

## Year 13 Subject Information

<b>Subject</b>	<b>Art, Craft and Design</b>
<b>Exam Board</b>	AQA
<b>Main Topics/ Skills Covered</b>	<p>At A level students are introduced to a variety of experiences employing a range of media, processes and techniques. 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 directed/guided through a practical investigation supported by written material. Students are also given advice regarding future Art and Design courses, interviews and portfolios.</p> <p><b>What's assessed?</b>  <b>Year 12</b> - 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. This work will continue across to Year 13 and be completed by January 2019. Students will be given a timetable to follow regarding deadlines.</p> <p><b>Current Year 13</b> - 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>
<b>Key Assessment Dates</b>	Intro project to be completed by Christmas, the mock exam will be set in the Spring term and fit into component 1. Students will continue their Personal Project through until January in Year 13 and carry 60% of your final mark. An essay is required too - guidance to be given in the Summer term. Exam dates and deadlines to be confirmed in January 2018. The annual exhibition will take place in June 2018; this is for both the public and the AQA moderator.
<b>Main Subject Content</b>	<p><b>AO1</b> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2</b> Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as the work develops.</p> <p><b>AO3</b> 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><b>AO4</b> 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>
<b>Main Skills to be Able to Show</b>	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.
<b>Revision Guides and Websites</b>	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).
<b>Home Learning</b>	Year 13 - First term- Students follow a plan - All home learning tasks supports class work and relate to the assessment objectives mentioned above. First term- students will focus on completing their personal project and essay. Second Term- students will focus on their external exam preparation work. Summer term includes both the exams and exhibition. Students are expected to complete no more than 4 hours home learning a week. Average; 3-4hrs.
<b>SMSC</b>	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 in the Autumn term.

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<b>Subject</b>	<b>Art - Photography</b>
<b>Exam Board</b>	AQA
<b>Main Topics/ Skills Covered</b>	<p>At A level students are encouraged to develop their ideas in an original and exciting manner. Students will cover chemical and digital image making and they will use a variety of devices including phones, SLR cameras pinhole cameras and scanners to make images. Print making includes cyanotype, Vandyke and photogram processes.</p> <p><b>What's assessed?</b>  <b>Year 12</b> - 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.)</p> <p><b>Year 13</b> - 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>
<b>Key Assessment Dates</b>	Students will continue their Personal Project through until January in Year 13 and carry 60% of your final mark. An essay is required too - guidance to be given in the Summer term. Exam dates and deadlines to be confirmed in January 2018. The annual exhibition will take place in June 2018; this is for both the public and the AQA moderator.
<b>Main Subject Content</b>	<p><b>AO1</b> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. <b>AO2</b> Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as the work develops. <b>AO3</b> 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. <b>AO4</b> 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>
<b>Main Skills to be Able to Show</b>	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. 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.
<b>Revision Guides and Websites</b>	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).
<b>Home Learning</b>	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.
<b>SMSC</b>	Spiritual, moral, social and cultural development are promoted in this subject by considering how photographers explore life experiences and events through their work. The theme of identity is considered and this includes reflection about personal beliefs and materialism. 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.

## Year 13 Student Information

<b>Subject</b>	<b>Business Studies</b>
<b>Exam Board</b>	AQA (Spec Code: 7132) <a href="http://www.AQA.org.uk">www.AQA.org.uk</a>
<b>Key Assessment Dates</b>	<p>End of Section Test - <b>MAS November/December 2017</b>            End of Section Test - <b>AWI November/December 2017</b>            Paper 1 and 2 and 3 Mock Exam - <b>January/February 2018</b>            Paper 1,2 and 3 Mock Exam <b>March/April 2018</b>            Paper 1 External Exam <b>May/June 2018</b>            Paper 2 External Exam <b>May/June 2018</b>            Paper 3 External Exam <b>May/June 2018</b></p>
<b>Main Subject Content</b>	<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.</p> <p>Students will consider:</p> <ul style="list-style-type: none"> <li>• The impact of technology on strategic decision making.</li> <li>• The influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions.</li> <li>• The difficulties in forecasting future trends.</li> <li>• The importance of assessing feasibility and risk when making strategic decisions.</li> <li>• The impact on stakeholders of strategic decisions and their response to such decisions.</li> </ul> <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>
<b>Main Skills to be Able to Show</b>	<p><b>Content (C)</b>            Provide a definition of a key business term, describe theory, provide an example.</p> <p><b>Application (P)</b>            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><b>Analysis (A)</b>            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><b>Evaluation (E)</b>            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>
<b>Revision Guides and Websites</b>	<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)            Suggested Revision Guides (available from bookstores in city centre):            CGP AS-Level Business Studies AQA</p>

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<b>Subject</b>	<b>Child Care and Education - Level 3 Diploma (Early Years Educator)</b>
<b>Exam Board</b>	NCFE CACHE
<b>Key Assessment Dates Subject to Change</b>	<p>Assessment Tasks for each unit, externally set and internally assessed:</p> <p>Unit 9            10 November 2017  Unit 10            12 January 2018  Unit 11            29 March 2018  Unit 12            15 December 2017  Unit 13            14 April 2018  Unit 14            07 May 2018  Unit 15            December and May</p> <p>Diploma Controlled Assessment Examination  5000 word Externally Assessed - 22 January 2018 or 14 May 2018</p>
<b>Main Subject Content</b>	<p>Unit 9            Supporting emergent literacy.  Unit 10            Supporting emergent mathematics.  Unit 11            Preparing for school readiness  Unit 12            International perspectives.  Unit13            Reflective practice for professional development.  Unit 14            Professional partnership in early years.  Unit 15            Professional practice portfolio 2  Unit 8 and 16    Covered in both Years 12 and 13.  Placement        Develop skills in communication, observation, reflection and planning.</p>
<b>Main Skills to be Able to Show</b>	<p>Show and understanding of the command words such as 'describe,' explain', 'analyse' or 'evaluate'.</p> <p>To be able to relate Childcare and Education theory to practice and to be able to reflect on both their practical and written skills.</p> <p>To be able to carry out observations on children and through evaluating the children's needs, plan activities that further development.</p> <p>Knowing how to get the best from work placement and how it relates to the course.</p> <p>Show a good understanding of how to communicate with adults, children and other professionals within the setting by completing criteria both on assessment and whilst on work placement.</p>
<b>Revision Guides and Websites</b>	<p>NCFE CACHE website (<a href="http://www.cache.org.uk">www.cache.org.uk</a>) for Assignment guidance.</p> <p>Nursery World magazines.</p> <p>Newspapers for current affairs.</p> <p><a href="http://www.education.gov.uk">www.education.gov.uk</a> for information on the National Curriculum and the Early Years Foundation Curriculum 2014. (updated)</p> <p>Class textbook.</p> <p>TES magazine</p> <p>Early Years Educator website.</p>

