

Subject Information 2016/17

Subject	Art, Craft and Design (Current Year 13)
Exam Board	AQA
Main Topics/ Skills Covered	<p>Year 13 students are directed/guided through a practical investigation supported by written material. Students have already chosen a personal theme to base their art work on; they are expected to research, analyse and employ a range of media, processes and techniques in their personal responses. Students are encouraged to develop their ideas in an original and exciting manner, providing them with the opportunity to gain new skills and develop existing ones. Students are encouraged to attend the Life drawing on offer at The University of Cumbria. This work forms an important part of component 1 and prepares students with work that can be used later in portfolios for college/university interviews. Students are also given advice regarding future Art and Design courses, interviews and portfolios.</p> <p>What's assessed? Year 13 - September- January 2017 - Component 1 - Portfolio of work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 60% of the total A Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June.) Year 13 - February 2017 - May 2017 - Component 2 - Response to an externally set assignment - issued to candidates in February 2018. The externally set assignment will consist of a choice of 5 questions to be used as starting points. Candidates have a preparatory period and 15 hours supervised time. Assessed - work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 40% of the total A Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June.)</p>
Key Assessment Dates	<p>Students will be required to hand in sketchbooks and the written essay when they begin the 15 hour outcome starting the week of the 31/10/16. This component will continue through until January 2017 and carry 60% of your final mark. Exam dates and deadlines to be confirmed in January 2017. Exams run in the Art Department in May 2017, the annual exhibition will take place in June 2017; this is for both the public and the AQA moderator.</p>
Main Subject Content	<p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as the work develops. AO3 Record in visual and/or other forms ideas, observations and insights relevant to their intentions, developing an ability to reflect on the work and progress. AO4 Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.</p>
Main Skills to be Able to Show	<p>Recording with cameras; drawing, printmaking and mixed media first hand observations. Research, Analysis and Evaluation of artists work, written observations. Development of personal, innovative ideas. Exploration and experimentation with a wide range of techniques and materials Realisation of ideas in final outcome. Meaningful annotation; analysis and evaluation of own work using appropriate technical language.</p>
Revision Guides and Websites	<p>Gallery websites such as the Tate or the National Gallery. Also exhibitions of artists work to inform the development of ideas. After school session (Monday and Thursday until 4.30 pm). 1 to 1 support after school arranged with staff member. Written feedback - on log sheets in books, progress chart and Assessment objective sheets (AO's above).</p>
Home Learning	<p>First term - students follow a plan. All home learning tasks supports class work and relate to the assessment objects mentioned above. Second term - student's focus on exam preparation - home learning depends on the mock exam brief but relates to assessment objectives. Students are expected to complete no more than 4 hours home learning a week. Average; 3-4hrs.</p>
SMSC	<p>We promote spiritual, moral, social and cultural development in our subject by exploring different artists and cultures interpretations of life experiences and events. Students explore how Art works reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks. We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike. Students work together to evaluate and review each other's work; helping each other to succeed. We encouraging students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of art work from around the world. We encourage students to explore social issues and gain an understanding of the causes and effects. (Global warming, pollution, war, parenting, life and death, appearance etc...) We also encourage students to enter competitions both locally, nationally and internationally. Students exhibit Art work for our exam moderator and for the public. We actively encourage students to visit Tullie House Art exhibitions and we are currently planning an Art /Photography trip to London for February 2017.</p>

Subject Information 2016/17

Subject	Art - Photography (Current Year 13)
Exam Board	AQA
Main Topics/ Skills Covered	<p>Year 13 students are directed/guided through a practical investigation supported by written material. Students have already chosen a personal theme to base their art work on; they are expected to research, analyse and employ a range of media, processes and techniques in their personal responses. Students are encouraged to develop their ideas in an original and exciting manner, providing them with the opportunity to gain new skills and develop existing ones. Students are also given advice regarding future Photography courses, interviews and portfolios.</p> <p>What's assessed? Year 13 - September- January 2017 - Component 1 - Portfolio of work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 60% of the total A Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June.) Year 13 - February 2017 - May 2017 - Component 2 - Response to an externally set assignment- issued to candidates in February 2018. The externally set assignment will consist of a choice of 5 questions to be used as starting points. Candidates have a preparatory period and 15 hours supervised time. Assessed - work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 40% of the total A Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June.)</p>
Key Assessment Dates	<p>Students will be required to hand in portfolios and the written essay when they begin the 15 hour outcome starting the week of the 31/10/16.</p> <p>This component will continue through until January 2017 and carry 60% of the final mark.</p> <p>Exam dates and deadlines to be confirmed in January 2017. Exams run in the Art Department in May 2017, the annual exhibition will take place in June 2017; this is for both the public and the AQA moderator.</p>
Main Subject Content	<p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as the work develops.</p> <p>AO3 Record in visual and/or other forms ideas, observations and insights relevant to their intentions, developing an ability to reflect on the work and progress.</p> <p>AO4 Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.</p>
Main Skills to be Able to Show	<p>Recording with cameras; managing models and materials during photo shoots; downloading optimising and manipulating images; recording ideas using lighting diagrams and thumbnails; completing alternative photographic processes such as cyanotype, Vandyke, salt and albumen printing; photo transfer processes; pinhole camera work.</p> <p>Research, Analysis and Evaluation of artists work; written observations.</p> <p>Development of personal, innovative ideas.</p> <p>Exploration and experimentation with a wide range of techniques and materials</p> <p>Realisation of ideas in final outcome.</p> <p>Meaningful annotation; analysis and evaluation of own work using appropriate technical language.</p>
Revision Guides and Websites	<p>Gallery websites such as the Tate or the National Gallery.</p> <p>Also exhibitions of artists work to inform the development of ideas.</p> <p>After school session (Monday and Thursday until 4.30 pm).</p> <p>1 to 1 support after school arranged with staff member.</p>
Home Learning	<p>Students need to be self-motivated and organised in order to produce original and meaningful outcomes. Organising and completing photo shoots well, can take a long time and students need to be prepared to work intensively during this activity. Research can also be deceptively time consuming. Typically, students are expected to complete no more than 4 hours of home learning a week. Average; 3-4hrs.</p>
SMSC	<p>Spiritual, moral, social and cultural development are promoted in this subject by considering how photographers explore life experiences and events through their work. Students learn to interpret photographs whilst considering moral attitudes, social issues, cultural norms and beliefs. They explore their own feelings and responses to these artworks. The development of respect for the learning environment, resources, peers and teaching staff is intrinsic. Competitions are promoted that offer opportunities to win recognition both nationally and locally. Selected students exhibit art work for our exam moderator within the school environment generally.</p>

