

# Hoe Valley Sixth Form PROSPECTUS

2025 ENTRY



# Hoe Valley School

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## Head Teacher's welcome

I am delighted to welcome you to our brand new Sixth Form. It has always been our vision to have a Sixth Form and we are excited to be expanding our facilities in readiness for meeting the increasing demand of our rapidly growing second cohort.

Preparing our students for top universities and degree apprenticeships is our priority which means that all of our Sixth Former students receive not only exceptional teaching but also personalised one to one support throughout their two year journey with us. Smaller class sizes allow for a deeper understanding and engagement with academic studies whilst also having the opportunity to develop meaningful and professional relationships with their teachers. With 34 different A level and BTEC courses available, students can select whatever combination of subjects they so desire with the confidence that they will be guided appropriately towards their university, apprenticeship or career of choice.

I do hope that you will apply to our Sixth Form and become part of the Hoe Valley community which I can assure is vibrant, hardworking and incredibly friendly.

I look forward to welcoming you soon and meeting you personally.

**Jane Davies**  
Headteacher



## Head of Sixth Form's welcome

This is an incredibly exciting time for Hoe Valley Sixth Form, as we expand rapidly into our new facilities.

Our broad range of courses includes subjects for almost all interest areas, and we are proud of the level of expertise of the staff that teach those courses.

Our first set of A-Level results was in keeping with our ambitious targets, and we are delighted that we were able to help all of our first cohort to find places at leading universities.

Hoe Valley Sixth Form is built on three pillars: Academic Excellence, Student Experience, and Work Ready. There's more on those in this prospectus, as well as an outline of our extensive enrichment programme.

You'll find course details and those all important entry requirements towards the back.

Thanks for taking the time to read this prospectus: please apply online and I look forward to meeting you at interview!

**Will Inglis**  
Head of Sixth Form



# Building your future on firm foundations

We're incredibly fortunate to be able to build our Sixth Form from the ground up, so that everything we do is tailored to student needs.

There are three distinctive pillars that Hoe Valley Sixth Form is built upon:



This is something that really sets us apart, and you'll find more on these in the next few pages.

# Academic Excellence

Hoe Valley Sixth Form is a firmly academic Sixth Form, able to offer a wide range of subjects. Although we are new, because of the way we have piloted our systems we already have a track record to be proud of.

## A-Level Results

Based on a small sample of students in our pilot year, our results in 2024 were impressive:

A\*-A = 18%

A\*-B = 55%

A\*-C = 91%

Each of these grades tells their own personal story, and we were delighted with how each and every student performed in their exams.

## Hoe Valley's wider results

Hoe Valley has always recruited teachers who are, or have the potential to be, real leaders in their field, and this is reflected in our GCSE results. We are proud of our attainment, and can already see the success of our approach in our A-Level results.

## University Placement

We have excellent working relationships with many leading universities, and are proud to have supported students in securing places at universities including Royal Holloway, Southampton and Cardiff. We organise regular trips to visit universities, but would strongly encourage students to organise their own open day visits to anywhere they may be hoping to study.

## Oxbridge

Our dedicated link colleges at Oxford and Cambridge provide regular opportunities to targeted Sixth Formers, and we will support any realistic application.

## Teaching and Learning

Firmly rooted in cognitive science, our A-Level teaching style focuses on small groups, sitting around a boardroom table in small seminar rooms. We feel that this more adult style of learning provides key advantages and eases the transition to university.



# Student Experience

Student experience is one of our key priorities, and we are proud of what we can offer young people as they embark on the most important two years of their education. We feel that student experience is of equal importance to Academic Excellence and Work Ready, and is something we absolutely prioritise.

## Team Building Trip

We are not aware of any other Sixth Form that takes students away for the first full week of Year 12. Our colleagues at NCS provide students with unforgettable experiences, and help to forge lifelong friendships in those first crucial few days.

## Enrichment

Our enrichment offer is second to none, in order to help students to gain skills, experience and qualifications that will stand them apart from their peers in later life.

## Sixth Form Facilities

Students learn, socialise and interact in our brand new, purpose-built Sixth Form facilities, which are connected to the main school building through controlled access.

Our new 3-storey extension offers an extensive social space with bespoke dining; modern study spaces; seminar rooms, and a reception area with offices.

## Everything is student driven

Students have played a key role in designing our new facilities, ensuring they include everything needed for Sixth Form life. Our design cues come largely from universities, with our Sixth Form experience tailored to

Our students are also fortunate to be able to access modern classroom facilities, workshops, studios and laboratories in the main school, as well as exceptional sporting facilities. These include 3G pitches, sports hall, fitness gym, running track and dance studios.



# Work Ready

Alongside Academic Excellence and Student Experience, Work Ready is an absolute priority at Hoe Valley Sixth Form. Through a series of carefully designed interventions and opportunities, our Sixth Formers leave us with a distinct advantage over their peers.

## 1:1 Careers Advice

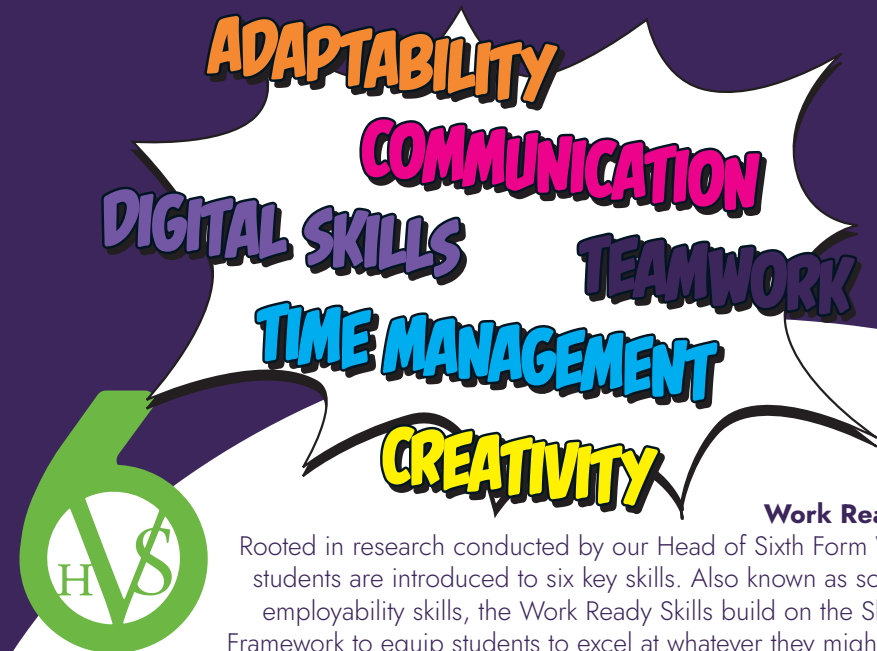
All students in the Sixth form spend at least two hours with our in-house careers advisors, to help them to make big decisions about their futures.

## Work Experience

All students complete a week of bespoke work experience in Year 12, tailored by our expert team to their career ambitions.

## UCAS Application Support

Students applying to University or Apprenticeship will receive extensive support as they draft their applications, including those all-important personal statements.



## Work Ready Skills

Rooted in research conducted by our Head of Sixth Form Will Inglis, students are introduced to six key skills. Also known as soft skills, or employability skills, the Work Ready Skills build on the Skillsbuilder Framework to equip students to excel at whatever they might go on to.

# Enrichment Offer

Enrichment activities also promote social interaction and teamwork, allowing students to build friendships, develop leadership skills, and gain confidence in various settings. They help create a more well-rounded individual by offering experiences that challenge students to think differently, push their boundaries, and apply knowledge in real-world scenarios. Ultimately, enrichment plays a key role in making school life more enjoyable, balanced, and fulfilling, preparing students for both academic success and personal growth in the future.

**Enrichment at Hoe Valley follows the following strands:**

## Qualifications

Qualifications give students an edge when applying for higher education or job opportunities, showcasing their well-rounded abilities and commitment to growth beyond the core curriculum.

## Skills

Students can explore different areas of interest, from creative arts to technology or community service, each of which fosters specific skill sets. This empowers students to become more well-rounded individuals, preparing them for success in a diverse and ever-changing world.

## Sports

Our sports enrichment develops dedication, teamwork and fitness. Our sports enrichment provides opportunities for developing interests such as basketball and badminton but also outside of the school environment with activities such as driving range or climbing.

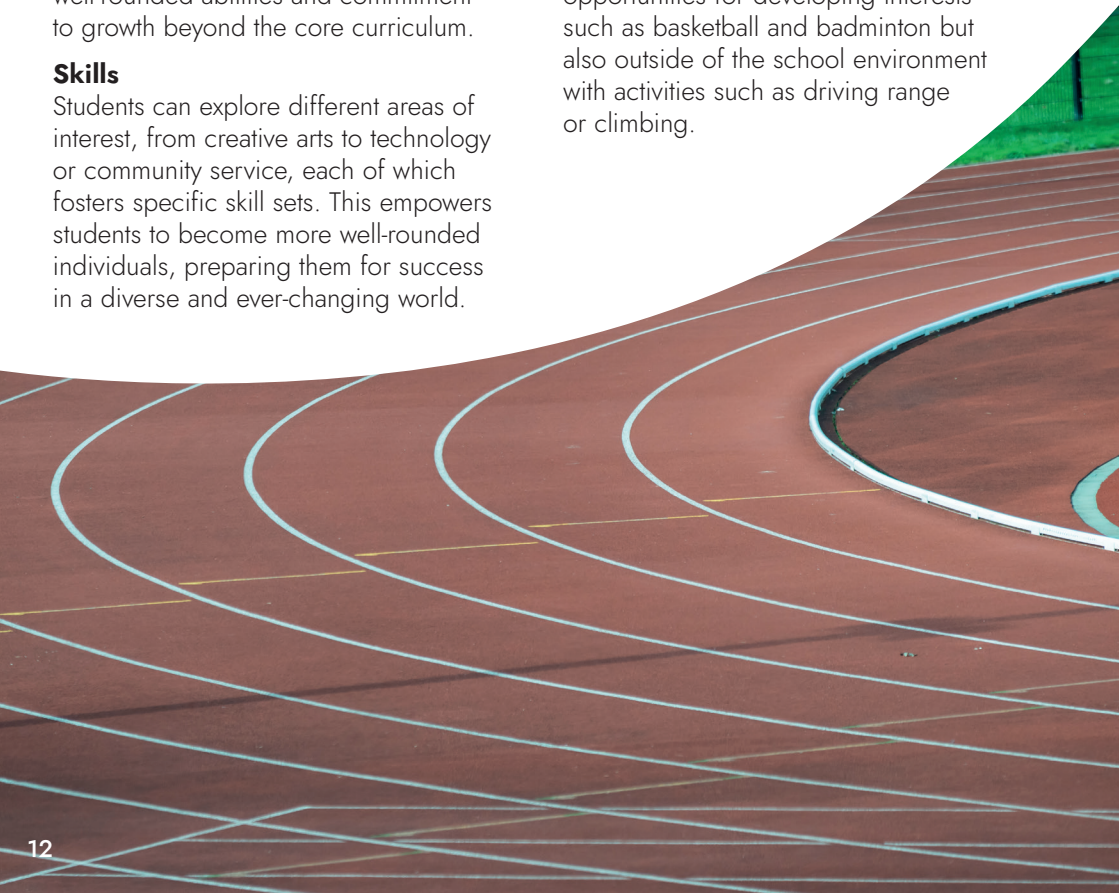


# Pastoral Care

**At HVS we take great pride in knowing each student as an individual, and many of our students will have been with us from Year 7.**

This level of personalisation is a distinctive feature of our Sixth Form. We focus on all students being able to achieve their aspirational goals and being part of a kind and supportive community where they build lifelong friendships. High staff retention means that we know our students very well enabling us to quickly fix any problems and address any concerns or worries rather than needing to refer them to other people.

