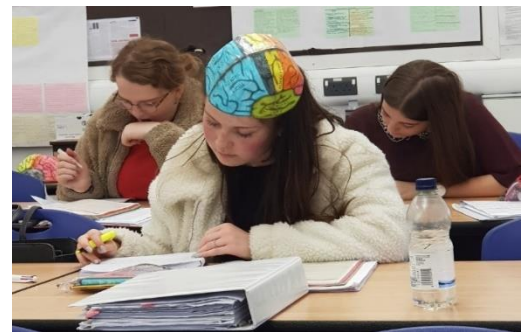




## Home Learning Guide – Key Stage 5

2022-23



**Home learning** reinforces skills, concepts and information learned in class, as well as preparing students for upcoming class topics. Home learning teaches students to work independently and develop self-discipline. It also encourages students to take initiative and responsibility for completing a task. Therefore, we encourage all students to spend between 20 and 25 hours per week on their independent study, which includes, although is not exclusively, home learning.

S. Murphy, Head of Sixth Form



## Dear Parent / Carer,

This booklet has been produced to provide you with more information about Home Learning at Settle College. It provides you with information about each subject to enable you to support your child's progress through their studies.

## Introduction to Home Learning

Home Learning is an important part of the learning process. It involves encouraging students to take greater responsibility for their own learning. It helps them to become more self-reliant and independent. Home Learning also helps parents to take a more active part in their child's progress. It also leads to more effective use of lesson time, as home learning provides students with an opportunity to practise what has been taught. Home Learning should always be purposeful. The aim is for classwork and home learning to complement each other, one supporting and enhancing the other.

## Aims of Home Learning

- To provide a framework for the effective setting and completion of work as an integral part of the learning process.
- Consolidate and extend work covered in class by providing further opportunities to practise.
- Prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance study skills e.g. planning, time management and self-discipline.
- To encourage students to take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home-school dialogue.

## This Guide

This guide outlines the sort of activities you and your child can expect at Key Stage 5 in each subject area. Where students feel they have the capacity for additional home learning, there are also some suggested independent study tasks for each subject. Apart from subject specific home learning, students should also be looking to spend time researching universities and apprenticeships, student finance and accommodation. Everyone is encouraged to develop their wider knowledge by accessing online courses or through other enriching activities. Every subject also has an additional challenge task each half term for students to attempt at home. Students should speak to their teachers if they wish to submit a response.

## The Role of the Student

- Home learning should be done in an environment suitable for study.
- A reasonable amount of time should be spent on home learning for each subject, as well as research, developing their classwork and organising their files.
- All home learning, whether written or revision, must be completed for the day required. Students should seek help from subject staff, departmental help sessions or sixth form mentors in advance of a deadline.
- Home learning missed due to absence should always be completed (students should liaise with staff about its completion).



- Students should take pride in the quality and presentation of their home learning. It should be dated with the title or precise nature of the work provided and underlined. Bibliographies and sources should be provided where appropriate.

## The Role of the Parents

The role of the parent is crucial if a child is to gain success from home learning. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Parents should facilitate their daughter/son's home learning as much as they are able e.g. monitor, provide the right environment and take an interest.
- Parents should contact the student's Tutor or Head of Sixth Form where there is a general cause for concern regarding home learning. Parents should contact individual subject staff or Heads of Department where there is a subject specific cause for concern regarding class or home learning.
- Ensuring that work commitments don't interfere with their studies
- Providing a table, chair and a quiet place to work.
- Offer challenges to test them 'Right, you have got 5 minutes to tell me all you know about....' Or 'Give me 4 uses for....'
- Offer small short-term rewards to encourage motivation.

For exams:

- Help your son/daughter to plan a revision timetable. There are blank revision timetables on the College website in the Exams section. It is easier to stick to the plan if everyone at home knows about it!
- Encourage short bursts of revision – up to 40 minutes. This will help to keep learning fresh in the mind.
- Remind your son/daughter to study the meaning of words and phrases used in exam questions such as 'Explain', 'Evaluate'
- Encourage your son/daughter to be creative in his/her revision by creating 'spider diagrams' summarising the key points from a topic or asking them to 'summarise the topic in 6 key words...'
- The formula 'Study it, cover it, summarise it and check it' can be useful.
- Working with a friend can be useful. Having to explain things to someone else, makes for effective learning.



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## Biology

Year 12	<p><b>Topics:</b> Topic 1 - Lifestyle, health and risk; Topic 2 - Genes and health; Topic 3 - Voice of the genome; Topic 4 - Biodiversity and natural resources.</p> <p><b>Types of Home Learning:</b> A variety of home learning tasks will be undertaken to ensure students acquire necessary skills for success this year and into higher education. These will include making independent notes from the course textbook and other researched sources, in-text questions, past exam questions, preparing class presentations, and research/analysis for core practical investigations. In addition to specifically set home learning tasks, it is expected that students will consolidate on the content covered in lessons by reading through their notes and adding to them if necessary.</p> <p><b>Extension work:</b> It is hoped that all students will endeavour to read-around the subject area, as this often provides a relevant context for ideas on the course. A number of stretch-and-challenge tasks may also be given to supplement the learning of able students or those with the desire to delve deeper into some topic areas.</p> <p><b>Useful links:</b> Specification and Past Papers: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html</a>. <a href="http://www.rsc.org/Education/Teachers/Resources/cfb/">http://www.rsc.org/Education/Teachers/Resources/cfb/</a> This is an excellent site with all the chemistry you will ever need for AS and A-level Biology. <a href="http://www.biologymad.com/">http://www.biologymad.com/</a>. <a href="http://www.s-cool.co.uk/a-level/biology">http://www.s-cool.co.uk/a-level/biology</a>. <a href="http://www.biology-innovation.co.uk/">http://www.biology-innovation.co.uk/</a>. <a href="http://www.thestudentroom.co.uk/">http://www.thestudentroom.co.uk/</a> where you can discuss 'facebook' style with other students. Up-to-date science news can be accessed at: <a href="http://www.newscientist.com/">http://www.newscientist.com/</a> (the weekly science comic, if you get keen you can subscribe and even download to your ipad things) and <a href="http://www.nature.com/">http://www.nature.com/</a> a very prestigious journal, after all this is where in 1953 Watson and Crick published their model of the structure of DNA. And there is always your textbook!</p>
Year 13	<p><b>Topics:</b> Topic 5 – On the Wild Side; Topic 6 – Infection Immunity and Forensics; Topic 7 – Run for your Life; Topic 8 – Grey matter.</p> <p><b>Types of Home Learning:</b> A variety of home learning tasks will be undertaken to ensure students acquire necessary skills for success this year and into higher education. These will include making independent notes from the course textbook and other researched sources, in-text questions, past exam questions, preparing class presentations, and research/analysis for core practical investigations. In addition to specifically set home learning tasks, it is expected that students will consolidate on the content covered in lessons by reading through their notes and adding to them if necessary.</p> <p><b>Extension work:</b> It is hoped that all students will endeavour to read-around the subject area as this often provides relevant context for ideas on the course. A number of stretch-and-challenge tasks may also be given to supplement the learning of able students or those with the desire to delve deeper into some topic areas.</p> <p><b>Useful links:</b> Specification and Past Papers: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html</a>. <a href="http://www.rsc.org/Education/Teachers/Resources/cfb/">http://www.rsc.org/Education/Teachers/Resources/cfb/</a> This is an excellent site with all the chemistry you will ever need for AS and A-level Biology. <a href="http://www.biologymad.com/">http://www.biologymad.com/</a>. <a href="http://www.s-cool.co.uk/a-level/biology">http://www.s-cool.co.uk/a-level/biology</a>. <a href="http://www.biology-innovation.co.uk/">http://www.biology-innovation.co.uk/</a>. <a href="http://www.thestudentroom.co.uk/">http://www.thestudentroom.co.uk/</a> where you can discuss 'facebook' style with other students. Up-to-date science news can be accessed at: <a href="http://www.newscientist.com/">http://www.newscientist.com/</a> (the weekly science comic, if you get keen you can subscribe and even download to your ipad things) and <a href="http://www.nature.com/">http://www.nature.com/</a> a very prestigious journal, after all this is where in 1953 Watson and Crick published their model of the structure of DNA. And there is always your textbook!</p>



