

## Year 12 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 explore 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. Students are taken to the University of Cumbria to complete life drawing and encouraged to visit their annual exhibition.</p> <p>Areas of study – (The highlighted sectioned will be focused on within this course.)</p> <p>Students must show evidence of working in areas of study drawn from two or more of the endorsed titles listed below.</p> <p>Fine art: for example <u>drawing, painting, mixed-media</u>, sculpture, ceramics, <u>installation, printmaking</u>, moving image (video, film, animation) and photography.</p> <p>Graphic communication: for example interactive media (including web, app and game design), advertising, packaging design, <u>design for print, illustration</u>, communication graphics, branding, multimedia, motion graphics, design for film and television.</p> <p>Textile design: for example <u>fashion design, fashion textiles</u>, costume design, digital textiles, printed and/or dyed fabrics and materials, <u>domestic textiles, wallpaper, interior design, constructed textiles, art textiles</u> and installed textiles.</p> <p>Three-dimensional design: for example ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.</p> <p><u>Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation)</u></p> <p><b>What's assessed?</b></p> <p><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 2022. Students will be given a timetable to follow regarding deadlines.</p> <p><b>Year 13</b> - Component 2 - Response to an externally set assignment - issued to candidates in February 2022. 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>	<p>Introduction/Skills 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, this work carries 60% of your final mark. An essay is required too – guidance/feedback to be given in the Summer term.</p> <p>Year 13 - Exam dates and deadlines to be confirmed in January 2022. The annual exhibition will take place in June 2022; this is for both the public and the AQA moderator.</p>

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<b>Subject</b>	<b>BTEC Level 3 Sport</b>
<b>Exam Board</b>	Pearson
<b>Key Assessment Dates</b>	Equivalent in size to one A Level and studies a variety of elements which link directly to sports performance. Although some lessons may be taught within a practical setting, there is no assessment of individual practical performance. Assessment (both internal/external) will be continuous over the 2-year period.
<b>Main Subject Content</b>	<p><b>Unit 01 Anatomy and Physiology</b> External Examination</p> <p><b>Unit 02 Fitness Training and Programming for health, sport and well-being</b> External supervised assessment</p> <p><b>Unit 03 Professional development in the sports industry</b> Internal assessment</p> <p><b>Unit 04 Optional Unit TBC (Leadership, Fitness Testing, Psychology, Practical sports performance)</b> Internal assessment</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. Experience of coaching helps in this regard.</p> <p>Development and application of examination technique particularly for synoptic essay questions.</p>
<b>Revision Guides and Websites</b>	<p><a href="http://www.everlearner.com">www.everlearner.com</a> (Username &amp; Password provided)</p> <p><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</a> Teaching and learning materials including past papers for Unit01 &amp; Unit 02.</p>

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<b>Subject</b>	<b>Biology</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>Exams</b></p> <p>There are no external exams in Year 12 - there will be a mock which will help determine a student's predicted grade.</p> <p>There is no coursework. Practical skills will be assessed in the written exams</p>
<b>Main Subject Content</b>	<p>Biological molecules; cells; organisms exchange substances with their environment; genetic information, variation and relationships between organisms.</p> <p>Details of content is available 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>	<p>Recall of Facts.</p> <p>Application of Knowledge.</p> <p>Correct use of Scientific Language.</p> <p>Maths' Skills.</p> <p>Interpreting Data.</p> <p>Experimental Technique.</p> <p>Exam Technique.</p>
<b>Revision Guides and Websites</b>	<p>Kerboodle - students have their own username and login to access this online resource containing the textbook, worksheets and assessments.</p> <p>Many different styles of revision 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. CGP version - ISBN-13: 9781782942832</p>

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<b>Subject</b>	<b>Business - BTEC Level 3 National Extended Certificate - Year 1</b>
<b>Exam Board</b>	Pearson 601/7159/5 - <a href="http://qualifications.pearson.com/en/qualifications/btec-nationals.html">http://qualifications.pearson.com/en/qualifications/btec-nationals.html</a>
<b>Key Assessment Dates</b>	Unit 1 Assignments September - May 2021 Unit 3 Practice Tests October - May 2021 Unit 3 Test May/June 2021
<b>Main Subject Content</b>	<p><b>Year 1 (Year 12)</b>  <b>Unit 1: Exploring Business</b>  Internally assessed unit made up of several assignments.  <b>Unit 3: Personal and Business Finance</b>  This unit is assessed by a written examination set by Pearson. The examination will be two hours in length.</p> <p><b>Year 2 Assessment (Year 13):</b>  <b>Unit 2: Developing a Marketing Campaign</b>  This unit is assessed under supervised conditions. Learners will be given a case study two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours and can be arranged over a number of sessions. During the supervised assessment period, learners will be required to complete a task where they prepare a rationale and then a plan for a marketing campaign for a given product or service. Pearson sets and marks the task.  <b>Unit 8: The Recruitment and Selection Process</b>  Internally assessed unit made up of several assignments.</p>
<b>Main Skills to be Able to Show</b>	<p><b>Cognitive and problem-solving skills:</b> use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.</p> <p><b>Intrapersonal skills:</b> communicating, working collaboratively, negotiating and influencing, self-presentation.</p> <p><b>Interpersonal skills:</b> self-management, adaptability and resilience, self-monitoring and development.</p>
<b>Revision Guides and Websites</b>	<p>Textbooks - Every student will be issued with a textbook to use to aid revision and assignments. The revision guide below will also help students prepare for external assignments:</p> <ul style="list-style-type: none"> <li>• <i>Revise BTEC National Business Revision Guide</i> Publisher: Pearson.  Author: Diane Sutherland, Jon Sutherland, Steve Jakubowski ISBN: 9781292230566.  Ideal for classroom or independent study.</li> </ul>