We have a strong Sixth Form Team; Head of Sixth Form, Deputy Head of Sixth Form as well as Tutors and a dedicated support team. We believe that the quality of mentoring our students receive is integral in how they progress during Years 12 and 13 as well as in their preparation for university and beyond. This is why we carefully select our Sixth Form Tutors and provide personalised one to one mentoring throughout the two years, including interview preparation for universities and careers.



# Digital Learning

Students are allocated a touch screen chromebook which will support their studies both in and outside of Sixth Form life.

This will enable them to access a wealth of interactive digital resources to support their learning. The new and modern Sixth Form building will enjoy an extensive WIFI network such that students can maximise their learning time.



## Financial Support

We are happy to guide Sixth Form students through the application for the 16-19 bursary scheme. Students can gain support, through this scheme, for travel, food costs and also to assist with one off costs for educational activities and expenses.

## Catering

**Students have their own bespoke, modern, dining areas within our brand new Sixth Form facilities, where they can relax and socialise with their friends away from the classroom.**

The interior design of this area offers a spacious and light environment with modern features such as soft furnishings, cafe style tables and chairs as well as their own snack bar.

Food and drink will be provided by our in house chef, ensuring we continue to deliver the nutritious and freshly cooked food that students get to enjoy in the main school. Students can also access the main school canteen which offers a variety of meals options every day.

# Leadership Opportunities

Hoe Valley Sixth Form provides a wide range of leadership opportunities for our students who will not only be role models for the lower school but will also have the opportunity to work alongside teachers and senior leaders in shaping this aspect of Sixth Form life.

Student leadership is already a huge part of what we do as a school, and we aim to take this to a whole new level at Sixth Form by empowering our students with responsibilities which will stand them in good stead for the next phase of their education. Aside from the traditional Head Boy and Girl roles, students will have opportunities to run Enrichment Clubs for the younger students as well as mentoring them in their academic studies.

Sixth Form students will also have the opportunity to co-write the PSHE programme, placing mental health and wellbeing at the centre of this as we recognise the pressures students are under in this current age.

Students will be explicitly taught how to look after their own wellbeing and their feedback will be monitored with the aim of continuous improvement to the content and quality of the support we offer. Students will have the opportunity to deliver assemblies and spearhead new initiatives that will benefit the whole school community, something which we know is crucial to the continued success of Hoe Valley School.

As part of our commitment to our community agenda, Sixth Form students will have the opportunity to engage with the local community; families and local residents through volunteering. This is an experience that will greatly benefit both parties as students will develop their work readiness skills in a new environment outside of the traditional classroom setting.



# A Community Agenda

Community is at the heart of everything we do at Hoe Valley School and we are very excited to be able to extend our offer to include sixth form students.

Our community agenda has always been important to us and forms the foundation of our vision; to be a local school and sixth form for our local community.

**This means three things:**

**1**

We are a strong community of people who work together to achieve our best and look after each other.

**2**

We reach out to the local community to do both curricular and extracurricular projects to know our local area better. This knowledge feeds back into our lessons and benefits our students in a refreshing way as knowledge is contextualised and linked to the real world.

**3**

We provide opportunities for local families and residents to come together in school and learn new skills from our teachers and our Sixth Form students.

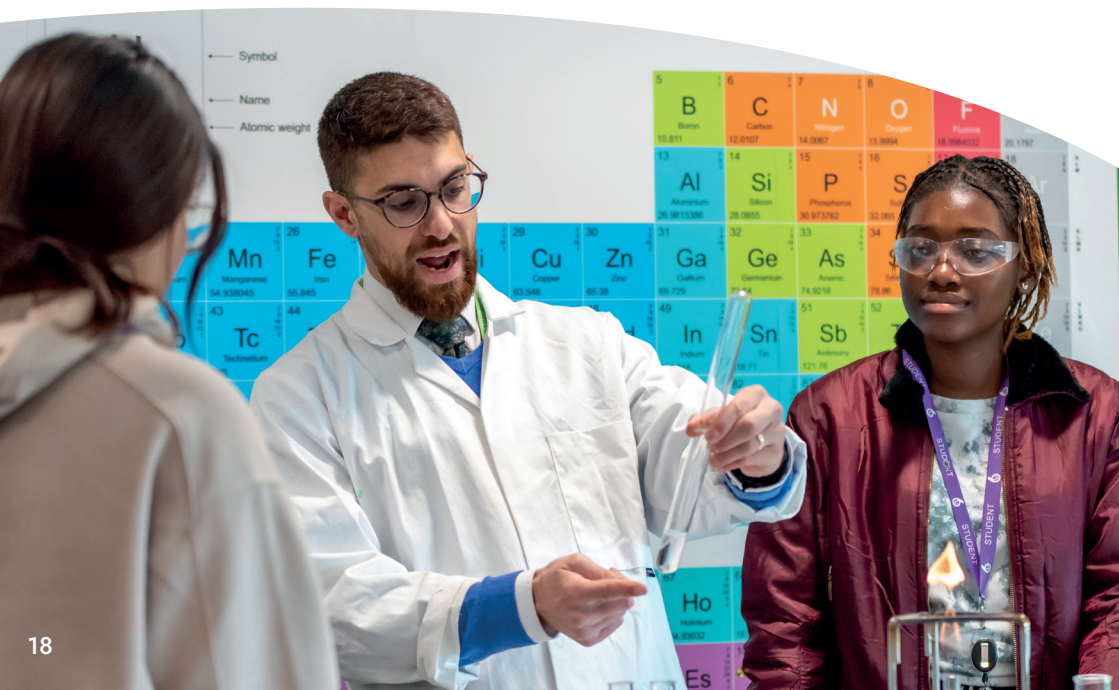


# Entry Requirements

All of our subjects have clear entry requirements, specified on the relevant subject page of the prospectus.

These requirements can be summarised as below:

- All students must hold at least five GCSE Grades 9-4.
- We can support retakes of EITHER English OR Maths GCSE in conjunction with a wider study programme.
- While we do offer some vocational subjects, all students must take at least one A-Level.
- For any vocational course you must hold at least a GCSE Grade 4 in the subject(s) specified.
- For any A-Level you must hold at least a GCSE Grade 5 in the subject(s) specified.
- For Engineering, you must hold at least a GCSE Grade 6 in Maths.
- For A-Level Biology, Chemistry, Physics or Maths those specified GCSE grades must be Grade 6.
- For A-Level Further Maths, you must hold a Grade 7 in GCSE Maths.
- iGCSEs are accepted, but non-UK qualifications will be examined on a case by case basis and you may have to sit extra tests and even take GCSE Maths and English alongside your A-Level studies.



# Curriculum Guide



|   |    |                                      |    |
|---|----|--------------------------------------|----|
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# BTEC L3 NATIONAL DIPLOMA IN APPLIED SCIENCE



LEAD MRS C KELLY

|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM   |
|-------------------|--|---|---|
| <b>Year 12</b>    | Learners will study six mandatory units:<br><b>Unit 1</b> Principles and Application of Science I<br><b>Unit 2</b> Practical Scientific Procedures and Techniques  | <b>Unit 3</b> Science Investigation Skills<br><b>Unit 4</b> Laboratory Techniques and their application   | <b>Unit 5</b> Principles and Applications of Science II<br><b>Unit 6</b> Investigative Project.   |
| <b>Skills</b>     | Recall, select and apply scientific knowledge  | Use scientific terminology and concepts in given situations   | Apply appropriate mathematical and technical skills in context  |
| <b>Assessment</b> | <b>Internal Assessment</b><br>• write up the findings of research<br>• use case studies to explore complex or unfamiliar situations<br>• design and carry out projects<br>• demonstrate practical and technical skills using appropriate equipment, procedures and techniques. | <b>Synoptic Assessment</b><br>Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. | <b>External Assessment</b><br>• examinations – all learners take the same assessment at the same time, normally with a written outcome<br>• set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. |
| <b>Year 13</b>    | Optional units include:<br><b>Unit 8</b> Physiology of Human Body Systems<br><b>Unit 11</b> Genetics and Genetic Engineering   | <b>Unit 13</b> Applications of Inorganic Chemistry<br><b>Unit 15</b> Electrical Circuits and their Application  |   |
| <b>Skills</b>     | Interpret and analyse information in order to make valid judgements  | To achieve Distinction, show each of these skills in greater depth.   |   |
| <b>Assessment</b> | Internal Assessment  | Synoptic Assessment   | External Assessment   |

**EXAM BOARD**  
PEARSON BTEC  
LEVEL 3 DIPLOMA  
IN APPLIED  
SCIENCE



**SUBJECT ENTRY REQUIREMENTS**  
4,4 in GCSE Science

What three things should I do to further my independent learning of this subject?

- 1 Read journals (such as the New Scientist, available in the Sixth Form library).
- 2 Follow mainstream news stories about scientific research.
- 3 Look for practical applications of your learning through Unifrog.

# ART

LEAD MRS C KELLY



|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM  |
|-------------------|--|---|--|
| <b>Year 12</b>    | Portfolio of work  | Personal Investigation Research   | Personal Investigation   |
| <b>Skills</b>     | Practical Skills Workshop, including mixed media pieces, oil painting, photography, digital art and printmaking, to name a few.          | Personal investigation into a concept or theme supported by written material. Focus on initial research, investigation and analytical skills.                           | Further development of the Personal Investigation with focus on responding to the work of artists, developing ideas and exploring media. |
| <b>Assessment</b> | Portfolio of work: providing opportunities for producing work for Post 18 portfolios and bridge the skills gap between GCSE and A level. | (60% of A level grade)  | (60% of A level grade)   |
| <b>Year 13</b>    | Personal Investigation: Essay writing and development of personal outcomes.  | Externally Set Assignment   | Externally set Assignment: final outcomes  |
| <b>Skills</b>     | Developing essay writing, critical understanding and analytical skills; producing written work of between 1,000 and 3,000 words.         | A project set by the exam board. Students will choose one of eight questions to be used as a starting point; developing preparatory studies towards a personal outcome. | Students must produce a finished outcome or a series of related finished outcomes in 15 hours supervised time.                           |
| <b>Assessment</b> | Personal investigation NEA (60% of grade)  | Externally set Assignment (40% of grade)  | Externally set Assignment (40% of grade)   |

**EXAM BOARD**

AQA A-LEVEL ART AND DESIGN:  
FINE ART



**SUBJECT ENTRY REQUIREMENTS**

5 in GCSE Art, Design Technology or Textiles.