## Business CTEC

<p>Year 12</p>	<p><b>Topics:</b> Units 1 and 4.</p> <p><b>Types of Home Learning:</b> Activities range from research tasks that require students to produce material for discussion in the next lesson to assignment tasks. Most home learning tasks are applied and look at a business example and require some reading of a scenario.</p> <p>When completing home learning, students are encouraged to think of the command word in the question and use connective words to extend their writing. It is crucial that work completed is to the best of their ability and is done in plenty of time so students can seek guidance from their teacher.</p> <p>The concept of ‘flipped learning’ is used for home learning. This is a form of blended learning in which students learn new content online by watching video lectures, usually at home. In class there is a more personalized guidance and interaction from teachers, instead of lecturing. Students are encouraged to look at the lessons and resources found on Microsoft Teams.</p> <p><b>Extension work:</b> Read up on Business news in newspapers or <a href="http://www.bbc.co.uk/business">www.bbc.co.uk/business</a> . Watch the news and pay attention to issues surrounding business and consumers. Follow business stories on twitter and <a href="https://www.tutor2u.net/">https://www.tutor2u.net/</a>. During the run up to assessed pieces, student will be given a revision booklet for each unit which incorporates learning activities and terminology definitions. They should complete this in their study periods.</p> <p><b>Useful links:</b> <a href="http://www.businessed.co.uk">www.businessed.co.uk</a> - this has all the slides needed for the course and is the perfect revision source. Information on the course itself can be found here: <a href="https://www.ocr.org.uk/qualifications/cambridge-technical/business/#level-3">https://www.ocr.org.uk/qualifications/cambridge-technical/business/#level-3</a></p>
<p>Year 13</p>	<p><b>Topics:</b> Units 2, 8 and 19.</p> <p><b>Types of Home Learning:</b> In year 13, students are encouraged to display independence and resilience. The units differ from Year 12 and take the form of more applied activities and teamwork challenges. The concept of ‘flipped learning’ is continued for year 13. Students learn new content online by watching video lectures, usually at home. In class there is a more personalised guidance and interaction from teachers, instead of lecturing. Students are encouraged to look at the materials and lessons found on Microsoft Teams.</p> <p>For the examined unit (unit 2), there is a workbook produced by the teacher that requires students to complete it at home and in their study periods. This is a useful resource for the examinations.</p> <p><b>Extension work:</b> Read up on Business news in newspapers or <a href="http://www.bbc.co.uk/business">www.bbc.co.uk/business</a> . Watch the news and pay attention to issues surrounding business and consumers. Follow business stories on twitter and <a href="https://www.tutor2u.net/">https://www.tutor2u.net/</a> and especially the growth of BRIC nations (Brazil, Russia, India and China) for Unit 19.</p> <p><b>Useful links:</b> <a href="http://www.businessed.co.uk">www.businessed.co.uk</a> is the one stop go to resource for this course. The exam board syllabus, materials and past papers can be found here: <a href="https://www.ocr.org.uk/qualifications/cambridge-technical/business/#level-3">https://www.ocr.org.uk/qualifications/cambridge-technical/business/#level-3</a>.</p>



## Chemistry

<b>Year 12</b>	<p><b>Topics:</b> Module 1 – Development of practical skills in chemistry; Module 2 – Foundations in chemistry; Module 3 – Periodic table and energy; Module 4 – Core organic chemistry.</p> <p><b>Types of Home Learning:</b> There are many different types of home learning in chemistry. These include questions relating to the lessons, practical evaluations, revision, exam questions, note making and group presentation work. It is also expected that students will revisit the notes from the lesson and seek assistance on any areas of uncertainty. It is also expected that students will revisit earlier topics to ensure they don't get forgotten. For more information on our expectations, please see the independent study checklist.</p> <p><b>Extension work:</b> Students are encouraged to make supplementary notes for topics that they find more difficult. The following links also contain notes and extra questions that the students may wish to complete to secure their knowledge in a particular topic. These are particularly useful for practicing organic nomenclature. There are also several extra chemistry text books on one of the shelves outside T24 or in the library, which contain more notes and questions to try.</p> <p><b>Useful links:</b> Moodle: <a href="http://moodle.settlecollege.org.uk/course/view.php?id=251">http://moodle.settlecollege.org.uk/course/view.php?id=251</a> Specification and Past Papers: <a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-a-h032-h432-from-2015/">http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-a-h032-h432-from-2015/</a> Doc Brown (notes &amp; questions): <a href="http://www.docbrown.info/page19/OCRchemistryAS.htm">http://www.docbrown.info/page19/OCRchemistryAS.htm</a> Chem guide: <a href="https://www.chemguide.co.uk/">https://www.chemguide.co.uk/</a> Alternative notes: <a href="http://www.chemnotes.org.uk/ocr.html">http://www.chemnotes.org.uk/ocr.html</a> Memrise (revision): <a href="http://www.memrise.com/courses/english/chemistry/">http://www.memrise.com/courses/english/chemistry/</a> Organic nomenclature: <a href="https://nomenclature101.com/nom/en/index.php">https://nomenclature101.com/nom/en/index.php</a> Revision notes: <a href="https://chemrevise.org/ocr-revision-guides/">https://chemrevise.org/ocr-revision-guides/</a> Seneca (revision and recall practice): <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>
<b>Year 13</b>	<p><b>Topics:</b> Module 5 – Physical chemistry and transition elements; Module 6 – Organic chemistry and analysis.</p> <p><b>Types of Home Learning:</b> There are many different types of home learning in chemistry. These include questions relating to the lessons, practical evaluations, revision, exam questions, note making and group presentation work. It is also expected that students will revisit the notes from the lesson and seek assistance on any areas of uncertainty. It is also expected that students will revisit earlier topics to ensure they don't get forgotten. For more information on our expectations, please see the independent study checklist.</p> <p><b>Extension work:</b> Students are encouraged to make supplementary notes for topics that they find more difficult. The following links also contain notes and extra questions that the students may wish to complete to secure their knowledge in a particular topic. These are particularly useful for practicing organic nomenclature. There are also several extra chemistry text books on one of the shelves outside T24 or in the library, which contain more notes and questions to try.</p> <p><b>Useful links:</b> Moodle: <a href="http://moodle.settlecollege.org.uk/course/view.php?id=251">http://moodle.settlecollege.org.uk/course/view.php?id=251</a> Specification and Past Papers: <a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-a-h032-h432-from-2015/">http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-a-h032-h432-from-2015/</a> Doc Brown (notes &amp; questions): <a href="http://www.docbrown.info/page19/OCRchemistryAS.htm">http://www.docbrown.info/page19/OCRchemistryAS.htm</a> Chem guide: <a href="https://www.chemguide.co.uk/">https://www.chemguide.co.uk/</a> Alternative notes: <a href="http://www.chemnotes.org.uk/ocr.html">http://www.chemnotes.org.uk/ocr.html</a> Memrise (revision): <a href="http://www.memrise.com/courses/english/chemistry/">http://www.memrise.com/courses/english/chemistry/</a> Organic nomenclature: <a href="https://nomenclature101.com/nom/en/index.php">https://nomenclature101.com/nom/en/index.php</a> Revision notes: <a href="https://chemrevise.org/ocr-revision-guides/">https://chemrevise.org/ocr-revision-guides/</a> Seneca (revision and recall practice): <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>



## Drama and Theatre

<b>Year 12</b>	<p><b>Topics:</b> Our Country's Good by Timberlake Wertenbaker; A practitioner chosen from a list, e.g. Brecht, Artaud, Stanislavski; Live Theatre Review. Devised Theatre: working with stimulus, written coursework and practical performance piece.</p> <p><b>Types of Home Learning:</b> Homework might be reading the set text and answering questions, researching the background to a write or topic, essay practice or learning lines for performance.</p> <p><b>Extension work:</b> Reading around a topic or writer; watching performance of live theatre.</p> <p><b>Useful links:</b> <a href="https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262">https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262</a></p>
<b>Year 13</b>	<p><b>Topics:</b> The Caucasian Chalk Circle by Bertolt Brecht; A practitioner chosen from a list, e.g. Brecht, Artaud, Stanislavski; Live Theatre Review; Scripted theatre: written coursework and practical performance.</p> <p><b>Types of Home Learning:</b> Homework might be reading the set text and answering questions, researching the background to a write or topic, essay practice or learning lines for performance.</p> <p><b>Extension work:</b> Reading around a topic or writer; watching performance of live theatre.</p> <p><b>Useful links:</b> <a href="https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262">https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262</a></p>





## Engineering

<p>Year 12</p>	<p><b>Topics:</b> Students complete units 1 and 2 during year 12.</p> <p><b>Types of Home Learning:</b> For unit 1, these will be set weekly and take approximately 1-2 hours to complete. They include preparing presentations on key terms and concepts, demonstrating understanding of knowledge via past papers and preparing support material for unit 2. Unit 2 is an exam and is under time managed conditions so no homework can be set during this time. However, extra work is allowed to be done independently outside of lessons as long as this is recorded.</p> <p><b>Extension work:</b> Looking at how things are assembled and manufactured, especially looking at cars and vehicles.</p> <p><b>Useful links:</b> <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="https://www.howstuffworks.com/">https://www.howstuffworks.com/</a> <a href="http://www.stem.org.uk">www.stem.org.uk</a> Moodle</p>
<p>Year 13</p>	<p><b>Topics:</b> Students complete units 4 and 5 during year 13.</p> <p><b>Types of Home Learning:</b> Units 4 and 5 are long, complex units and there is insufficient time to complete them in lessons. Most weekly home learning exercises will be to complete work set or to research into additional areas.</p> <p><b>Extension work:</b> Practise CAD skills at home by drawing everyday objects.</p> <p><b>Useful links:</b> <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="https://www.howstuffworks.com/">https://www.howstuffworks.com/</a> <a href="http://www.stem.org.uk">www.stem.org.uk</a> Moodle</p>