Year 13 Student Information

Subject	Business Studies
Exam Board	AQA (Spec Code: 7132) www.AQA.org.uk
Key Assessment Dates	<p>End of Section Test - MAS November/December 2016 End of Section Test - AWI November/December 2016 Paper 1 and 2 and 3 Mock Exam - January/February 2017 Paper 1,2 and 3 Mock Exam March/April 2017 Paper 1 External Exam May/June 2017 Paper 2 External Exam May/June 2017 Paper 3 External Exam May/June 2017</p>
Main Subject Content	<p>In Year 13 students will move on and look at the different strategies businesses use. The study of strategic decision making will build on the topics studied during Year 1 (Year 12) of this course. Students will consider:</p> <ul style="list-style-type: none"> • The impact of technology on strategic decision making. • The influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions. • The difficulties in forecasting future trends. • The importance of assessing feasibility and risk when making strategic decisions. • The impact on stakeholders of strategic decisions and their response to such decisions. <p>The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations.</p> <p>By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.</p>
Main Skills to be Able to Show	<p>Content (C) Provide a definition of a key business term, describe theory, provide an example.</p> <p>Application (P) Develop points thoroughly with specific reference to evidence presented in the case study or data response material. (Simply mentioning the name of the business is not application).</p> <p>Analysis (A) Advantages and Disadvantages/Benefits and Limitations - ensure that every point made is considered in detail, including the possible impact on the business and consequences for the business.</p> <p>Evaluation (E) Make a judgement throughout, add conclusions, prioritise points/suggestions, assess the extent to which your suggestions will work, rank in order of importance etc.</p>
Revision Guides and Websites	<p>Textbooks - Every student has 1 of the following textbooks to use with revision and classwork: Business for A-Level Year 1 and AS (John Wolinski, Gavin Coates) Business for A-Level Year 2 and AS (John Wolinski, Gavin Coates)</p> <p>Suggested Revision Guides (available from bookstores in city centre): CGP AS-Level Business Studies AQA</p>

Year 13 Subject Information

Subject	Design and Technology - Product Design
Exam Board	AQA
Key Assessment Dates	<p>PROD 3 Exam 2 Hours (50%) Unit 3 Materials, Components and Application June 2017</p> <p>PROD 4 Coursework (50%) Unit 4 A design folder of work and a final product developed in response to a Design Brief set by the student's client.</p> <p>Deadlines Portfolio - March 2017</p>
Main Subject Content	<p>Materials and Components: There is an expectation that candidates will have a knowledge and understanding of Materials and Components, gained as a result of studying the subject content at AS level and developing this through their coursework at Unit 2. At A2 this knowledge and understanding will be developed through Unit 4 coursework and a further study of how materials and components play a major part in the sections which follow:</p> <p>Design and Market Influences: Major Developments in Technology, A Study of Manufactured Products and Systems, Product Life Cycle, The Influence of Design and Technology in Society, Role of the Designer, Design Methods, Design Processes, Safety and Legislation, Communication Methods, Illustration, Selection and Use of Appropriate, 2D/3D Techniques, Modelling, Use of ICT in Design, Human Needs, Quality Assurance and Quality Control, The Work of Past and Present Designers, Copyright Protection, Design Methods, The Influence of Design and Technology in Society, Design in the Human Context, Human Needs and the Effects of Products and Systems on Society and Sustainability and Environmental Concerns.</p> <p>Processes and Manufacture: ICT Applications, Manufacturing Systems, Manufacturing Systems, Safety and Systems and Control.</p>
Main Skills to be Able to Show	<p>Prod 3 Students need to be able to use the knowledge gained from the main subject content to answer a broader style of question than in Prod 1 in an essay style. They should support their answers with annotated sketches. Cross linking of the ideas and concepts learnt is essential for a high grade.</p> <p>Prod 4 The ability to produce practical solutions to design problems is needed. Ideas must be explained with practical work carefully planned with quality control and evaluation strategies used throughout.</p>
Revision Guides and Websites	<p>Use of the text book: AQA A level Product Design. https://vle.trinity.cumbria.sch.uk/ - Trinity Moodle www.aqa.org.uk - Past papers, mark schemes and examiner's reports www.technologystudent.com</p> <p>Focus suite of software, Metal, Plastics Mechanisms and Printing available on the school's network in the LRAs.</p>