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<b>Subject</b>	<b>Computer Science A-Level</b>
<b>Exam Board</b>	OCR ( <a href="http://www.ocr.org.uk">www.ocr.org.uk</a> )
<b>Key Assessment Dates</b>	<p>Mock Exams: December 2017 Final Exams: June 2018</p> <p>Additionally, students will have regular assessments during lessons and will receive regular feedback on their work during the programming project.</p>
<b>Main Subject Content</b>	<p>The course is split into 3 units of work.</p> <p><b>Unit 1 - Computing Principles;</b> This component is worth 40% of the A Level and will be a traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions. It will cover the characteristics of contemporary systems architecture and other areas including the following:</p> <p>Software and software development, exchanging data and data types, data structure and algorithms.</p> <p><b>Unit 2 - Algorithms and Programming:</b> This component is worth 40% of the A Level and will be a traditionally marked and structured question paper with 2 sections, both of which will include a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions.</p> <p><b>Section A</b> - Traditional questions concerning computational thinking: Elements of computational thinking, programming and problem solving, pattern recognition, abstraction and decomposition as well as algorithm design.</p> <p><b>Section B</b> - There'll be a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.</p> <p><b>Unit 3 - Programming Project:</b> This practical programming project is worth 20% of the A Level and will be marked internally but moderated externally. Students select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation</p>
<b>Main Skills to be Able to Show</b>	<p>Problem solving and logical reasoning. Students are expected to spend around 4 hours per week working through practical programming tasks or revising theory. There is an expectation that this work will be completed both in an out of school.</p>
<b>Revision Guides and Websites</b>	<p>Students are expected to have installed a copy of Python to complete their home learning tasks. A free download is available at: <a href="https://www.python.org/downloads">https://www.python.org/downloads</a>.</p> <p>Students will have access to 'Craig 'n Dave' online resources, as well as a text book whilst in school.</p>

## Year 13 Subject Information

<b>Subject</b>	<b>D &amp; T - Product Design</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>PROD 3</b> Exam 2 Hours (50%) Unit 3 Materials, Components and Application June 2018</p> <p><b>PROD 4</b> 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><b>Deadlines</b> Portfolio - February 2018</p>
<b>Main Subject Content</b>	<p><b>Materials and Components:</b> 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><b>Design and Market Influences:</b> 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><b>Processes and Manufacture:</b> ICT applications, Manufacturing systems, Manufacturing systems, Safety and Systems and Control.</p>
<b>Main Skills to be Able to Show</b>	<p><b>Prod 3</b> 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><b>Prod 4</b> 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>
<b>Revision Guides and Websites</b>	<p>Use of the text book: AQA A level Product Design.  <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> - past papers, mark schemes and examiner's reports  <a href="http://www.technologystudent.com">www.technologystudent.com</a>            Focus suite of software, Metal, Plastics Mechanisms and Printing available on the school's network in the LRAs.</p>

## Year 13 Subject Information

<b>Subject</b>	<b>Drama and Theatre Studies</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>January</b> Component 3 - Scripted Practical - marked by visiting examiner.</p> <p><b>May</b> Component 2 - Devised Practical - marked by teachers and moderated by AQA</p> <p><b>June</b> Component 1 - Written Exam</p>
<b>Main Subject Content</b>	<p><b>Component 1: Drama and Theatre</b> <b>Written exam: 3 hours - 40% of A level</b> Section A: 1 question (from a choice) on List A set play (25 marks). Section B: 1 3 part question on a given extract from List B set play (30 marks). Section C: 1 question (from a choice) on live theatre seen in a single production (25 marks).</p> <p><b>Component 2: Creating Original Drama</b> <b>Devised Practical - 30% of A level</b> Working Notebook (40 marks) Devised Performance (20 marks) This component is marked by teachers and moderated by AQA.</p> <p><b>Component 3: Making Theatre</b> <b>Scripted Practical - 30% of A level</b> Practical exploration of 3 extracts. Performance of extract 3. (40 marks) Reflective report. (20 marks) This component is marked by AQA.</p>
<b>Main Skills to be Able to Show</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Create, perform and respond to drama and theatre.</li> <li>• Develop the creativity and independence to become effective theatre makers.</li> <li>• Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts.</li> <li>• Learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice.</li> <li>• Experience the ways in which theatre makers collaborate to create theatre.</li> </ul>
<b>Revision Guides and Websites</b>	<p><a href="http://aqa.org.uk/7262">aqa.org.uk/7262</a></p> <p>The Director's Craft: A Handbook for the Theatre - Katie Mitchell (ISBN:9780415404396)</p>

## Year 13 Subject Information

<b>Subject</b>	<b>A Level English Language</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	NEA (Non-Exam Assessment) deadline December 2017 A Level Paper 1 - Language, the Individual and Society - June (provisional) A Level Paper 2 - Language diversity and Change - June (provisional)
<b>Main Subject Content</b>	<p><b>Component 1: Language, the Individual and Society</b> 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><b>Component 2: Language Diversity and Change</b> In this module, students explore:</p> <ul style="list-style-type: none"> <li>• Language Diversity;</li> <li>• Language Change;</li> <li>• Language Discourses;</li> <li>• Directed Writing.</li> </ul> <p><b>Component 3: Language in Action</b> 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"> <li>• 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.</li> <li>• A short piece of original writing. For example: a piece of investigative journalism; a short story or a blog focusing on social issues.</li> <li>• A reflective commentary.</li> </ul>
<b>Main Skills to be Able to Show</b>	<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>
<b>Revision Guides and Websites</b>	<p><a href="http://www.theenglishfaculty.org">www.theenglishfaculty.org</a> 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. 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' <a href="http://www.independent.co.uk/author/independent-voices">http://www.independent.co.uk/author/independent-voices</a>, more light-hearted features such as The Guardian's 'Modern Tribes' <a href="https://www.theguardian.com/lifeandstyle/series/modern-tribes">https://www.theguardian.com/lifeandstyle/series/modern-tribes</a> 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'. 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