## English language

Year 12	<p><b>Topics:</b> Language Varieties and representation: Language and Gender, Language and Occupation, Language and Power, Language and Technology, Language and Society, Accents and Dialects. Attitudes to language, Language investigation coursework</p> <p><b>Types of Home Learning:</b> Reading of critical theorists, reading current language discussions, personal investigations on language usage, exam style essay questions, learning of key terminology, watching online linguistic lectures, reading course book and key text chapters, creating quizlet revision cards.</p> <p><b>Extension work:</b> Case studies of own data, analysis of language in current media, reading of published linguistics essays on related topics; students can use any of the topic titles or theorists to do their own further research. Using the bibliography at the end of a periodical or essay as further links to read additional information.</p> <p><b>Useful links:</b> <a href="https://getrevising.co.uk/revision-notes/english-language-revision-language-and-gender">https://getrevising.co.uk/revision-notes/english-language-revision-language-and-gender</a> <a href="http://universalteacher.org.uk/lang/gender.htm">http://universalteacher.org.uk/lang/gender.htm</a> <a href="#">Attitudes to labels - Accent Bias Britain</a> <a href="https://twitter.com/EngLangBlog?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor">https://twitter.com/EngLangBlog?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor</a> <a href="#">Listen to Accents and Dialects from Around the World (dialectsarchive.com)</a> <a href="#">Learning tools and flashcards - for free!   Quizlet</a> <a href="#">Accents and dialects   British Library - Sounds (bl.uk)</a> <a href="#">AQA   English   AS and A-level   English Language</a> <a href="#">LancasterLAEL - YouTube</a> <a href="#">Mr Bruff - YouTube</a></p>
Year 13	<p><b>Topics:</b> Language Acquisition, History of English, World Englishes, Investigation coursework of own choice, Creative writing coursework of own choice.</p> <p><b>Types of Home Learning:</b> Reading of critical theorists, reading current language discussions, personal investigations on language usage, exam style essay questions, learning of key terminology, watching online linguistic lectures, reading course book and key text chapters, creating quizlet revision cards, reading exam board exemplar work, using their own examples of language to analyse.</p> <p><b>Extension work:</b> Students can use any of the topic titles or theorists to do their own further research. Using the bibliography at the end of a periodical or essay can give them further links to explore. They can use their course book to support work in lesson and to find links for further online research.</p> <p><b>Useful links:</b> <a href="#">Learning tools and flashcards - for free!   Quizlet</a> <a href="#">AQA   English   AS and A-level   English Language</a> <a href="#">LancasterLAEL - YouTube</a> <a href="#">Mr Bruff - YouTube</a> <a href="#">The British Library - The British Library (bl.uk)</a> <a href="#">TED - YouTube</a> <a href="https://filestore.aqa.org.uk/resources/english/AQA-7701-7702-GLOSSARY.PDF">https://filestore.aqa.org.uk/resources/english/AQA-7701-7702-GLOSSARY.PDF</a> Follow linguistic groups on Twitter. You could start with the following: @SussexLinguist @uwelingo @lingsoc @EnglishthruEngl @EngLangBlog @LinguisticsGuru @LanguageCrawler</p>



## English literature

<b>Year 12</b>	<b>Topics:</b> Aspects of Tragedy.		
	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	Introduction to course and to elements of Tragedy. Study of Text 1 – Compulsory Shakespeare text for Paper 1 Section A: King Lear. Study of text for paper 2 – Prose text The Great Gatsby.	Finish study of drama text for paper 1. Introduce NEA preparation – Independent study. Finish study of poetry text for paper 2. Revision.	Revision for mock exams. Students researching and reading texts for NEA.
	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
Finish study of compulsory Shakespeare text. Begin study of second text for paper 1 – Drama text (pre 1900): Richard II. Finish study of prose text for paper 2 – begin study of poetry text for Paper 2.	Complete study of Tragedy texts and wider reading. Revision and preparation for mock exams. Wider reading for NEA element for A-Level. Students make choice for study and devise title.	Introduction to Texts and Genres – Political and social Protest. Study of pre 1900 text: Blake – Songs of Innocence and of Experience. From chosen genre, students to read the three exam texts over summer plus research for texts for NEA.	
<p><b>Types of Home Learning:</b> Consolidation of class work, learning quotations for closed book exam, reading and researching around texts, exam essay writing skills, answering exam questions researching and preparing for NEA.</p> <p><b>Extension work:</b> wider reading.</p> <p><b>Useful links:</b> <a href="http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes">http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes</a></p>			
<b>Year 13</b>	<b>Topics:</b> Texts and Genres.		
	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	Complete study of pre-1900 text and begin study of post-2000 text. Preparation for unseen passage for exam. Choose title for NEA.	Revision of all Year 12 texts. Unseen passages. NEA preparation.	Revision. NEA complete.
	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
Complete study of post-2000 text and begin study of third text. NEA preparation.	Revision of Year 13 texts. Unseen passages. Complete final drafts of NEA.	N/A	
<p><b>Types of Home Learning:</b> Consolidation of class work, learning quotations for closed book exam, reading and researching around texts, exam essay writing skills, exam practice, researching and preparing for NEA.</p> <p><b>Extension work:</b> wider reading.</p> <p><b>Useful links:</b> <a href="http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes">http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes</a></p>			



## EPQ

Year 12 and 13

**Topics:** An EPQ (Extended Project Qualification) is a research-based project that is student centred, as they take control of the direction of their research and the decisions they make. It takes an undergraduate style of study at an A-level standard. It is designed to stretch their knowledge beyond the A-level curriculum and help students prepare for university. As a result of this, the topics can be anything that a student wishes to investigate.

**Types of Home Learning:** There are no formal lessons for an EPQ. Students are expected to work closely with their supervisor and so they should react to the discussions in the meeting. Home learning is expected to involve some of the following: reading, watching documentaries, listening to podcasts, completing research and writing up findings.

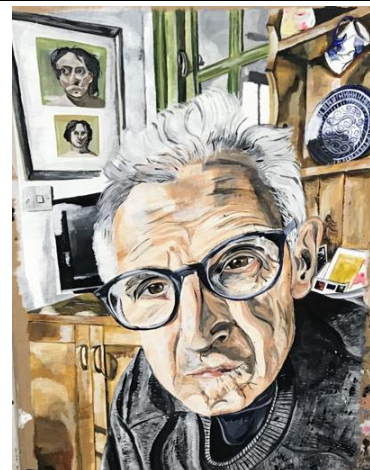
**Extension work:** The grading for an EPQ clearly explains that the student should carry out a range of research tasks, work independently and reflect on their findings.

**Useful links:** <https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993>  
<https://www.futurelearn.com/courses/epq-success>