Year 13 Subject Information

Subject	A Level English Language
Exam Board	AQA
Key Assessment Dates	NEA (Non-Exam Assessment) deadline December 2016 A Level Paper 1 - Language, the Individual and Society - 14 June (provisional) A Level Paper 2 - Language diversity and Change - 20 June (provisional)
Main Subject Content	<p>Component 1: Language, the Individual and Society Students will study textual variation and representation. Assessment will focus on 2 texts (1 contemporary and 1 older text) linked by topic or theme. Texts will be from a wide range of written, spoken and multi-modal sources. They will also study aspects of children's language development (0-11 years) both spoken and written.</p> <p>Component 2: Language Diversity and Change In this module, students explore:</p> <ul style="list-style-type: none"> • Language Diversity; • Language Change; • Language Discourses; • Directed Writing. <p>Component 3: Language in Action In this module candidates apply their knowledge of conceptual frameworks gained in Modules 1 and 2 to a research project of their choice. They will produce:</p> <ul style="list-style-type: none"> • An investigation in which they will ask their own question about language, devise a method to collect the data and write a report on their findings. • A short piece of original writing. For example: a piece of investigative journalism; a short story or a blog focusing on social issues. • A reflective commentary.
Main Skills to be Able to Show	<p>The examination unit continues the study of social contexts, genres of speech, writing and multi-modal texts first explored in Year 12. Students will be required to use linguistic methods to analyse and investigate a variety of texts taken from everyday sources. They will consider and evaluate a range of concepts and theories relating to language use. This will require independent study and reading of a wide range of current media articles, blogs and academic publications. Students need to be able to convey opinions and argue a case clearly. They will also need to show that they can deconstruct others' arguments and present their own.</p> <p>For the Language Investigation, students must show ability to work independently and to tight deadlines. They will need to establish an appropriate context, use a variety of data collection methods and make sense of data using relevant linguistic methods and techniques. For the Creative Writing submission, students will need to demonstrate expertise and creativity in producing texts of different genres and for different audiences and show skills associated with analysing and reviewing the writing process.</p>
Revision Guides and Websites	<p>www.theenglishfaculty.org is the Leeds University website for A-Level English students. It contains films of lectures and over 50 podcasts on topics from the A-Level curriculum.</p> <p>The best preparation is to read a wide variety of non-fiction texts: magazine articles, advertisements, notices, quality websites, considering purpose, audience and other contexts. Aim to become aware of debates surrounding attitudes towards language diversity. Read opinion based writing such as The Independent's 'Voices' http://www.independent.co.uk/author/independent-voices, more light-hearted features such as The Guardian's 'Modern Tribes' https://www.theguardian.com/lifeandstyle/series/modern-tribes and other articles and editorials in a wide range of publications. Check the Radio 4 website for information about programmes related to Language, eg 'Word of Mouth', 'Fry's English Delight'.</p> <p>Useful links and information relating to English Language can always be found on the Trinity English Twitter page: follow the links from the school website.</p> <p>The best preparation is to read a wide variety of non-fiction texts: magazine articles, advertisements, and reliable websites.</p>

Year 13 Student Information

Subject	English Literature A2
Exam Board	AQA Specification A
Key Assessment Dates	NEA Coursework Deadlines for final drafts: December 2016. Exam Paper 1 - Love Through the Ages - 15 June 2017 (provisional). Exam Paper 2 - Modern Times - 22 June 2017 (provisional).
Main Subject Content	<p>'Love Through the Ages' 2 examinations plus 1 coursework unit: Paper 1 - Love Through the Ages (3 hours) 40% Section A: 1 passage-based question on a Shakespeare play (<i>Measure for Measure, Othello, Taming of the Shrew, The Winter's Tale</i>) Section B: compulsory essay on 2 unseen poems Section C: 1 essay question (from 2) linking 1 poetry and 1 prose text This section is open book. (<i>Wuthering Heights, Rebecca</i>)</p> <p>Paper 2 - Modern Times: Literature from 1945 to the Present Day (2 hours 30 mins) 40% Section A: questions on the set texts. Section B: questions on contextual linking. There is 1 compulsory question on an unseen extract and 1 essay question linking 2 texts</p> <p>Coursework Unit - Texts Across Time 20% of A Level Non-exam assessment - Independent critical comparison of 2 texts (max 2,500 words) assessed by teachers.</p>
Main Skills to be Able to Show	<p>The Assessment Objectives are:</p> <p>Assessment Objective 1 Demonstrate the ability to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>Assessment Objective 2 Demonstrate the ability to analyse ways in which meanings are shaped in literary texts.</p> <p>Assessment Objective 3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>Assessment Objective 4 Demonstrate the ability to explore and evaluate connections across literary texts.</p> <p>Assessment Objective 5 Demonstrate the ability to explore and evaluate different interpretations of literary texts.</p>
Revision Guides and Websites	<p>Study guides are available from websites such as Amazon on all A Level Texts. Letts Advance are specifically tailored to A Level students. However, many guides are available online at sites such as www.shmoop.com or www.sparknotes.com. Many of these are freely available.</p> <p>Resources specific to the texts and lessons taught are loaded onto Moodle when appropriate. The A Level English Literature section is currently being worked on, so it is worth revisiting regularly.</p> <p>Trinity School also has access to the online academic library JStor (www.jstor.org) for students to independently research around their set texts.</p>