<b>Subject</b>	<b>English Literature A2</b>
<b>Exam Board</b>	AQA Specification A
<b>Key Assessment Dates</b>	NEA Coursework Deadlines for final drafts: December 2017 Exam Paper 1 - Love Through the Ages - June 2018 (provisional) Exam Paper 2 - Modern Times - June 2018 (provisional)
<b>Main Subject Content</b>	<p><b>'Love Through the Ages'</b>  <b>2 examinations plus 1 coursework unit:</b>  <b>Paper 1 - Love Through the Ages (3 hours) 40%</b>            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>)  <b>Paper 2 - Modern Times: Literature from 1945 to the Present Day (2 hours 30 mins) 40%</b>            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  <b>Coursework Unit - Texts Across Time 20% of A Level</b>            Non-exam assessment - Independent critical comparison of 2 texts (max 2,500 words) assessed by teachers.</p>
<b>Main Skills to be Able to Show</b>	<p>The Assessment Objectives are:  <b>Assessment Objective 1</b>            Demonstrate the ability to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  <b>Assessment Objective 2</b>            Demonstrate the ability to analyse ways in which meanings are shaped in literary texts.  <b>Assessment Objective 3</b>            Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  <b>Assessment Objective 4</b>            Demonstrate the ability to explore and evaluate connections across literary texts.  <b>Assessment Objective 5</b>            Demonstrate the ability to explore and evaluate different interpretations of literary texts.</p>
<b>Revision Guides and Websites</b>	<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 <a href="http://www.shmoop.com">www.shmoop.com</a> or <a href="http://www.sparknotes.com">www.sparknotes.com</a>. Many of these are freely available.            Trinity School also has access to the online academic library JStor (<a href="http://www.jstor.org">www.jstor.org</a>) for students to independently research around their set texts.</p>

## Year 13 Subject Information

<b>Subject</b>	<b>Extended Project Level 3</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>There are no exams but evidence for assessment will comprise of:</p> <ul style="list-style-type: none"> <li>• A completed Production Log;</li> <li>• A presentation;</li> <li>• The project product (5000 written report or an artefact and 1000 word report).</li> </ul>
<b>Main Subject Content</b>	<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>
<b>Main Skills to be Able to Show</b>	<p><b>AO1</b> 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><b>AO2</b> Obtaining and selecting a variety of resources, analysing data, applying information relevantly.</p> <p><b>AO3</b> Problem-solving, decision-making and creative thinking to achieve planned outcomes.</p> <p><b>AO4</b> Communication skills, convey and present evidenced outcomes and conclusions, evaluate own learning and performance.</p>
<b>Revision Guides and Websites</b>	<p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>

## Year 13 Subject Information

<b>Subject</b>	<b>Geography</b>
<b>Exam Board</b>	Edexcel Advanced GCE (9GEO1)
<b>Key Assessment Dates</b>	The summer of 2018.
<b>Main Subject Content</b>	<p>Year 13 will consist of the following topics; The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security. These topics will involve looking at the challenges that the earth faces, in terms of imbalances in water availability and the part that carbon plays in energy and climate change.</p> <p>The other side to the course will involve studying the topic of Superpowers; where students will learn of what a superpower is and their influence on the rest of the world and Health, Human Rights and Intervention which will study the various levels of development around the world and how aid can have impacts and varying successes.</p>
<b>Main Skills to be Able to Show</b>	Understanding and evaluating fieldwork techniques to examine the success of urban and rural regeneration, including being able to understand this in their local area. Knowledge of case studies in detail which show your own primary data collection and the depth of your reading around the key themes. An ability to understand and explain key concepts such as Geographers need to be excellent collectors of information from both primary and secondary sources. An ability to carry out field work and analyse the data using a variety of techniques. This will then lead on to being able to evaluate the success of certain field work techniques.
<b>Revision Guides and Websites</b>	Students have been provided with a textbook that they can use for revision. Any revision guide that is specific to studying the Edexcel A-Level will be useful.

## Year 13 Subject Information

<b>Subject</b>	<b>Health and Social Care - Single Award</b>									
<b>Exam Board</b>	OCR									
<b>Key Assessment Dates</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Unit 10</td> <td style="width: 33%;">September - May 2018</td> <td style="width: 33%;">Portfolio</td> </tr> <tr> <td>Unit 12</td> <td>September - May 2018</td> <td>Tested</td> </tr> <tr> <td>Unit 13</td> <td>September - May 2018</td> <td>Portfolio</td> </tr> </table>	Unit 10	September - May 2018	Portfolio	Unit 12	September - May 2018	Tested	Unit 13	September - May 2018	Portfolio
Unit 10	September - May 2018	Portfolio								
Unit 12	September - May 2018	Tested								
Unit 13	September - May 2018	Portfolio								
<b>Main Subject Content</b>	<p>Care Practice and Provision.</p> <p>Anatomy and Physiology in Practice.</p> <p>Child Development.</p>									
<b>Main Skills to be Able to Show</b>	<p>Desire to work with people.</p> <p>Ability to communicate with a range of Health and Social Care professionals.</p> <p>Ability to research, analyse and propose solutions.</p> <p>Give full commitment.</p> <p>Be organised and meet deadlines.</p> <p>Develop subject knowledge of key areas.</p>									
<b>Revision Guides and Websites</b>	<p>OCR website - past papers and exemplar material.</p> <p>NHS website.</p> <p>BBC News website.</p> <p>Medical journals/reports.</p> <p>Current documents.</p> <p>Panorama programmes.</p> <p>Social trends.</p>									

**Year 13 Subject Information**

<b>Subject</b>	<b>History</b>		
<b>Exam Board</b>	<p><b>OCR History A</b>  Y100 Interpretations and Investigations Unit (1 piece of coursework)  Y319 Civil Rights in the USA 1865-1992 (Exam)</p>		
<b>Key Assessment Dates</b>	<p>Christmas 2017 - Personal Investigation Coursework deadline  May/June 2018 - British (Y110) and Russia (Y219) units from Year 12 examined (one and a half hours and one hour); USA exam Two hours 30 minutes. (Date to be confirmed)</p>		
<b>Main Subject Content</b>	<p>Y100 Coursework <b>Contents</b>  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.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Civil Rights in the USA</b>  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. Candidates are <b>not</b> 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 three 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><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>African Americans:</b> 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.</li> <li>• <b>Trade Union and Labour Rights:</b> 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.</li> <li>• <b>Native Americans:</b> 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.</li> <li>• <b>Women:</b> 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.</li> </ul> </td> </tr> </table>	<p><b>Civil Rights in the USA</b>  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. Candidates are <b>not</b> 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 three key areas or depth studies of the "Gilded Age" 1875-1895; the New Deal of the 1930s; Malcolm X and Black Power.</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>African Americans:</b> 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.</li> <li>• <b>Trade Union and Labour Rights:</b> 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.</li> <li>• <b>Native Americans:</b> 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.</li> <li>• <b>Women:</b> 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.</li> </ul>
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<b>Main Skills to be Able to Show</b>	<p>The Russia exam is an essay paper. Students will have to answer two 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%)  The British exam is a document paper. Four sources on one 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%)  The USA exam is an essay paper worth 40% of the A Level exam. Students will have to answer three questions. The first question is based on two interpretations given in the exam. This is followed by two 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.  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>		
<b>Revision Guides and Websites</b>	<p>All students have a USA text book that is tied into this exam.</p>		