## Fine art

<b>Year 12</b>	<p><b>Topics:</b> Developing drawing technique, exploring materials, application and processes, research skills and critical understanding.          Topic/Term one: Individual workshops. Main coursework: choice of titles, e.g. Flaws, Perfections, Ideals and Compromises. Covert and Obscured.</p> <p><b>Types of Home Learning:</b> Collecting &amp; taking photographs, research on the Internet, presentation of research, observation drawings, project development work, skill-based work, artist research and analysis of artists' work.</p> <p><b>Extension work:</b> Development of individual drawing skills and style, interviewing an artist/s. A selection of activities and help sheets can be found on Teams.</p> <p><b>Useful links:</b></p> <table border="0"> <tr> <td><a href="http://www.art.com">www.art.com</a></td> <td><a href="http://www.theartstory.org/">www.theartstory.org/</a></td> <td><a href="http://www.artarchive.com">www.artarchive.com</a></td> </tr> <tr> <td><a href="http://www.artfactory.com">www.artfactory.com</a></td> <td><a href="http://www.tate.org.uk">www.tate.org.uk</a></td> <td><a href="http://www.npg.org.uk/">www.npg.org.uk/</a></td> </tr> <tr> <td><a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a></td> <td><a href="http://www.photofusion.org/">www.photofusion.org/</a></td> <td><a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a></td> </tr> <tr> <td><a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a></td> <td><a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a></td> <td><a href="http://www.moma.org/">www.moma.org/</a></td> </tr> <tr> <td><a href="http://www.guggenheim.org/">www.guggenheim.org/</a></td> <td><a href="http://www.studentartguide.com/">www.studentartguide.com/</a></td> <td><a href="http://www.wikiart.org/">www.wikiart.org/</a></td> </tr> </table>	<a href="http://www.art.com">www.art.com</a>	<a href="http://www.theartstory.org/">www.theartstory.org/</a>	<a href="http://www.artarchive.com">www.artarchive.com</a>	<a href="http://www.artfactory.com">www.artfactory.com</a>	<a href="http://www.tate.org.uk">www.tate.org.uk</a>	<a href="http://www.npg.org.uk/">www.npg.org.uk/</a>	<a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a>	<a href="http://www.photofusion.org/">www.photofusion.org/</a>	<a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a>	<a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a>	<a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a>	<a href="http://www.moma.org/">www.moma.org/</a>	<a href="http://www.guggenheim.org/">www.guggenheim.org/</a>	<a href="http://www.studentartguide.com/">www.studentartguide.com/</a>	<a href="http://www.wikiart.org/">www.wikiart.org/</a>
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<b>Year 13</b>	<p><b>Topics:</b> Personal Study exploring Art relevant to the student's individual interests. Student designed theme. Students will discuss these with their Art teacher to arrive at topics relevant to them individually. Pupils will work off exam titles provided by the exam board.</p> <p><b>Types of Home Learning:</b> Collecting &amp; taking photographs, research on the Internet, presentation of research, observation drawings, project development work, skill-based work, artist research and analysis of artists' work.</p> <p><b>Extension work:</b> Development of individual drawing skills and style, interviewing an artist/s. A selection of activities and help sheets can be found on Teams.</p> <p><b>Useful links:</b></p> <table border="0"> <tr> <td><a href="http://www.art.com">www.art.com</a></td> <td><a href="http://www.theartstory.org/">www.theartstory.org/</a></td> <td><a href="http://www.artarchive.com">www.artarchive.com</a></td> </tr> <tr> <td><a href="http://www.artfactory.com">www.artfactory.com</a></td> <td><a href="http://www.tate.org.uk">www.tate.org.uk</a></td> <td><a href="http://www.npg.org.uk/">www.npg.org.uk/</a></td> </tr> <tr> <td><a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a></td> <td><a href="http://www.photofusion.org/">www.photofusion.org/</a></td> <td><a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a></td> </tr> <tr> <td><a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a></td> <td><a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a></td> <td><a href="http://www.moma.org/">www.moma.org/</a></td> </tr> <tr> <td><a href="http://www.guggenheim.org/">www.guggenheim.org/</a></td> <td><a href="http://www.studentartguide.com/">www.studentartguide.com/</a></td> <td><a href="http://www.wikiart.org/">www.wikiart.org/</a></td> </tr> </table>	<a href="http://www.art.com">www.art.com</a>	<a href="http://www.theartstory.org/">www.theartstory.org/</a>	<a href="http://www.artarchive.com">www.artarchive.com</a>	<a href="http://www.artfactory.com">www.artfactory.com</a>	<a href="http://www.tate.org.uk">www.tate.org.uk</a>	<a href="http://www.npg.org.uk/">www.npg.org.uk/</a>	<a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a>	<a href="http://www.photofusion.org/">www.photofusion.org/</a>	<a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a>	<a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a>	<a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a>	<a href="http://www.moma.org/">www.moma.org/</a>	<a href="http://www.guggenheim.org/">www.guggenheim.org/</a>	<a href="http://www.studentartguide.com/">www.studentartguide.com/</a>	<a href="http://www.wikiart.org/">www.wikiart.org/</a>
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## French

Year 12	<p><b>Topics:</b> La famille en voie de changement, la « cyber-société », le rôle du bénévolat, une culture fière de son patrimoine culturel, la musique francophone contemporaine, cinéma – le septième art.</p> <p><b>Types of Home Learning:</b> Revise all new vocabulary and grammar daily, translate texts from French to English, translate texts from English to French, write mini essays, prepare stimulus tasks for speaking practice, practise dictionary skills, read and understand texts, practise listening skills, watch DVDs.</p> <p><b>Extension work:</b> Redraft all corrected work daily, prepare speaking and writing presentations, practise past exam papers from AQA website, research topics for speaking &amp; writing.</p> <p><b>Useful links:</b> <a href="http://www.lemonde.fr/">http://www.lemonde.fr/</a>, <a href="http://www.leparisien.fr/">http://www.leparisien.fr/</a>, <a href="http://www.franceinfo.fr/">http://www.franceinfo.fr/</a>, <a href="http://www.m6.fr">www.m6.fr</a>, <a href="http://www.france2.fr">www.france2.fr</a>, <a href="http://www.voila.fr">www.voila.fr</a>, <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>, <a href="http://www.elnuevodia.com/">www.elnuevodia.com/</a>, <a href="http://www.essex.ac.uk/langling/">www.essex.ac.uk/langling/</a>, <a href="http://www.bbc.co.uk/languages/french/">www.bbc.co.uk/languages/french/</a></p>
Year 13	<p><b>Topics:</b> multiculturalism in the French speaking world – racism, integration &amp; living together; how criminals are dealt with; aspects of political life – young people of today, citizens of tomorrow, popular movements, strikes, different political parties, immigration.</p> <p><b>Types of Home Learning:</b> Revise all new vocabulary and grammar daily, translate texts from French to English, translate texts from English to French, write mini essays, prepare stimulus tasks for speaking practice, practise dictionary skills, read and understand texts, practise listening skills, watch DVDs.</p> <p><b>Extension work:</b> Redraft all corrected work daily, prepare speaking and writing presentations, practise past exam papers from AQA website, research cultural topics for speaking &amp; writing.</p> <p><b>Useful links:</b> <a href="http://www.lemonde.fr/">http://www.lemonde.fr/</a>, <a href="http://www.leparisien.fr/">http://www.leparisien.fr/</a>, <a href="http://www.franceinfo.fr/">http://www.franceinfo.fr/</a>, <a href="http://www.m6.fr">www.m6.fr</a>, <a href="http://www.france2.fr">www.france2.fr</a>, <a href="http://www.voila.fr">www.voila.fr</a>, <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>, <a href="http://www.elnuevodia.com/">www.elnuevodia.com/</a>, <a href="http://www.essex.ac.uk/langling/">www.essex.ac.uk/langling/</a>, <a href="http://www.bbc.co.uk/languages/french/">www.bbc.co.uk/languages/french/</a></p>



## Geography

Year 12	<p><b>Topics:</b> Coastal Landscapes and Change, Regenerating Places, Tectonic Processes and Hazards and Globalisation</p> <p><b>Types of Home Learning:</b> Wider reading is crucial. Students will have access to archived and recent copies of geofiles, links to The Economist Articles which the department subscribes to and reading broadsheet newspapers to keep up to date with current affairs. Practice exam questions, revision tasks on earlier topics.</p> <p><b>Extension work:</b> Revision, exam questions, exam question plans, group work, research, wider reading. Researching and working on their NEA.</p> <p><b>Useful links:</b>  <a href="#">Edexcel A level Geography (2016)   Pearson qualifications</a> Access to the specification, past papers, mark schemes and examiner’s reports.  <a href="#">Time for Geography</a> Really great videos from University Geography Departments  <a href="#">The Guardian</a> Many useful articles and logically ordered—keep an eye on the Environment, Science, Society, Global Development stories in particular.  <a href="#">BBC News</a> An excellent source of up to date articles—explore the key headings such as Science, Business, as well as the UK, World and other stories.  <a href="#">The Conversation.com</a> You will find this really useful to support many of your A Levels. It provides Up to date articles from academics and specialists in the field written in a way that is accessible to all, summarising key points in short but insightful articles.  <a href="#">Costing the Earth</a> There are some great podcasts here to pick from on a wide variety of geographical issues including climate change, carbon, urban greening, deforestation, alternative power, plastics etc.  <a href="#">Royal Geographical Society</a> fantastic set of podcasts to keep A Level studies up-to-date with the latest geographical research—pick out some that interest you and give them a go!  <a href="#">The Documentary podcast</a> From the BBC, these podcasts investigate global development issues and affairs.  <a href="#">The Inquiry</a> BBC podcasts exploring the trends, forces and ideas shaping the world beyond the headlines.  <a href="#">Podcasts from Oxford University Geography Department</a> These online audio resources consist of lectures, seminars and interviews from the School of Geography and the Environment at the University of Oxford.  <a href="#">Talks from the Royal Geographical Society</a> From microplastics to microfinance, the RGS have released over 50 free geographical talks for you to watch and listen to.</p>
Year 13	<p><b>Topics:</b> Superpowers, The Water Cycle and Water Insecurity, Health, human rights and intervention, The carbon cycle and energy security.</p> <p><b>Types of Home Learning:</b> Revision, exam questions, exam question plans, research, wider reading. Researching and working on their NEA.</p> <p><b>Extension work:</b> Looking back over the work completed in each lesson. Organising folders and completing revision tasks to consolidate their understanding. Wider reading.</p> <p><b>Useful links:</b> Please see Year 12.</p> <p><b>Wider reading:</b>  <b>Prisoners of Geography</b> (Tim Marshall) An insightful book which helps understand how physical geography impacts on political reality and really helps to understand how decisions of world leaders have been shaped by geography—a great introduction to geopolitics.  <b>Factfulness:</b> Ten reasons we’re wrong about the world—and why things are better than you think (Hans Rosling). Hans Rosling has written what is a must-read book from a geography perspective – this takes a more realistic view of the world, presenting issues in fact-based context. It is a rational look at actually how far the world has measurably improved and what is left to be done.  <b>Divided</b> (Tim Marshall) Author Tim Marshall attempts to explain why we are living in an age of walls by delving into our past and present to reveal the fault lines that will shape our world for years to come. Another Sunday Times Best Seller from the author. All of these books are available to borrow from our classroom library.</p>