Year 13 Subject Information

Subject	Extended Project Level 3
Exam Board	AQA
Key Assessment Dates	<p>There are no exams but evidence for assessment will comprise of:</p> <ul style="list-style-type: none"> • A completed Production Log; • A presentation; • The project product (5000 written report or an artefact and 1000 word report).
Main Subject Content	<p>The EPQ is an opportunity for you to study something you are really interested in but have never been taught. You can make or write something, teach something or learn a new skill. It is a project you carry out independently although you will be allocated a supervisor who will supervise you throughout the completion of your project. You will also be expected to attend a number of taught sessions on various topics such as how to reference, how to create a bibliography and evaluating sources.</p>
Main Skills to be Able to Show	<p>AO1 Identifying the topic, project aims and objectives; produce a project plan and complete the work applying organisational skills and strategies to meet stated objectives.</p> <p>AO2 Obtaining and selecting a variety of resources, analysing data, applying information relevantly.</p> <p>AO3 Problem-solving, decision-making and creative thinking to achieve planned outcomes.</p> <p>AO4 Communication skills, convey and present evidenced outcomes and conclusions, evaluate own learning and performance.</p>
Revision Guides and Websites	www.aqa.org.uk

Year 13 Subject Information

Subject	Geography
Exam Board	Edexcel Advanced GCE (9GEO1)
Key Assessment Dates	All assessments now take place in the summer term - this is 1 examination lasting 1 hour and 30 minutes writing the report for Geographical Research (Pollution and Human Health at Risk) and 1 examination lasting 2 hours and thirty minutes on the Contested Planet unit.
Main Subject Content	<p>Contested Planet has 6 units: Energy Security; Water Conflicts; Biodiversity Under Threat; Superpower Geographies; Bridging the Development Gap; Technological Fix (Unit code 6geo3).</p> <p>Geographical Research - We study Unit 5: Pollution; Human Health at Risk (Unit code 6GEO4).</p>
Main Skills to be Able to Show	<p>Students must show that they are able to understand key ideas and concepts from each unit. They must show that they have excellent case study knowledge which is current, so the desire to research from contemporary sources is vital.</p> <p>We use the textbook recommended by the examination board " Edexcel A2 Geography " but students must be prepared to read widely and select intelligently from sources as diverse as The Economist, Nursing Times, The Times, The Guardian, New Scientist and of course, Geography Review (available in the Sixth Form Library).</p> <p>Examiners report each year that the most impressive students are able to use contemporary case studies in the examinations, but complain about students who have clearly limited themselves to 1 textbook. Please be prepared to read widely and bring what you find to lessons.</p>
Revision Guides and Websites	The Edexcel website has an extensive collection of past questions, answers with mark schemes and examiners reports from each year. These are excellent resources which our students make great use of.

Year 13 Subject Information

Subject	History		
Exam Board	OCR History A Y100 Interpretations and Investigations Unit (1 piece of coursework) Y319 Civil Rights in the USA 1865-1992 (Exam)		
Key Assessment Dates	Easter 2017 - Personal Investigation Coursework deadline. May/June 2017 - British (Y110) and Russia (Y219) units from Year 12 examined (1½ hours each); USA exam 2 hours 30 minutes. (Date to be confirmed)		
Main Subject Content	Y100 Coursework Contents Candidates should offer an essay of not more than 4000 words which is focussed on an historical problem and offers a supportive argument based on a study of historical evidence, using both primary sources and secondary interpretations.		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Civil Rights in the USA This theme focuses on the struggle of citizens in the United States to gain equality before the law without regard to ethnic origin, gender or wealth. Candidates should understand the factors which encouraged and discouraged change during this period.</p> <p>Candidates are not expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.</p> <p>The Interpretations will be based on 3 key areas or depth studies of the "Gilded Age" 1875-1895; the New Deal of the 1930s; Malcolm X and Black Power.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Content</p> <p>African Americans: their position in 1865; the role of African Americans in gaining civil rights (eg Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992.</p> <p>Trade Union and Labour Rights: union and labour rights in 1865; the impact of New Immigration on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s.</p> <p>Native Americans: their position in 1865; the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.</p> <p>Women: their position in 1865; the impact on women's rights of the campaign for prohibition, the campaign of women's suffrage, the New Deal, the World Wars, the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment, and changing economic and employment opportunities.</p> </td> </tr> </table>	<p>Civil Rights in the USA This theme focuses on the struggle of citizens in the United States to gain equality before the law without regard to ethnic origin, gender or wealth. Candidates should understand the factors which encouraged and discouraged change during this period.</p> <p>Candidates are not expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.</p> <p>The Interpretations will be based on 3 key areas or depth studies of the "Gilded Age" 1875-1895; the New Deal of the 1930s; Malcolm X and Black Power.</p>	<p>Content</p> <p>African Americans: their position in 1865; the role of African Americans in gaining civil rights (eg Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992.</p> <p>Trade Union and Labour Rights: union and labour rights in 1865; the impact of New Immigration on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s.</p> <p>Native Americans: their position in 1865; the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.</p> <p>Women: their position in 1865; the impact on women's rights of the campaign for prohibition, the campaign of women's suffrage, the New Deal, the World Wars, the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment, and changing economic and employment opportunities.</p>
<p>Civil Rights in the USA This theme focuses on the struggle of citizens in the United States to gain equality before the law without regard to ethnic origin, gender or wealth. Candidates should understand the factors which encouraged and discouraged change during this period.</p> <p>Candidates are not expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.</p> <p>The Interpretations will be based on 3 key areas or depth studies of the "Gilded Age" 1875-1895; the New Deal of the 1930s; Malcolm X and Black Power.</p>	<p>Content</p> <p>African Americans: their position in 1865; the role of African Americans in gaining civil rights (eg Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992.</p> <p>Trade Union and Labour Rights: union and labour rights in 1865; the impact of New Immigration on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s.</p> <p>Native Americans: their position in 1865; the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.</p> <p>Women: their position in 1865; the impact on women's rights of the campaign for prohibition, the campaign of women's suffrage, the New Deal, the World Wars, the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment, and changing economic and employment opportunities.</p>		
Main Skills to be Able to Show	<p>The Russia exam is an essay paper. Students will have to answer 2 questions. They will need to recall and apply own knowledge to the question, write a coherent and structured essay, explain causes and factors within the historical context, and reach a judgement. (15%)</p> <p>The British exam is a document paper. 4 sources on 1 topic will be provided. Students will answer an essay question using all 4 sources and their own knowledge. There is then a knowledge based essay. Good communication skills and the ability to plan a structured answer are required as well as skilful analysis and evaluation of the sources' content and provenance. (25%)</p> <p>The USA exam is an essay paper worth 40% of the A Level exam. Students will have to answer 3 questions. The first question is based on 2 interpretations given in the exam. This is followed by 2 essay questions, Students will need to recall and apply own knowledge to the question, write a coherent and structured essay which covers at least 100 years, make links across the period, explain causes and factors within the historical context, and reach a judgement.</p> <p>The coursework, is worth 20%, will be on a subject of the students' own choice and is a sources and interpretations based question. Good communication skills and the ability to plan a structured answer are required as well as skilful analysis and evaluation of the sources' content and provenance.</p>		
Revision Guides and Websites	All students have a USA text book that is tied into this exam.		