What three things should I do to further my independent learning of this subject?

- 1 Practise observational drawing at every opportunity. Keep a personal sketchbook of drawings, found items and information on artists you find interesting.
- 2 Visit art galleries and exhibitions.
- 3 Take lots of photographs.

# BIOLOGY

LEAD MR O WOOLLEY



|                   | AUTUMN TERM  | SPRING TERM  | SUMMER TERM  |
|-------------------|--|--|--|
| <b>Year 12</b>    | 1. Biological Molecules<br>2. Cells  | 3a. Organisms exchange substances with their environment<br>4a. Genetic information, variation and relationships between organisms | 3b. Organisms exchange substances with their environment<br>4b. Genetic information, variation and relationships between organisms |
| <b>Skills</b>     | Practical Endorsement<br>* required practicals 1-4   | Practical Endorsement<br>* required practical 6  | Practical Endorsement<br>* required practical 5  |
| <b>Assessment</b> | Units 1 and 2  | Units 3a and 4a  | Units 3b and 4b  |
| <b>Year 13</b>    | 5. Energy transfers in and between organisms – Photosynthesis<br>6. Organisms respond to changes in their internal and external environments | 7. Genetics, populations, evolution and ecosystems<br>8. The control of gene expression  | Consolidation and revision   |
| <b>Skills</b>     | Practical endorsement<br>* required practicals 7-11  | Practical endorsement<br>* required practical 12   | Revision techniques, memory development and retrieval, decoding exam questions   |
| <b>Assessment</b> | Units 5 and 6  | Units 7 and 8  | Final exams  |

## EXAM BOARD

### AQA A LEVEL BIOLOGY



## SUBJECT ENTRY REQUIREMENTS

6 in GCSE Biology or 6,6 in Combined Science,  
5 in English Language and 6 in Maths.

### What three things should I do to further my independent learning of this subject?

- 1 Download the BBC News app and set "Biology" as a topic under "My News" – visit and read "My News" regularly.
- 2 Review your learning regularly throughout the course by completing units in A-Level Biology on the SENECA platform.
- 3 Watch past and present Biology-focussed Horizon episodes on BBC iPlayer and invest in "Campbell Biology" – it will take you beyond A-Level to the first year of a Biology Degree.

# BUSINESS STUDIES

LEAD MRS K HIBBETT



|                   | AUTUMN TERM  | SPRING TERM  | SUMMER TERM   |
|-------------------|--|--|---|
| <b>Year 12</b>    | What is Business?<br>Managers leadership and decision making<br>Decision making to improve marketing performance | Decision making to improve operational performance<br>Decision making to improve financial performance | Decision making to improve human resource performance             |
| <b>Skills</b>     | AO1, AO2, AO3 & AO4  | AO1, AO2, AO3 & AO4  | AO1, AO2, AO3 & AO4   |
| <b>Assessment</b> | Units 1 and 2  | Units 3a and 4a  | Units 3b and 4b   |
| <b>Year 13</b>    | Topic assessments take place at the end of the unit, which includes practice exam questions                      | Topic assessments take place at the end of the unit, which includes practice exam questions            | Paper 1: Business 1<br>Paper 2: Business 2                        |
| <b>Skills</b>     | AO1, AO2, AO3 & AO4  | AO1, AO2, AO3 & AO4  | AO1, AO2, AO3 & AO4   |
| <b>Assessment</b> | Topic assessments take place at the end of the unit, which includes practice exam questions                      | Topic assessments take place at the end of the unit, which includes practice exam questions            | Paper 1: Business 1<br>Paper 2: Business 2<br>Paper 3: business 3 |

## EXAM BOARD

### AQA A LEVEL BUSINESS



## SUBJECT ENTRY REQUIREMENTS

5s in GCSE English Language and Maths.

At HVS we will be studying Business by taking a holistic approach to the subject. We investigate the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations to provide a dynamic course.

The course is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics, and globalisation is covered throughout the topics.

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

### What three things should I do to further my independent learning of this subject?

- 1 Read and keep informed about current topical news stories in the Business world.
- 2 Begin to familiarise yourself with critical essays on business topics so that you become familiar with this style of writing.
- 3 Develop your time management skills and plan to complete homework and revision activities frequently (little and often are the best ways to develop long-term metacognitive recall of theories).

# CHEMISTRY

LEAD MISS S LEIGH



|                   | AUTUMN TERM   | SPRING TERM   | SUMMER TERM   |
|-------------------|---|---|---|
| <b>Year 12</b>    | Physical Chemistry 1:<br>• Atomic structure<br>• Amount of substance<br>• Bonding<br>• Energetics<br>• Kinetics<br>• Chemical equilibria<br>• REDOX reactions   | Inorganic chemistry 1:<br>• Periodicity<br>• Group 2 metals<br>• Group 7  | Organic chemistry 1:<br>• Alkanes<br>• Halogenoalkanes<br>• Alkenes<br>• Alcohols<br>• Organic analysis |
| <b>Skills</b>     | Required practicals 1, 2, 3   | Required practical 4  | Required practical 5, 6   |
| <b>Assessment</b> | Physical chemistry assessment   | Inorganic chemistry assessment  | Organic chemistry assessment  |
| <b>Year 13</b>    | Physical chemistry 2:<br>• Thermodynamics<br>• Rate equations<br>• Equilibrium constant<br>• Electrode potentials<br>• Acids and bases<br>Inorganic chemistry 2:<br>• Period 3<br>• Transition metals<br>• Reactions of ions in aqueous solutions | Organic chemistry 2:<br>• Optical isomerism<br>• Aldehydes and ketones<br>• Carboxylic acids<br>• Aromatic chemistry<br>• Amines<br>• Polymers<br>• Amino acids, proteins and DNA<br>• Organic synthesis<br>• Nuclear magnetic resonance spectroscopy<br>• Chromatography | Consolidation and revision  |
| <b>Skills</b>     | Required practicals 7, 8, 9, 11   | Required Practical 10, 12.  |   |
| <b>Assessment</b> | Physical chemistry and inorganic chemistry assessment   | Organic chemistry assessment  | Final exams   |

## EXAM BOARD

### AQA A LEVEL CHEMISTRY



### What three things should I do to further my independent learning of this subject?

- Download the BBC News app and set "Chemistry" as a topic under "My News" – visit and read "My News" regularly.
- Review your learning regularly throughout the course by completing units in A-Level Chemistry on the SENECA platform.
- Have a look at this recommended reading list [www.chemrevise.org/2019/07/03/chemistry-summer-reading-updated/](http://www.chemrevise.org/2019/07/03/chemistry-summer-reading-updated/) for Chemistry A-level and invest in something which interests you.

## SUBJECT ENTRY REQUIREMENTS

6 in GCSE Chemistry or 6,6 in Combined Science,  
5 in English Language and 6 in Maths.

# CLASSICS

LEAD MISS DRAYTON



|                   | AUTUMN TERM  | SPRING TERM  | SUMMER TERM   |
|-------------------|--|--|---|
| <b>Year 12</b>    | The World of The Hero:<br><i>Homer's Iliad</i><br>Culture & the Arts: <i>Invention of the Barbarian</i>  | The World of The Hero:<br><i>Homer's Iliad</i><br>Culture & the Arts: <i>Invention of the Barbarian</i>  | The World of The Hero:<br><i>Homer's Iliad/ Virgil's Aeneid</i><br>Culture & the Arts: <i>Invention of the Barbarian/ Belief &amp; Ideas: Greek Religion</i>                          |
| <b>Skills</b>     | AO1, AO2   | AO1, AO2   | AO1, AO2  |
| <b>Assessment</b> | Students will practise a range of exam skills, including:<br>Short answer question<br>10 mark stimulus question<br>20 mark essay<br>30 mark essay. | Students will practise a range of exam skills, including:<br>Short answer question<br>10 mark stimulus question<br>20 mark essay<br>30 mark essay. | Students will practise a range of exam skills, including:<br>Short answer question<br>10 mark stimulus question<br>20 mark essay<br>30 mark essay.                                    |
| <b>Year 13</b>    | The World of The Hero:<br><i>Virgil's Aeneid</i><br>Belief & Ideas: <i>Greek Religion</i>  | The World of The Hero:<br><i>Virgil's Aeneid</i><br>Belief & Ideas: <i>Greek Religion</i>  | The World of The Hero:<br><i>Virgil's Aeneid</i><br>Belief & Ideas: <i>Greek Religion</i><br><b>Synoptic Revision of all modules</b>  |
| <b>Skills</b>     | AO1, AO2   | AO1, AO2   | AO1, AO2  |
| <b>Assessment</b> | Short answer question<br>10 mark stimulus question<br>10 mark idea question<br>20 mark essay<br>30 mark essay.                                     | Short answer question<br>10 mark stimulus question<br>10 mark idea question<br>20 mark essay<br>30 mark essay.                                     | <i>All four modules are examined synoptically in Y13.</i><br><i>The World of the Hero x 2 modules = 40%</i><br><i>Culture &amp; the Arts = 30%</i><br><i>Belief &amp; Ideas = 30%</i> |

## EXAM BOARD

### OCR A LEVEL CLASSICAL CIVILISATION



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE English Language or 5 in a language.

### What three things should I do to further my independent learning of this subject?

- Read widely about the ancient world! There are a number of excellent and very readable authors writing about Rome – look for books by Mary Beard, Stephen Fry and Neil Gaiman. The *Very Short Introduction* series has a number of useful little books on Classical subjects.
- Read *Homer's Odyssey* in translation. Watch modern productions of classical plays. Visit the British Museum, the Ashmolean Museum in Oxford or the Sir John Soanes Museum to appreciate ancient artefacts.
- Read Omnibus magazine, or consider entering one of the many essay-writing competitions for A Level students – University Classics departments are a good place to start, or contact Ms Weightman for more information.

# COMPUTER SCIENCE

LEAD MR P CUMMINS



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM   |
|-------------------|---|--|---|
| <b>Year 12</b>    | Elements of computational thinking.<br>How data is exchanged between different systems.   | Problem solving and programming.<br>Analysis and design of a problem.  | Development and evaluation of a problem.<br>Data types, data structures and algorithms. |
| <b>Skills</b>     | AO1   | AO2 and AO3  | AO3   |
| <b>Assessment</b> | Paper 1<br>Exchanging data  | Paper 2<br>Elements of computational thinking and Problem solving and programming  | Submission of NEA (worth 20% of the course – can retake)                                |
| <b>Year 13</b>    | The use of algorithms to describe problems and standard algorithms.<br>Characteristics of contemporary processors, input, output and storage devices. | Software development and various computing issues.<br>Recapping Computer systems (01) and Algorithms and programming (02*) | Revision for final exams.   |
| <b>Skills</b>     | AO1 and AO2   | AO1 and AO2  | AO1, AO2 and AO3  |
| <b>Assessment</b> | Paper 1 and Paper 2   | Paper 1 and Paper 2  | Final exams   |

## EXAM BOARD

OCR A LEVEL COMPUTER SCIENCE



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE Maths and English Language or 5 in Computer Science.