## Year 13 Subject Information

<b>Subject</b>	<b>Law</b>
<b>Exam Board</b>	AQA 7162
<b>Key Assessment Dates</b>	<b>May 2018</b> Assessment will take place internally through the form of mock exams. Students will not sit an official AQA exam at the end of Year 12.
<b>Main Subject Content</b>	<b>Year 2 Content</b> The nature of law and the legal system Criminal law Tort law Options: Law of contract <b>or</b> human rights
<b>Main Skills to be Able to Show</b>	<b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles. <b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology. <b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues.
<b>Revision Guides and Websites</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a> 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 currently available to buy although it is not essential for students to own one:  AQA A-level Law for Year 1/AS by Jacqueline Martin and Nicholas Price.

## Year 13 Subject Information

<b>Subject</b>	<b>Mathematics</b>		
<b>Exam Board</b>	AQA		
<b>Key Assessment Dates</b>	<p><b>Core 3</b> May - Examining all content.</p> <p><b>Core 4</b> May</p> <p><b>Decision 1</b> June</p>		
<b>Main Subject Content</b>	<p><b>Core 3</b> Functions Trigonometrical Functions Further Calculos Numerical Methods Volume of Revolution</p>	<p><b>Core 4</b> Binomial Expansion Polynomials Partial Fractions Parametric Equations Further Trigonometry Exponential Growth and Decay</p>	<p><b>Decision 1</b> Minimum Connectors Shortest Path Problems Chinese Postman Problems Travelling Salesman Problem Graph Theory Matchings Sorting Algorithms Linear Programming</p>
<b>Main Skills to be Able to Show</b>	<p>Pupils will need to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the above content.</li> <li>• Apply the content in familiar and unfamiliar contexts.</li> <li>• Choose appropriate methods for solving pure mathematical problems.</li> <li>• Apply algorithms in context to solve problems with decision variables.</li> </ul>		
<b>Revision Guides and Websites</b>	<p>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.</p> <p>AQA Website - Past papers and mark schemes. Content exemplification.</p> <p>BBC Bitesize website.</p> <p>MEP - Maths Enhancement Programme website. Explanations and questions for practice.</p>		

## Year 13 Subject Information

<b>Subject</b>	<b>Further Mathematics A2</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	There are 3 end of year exams: Further Maths 3, Further Maths 4, Mechanics 3 - May/June
<b>Main Subject Content</b>	<p><b>Further Maths 3</b> Pure Mathematics including Series and Limits, First Order Differential Equations, Numerical Methods and Second Order Differential Equations.</p> <p><b>Further Maths 4</b> Pure Mathematics including Matrix Algebra, The Vector Product, Determinants of Matrices, Inverse Matrices and Eigenvectors.</p> <p><b>Mechanics 3</b> Applied Mathematics including Relative Motion, Dimensional Analysis, Collisions, Momentum, Restitution and Projectile Motion on a Slope.</p>
<b>Main Skills to be Able to Show</b>	<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>
<b>Revision Guides and Websites</b>	<p><a href="http://www.aqa.org.uk/subjects/mathematics/a-level">http://www.aqa.org.uk/subjects/mathematics/a-level</a></p> <p><a href="http://www.mymaths.co.uk/">http://www.mymaths.co.uk/</a></p> <p><a href="http://www.furthermaths.org.uk/">http://www.furthermaths.org.uk/</a></p> <p><a href="http://www.mrbartonmaths.com/alevel.htm">http://www.mrbartonmaths.com/alevel.htm</a></p> <p><a href="http://www.wolframalpha.com/">http://www.wolframalpha.com/</a> or download Wolframalpha app on Android or Iphone</p> <div style="display: flex; align-items: center;">  <div> <p><b>Wolfram Alpha for Android »</b></p> <p><small>App store bestseller   for Phones.</small></p> </div> </div>

## Year 13 Subject Information

<b>Subject</b>	<b>Media Studies A Level</b>
<b>Exam Board</b>	<b>AQA</b>
<b>Main Subject Content</b>	<p><b>A2 Level</b>  <b>MEST 3 Examination Media: Critical Perspectives</b>                  25% of A Level                  2 hour written examination                  2 sections: A - <b>3</b> compulsory questions on unseen stimulus pieces                  B - <b>1</b> essay from a choice of 2 topics</p> <p><b>MEST 4: Media: Research and Production</b>                  25% of A Level                  Practical unit, internally assessed and externally moderated                  80 marks                  2 sections:                  Critical Investigation of 2000 words (48 marks)                  Linked production piece (32 marks)</p>
<b>Main Skills to be Able to Demonstrate</b>	<p>Students must be able to demonstrate their understanding of the concepts, and also to develop and formulate their approach to the media and the role of the media in today's society by referring in detail to the wider contexts (social, political, historical, economic, as appropriate) which affect media production, distribution and exhibition, by tackling media theory and by taking part in a discussion of the major contemporary media issues and debates.</p> <p>Students must be able to plan and produce a variety of Media products approaching a professional standard.</p>

