The focus of their work is on the nature and purpose of the work of the historian. It is suggested by the exam board that the topic chosen is one that arises from their study of papers one to three. It is an enquiry in depth where students will be required to analyse, explain and evaluate the interpretations of three historians. As a group, they will be taught the historical context and they will be given guidance on how to tackle their individual work. The coursework tests a student's ability to:

- Identify or select and deploy material relevant to an aspect of historical debate
- Reach and sustain an overall judgement 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 one. 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](mailto:crb@clairescourt.net)

Ms C Tookey - [cbt@Clairescourt.net](mailto:cbt@Clairescourt.net)

# Mathematics

## Introduction

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

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

## Entry requirements

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

## Areas of study and assessment

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

### Paper 1: Pure Maths (2 hours)

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

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

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

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

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

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

### Paper 3: Statistics and Mechanics (2 hours)

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

## Homework

Written homework assignments will be set throughout the year for students to practise solving problems with the skills that they have learnt. Use will also be

made of online learning resources. Teachers are available in lessons and at any other mutually convenient time to provide help.

### **Textbooks and online resources**

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

### **Calculators**

Students need a calculator which includes the following features:

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

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

### **For further information please contact:**

Mrs Ann Burdett - [amb@clairescourt.net](mailto:amb@clairescourt.net)

# Media Studies

Awarding Body: Cambridge International

## About the course

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

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

## Who is suitable for this course?

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

## Requirements for success

### Entry requirements

- GCSE English grade 5 required.

## Course structure

This is an international A level linear two year course with two examinations and two pieces of coursework. Please note, two pieces of coursework are worth 50% of the course.

## Course outline – Year 12

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

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

The course is split into:

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

## Component one - Foundation Portfolio

*Coursework 25%*

- Thriller film opening production to include a logo and credits, planning and evaluation.

## **Component two**

*One paper, two parts:*

### **Part A - Media Texts examination**

*Exam 25%*

- Representation - an unseen TV drama source (one question) will be analysed in timed conditions focusing on technical codes such as camerawork and sound, representation and meaning.

### **Part B - Media Contexts examination**

*Exam 25%*

- This will be a media contexts examination based on the film industry (one question from a choice of two).

### **Method of study**

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

### **Assessment**

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

### **Where does it lead?**

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

## **COURSE OUTLINE – YEAR 13**

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

The exam is split into three sections. In the first part, students will analyse how we live in a postmodern age by studying films, television, gaming, music videos, social media and the news. The second part of this exam will be on media regulation using social media and using monopoly companies such as Meta as case studies. Finally, the third part of this exam is on media ecology which is communication studies - music streaming, news, politics and social media advancements.

The focus of this paper is how the media is adapted and used in the 21<sup>st</sup> Century.

The course is split into:

- Component three – Advanced portfolio
- Component four: Part A – Media debates examination (Two parts, 30 marks total)
- Component four: Part B – Media ecology examination (One part, 30 marks total)

### **COMPONENT THREE – ADVANCED PORTFOLIO**

*Coursework 25%*

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

### **COMPONENT FOUR**

- One paper, two parts:

#### **PART A – MEDIA DEBATES EXAMINATION**

*Exam 25%*

- Postmodern media and media regulation (two part question).

#### **PART B – MEDIA ECOLOGY EXAMINATION**

*Exam 25%*

- Media ecology (choice of two questions).

#### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Emily Bell - [emb@clairescourt.net](mailto:emb@clairescourt.net)

# Music

The course is based on the Edexcel GCE for Music: Syllabus 9MU01 and is a two year course.

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 by Rhinegold.

## **Autumn term**

### **Component one: Performing**

Students will work with the assistance of instrumental teachers and teaching staff to prepare pieces with a minimum duration of eight minutes of music for the recording that takes place in Year 13. The standard for A level pieces is Grade 7 with the pieces played in 'one take'.

### **Component two: 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 2024), or a 'free' composition'. The students will also complete an assessing technique exercise. The students use Logic X musical software to complete their pieces.

### **Component three: 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. The students also develop their wider listening skills by studying pieces linked in some way to the anthology pieces.

## **Lent term**

### **Component one: Performing**

Students will continue to develop their performance skills.

### **Component two: Composing**

The students will continue to compose to develop their composing skills.

### **Component three: Appraising**

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

## **Summer term**

### **Component one: Performing**

Performance skills continue to be developed. Decisions are made regarding the final choices for assessment in Year 13, with recording taking place any time after 1 March 2024.

### **Component two: Composing**

The students will continue to develop their composing skills. These are assessed against the marking criteria set out by the board.

### **Component 3: Appraising:**

The students' knowledge of the Anthology pieces and wider listening skills is assessed during the examination week when a past paper is sat.