## What three things should I do to further my independent learning of this subject?

- 1 Regularly watch "Click" – a weekly BBC television programme covering technology news and recent developments in the world of technology and the Internet.
- 2 Review you learning regularly throughout the course by completing units in A-Level OCR Computing on the SENECA platform.
- 3 Watch past and present Computer-focussed Xmas lectures episodes and read Andriy Burkov "The Hundred-Page Machine Learning Book" – the book is distributed on the "read first, buy later" principle.

# DRAMA & THEATRE STUDIES

LEAD MRS M YOUNG



|                   | AUTUMN TERM  | SPRING TERM                                  | SUMMER TERM                                      |
|-------------------|--|--|--|
| <b>Year 12</b>    | Comp 1 Set Text<br>Live Theatre Production<br>prep<br>Comp 2 Practitioners | Comp 2 Creating original drama               | Comp 1 Set text revision<br>Comp 3 Scripted Mock |
| <b>Skills</b>     | Revision techniques<br>Practical exploration                               | Devising drama                               | Revision techniques<br>Practical exploration     |
| <b>Assessment</b> | Comp 1 paper   | Devised performance<br>Portfolio             | Performance of Comp 3                            |
| <b>Year 13</b>    | Comp 1 Set text revision<br>Comp 3 Making Theatre<br>prep                  | Comp 3 Making Theatre<br>Comp 1 revision     | Comp 1 final revision                            |
| <b>Skills</b>     | Revision techniques<br>Practical exploration                               | Practical exploration<br>Revision techniques | Revision techniques                              |
| <b>Assessment</b> | Comp 1 paper   | Performance of Comp 3<br>Reflective report   | Final Exam                                       |

## EXAM BOARD

AQA A LEVEL DRAMA AND THEATRE STUDIES



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE Drama

## What three things should I do to further my independent learning of this subject?

- 1 Familiarise yourself with a range of Drama practitioners.
- 2 Watch as many different live performances as possible.
- 3 Have a well organised folder with clearly labelled tabs so you can use it as a revision guide.

# ECONOMICS

LEAD MRS K HIBBETT



|                   | AUTUMN TERM  | SPRING TERM  | SUMMER TERM   |
|-------------------|--|--|---|
| <b>Year 12</b>    | 4.1 Individuals, firms, markets and market failure | 4.1 Individuals, firms, markets and market failure | Consolidation and examination preparation   |
| <b>Skills</b>     | AO1, AO2, AO3 & AO4                                | AO1, AO2, AO3 & AO4                                | AO1, AO2, AO3 & AO4   |
| <b>Assessment</b> | End of unit assessment                             | End of unit assessment                             | Paper 1 Markets and Market failure – Mock Part assessment of paper 3 which consolidates micro and macro economics                                     |
| <b>Year 13</b>    | 4.2 The national and international economy         | 4.2 The national and international economy         | Consolidation of units 1 and 2, a Consolidation of units 1 and 2, Examination preparation and case study analysis preparation and case study analysis |
| <b>Skills</b>     | AO1, AO2, AO3 & AO4                                | AO1, AO2, AO3 & AO4                                | AO1, AO2, AO3 & AO4   |

**EXAM BOARD**  
AQA A LEVEL ECONOMICS

**SUBJECT ENTRY REQUIREMENTS**  
5s in GCSE English Language and Maths.



The specification is split into two main sections: microeconomic issues and macroeconomic issues. Students will be assessed on their ability to use both quantitative and qualitative evidence to evaluate arguments and to support judgements relating to economic issues and problems.

**What three things should I do to further my independent learning of this subject?**

- 1 Keep up to date with local and national politics and economic issues through appropriate media, investigate the economic policies that UK governments have undertaken from 1980 to the present and be able to consider the impact these policies have had on industry.
- 2 Practise handling data and statistics from financial media on different industries by putting them into graphs and explaining the trend in the data. Practice demand and supply curves for different products and industries and analyse the changes from these graphs on variables within these industries such as labour costs or changes in production costs
- 3 Plan your time management skills and plan to complete homework and revision activities frequently (little and often are the best ways to develop long-term metacognitive recall of theories).

# ENGINEERING

LEAD MRS F. AUGUST



|                   | AUTUMN TERM  | SPRING TERM  | SUMMER TERM  |
|-------------------|--|--|--|
| <b>Year 12</b>    | Introduction to engineering materials and practical techniques.  | Computer aided design – designing and making your own project.   | Mini iterative design project – design, plan, make and evaluate a product. |
| <b>Skills</b>     | A combination of practical, design and written skills.   | A combination of practical, design and written skills.   | A combination of practical, design and written skills.                     |
| <b>Assessment</b> | Design folder and practical project. Exam questions  | Design folder and practical project. Exam questions  | Design folder and practical project. Exam questions                        |
| <b>Year 13</b>    | Iterative design project – a substantial design and make project that accounts for 50% of the final grade. | Iterative design project – a substantial design and make project that accounts for 50% of the final grade. | Theory revision for final A level exams.                                   |
| <b>Skills</b>     | A combination of practical, design and written skills.   | A combination of practical, design and written skills.   | Exam techniques and revision.  |
| <b>Assessment</b> | Portfolio and product accounting for 50% of the A level.   | Portfolio and product accounting for 50% of the A level. Mock examination                                  | Final A level exams  |

**EXAM BOARD**  
OCR A LEVEL DESIGN TECHNOLOGY:  
DESIGN ENGINEERING

**SUBJECT ENTRY REQUIREMENTS**  
6 in GCSE Maths and 5,5 in Combined Science.



You will develop decision making skills, including the planning and organisation of time and resources when managing a project as well as building and developing on their knowledge and understanding from GCSE, whilst also having the freedom to focus in more depth on areas of design and technology that most interests them. This allows access to a range of future career aspirations in the design and engineering industries, leading to future careers in product design, engineering, architecture, fashion and graphic design.

**What three things should I do to further my independent learning of this subject?**

- 1 Visit Brooklands Museum and Mercedes Benz world.
- 2 Watch any relevant television programmes.
- 3 Make any craft projects to improve fine motor skills including making flat pack furniture!

# ENGLISH LITERATURE

LEAD MISS TAYLOR-WAREHAM



|                   | AUTUMN TERM   | SPRING TERM   | SUMMER TERM  |
|-------------------|---|---|--|
| <b>Year 12</b>    | Shakespeare (Othello) & Critical Anthology<br>Contemporary poetry (Poems of the Decade) | Drama (Dr Faustus)<br>Contemporary Poetry (Poems of the Decade) | Unseen Analysis<br>Introduction to NEA – text selection and study. |
| <b>Skills</b>     | AO1, AO2, AO3 & AO5   | AO1, AO2, AO3   | AO1, AO2, AO4  |
| <b>Assessment</b> | Paper 1 Section A   | Paper 1 Section B   | Paper 3 Section A  |
| <b>Year 13</b>    | NEA – writing<br>Prose (Wuthering Heights & A Thousand Splendid Suns)                   | Poetry (Christina Rossetti)<br>Revision of drama texts.         | Revision for final exams.  |
| <b>Skills</b>     | AO1, AO2, AO3, AO4 & AO5  | AO1, AO2, AO3 & AO5   | AO1, AO2, AO3, AO4 & AO5   |
| <b>Assessment</b> | Submission of NEA (worth 20% of the course)<br>Paper 2                                  | Paper 3 Section B   | Final exams  |

**EXAM BOARD**  
PEARSON A LEVEL  
ENGLISH LITERATURE

**SUBJECT ENTRY REQUIREMENTS**  
5 in GCSE English Literature.



**At HVS we will be studying the following texts:**

- Drama: Othello & Dr Faustus
- Prose: Women and Society – Wuthering Heights & A Thousand Splendid Suns
- Poetry: Poems of the Decade Anthology & Christina Rossetti
- NEA: Two further literature texts of your choice

**What three things should I do to further my independent learning of this subject?**

- 1 Read a wide range of literature texts across a range of genres and time periods.
- 2 Begin to familiarise yourself with critical essays so that you become familiar with this style of writing.
- 3 Engage with nominations for various book awards (e.g. The women's prize for fiction) and consider why certain selections are made.

# ENGLISH LANGUAGE AND LITERATURE COMBINED

LEAD MISS TAYLOR-WAREHAM



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM  |
|-------------------|---|--|--|
| <b>Year 12</b>    | Non-fiction – Voices in Speech and Writing Anthology<br>Shakespeare – Othello | Shakespeare – Othello<br>Contemporary Poetry (Poems of the Decade) | Non-fiction – Voices in Speech and Writing Anthology<br>Prose fiction – (The Great Gatsby) |
| <b>Skills</b>     | AO1, AO2, AO3, AO4 & AO5  | AO1, AO2, AO3, AO4 & AO5   | AO1, AO2, AO3, AO4   |
| <b>Assessment</b> | Paper 1 Section A   | Paper 2 Section A  | Paper 2 Section B  |
| <b>Year 13</b>    | Shakespeare – (Othello)<br>Submission of NEA                                  | Drama text (A Streetcar Named Desire)<br>Revision of non-fiction   | Revision for final exams.  |
| <b>Skills</b>     | AO1, AO2, AO3, AO4 & AO5  | AO1, AO2 & AO3   | AO1, AO2, AO3, AO4   |
| <b>Assessment</b> | Paper 2 Section B<br>Submission of NEA (worth 20% of the course Paper 2)      | Paper 1 Section B  | Final Exams  |

**EXAM BOARD**  
PEARSON A LEVEL ENGLISH  
LANGUAGE AND LITERATURE

**SUBJECT ENTRY REQUIREMENTS**  
5 in GCSE English Language or Literature.



**At HVS we will be studying the following texts:**

- Non-fiction: Voices in Speech and Writing
- Drama: A Streetcar Named Desire
- Literary Fiction: The Great Gatsby and Othello
- NEA: You will produce two pieces of writing (one non-fiction and one fiction) based on a topic of your choice.

**What three things should I do to further my independent learning of this subject?**

- 1 Read a wide range of literature texts including Shakespeare and non-fiction.
- 2 Research how to write both fiction and non-fiction.
- 3 Begin to familiarise yourself with critical essays so that you become familiar with this style of writing.

