

# Curriculum Information Pack

St. Crispin's  
Excellence for all



# Year 12



# Year 12 Art Textiles



## What have students at St. Crispin's been taught to understand and be able to do?

Textile Art can be any form of visual art related to Textiles or techniques that can be used in Textiles. This is a creative course that allows students to explore a very wide variety of items: wall hanging, textile sculptures, clothing, accessories, home furnishing even paintings that include some form of stitching or printing. There is a core program to develop skills in machine and hand sewing, surface printing and embellishment and sketchbook presentation of ideas. The course also includes visits to galleries and related workshops.

### Core Knowledge

Knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of textile design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to textile design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of textile design.

### Core Skills

Demonstrate skills in all of the following::

- awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern
- contrast and/or repetition in relation to the chosen area(s) of textile design
- awareness of intended audience or purpose for their chosen area(s) of textile design
- ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen
- area(s) of textile design
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing
- screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction
- stitching, appliqué, patchwork, padding, quilting and embroidery



## Year 12 Art Textiles continued



### How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours. And in Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.

#### **Component 1- Personal Investigation**

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in the form of an essay of 1000-3000 words. (The deadline for this component is January 31st)

#### **Component 2- Externally Set Assignment**

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

### Future Opportunities

A-Level Textiles provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as clothing/textile technologist, colour technologist, illustrator, Interior and spatial designer, Fashion designer, Textile designer, Conservator, Graphic designer, Printmaker, Retail buyer, Stylist or Visual merchandiser to name a few.



# Year 12 Biology



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Module 2 - Foundations in biology

All living organisms have similarities in cellular structure, biochemistry and function. An understanding of these similarities is fundamental to the study of the subject. This module gives learners the opportunity to use microscopy to study the cell structure of a variety of organisms. Biologically important molecules such as carbohydrates, proteins, water and nucleic acids are studied with respect to their structure and function. The structure and mode of action of enzymes in catalysing biochemical reactions is studied.

Membranes form barriers within, and at the surface of, cells. This module also considers the way in which the structure of membranes relates to the different methods by which molecules enter and leave cells and organelles. The division and subsequent specialisation of cells is studied, together with the potential for the therapeutic use of stem cells. Learners are expected to apply knowledge, understanding and other skills developed in this module to new situations and/or to solve related problems

2.1.1 Cell structure

2.1.2 Biological molecules

2.1.3 Nucleotides and nucleic acids

2.1.4 Enzymes

2.1.5 Biological membranes

2.1.6 Cell division, cell diversity and cellular organisation

### Module 3 - Exchange and transport

In this module, learners study the structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants.

## Core Skills

### Module 1 - Development of practical skills in Biology

The development of practical skills is a fundamental and integral aspect of the study of any scientific subject. These skills not only enhance learners' understanding of the subject but also serve as a suitable preparation for the demands of studying Biology at a higher level.

#### Practical skills assessed in a written examination

- These skills include experimental design, analysis of data and evaluation of practical outcomes

#### Practical skills assessed in the practical endorsement

- These skills include the manipulation and use of a range of scientific equipment, from use of microscopes to quadrats and working with biological molecules, enzymes and live or dead organisms.



# Year 12 Biology continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

The significance of surface area to volume ratio in determining the need for ventilation, gas exchange and transport systems in multicellular organisms is emphasised. The examples of terrestrial green plants and a range of animal phyla are used to illustrate the principle. Learners are expected to apply knowledge, understanding and other skills developed in this module to new situations and/or to solve related problems.

3.1.1 Exchange surfaces

3.1.2 Transport in animals

3.1.3 Transport in plants.

## Module 4 - Biodiversity, evolution and disease

Biodiversity refers to the variety and complexity of life. It is an important indicator in the study of habitats. Maintaining biodiversity is important for many reasons. Actions to maintain biodiversity must be taken at local, national and global levels.

4.1.1 Communicable diseases, disease prevention and the immune system

4.2.1 Biodiversity

4.2.2 Classification and evolution.

## How has learning been assessed?

Students will complete a formative multiple choice assessment and written response task every half term. This develops writing ability and helps to identify gaps in knowledge. Students will also complete a summative written mock exam twice a year.

## What is coming up in the following year?

In Year 13 students will develop each of these ideas into more applied topic areas, deepening their knowledge, such as understanding how diffusion and active transport are involved in the workings of the kidney.



# Year 12 Business



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### What is business?

This unit builds on what has been learned at GCSE. New knowledge of public ownership and different types of shares is introduced. Students will gain further insights into the process of forming companies and the different tax structures.

### Managers, leadership and decision making.

This element is new to students as it was not part of the GCSE syllabus. Students learn management models such as Blake and Mouton. Decision trees are investigated and evaluated.

**Marketing.** The marketing mix and market research is taken to the next level. Students also learn about elasticity and segmentation and well as analysing marketing data. Marketing models such as the Boston Matrix and SWOT are studied.

**Operations.** Knowledge of production techniques learned at GCSE is extended and new elements are studied such as stock control and quality assurance.

**Financial performance.** Simple profit margins and accounting are introduced before being developed in unit 5. Budgeting is introduced to students.

**Human Resources.** This is a diverse unit extending knowledge learned at GCSE of human resource management. Motivational theories such as Maslow and Herzberg are studied as well as industrial relations.

## Core Skills

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem-solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills
- use spreadsheets to create financial accounts – students will develop skills involving setting out spreadsheets and using formulae
- Develop reading and comprehension skills as students are required to regularly read and keep up to date with a range of business case studies.



# Year 12 Business continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**Strategic internal position.** This is a longer unit of study as includes;

- Accounting
- Investment Appraisal
- Economy
- Competition
- Mission and strategy
- Political and Legal change
- Social and technical change

**Strategic direction and positioning.** Students will be able to study strategies of a range of larger business and look at the works of Porter and Ansoff.

**Strategic methods.** This is another wide ranging unit covering aspects such as;

- Changes in scale
- Innovations
- Internationalisation
- Digital technology

**Managing strategic change and culture.** Project management in the form of critical path analysis is studied within the unit as well as business culture and a deeper look at leadership.



# Year 12 Chemistry



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Module 2 – Foundations in chemistry

This module acts as an important bridge into AS and A-Level Chemistry from the study of chemistry within science courses at GCSE level.

This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of A-Level Chemistry:

The importance of these basic chemical concepts is seen as a prerequisite for all further chemistry modules, and it is recommended that this module should be studied first during this course.

This module allows learners to develop important quantitative techniques involved in measuring masses, gas and solution volumes, including use of volumetric apparatus.

Learners are also able to develop their mathematical skills during their study of amount of substance and when carrying out quantitative practical work.

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid-base and redox reactions
- Electrons, bonding and structure.

### Module 3 – Periodic table and energy

The focus of this module is inorganic and physical chemistry, the applications of energy use to everyday life and industrial processes, and current environmental concerns associated with sustainability.

## Core Skills

### Module 1 – Development of practical skills in chemistry

Practical skills assessed in a written examination

Practical skills assessed in the practical endorsement

Chemistry is a practical subject and the development of practical skills is fundamental to understanding the nature of chemistry. Chemistry A gives learners many opportunities to develop the fundamental skills needed to collect and analyse empirical data. Skills in planning, implementing, analysing and evaluating, will be assessed in the written papers.

Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the classroom which contribute to the achievement of the Practical Endorsement (Section 5) as well as enhancing learners' understanding of chemical theory and practical skills.