## History

<p>Year 12</p>	<p><b>Topics:</b> Germany and West Germany 1918-89 The rise and fall of fascism in Italy c1911-46</p> <p><b>Types of Home Learning:</b> Note-making, practice exam questions and essays, revision tasks on earlier topics, revising for a recall test, directed reading.</p> <p><b>Extension work:</b> Extra reading around topics (reading list provided), watching documentaries related to topics studied. Students are encouraged to make supplementary notes for topics that they find more difficult. Reading a History journal such as <i>Modern History Review</i>.</p> <p><b>Useful links:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html</a> Access to the specification, past papers, mark schemes and examiner's reports. <a href="https://alphahistory.com">https://alphahistory.com</a> – additional material on Weimar and Nazi Germany <a href="https://spartacus-educational.com">https://spartacus-educational.com</a> – detailed content on different topics</p>
<p>Year 13</p>	<p><b>Topics:</b> Protest, agitation and parliamentary reform in Britain c1780-1928 Russia c1855-1964, leading to the completion of an independently researched coursework essay.</p> <p><b>Types of Home Learning:</b> Note-making, practice exam questions and essays, revision tasks on earlier topics, revising for a recall test, directed reading.</p> <p><b>Extension work:</b> Extra reading around topics (reading list provided), watching documentaries related to topics studied. Students are encouraged to make supplementary notes for topics that they find more difficult. Reading a History journal such as <i>Modern History Review</i>.</p> <p><b>Useful links:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html</a> Access to the specification, past papers, mark schemes and examiner's reports. <a href="https://alphahistory.com">https://alphahistory.com</a> – good for historiography for Russia <a href="https://spartacus-educational.com">https://spartacus-educational.com</a> – detailed content on different topics, particularly useful for Russia</p>







## IT

Year 12 and 13 over two years

**Topics:**

Unit 1- Fundamentals of IT

Unit 2 –Global Information

Unit 6 – App design

Unit 15 – Game design and prototyping OR Unit 9: Product development

Unit 21 – Web design and prototyping

**Types of Home Learning:** Research, developing work on assignments, planning for presentation to class & learning new topics to bring into class.

**Extension work:** Develop programming skills in Game maker. Develop web development skills in a website application like Wix.

**Useful links:** <http://sandbox.yoyogames.com/make/tutorials> (Game maker & Tutorials)

Teams – this can be accessed via their school email.

Csnewbs - <https://www.csnewbs.com/ocr-cambridge-technicals>

wix website for making the website prototype - <https://manage.wix.com/account/sites>

wix tutorial - <https://www.youtube.com/watch?v=7R3ZywgDCZI>



## Maths

<b>Year 12</b>	<p><b>Topics:</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Pure Mathematics</th> <th style="width: 50%;">Mechanics</th> </tr> </thead> <tbody> <tr> <td>Algebra &amp; functions: laws of indices &amp; surds, quadratics, simultaneous &amp; inequalities, polynomials, factor theorem, graphs of functions, transformations of graphs. Coordinate geometry in the (x,y) plane: straight lines, circles. Sequences &amp; series: Binomial expansion. Differentiation, integration, trigonometry, proof, exponentials &amp; logarithms.</td> <td>Quantities and units in mechanics, vectors, kinematics (1D &amp; 2D), forces &amp; Newton's laws.</td> </tr> <tr> <td></td> <th style="text-align: center;">Statistics</th> </tr> <tr> <td></td> <td>Statistical sampling, data presentation &amp; interpretation, probability.</td> </tr> </tbody> </table> <p><b>Types of Home Learning:</b> Review assumed knowledge and prepare/study new topics to apply/discuss/demonstrate in next lessons. Selected past examination questions per topic as well as Topic Tests; assessed, graded, reviewed and annotated. Complete other written exercises to consolidate new concepts covered</p> <p><b>Extension work:</b> Review HL tasks, additional examination questions, produce revision documents (revision cards, charts, media clips, PowerPoints or similar), research web for revision sources and further study.</p> <p><b>Useful links:</b> <a href="http://www.mymaths.co.uk/">http://www.mymaths.co.uk/</a>, <a href="http://www.mrbartonmaths.com/alevel.htm">http://www.mrbartonmaths.com/alevel.htm</a> (AS-/A-level exam papers + solutions), <a href="http://www.aqa.org.uk/subjects/mathematics/as-and-a-level/mathematics-7356">http://www.aqa.org.uk/subjects/mathematics/as-and-a-level/mathematics-7356</a></p>	Pure Mathematics	Mechanics	Algebra & functions: laws of indices & surds, quadratics, simultaneous & inequalities, polynomials, factor theorem, graphs of functions, transformations of graphs. Coordinate geometry in the (x,y) plane: straight lines, circles. Sequences & series: Binomial expansion. Differentiation, integration, trigonometry, proof, exponentials & logarithms.	Quantities and units in mechanics, vectors, kinematics (1D & 2D), forces & Newton's laws.		Statistics		Statistical sampling, data presentation & interpretation, probability.
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	Statistics								
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## Music

<b>Year 12</b>	<p><b>Topics:</b></p> <p><b>Appraising:</b> Western Classical Tradition - The Development of the Symphony 1750-1900, Rock and Pop OR Musical Theatre, Into the Twentieth Century,</p> <p><b>Performance:</b> Solo or Ensemble</p> <p><b>Composition:</b> One Free Choice piece</p> <p><b>Types of Home Learning:</b> Music Theory Quizzes, Aural Dictation and Aural Perception Exercises, Exam Style Questions, Essay Questions Instrumental Practice and Performance Composition Exercises and Coursework</p> <p><b>Extension work:</b> Performance repertoire, higher level essay writing, advanced compositional technique tasks.</p> <p><b>Useful links:</b> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a>; <a href="https://teachinggadget.com">https://teachinggadget.com</a>; <a href="http://www.musictheory.net">www.musictheory.net</a>; <a href="http://teoria:MusicTheoryWeb">teoria : Music Theory Web</a>; <a href="http://musictheoryexamples.com">musictheoryexamples.com</a>; <a href="http://www.focusonsound.com">www.focusonsound.com</a>; <a href="https://edu.bandlab.com">https://edu.bandlab.com</a>; <a href="http://www.classicfm.com">www.classicfm.com</a></p>
<b>Year 13</b>	<p><b>Topics:</b></p> <p><b>Appraising:</b> Western Classical Tradition - The Development of the Symphony 1750-1900, Rock and Pop OR Musical Theatre, Into the Twentieth Century,</p> <p><b>Performance:</b> Solo or Ensemble</p> <p><b>Composition:</b> One piece to a brief by the exam board in the style of the Western Classical Tradition</p> <p><b>Types of Home Learning:</b> Music Theory Quizzes, Aural Dictation and Aural Perception Exercises, Exam Style Questions, Essay Questions Instrumental Practice and Performance Composition Exercises and Coursework</p> <p><b>Extension work:</b> Performance repertoire, higher level essay writing, advanced compositional technique tasks.</p> <p><b>Useful links:</b> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a>; <a href="https://teachinggadget.com">https://teachinggadget.com</a>; <a href="http://www.musictheory.net">www.musictheory.net</a>; <a href="http://teoria:MusicTheoryWeb">teoria : Music Theory Web</a>; <a href="http://musictheoryexamples.com">musictheoryexamples.com</a>; <a href="http://www.focusonsound.com">www.focusonsound.com</a>; <a href="https://edu.bandlab.com">https://edu.bandlab.com</a>; <a href="http://www.classicfm.com">www.classicfm.com</a></p>



## PE A-level

<p>Year 12</p>	<p><b>Topics:</b> Component/Paper 1 – Physical factors affecting performance. Component/Paper 2 – Psychological factors affecting performance. Component/Paper 3 – Socio-cultural issues in physical activity and sport. Component 4 – Performance in physical education (practical assessment).</p> <p><b>Types of Home Learning:</b> For components 1, 2 and 3, students will be given home learning tasks based on the current position in the specification. As components 1, 2 and 3 are all examined units, this will focus on reproducing knowledge through practice exam questions, research tasks and some group presentation work.</p> <p>Component 4 is the practical element. A requirement of the course is to be participating in a sport either for school or for a club outside of school. Specific homework tasks will not be set for component 4 but staff will make regular checks on the level of playing/training the student has in their sport.</p> <p><b>Extension work:</b> Continued drafting of EAPI (Evaluation and Analysis for Performance Improvement). This will count towards 10% of the final grade when ‘performed’ at the end of year 13. The EAPI involves students watching a sporting performance and then giving a verbal response as to how the performer played and then how the performer can improve. This must include all theoretical knowledge gained during year 12 and 13.</p> <p><b>Useful links:</b> <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/">https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/</a> <a href="https://www.youtube.com/user/sdclewespe">https://www.youtube.com/user/sdclewespe</a></p>
<p>Year 13</p>	<p><b>Topics:</b> Component/Paper 1 – Physical factors affecting performance. Component/Paper 2 – Psychological factors affecting performance. Component/Paper 3 – Socio-cultural issues in physical activity and sport. Component 4 – Performance in physical education (practical assessment).</p> <p><b>Types of Home Learning:</b> For components 1, 2 and 3, students will be given home learning tasks based on the current position in the specification. As components 1, 2 and 3 are all examined units, this will focus on reproducing knowledge through practice exam questions, research tasks and some group presentation work.</p> <p>Component 4 is the practical element. A requirement of the course is to be participating in a sport either for school or for a club outside of school. Specific homework tasks will not be set for component 4 but staff will make regular checks on the level of playing/training the student has in their sport.</p> <p><b>Extension work:</b> Continued drafting of EAPI (Evaluation and Analysis for Performance Improvement). This will count towards 10% of the final grade when ‘performed’ at the end of year 13. The EAPI involves students watching a sporting performance and then giving a verbal response as to how the performer played and then how the performer can improve. This must include all theoretical knowledge gained during year 12 and 13.</p> <p><b>Useful links:</b> <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/">https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/</a> <a href="https://www.youtube.com/user/sdclewespe">https://www.youtube.com/user/sdclewespe</a></p>