# FASHION AND TEXTILES

LEAD MRS F AUGUST



|                   | AUTUMN TERM   | SPRING TERM   | SUMMER TERM   |
|-------------------|---|---|---|
| <b>Year 12</b>    | Fashion history and fashion design.<br>Fibres and fabrics.<br>Properties, performance characteristics and joining fabrics.<br>Design and make a garment that uses elements of a fashion era of your choice. | Famous designers and classic designs<br>Use of finishes, enhancement of materials and use of components.<br>Using and adapting a commercial pattern to make a garment of your choice. | Fast fashion, fashion cycles and fashion predictions.<br>Enterprise marketing and feasibility.<br>Designing and making for specific groups - making a garment for a client group with specific needs. |
| <b>Skills</b>     | A combination of practical, design and written skills.  | A combination of practical, design and written skills.  | A combination of practical, design and written skills.  |
| <b>Assessment</b> | Design folder and practical garment.<br>Exam questions  | Non examination assessment garment and portfolio (with 50% of the A level). To be completed by March.   | Theory revision for final A level exams.  |
| <b>Year 13</b>    | Non examination assessment (NEA) garment and portfolio (worth 50% of the A level).  | Non examination assessment garment and portfolio (with 50% of the A level). To be completed by March.   | Theory revision for final A level exams.  |
| <b>Skills</b>     | A combination of practical, design and written skills.  | A combination of practical, design and written skills.  | Technical knowledge and   |
| <b>Assessment</b> | NEA accounts for 50% of the final A level grade.<br>Mock written paper.   | NEA accounts for 50% of the final A level grade.<br>Mock written paper.   | Final A level exams   |

## EXAM BOARD

**A-LEVEL DESIGN AND TECHNOLOGY: FASHION AND TEXTILES**



This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## What three things should I do to further my independent learning of this subject?

- 1 Follow fashion trends and identify influences on fashion eg Films.
- 2 Watch relevant Television programmes eg Great British Sewing Bee.
- 3 If possible try sewing craft projects either using a machine or by hand.

# FOOD SCIENCE AND NUTRITION (APPLIED DIPLOMA)

LEAD MRS F AUGUST

|                   | AUTUMN TERM   | SPRING TERM   | SUMMER TERM  |
|-------------------|---|---|--|
| <b>Year 12</b>    | Introduction to nutrition – in depth study of Micro and Macro Nutrients.<br>Practical skills – weekly cooking to develop higher level skills. | Nutrition for specific groups.<br>Practical skills – weekly cooking to develop higher level skills. | Prepare for exam – Ensuring Food is safe to eat. Creation of folder that is taken into the exam. |
| <b>Skills</b>     | Mix of practical theory and research skills.  | Mix of practical theory and research skills.  | Mix of practical theory and research skills.   |
| <b>Assessment</b> | Practical assessment and exam questions   | Practical assessment and exam questions   | Exam Ensuring Food is safe to eat that accounts for 25% of the qualification.                    |
| <b>Year 13</b>    | Complete coursework – meeting the nutritional needs of specific groups.   | Complete Coursework – Current issues in Food Science and Nutrition                                  | Preparation and revision for the final exam  |
| <b>Skills</b>     | Written and practical to produce a portfolio and final practical exam.  | Research and writing skills.  | Exam techniques and practice   |
| <b>Assessment</b> | Coursework that accounts for 25% of the qualification   | Coursework that accounts for 25% of the qualification   | Final exam – Meeting the nutritional needs of Specific groups.                                   |

## EXAM BOARD

**WJEC LEVEL 3 DIPLOMA IN FOOD SCIENCE AND NUTRITION**



## SUBJECT ENTRY REQUIREMENTS

4,4 in GCSE Combined Science.

An understanding of food science and nutrition is relevant to many industries and job roles. The WJEC Level 3 Diploma in Food Science and Nutrition has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16–18 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

## What three things should I do to further my independent learning of this subject?

- 1 Watch any cooking programmes on television.
- 2 Cook new dishes and follow recipes independently.
- 3 Try new foods whenever possible.

# FRENCH

LEAD MRS CONNOLLY



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM  |
|-------------------|---|--|--|
| <b>Year 12</b>    | <b>Themes you will study:</b><br>Family.<br>Music<br>Festivals, customs and traditions<br>Historical background to France during WW2. | <b>Themes you will study:</b><br>Immigration and multicultural society in France, including the rise of the extreme right. Film studies – La Haine | <b>Themes you will study:</b><br>Working life in France and sexual equality.<br>Introduction to the IRP.<br>The French Resistance<br>Occupation of WW2 France. |
| <b>Skills</b>     | Vocabulary learning<br>L/R Comprehension<br>Spontaneous speaking<br>Translation with precision  | Developing research skills – PEEL<br>Summary writing<br>Critical analysis of a film.   | Residential visit to / Work Experience in France<br>Research skills for IRP  |
| <b>Assessment</b> | Paper 1 Section A/B/C – selected questions<br>Speaking cue cards  | Paper 2 Section A/C<br>Speaking cue cards  | Paper 1 Section A/B/C<br>Paper 2 Section A/C<br>Speaking cue cards   |
| <b>Year 13</b>    | Historical background to the literary text.<br>Study of the literary text<br>Integration and Multiculturalism.                        | Revision of Themes 1-4<br>Development of independent research project  | Revision for Final Exams   |
| <b>Skills</b>     | IRP – 2 minute presentation<br>Essay writing – critical analysis of a literary text.  | IRP – development of perceptive analysis<br>Critical analysis.   | Final Exams  |
| <b>Assessment</b> | Paper 1/2 Section A/B/C<br>Speaking presentation  | Paper 1 /2 Section A/B/C<br>Paper 3 Mock speaking  | Final Exams  |

## EXAM BOARD PEARSON A LEVEL FRENCH



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE French.

You will develop highly sought after practical and valuable language and transferable study skills which will significantly enhance your employability profile. A Level French is a facilitating subject which is highly regarded by the leading Russell Group universities. You choose your own Independent Research Project which will support your UCAS application. French A Level lends itself beautifully to a BA(Hons) or BSc(Hons) degree with a multitude of subjects at university.

### What three things should I do to further my independent learning of this subject?

- 1 Keep up to date with Current Affairs in the French-Speaking world by regularly reading the Press and listening to the News.
- 2 Develop a systematic schedule for learning vocabulary, along with synonyms and antonyms (little and often is the best way to develop long-term vocabulary recall).
- 3 Familiarise yourself with a timeline of recent French history so that films, literature and music can be enjoyed and understood within a context.

# GEOGRAPHY

LEAD MR J JAGGER



|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM   |
|-------------------|--|---|---|
| <b>Year 12</b>    | 1. Coastal landscapes and changes.<br>2. Shaping Places, Regenerating Places | 1. Tectonic processes & hazards<br>2. Globalisation | <b>Field Work and Geographical Skills</b>                     |
| <b>Skills</b>     | AO1, AO2, AO3  | AO1, AO2, AO3                                       | AO1, AO2, AO3<br>Field work skills 1-8                        |
| <b>Assessment</b> | End of unit test and essay based questions.                                  | End of unit test and essay based questions.         | Paper 1 and Paper 2<br>*1st draft of independent field work.  |
| <b>Year 13</b>    | 1. Water cycle & water insecurity<br>2. Migration, identity and sovereignty  | 1. Carbon cycle & energy security<br>2. Superpowers | <b>Field Work and Geographical Skills</b>                     |
| <b>Skills</b>     | AO1, AO2, AO3  | AO1, AO2, AO3                                       | AO1, AO2, AO3<br>Field work skills 1-8                        |
| <b>Assessment</b> | End of unit test and essay based questions.                                  | End of unit test and essay based questions.         | Paper 1, 2 and 3<br>*Submission of independent investigation. |

## EXAM BOARD

### PEARSON A LEVEL GEOGRAPHY



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE Geography, 5 in Maths and English Language.

### What three things should I do to further my independent learning of this subject?

- 1 Read and watch a wide range of geographic material.
- 2 Explore geographically noteworthy locations in the UK. (This can also be done virtually.)
- 3 Keep up to date with world politics and the news.

# GERMAN

LEAD MRS N BONIFACE



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM   |
|-------------------|---|--|---|
| <b>Year 12</b>    | <b>Themes you will study:</b><br>Music<br>Media<br>Festivals, customs and traditions<br>Historical background to Germany during the Cold War. | <b>Themes you will study include:</b><br>Education in Germany<br>Nature and Environment<br>Film studies - Goodbye Lenin! | <b>Themes you will study include:</b><br>Working life in Germany.<br>Introduction to the IRP.<br>Immigration and multicultural society. |
| <b>Skills</b>     | Vocabulary learning<br>L/R Comprehension<br>Spontaneous speaking<br>Translation with precision  | Developing research skills – PEEL<br>Summary writing<br>Critical analysis of a film.                                     | Residential visit to / Work Experience in France<br>Research skills for IRP   |
| <b>Assessment</b> | Paper 1 Section A/B/C – selected questions<br>Speaking cue cards  | Paper 2 Section A/C<br>Speaking cue cards  | Paper 1 Section A/B/C<br>Paper 2 Section A/C<br>Speaking cue cards  |
| <b>Year 13</b>    | Historical background to the literary text.<br>The Fall of the Berlin Wall<br>The Reunification of Germany                                    | The rise of right extremism<br>The impact of the Gastarbeiter on modern day Germany                                      | Revision for Final Exams  |
| <b>Skills</b>     | IRP – 2 minute presentation<br>Essay writing – critical analysis of a literary text.  | IRP – development of perceptive analysis<br>Critical analysis  | Final Exams   |
| <b>Assessment</b> | Paper 1/2 Section A/B/C<br>Speaking presentation  | Paper 1/2 Section A/B/C<br>Paper 3 Mock speaking   | Final Exams   |

## EXAM BOARD PEARSON A LEVEL GERMAN

## SUBJECT ENTRY REQUIREMENTS

5 in GCSE German.



Immersed in the target language, you will rapidly develop spoken and written fluency. You will develop highly sought after practical and valuable language and transferable study skills which will significantly enhance your employability profile. A Level German is a facilitating subject which is highly regarded by the leading universities. You choose your own IRP which will support your UCAS application.

### What three things should I do to further my independent learning of this subject?

- 1 Keep up to date with Current Affairs in the German Speaking world.
- 2 Develop a systematic schedule for learning vocabulary.
- 3 Familiarise yourself with recent German history so that films, literature and music can be enjoyed and understood within a context.