## Year 12 Chemistry continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

The content within this module assumes knowledge and understanding of the chemical concepts developed in Module 2: Foundations in Chemistry.

This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of inorganic and physical chemistry:

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium (qualitative).

### Module 4 - Core organic Chemistry

This module introduces organic chemistry and its important applications to everyday life, including current environmental concerns associated with sustainability.

The module assumes knowledge and understanding of the chemical concepts developed in Module 2: Foundations in Chemistry.

In the context of this module, it is important that learners should appreciate the need to consider responsible use of organic chemicals in the environment. Current trends in this context include reducing demand for hydrocarbon fuels, processing plastic waste productively, and preventing use of ozone-depleting chemicals.

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS)



## Year 12 Chemistry continued



### How has learning been assessed?

Students will complete regular chapter tests and written response task every half term. This develops writing ability and helps to identify gaps in knowledge.

Students will also complete a summative written mock exam twice a year.

### What is coming up in the following year?

In Year 13 students will develop each of these ideas into more applied topic areas, deepening their knowledge.



# Year 12 Computer Science



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Unit 1 - Structure and function of the processor

Students will recall their knowledge from GCSE's to dive deeper into the structure and function of the processor. Looking at specific topics such as components inside of the CPU, the fetch-decode-execute cycle; including its effects on registers, pipelining, Von Neumann and Harvard architecture.

### Unit 2 - Types of processor, input, output and storage devices

Following on from unit 1 we start to look at the types of processors in which the students learn about the differences between and uses of CISC and RISC processors, GPUs and their uses and multicore and parallel systems. The students then look at how difference input, output and storage devices can be applied to different complex problems.

### Unit 3 - System Software

After understanding hardware the students will now look at how system software plays a vital role in the modern day computer. We start to look at the need for operating systems, paging, segmentation and virtual memory. We progress onto Interrupts, the role of interrupts and Interrupt Service Routines (ISR), role within the Fetch-Decode-Execute Cycle and Virtual machines, any instance where software is used to take on the function of a machine, including executing intermediate code or running an operating system within another.

### Unit 4 - Application generation

Building on different software the students will look at application generation, in this topic the students will learn about the nature of applications, justifying suitable applications for a specific purpose, stages of compilation (lexical analysis, syntax analysis, code generation and optimisation) and linkers and loaders and use of libraries.

## Core Skills

A-Level specifications must require students to develop the following skills:

- take a systematic approach to problem solving
  - design, write and test programs to either a specification or to solve a problem
  - articulate how a program works, arguing for its correctness and efficiency using logical reasoning, test data, and user feedback
  - use abstraction effectively
  - apply computing-related mathematics
- In addition, A-Level specifications must require students to know and understand how to write specifications for a programming solution.



# Year 12 Computer Science continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Unit 5 - Software development

Understand the waterfall lifecycle, agile methodologies, extreme programming, the spiral model and rapid application development. Different test strategies, including black and white box testing and alpha and beta testing and test programs that solve problems using suitable test data and end user feedback, justify a test strategy for a given situation.

### Unit 6 - Types of programming language

Need for and characteristics of a variety of programming paradigms.

Procedural languages:

- program flow
- variables and constants
- procedures and functions
- arithmetic, Boolean and assignment
- operators
- string handling
- file handling.

Assembly language (including following and writing simple programs with the Little Man Computer instruction set) and Object-oriented languages with an understanding of classes, objects, methods, attributes, inheritance, encapsulation and polymorphism.

### Unit 7 - Compression, encryption and hashing

Building on from programming the students will have the chance to look at different compression, encryption and hashing methods these include lossy and lossless compression, run length encoding and dictionary coding for lossless compression, symmetric and asymmetric encryption and different uses of hashing.



# Year 12 Computer Science continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Unit 8 - Databases

After understanding how encryption and hashing works, we progress onto databases and start to use this knowledge further students understanding. In databases the students will build on their GCSE knowledge to identify methods of capturing, selecting, managing and exchanging data, how to use normalization to 3NF, to write confidently in SQL, understanding the advantages and disadvantages of referential integrity and transaction processing, ACID (Atomicity, Consistency, Isolation, Durability), record locking and redundancy.

### Unit 9 - Networks

From databases we start to look at how networks are created and the importance of protocols and standards. We recap on the internet structure:

- The TCP/IP Stack
- DNS
- Protocol layering
- LANs and WANs
- Packet and circuit switching.

With a deeper dive into network security and threats, use of firewalls, proxies and encryption.

### Unit 10 - Web technologies

Students will be able to learn how to write in HTML, JavaScript and CSS.

They will also gain a deeper understanding of search engine indexing, pagerank algorithms, server and client side processing.



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Unit 11 - Data types

The students will use the skills and knowledge they learnt from data representation in GCSEs and develop their understanding on data types. This modules will cover the following:

- Primitive data types, integer, real/ floating point, character, string and Boolean
- Use of sign and magnitude and two's complement to represent negative numbers in binary
- Representation and normalisation of floating point numbers in binary
- Floating point arithmetic, positive and negative numbers, addition and subtraction
- Bitwise manipulation and masks: shifts, combining with AND, OR, and XOR.
- Positive and negative real numbers using normalised floating point representation.

### Unit 12 - Boolean Algebra

- Define problems using boolean logic
- Manipulate Boolean expressions, including the use of Karnaugh maps to simplify Boolean expressions
- Use the following rules to derive or simplify statements in Boolean algebra: De Morgan's Laws, distribution, association, commutation, double negation
- Using logic gate diagrams and truth tables
- The logic associated with D type flip flops, half and full adders.



# Year 12 Computer Science continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Unit 13 - Moral and ethical issues

- The individual moral, social, ethical and cultural opportunities and risks of digital technology:
  - \*Computers in the workforce
  - \*Automated decision making
  - \*Artificial intelligence
  - \*Environmental effects
  - \*Censorship and the Internet
  - \*Monitor behavior
  - \*Analyse personal information
  - \*Piracy and offensive communications.
- Layout, colour paradigms and character sets.

## How has learning been assessed?

Year 12 students have an official paper 1 and paper 2 mock exam near the end of the winter term and a series of assessments throughout the year to support their revision.

## What is coming up in the following year?

Completing the rest of the A-Level curriculum but also putting all of this information into practice to start their programming projects.



# Year 12 Drama and Theatre Studies



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

- The theatrical processes and practices involved in interpreting and performing theatre
- How conventions, forms and techniques are used in drama and live theatre to create meaning
- How creative and artistic choices influence how meaning is communicated to an audience
- How performance texts are constructed to be performed, conveying meaning
- How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience.

## Core Skills and Theatrical Conventions

- Interpretative processes relating to:
- practical demands of texts
- the choice and use of performance space
- patterns of stage movement
- stage positioning and configuration
- spatial relationships on stage
- performer and audience configuration
- character motivation and interaction
- performers' vocal and physical interpretation of character
- delivery of lines
- listening and response
- playing of sub-text
- development of pace, pitch and dramatic climax
- relationships between performers and audience
- design of sets, costume, makeup, lighting, sound and props
- design fundamentals such as scale, shape, colour, texture
- genre and form
- structure
- language
- stage directions
- character construction
- style of play
- the social, cultural and historical contexts of plays
- interpretative and performance strategies.





## How has learning been assessed?

### Component 1: Understanding drama

This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3) and on their ability to analyse and evaluate the live theatre work of others (AO4).