## Year 12 Subject Information

<b>Subject</b>	<b>BTEC Applied Science</b>
<b>Exam Board</b>	Pearson
<b>Key Assessment Dates</b>	<p>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.</p> <p>The Exams will all be in June 2021 and consist of 3, 40 minute papers over two consecutive days. There is a Biology, Chemistry and Physics paper.</p>
<b>Main Subject Content</b>	<p>Year 12: Certificate Level consists of 1 compulsory module and a compulsory exam.</p> <p><b>Module 1</b> Principles and Applications of Science - this is an externally assessed exam which covers all 3 science disciplines.</p> <p><b>Module 2</b> Practical Scientific Procedures and Techniques - this involves 4 assignments which demonstrate the students' ability to accurately carry out a range of laboratory practical techniques. This is internally assessed.</p>
<b>Main Skills to be Able to Show</b>	<p>As some of 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> <p>Students must be able to recall scientific information and apply it to exam questions.</p>
<b>Revision Guides and Websites</b>	<p>A course book will be used within school: ISBN 978-1-292-13409-3.</p> <p><a href="http://www.edexcel.com/subjects/BTEC-Applied-Science/Pages/Resources.aspx">http://www.edexcel.com/subjects/BTEC-Applied-Science/Pages/Resources.aspx</a></p>

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<b>Subject</b>	<b>Chemistry</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>Exams</b> There are no external exams in Year 12.</p> <p>There will be a mock in the summer term which will be a major determinant of students' UCAS predicted grades.</p> <p>There is no coursework. Practical skills will be assessed as a Practical Endorsement to the A-level. Students will complete a series of Required Practicals which must be written up to evidence achievement of each skill.</p>
<b>Main Subject Content</b>	<p>The syllabus can be found online at <a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405">http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405</a>; the numbers below relate to the content reference within this specification.</p> <p>Paper 1: Physical and Inorganic Chemistry with associated Practical Skills. 3.1.01-3.1.04, 3.1.06-3.1.08, 3.1.10-3.1.12 and all of 3.2</p> <p>Paper 2: Physical and Organic Chemistry with associated Practical Skills. 3.1.02-3.1.06, 3.1.09 and all of 3.3</p> <p>Paper 3: Any content and any practical skills.</p>
<b>Main Skills to be Able to Show</b>	<p>Encyclopaedic knowledge of both the factual content and the ability to problem solve is vital; Facts <b>MUST</b> be learnt, and students could be supported at home using flash cards. Samples are available for many of the topics. Problem solving <b>MUST</b> be practised to achieve this highly respected qualification.</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 students. Answer templates and approaches have been suggested for common questions and these should be committed to memory. We have several 'Maths for Chemists' text books in our short term lending library in Science 3.</p>
<b>Revision Guides and Websites</b>	<ul style="list-style-type: none"> <li>• Trinity School OneDrive &amp; SharePoint</li> <li>• Microsoft Teams Channels (one per unit)</li> <li>• Royal Society of Chemistry <a href="http://www.rsc.org/learn-chemistry">http://www.rsc.org/learn-chemistry</a></li> <li>• Chemnet <a href="http://my.rsc.org/chemnet">http://my.rsc.org/chemnet</a></li> <li>• ChemGuide : <a href="http://chemguide.co.uk/">http://chemguide.co.uk/</a></li> <li>• AS textbooks are issued to students and there is access to online resources via Kerboodle.</li> <li>• <b>Revision Guide:</b></li> <li>• <b>CGP A2-Level Chemistry AQA Complete Revision and Practice</b> A variety of others exist which may suit a students' personal style.</li> <li>• <b>Chemistry Short Term Loan Library</b></li> <li>• A variety of textbooks to support <b>maths skills</b> and extended reading are available within Sc3.</li> </ul>