Year 13 Subject Information

Subject	Information Technology Level 3 BTEC National
Exam Board	Edexcel
Key Assessment Dates	Year 13 3 further units from the Options List. Option 1 and 2 Deadline - February 2017 Option 3 Deadline - May 2017
Main Subject Content	In Year 13 adding 3 further units enables students to gain a Subsidiary Diploma .
Main Skills to be Able to Show	Knowledge and understanding of the key technical topics covered. The ability to work effectively in teams, to communicate effectively through a variety of media; demonstration of organisational and time management skills. Students will be assessed in a variety of ways including written assessments, observation and videoed evidence.
Revision Guides and Websites	Students all have access to the course text book and course overview. Useful reference material can be found on the Examination Board's website: http://www.edexcel.com

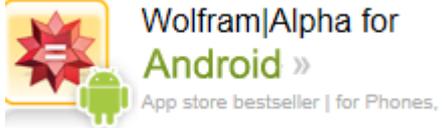
Year 13 Subject Information

Subject	Law 2161
Exam Board	AQA
Key Assessment Dates	Unit 3 Exam Date: June 2017 Unit 4 Exam Date: June 2017 Assessments for learning take place on a regular basis within lessons. The dates of these assessments are included on the scheme of work of which all students have a copy.
Main Subject Content	Unit 3 - Criminal Law (Offences against the Person) Non-fatal offences, murder, loss of control, diminished responsibility, intoxication, consent, self-defence, insanity, automatism. Critical evaluation of non-fatal offences, defences and murder. Unit 4 - Criminal Law (Offences against Property) Theft, robbery, burglary, criminal damage, fraud, making off, obtaining services dishonestly, blackmail, duress, self-defence, intoxication. Concepts of Law: Judicial Creativity, Law and Morals, Law and Justice.
Main Skills to be Able to Show	AO1 Demonstrate knowledge and understanding of legal rules and principles by selecting and explaining relevant information and illustrating with examples. AO2 Analyse legal material, issues and situations and evaluate and apply the appropriate legal rules and principles. AO3 Present a logical and coherent argument and communicate relevant material in a clear and effective manner using appropriate legal terminology.
Revision Guides and Websites	www.aqa.org.uk It is also useful for students to read national newspapers in order to keep up to date with current legal issues. The following text book is available to buy although it is not essential for students to own one: AQA Law for A2 - Martin and Turner (Hodder Education).

Year 13 Subject Information

Subject	Mathematics		
Exam Board	AQA		
Key Assessment Dates	Core 3 May - Examining all content. Core 4 May Decision 1 June		
Main Subject Content	Core 3 Functions Trigonometrical Functions Further Calculus Numerical Methods Volume of Revolution	Core 4 Binomial Expansion Polynomials Partial Fractions Parametric Equations Further Trigonometry Exponential Growth and Decay	Decision 1 Minimum Connectors Shortest Path Problems Chinese Postman Problems Travelling Salesman Problem Graph Theory Matchings Sorting Algorithms Linear Programming
Main Skills to be Able to Show	Pupils will need to: Demonstrate an understanding of the above content. Apply the content in familiar and unfamiliar contexts. Choose appropriate methods for solving pure mathematical problems. Apply algorithms in context to solve problems with decision variables.		
Revision Guides and Websites	Use of 'Mymaths website' - a software package which each pupil has a login for and covers mathematics at all levels from primary right through to A level. Moodle - For past papers and answers. AQA Website - Past papers and mark schemes. Content exemplification. BBC Bitesize website. MEP - Maths Enhancement Programme website. Explanations and questions for practice.		