The paper constitutes 40% of the A-Level.

Students have 3 hours to answer the paper.

The paper is divided into three compulsory sections:

- Section A: Drama through the ages
- Section B: 20th and 21st century drama
- Section C: Live theatre production.

In the exam students are expected to demonstrate knowledge and understanding of the subject content.

### Component 2: Devising drama

This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning as part of the theatre making process making connections between dramatic theory and practice (AO1) and apply theatrical skills to realise artistic intentions in live performance (AO2).

Component 2 constitutes 30% of the A-level.

It is marked by teachers and moderated by AQA.

For this component, students must complete two assessment tasks:

- produce an individual Working notebook documenting the devising process
- contribute to a final devised, group performance.

The Working notebook is marked out of 40.

Each student's contribution to the final devised performance is marked out of 20.

### Component 3: Texts in practice

This is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).

Component 3 constitutes 30% of the A-level.

It is marked by AQA.

For this component students must practically explore (workshop) and interpret three key extracts each from a different play and complete two assessment tasks:

- formally present Extract 3 to an audience
- produce an individual Reflective report analysing and evaluating their theatrical interpretation of all three key extracts studied.

Each student's contribution to the performance of Extract 3 is marked out of 40.

Their reflective report is marked out of 20.



## Year 12 Drama and Theatre Studies continued



### How has learning been assessed?

For the performance of extract 3 students must apply the work and methodologies of one of the prescribed theatre practitioners on our set list (see prescribed practitioners). Performers and directors in the same group must select the same practitioner. Designers may select different practitioners. All practitioner choices must be compatible. Students should seek to ensure that their work is fully consonant with the intentions and methods of the selected practitioner(s). Only extract 3 must have a prescribed practitioner applied.



# Year 12 Economics



## What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

**Microeconomics:** the economic problem of scarce resources and unlimited wants, demand and supply, government intervention, competitive markets and efficiency. Real world issues such as the recent petrol crisis and supply chain shortages are also investigated.

**Macroeconomics:** how the performance of an economy is measured, the circular flow of income, aggregate demand and supply, government policy, the problems of inflation and unemployment.

### Core Skills

Students will develop analytical, numeric, communication and problem solving skills and cultural awareness.

In addition they will be encouraged to use spreadsheets to construct a share dealing portfolio and will become confident with using formulas.

Students will develop their reading and comprehension skills as it is vital that they keep up to date with current affairs. Reading of high quality newspapers and magazines such as the Economist is facilitated.

## How has learning been assessed?

- Regular essays
- Unit tests
- Multiple choice questions
- Case studies.

## Future Opportunities

In addition, the knowledge and skills learned would also be useful for careers including: Actuary, Business Analysis and Development, the Civil Service, Data Science, Diplomacy, Economic and/or Political Journalism, Government and Politics, Management Consultancy, Policy Development and Management, Quantity Surveying.



# Year 12 English Language and Literature



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**In Year 12, students will develop a knowledge of stylistics.**

Students will learn about methods of language analysis. They will be required to adopt a close language focus, identifying salient features of language used in the respective texts. The following list is a guide to the areas of language analysis students are expected to be familiar with:

- **phonetics, phonology and prosodics** – for example, the sounds of real speech and the patterns of sound symbolism (rhyme, alliteration, onomatopoeia) that some writers employ
- **lexis and semantics** – for example, the connotations of words and phrases, metaphor and idiomatic language
- **grammar** – for example, how the use of pronouns can shape narrative viewpoints
- **pragmatics** – for example, the assumptions made about listeners/readers by the speaker's/**writer's language choices**
- **discourse** – for example, the way different text types use particular features or routines, including aspects of visual design and layout.

Students will apply this knowledge to the following set texts:

*Paris Anthology, The Handmaid's Tale, Robert Browning Poetry Anthology.*

**Students will be taught and be able to answer examination questions on the following topics:**

*Remembered Places – the representation of place*  
*Imagined Worlds – point of view and genre in prose*  
*Poetic Voices – the forms and functions of poetic voice.*

## Core Skills

**There are five assessment objectives which are examined throughout the course:**

- AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression
- AO2: Analyse ways in which meanings are shaped in texts
- AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received
- AO4: Explore connections across texts, informed by linguistic and literary concepts and method
- AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.



## Year 12 English Language and Literature continued



### How has learning been assessed?

Assessment is ongoing. Students will be assessed in a variety of ways e.g. verbally, through questioning in class; short written responses; formal assessments completed in class and mock examinations. Assessments will only be set after students have been taught the knowledge and skills needed to complete them successfully. Preparation time in class and for personal study will be given for formal assessments.

### What is coming up in the following year?

Students will continue to expand their knowledge and put into use methods of language analysis. They will complete two new units: Exploring Conflict (based around 'A Streetcar named Desire' by Tennessee Williams) and Writing about Society (based around 'the Kite Runner' by Khaled Hosseini). The latter will involve creative writing as they recast a section of the base text from a different perspective. They will learn how to write a commentary on their own work. They will complete an NEA - a comparative investigation into a literary and non-literary text of their choice.



# Year 12 English Literature



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

In Year 12, students will develop a knowledge of the tragic genre.

**Texts studied: King Lear, Tess of the D'Urbervilles, Death of a Salesman.**

**Students will be examined on aspects of tragedy such as:**

- the type of tragic text itself, whether it is classical and about public figures, like Lear, or domestic and about representations of ordinary people, like Tess, or Willy Loman
- the settings for the tragedy, both places and times
- the journey towards death of the protagonists, their flaws, pride and folly, their blindness and insight, their discovery and learning, their being a mix of good and evil
- the role of the tragic villain or opponent, who directly affects the fortune of the hero, who engages in a contest of power and is partly responsible for the hero's demise
- the presence of fate, how the hero's end is inevitable
- how the behaviour of the hero affects the world around him, creating chaos and affecting the lives of others
- the significance of violence and revenge, humour and moments of happiness.

## Core Skills

**There are five assessment objectives which are examined throughout the course:**

- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- AO2: Analyse ways in which meanings are shaped in literary texts.
- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- AO4: Explore connections across literary texts.
- AO5: Explore literary texts informed by different interpretations.



## Year 12 English Literature continued



### What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<ul style="list-style-type: none"><li>the structural pattern of the text as it moves through complication to catastrophe, from order to disorder, through climax to resolution, from the prosperity and happiness of the hero to the tragic end</li><li>the use of plots and sub-plots • the way that language is used to heighten the tragedy</li><li>ultimately, how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition.</li></ul>	<p><b>There are five assessment objectives which are examined throughout the course:</b></p> <ul style="list-style-type: none"><li>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li><li>AO2: Analyse ways in which meanings are shaped in literary texts</li><li>AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li><li>AO4: Explore connections across literary texts</li><li>AO5: Explore literary texts informed by different interpretations.</li></ul>

### How has learning been assessed?

Assessment is ongoing. Students will be assessed in a variety of ways e.g. verbally, through questioning in class; short written responses; formal assessments completed in class and mock examinations. Assessments will only be set after students have been taught the knowledge and skills needed to complete them successfully. Preparation time in class and for personal study will be given for formal assessments.

### What is coming up in the following year?

Elements of political and social protest writing.  
Chosen texts have a clear focus on issues of power and powerlessness at their core, with political and social protest issues central to each text's structure. The political and social protest genre covers representations of both public and private settings. All set texts foreground oppression and domination and they all look at the cultures we live in and have lived in over time.