Year 13 Subject Information

Subject	MFL - French A level	
Exam Board	AQA	
Key Assessment Dates	<p>May and June 2018</p> <div data-bbox="427 376 1332 414" style="background-color: #4a4a9a; color: white; padding: 2px;"><b>Paper 1: Listening, reading and writing</b> +</div> <div data-bbox="427 421 1332 452" style="background-color: #e6e6ff; padding: 2px;"><b>What's assessed</b></div> <div data-bbox="427 465 1332 622" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Aspects of French-speaking society: current trends</li> <li>Aspects of French-speaking society: current issues</li> <li>Artistic culture in the French-speaking world</li> <li>Aspects of political life in the French-speaking world</li> <li>Grammar</li> </ul> </div> <div data-bbox="427 633 1332 665" style="background-color: #e6e6ff; padding: 2px;"><b>How it's assessed</b></div> <div data-bbox="427 678 1332 768" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Written exam: 2 hours 30 minutes</li> <li>100 marks</li> <li>50 % of A-level</li> </ul> </div> <div data-bbox="427 779 1332 810" style="background-color: #e6e6ff; padding: 2px;"><b>Questions</b></div> <div data-bbox="427 824 1332 936" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.</li> </ul> <p>All questions are in French, to be answered with non-verbal responses or in French (30 marks).</p> </div> <div data-bbox="427 947 1332 1059" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.</li> </ul> <p>All questions are in French, to be answered with non-verbal responses or in French (50 marks).</p> </div> <div data-bbox="427 1070 1332 1182" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Translation into English; a passage of minimum 100 words (10 marks).</li> <li>Translation into French; a passage of minimum 100 words (10 marks).</li> </ul> <p>No access to a dictionary during the assessment.</p> </div> <div data-bbox="427 1238 869 1270" style="background-color: #4a4a9a; color: white; padding: 2px;"><b>Paper 2: Writing</b> +</div> <div data-bbox="427 1276 869 1308" style="background-color: #e6e6ff; padding: 2px;"><b>What's assessed</b></div> <div data-bbox="427 1310 869 1377" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>One text and one film or two texts from the list set in the specification</li> <li>Grammar</li> </ul> </div> <div data-bbox="427 1467 869 1498" style="background-color: #e6e6ff; padding: 2px;"><b>How it's assessed</b></div> <div data-bbox="427 1500 869 1579" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Written exam: 2 hours</li> <li>80 marks in total</li> <li>20 % of A-level</li> </ul> </div> <div data-bbox="427 1601 869 1632" style="background-color: #e6e6ff; padding: 2px;"><b>Questions</b></div> <div data-bbox="427 1635 869 1937" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li><b>Either</b> one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions <b>or</b> two questions in French on set texts from a choice of two questions on each text.</li> <li>All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).</li> </ul> <p>No access to texts or films during the assessment.</p> <p>No access to a dictionary during the assessment.</p> <p>Students are advised to write approximately 300 words per essay.</p> </div> <div data-bbox="885 1238 1332 1270" style="background-color: #4a4a9a; color: white; padding: 2px;"><b>Paper 3: Speaking</b></div> <div data-bbox="885 1276 1332 1308" style="background-color: #e6e6ff; padding: 2px;"><b>What's assessed</b></div> <div data-bbox="885 1310 1332 1467" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Individual research project</li> <li>One of four sub-themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world</li> </ul> </div> <div data-bbox="885 1467 1332 1498" style="background-color: #e6e6ff; padding: 2px;"><b>How it's assessed</b></div> <div data-bbox="885 1500 1332 1601" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Oral exam: 21–23 minutes (including 5 minutes preparation time)</li> <li>60 marks in total</li> <li>30 % of A-level</li> </ul> </div> <div data-bbox="885 1601 1332 1632" style="background-color: #e6e6ff; padding: 2px;"><b>Questions</b></div> <div data-bbox="885 1635 1332 1814" style="background-color: #e6e6ff; padding: 2px;"> <ul style="list-style-type: none"> <li>Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).</li> <li>Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).</li> </ul> </div> <div data-bbox="885 1825 1332 1870" style="background-color: #e6e6ff; padding: 2px;"> <p>No access to a dictionary during the assessment (including 5 minutes preparation).</p> <p>Students may take the assessment only once before certification.</p> <p>Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.</p> </div>	

<b>Main Subject Content</b>	<b>3.1 Social issues and trends</b> <b>3.1.1 Aspects of French-speaking society: current trends current issues</b> <b>3.2 Political and artistic culture</b> <b>3.2.1 Artistic culture in the French-speaking world</b> <b>3.2.2 Aspects of political life in the French-speaking world</b>															
<b>Main Skills to be Able to Show</b>	<p>Students following this specification will develop their language knowledge, understanding and skills through:</p> <ul style="list-style-type: none"> <li>• using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of French</li> <li>• applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression - including the list of grammar in this specification</li> <li>• using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies</li> <li>• listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers</li> <li>• reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary</li> <li>• understanding the main points, gist and detail from spoken and written material</li> <li>• inferring meaning from complex spoken and written material, including factual and abstract content</li> <li>• assimilating and using information from spoken and written sources, including material from online media</li> <li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li> <li>• translating an unseen passage from French into English</li> <li>• translating an unseen passage from English into French.</li> </ul>															
<b>Revision Guides and Useful Websites for Further Reading/ Listening</b>	<p>AQA past papers to download online.  Online French newspapers:</p> <table border="0" style="width: 100%;"> <tr> <td><a href="http://www.culturegouv.fr">www.culturegouv.fr</a></td> <td><a href="http://www.diplomatiegouv.fr">www.diplomatiegouv.fr</a></td> <td><a href="http://www.education.gouv.fr">www.education.gouv.fr</a></td> </tr> <tr> <td><a href="http://www.santegouv.fr">www.santegouv.fr</a></td> <td><a href="http://www.tabac.gouv.fr">www.tabac.gouv.fr</a></td> <td><a href="http://www.voila.fr">www.voila.fr</a></td> </tr> <tr> <td><a href="http://www.yahoo.fr">www.yahoo.fr</a></td> <td><a href="http://www.lemonde.fr">www.lemonde.fr</a></td> <td><a href="http://www.liberation.fr">www.liberation.fr</a></td> </tr> </table> <p>Easy access to a wide range of information  <a href="http://www.bbc.co.uk/languages/french">www.bbc.co.uk/languages/french</a></p> <p>Television news:</p> <table border="0" style="width: 100%;"> <tr> <td><a href="http://www.europe1.fr">www.europe1.fr</a></td> <td><a href="http://www.france2.fr">www.france2.fr</a></td> <td><a href="http://www.radiofrance.fr">www.radiofrance.fr</a></td> </tr> <tr> <td colspan="3"><a href="http://www.radiofrance.fr/chaines/france-info">www.radiofrance.fr/chaines/france-info</a></td> </tr> </table>	<a href="http://www.culturegouv.fr">www.culturegouv.fr</a>	<a href="http://www.diplomatiegouv.fr">www.diplomatiegouv.fr</a>	<a href="http://www.education.gouv.fr">www.education.gouv.fr</a>	<a href="http://www.santegouv.fr">www.santegouv.fr</a>	<a href="http://www.tabac.gouv.fr">www.tabac.gouv.fr</a>	<a href="http://www.voila.fr">www.voila.fr</a>	<a href="http://www.yahoo.fr">www.yahoo.fr</a>	<a href="http://www.lemonde.fr">www.lemonde.fr</a>	<a href="http://www.liberation.fr">www.liberation.fr</a>	<a href="http://www.europe1.fr">www.europe1.fr</a>	<a href="http://www.france2.fr">www.france2.fr</a>	<a href="http://www.radiofrance.fr">www.radiofrance.fr</a>	<a href="http://www.radiofrance.fr/chaines/france-info">www.radiofrance.fr/chaines/france-info</a>		
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Year 13 Subject Information