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<b>Subject</b>	<b>Design and Technology - Product Design 3D A Level (AQA 8552)</b>
<b>Exam Board</b>	AQA – <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Key Assessment Dates</b>	<p><b>Technical Principles</b> Exam 2.5 Hours (30% of A level marks). Mixture of short answers and an extended response. May/June 2021.</p> <p><b>Designing and Making Principles</b> Exam 1.5 Hours (20% of A level marks). Mixture of short answers and an extended response. May/June 2021.</p> <p><b>Non-exam assessment (NEA)</b> <b>What's assessed:</b> Practical application of technical principles, designing and making principles.</p> <p><b>How it's assessed:</b> A substantial design and make project. 50% of A Level Marks. Evidence: Written portfolio and final manufactured product. February 2021.</p> <p>❖ Please be aware that small alterations to information may be made during the year due to a change in leadership.</p>
<b>Main Subject Content</b>	Refer to the AQA website above for detailed content to be covered on the course.
<b>Main Skills to be Able to Show</b>	<p><b>Papers 1 and 2</b> Students must show an ability to identify suitable materials, describe their main characteristics/properties and explain the suitability when used for products. They must be able to identify correct manufacturing processes used with specific materials. They will be expected to critically analyse products and suggest improvements to safety, environmental, ergonomic features and aesthetic appeal for a target market.</p> <p><b>Non-Exam Assessment</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>Students will be issued with a copy of the A Level Product Design text book at the end of September. Weekly learning and revision activities are required to be carried out in the student's own time.</p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a> - past papers, mark schemes and examiner's reports.</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p>

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<b>Subject</b>	<b>Drama and Theatre</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>All formal assessment will take place in Year 13, though there will be practice practical and written assessments throughout Year 12, and Mock exams in June of Year 12.</p> <p>Reflective Report work on scripted extracts studies (forming part of Making Theatre component) will count towards final assessment.</p> <p>Final Scripted (Making Theatre) practical work will be assessed in December of Year 13.</p> <p>Final Devised (Original Drama) practical work will be assessed between March and May of Year 13.</p> <p>Final written exam will take place in June of Year 13.</p>
<b>Main Subject Content</b>	<p><b>Component 1: Drama and Theatre - 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 - 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 - 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>Course specification: <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> <p>The Frantic Assembly Book of Devising Theatre – Scott Graham and Steven Hoggett (ISBN:9781138777019)</p> <p>An Actor Prepares: Constantin Stanislavski (ISBN: 9781780938431)</p> <p>Taking Stock: The Theatre of Max Stafford Clark (ISBN: 9781854598400)</p> <p>The Complete Brecht Toolkit – Steven Unwin (ISBN: 9781854595508) <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a></p>



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<b>Subject</b>	<b>English Language A Level - (Year 1 of a 2 Year Linear Course)</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	This is a linear course with final external examinations taking place in May/June of the second year of study.
<b>Main Subject Content</b>	<p><b>Component 1: Language and the Individual</b> Students will study textual variation and representation. Assessment will focus on 2 texts linked by topic or theme. Texts will be from a wide range of written, spoken and multi-modal sources.</p> <p><b>Component 2: Language Varieties</b> In this module students will explore:</p> <ul style="list-style-type: none"> <li>• Language diversity, focusing on how language is affected by: social groups, gender, occupation, region, age.</li> <li>• Attitudes to language diversity within the British Isles.</li> <li>• Directed Writing.</li> </ul> <p>Texts studied will be from a wide range of sources: opinion articles, extracts from academic research, transcripts of spoken language, scripts from radio and television, websites and blogs.</p>
<b>Main Skills to be Able to Show</b>	<p>Students must be able to show an understanding of the way purposes, audience and contexts impact upon language production and receptions. They 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 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.</p> <p>Students will also 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. For the directed writing, 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>
<b>Revision Guides and Websites</b>	<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': <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'</p> <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.</p> <p><a href="http://www.universalteacher.org.uk">www.universalteacher.org.uk</a> Andrew Moore's website A-Level English Language section has a comprehensive selection of guides on the topics in the AQA specification.</p> <p><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'.</p>