# Year 12 Fine Art



## What have students at St. Crispin's been taught to understand and be able to do?

Fine Art is a creative course that allows students to extend their skills in a range of experimental media, drawing and painting, print making or sculpture. The course refines both technical skills and creative thinking techniques and gives students the opportunity of working on a large scale whilst developing their personal styles. The course includes visits to galleries and related workshops.

### Core Knowledge

- Knowledge and understanding of:
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art
  - historical and contemporary developments and different styles and genres
  - how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
  - continuity and change in different styles, genres and traditions relevant to fine art
  - a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.

### Core Skills

- Demonstrate skills in all of the following:
- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
  - awareness of intended audience or purpose for their chosen area(s) of fine art
  - understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
  - appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography
  - understanding of pictorial space, composition, rhythm, scale and structure
  - appreciation of colour, line, tone, texture, shape and form.

## How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours. And in Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.





# Year 12 Fine Art



## How has learning been assessed?

### Component 1- Personal Investigation

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in the form of an essay of 1000-3000 words. (The deadline for this component is January 31st)

### Component 2- Externally Set Assignment

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

## Future Opportunities

A-Level Fine Art provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as Advertising art director, Art therapist, Commercial art gallery manager, Community arts worker, Conservator, Exhibition designer, Fine artist, Graphic designer, Illustrator, Museum/gallery exhibitions officer, Printmaker, Animator, Arts administrator, Concept artist, Jewellery designer, Multimedia programmer, Museum/gallery curator, Special effects technician, to name a few.



# Year 12 French



## What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

**4 themes are covered over the two years of their A-Levels and they also study one film at AS and one book at A-Level.**

#### **Theme 1: Aspects of French-Speaking society**

Unit 1: Changes in family  
Unit 2: "Cybersociety" - Technology  
Unit 3: Volunteering  
Literature: La Haine (Hate) – Mathieu Kassovitz.

#### **Theme 2: Artistic culture in the French-speaking world**

Unit 4: Heritage  
Unit 5: Contemporary Francophone music  
Unit 6: Cinema.

#### **Theme 3: Aspects of French-speaking society: Current issues**

Unit 7: Positive aspects of a diverse society  
Unit 8: French life for the outcasts  
Unit 9: How criminals are treated?  
Literature: L'Étranger (The Stranger) – Albert Camus.

#### **Theme 4: Aspects of political life in the French-speaking world**

Unit 10: The youngsters, the right to vote and political commitment  
Unit 11: Protests and strikes  
Unit 12: Politics and immigration.

### Core Skills

- Becoming successful communicators by improving their ability to express their thoughts and ideas confidently in the target language
- Ability to analyse the language of different comprehension texts
- Analysis of literacy texts
- Deepening their understanding of the language they are studying and developing their opinions in regards to politics and what diversity brings
- Building on their literacy skills and finding out different historical periods and cultures
- Reflecting on their own cultural background and language and to also make comparisons with the languages and cultures of other countries
- Demonstrating the following aptitudes in their written skill: flair, originality and technical accuracy when presenting own responses to texts
- Being capable to research a topic on the country where the language is spoken and present this in an analytical approach to the examiner.

## How has learning been assessed?

Vocabulary tests on a weekly basis, Completion of grammar, end of unit tests, half-termly summative assessments on the theme, exam papers, speaking sessions.

## What is coming up in the following year?

Students go to university.



# Year 12 Further Maths



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**Year 12- Students are taught using the Oxford University Press AQA A-Level Further Maths textbook.**

Sequencing of learning is loosely based upon the chapters in the book. The exact order of the work is detailed in the scheme of work at the bottom of this document.

### Year 12 content

**Complex Numbers** - properties and arithmetic, solving polynomial equations, Argand diagrams, modulus-argument form

**Algebra** - roots of polynomials, inequalities, summing series and the method of differences, proof by induction, Maclaurin series

**Curve Sketching** - linear rational functions, quadratic rational functions, polar coordinates, parabolas, ellipses and hyperbolas, hyperbolic functions

**Integration** - mean values, volumes of revolution

**Matrices** - properties and arithmetic, transformations, systems of linear equations

**Vectors** - vector line of an equation, scalar product, finding distances

**Graphs and Networks** - traversing a graph, minimum spanning trees, Kruskal's algorithm, Prim's algorithm, route inspection, travelling salesperson problems, network flows

**Critical Path Analysis** - activity networks, critical paths

**Linear Programming and Game Theory** - constrained optimisation, zero-sum games, mixed-strategy games

**Abstract Algebra** - binary operations, modular arithmetic.

## Core Skills

Students in Year 12 follow the first year of a two-year A-Level scheme of work. In Year 12 students cover approximately half of the content from the content areas: Further Pure Maths, Mechanics and Discrete.

Core skills students will develop are to:

- Be able to reason mathematically
- To be able to follow mathematical processes but also apply knowledge from across the curriculum and make connections between their learning.
- To apply taught skills to solve functional real world mathematical problems
- To develop revision and exam techniques to prepare them for the formal A-Level assessments.

Students are pushed to develop their fluency in mathematics by having a large focus of every lesson on developing student's numeracy skills in every unit of work. Students are also given regular feedback and teacher modelling to encourage students to be able to write meticulous, detailed, and mathematically correct solutions so that students are able to communicate mathematically.



# Year 12 Further Maths continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**Forces and Energy** - work, energy and power, Hooke's law, dimensional analysis

**Momentum** - conservation of momentum, collisions, impulses

**Circular Motion** - kinematics of circular motion, horizontal circular motion.

## How has learning been assessed?

Students take end of chapter tests throughout the year where areas of weakness are identified and intervention with specialist intervention teachers organised.

Students also sit two sets of mock exams in Year 12. The first summative assessment is in January and is based on chapter 1-3 and 12-15. The second is a full AS level mock exam which covers all content covered in Year 12.

## What is coming up in the following year?

In Year 13 students finish receiving quality first teaching of the final half of content and then start a series of revision of key material from Year 12.

## A-Level Scheme of Work -Year 12

AUTUMN TERM	AUTUMN TERM
Pure	Discrete
Ch 5 Matrices	Ch 12 Graphs and Networks 1
Properties and Arithmetic	Terminology
Transformations	Kruskal's Algorithm, Prim's Algorithm
Systems of linear equation	Route Inspection
Ch 1 Complex Numbers	Travelling Salesman Problem
Solving polynomials	Network Flows



# Year 12 Further Maths continued



## A-Level Scheme of Work -Year 12

HALF TERM	
Argand diagrams	Ch 13
Modulus-Argument form and Loci	Critical Path Analysis
Ch 2 Algebra	Ch 14
Roots of polynomials	Linear programming
Inequalities	Game Theory—Zero sum games
Summing Series and Method of differences	
Proof by induction	
Maclaurin series	
SPRING TERM	
Ch 3 Curve sketching	Ch 15
Linear rational functions	Binary operations
Quadratic rational functions	Modular arithmetic
Polar coordinates	Mechanics
Parabolas Ellipses Hyperbolae	Ch 8
Hyperbolics	Impulse and momentum
HALF TERM	
Ch 4 Integration	Ch 7
Mean values	Dimensional analysis
Volumes of revolution	Work, energy and power
	Elastic springs and strings
	Ch 9
	Circular motion



# Year 12 Further Maths continued



## A-Level Scheme of Work -Year 12

SUMMER TERM	SUMMER TERM
Ch 6 Vectors	Ch 9 continued
Vector equation of a line	Circular motion to complete
Scalar product	Review
HALF TERM	HALF TERM
Revise for mock	Revise for mock
Year 13 work	Year 13 work



# Year 12 Geography



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Learning about human and physical geography through the following topic areas:

- Coastal Landscapes - students will critically examine the coastal landscape with a systems approach, understanding the impact the climate change and human activity have on the landscape at a range of timescales
- Changing Spaces, Making Places- students will understand the difference between a place and a space, and learn about the different factors that make place so multi-faceted. They will learn about social inequality, globalisation, economic change and placemaking processes at a range of scales and in relation to a range of examples around the world
- Investigative Geography- students will develop a core knowledge of the geographical enquiry process applied to their chosen non-examined assessment topic and research question
- Hazardous Earth- students will learn about the evidence for plate tectonics and the features and processes at plate boundaries. Students will learn about the hazards associated with both volcanic and earthquake activity, as well as the implications of living in tectonically active locations.