<b>Subject</b>	<b>MFL - Spanish A level</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>Paper 1: Listening, reading and writing</p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Aspects of Hispanic society</li> <li>• Artistic culture in the Hispanic world</li> <li>• Multiculturalism in Hispanic society</li> <li>• Aspects of political life in Hispanic society</li> <li>• Grammar</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 100 marks</li> <li>• 50% of A-level</li> </ul> <p>Paper 2: Writing</p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• One text and one film or two texts from the list set in the specification</li> <li>• Grammar</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 80 marks in total</li> <li>• 20% of A-level</li> </ul> <p>Paper 3: Speaking</p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Individual research project</li> <li>• One of four sub-themes ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Oral exam: 21–23 minutes (including 5 minutes preparation time)</li> <li>• 60 marks in total</li> <li>• 30% of A-level</li> </ul>
<b>Main Subject Content</b>	<p><a href="#">3.1.1 Aspects of Hispanic society</a> Modern and traditional values (Los valores tradicionales y modernos)</p> <p><a href="#">3.1.2 Multiculturalism in Hispanic society</a> Students may study all sub-themes in relation to any Spanish-speaking country or countries. Immigration (La inmigración) Racism (El racismo) Integration (La convivencia)</p> <p><a href="#">3.2 Artistic culture</a></p> <p><a href="#">3.2.1 Artistic culture in the Hispanic world</a> Modern day idols (La influencia de los ídolos) Spanish regional identity (La identidad regional en España) Cultural heritage (El patrimonio cultural)</p> <p><a href="#">3.2.2 Aspects of political life in the Hispanic world</a> Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana) Monarchies and dictatorships (Monarquías y dictaduras) Popular movements (Movimientos populares)</p>

<p><b>Main Skills to be Able to Show</b></p>	<p>Using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of Spanish.</p> <ul style="list-style-type: none"> <li>• Applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression - including the list of grammar in this specification.</li> <li>• Using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies</li> <li>• listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers</li> <li>• reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary.</li> <li>• Understanding the main points, gist and detail from spoken and written material</li> <li>• inferring meaning from complex spoken and written material, including factual and abstract content.</li> <li>• Assimilating and using information from spoken and written sources, including material from online media.</li> <li>• Summarising information from spoken and written sources, reporting key points and subject matter in speech and writing.</li> <li>• Translating an unseen passage from Spanish into English</li> <li>• Translating an unseen passage from English into Spanish.</li> </ul>												
<p><b>Revision Guides and Useful Websites for Further Reading/Listening</b></p>	<p>AQA past papers to download online.  Online Spanish newspapers</p> <table border="0"> <tr> <td><a href="http://www.kerboodle.com">www.kerboodle.com</a></td> <td><a href="http://www.spanish.about.com">www.spanish.about.com</a></td> <td><a href="http://www.studyspanish.com">www.studyspanish.com</a></td> </tr> <tr> <td><a href="http://www.yahoo.es">www.yahoo.es</a></td> <td><a href="http://www.spanishlanguage.co.uk">www.spanishlanguage.co.uk</a></td> <td><a href="http://www.WordReference.com">www.WordReference.com</a></td> </tr> <tr> <td><a href="http://www.elmundo.es">www.elmundo.es</a></td> <td><a href="http://www.20minutos.es">www.20minutos.es</a></td> <td><a href="http://www.elpais.es">www.elpais.es</a></td> </tr> <tr> <td><a href="http://www.es.wikipedia">www.es.wikipedia</a></td> <td><a href="http://www.google.es">www.google.es</a></td> <td></td> </tr> </table>	<a href="http://www.kerboodle.com">www.kerboodle.com</a>	<a href="http://www.spanish.about.com">www.spanish.about.com</a>	<a href="http://www.studyspanish.com">www.studyspanish.com</a>	<a href="http://www.yahoo.es">www.yahoo.es</a>	<a href="http://www.spanishlanguage.co.uk">www.spanishlanguage.co.uk</a>	<a href="http://www.WordReference.com">www.WordReference.com</a>	<a href="http://www.elmundo.es">www.elmundo.es</a>	<a href="http://www.20minutos.es">www.20minutos.es</a>	<a href="http://www.elpais.es">www.elpais.es</a>	<a href="http://www.es.wikipedia">www.es.wikipedia</a>	<a href="http://www.google.es">www.google.es</a>	
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## Year 13 Subject Information

<b>Subject</b>	<b>Music</b>
<b>Exam Board</b>	Eduqas
<b>Key Assessment Dates</b>	Internal - Year 12 - Mock performances. External - Coursework (composition and Performance marked and sent to the examiner) 15 May - Year 13. Listening Exam - May - Year 13
<b>Main Subject Content</b>	<p>Coursework 60% of marks</p> <p>Option A: Performing (35%) - A performance (10-12mins) consisting of a minimum of three pieces. Composing (25%) - Two compositions (4-6mins), one in response to a brief set by WJEC.</p> <p>Option B: Performing (25%) - A performance (6-8mins) consisting of a minimum of two pieces. Composing (35%) - Three compositions (8-10mins), one in response to a brief set by WJEC.</p> <p>Exam 40% of Marks Three areas of study: Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study. · Symphony No. 104 in D major, 'London': Haydn · Symphony No. 4 in A major, 'Italian': Mendelssohn Area of study C: Musical Theatre Area of study E: Into the Twentieth Century including two set works: Trio for Oboe, Bassoon and Piano, Movement II: Poulenc Three Nocturnes, Number 1, Nuages: Debussy</p>
<b>Main Skills to be Able to Show</b>	<p>Performing Coursework (Option A 35% of marks Option B 25% of marks)</p> <p>A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study. For option B A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.</p> <p>Composing Coursework. (Option A 25% of marks Option B 30% of marks)</p> <p>Compositions one must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition and if option B is taken the third composition must reflect the musical characteristics of one different area of study (ie not the Western Classical Tradition).</p> <p>Appraising 40 % of marks Written examination: 1 hour 15 minutes 1. Set work analysis with a score 2. Extended responses on wider context 3. Unprepared extracts of music with and without a score 4. Comparison questions This component includes a listening examination.</p>
<b>Revision Guides and Websites</b>	For general music theory <a href="http://www.musictheory.net/">http://www.musictheory.net/</a> For harmony - <a href="http://www.choraleguide.com/index.php">http://www.choraleguide.com/index.php</a> , <a href="http://www.teoria.com">www.teoria.com</a>
<b>SMSC</b>	We promote spiritual, moral, social and cultural development in our subject by exploring context behind the set works. We also encourage students to join ensembles inside and outside school, see a wide range of music in concert. There is also the opportunity to enter festivals and competitions in Carlisle and Nationally.