## Year 12 Subject Information

<b>Subject</b>	<b>English Literature (Year 1 of a 2 Year Linear Course)</b>
<b>Exam Board</b>	AQA Specification A
<b>Key Assessment Dates</b>	<p>Examination is worth 80% of the grade. Coursework is worth 20%.</p> <p>This is a linear course with final external examinations taking place in May/June of the second year of study.</p>
<b>Main Subject Content</b>	<p><b>Unit 1: Love Through the Ages.</b> (40% of A-Level) The exam is 3 hours long. Section A: Shakespeare: 1 passage based question with linked essay. Section B: Unseen poetry: essay question on 2 unseen poems. Section C: Comparing texts (open book): 1 essay question linking 2 texts. *To be started in the autumn term of Year 12</p> <p><b>As part of this unit students will study 4 texts:</b> 1 poetry (Pre-1900), 2 prose texts (Wuthering Heights/The Great Gatsby) and 1 Shakespeare play (Othello), focusing on the presentation of aspects of love across a range of time periods and contexts.</p> <p><b>Unit 2: Texts in shared contexts (Modern Times).</b> (40% of A-Level) The exam is 2½ hours long. Section A: Set Texts, 1 essay question on 1 set text. Section B: Contextual Linking: 1 compulsory question on an unseen extract, 1 essay question linking 2 texts. *To be started in the autumn term of Year 13.</p> <p><b>As part of this unit students will study 3 texts:</b> 1 prose, 1 poetry and 1 drama (one of which must be post 2000. There will be an opportunity to study an additional set text to provide options in the exam. Text titles will be chosen by teachers, allowing for suitable depth and range of literature to be studied.</p> <p>This unit provides students with the opportunity to study a range of literature connected through a particular period of time.</p> <p><b>Unit 3: Independent Critical Study: texts across time.</b> (Centre assessed coursework, 20% of Alevel) Comparative extended essay of 2500 words. This particular aspect will be started during the summer term of Year 12.</p>
<b>Main Skills to be Able to Show</b>	<p><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.</p> <p><b>Assessment Objective 2:</b> Demonstrate the ability to analyse ways in which meanings are shaped in literary texts.</p> <p><b>Assessment Objective 3:</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p><b>Assessment Objective 4:</b> Demonstrate the ability to explore and evaluate connections across literary texts.</p> <p><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.</p> <p>Other useful sites, among many, are:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.victorianweb.org">www.victorianweb.org</a>;</li> <li>• <a href="http://www.shmoop.com">www.shmoop.com</a>;</li> <li>• <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a>;</li> <li>• <a href="http://www.poets.org">www.poets.org</a>;</li> <li>• <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>;</li> <li>• <a href="http://www.sparknotes.com">www.sparknotes.com</a>;</li> <li>• <a href="http://www.nationaltheatre.org.uk">www.nationaltheatre.org.uk</a>;</li> <li>• <a href="http://www.rsc.org.uk">www.rsc.org.uk</a>;</li> <li>• <a href="http://www.digitaltheatre.com">www.digitaltheatre.com</a>.</li> </ul> <p>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 12 Subject Information

<b>Subject</b>	<b>Geography Edexcel</b>
<b>Exam Board</b>	<p>Edexcel Advanced GCE (9GEO1)</p> <p>Year 12 will complete the first year of a two-year course. The year is split into two topics - which will be the human side of Geography and the physical side.</p> <p>In Year 12, the A-Level will be split between two teachers. One teacher will cover the physical topics and these topics are 'Tectonic Processes and Hazards' and 'Coastal Landscapes and Change'. The human side will be taught by a second teacher and the topics are that are covered are 'Globalisation' and 'Regenerating Places'.</p>
<b>Key Assessment Dates</b>	<p>The A-Level is broken into three exams, all of which will be examined at the end of Year 13. Students will complete a piece of coursework at the end of Year 12 or the beginning of Year 13.</p>
<b>Main Subject Content</b>	<p>This Geography course requires students to have an in depth understanding of why places need regenerating, what might be effective and how that effectiveness might be measured through fieldwork that our group will carry out. They will investigate what globalisation is and how we are affected by the 'shrinking world', including how countries are developing with the help of globalisation.</p> <p>Students will then examine a range of hazards on a variety of scales for the Tectonic Processes and Hazards unit. We investigate how we can manage these hazards to minimise their impact on humans. Students will also study the processes that take place on the coast and how they are important in the formation of landscapes. They will also carry out field work to investigate this and to look at how coastal risks are managed. Students will need to have knowledge of a wide range of up to date case studies.</p> <p>These 4 topics make up the Year 12 content of the full A-Level.</p>
<b>Main Skills to be Able to Show</b>	<ul style="list-style-type: none"> <li>• Understand the nature and use of different types of geographical information, including qualitative and quantitative, primary and secondary, images, factual text and many other sources.</li> <li>• Collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types.</li> <li>• Undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation.</li> <li>• Communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.</li> </ul>
<b>Revision Guides and Websites</b>	<p>Students will be provided with a textbook that they can use in lessons and also for revision. Any revision guide that is specific to studying the Edexcel A-Level will be useful.</p>

## Year 12 Subject Information

<b>Subject</b>	<b>Health and Social Care - Level 3 Cambridge Technicals</b>
<b>Exam Board</b>	OCR
<b>Key Assessment Dates</b>	<p>Unit 1 Building positive relationships in health and social care - Internal assessment May 2021.</p> <p>Unit 2 Equality, Diversity and Rights Examination January 2021</p> <p>Unit 3 Health, Safety and Security in Health and Social Care Settings. Exam May 2021. Exam.</p>
<b>Main Subject Content</b>	<p>Unit 1 Building Positive Relationships in Health and Social Care – students develop an understanding of the importance of relationships in health and social care and child care settings. They will investigate the factors which influence the building of relationships and an insight into person centred care. There will be the opportunity to interview a range of HSC professionals and visit care settings. The opportunity to carry out a placement in an HSC setting will be available.</p> <p>Unit 2 Equality, Diversity and Rights – students will gain an understanding of the concepts of equality, diversity and rights and how they are applied in HSC settings. The impact of discriminatory practices and the importance current legislation will be investigated.</p> <p>Unit 3 Health, Safety and Security in Health and Social Care Settings – students will understand potential hazards in health, social care and childcare settings. They will know how legislation, policies and procedures are applied in these settings and understand the roles and responsibilities involved. They will be aware of how to respond to incidents and emergencies in these settings.</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>Dynamic Learning</p> <p>OCR website - past papers and exemplar material and resource links</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 12 Subject Information