## Photography

<b>Year 12</b>	<p><b>Topics:</b> Developing photographic techniques, exploring materials, application and processes, research skills and critical understanding.          Topic 1/ Term 1- Individual Workshops. Main coursework- choice of titles, e.g. Layers and or Layering, Surfaces, Natural Processes.</p> <p><b>Types of Home Learning:</b> Collecting &amp; taking photographs, research on the Internet, presentation of research, editing with Photoshop or apps, project development work, skill-based work, photographer research and analysis of photographers' work.</p> <p><b>Extension work:</b> Development of individual drawing skills and style, interviewing an artist/s. A selection of activities and help sheets can be found on Teams.</p> <p><b>Useful links:</b></p> <table style="width: 100%; border: none;"> <tr> <td><a href="http://www.art.com">www.art.com</a></td> <td><a href="http://www.theartstory.org/">www.theartstory.org/</a></td> <td><a href="http://www.artarchive.com">www.artarchive.com</a></td> </tr> <tr> <td><a href="http://www.artfactory.com">www.artfactory.com</a></td> <td><a href="http://www.tate.org.uk">www.tate.org.uk</a></td> <td><a href="http://www.npg.org.uk/">www.npg.org.uk/</a></td> </tr> <tr> <td><a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a></td> <td><a href="http://www.photofusion.org/">www.photofusion.org/</a></td> <td><a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a></td> </tr> <tr> <td><a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a></td> <td><a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a></td> <td><a href="http://www.moma.org/">www.moma.org/</a></td> </tr> <tr> <td><a href="http://www.guggenheim.org/">www.guggenheim.org/</a></td> <td><a href="http://www.studentartguide.com/">www.studentartguide.com/</a></td> <td><a href="http://www.wikiart.org/">www.wikiart.org/</a></td> </tr> </table>	<a href="http://www.art.com">www.art.com</a>	<a href="http://www.theartstory.org/">www.theartstory.org/</a>	<a href="http://www.artarchive.com">www.artarchive.com</a>	<a href="http://www.artfactory.com">www.artfactory.com</a>	<a href="http://www.tate.org.uk">www.tate.org.uk</a>	<a href="http://www.npg.org.uk/">www.npg.org.uk/</a>	<a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a>	<a href="http://www.photofusion.org/">www.photofusion.org/</a>	<a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a>	<a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a>	<a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a>	<a href="http://www.moma.org/">www.moma.org/</a>	<a href="http://www.guggenheim.org/">www.guggenheim.org/</a>	<a href="http://www.studentartguide.com/">www.studentartguide.com/</a>	<a href="http://www.wikiart.org/">www.wikiart.org/</a>
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<b>Year 13</b>	<p><b>Topics:</b> Personal Study exploring Photography relevant to the student's individual interests. Student designed theme. Students will discuss these with their Photography teacher to arrive at topics relevant to them individually. Pupils will work off exam titles provided by the exam board.</p> <p><b>Types of Home Learning:</b> Collecting &amp; taking photographs, research on the Internet, presentation of research, editing images on Photoshop or apps, project development work, skill-based work, Photographer research and analysis of Photographers' work.</p> <p><b>Extension work:</b> Development of individual drawing skills and style, interviewing an artist/s. A selection of activities and help sheets can be found on Teams.</p> <p><b>Useful links:</b></p> <table style="width: 100%; border: none;"> <tr> <td><a href="http://www.art.com">www.art.com</a></td> <td><a href="http://www.theartstory.org/">www.theartstory.org/</a></td> <td><a href="http://www.artarchive.com">www.artarchive.com</a></td> </tr> <tr> <td><a href="http://www.artfactory.com">www.artfactory.com</a></td> <td><a href="http://www.tate.org.uk">www.tate.org.uk</a></td> <td><a href="http://www.npg.org.uk/">www.npg.org.uk/</a></td> </tr> <tr> <td><a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a></td> <td><a href="http://www.photofusion.org/">www.photofusion.org/</a></td> <td><a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a></td> </tr> <tr> <td><a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a></td> <td><a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a></td> <td><a href="http://www.moma.org/">www.moma.org/</a></td> </tr> <tr> <td><a href="http://www.guggenheim.org/">www.guggenheim.org/</a></td> <td><a href="http://www.studentartguide.com/">www.studentartguide.com/</a></td> <td><a href="http://www.wikiart.org/">www.wikiart.org/</a></td> </tr> </table>	<a href="http://www.art.com">www.art.com</a>	<a href="http://www.theartstory.org/">www.theartstory.org/</a>	<a href="http://www.artarchive.com">www.artarchive.com</a>	<a href="http://www.artfactory.com">www.artfactory.com</a>	<a href="http://www.tate.org.uk">www.tate.org.uk</a>	<a href="http://www.npg.org.uk/">www.npg.org.uk/</a>	<a href="http://www.saatchi-gallery.co.uk/">www.saatchi-gallery.co.uk/</a>	<a href="http://www.photofusion.org/">www.photofusion.org/</a>	<a href="http://www.barbican.org.uk/artgallery">www.barbican.org.uk/artgallery</a>	<a href="http://www.whitechapelgallery.org/">www.whitechapelgallery.org/</a>	<a href="http://www.photonet.org.uk/">www.photonet.org.uk/</a>	<a href="http://www.moma.org/">www.moma.org/</a>	<a href="http://www.guggenheim.org/">www.guggenheim.org/</a>	<a href="http://www.studentartguide.com/">www.studentartguide.com/</a>	<a href="http://www.wikiart.org/">www.wikiart.org/</a>
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## Physics

Year 12	<p><b>Topics:</b> Unit 1 – Measurements and their errors; unit 2 – Particles and radiation; unit 3 – Waves; unit 4 – Mechanics and materials; unit 5 – Electricity.</p> <p><b>Types of Home Learning:</b> There are many different types of Home Learning in Physics. These include questions relating to the lessons, practical evaluations, revision, exam questions, note making and group presentation work. It is also expected that students will revisit the notes from the lesson and seek assistance on any areas of uncertainty. For more information on our expectations, please see the course handbook.</p> <p><b>Extension work:</b> Students are encouraged to make supplementary notes for topics that they find more difficult. ‘Stretch and Challenge’ tasks are set as Home Learning tasks as appropriate. Completing extra exam questions supports the development of exam technique.</p> <p><b>Useful links:</b> Moodle: <a href="http://moodle.settlecollege.org.uk/course/view.php?id=161">http://moodle.settlecollege.org.uk/course/view.php?id=161</a> Specification and Past Papers: <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> Hyperphysics: <a href="http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html">http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html</a> PhysBot: <a href="http://www.physbot.co.uk">http://www.physbot.co.uk</a> PhysNet: <a href="http://physicsnet.co.uk/a-level-physics-as-a2/">http://physicsnet.co.uk/a-level-physics-as-a2/</a> IsaacPhysics: <a href="https://isaacphysics.org/">https://isaacphysics.org/</a></p>
Year 13	<p><b>Topics:</b> Unit 6 – Further mechanics and thermal physics; unit 7 – Fields and their consequences; unit 8 – Nuclear physics; unit 9 – one of the five available option units, which will be selected by the class.</p> <p><b>Types of Home Learning:</b> There are many different types of Home Learning in Physics. These include questions relating to the lessons, practical evaluations, revision, exam questions, note making and group presentation work. It is also expected that students will revisit the notes from the lesson and seek assistance on any areas of uncertainty. For more information on our expectations, please see the course handbook.</p> <p><b>Extension work:</b> Students are encouraged to make supplementary notes for topics that they find more difficult. ‘Stretch and Challenge’ tasks are set as Home Learning tasks as appropriate. Completing extra exam questions supports the development of exam technique.</p> <p><b>Useful links:</b> Moodle: <a href="http://moodle.settlecollege.org.uk/course/view.php?id=160">http://moodle.settlecollege.org.uk/course/view.php?id=160</a> Specification and Past Papers: <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> Hyperphysics: <a href="http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html">http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html</a> PhysBot: <a href="http://www.physbot.co.uk">http://www.physbot.co.uk</a> PhysNet: <a href="http://physicsnet.co.uk/a-level-physics-as-a2/">http://physicsnet.co.uk/a-level-physics-as-a2/</a> IsaacPhysics: <a href="https://isaacphysics.org/">https://isaacphysics.org/</a></p>