# GRAPHIC COMMUNICATION

LEAD MRS C KELLY



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM   |
|-------------------|---|--|---|
| <b>Year 12</b>    | <b>Project 1: The National Trust</b><br>Basic skills, the formal elements and introducing the specification requirements including presentation of work and making connections with the work of others  | <b>Project 2: Personal Mini Project</b><br>Develop a personal project, which covers the requirements of Component 1 on a smaller scale. Although ideas may springboard from this project or the weeks of mini skills building workshops  | <b>Project three Year 12 - Year 13 Component 1 (Personal Investigation)</b><br>Component 1 is a sustained and focused investigation in response to an issue, theme or idea identified and chosen by the student. It is a practical body of work, which is supported by written material of between 1000 and 3000 words. |
| <b>Skills</b>     | Basic recording, media processes, photography and digital skills  | Developing an idea, responding to the work of others, critical analysis, refining outcomes, presenting ideas   | Critical analysis, essay writing, presenting ideas, development of outcomes, practical investigations.  |
| <b>Assessment</b> | AQA assessment objectives 1-4   | AQA assessment objectives 1-4  | (60% overall grade). Marked out of 96   |
| <b>Year 13</b>    | <b>Project three Year 12 – Year 13 Component 1 (Personal Investigation)</b><br>Component 1 continued. developing outcomes for the sustained and focused investigation in response to a chosen issue or idea. A practical body of work, which is supported by written material of between 1000 and 3000 words. | <b>Project four Year 13 Component 2</b><br>Component 2, The externally set assignment (ESA) gives the opportunity to develop and explore ideas relevant to an externally set starting point. Students are required to realise their intentions in an outcome or series of outcomes during the period of supervised time. | <b>Summer Exam</b><br>15 hours of supervised time to complete work to conclude the Personal investigation   |
| <b>Skills</b>     | Critical analysis, essay writing, presenting ideas, development of outcomes, practical investigations.  | Critical analysis, essay writing, presenting ideas, development of outcomes, practical investigations.   |   |
| <b>Assessment</b> | AQA assessment objectives 1-4   | AQA assessment objectives 1-4 (40% overall grade). Marked out of 96  | 15 hour supervised assessment   |

## EXAM BOARD AQA A LEVEL ART AND DESIGN: GRAPHIC COMMUNICATION

### SUBJECT ENTRY REQUIREMENTS

5 in GCSE Art or Photography preferable.

### What three things should I do to further my independent learning of this subject?

- 1 Record from first hand as much as possible, draw and photograph as often as you can.
- 2 Visit Galleries for inspiration.
- 3 Keep a journal (or Pinterest Board) of things that inspire you, especially graphic design.



# HISTORY

LEAD MISS C URBAN-MARKS



|                   | AUTUMN TERM  | SPRING TERM  | SUMMER TERM                 |
|-------------------|--|--|-----------------------------|
| <b>Year 12</b>    | Paper 1: Britain, 1625–1701: conflict, revolution and settlement   | Paper 2: Russia in Revolution (1894-1924)  | Revision and Exam Skills    |
| <b>Skills</b>     | Understanding of the period in breadth (AO1).<br>Ability to analyse and evaluate historical interpretations (AO3).                           | Source analysis and evaluation skills (AO2).<br>Understanding of the period in depth (AO1).  |                             |
| <b>Assessment</b> | Written examination  | Written examination  |                             |
| <b>Year 13</b>    | The witch craze in Britain, Europe and North America c1580-c1750   | Coursework – Nazi Germany  | Preparation for final exams |
| <b>Skills</b>     | Source analysis and evaluation skills (AO2).<br>Understanding of the period in depth (AO1).<br>Understanding of the period in breadth (AO1). | Ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings (AO1/AO3). |                             |
| <b>Assessment</b> | Written examination  | Internal assessment and external moderation  |                             |

**EXAM BOARD**  
PEARSON A LEVEL HISTORY



**SUBJECT ENTRY REQUIREMENTS**  
5 in GCSE History and English Language.

What three things should I do to further my independent learning of this subject?

- 1** The English Civil War: A People's History by Diane Purkiss.
- 2** The Russian Revolution: A New History by Sean McMeekin.
- 3** Witchcraze: New History of the European Witch Hunts: New History of the European Witch Hunts by Anne Llewellyn Barstow.

# LATIN

LEAD MISS DRAYTON



Latin will hone your skills in both creative and analytical reading of texts, as well as research and critical analysis skills. It encourages attention to detail, and a response to ancient texts that is both personal, and evaluative. There is no listening or speaking component. Above all, students will develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient Roman Empire.

For the A Level, learners build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Latin. Learners study texts written by a range of prose authors and the verse unseen author to develop linguistic competence. Learners study two Latin Prose Literature and two Latin Verse Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.

|                   | AUTUMN TERM   | SPRING TERM   | SUMMER TERM   |
|-------------------|---|---|---|
| <b>Year 12</b>    | Language development; translation practice<br>Prose composition<br>Prose Author 1   | Language development; translation practice<br>Prose composition<br>Prose Author 1/ Verse Author 1                                   | Language development; translation practice - Unseen translations<br>Prose composition<br>Verse Author 1 Revision                    |
| <b>Skills</b>     | AO1, AO2  | AO1, AO2  | AO1, AO2, AO3   |
| <b>Assessment</b> | Teacher Assessed/Past Paper   | Teacher Assessed/Past Paper   | Language 01 (50%)<br>Literature 02 (50%)  |
| <b>Year 13</b>    | Unseen translation<br>Vocabulary development<br>Contextual reading<br>Prose composition<br>Prose Author 2                           | Unseen translation<br>Prose Composition<br>Comprehension skills<br>Contextual reading<br>Prose / Verse Author 2                     | Revision & consolidation of all language components<br>Verse Author 2<br>Revision & consolidation of all set texts                  |
| <b>Skills</b>     | AO1, AO2, AO3   | AO1, AO2, AO3   | AO1, AO2, AO3   |
| <b>Assessment</b> | Past Papers:<br>Unseen Translation (01)<br>Prose Composition or Comprehension(02)<br>Prose Literature (03)<br>Verse Literature (04) | Past Papers:<br>Unseen Translation (01)<br>Prose Composition or Comprehension(02)<br>Prose Literature (03)<br>Verse Literature (04) | Final Exams:<br>Unseen Translation (01)<br>Prose Composition or Comprehension(02)<br>Prose Literature (03)<br>Verse Literature (04) |

**EXAM BOARD**  
OCR A LEVEL LATIN



**SUBJECT ENTRY REQUIREMENTS**  
5 in GCSE Latin.

What three things should I do to further my independent learning of this subject?

- 1** Read widely about the ancient world! There are a number of excellent and very readable authors writing about Rome – look for books by Mary Beard, Stephen Fry and Adrian Goldsworthy.
- 2** Listen to podcasts – The History of Rome, or In Our Time, among many others
- 3** Read Omnibus magazine, or consider entering one of the many essay-writing competitions for A Level students – University Classics departments are a good place to start, or contact Ms Weightman for more information.



|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM  |
|-------------------|--|---|--|
| <b>Year 12</b>    | Pure Mathematics 1   | Pure Mathematics 1<br>Applied – Statistics 1 and Mechanics 1  | Applied – Statistics 2 and Mechanics 2   |
| <b>Skills</b>     | AO1 is about using and applying standard techniques.<br>AO2 is about reasoning, interpreting and communicating mathematically. | AO1 and AO2<br><br>AO3 is about solving problems with a much greater focus on solving non-routine problems in mathematical and non-mathematical contexts. | AO1 and AO2 and AO3  |
| <b>Assessment</b> | Initial assessment<br>AS Paper 1 (not live exam)   | AS Paper 2 (not live exam)  | AS Paper 1 & Paper 2   |
| <b>Year 13</b>    | Pure Mathematics 2   | Pure Mathematics 2  | Revision   |
| <b>Skills</b>     | AO1 and AO2  | AO1 and AO2 and AO3   | AO1 and AO2 and AO3  |
| <b>Assessment</b> | A Level Papers 1 and 3 (not live exam)   | A Level Papers 2 and 3 (not live exam)  | Paper 1 and Paper 2: Pure Mathematics. (2 x 2 hrs)<br>Paper 3: Statistics in Section A and Mechanics in Section B. (1 x 2 hrs) |

**EXAM BOARD**  
PEARSON A LEVEL MATHEMATICS



**SUBJECT ENTRY REQUIREMENTS**  
6 in GCSE Maths.

**What three things should I do to further my independent learning of this subject?**

- 1 Practise how to construct a mathematical proof, including the equations of motion, and show differentiation from first principles.
- 2 Be familiar with the Large Data set – understand what data it contains, and what anomalies.
- 3 Know what formulae are given, and those that you must learn.



|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM  |
|-------------------|--|---|--|
| <b>Year 12</b>    | Pure Mathematics 1<br>Statistics and Mechanics 1   | Statistics and Mechanics 2<br>Pure Mathematics 2  | Pure Mathematics 2   |
| <b>Skills</b>     | AO1 is about using and applying standard techniques.<br>AO2 is about reasoning, interpreting and communicating mathematically. | AO1 and AO2<br><br>AO3 is about solving problems with a much greater focus on solving non-routine problems in mathematical and non-mathematical contexts. | AO1, AO2, AO3  |
| <b>Assessment</b> | Initial assessment<br>AS Level Paper 1 and 2 (not live exam)   | A Level Paper 1 and 3 (not live exam)   | A Level Paper 1, 2 and 3 (not live exam)   |
| <b>Year 13</b>    | FM Core Pure 1<br>FM Core Pure 2   | Option 1 Paper 3 (Two from Pure, Decision, Statistics or Mechanics)<br>Option 2 Paper 4 (Two following on from earlier options)                           | Revision   |
| <b>Skills</b>     | AO1, AO2, AO3  | AO1, AO2, AO3   | AO1, AO2, AO3  |
| <b>Assessment</b> | FM A Level Paper 1 (not live exam)   | FM A Level Paper 1 and 2 (not live exam) and Applied Papers – Further Mathematics Options 1 and 2   | Paper 1: Core Pure 1 - 1.5 hrs<br>Paper 2: Core Pure 2 - 1.5 hrs<br>Paper 3: Further Mathematics Option 1 - 1.5 hrs<br>Paper 4: Further Mathematics Option 2 - 1.5 hrs |

**EXAM BOARD**  
PEARSON A LEVEL  
FURTHER MATHEMATICS



**SUBJECT ENTRY REQUIREMENTS**  
7 in GCSE Maths.

**What three things should I do to further my independent learning of this subject?**

- 1 Practise how to construct a mathematical proof, including the equations of motion, and show differentiation from first principles.
- 2 Be familiar with the Large Data set – understand what data it contains, and what anomalies.
- 3 Be familiar with available software – geogebra, desmos and know how to effectively use your calculator.

# MEDIA STUDIES

LEAD MR G CRANNAGE



|                   | AUTUMN TERM   | SPRING TERM   | SUMMER TERM                                  |
|-------------------|---|---|--|
| <b>Year 12</b>    | Advertising & Marketing; Newspapers   | Music videos; Magazines; Television   | Coursework                                   |
| <b>Skills</b>     | Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry; print production skills | Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry; audio-visual production skills. | Responding to a brief; practical production. |
| <b>Assessment</b> | Advertising & Marketing; Newspapers   | Advertising & Marketing; Newspapers; Music Videos; Magazines; Television  | NEA submission                               |
| <b>Year 13</b>    | Magazines (historical); Television (non-English language product)   | Video Games; Radio; Blogs; Online magazine  | Revision; Exams                              |
| <b>Skills</b>     | Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry                          | Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry                                  |  |
| <b>Assessment</b> | Advertising & Marketing; Newspapers; Music Videos; Magazines; Television  | Advertising & Marketing; Newspapers; Music Videos; Magazines; Television; Video Games, Radio; Blogs   |  |

## EXAM BOARD

EDUQAS A LEVEL MEDIA STUDIES



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE English Language.