<b>Subject</b>	<b>History</b>
<b>Exam Board</b>	OCR History A Unit Y110 British Period Study From Pitt to Peel 1783-1853 Unit Y219 Russia 1894-41
<b>Key Assessment Dates</b>	May/June 2022 - 2 exams on the year 12 units - 1 hour 30 minutes and 1 hour (Dates to be confirmed).
<b>Main Subject Content</b>	<p>Unit Y110 British Period Study From Pitt to Peel 1783-1853 British Government in the Age of Revolution 1783-1832 and Enquiry Topic Peel and the Age of Reform 1832-185</p> <p>Course Outline: Pitt the Younger, Lord Liverpool and the Tories, Foreign Policy 1783-1830, Parliamentary Reform and the Great Reform Act 1832. Enquiry Topics Peel and the Conservative Party 1832-1846; Peel and Social Reform; Peel and Pressure Groups</p> <p>1 hour 30 minutes exam Two essay questions of which one is answered and 4 sources and 1 essay based on these.</p> <p>Unit Y219 Russia 1894-41 Course Outline: Nicholas II 1894-1905 Russia 1905 - 1914 The Revolutions of 1917 Lenin Stalin and his growth of power Stalin's Economic Policies</p> <p>1 hour exam Choice of 2 sets of questions 10 and 20 marks.</p> <p>At A Level this paper is worth 25%</p> <p>At A Level this paper is worth 15%</p>
<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.</p> <p>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.</p>
<b>Revision Guides and Websites</b>	<p>All students have two texts book that are tied into this exam. My Revision Notes: OCR AS/A-level History: Russia 1894-1941 by Andrew Holland   27 Jan 2017</p> <p>OCR A-level History Coursework Workbook: Unit Y100 Non exam assessment: Topic based essay (OCR A Level History Workbook) Paperback – 27 April 2018 by Nicholas Fellows (Author), Mike Wells (Author)</p>

## Year 12 Subject Information

<b>Subject</b>	<b>Law</b>
<b>Exam Board</b>	AQA 7161
<b>Key Assessment Dates</b>	<p><b>June 2021</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.</p>
<b>Main Subject Content</b>	<p><b>Year 1 Content:</b></p> <ul style="list-style-type: none"> <li>• The nature of law and the legal system.</li> <li>• Criminal law.</li> <li>• Tort law.</li> </ul> <p>Studying Law gives you an understanding of the role of Law in today's society and raises awareness of the rights and responsibilities of individuals.</p> <p>By learning about legal rules and how and why they apply to real life, you will develop analytical ability, decision making, critical thinking and problem-solving skills. These skills are transferable to not only higher education, but also employment and are highly sought after in relation to both.</p> <p>Many students who study A-level Law go on to study Law at undergraduate level at university. It also provides students with skills that are transferable to the study of other subjects at university or in the workplace.</p>
<b>Main Skills to be Able to Show</b>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles.</p> <p><b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology.</p> <p><b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues.</p>
<b>Revision Guides and Websites</b>	<p><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.</p> <p>The following text book is currently available to buy although it is not essential for students to own one: <b>AQA A-level Law for Year 1/AS by Jacqueline Martin and Nicholas Price.</b></p>

## Year 12 Subject Information

<b>Subject</b>	<b>Maths</b>
<b>Exam Board</b>	Edexcel
<b>Key Assessment Dates</b>	June 2022 – Pure Paper 1 June 2022 – Pure Paper 2 June 2022 – Applied Mock examinations will take place in June 2021
<b>Main Subject Content</b>	The course is split into Pure Mathematics (2/3) and Applied Mathematics – Statistics and Mechanics (1/3).  <b>Main Pure Content:</b> Coordinate Geometry, Algebra, Calculus, Functions, Sequences and Series, Trigonometry, Exponentials and Logs. <b>Main Applied Content:</b> Data Presentation (S), Sampling and Hypothesis Testing (S), Probability (S), Forces (M) and Kinematics (M).
<b>Main Skills to be Able to Show</b>	Pupils will need to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the course content.</li> <li>• Apply the content in familiar and unfamiliar contexts.</li> <li>• Choose appropriate methods for solving pure and applied mathematical problems.</li> <li>• Apply statistical techniques to summarise data and suggest trends.</li> <li>• Apply modelling techniques</li> </ul>
<b>Revision Guides and Websites</b>	Edexcel website - Specimen papers and mark schemes. Content exemplification.  BBC Bitesize website.  MEP - Maths Enhancement Programme website. Explanations and questions for practice. (CIMT)  Pearson Active learn revision guide and textbook.  Hegarty Maths – <a href="http://www.hegartymaths.com">www.hegartymaths.com</a>