## Product design

Year 12	<p><b>Topics:</b> Component 1: Introduction to Principles of Design and Technology. Component 2: Practice Design and Make Projects</p> <p><b>Types of Home Learning: Product Investigation:</b> Students will research into plastics and forming processes, printing and card types. They will then apply this to a drink container, identifying and creating a detailed specification. <b>Design:</b> A pure design-led challenge, students design some packaging usually based around perfume/aftershave. They research into areas of packaging, brand identity and thinking outside the box. Finally, they design, produce and develop ideas to a final design drawing. This section of the portfolio concentrates on design communication skills and the use of ICT to communicate their ideas clearly. <b>Manufacture:</b> Students are to manufacture a product that contains at least 2 materials and gives them a full understanding of the world of Product Design. This should be a mixture between CAD/CAM and Traditional techniques. We will manufacture a piece of packaging along with a POS and some supporting advertising materials, using Adobe to manipulate the graphics on the products. They also look at manufacturing an architectural product and a final more resistant materials product.</p> <p><b>Extension work:</b> Practice using software to aid design, including Adobe photoshop, 2D design draw, Pro-Desktop V8 and Google SketchUp.</p> <p><b>Useful links:</b> <a href="http://www.ider.herts.ac.uk/school/courseware/design/index.html">www.ider.herts.ac.uk/school/courseware/design/index.html</a>, <a href="http://www.seymourpowell.com/work">www.seymourpowell.com/work</a>, <a href="http://www.designcouncil.org.uk/en/About-Design/Design-Disciplines/Product-design">www.designcouncil.org.uk/en/About-Design/Design-Disciplines/Product-design</a>, <a href="http://www.designmuseum.org/design">www.designmuseum.org/design</a>, <a href="http://www.design-technology.info/cwhelp/page10.htm">www.design-technology.info/cwhelp/page10.htm</a>, <a href="http://www.design-technology.info/home.htm">www.design-technology.info/home.htm</a>, <a href="http://www.designweekawards.co.uk/Results.aspx">www.designweekawards.co.uk/Results.aspx</a>, <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>, <a href="http://www.vam.ac.uk/school_stdnts/schools_teach/teachers_resources/resource_boxes/design_boxes/Graphics_Advertising/index.html">www.vam.ac.uk/school_stdnts/schools_teach/teachers_resources/resource_boxes/design_boxes/Graphics_Advertising/index.html</a>, <a href="http://www.seymourpowell.com/work">www.seymourpowell.com/work</a>, <a href="http://www.sciencemuseum.org.uk">www.sciencemuseum.org.uk</a>.</p>
Year 13	<p><b>Topics:</b> Component 1: Introduction to Principles of Design and Technology. Component 2: Practice Design and Make Projects</p> <p><b>Types of Home Learning: Component 1:</b> Exam practice and research into performance characteristics of materials, processes and techniques, digital technologies, factors influencing the development of products, effects of technological developments, potential hazards and risk assessment, features of manufacturing industries, designing for maintenance and the cleaner environment, current legislation, information handling, modelling, forward planning and D&amp;T maths based exercises. <b>Component 2:</b> Meeting with the client, independent research into task and products, completion of ideas and development section, periods of time in the workshop completing products and finally completing testing via 3<sup>rd</sup> party testing.</p> <p><b>Extension work:</b> Practise Adobe and Pro-Desktop &amp; OnShape skills.</p> <p><b>Useful links:</b> <a href="http://www.science.org.au/nova/061/061key.htm">www.science.org.au/nova/061/061key.htm</a>, <a href="http://www.designboom.com/eng">www.designboom.com/eng</a>, <a href="http://www.raymondloewy.com">www.raymondloewy.com</a>, <a href="http://www.uky.edu/~dsianita/611/fms.html">www.uky.edu/~dsianita/611/fms.html</a>, <a href="http://www.strategosinc.com/just_in_time.htm">www.strategosinc.com/just_in_time.htm</a>, <a href="http://www.usda.gov/wps/portal/!ut/p/.7_0_A/7_0_10B?navid=BIOTECH&amp;parentnav=AGRICULTURE&amp;navtype=RT">www.usda.gov/wps/portal/!ut/p/.7_0_A/7_0_10B?navid=BIOTECH&amp;parentnav=AGRICULTURE&amp;navtype=RT</a>, <a href="http://open-site.org/Business/Terminology/Stock_Control/Just_in_Time/">http://open-site.org/Business/Terminology/Stock_Control/Just_in_Time/</a>, <a href="http://www.starck.com">www.starck.com</a>, <a href="http://www.vam.ac.uk">www.vam.ac.uk</a>, <a href="http://www.designmuseum.org/design">www.designmuseum.org/design</a>, <a href="http://www.design-technology.org">www.design-technology.org</a>, <a href="http://www.recycling-guide.org.uk/facts.html">www.recycling-guide.org.uk/facts.html</a>, <a href="http://www.rentokil-initial.com/corporate-responsibility/cost-efficiency/environmental-management">www.rentokil-initial.com/corporate-responsibility/cost-efficiency/environmental-management</a>, <a href="http://www.design-technology.info/batch/default.htm">www.design-technology.info/batch/default.htm</a>, <a href="http://www.willamette.edu/~fthomps/MgmtCon/Mass_Production.html">www.willamette.edu/~fthomps/MgmtCon/Mass_Production.html</a>, <a href="http://www.gdrc.org/uem/lca/life-cycle.html">www.gdrc.org/uem/lca/life-cycle.html</a>, <a href="http://www.eia.doe.gov/kids/energyfacts/sources/whatsenergy.html">www.eia.doe.gov/kids/energyfacts/sources/whatsenergy.html</a>, <a href="http://www.recyclenow.com">www.recyclenow.com</a>, <a href="http://www.recycling-guide.org.uk/facts.html">www.recycling-guide.org.uk/facts.html</a>, <a href="http://www.globalissues.org/TradeRelated/Development.asp">www.globalissues.org/TradeRelated/Development.asp</a>, <a href="http://www.rentokil-initial.com/corporate-responsibility/cost-efficiency/environmental-management">www.rentokil-initial.com/corporate-responsibility/cost-efficiency/environmental-management</a>.</p>



## PSHCE

<b>Year 12 and 13</b>	<p><b>Topics:</b> Health and wellbeing, relationships, living in the wider world.</p> <p><b>Types of Home Learning:</b> Most of the tasks will be the completion of the work studied in their PSHCE lesson. This will be done in their workbooks. In other areas, for example UCAS and careers work, it will be expected that a lot of the planning, researching and completion of applications and personal statements will be done in their non-contact time and at home.</p> <p><b>Extension work:</b> This will always be based on encouraging each student to pursue their own research into the issues we cover. Students could be asked to produce an assembly on the issues they feel strongly about or work in a group to bring about a change.</p> <p><b>Useful links:</b> <a href="http://www.ucas.com">www.ucas.com</a>, <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>, <a href="https://www.barclays.co.uk/digital-confidence/lifeskills/">https://www.barclays.co.uk/digital-confidence/lifeskills/</a></p>
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## Psychology

<b>Year 12</b>	<p><b>Topics:</b> Research methods, social influence, memory, attachment, psychopathology, approaches and biopsychology.</p> <p><b>Types of Home Learning:</b> Independent learning workbooks, research and planning presentations, essay writing, revising for end of unit tests.</p> <p><b>Extension work:</b> Plan, design and carry out a piece of psychological research.</p> <p><b>Useful links:</b> <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a>  <a href="http://www.psychology4a.com/">http://www.psychology4a.com/</a>  <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>  <a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182">https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</a></p>
<b>Year 13</b>	<p><b>Topics:</b> Issues and debates in psychology, schizophrenia, forensic psychology, relationships, further research methods.</p> <p><b>Types of Home Learning:</b> Independent learning workbooks, research and planning presentations, essay writing, revising for end of unit tests.</p> <p><b>Extension work:</b> Plan, design and carry out a piece of psychological research.</p> <p><b>Useful links:</b> <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a>  <a href="http://www.psychology4a.com/">http://www.psychology4a.com/</a>  <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>  <a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182">https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</a></p>