### **Final assessments are taken in Year 13**

#### **Component one: Performing 9MU0/01**

*30% of the qualification - The performances are externally marked.*

#### **Component two: Composing 9MU0/02**

*30% of the qualification - The compositional task is externally marked.*

#### **Component 3: Appraising 9MU0/03**

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

### **Homework**

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

### **For further information please contact:**

Mr Nicholas Wolstencroft - niw@clairescourt.net

# Music Technology

## Introduction

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

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

## Areas of study

Over the two years, students will undertake four components:

### Component one: Recording

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

### Component two: Technology-based Composing

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

### Component three: Listening and analysing:

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

### Component four: Producing and Analysing

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

## Assessment

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

## For further information please contact:

Mr Daniel Gravett - [dng@clairescourt.net](mailto:dng@clairescourt.net)

# Physical Education (PE)

## Introduction

All students study the OCR A level Specification. This course is taught by PE specialists and prepares the students for the further study of PE or sports science courses as well as other related subject areas such as Psychology and Biology. In Year 12 there are no examinations, instead final examinations take place at the end of Year 13.

## Areas of study

### Component one

*Physiological factors affecting performance*

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

### Component two

*Psychological factors affecting performance*

- 2.1 Skill acquisition
- 2.2 Sports psychology.

### Component three

*Socio-cultural issues in Physical Education and sport*

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

## 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 to U.

### Component one

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

### Component two

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

### Component three

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

### Component four

The practical requirement of the course 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, practice of exam questions, tests and mock examinations.

**For further information please contact:**

Miss Jo Cox - [jmc@clairescourt.net](mailto:jmc@clairescourt.net)

# Philosophy and Ethics

## Introduction

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

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

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

## Areas of study

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

### Philosophy and Christianity

#### Section A

Study of Christian beliefs about:

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

#### Section B

Philosophy of religion:

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

#### Section C

The dialogue between philosophy and religion:

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

### Ethics and Christianity

#### Section A

Study of Christian beliefs about:

- Key moral principles
- Religious identity

- Religion and sexual identity
- Religious pluralism.

## **Section B**

Ethics and religion:

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

## **Section C**

The dialogue between ethical studies and religion:

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

## **Assessment**

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

Students should be able to:

### **AO1**

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

### **AO2**

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

## **For further information please contact:**

Mr Sam Mulholland – [smm@clairescourt.net](mailto:smm@clairescourt.net)

# Photography

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

## Course structure

The photography course is primarily practical with students leading their own portfolio based projects.

During Year 12, students will acquire the necessary specialist skills including the use of a DSLR camera, the studio environment and the latest Adobe editing software (eg. Photoshop). These will be taught during structured theory lessons and workshop sessions. Once students have a good understanding of this, the lesson moves onto the OCR components.

This A level qualification consists of two examined components:

1. **Component 01:** Personal investigation Learners should produce two elements:
  - a. A portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre
  - b. A related study: an extended response of a guided minimum of 1000 words.
2. **Component 02:** Externally set task The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli. A response should be based on one of these options. Preparation time and the supervised time period is set by the centre.

## Skills Development – Internally Set Assignments

During Year 12, students will learn the necessary skills to complete the components of the OCR 'Art and Design – Photography' course. The lessons will consist of a mix of taught skills, practical group exercises plus time for individual exploratory and developmental work. Some examples of the skills they will learn are:

- Using a DSLR Camera.
- Aperture, Shutter speed, ISO and Other Camera Settings.
- Composition Techniques, Formal Elements, Perspective and Proportion, and Movement.
- Light metering, Colour Temp, White Balance, Focusing, Print Quality, and Resolution.
- Studio Photography.

Students will also carry out a 'Mock Project'. They will be set a project title and will learn about the requirements and how to produce quality work.

## Coursework component (01) – The Personal Investigation

The Personal Investigation has two integrated elements: a portfolio of practical work and a related study which explores the context in which their chosen practical area of study exists.

This component should consist of an in-depth, carefully planned and presented project that demonstrates an advanced understanding of photographic

technique. Within this advanced component 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)**

There is a choice of themes for the Externally set task, which are open to all specialisms. Each theme offers a choice of textual and visual starting points, briefs and stimuli.

Students are required to respond to a choice of questions set by the examining board. These questions will be available in early February 2024 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 2024.

For both components of work, marks are given in accordance with the assessment objectives laid down by the JCQ. Both components are marked internally but then are verified by an external moderator from the examining board (OCR).

### **Minimum entry requirements**

Students should have studied any of the following:

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

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

### **For further information please contact:**

Mrs Jane Wimshurst – [jzw@clairescourt.net](mailto:jzw@clairescourt.net)

# Physics

All students study the OCR Physics A GCE Specification, which meets the QCA requirements. There are four Physics lessons 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 to E.

In Year 12 candidates study:

- Module one - Development of practical skills in Physics
- Module two - Foundations of Physics
- Module three - Forces and motion
- Module four - Electrons, waves and photons.