## Core Skills

- Develop and deepen students' locational knowledge and understanding of the diversity of the world around them
- Develop students' enquiry and fieldwork skills
- Literacy skills- reading of subject-specific texts, the encouragement of wider reading, and the writing of an academic non-examined assessment
- Cartographic skills
- Graphical skills
- Analysis of a range of information sources- maps, graphs, images
- Numeracy and statistical skills, including: mean, median, mode, inter-quartile range, standard deviation, Spearman's Rank, Chi-squared, Mann-Whitney U, T-test
- Analysis of topics and the development of synoptic thinking at a range of scales
- Critical discussion of geographical issues and their significance.



## Year 12 Geography continued



### What have students at St. Crispin's been taught to understand and be able to do?

#### Core Knowledge

- Power and Borders- students will understand what is meant by sovereignty and territorial integrity, and the challenges factors pose to these concepts. They will also understand the role of global governance in conflict and its consequences for citizens and places
- Understanding of the interdependent nature of human and physical topics
- Core knowledge of different spatial and temporal scales.

### How has learning been assessed?

- End of topic assessment at the end of each topic, in line with what students would have to complete in their terminal exams
- Mock exams in January and summer of Year 12
- Personal study exam questions
- Investigative Geography- Non-examined assessment (NEA) 20% 60 marks.

### What is coming up in the following year?

In Year 13, students will learn Earth's Life Support Systems, Disease Dilemmas and Global Migration.





# Year 12 Graphic Communications



## What have students at St. Crispin's been taught to understand and be able to do?

Graphic Communication is a creative course that allows students to explore imagery and script in different contexts. Photoshop skills are developed to manipulate imagery and combine text. The course can be steered towards packaging and advertising or illustration and communication graphics. The course includes visits to galleries and related workshops.

### Core Knowledge

- Knowledge and understanding of:
- relevant materials, processes, technologies and resources
  - how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of graphic communication
  - historical and contemporary developments and different styles and genres
  - how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
  - continuity and change in different styles, genres and traditions relevant to graphic communication
  - a working vocabulary and specialist terminology that is relevant to their chosen area(s) of graphic communication.

### Core Skills

- Demonstrate skills in all of the following:
- understanding of meaning, function, style, scale, colour and content in relation to the chosen area(s) of graphic communication
  - awareness of intended audience or purpose for their chosen area(s) of graphic communication
  - ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of graphic communication
  - appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
  - appreciation of the appropriate use of typography (which could include hand lettering and calligraphy)
  - understanding of a variety of materials and genres appropriate to their chosen area(s) of graphic communication.

## How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours.

In Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.



## Year 12 Graphic Communications continued



### How has learning been assessed continued?

#### **Component 1- Personal Investigation**

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in the form of an essay of 1000-3000 words. (The deadline for this component is January 31st)

#### **Component 2- Externally Set Assignment**

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

### Future Opportunities

A-Level Graphic Communication provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as Graphic designer, Advertising art director, Animator, Concept artist, Creative director, Illustrator, Video game designer or web developer to name a few.



# Year 12 History



What have students at St Crispin's been taught to understand and be able to do?

## Core Knowledge

### WAR OF THE ROSES UNIT

**Legacy:** Students will have an understanding of those that ruled England before 1445 and how they set the path for the conflict.

**Usurpation:** Students will have an understanding of the claims of both sides of the family and how the usurpation of the throne in the family tree enables challenges to the throne.

**Nobility:** Students will understand the structure of society at the time and the attitudes of the nobility. They will appreciate how privilege opened the way for turmoil.

**Corruption:** An understanding of actions that nobles took to further their own cause.

**Rivalry:** Students can suggest how hostility was created and how this led to conflict breaking out.

**Unrest:** Students will demonstrate how key events led to the outbreak of battles.

**Hostilities:** Students can describe key actions and motives that led to fighting and also how resentment continued to fester and cause further conflict.

**Opposition:** Students can describe forms of opposition and evaluate how successfully each monarch dealt with them.

**Restoration:** Students can explain how claimants were able to gain power, challenge and regain the throne on multiple occasions.

**Betrayal:** Students can explain why Edward IV was toppled by a former ally. They can show how this came about.

## Core Skills

**Source Utility:** Students are able to look at primary sources of information and determine how useful they are in an investigation into past events. They are able to evaluate the provenance of these sources and compare them and make substantiated judgments.

**Analysis:** students are able to use detailed knowledge to answer key questions.

**Evaluation:** Students can weigh up evidence and arguments and reach substantiated judgments. They can sustain an argument in continuous prose.



## Year 12 History continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

**Foreign Policy:** Students are able to look at the changing climate abroad and see how foreign interference helped and hindered the monarchs.

**Pretenders:** Students will uncover the theories surrounding the princes in the Tower and possible evidence that they survived.

### ITALIAN UNIFICATION UNIT

**Risorgimento:** Meaning 'Rebirth' or 'Reawakening' this title given to the period covered by this course is a little misleading in that it implies a focus and unity of purpose not there in reality!

**The French Revolution:** Students learn about the values of 'Liberty, Equality and Fraternity' which inspired the revolution, and learn why these ideas were so controversial (and so threatening) to the countries around France.

**Napoleonic Wars:** How Napoleonic France conquered Europe - what happened to the Italian states and how they were dealt with at the Congress of Vienna when Napoleon was defeated.

**Secret Societies:** The growth of Italian Nationalism in the Freemasons and then Carbonari groups.

**Republic and Federation:** Different concepts for the future of Italy.

**Liberal and Reactionary:** Students need to understand the conflicting ideologies that will lead to people supporting or opposing the nationalist movement.



## Year 12 History continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

**The Pope and the Catholic Church:** Students need to be aware of the vast power and influence wielded by the Pope at this time – both temporal and secular power.

**Personal Rivalries:** Students assess the relative contributions of the key players in the Risorgimento – Garibaldi and Cavour despised each other – but both played important roles in unifying the country.

**Empire:** The Italian government's attempts to raise the status of Italy to a 'Great Power' – includes the beginnings of the alliances (familiar to students from earlier studies of the First World War) and raises issues of imperialism and colonialism as the Italians attempted to seize territory in Africa.

### How has learning been assessed?

Students are given chances to practice the skills required for the exam on a regular basis.

**War of the Roses:** The A-Level will comprise two questions, one using source skills and one essay question. Students are given regular opportunities to practice each question throughout the course. At first students are given example answers then support is gradually decreased until students sit essays in timed conditions in class.