Year 13 Subject Information

Subject	Further Mathematics A2
Exam Board	AQA
Key Assessment Dates	There are 3 end of year exams: Further Maths 3, Further Maths 4, Mechanics 3 - May/June
Main Subject Content	<p>Further Maths 3 Pure Mathematics including Series and Limits, First Order Differential Equations, Numerical Methods and Second Order Differential Equations.</p> <p>Further Maths 4 Pure Mathematics including Matrix Algebra, The Vector Product, Determinants of Matrices, Inverse Matrices and Eigenvectors.</p> <p>Mechanics 3 Applied Mathematics including Relative Motion, Dimensional Analysis, Collisions, Momentum, Restitution and Projectile Motion on a Slope.</p>
Main Skills to be Able to Show	<p>Apply new areas of Mathematics to solve both theoretical and applied problems.</p> <p>Demonstrate correct use of algebraic manipulation in complex situations.</p> <p>Make connections between Maths studied for GCSE, A Level Mathematics and Further Mathematics.</p>
Revision Guides and Websites	<p>http://www.aqa.org.uk/subjects/mathematics/a-level</p> <p>http://www.mymaths.co.uk/</p> <p>http://www.furthermaths.org.uk/</p> <p>http://www.mrbartonmaths.com/alevel.htm</p> <p>http://www.wolframalpha.com/ or download Wolframalpha app on Android or Iphone</p>  <p>The logo for the Wolfram Alpha for Android app. It features a red starburst icon with a white equals sign inside, a green Android robot icon, and the text 'Wolfram Alpha for Android' in green and black. Below the text, it says 'App store bestseller for Phones.' with a double arrow pointing right.</p>

Year 13 Subject Information

Subject	Music
Exam Board	Edexcel
Key Assessment Dates	<p>Internal - 1st Performance recorded by half term 2nd Performance recorded before Christmas Composition plan completed by Christmas Composition draft completed by February Performance final recordings by Easter Composition completed by Easter Technical study completed by Easter</p> <p>External - Coursework (composition and Performance marked and sent to the examiner) 15 May Listening Exam - June</p>
Main Subject Content	<p>Unit 4 Performing 12 minute performance: solo or ensemble, second instrument or a combination of the above.</p> <p>Unit 5 Composing and Technical Study Composition based on Composition brief. 4 part harmony technical study.</p> <p>Unit 6 Developing Musical Understanding Listening questions, and essays based on the set works below.</p> <p>Applied Music Stravinsky - Pulcinella Suite: Sinfonia, Gavotta and Vivo G Gabrieli - In ecclesiis Georges Auric - Passport to Pimlico: The Siege of Burgundy Barrington Pheloung - Morse on the Case Mustapha Tettey Addy (Ghana) - Agbekor Dance</p> <p>Instrumental Music Berlioz - Harold in Italy: movement III Shostakovich - String Quartet No. 8, Op 110: movement I Cage - Sonatas and Interludes for Prepared Piano: Sonatas I-III Corelli - Trio Sonata in D, Op 3 No 2: movement IV Sweenlinck - Pavana Lachrimae Mozart - Piano Sonata in B flat, K.333: movement I Ram Narayan (India) - Rag Bhairav</p>
Main Skills to be Able to Show	<p>Performing - Coursework Instrumental performing skills. Technical control of the instrument, the ability to interpret music adding expression. Grade 7/8 standard.</p> <p>Composition (50%) Technical Study (50%) - Coursework Using composition techniques to develop musical ideas to create a composition based on a composition brief provided by the exam board. Students must also complete a 4 part harmony technical study.</p> <p>Listening and Appraising - 1½ hour exam The ability to write about music using the correct musical language. Identify, through listening, a variety of musical features and in 3 longer essay question, write about the set works in more detail.</p>
Revision Guides and Websites	<p>Trinity School Moodle - recordings of all the set works with revision notes.</p> <p>For general Music theory http://www.musictheory.net/</p> <p>For Harmony - http://www.choraleguide.com/index.php, www.teoria.com</p>

Year 13 Subject information

Subject	Physical Education A2
Exam Board	OCR
Key Assessment Dates	Evaluation, Appreciation and the Improvement of Performance (E+A) February 2017 Examination May 2017 Practical Moderation Day - March/April 2017
Main Subject Content	<p>A2 Theory Unit G453 70% Students will study the following 3 units with assessment being in the form of an examination in the summer:</p> <ul style="list-style-type: none"> • Historical Studies • Exercise Physiology • Sports Physiology <p>A2 Coursework Unit G454 30% Students will be assessed in 1 practical activity of their choice as either a performer in a 'competitive' situation, coach or official. Also, to carry out an oral analysis of an observed sports performance, including suggesting progressive practices to improve that performance.</p>
Main Skills to be Able to Show	<p>Development and application of examination technique, particularly for 20 mark essay questions.</p> <p>Observation and analysis skills for E+A assessment.</p> <p>Sports specific skills and tactical appreciation within their activity choice including, in some cases, maintaining a log book of their activities.</p>
Revision Guides and Websites	<p>OCR website for past papers and mark schemes as well as activity guidance.</p> <p>A2 Revision Guide provided by school to accompany the textbook.</p>