## Year 12 Subject Information

<b>Subject</b>	<b>MFL - Spanish A Level</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p style="background-color: #e0e0e0; padding: 5px;">Paper 1: Listening, reading and writing</p> <p><b>What's assessed</b>            Aspects of Hispanic society            Artistic culture in the Hispanic world            Multiculturalism in Hispanic society            Aspects of political life in Hispanic society            Grammar</p> <p><b>How it's assessed</b>            Written exam: 2 hours 30 minutes            100 marks            50% of A-level</p> <p style="background-color: #e0e0e0; padding: 5px;">Paper 2: Writing</p> <p><b>What's assessed</b>            One text and one film or two texts from the list set in the specification            Grammar</p> <p><b>How it's assessed</b>            Written exam: 2 hours            80 marks in total            20% of A-level</p> <p style="background-color: #e0e0e0; padding: 5px;">Paper 3: Speaking</p> <p><b>What's assessed</b>            Individual research project            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</p> <p><b>How it's assessed</b>            Oral exam: 21–23 minutes (including 5 minutes preparation time)            60 marks in total            30% of A-level</p>
<b>Main Subject Content</b>	<p>3.1.1 Aspects of Hispanic society</p> <ul style="list-style-type: none"> <li>• Modern and traditional values (Los valores tradicionales y modernos)</li> </ul> <p>3.1.2 Multiculturalism in Hispanic society</p> <ul style="list-style-type: none"> <li>• Students may study all sub-themes in relation to any Spanish-speaking country or countries.</li> <li>• Immigration (La inmigración)</li> <li>• Racism (El racismo)</li> <li>• Integration (La convivencia)</li> </ul> <p>3.2 Artistic culture</p> <ul style="list-style-type: none"> <li>• 3.2.1 Artistic culture in the Hispanic world</li> <li>• Modern day idols (La influencia de los ídolos)</li> <li>• Spanish regional identity (La identidad regional en España)</li> <li>• Cultural heritage (El patrimonio cultural)</li> </ul> <p>3.2.2 Aspects of political life in the Hispanic world</p> <ul style="list-style-type: none"> <li>• Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)</li> </ul>



	<ul style="list-style-type: none"> <li>• Monarchies and dictatorships (Monarquías y dictaduras)</li> <li>• Popular movements (Movimientos populares)</li> </ul>
<p><b>Main Skills to be Able to Show</b></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 Spanish.</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 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.</p> <p>Online Spanish newspapers</p> <p><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></p> <p><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></p> <p><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></p> <p><a href="http://www.es.wikipedia">www.es.wikipedia</a>    <a href="http://www.google.es">www.google.es</a></p>

## Year 12 Subject Information

<b>Subject</b>	<b>Music</b>
<b>Exam Board</b>	Eduqas
<b>Key Assessment Dates</b>	<p>Internal 1 performance to be recorded each half term. Composition 1 Summer term.</p> <p>External Visiting examiner for performances – Spring term (of year 13) Composition coursework sent to the examiner 15 May (of Year 13). Listening Exam - June of Year 13.</p>
<b>Main Subject Content</b>	<p><u>Coursework</u> <b>Option A (specialising in Performing)</b> <b>Performing (35%) (10-12 mins)</b> - A performance consisting of a <b>minimum of three</b> pieces. At least <b>one</b> of these pieces must be as a <b>soloist</b>. The other pieces may be <b>either</b> as a soloist <b>or</b> as part of an ensemble <b>or</b> a combination of both. <b>One</b> piece must reflect the musical characteristics of <b>one</b> area of study. <b>At least one</b> other piece must reflect the musical characteristics of <b>one other, different</b> area of study. <b>Composing (25%) (4-6 mins)</b> - <b>Two</b> compositions, <b>one</b> of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief. The <b>second</b> composition is a free composition.</p> <p><b>Option B (specialising in Composing)</b> <b>Performing (25%) (6-8mins)</b> - A performance consisting of a <b>minimum of two</b> pieces <b>either</b> as a soloist <b>or</b> as part of an ensemble <b>or</b> a combination of both. <b>One</b> piece must reflect the musical characteristics of <b>one</b> area of study. <b>Composing (35%) (8-10 mins)</b> - <b>Three</b> compositions, <b>one</b> of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief. The <b>second</b> composition must reflect the musical characteristics of <b>one different</b> area of study (i.e. not the Western Classical Tradition) while the <b>third</b> composition is a free composition.</p> <p><b>Exam - Three areas of study:</b> Area of study A: <b>The Western Classical Tradition</b> (The Development of the Symphony 1750-1900) which includes two set works. Choose <b>one</b> set work for detailed analysis and the other for general study.</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <i>Symphony No. 104 in D major, 'London':</i> Haydn</li> <li>• <input type="checkbox"/> <i>Symphony No. 4 in A major, 'Italian':</i> Mendelssohn</li> </ul> <p>Area of study – one of the following 3 B: <b>Jazz</b> C: <b>Musical Theatre</b> D: <b>Popular Music</b> Area of study E: <b>Into the Twentieth Century</b> including <b>two</b> set works: <input type="checkbox"/> <i>Trio for Oboe, Bassoon and Piano, Movement II:</i> Poulenc <input type="checkbox"/> <i>Three Nocturnes, Number 1, Nuages:</i> Debussy</p>
<b>Main Skills to be Able to Show</b>	<p><b>Performance - Solo and Ensemble – Coursework</b> - Solo and/or ensemble instrumental performing skills. Technical control of the instrument, the ability to interpret music adding expression</p> <p><b>Composition - Coursework</b> - Using composition techniques to develop musical ideas to create 2/3 completed pieces.</p> <p><b>Exam:</b></p> <ol style="list-style-type: none"> <li>1. Set work analysis with a score</li> <li>2. Extended responses on wider context</li> <li>3. Unprepared extracts of music with and without a score</li> <li>4. Comparison questions</li> </ol>
<b>Revision Guides and Websites</b>	<p>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></p>