**UNIT ONE:** Students are introduced to the source question. They are given lots of practice sources to build up their skills. By the end of the unit they will be able to write a full essay in timed conditions. However, before this there will be clear scaffolding to help students gain confidence to write a full source question.

**UNITS TWO, THREE, FOUR & FIVE:** Students are introduced to the essay question. At the end of the unit they can write a full essay in timed conditions. Before this the essay will be modeled with the use of notes.

**Italian Unification:** The Italy exam consists of two questions (part a and part b) students practice both exam questions multiple times in each unit.

**UNIT ONE:** Students are introduced to the question types and given non-subject specific exemplars. They write single paragraphs initially and then build up to full answers but with their notes present by the end of the unit.



## Year 12 History continued



### How has learning been assessed?

**UNIT TWO:** Students write full questions under timed conditions. They do not have their notes with them but are told the question in advance and given time to plan for Personal Study.

**UNITS THREE and FOUR:** Students write exam questions under timed conditions. They are told the topic of the question but not the specific question. We practice as many questions as possible to familiarize students with planning as well as writing under timed conditions.

**MOCKS:** Students will complete two mocks in the school year. The first mock will see a full Italy paper and a partial War of the Roses paper. The second mock of the year will see full papers for both Italy and War of the Roses.

### What is coming up in the following year?

#### War of the Roses

A period of tyrannical rulers, complex political machinations, love affairs and leaders' blood spilled both literally and metaphorically. The inspiration for Game of Thrones comes to life in the classroom as you work out how power switched back and forth between two warring families.

**England 1445:** In the first Unit students are introduced to the warring family. They gain an understanding of who the key figures are, what the country was like and how those who came before Henry VI set the scene for conflict.

**Henry VI:** Students look at how a man who became king at 9 months old struggle to live up to the legacy of his father. They look at how the conflict of the War of the Roses began and determine the role and responsibility of key characters in the outbreak. They will evaluate why after a battle hostilities continued and how an 18 year old was able to overthrow King Henry.

**Edward IV:** A man who was crowned twice. Students investigate how successful Edward was over his two reigns, making comparisons between the two and considering why he lost the throne in his first reign but made a success of his second.

**Richard III:** A notorious figure in history forever immortalized by Shakespeare. Students discover how this man unexpectedly took the throne and if the portrayal of Richard is fair.

**Henry VII:** The start of the most famous royal dynasty; the Tudors. Students will explain how Henry went from being crowned on the battlefield and then saw off numerous threats to end the War of the Roses.



## Year 12 History continued



### What is coming up in the following year?

#### Italian Unification

**RISORGIMENTO and REVOLUTION:** We introduce the students to a Europe very different to the continent they know today – dominated by vast empires and rocked by the French Revolution. We look at how Italy is divided into rival kingdoms and easy prey to Napoleon's France and Metternich's Austria. In the aftermath of the Napoleonic Wars we look at the rising tide of revolution in Italy and how those revolutions all meet with failure, introducing important characters like Mazzini, Garibaldi and Pope Pius IX, and analyzing the key causes and consequences of the main events.

**PIEDMONT, CAVOUR and ITALY:** Following the heroic failures of 1849, the focus of Italian Nationalism becomes Piedmont, the largest state in the divided Italy. We look at the political machinations of Piedmont's Prime Minister Count Cavour, and challenge the traditionalist view of his role in the Unification of Italy, investigating the Crimean War, War of 1859 and his role in drawing the French into 'doing something for Italy'.

**GARIBALDI and ITALY:** Historian AJP Taylor called Garibaldi 'The only wholly admirable figure in modern History' – River Pirate, adventurer, biscuit-inspiring revolutionary – Garibaldi led 'The Thousand' to conquer Southern Italy and then handed his conquests to the King of Piedmont, unifying Italy for the first time since the Roman Empire. How was he able to achieve this goal? Was he manipulated by the Piedmontese government or did he force them into bold action they would never have taken without him? Students weigh up the issues and make up their own minds.

**The KINGDOM OF ITALY, 1861 – 1896:** 'Italy is made' wrote the poet Giosue Carducci, 'now we must make Italians!' The country was unified but how successfully did the government manage to bring the people together? Students investigate the Franco-Prussian War, the Pope becoming the Prisoner of the Vatican, and Italy's attempts to attain 'Great Power' status in joining the Triple Alliance and attempting to gain an African colony (It doesn't go well at the Battle of Adwa!)



# Year 12 Maths



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**Year 12- Students are taught using the Oxford University Press AQA A Level Maths textbook.**

Sequencing of learning is loosely based upon the chapters in the book. The exact order of the work is detailed in the scheme of work at the bottom of this document.

### Year 12 content

**Algebra**- proof, index laws, surds, quadratics, simultaneous equations, lines and circles, inequalities

**Polynomials and Binomial Theorem** - expanding and factorising, binomial theorem, algebraic division, curve sketching

**Trigonometry** - sine, cosine and tangent ratios, the sine and cosine rules

**Differentiation and Integration**- differentiation from first principles, differentiating  $ax^n$ , rates of change, tangents and normals, turning points, integration, area under a curve

**Exponentials and logarithms** - laws of logarithms, exponential functions, exponential processes, curve fitting

**Vectors** - definitions and properties, components of a vector

**Kinematics** - standard units, motion in a straight line, motion under constant acceleration, motion with variable acceleration

**Forces and Newton's Laws** -forces, dynamics, motion under gravity, systems of forces

**Collecting, Representing and Interpreting Data** - sampling, central tendency and spread, single-variable data, bivariate data

**Probability and Discrete Random Variables** - probability, binomial distribution

**Hypothesis testing** - an introduction to formulating a test and critical regions.

## Core Skills

Students in Year 12 follow the first year of a two-year A-Level scheme of work. In Year 12 students cover approximately half of the content from the content areas: Pure Maths, Mechanics and Statistics.

Core skills students will develop are to:

- Be able to reason mathematically
- To be able to follow mathematical processes but also apply knowledge from across the curriculum and make connections between their learning.
- To apply taught skills to solve functional real world mathematical problems
- To develop revision and exam techniques to prepare them for the formal A-Level assessments.

Students are pushed to develop their fluency in mathematics by having a large focus of every lesson on developing student's numeracy skills in every unit of work. Students are also given regular feedback and teacher modelling to encourage students to be able to write meticulous, detailed, and mathematically correct solutions so that students are able to communicate mathematically.





# Year 12 Maths continued



## How has learning been assessed?

Students take end of chapter tests throughout the year where areas of weakness are identified and intervention with specialist intervention teachers organised.

Students also sit two sets of mock exams in Year 12. The first summative assessment is in January and is based on chapter 1-5. The second is a full AS level mock exam which covers all content covered in Year 12.

## What is coming up in the following year?

In Year 13 students finish receiving quality first teaching of the final half of content and then start a series of revision of key material from Year 12.