## Spanish

<p>Year 12</p>	<p><b>Topics:</b> Traditional and modern values, cyberspace, equality of the sexes, artistic culture in the Hispanic world (influence of idols, regional identity in Spain), cultural patrimony, literary text: La Case de Bernarda Alba.</p> <p><b>Types of Home Learning:</b> Revise all new vocabulary and grammar daily, translate texts from Spanish to English, translate texts from English to Spanish, write mini essays, summarise texts and audio files in both English and Spanish, prepare stimulus tasks for speaking practice, practise dictionary skills, read and understand texts, practise listening skills, watch DVDs. Students are expected to read around the topic areas and research data and relevant up to date articles, keeping up with developments in the Spanish speaking world.</p> <p><b>Extension work:</b> Redraft all corrected work daily, prepare speaking and writing presentations, practise past exam papers from AQA website, research topics for speaking &amp; writing.</p> <p><b>Useful links:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>, <a href="http://www.elnuevodia.com/">www.elnuevodia.com/</a>, <a href="http://www.essex.ac.uk/langling/">www.essex.ac.uk/langling/</a>, <a href="http://www.bbc.co.uk/languages/spanish/">www.bbc.co.uk/languages/spanish/</a>, <a href="http://www.learnspanishfeelgood.com">www.learnspanishfeelgood.com</a>, <a href="http://www.funwithlanguages.vacau.com/">www.funwithlanguages.vacau.com/</a>, <a href="https://www.memrise.com/home/">https://www.memrise.com/home/</a>, <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a>, <a href="http://www.elpaís.com">www.elpaís.com</a>, <a href="http://www.elmundo.com">www.elmundo.com</a>, <a href="http://www.bbcmundo.com">www.bbcmundo.com</a></p>
<p>Year 13</p>	<p><b>Topics:</b> Multiculturalism in the Hispanic society, immigration and racism, integration and living together, aspects of political life: young people of today, citizens of tomorrow, monarchies and dictatorships, popular movements, film study: El laberinto del fauno.</p> <p><b>Types of Home Learning</b> Revise all new vocabulary and grammar daily, translate texts from Spanish to English, translate texts from English to Spanish, write mini essays, summarise texts and audio files in both English and Spanish, prepare stimulus tasks for speaking practice, practise dictionary skills, read and understand texts, practise listening skills, watch DVDs. Students are expected to read around the topic areas and research data and relevant up to date articles, keeping up with developments in the Spanish speaking world.</p> <p><b>Extension work:</b> Redraft all corrected work daily, prepare speaking and writing presentations, practise past exam papers from AQA website, research cultural topics for speaking &amp; writing.</p> <p><b>Useful links:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>, <a href="http://www.elnuevodia.com/">www.elnuevodia.com/</a>, <a href="http://www.essex.ac.uk/langling/">www.essex.ac.uk/langling/</a>, <a href="http://www.bbc.co.uk/languages/spanish/">www.bbc.co.uk/languages/spanish/</a>, <a href="http://www.learnspanishfeelgood.com">www.learnspanishfeelgood.com</a>, <a href="http://www.funwithlanguages.vacau.com/">www.funwithlanguages.vacau.com/</a>, <a href="https://www.memrise.com/home/">https://www.memrise.com/home/</a>, <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a>.</p>



## Sport

<p>Year 12</p>	<p><b>Topics:</b> Unit 1 – Body systems and the effects of exercise. Unit 2 – Sport coaching and activity leadership.</p> <p><b>Types of Home Learning:</b> Unit 1 – This is an exam-based unit. Students will be given home learning tasks based on the current position in the specification. As unit 1 is an examined unit, this will focus on reproducing knowledge through practice exam questions, research tasks and some group presentation work.</p> <p>Unit 2 – This is a coursework-based unit. This unit requires students to plan, lead and review activity sessions. Although students cannot complete any part of the written coursework at home, they can plan activity sessions. Students will most likely complete these sessions outside of the normal school day.</p> <p><b>Extension work:</b> Unit 1 – use of exam materials. Unit 2 – observing experienced coaches/teachers leading sessions will give students an advantage when planning and leading their own sessions.</p> <p><b>Useful links:</b> <a href="https://www.ocr.org.uk/Images/258723-body-systems-and-the-effects-of-physical-activity.pdf">https://www.ocr.org.uk/Images/258723-body-systems-and-the-effects-of-physical-activity.pdf</a> <a href="https://www.ocr.org.uk/Images/258725-sports-coaching-and-activity-leadership.pdf">https://www.ocr.org.uk/Images/258725-sports-coaching-and-activity-leadership.pdf</a> <a href="https://www.ukcoaching.org/">https://www.ukcoaching.org/</a></p>
<p>Year 13</p>	<p><b>Topics:</b> Unit 3 – Sport organisation and development. Unit 11 – Physical activity for specific groups. Unit 12 – Nutrition and diet for sport and exercise. Unit 17 – Sports injury and rehabilitation.</p> <p><b>Types of Home Learning:</b> Unit 3 – This is an exam-based unit. Students will be given home learning tasks based on the current position in the specification. As unit 3 is an examined unit, this will focus on reproducing knowledge through practice exam questions, research tasks and some group presentation work.</p> <p>Units 11, 12 and 17 – These are coursework-based units. Although students cannot complete any part of the written coursework at home, they can plan parts of the work. Preparing diet plans and researching specific groups are some of the tasks assigned to students.</p> <p><b>Extension work:</b> Unit 3 – Use of additional exam materials.</p> <p><b>Useful links:</b> <a href="https://www.ocr.org.uk/Images/258726-sports-organisation-and-development.pdf">https://www.ocr.org.uk/Images/258726-sports-organisation-and-development.pdf</a> <a href="https://www.ocr.org.uk/Images/500732-physical-activity-for-specific-groups.pdf">https://www.ocr.org.uk/Images/500732-physical-activity-for-specific-groups.pdf</a> <a href="https://www.ocr.org.uk/Images/500734-nutrition-and-diet-for-sport-and-exercise.pdf">https://www.ocr.org.uk/Images/500734-nutrition-and-diet-for-sport-and-exercise.pdf</a> <a href="https://www.ocr.org.uk/Images/500736-sports-injuries-and-rehabilitation.pdf">https://www.ocr.org.uk/Images/500736-sports-injuries-and-rehabilitation.pdf</a></p>



## Textiles

<b>Year 12</b>	<p><b>Topics:</b> Theme one Nature – developing drawing technique, exploring textile techniques, research skills and critical understanding.          Theme two, choice of titles e.g. Flaws, Perfections, Ideals and Compromises or Covert and Obscured.</p> <p><b>Types of Home Learning:</b> Collecting &amp; taking photographs, sourcing visual stimulus, research on the Internet, presentation of research, observation drawings, project development work, skill-based work, artist research and analysis of artists’ work. Gathering materials in preparation for lessons, creating samples.</p> <p><b>Extension work:</b> Development of individual drawing skills and textile techniques, interviewing an artist/s. Visiting exhibitions of textile work.</p> <p><b>Useful links:</b></p> <p><a href="http://www.ftmlondon.org/ftm-collection/">www.ftmlondon.org/ftm-collection/</a>      <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a>      <a href="http://www.vam.ac.uk/">www.vam.ac.uk/</a>  <a href="http://www.theharris.org.uk/collections/fashion-textiles/">www.theharris.org.uk/collections/fashion-textiles/</a> (Preston)  <a href="http://www.horniman.ac.uk/explore-the-collections/">www.horniman.ac.uk/explore-the-collections/</a>      <a href="http://www.csc.ucreative.ac.uk">www.csc.ucreative.ac.uk</a>  <a href="http://www.studentartguide.com/featured/a-level-textiles-sketchbook">www.studentartguide.com/featured/a-level-textiles-sketchbook</a></p> <p>Also see Year 13 links.</p>
<b>Year 13</b>	<p><b>Topics:</b> Essay/Personal Study exploring Textile Art relevant to the student’s individual interests.          Portfolio/practical coursework – individual theme. Students will discuss these with their teacher to arrive at topics relevant to them individually.</p> <p><b>Types of Home Learning:</b> Collecting &amp; taking photographs, sourcing visual stimulus, research on the Internet, presentation of research, observation drawings, project development work, skill-based work, artist research and analysis of artists’ work. Gathering materials in preparation for lessons, creating samples.</p> <p><b>Extension work:</b> Development of individual drawing skills and textile techniques, interviewing an artist/s. Visiting exhibitions of textile work.</p> <p><b>Useful links:</b></p> <p><a href="http://www.widewalls.ch/contemporary-textile-art-artists/">www.widewalls.ch/contemporary-textile-art-artists/</a>      <a href="http://www.textile21.co.uk/">www.textile21.co.uk/</a>  <a href="http://www.arttextilesmadeinbritain.co.uk/the-artists.html">www.arttextilesmadeinbritain.co.uk/the-artists.html</a>      <a href="http://www.drapersonline.com/">www.drapersonline.com/</a>  <a href="http://www.ukft.org/business-advice/textile-trends">www.ukft.org/business-advice/textile-trends</a>      <a href="http://phoenixcontemporarytextiles.com/">phoenixcontemporarytextiles.com/</a>  <a href="http://www.museumofcostume.co.uk/">www.museumofcostume.co.uk/</a>      <a href="http://www.textilesociety.org.uk">www.textilesociety.org.uk</a></p> <p>Also see Year 12 links.</p>





## Exam boards

Subject	Exam board
Biology	Pearson
Business CTEC	OCR
Chemistry	OCR – specification A
Engineering	Pearson Edexcel
English language	AQA
English literature	AQA
EPQ	AQA
Fine art	Pearson
French	AQA
Geography	Pearson Edexcel
History	Pearson
IT	OCR
Maths	AQA
Further maths	AQA
PE	OCR
Physics	AQA
Product design	Pearson Edexcel
Psychology	AQA
Spanish	AQA
Sport	OCR