## Year 12 Subject Information

<b>Subject</b>	<b>Physical Education A Level</b>
<b>Exam Board</b>	OCR
<b>Key Assessment Dates</b>	Mock Examination Summer 2021.
<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 be assessed in one sport and work towards evaluating a live performance in one of their assessed activities.  60 Marks - 20% practical performance, 10% oral assessment</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. Experience of coaching helps in this regard.</p> <p>Development and application of examination technique particularly for synoptic essay questions.</p> <p>Competent performance in one activity listen on the OCR specification. Good school standard and county representation is required.</p>
<b>Revision Guides and Websites</b>	<p>OCR website for past papers and mark schemes.</p> <p>OCR - A Level student workbook.</p>

## Year 12 Subject Information

<b>Subject</b>	<b>Physics</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	No formal external examinations at the end of Year 12.
<b>Main Subject Content</b>	<ul style="list-style-type: none"><li>• Measurements and Errors.</li><li>• Particles and Radiation.</li><li>• Waves.</li><li>• Mechanics and Materials.</li><li>• Electricity.</li></ul>
<b>Main Skills to be Able to Show</b>	<ul style="list-style-type: none"><li>• Factual Recall.</li><li>• Application of Knowledge.</li><li>• Appropriate Use of Correct Terminology.</li><li>• Practical Skills - Data Handling, Interpretation of Graphs etc.</li><li>• Maths Skills for Complex Calculations.</li></ul>
<b>Revision Guides and Websites</b>	<p>AQA website: <a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408">http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408</a></p> <ul style="list-style-type: none"><li>• Nelson Thorne text book provided</li><li>• CGP revision guide recommended</li></ul> <p>Further support materials must be specific to the AQA specification.</p>

## Year 12 Subject Information

<b>Subject</b>	<b>Psychology Year 1</b>
<b>Exam Board</b>	AQA - Specification 7182 A Level Exam Codes: Paper 1 and Paper 2
<b>Key Assessment Dates</b>	End of Topic Tests will take place throughout the year.  Exams will take place in June. The exams will be 2 hours of Paper 1 and 2 hours of Paper 2.  (A Level exams will be taken at the end of Year 13).
<b>Main Subject Content</b>	<b>Paper 1: Introductory Topics in Psychology - 2 hours</b> Social Influence, Memory, Attachment and Psychopathology.  <b>Paper 2: Psychology in Context - 2 hours</b> Approaches in Psychology, Biopsychology and Research Methods.  (Additionally Paper 3 content will be taught in Year 2).
<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. It is recommended that students purchase their own calculators.
<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 6 <sup>th</sup> Form library along with other Psychology revision guides and textbooks.  The department has also placed a large amount of revision materials on the school Office365 website. These can be found in SharePoint under 'A Level Psychology'. Access can be requested before September if required.