## A-Level Scheme of Work - Year 13

<b>AUTUMN TERM</b>	<b>AUTUMN TERM</b>
Core	Core
1. Algebra	2. Polynomials and Binomial Expansion
<b>HALF TERM</b>	<b>HALF TERM</b>
3. Trigonometry	4. Calculus
5. Exponentials and Logarithms	
<b>CHRISTMAS</b>	<b>CHRISTMAS</b>
<b>SPRING TERM</b>	<b>SPRING TERM</b>
Mock week: January	Mock week: January
(dates subject to change)	(dates subject to change)
5. Exponentials and Logarithms	7. Kinematics
Statistics	
9. Collect, present and interpret data	
<b>HALF TERM</b>	<b>HALF TERM</b>
9. Collect, present and interpret data	6. Vectors
10. Probability	8. Forces
<b>EASTER</b>	<b>EASTER</b>
<b>SUMMER TERM</b>	<b>SUMMER TERM</b>
11. Hypothesis testing	8. Forces
Review and revise	Review and revise
<b>HALF TERM</b>	<b>HALF TERM</b>
Mock exam preparation and exams	Mock exam preparation and exams
(dates subject to change)	(dates subject to change)
Year 13	Year 13
12. Algebra (4 weeks)	14. Trig identities



# Year 12 Media Studies



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**Year 12** - Students begin the course with an introduction to media studies. This gives them an understanding of media language and terminology alongside a basic understanding of media theory. Students then begin work on their Close Study Products. These are a collection of media products chosen by the exam board (AQA).

**Year 13** - Students continue to work on Close Study Products. In September pupils begin NEA.

Students are expected to demonstrate an in depth knowledge of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Students are required to study media products from all of the following media forms:

television

- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, social and participatory media
- video games
- music video.

## Core Skills

Across the A-Level pupils are expected to:

- demonstrate skills of enquiry, critical thinking, decision making and analysis
- demonstrate a critical approach to media issues
- demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy
- develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences
- demonstrate knowledge and understanding of the global nature of the media
- apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- engage in critical debate about academic theories used in media studies
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- demonstrate sophisticated practical skills by providing opportunities for creative media production list of aims.



## Year 12 Media Studies continued



### How has learning been assessed?

Pupils sit exam style assessments at the end of each mini unit (after each two CSPs).

Students sit Mock Exam (Paper 1) in Year 12 and a complete Mock in Year 13.



# Year 12 Music



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

In addition to revisiting elements of core knowledge from previous Key Stages, the Year 12 & 13 AQA A Level programme of study covers the following via compulsory elements (AOS1: Western Classical Tradition 1650-1910), as well as further knowledge through exploration of further AOS (2 from a possible 6 options determined year on year with a 'best fit' approach for the cohort).

### Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

### Dynamics & Articulation

Marcato  
Staccatissimo  
Piu, poco, sempre  
Dynamic & articulation notation as appropriate to the programme of study.

### Rhythm, Tempo & Metre

Motor-rhythm  
Polymetre  
Metrical grouping  
Piu mosso, meno mosso, l'istesso tempo  
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

### Structure & Form

Arch form  
Rounded binary  
Ritornello and episode  
Introduction and coda  
Recitative and aria  
Phrase structure  
Structural notation as appropriate to the programme of study.

## Core Skills

Development in core skills is very much a continuation of work from the previous year and/or Key Stage.

### Instrumental performance skills

Performance skills focus on refining aspects of technical and musical control relevant to the context of the music, choice of instrument and individual performance standard.

### Aural and appraisal skills (Understanding Music)

Demonstrating in-depth knowledge and understanding of musical elements, musical contexts and musical language in response to both familiar study pieces and unfamiliar music within specified areas of study.

### Compositional skills

Applying theoretical knowledge through creation, and appropriate manipulation, of musical ideas and musical elements in combination in response to compositional briefs (teacher-defined throughout Year 12; exam-board specific throughout Year 13); composing music that is 'musically convincing'

### General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)  
Making judgements with regard to the characteristics of musical styles appropriate to new areas of study  
Responding appropriately to musical notation relevant to the programme of study.



## Year 12 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

#### Melody

Triadic

Compound intervals

Phrase length: Equal, unequal and balanced

Ornamentation: Appoggiatura

Passing notes: Accented,  
unaccented, chromatic

Chromatic auxiliary notes

Note of anticipation

Echappée note

Portamento

Melodic devices: Sequence, motif,  
fragmentation, repetition,

intervallic augmentation, diminution

Melodic notation as appropriate to the  
programme of study.

#### Instrumentation & Timbre/Sonority

Standard vocal forces

Instrumental techniques

(col legno, sul ponticello, sul tasto, double  
stopping, tremolo, etc.)

Sotto voce, vibrato

Una corda, pedalling

Instrumental notation as appropriate to the  
programme of study.

#### Texture

Contrapuntal, imitative, fugal

Trio sonata texture

Polarised

Descant

Textural notation as appropriate to the  
programme of study.

#### Harmony & Tonality

Diatonic harmony: Primary and secondary  
triads, dominant 7th, chords in inversion

Chromatic harmony: Secondary dominants,  
substitution chords, Neapolitan

6th, augmented 6th (Italian, German, French)

Cadences: Phrygian, tierce de Picardie.



## Year 12 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

#### Harmony & Tonality

Circle of 5ths progression; harmonic sequence  
 Pedal notes: Tonic, dominant, inverted, inner  
 Suspensions, preparation and resolution  
 Cadential 6/4  
 All key signatures  
 Modulation to tonic minor and tertiary keys  
 Enharmonic relationships  
 Tonal and harmonic notation as appropriate to the programme of study.

### How has learning been assessed?

Continuous application of formative assessment

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS, for example, classroom assessments; mock exams

Final summative assessment at the end of the Key Stage in the three separate disciplines: Appraising Music NEA (component 1; AO3 & AO4) – an exam paper taken at the end of Year 13

Performance NEA (component 2; AO1) – Performance recordings (either solo or as a member of an ensemble) are completed during a 'coursework window' in Year 13 and submitted for assessment

Composition NEA (component 3; AO2) – 2 compositions (one to a brief; one free choice) are completed during Year 13 and submitted for assessment.

### What is coming up in the following year?

This is a respected A-Level course which prepares students well for university. It may lead to a career as a performer, composer, recording musician, conductor, instrumental/classroom teacher or music therapist.



# Year 12 Philosophy and Ethics



What have students at St Crispin's been taught to understand and be able to do?

## Core Knowledge

**Learning about religion in the following units and topics:**

### Philosophy of Religion

- The philosophical views of Plato and Aristotle.
- The philosophical language of soul, mind and body in the thinking of Plato and Aristotle as well as the metaphysics of consciousness, including substance dualism and materialism.
- The teleological, cosmological and ontological arguments for the existence of God as well as challenges to these arguments.
- The nature and influence of religious experience and different ways in which individual religious experiences can be understood.
- The problem of evil and suffering - understanding different theodicies that propose some justification or reason for divine action or inaction in the face of evil.

### Religion and Ethics

- Normative ethics including an understanding of Aquinas' natural law, Fletcher's Situation Ethics, Kantian ethics, Euthanasia, Business Ethics, and Aquinas and Freud's approaches to conscience.

### Developments in Christian Thought

- The person of Jesus Christ.
- The diversity of Christian moral reasoning and practices and sources of ethics.
- The teaching and example of Dietrich Bonhoeffer on Christian moral action.
- Knowledge of God's existence.
- Augustine's theories of death and the afterlife.

## Core Skills

- To undertake rigorous study of religion and belief and relate it to the wider world.
- To have an understanding and appreciation of religious thought and its contribution to individuals, communities and societies.
- An enquiring, critical and reflective approach to the study of religion.
- Reflection of own values, opinions and attitudes in the light of their study. Demonstrate knowledge and understanding of religion and belief,.
- Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.



## Year 12 Philosophy and Ethics continued



### How has learning been assessed?

- Regular retrieval quizzes and activities
- Essays plans
- Essays completed in exam conditions

Mock exams in January and summer of Year 12.