### What three things should I do to further my independent learning of this subject?

- 1 Read (in print or online) two high-quality newspapers every week. Suggested: The Guardian (free app) and The Times (subscriber website access) or The Independent (subscriber website access) Tabloids don't count!
- 2 Follow The Media Insider on YouTube.
- 3 Read/listen/watch around away from the mainstream. Try some independent films, niche magazines, foreign documentaries, spoken-word radio or podcasts...

# MUSIC

LEAD MRS J BRYANT



|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM  |
|-------------------|--|---|--|
| <b>Year 12</b>    | The Western Classical Tradition (1750-1910)<br><b>Set works:</b><br>· Haydn – Symphony No. 104 in D Major, 'London'<br>· Mendelssohn – Symphony No. 4 in A Major, 'Italian'                          | Into the Twentieth Century<br><b>Set works:</b><br>· Poulenc – Trio for Oboe, Bassoon and Piano, Movement II<br>· Debussy – Three Nocturnes, Number 1, Nuages | Rock and Pop or Jazz   |
| <b>Skills</b>     | Appraisal - 40%<br><b>Option A:</b><br>2 Compositions 25% (4-6 minutes)<br>Performance 35% (10-12 minutes)<br><b>Option B:</b><br>3 Compositions 35% (8-10 minutes)<br>Performance 25% (6-8 minutes) | Appraisal<br>Composition – free composition<br>Performance  | Appraisal<br>Composition – free composition<br>Performance                                 |
| <b>Assessment</b> | Routine listening tests<br>Composition feedback<br>Performance classes   | Routine listening tests<br>Composition feedback<br>Performance classes  | Summer Exam<br>Composition submission<br>Recital: 6-8 or 10-12 minutes                     |
| <b>Year 13</b>    | Wider listening<br>Composition briefs released by exam board   | Wider listening   |  |
| <b>Skills</b>     | Appraisal<br>Composition – free composition<br>Performance   | Appraisal<br>Composition – free composition<br>Performance  | Appraisal<br>Composition – free composition<br>Performance                                 |
| <b>Assessment</b> | Routine listening tests<br>Composition feedback<br>Performance classes   | Routine listening tests<br>Composition feedback<br>Performance classes  | Summer Exam: 2 hours 15 minutes<br>Composition submission<br>Recital: 6-8 or 10-12 minutes |

## EXAM BOARD

EDUQAS A LEVEL MUSIC



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE Music.

### What three things should I do to further my independent learning of this subject?

- 1 Continue practising your instrument. Grade 6 is the board's 'Standard' difficulty. Grade 7 and above will be scaled up, Grade 5 and below will be scaled down.
- 2 Continue to practise music theory – elements of Music; reading treble and bass clef notation; simple and compound time signatures; score reading.
- 3 Practise ear training and aural skills – keys, chords, cadences and intervals using the websites below to help.

# MUSIC PERFORMANCE

## (BTEC NATIONAL EXTENDED CERTIFICATE)



LEAD MRS J BRYANT

|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM  |
|-------------------|--|---|--|
| <b>Year 12</b>    | <b>Unit 1:</b> Practical Music Theory and Harmony <ul style="list-style-type: none"> <li>· Musical notation</li> <li>· Musical features and devices</li> <li>· Tab reading &amp; drum notation</li> </ul> <b>Unit 2:</b> Professional Practice in the Music Industry <ul style="list-style-type: none"> <li>· Professional practice for industry success</li> <li>· Working in the music sector</li> </ul>             | <b>Unit 1:</b> Practical Music Theory and Harmony <ul style="list-style-type: none"> <li>· Melodic composition</li> <li>· Composing using chord sequences</li> <li>· Extended chords</li> </ul> <b>Unit 2:</b> Professional Practice in the Music Industry <ul style="list-style-type: none"> <li>· Music industry roles</li> <li>· Industry requirements</li> <li>· Planning activities</li> <li>· Managing budgets</li> </ul> | <b>Unit 1:</b> Practical Music Theory and Harmony <ul style="list-style-type: none"> <li>· Exploring chords and cadences</li> <li>· Arranging music</li> <li>· Transposing music</li> <li>· Creating ' mash-ups'</li> </ul> <b>Unit 2:</b> Professional Practice in the Music Industry <ul style="list-style-type: none"> <li>· Planning activities</li> <li>· Effectively presenting ideas</li> </ul> |
| <b>Skills</b>     | Key concepts<br>Notation skills<br>Music theory  | Composition skills<br>Budgeting & working with spreadsheets   | Transposing music<br>Arranging music<br>Public Speaking  |
| <b>Assessment</b> | Listening tests<br>Internal assessments  | Listening tests<br>Internal assessments   | Unit 1 (internal) & 2 (external) assessments submission  |
| <b>Year 13</b>    | <b>Unit 3:</b> Ensemble Music Performance <ul style="list-style-type: none"> <li>· Ensemble skills</li> <li>· Band management e.g. roles and responsibilities</li> <li>· Creating set lists</li> <li>· Planning rehearsals</li> </ul> <b>Optional Unit (Unit 6):</b> Solo Performance <ul style="list-style-type: none"> <li>· Skills required for a solo performance</li> <li>· Effective practice routine</li> </ul> | <b>Unit 3:</b> Ensemble Music Performance <ul style="list-style-type: none"> <li>· Successful performances</li> <li>· Introductions</li> <li>· Non-verbal performance communication techniques</li> <li>· Audience Liason</li> </ul> <b>Optional Unit (Unit 6):</b> Solo Performance <ul style="list-style-type: none"> <li>· Performance preparation</li> <li>· How to communicate with the audience</li> </ul>                | <b>Completing assignments</b>  |
| <b>Skills</b>     | Performance skills   | Performance skills  |  |
| <b>Assessment</b> | Listening tests<br>Internal assessments  | Listening tests<br>Internal assessments   | Unit 3 (external) & 6 (internal) assessment  |

**EXAM BOARD**  
**PEARSON BTEC LEVEL 3**  
**NATIONAL EXTENDED CERTIFICATE**  
**IN MUSIC PERFORMANCE**



### SUBJECT ENTRY REQUIREMENTS

To be able to perform at Grade 5 level on any instrumental or singing.

### What three things should I do to further my independent learning of this subject?

- 1 Be having regular instrumental lessons and practise regularly
- 2 Continue to practise music theory – elements of music; reading treble and bass clef notation; simple and compound time signatures; score reading.
- 3 Practise ear training and aural skills – keys, chords, cadences and intervals using the websites below to help.

# PHOTOGRAPHY



LEAD MRS C KELLY

|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM  |
|-------------------|---|--|--|
| <b>Year 12</b>    | Portfolio of work   | Personal Investigation Research  | Personal Investigation   |
| <b>Skills</b>     | Workshops based on building various photographic skills including photograms, how to use a digital SLR camera, shutter speed, light painting, manual camera settings and digital manipulation using Photoshop | Personal investigation into a concept or theme supported by written material. Focus on initial research, photographic investigations and analytical skills.            | Further development of the Personal Investigation with focus on responding to the work of artists/photographers, developing ideas and exploring media. |
| <b>Assessment</b> | Portfolio of work: provides opportunities for producing work for Post 18 portfolios   | (60% of A level grade )  | (60% of A level grade)   |
| <b>Year 13</b>    | Personal investigation: Essay writing and development of personal outcomes.   | Externally Set Assignment  | Externally set Assignment: final outcomes  |
| <b>Skills</b>     | Developing essay writing, critical understanding and analytical skills; producing written work of between 1,000 and 3,000 words   | A project set by the exam board. Students will choose one of eight questions to be used as a starting point; developing preparatory studies towards a personal outcome | Students have 15 hours of supervised time. Students must produce a finished outcome or a series of related finished outcomes in the 15 hours.          |
| <b>Assessment</b> | Personal investigation (60% of grade)   | Externally set Assignment (40% of grade)   | Externally set Assignment (40% of grade)   |

**EXAM BOARD**  
**AQA A LEVEL ART AND DESIGN:**  
**PHOTOGRAPHY**



### SUBJECT ENTRY REQUIREMENTS

5 in GCSE Art.

### What three things should I do to further my independent learning of this subject?

- 1 Take lots of creative photographs by changing your position or perspective.
- 2 Visit art and photography exhibitions.
- 3 Try using an DSLR camera on manual settings as often as possible.

# PHYSICS

LEAD MISS R ENGLISH



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM   |
|-------------------|---|--|---|
| <b>Year 12</b>    | <b>Unit 1:</b> Measurements and their errors<br><b>Unit 2:</b> Particles and Radiation                          | <b>Unit 3:</b> Waves<br><b>Unit 4:</b> Mechanics and materials                               | <b>Unit 5:</b> Electricity                              |
| <b>Skills</b>     | <b>Practical skills:</b><br>Use of different measuring apparatus and discussing errors and limitations of each. | Required Practical 1<br>Required practical 2<br>Required Practical 3<br>Required Practical 4 | Required practical 5<br>Require Practical 6             |
| <b>Assessment</b> | Units 1 and 2   | Units 3 and 4  | Unit 1 and 5  |
| <b>Year 13</b>    | <b>Unit 6:</b> Further mechanics and Thermal Physics<br><b>Unit 7a:</b> Fields and their consequences Part 1.   | <b>Unit 7b:</b> Fields and their consequences Part 2<br><b>Unit 8:</b> Nuclear Physics       | <b>Unit 9:</b> Astrophysics Consolidation and revision. |
| <b>Skills</b>     | Required Practical 7<br>Required Practical 8<br>Required Practical 9  | Required Practical 10<br>Required practical 11<br>Required practical 12                      |   |
| <b>Assessment</b> | Unit 6 and 7a   | Unit 8 and 9   | Final exams   |

## EXAM BOARD

### AQA A-LEVEL PHYSICS



## SUBJECT ENTRY REQUIREMENTS

6 in GCSE Physics or 6,6 in Combined Science, 5 in English Language and 6 in Maths.

### What three things should I do to further my independent learning of this subject?

- 1 Download the BBC News app and set "Physics" as a topic under "My News" - visit and read "My News" regularly.
- 2 Review you learning regularly throughout the course by completing units in A-Level Physics on the SENECA platform.
- 3 Have a look at this recommended reading list ([www.thestudentroom.co.uk/forumdisplay.php?f=131](http://www.thestudentroom.co.uk/forumdisplay.php?f=131)) for Physics A-level and invest in something which interests you.