## Year 12 Subject Information

<b>Subject</b>	<b>Religious Education A Level. Philosophy, Ethical Thought and Developments in Christian Thought.</b>	
<b>Exam Board</b>	OCR A Level in Religious Studies (H573)	
<b>Key Assessment Dates</b>	<p><b>All external examinations will be taken in one sitting May/June 2022. There will be internal mock examinations and assessments during the 2-year course.</b></p> <p>There are 3 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>	
<b>Main Subject Content</b>	<p><b>Philosophy /Christian Thought*</b></p> <ol style="list-style-type: none"> <li>1 <i>Knowledge of God's Existence - Natural and Revealed.</i></li> <li>2 Religious Experience (James, Otto, Teresa of Avila)</li> <li>3 Aristotle and Causation (1/2 topic)</li> <li>4 Teleological Argument (Aquinas and Paley), Cosmological Argument (Aquinas) and Criticisms (Hume, evolution)</li> <li>5 Problem of Evil (Augustine, Hick), <i>Augustine's Teaching on Human Nature</i></li> <li>6 Plato and The Forms (1/2 topic)</li> <li>7 Ontological Argument (Anselm, Gaunilo, Kant)</li> <li>8 Comparison of Plato (Descartes) and Aristotle on Soul, Mind and Body.</li> <li>9 <i>Christian Teachings on Death and the Afterlife</i></li> </ol>	<p><b>Ethics/Christian Thought*</b></p> <ol style="list-style-type: none"> <li>1 <i>The Person of Jesus Christ</i></li> <li>2 <i>Christian Moral Principles</i></li> <li>3 <i>Christian Moral Action (Bonhoeffer)</i></li> <li>4 Situation Ethics (Fletcher)</li> <li>5 Natural Law (Aquinas)</li> <li>6 Euthanasia (Natural Law and Situation Ethics)</li> <li>7 Utilitarianism</li> <li>8 Kantian Ethics</li> <li>9 Business Ethics (Kant and Utilitarianism)</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>Students will have the opportunity to reflect on and develop their own values, opinions and attitudes in the light of their 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> <li>• Oxford A Level Religious Studies for OCR. Libby Ahluwalia ISBN 978-0-19-842375-1.</li> <li>• MRN OCR A Level RS Religion and Ethics ISBN 9781510418059.</li> <li>• MRN OCR A Level RS Philosophy of Religion ISBN 9781510418042.</li> <li>• MRN OCR A Level RS Developments in Christian Thought ISBN 9781510418066.             <ul style="list-style-type: none"> <li>• There are also specialist magazines that often feature articles on the Philosophy of Religion, Religious Ethics and theology.</li> </ul> </li> <li>• Philosophers Magazine, Philosophy Now and Dialogue.</li> <li>• Both "Philosophers Magazine" and "Philosophy Now" have parallel internet sites.</li> </ul> <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> <li>• LOGOS ONLINE: <a href="http://divinityphilosophy.net">divinityphilosophy.net</a></li> <li>• JSTOR</li> </ul>	

## Year 12 Subject Information

<b>Subject</b>	<b>Sociology</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	Assessment – each half term Full mock exam – Summer term
<b>Main Subject Content</b>	Introduction to Sociology Education with methods in context Research methods Work, poverty and Welfare
<b>Main Skills to be Able to Show</b>	Knowledge and understanding of sociological theories, concepts and evidence and of the range of research methods and sources of information used by sociologists. Applying sociological theories, concepts, evidence and research methods to a range of issues Analysis and evaluation of sociologically significant information
<b>Revision Guides and Websites</b>	Sociology – Ken Browne

## Year 12 Subject Information

<b>Subject</b>	<b>Travel and Tourism - BTEC National Extended Certificate (2019) Level 3</b>
<b>Exam Board</b>	Pearson
<b>Key Assessment Dates</b>	<p>Unit 1: The World of Travel and Tourism will be assessed externally in the summer of Year 12 in a 1.5-hour exam worth 75 marks.</p> <p>Unit 2: Global destinations will be assessed externally in January of Year 13 via a 3-hour exam of set tasks worth 60 marks. Learners are given information 2 weeks before the assessment to carry out research.</p> <p>Unit 3: Principles of Marketing in Travel and Tourism is assessed internally through 2 assessed pieces of work, carried out during Year 13.</p> <p>Unit 9: Visitor attractions is assessed internally through 3 assessed pieces of work, carried out during Year 13.</p>
<b>Main Subject Content</b>	<p>This qualification is designed to support students who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects.</p> <p>This qualification includes three mandatory units which cover:</p> <ul style="list-style-type: none"> <li>• The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Students will develop the skills needed to examine, interpret, and analyse a variety of statistics that measure the importance of tourism to the UK.</li> <li>• Different types of destinations and their importance – Students will investigate the features and appeal of global destinations.</li> <li>• Principles of marketing in travel and tourism – Students will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.</li> </ul> <p>This qualification also includes one optional unit, the chosen unit covers:</p> <ul style="list-style-type: none"> <li>• Students will develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.</li> </ul>
<b>Main Skills to be Able to Show</b>	<p>In the BTEC course, there are opportunities for students to practice developing employability skills:</p> <ul style="list-style-type: none"> <li>• cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions</li> <li>• interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation</li> <li>• intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.</li> </ul> <p>There are also opportunities in some units where students are required to undertake real or simulated activities.</p> <p>The BTEC also provides transferable knowledge and skills that prepare students for progression to university. These include:</p> <ul style="list-style-type: none"> <li>• the ability to learn independently</li> <li>• the ability to research actively and methodically</li> <li>• the ability to give presentations and be active group members.</li> </ul> <p>BTEC students benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study.</p>
<b>Revision Guides and Websites</b>	Students will be provided with a textbook that they can use for revision. Any revision guide that is specific to studying the Pearson Level 3 course will be useful.