Year 13 Subject Information

Subject	Philosophy and Ethics
Exam Board	OCR
Key Assessment Dates	There are 2 modules in this A2 course; Philosophy of Religion and Religious Ethics. There are examinations in both modules lasting 1½ hours each and will be taken in June sitting.
Main Subject Content	<p>Philosophy This module is divided into 5 sections:</p> <ul style="list-style-type: none"> • Religious Language • Religious Experience • Miracle • The Attributes of God • Life After Death; The Soul <p>Ethics This module contains 2 sections: Ethical Theories</p> <ul style="list-style-type: none"> • Free Will and Determinism • The Nature and Role of the Conscience • Meta-Ethics • Virtue Ethics <p>Applied Ethics with regard to</p> <ul style="list-style-type: none"> • Environmental and Business Ethics • Sexual Ethics
Main Skills to be Able to Show	<p>This course encourages you to think more deeply about some of the most important human questions that there are and as such, it informs all aspects of our life.</p> <p>A01 Skills Demonstrate Knowledge and Understanding Select and demonstrate clearly relevant knowledge and understanding through the use of evidence and correct terminology. Students should make connections between different topics.</p> <p>A02 Skills Analysis, Evaluation and Application Critically evaluate and be able to justify a point of view through the use of evidence and reasoned argument. Students should relate elements of the course to broader issues and aspects of human experience.</p>
Revision Guides and Websites	<p>AS revision guide OCR Philosophy and Ethics can be printed from Moodle.</p> <p>Additional Revision Guides AS and A Level Religious Studies: Philosophy and Ethics Through Diagrams Greg Dewar OUP ISBN 978-0-19-918090-5 AS/A2 Philosophy and Ethics for OCR study guide Robert Bowie ISBN 0-7487-8081-5 Nelson Thornes OCR AS RS Philosophy of Religion Jill Oliphant My Revision Notes ISBN 978-1-4441-2552 OCR AS Religious Ethics Jill Oliphant My Revision Notes ISBN 978-1444182491 There are also specialist magazines that often feature articles on the Philosophy of Religion, and Religious Ethics. Philosophers Magazine, Philosophy Now and Dialogue Both "Philosophers Magazine" and "Philosophy Now" have parallel internet sites</p> <p>Websites http://www.ocr.org.uk/ This contains all past papers, exam advice and mark schemes.</p>

Year 13 Subject Information

Subject	Psychology A Level
Exam Board	AQA - Specification 7182 A Level Exam Codes: Paper 1, Paper 2 and Paper 3
Key Assessment Dates	Paper 1 - A2 Exam - 2 hours - 7 June 2017 Paper 2 - A2 Exam - 2 hours - 14 June 2017 Paper 3 - A2 Exam - 2 hours - 22 June 2017
Main Subject Content	<p>Paper 1 - Introductory Topics in Psychology Social Influence, Memory, Attachment and Psychopathology.</p> <p>Paper 2 - Psychology in Context Approaches, Bio-psychology and Research Methods.</p> <p>Paper 3 - Issues and Options in Psychology Issues and Debates in Psychology, Gender, Schizophrenia, Forensic Psychology.</p>
Main Skills to be Able to Show	<p>All exams require students to be able to answer multiple choice questions, short knowledge based questions and longer essay style questions where students are asked to critically evaluate key psychology theory and research.</p> <p>All students know that they must be able to demonstrate A01 material (knowledge of key concepts, psychological research and theories), and A02 (application of psychological knowledge) and A03 material (critical analysis/evaluation/ interpretation of key theories and psychological research).</p> <p>Mathematical Requirements The question papers have to contain a minimum of 10% mathematical skills. This is an Ofqual requirement which all Awarding Organisations must adhere to. Students will be allowed to take calculators into the examinations.</p>
Revision Guides and Websites	<p>The AQA exam board website is very good in terms of specimen exam papers and mark schemes: http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</p> <p>To help with the Mathematical requirements CGP books have published: Essential Maths Skills for A-Level Psychology. ISBN: 978 1 84762 324 9.</p> <p>The department has also placed a large amount of revision materials on the school Moodle website.</p>

Year 13 Subject Information

Subject	BTEC Applied Science
Exam Board	Pearson
Key Assessment Dates	The assessment dates are on a rolling schedule and are dependent on the complexity of the assignment. The typical time given to any 1 assignment is 3 weeks. This allows marking, feedback and modifications to be made before the submission deadline.
Main Subject Content	<p>Year 13 Subsidiary Diploma consists of 3 units, these are:</p> <p>Unit 11 Physiology of the Human Body - Understanding the Cardiovascular, Ventilation, Digestive and Lymphatic Systems in the Body.</p> <p>Unit 12 Physiology of Human Regulation and Reproduction.</p> <p>Unit 18 Genetics and Genetic Engineering - (this includes a workshop at the Centre for Life in Newcastle) - students learn how DNA can be manipulated particularly in the production of human insulin.</p>
Main Skills to be Able to Show	<p>As the course is portfolio based, the student must show a high degree of literacy and IT skills.</p> <p>The student must be able to adhere to deadlines and be well organised.</p> <p>The student must also be capable of independent work and show a determination to succeed.</p>
Revision Guides and websites	<p>A course book will be used within school: ISBN 978-1-846906-80-0</p> <p>http://www.edexcel.com/subjects/BTEC-Applied-Science/Pages/Resources.aspx</p>