## Year 13 Subject information

<b>Subject</b>	<b>Physical Education A Level</b>
<b>Exam Board</b>	OCR
<b>Key Assessment Dates</b>	Mock Examination January/February 2018. Practical Moderation Day - March/April 2018.
<b>Main Subject Content</b>	<p><b>Theory 70% - An introduction to Physical Education</b> Students will acquire an appreciation of topic area including anatomy and physiology, acquiring movement skills and socio cultural studies relating to participation in physical activity.</p> <p><b>Component 1</b> Physiological factors affecting performance. Examination assessment - 2 hours. 90 Marks - 30% weighting.</p> <p><b>Component 2</b> Psychological factors affecting performance. Examination Assessment - 1 hour. 60 Marks - 20% Weighting.</p> <p><b>Component 3</b> Socio cultural issues in physical activity and sport. Examination Assessment - 1 hour written paper. 60 Marks - 20% Weighting.</p> <p><b>Practical - Acquiring, Developing and Evaluating Practical Skills in Physical Education</b> (Non Exam Assessment - NEA)  Students will experience sports from across different activity areas and work towards evaluating a live performance in one of their assessed activities.  60 Marks - 30% Weighting.</p>
<b>Main Skills to be Able to Show</b>	<p>The content has been designed to allow learners to study Physical Education in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.</p> <p>Observation and analysis of performance.</p> <p>Development and application of examination technique particularly for synoptic essay questions.</p>
<b>Revision Guides and Websites</b>	OCR website for past papers and mark schemes. OCR - A Level student workbook.

## Year 13 Subject Information

<b>Subject</b>	<b>Philosophy, Religion and Ethics A Level Religious Studies</b>	
<b>Exam Board</b>	OCR A Level in Religious Studies (H573)	
<b>Key Assessment Dates</b>	<p>There are three components in this A Level course; Philosophy of Religion, Developments in Christian Thought and Religious Ethics. There are examinations in all components. These are worth 120 marks and each consists of a 2 hour written paper - each 33% of the total.</p> <p>All external examinations will be taken in one sitting 2018 There will be internal mock examinations and assessments during the two year course.</p>	
<b>Main Subject Content Year 2</b>	<p><b>Philosophy /Christian Thought*</b></p> <ol style="list-style-type: none"> <li>1 The Nature or Attributes of God</li> <li>2 Religious Language - 2 topics (Aquinas, Tillich, Wittgenstein, Ayer, Flew, Hare, Mitchell &amp; Swinburne)</li> <li>3 <i>Religious Pluralism and Society</i></li> <li>4 <i>Religious Pluralism &amp; Theology</i></li> <li>5 <i>The Challenge of Secularism (Freud, Dawkins)</i></li> </ol>	<p><b>Ethics/Christian Thought*</b></p> <ol style="list-style-type: none"> <li>1 <i>Liberation Theology &amp; Marx</i></li> <li>2 <i>Gender and Society, Gender &amp; Theology (2 topics)</i></li> <li>3 Sexual Ethics (NL, SE, Kant, Utilitarianism)</li> <li>4 Conscience (Aquinas, Freud)</li> <li>5 Meta-Ethics (Moore, Ayer, Mackie)</li> </ol> <p><i>*Italics indicate the Christian Thought elements as integrated into the teaching components.</i></p>
<b>Main Skills to be Able to Show</b>	<p>This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings as well as the disciplines of ethics and philosophy of religion. You will develop your skills of critical analysis and so be able to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.</p> <p>You will have the opportunity to reflect on and develop your own values, opinions and attitudes in the light of your study.</p>	
<b>Revision Guides and Websites</b>	<p><b>Additional Revision Guides</b></p> <ul style="list-style-type: none"> <li>• AS and A Level Religious Studies: Philosophy and Ethics Through Diagrams Greg Dewar OUP ISBN 978-0-19-918090-5.</li> </ul> <p>There are also specialist magazines that often feature articles on the Philosophy of Religion, and Religious Ethics.</p> <p>Philosophers Magazine, Philosophy Now and Dialogue. Both "Philosophers Magazine" and "Philosophy Now" have parallel internet sites.</p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ocr.org.uk/">http://www.ocr.org.uk/</a>.</li> </ul>	

## Year 13 Subject Information

<b>Subject</b>	<b>Psychology A Level</b>
<b>Exam Board</b>	AQA - Specification 7182 A Level Exam Codes: Paper 1, Paper 2 and Paper 3
<b>Key Assessment Dates</b>	End of Topic tests will take place throughout the year  Paper 1 - A2 Exam - 2 hours - 4 June 2018 Paper 2 - A2 Exam - 2 hours - 8 June 2018 Paper 3 - A2 Exam - 2 hours - 14 June 2018
<b>Main Subject Content</b>	<b>Paper 1 - Introductory Topics in Psychology</b> Social Influence, Memory, Attachment and Psychopathology.  <b>Paper 2 - Psychology in Context</b> Approaches, Bio-psychology and Research Methods.  <b>Paper 3 - Issues and Options in Psychology</b> Issues and Debates in Psychology, Gender, Schizophrenia, Forensic Psychology.
<b>Main Skills to be Able to Show</b>	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.  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).  <b>Mathematical Requirements</b> 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.
<b>Revision Guides and Websites</b>	The AQA exam board website is very good in terms of specimen exam papers and mark schemes: <a href="http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182">http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</a>  To help with the Mathematical requirements CGP books have published: Essential Maths Skills for A-Level Psychology. ISBN: 978 1 84762 324 9. This is available in the library along with other revision materials and textbooks.  The department has also placed a large amount of revision materials on the school OneNote website.