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

## **Autumn term**

*Modules one to three*

- 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 one and commencement of module four*

- 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 and end of topic tests.

## **For further information please contact:**

Mrs Helen Williams - [haw@clairescourt.net](mailto:haw@clairescourt.net)

Miss Lydia Lowry - [lil@clairescourt.net](mailto:lil@clairescourt.net)

# Politics

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

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

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

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

There are three, two-hour exams corresponding to each of the papers worth 77 marks each. In Year 12, pupils will focus on Papers 1 and 2 looking at government and politics of the UK, USA as well as conduct a comparative analysis between them.

## **Course structure - Year 12:**

### **Paper 1: Government and Politics of the UK:**

#### **The government of the UK:**

- The nature and sources of the British Constitution
- The structure and role of Parliament
- The Prime Minister and cabinet
- The judiciary
- Devolution

#### **The politics of the UK:**

- Democracy and participation
- Elections and referendums
- Political parties
- Pressure groups
- The European Union

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

#### **Government and politics of the USA:**

- The constitutional framework of US government
- The legislative branch of government: Congress
- The executive branch of government: President
- The judicial branch of government

#### **Comparative politics:**

- Constitutional arrangements
- The executives
- The judiciaries

## **Assessment objectives (AO) and weightings:**

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

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

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

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

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

A reading list can be found using the link below:

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

For further information please contact:

Mr Alasdair Poulter-Dunford - [AAP@clairescourt.net](mailto:AAP@clairescourt.net)

# Psychology

All students study the AQA GCE specification.

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

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

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

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

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

## **Textbook**

The main course textbook are:

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

## **Autumn term – Paper one (Year 12)**

### **Introductory topics in Psychology**

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

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

## **Social**

### *Social influence*

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

## **Cognitive Psychology**

### *Memory*

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

## **Development Psychology**

### *Attachment*

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

End of module exam.

## **Lent term – Paper two**

### **Psychology in context**

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

### **Approaches in Psychology**

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

### **Biopsychology**

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

### **Psychopathology**

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

## **Summer term**

### **Research methods**

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

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

## **Autumn term (Year 13)**

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

### **Paper three -Issues and options in Psychology: Section A**

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

*End of topic test based on past examination question. Section B*

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

*End of topic test based on past examination questions.*

End of module examination.

## **Lent term**

### **Paper 3 -Issues and options in Psychology Section C**

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

### **Paper 2 - Psychological research and scientific method**

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

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

*There will be continuous assessment, using essays throughout the term.*

*Throughout the year students will need to review all topics taught in Year 12 as they will all be assessed in the summer.*

## **Summer term**

Revision for A Level examinations.

**For further information please contact:**

Mrs Rosaria Lamagna-Richardson – [rsl@clairescourt.net](mailto:rsl@clairescourt.net)

Mr Steven Richards- [smr@clairescourt.net](mailto:smr@clairescourt.net)

# Sociology

## Introduction

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

## Entry requirements

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

## Course content:

### Paper 1: Education with Methods in Context

#### 1.1. Education:

You will learn sociological explanations of :

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

#### 2.2. Theory and methods

You will learn sociological explanations of

- quantitative and qualitative methods of research; research design

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

## **Paper 2: Families and Households and the Media**

### **2.1 Families and Households**

You will learn sociological explanations of :

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

### **2.2 The Media**

You will learn sociological explanations of:

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

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

#### **3.1 Crime and Deviance**

You will learn sociological explanations of:

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

#### **3.2 Theory and Methods**

You will review the following areas:

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

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

### **Method of study**

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

### **Assessment**

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

### **Where does it lead?**

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

Awarding Body: AQA

### **For further information please contact:**

Ms Camilla Bullough - [crb@clairescourt.net](mailto:crb@clairescourt.net)

Ms Emily Bell - [emb@clairescourt.net](mailto:emb@clairescourt.net)

# Spanish

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

In Year 12 students develop their linguistic skills alongside their understanding of the culture and society of Spain and other Spanish speaking countries. Students have between three to four lessons per week and are given homework every lesson. They will also be expected to make use of Spanish resources both in school and at home such as the internet, TV and radio, and listening to, reading and learning 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 textbook. Student progress is monitored regularly through vocabulary tests, topic tests, classwork and homework exercises.

## Course content

- **Social issues and trends** – family, changes to LGBT rights and gender equality in the Hispanic world, digital world, the importance of charity work
- **Artistic culture** – Spanish cultural heritage, contemporary Spanish music and cinema, and Spanish regional identity
- **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

*One hour and 45 minutes - 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

*One hour and 30 minutes - 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 minutes plus 15 minutes 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:**

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# CLAIRES COURT SIXTH FORM

## Claire's Court Sixth Form

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