Year 13 Subject Information

Subject	Science - Biology
Exam Board	AQA
Key Assessment Dates	<p>Exams: Paper 1: Year 12 content; including relevant practical skills; 12 June 2017 Paper 2: Year 13 content; including relevant practical skills; 20 June 2017 Paper 3: Any content from the 2 year course; including relevant practical skills; 26 June 2017</p>
Main Subject Content	<p>Year 12 - Biological Molecules; Cells; Organisms Exchange Substances with their Environment; Genetic Information, Variation and Relationships Between Organisms.</p> <p>Year 13 - Energy Transfers in and Between Organisms; Organisms Respond to Changes in Their Internal and External Environments; Genetics, Populations, Evolution and Ecosystems; The Control of Gene Expression.</p> <p>Details of content available is in the specification which can be downloaded from: http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</p>
Main Skills to be Able to Show	<p>Recall of Facts Application of Knowledge Correct Use of Scientific Language Maths Skills Interpreting Data Experimental Technique Exam Technique</p>
Revision Guides and Websites	<p>Kerboodle - students have their own username and log in to access this online resource containing the textbook, worksheets and tests.</p> <p>Many different styles of review guide are available. Just make sure that they are specific to AQA A-level Biology and for the course with first teaching from September 2015.</p> <p>CGP books - Year 1 ISBN-13: 9781782942832 Year 2 - ISBN -9781782943365</p>

Year 13 Subject Information

Subject	Science - Physics
Exam Board	AQA
Key Assessment Dates	Paper 1 - All AS content plus Further Mechanics from A2 (2 hours) - 15 June 2017 Paper 2 - All A2 core content (2 hours) - 21 June 2017 Paper 3 - Option Topic plus Practical Skills (2 hours) - 29 June 2017
Main Subject Content	Further Mechanics Gravitation and Electric Fields Capacitance Magnetic Fields Radioactivity and Nuclear Energy Thermal Physics (Plus 1 Option Topic)
Main Skills to be Able to Show	Factual Recall Application of Knowledge Appropriate use of Correct Terminology Practical skills - Data Handling, Interpretation of Graphs etc Maths Skills for Complex Calculations
Revision Guides and Websites	AQA http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-a-2450 Nelson Thorne text book provided CGP revision guide recommended Further support materials must be specific to the AQA specification

Year 13 Subject Information

Subject	Sociology
Exam Board	AQA
Key Assessment Dates	<p>Unit 2 Global Development</p> <p>Unit 3 Crime and Deviance with Theory and Methods</p> <p>Unit 1 Mock Exam: May 2017</p> <p>Unit 2 Mock Exam: May 2017</p> <p>Unit 3 Mock Exam: May 2017</p> <p>Final Assessment: Units 1, 2, 3 - June 2017</p>
Main Subject Content	<p>Unit 2 (Part 2) Focuses on the following: different theories of development, underdevelopment and global inequality; Globalisation and the political and economic relationships between countries; the role of transnational corporations; development in relation to industrialisation, urbanisation, the environment, war and conflict; employment, education, health, demographic change and gender as aspects of development;</p> <p>Unit 3 Focuses on the following: key theories and explanations for the role of crime in society; the social distribution of crime based on class, age, gender, ethnicity; the relationship between crime and Globalisation; crime control and prevention strategies; the connections between sociological theory and method and the study of crime. Students will also develop the following: the range of knowledge and understanding of a range of theory and the debates surrounding each of them; the nature of science and how it is incorporated into the study of Sociology; the modern and postmodern theories relating to the study of society.</p>
Main Skills to be Able to Show	<p>Assessment Objective 1 Communication of Knowledge and Understanding in a clear and effective manner.</p> <p>Assessment Objective 2 The ability to show offer Application, Interpretation, Analysis and Evaluation of a wider range of facts and data; offering a range of perspectives to support a range of arguments.</p>
Revision Guides and Websites	<p>A2 text books issued to all students: Sociology (Book 2) for AQA (Polity)</p> <p>www.aqa.org.uk</p> <p>www.sociology.uk.net</p>

Year 13 Subject Information

Subject	Theatre Studies and Drama
Exam Board	AQA
Key Assessment Dates	<p>DRAM3 - Further Prescribed Plays including Pre-20th Century. 2 hour Written Exam - May/June (60% of A2 grade).</p> <p>DRAM4 - Devised Practical - Final Week of Spring Term (40% of A2 grade).</p>
Main Subject Content	<p>DRAM3 - Students will study 2 set plays: Section A: Pre-20th Century - 'A Servant to Two Masters' by Carlo Goldoni. Questions are focused on the interpretation of the play from a performance perspective. Section B: Contemporary Drama - 'Our Country's Good' by Timberlake Wertenbaker. Candidates are required to offer a complete stage realisation of a short extract from the play.</p> <p>DRAM4 - Candidates are required to work in groups to present to an audience a devised drama, performed in a theatrical style of their choice.</p> <p>Assessment will be in 3 parts: a - Preparation and development (15 marks) b - Supporting Notes (15 marks) c - Presentation (50 marks)</p>
Main Skills to be Able to Show	<p>Students will develop:</p> <ul style="list-style-type: none"> • The ability to work creatively and collaboratively to achieve shared dramatic intentions. • The ability to interpret plays from different periods and genres. • Advanced performance and/or production skills appropriate to the creation and realisation of drama and theatre. • The ability to respond to plays imaginatively, conveying ideas clearly and coherently. • The ability to think independently, make judgements and refine their work in the light of research. • The ability to analyse the ways in which different performance and production elements are brought together to create theatre.
Revision Guides and Websites	<p>AQA A2 Drama and Theatre Studies - Su Fielder and Pat Friday - Nelson Thornes Advanced Drama and Theatre Studies (Second Edition) - Jonathan Neelands and Warwick Dobson</p>