## Year 13 Subject Information

<b>Subject</b>	<b>BTEC Applied Science</b>
<b>Exam Board</b>	Edexcel
<b>Key Assessment Dates</b>	<p>The experiment for the external paper will take place on Thursday 11 January periods 1, 2 and 3 (3 hours). The external exam paper will be on Friday 19 January periods 2 and 3</p> <p>Unit 8 -The assessment dates are on a rolling schedule and are dependent on the complexity of the assignment. The typical time given to any one assignment is three weeks. This allows marking, feedback and modifications to be made before the submission deadline.</p>
<b>Main Subject Content</b>	<p>Year 13 Extended Certificate in Applied Science:</p> <p><b>Unit 3</b> This consists of practise experiments for an assessed practical exam.</p> <p><b>Unit 8</b> Physiology of the Human Body - Assignments on: The musculoskeletal system, Disorders of the Lymphatic System and the physiology and disorders of the digestive system.</p>
<b>Main Skills to be Able to Show</b>	<p>The course is part 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 practical part of the course will ensure that the student is capable of independent work and show a determination to succeed.</p> <p>The student must show aptitude in practical activities and be able to give valid conclusions as well as being able to evaluate their own work.</p>
<b>Revision Guides and Websites</b>	<p>A course book will be used within school: ISBN 978-1-292134093 <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></p>

## Year 13 Subject Information

<b>Subject</b>	<b>Science - Biology</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>Exams:</b>            Paper 1: Year 12 content; including relevant practical skills; 7 June 2018            Paper 2: Year 13 content; including relevant practical skills; 11 June 2018            Paper 3: Any content from the 2 year course; including relevant practical skills and an essay; 18 June 2018</p>
<b>Main Subject Content</b>	<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:  <a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402">http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</a></p>
<b>Main Skills to be Able to Show</b>	<ul style="list-style-type: none"> <li>Recall of Facts</li> <li>Application of Knowledge</li> <li>Correct Use of Scientific Language</li> <li>Maths Skills</li> <li>Interpreting Data</li> <li>Experimental Technique</li> <li>Exam Technique</li> </ul>
<b>Revision Guides and Websites</b>	<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 <b>AQA</b> 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

<b>Subject</b>	<b>Science - Chemistry</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	Paper 1: 5 June 2018 pm Paper 2: 12 June 2018 pm Paper 3: 20 June 2018 am
<b>Main Subject Content</b>	For each topic learning outcome sheets, revision notes, summary notes, practice exercises, exam questions and much, much more are provided.
<b>Main Skills to be Able to Show</b>	<p>Encyclopaedic knowledge of the course content is vital; it <b>MUST</b> be learnt and students could be supported at home using flash cards etc. Samples are available for the Hydrocarbons and Periodicity topics.</p> <p>Most students will need to review prior errors in progress checks and ensure that content remains current.</p> <p>Precision in terms of wording of answers becomes important at A level. Standard questions are repeated on each exam paper; students must learn to recognise these and practice using the question banks.</p> <p>Mathematical manipulation in chemical calculations is a common weakness identified with many of our students. Answer templates and approaches have been suggested for common questions and these should be committed to memory.</p> <p>The 12 key required practicals must be learnt and potential sources of error identified for the practical parts of the papers.</p>
<b>Revision Guides and Websites</b>	<p>Royal Society of Chemistry <a href="http://www.rsc.org/learn-chemistry">http://www.rsc.org/learn-chemistry</a>.</p> <p>ChemNet <a href="http://my.rsc.org/chemnet">http://my.rsc.org/chemnet</a></p> <p>ChemGuide <a href="http://chemguide.co.uk/">http://chemguide.co.uk/</a></p> <p>Text books have been issued to students.</p> <p>A variety of revision guides have been published and students are advised to select those that best suit their preferred learning styles provided they refer to the AQA A level code 7405.</p>

## Year 13 Subject Information

<b>Subject</b>	<b>Science - Physics</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	Paper 1 - All AS content plus Further Mechanics from A2 (2 hours) - 4 June 2018 Paper 2 - All A2 core content (2 hours) - 8 June 2018 Paper 3 - Option Topic plus Practical Skills (2 hours) - 14 June 2018
<b>Main Subject Content</b>	Further Mechanics Gravitation and Electric Fields Capacitance Magnetic Fields Radioactivity and Nuclear Energy Thermal Physics  (Plus 1 Option Topic)
<b>Main Skills to be Able to Show</b>	Factual Recall Application of Knowledge Appropriate use of Correct Terminology Practical skills - Data Handling, Interpretation of Graphs etc Maths Skills for Complex Calculations
<b>Revision Guides and Websites</b>	AQA <a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-a-2450">http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-a-2450</a> Nelson Thorne text book provided CGP revision guide recommended Further support materials must be specific to the AQA specification

## Year 13 Subject Information

<b>Subject</b>	<b>Sociology</b>
<b>Exam Board</b>	<b>AQA</b>
<b>Key Assessment Dates</b>	<p><b>Unit 2</b> Global Development</p> <p><b>Unit 3</b> Crime and Deviance with Theory and Methods</p> <p><b>Unit 1</b> Mock Exam: May 2018</p> <p><b>Unit 2</b> Mock Exam: May 2018</p> <p><b>Unit 3</b> Mock Exam: May 2018</p> <p>Final Assessment: Units 1, 2, 3 - June 2018</p>
<b>Main Subject Content</b>	<p><b>Unit 2 (Part 2)</b> 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; employment, education, health, demographic change and gender as aspects of development.</p> <p><b>Unit 3</b> 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>
<b>Main Skills to be Able to Show</b>	<p><b>Assessment Objective 1</b> Communication of <b>Knowledge and Understanding</b> in a clear and effective manner.</p> <p><b>Assessment Objective 2</b> The ability to show offer <b>Application, Interpretation, Analysis</b> and <b>Evaluation</b> of a wider range of facts and data; offering a range of perspectives to support a range of arguments.</p>
<b>Revision Guides and Websites</b>	<p>A2 text books issued to all students: Sociology (Book 2) for AQA (Polity)</p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p><a href="http://www.sociology.uk.net">www.sociology.uk.net</a></p>