# PHYSICAL EDUCATION

LEAD MR W FINCH



|                   | AUTUMN TERM  | SPRING TERM   | SUMMER TERM  |
|-------------------|--|---|--|
| <b>Year 12</b>    | 1.1 Applied anatomy and physiology<br>1.2 Exercise Physiology<br>2.1 Skill acquisition<br>3.1 Sport and Society  | 1.1 Applied anatomy and physiology<br>1.2 Exercise Physiology<br>2.1 Skill acquisition<br>3.1 Sport and Society                           | 1.1 Applied anatomy and physiology<br>1.2 Exercise Physiology<br>1.3 Biomechanics<br>2.2 Sports Psychology<br>3.1 Sport and Society<br>4.1 Practical Performance     |
| <b>Skills</b>     | AO1 Demonstrate knowledge and understanding<br>AO2 Apply knowledge and understanding.  | AO1 Demonstrate knowledge and understanding<br>AO2 Apply knowledge and understanding.   | AO1 Demonstrate knowledge and understanding<br>AO2 Apply knowledge and understanding.<br>AO3 Analyse and evaluate performance.<br>AO4 Skills and tactics development |
| <b>Assessment</b> | End of topic assessments   | End of topic assessments  | End of year exams  |
| <b>Year 13</b>    | 1.1 Applied anatomy and physiology<br>1.2 Exercise Physiology<br>1.3 Biomechanics<br>2.2 Sports Psychology<br>3.2 Contemporary Issues<br>5.1 Evaluating and analysing performance. | 1.1 Applied anatomy and physiology<br>1.2 Exercise Physiology<br>1.3 Biomechanics<br>3.2 Contemporary Issues<br>4.1 Practical Performance | Exam preparation   |
| <b>Skills</b>     | AO1 Demonstrate knowledge and understanding<br>AO2 Apply knowledge and understanding.<br>AO3 Analyse and evaluate performance.   | AO1 Demonstrate knowledge and understanding<br>AO2 Apply knowledge and understanding.<br>AO4 Skills and tactics development               |  |
| <b>Assessment</b> | End of topic assessments   | End of topic assessments  |  |

## EXAM BOARD

### AQA A LEVEL PHYSICAL EDUCATION



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE PE or 5,5 in Combined Science.

### What three things should I do to further my independent learning of this subject?

- 1 Research and complete units on Seneca for A-Level.
- 2 Stay informed and up to date with current news and trends within the wider sporting world.
- 3 Ensure you are a member of a competitive sporting club outside of school.

# PRODUCT DESIGN

LEAD MRS F AUGUST



|                   | AUTUMN TERM  | SPRING TERM  | SUMMER TERM   |
|-------------------|--|--|---|
| <b>Year 12</b>    | Lego man project – making a large lego man from wood using a wide range of high level skills. Theory – materials and their applications. | Introduction to metal practical techniques. Theory – performance characteristics and enhancement of materials. | Introduction to electronics and Computer aided design. Theory and practical activities. |
| <b>Skills</b>     | A combination of practical, design and written skills.   | A combination of practical, design and written skills.   | A combination of practical, design and written skills.                                  |
| <b>Assessment</b> | Design folder and practical project. Exam questions.   | Design folder and practical project. Exam questions.   | Design folder and practical project. Exam questions.                                    |
| <b>Year 13</b>    | Non examination assessment (NEA) garment and portfolio. (worth 50% of the A level).  | Non examination assessment garment and portfolio (worth 50% of the A level). To be completed by March.         | Theory revision for final A level exams.  |
| <b>Skills</b>     | A combination of practical, design and written skills.   | A combination of practical, design and written skills.   | Exam techniques and revision.   |
| <b>Assessment</b> | Non examination assessment (NEA) garment and portfolio. (worth 50% of the A level).  | Non examination assessment (NEA) garment and portfolio. (worth 50% of the A level).                            | Final A level exams.  |

## EXAM BOARD

### A LEVEL DESIGN AND TECHNOLOGY: PRODUCT DESIGN



Product Design is an exciting and challenging course that offers you the opportunity to study, design, develop and make innovative solutions for everyday products. You will study a combination of Resistant Materials, Systems and Control and Graphics. You will study everyday products and what influences design. Using this information as inspiration you will design your own products.

### What three things should I do to further my independent learning of this subject?

- 1 Visit shops such as IKEA to understand good design.
- 2 Visit the Design Museum.
- 3 Make any craft projects to improve fine motor skills including making flat pack furniture!

# PSYCHOLOGY

LEAD MR M RAHMAN



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM  |
|-------------------|---|--|--|
| <b>Year 12</b>    | Memory, Social Influence & Attachment Psychology  | Psychopathology and Biopsychology  | Research Methods, Issues & Debates   |
| <b>Skills</b>     | <b>AO1/AO2:</b> understanding, describing and applying of scientific ideas, theories, techniques and studies. | <b>AO3:</b> Analyse, interpret and evaluate scientific theories, ideas and concepts. | <b>AO3:</b> Analyse, interpret and evaluate scientific theories, ideas and concepts. |
| <b>Assessment</b> | Internal assessment   | Internal assessment  | End of year exams  |
| <b>Year 13</b>    | Schizophrenia & Approaches  | Addiction & Gender   | Revision for Final Exams   |
| <b>Skills</b>     | <b>AO1/AO2:</b> understanding, describing and applying of scientific ideas, theories, techniques and studies. | <b>AO3:</b> Analyse, interpret and evaluate scientific theories, ideas and concepts. | <b>AO3:</b> Analyse, interpret and evaluate scientific theories, ideas and concepts. |
| <b>Assessment</b> | Internal assessment   | Internal assessment  | External exams   |

## EXAM BOARD

### AQA A LEVEL PSYCHOLOGY



## SUBJECT ENTRY REQUIREMENTS

5 in English Language or Literature.

### What three things should I do to further my independent learning of this subject?

- 1 Think inquisitively about the mind and its many influences on human behaviour.
- 2 Examine unique cases of human astonishment and explore the reasons for such effects.
- 3 Develop your critical analysis skills to evaluate the effectiveness and explanatory power of different theories.

# RELIGIOUS STUDIES

LEAD MR L LYONS



|                   | AUTUMN TERM  | SPRING/SUMMER TERM   |
|-------------------|--|--|
| <b>Year 12</b>    | <b>Philosophy</b><br>Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.                          | <b>Religion and Ethics</b><br>Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues. |
| <b>Skills</b>     | Understanding of philosophical theories, analysis, deduction, logic and reason.  | Application of ethical frameworks to pragmatic and real-life situations, analysis, reason and evidence-based decision making.  |
| <b>Assessment</b> | Written examination  | Written examination  |
| <b>Year 13</b>    | <b>Study of Religion (Islam)</b><br>Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and society; Primary texts. | <b>Revision</b><br>Revision of all three topics.   |
| <b>Skills</b>     | Understanding of Islam as a culture and religion, including historical context behind practices and challenges facing Muslims today.   |  |
| <b>Assessment</b> | Written examination  | Final exams  |

## EXAM BOARD

PEARSON A LEVEL RELIGIOUS STUDIES



## SUBJECT ENTRY REQUIREMENTS

5 in GCSE English, a 5 in GCSE RE would be beneficial.

## What three things should I do to further my independent learning of this subject?

- 1 Read as much as you can about ethical issues that interest you, such as abortion, euthanasia, medicine, crime and punishment.
- 2 Watch current affairs programmes on TV and social media, and understand what prominent leaders think about some of the ethical issues discussed above.
- 3 Consider your own views (whether religious or not), and what underpins them, and be able to evaluate them against other philosophical theories.

# SOCIOLOGY

LEAD MR M RAHMAN



|                   | AUTUMN TERM   | SPRING TERM   | SUMMER TERM   |
|-------------------|---|---|---|
| <b>Year 12</b>    | Education   | Families  | Research Methods  |
| <b>Skills</b>     | <ul style="list-style-type: none"> <li>• Acquire knowledge and a critical understanding of contemporary social processes and social changes</li> <li>• Appreciate the significance of theoretical and conceptual issues in sociological debate</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse and evaluate sociological theories, concepts, evidence and</li> <li>• Present arguments</li> <li>• Draw conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process</li> </ul> |
| <b>Assessment</b> | Internal assessment   | Internal assessment   | End of year exams   |
| <b>Year 13</b>    | Crime   | Media   | Revision for Final Exams  |
| <b>Skills</b>     | <ul style="list-style-type: none"> <li>• Acquire knowledge and a critical understanding of contemporary social processes and social changes</li> <li>• Appreciate the significance of theoretical and conceptual issues in sociological debate</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse and evaluate sociological theories, concepts, evidence and</li> <li>• Present arguments</li> <li>• Draw conclusions</li> </ul> | Analyse, interpret and evaluate scientific theories, ideas and concepts.  |
| <b>Assessment</b> | Internal assessment   | Internal assessment   | External exams  |

## EXAM BOARD

AQA A LEVEL SOCIOLOGY



## SUBJECT ENTRY REQUIREMENTS

5 in English Language or Literature.

## What three things should I do to further my independent learning of this subject?

- 1 Learn to think critically and independently about society and the diversity which its citizens experience.
- 2 Develop an informed understanding of our rapidly changing world, as well as your place within it.
- 3 Pay close attention to the news and current global concerns.

# SPANISH

LEAD MISS GOMEZ-FERNANDEZ



|                   | AUTUMN TERM   | SPRING TERM  | SUMMER TERM  |
|-------------------|---|--|--|
| <b>Year 12</b>    | <b>Themes you will study include:</b><br>Tourism<br>Music<br>Festivals, customs and traditions<br>Historical background to the chosen film. | <b>Themes you will study include:</b><br>Media<br>Family<br>Festivals, customs and traditions continued.<br>Film studies – El laberinto del fauno. | <b>Themes you will study include:</b><br>Working life in Spain, opportunities for young people, sexual equality.<br>Introduction to the IRP.<br>Franco and the Spanish Civil War |
| <b>Skills</b>     | Vocabulary learning<br>L/R Comprehension<br>Spontaneous speaking<br>Translation with precision  | Developing research skills – PEEL<br>Summary writing<br>Critical analysis of a film.   | Residential visit to/Work Experience in France<br>Research skills for IRP  |
| <b>Assessment</b> | Paper 1 Section A/B/C - selected questions<br>Speaking cue cards  | Paper 2 Section A/C<br>Speaking cue cards  | Paper 1 Section A/B/C<br>Paper 2 Section A/C<br>Speaking cue cards   |
| <b>Year 13</b>    | Historical background to the literary text.<br>Integration and Multiculturalism.  | Transition from dictatorship to democracy<br>The rise of the Extreme Right movement.   | Revision for Final Exams   |
| <b>Skills</b>     | IRP – 2 minute presentation<br>Essay writing - critical analysis of a literary text.  | IRP – development of perceptive analysis<br>Critical analysis  |  |
| <b>Assessment</b> | Paper 1/2 Section A/B/C<br>Speaking presentation  | Paper 1/2 Section A/B/C<br>Paper 3 Mock speaking   | Final Exams  |

## EXAM BOARD

### PEARSON A LEVEL SPANISH



Immersed in the target language, you will rapidly develop spoken and written fluency as well as practical and valuable language and transferable study skills which will significantly enhance your employability profile. A Level Spanish is a facilitating subject. You choose your own IRP which will support your UCAS application.

### What three things should I do to further my independent learning of this subject?

- 1 Keep up to date with Current Affairs in the Spanish speaking world.
- 2 Develop a systematic schedule for learning vocabulary.
- 3 Familiarise yourself with a timeline of recent Spanish history.

## SUBJECT ENTRY REQUIREMENTS

5 in GCSE Spanish.



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