### What is coming up in the following year?

In Year 13, students will learn Religious Language and the Nature of God in Philosophy, Death and the Afterlife, Gender and Theology, Gender and Society, Pluralism and Secularism in Developments in Christian Thought and theories and conscience and Sexual Ethics in Ethics.





# Year 12 Photography



**What have students at St. Crispin's been taught to understand and be able to do?**

Photography is a creative course that allows students to develop a passion for showing the world in a different light. Each student will need access to a camera with fully manual settings for independent shoots. There is a strong technical element to the course with regard to understanding camera settings and manipulating images through Photoshop. The course includes visits to galleries and related workshops.

## Core Knowledge

Students must show knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s) of Photography
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to Photography
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Photography.

## Core Skills

Students will be required to demonstrate skills in all of the following:

- the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
- awareness of intended audience or purpose for their chosen area(s) of Photography
- the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography
- appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement
- appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography
- understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

## How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours. And in Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.



## Year 12 Photography continued



### How has learning been assessed?

#### **Component 1- Personal Investigation**

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in the form of an essay of 1000-3000 words. (The deadline for this component is January 31st)

#### **Component 2- Externally Set Assignment**

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

### Future Opportunities

A-Level Photography provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as a photographer, animator, graphic designer, illustrator, product designer or even a role in theatre, television or film.

Past students have gone on to study Photography at a range of universities including Arts University Bournemouth and Falmouth University as well as receiving offers from equally well-renowned universities across the country.



# Year 12 Physical Education



**What have students at St. Crispin's been taught to understand and be able to do?**

Students have been taught a wide range of topics and concepts related to sport and physical activity through the GCSE PE and BTEC Sport courses at Key Stage 4.

Core Knowledge	Core Skills
<ul style="list-style-type: none"> <li>• <b>Applied Anatomy and Physiology</b> Movement Analysis Planes and Axis of movement Skeletal &amp; muscular systems Respiratory System Cardio Vascular System.</li> <li>• <b>Skill Acquisition</b> Types of skill Theories of learning Information Processing How we learn and perform in sport.</li> <li>• <b>Sport &amp; Society</b> Historical emergence of sport Reasons for violence in sport &amp; hooliganism.</li> <li>• <b>Exercise Physiology and Biomechanics</b> Energy Systems &amp; Recovery Sports Injury &amp; Rehab Biomechanical Analysis Scalar and Vectors Linear and Angular Motion Newton's Laws and application to sports performance.</li> <li>• <b>Sports Psychology</b> Anxiety &amp; Arousal Aggression Motivation &amp; effective goal setting Team Cohesion Frustration/Aggression Leadership</li> <li>• <b>Sport, Society &amp; Technology in sport</b> Commercialisation in the Sports Industry Ethics in Sport Technology in Sport.</li> </ul>	<p>Students must be able to demonstrate effective practical performance effectively in either an individual and team sport.</p> <p><b>Team Sports</b></p> <p>These will be performed in fully competitive situations and assessed in relation to their attacking &amp; defensive skills</p> <p>Students will also need to select and apply relevant strategies and tactics in order to enhance their levels of performance against opposition.</p> <p><b>Individual Sports</b></p> <p>These will be assessed in fully competitive situations for 2 events or disciplines within their chosen sport.</p> <p><b>Coursework</b></p> <p>Students will further develop their observation and analysis skills as part of their written coursework. They must observe the sporting performance of elite athletes and compare it to their own drawing conclusions on their own strengths and area's to improve in fully competitive situations. The must select and apply relevant areas of theory from the course in order to support their work.</p>
<p><b>Practical Performance (30%)</b> Students are assessed through an extensive piece of coursework and one practical sport.</p>	



# Year 12 Physical Education continued



## How has learning been assessed?

The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

### **Assessment of Theory (70%):**

Students are assessed through 2 x 2 hour examinations both worth 105 marks.

### **Assessment of Practical (30%)**

Students are assessed in 1 sport (either team or individual)

They are assessed in fully competitive situations

They will also complete a piece of coursework for 1 sport on their weaknesses in fully competitive situations.



# Year 12 Physics



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Module 2 – Foundations of Physics

The aim of this module is to introduce important conventions and ideas that permeate the fabric of Physics.

Understanding of physical quantities, S.I. units, scalars and vectors helps physicists to effectively communicate their ideas within:

- 2.1 Physical quantities and units
- 2.2 Making measurements and analysing data
- 2.3 Nature of quantities.

### Module 3 – Forces and motion

The term *force* is generally used to indicate a push or a pull. It is difficult to give a proper definition for a force, but in physics we can easily describe what a force can do.

A resultant force acting on an object can accelerate the object in a specific direction. The subsequent motion of the object can be analysed using equations of motion. Several forces acting on an object can prevent the object from either moving or rotating. Forces can also change the shape of an object. There are many other things that forces can do.

In this module, learners will learn how to model the motion of objects using mathematics, understand the effect forces have on objects, learn about the important connection between force and energy, appreciate how forces cause deformation and understand the importance of Newton's laws of motion.

- 3.1 Motion
- 3.2 Forces in action
- 3.3 Work, energy and power
- 3.4 Materials
- 3.5 Newton's laws of motion and momentum

## Core Skills

### Module 1 – Development of practical skills in Physics

Practical skills assessed in a written examination

Practical skills assessed in the practical endorsement

Physics is a practical subject. The development and acquisition of practical skills is fundamental. The Physics A-Level course provides learners with the opportunity to develop experimental methods and techniques for analysing empirical data. Skills in planning, implementing, analysing and evaluating, as outlined in **1.1**, will be assessed in the written papers.



# Year 12 Physics continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Module 4 - Electrons, waves and photons

The aim of this module is to ultimately introduce key ideas of quantum physics. Electromagnetic waves (e.g. light) have a dual nature. They exhibit both wave and particle-like behaviour. The wave-particle dual nature is also found to be characteristic of all particles (e.g. electrons).

Before any sophisticated work can be done on quantum physics, learners need to appreciate what electrons are and how they behave in electrical circuits. A basic understanding of wave properties is also required.

In this module, learners will learn about electrons, electric current, electrical circuits, wave properties, electromagnetic waves and, of course, quantum physics.

Learners have the opportunity to appreciate how scientific ideas of quantum physics developed over time and their validity rested on the foundations of experimental work.

4.1 Charge and current

4.2 Energy, power and resistance

4.3 Electrical circuits

4.4 Waves

## How has learning been assessed?

Students will complete regular chapter tests and written response task every half term. This develops writing ability and helps to identify gaps in knowledge. Students will also complete a summative written mock exam twice a year.

## What is coming up in the following year?

In Year 13 students will develop each of these ideas into more applied topic areas, deepening their knowledge.



# Year 12 Psychology



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p data-bbox="98 439 772 510"><b>Learning about psychology in the following units and topics:</b></p> <p data-bbox="98 555 628 591"><b>Introductory Topics in Psychology</b></p> <ul data-bbox="98 636 772 2069" style="list-style-type: none"><li data-bbox="98 636 772 949">• Attachment and understanding of caregiver-infant interactions; animal studies of attachment; explanations of attachment; Ainsworth's 'Strange Situation'; Bowlby's theory of maternal deprivation; and the influence of early attachment on childhood and adult relationships</li><li data-bbox="98 994 772 1263">• Memory and the multi-store model; types of long-term memory; the working memory model; explanations for forgetting; factors affecting the accuracy of eyewitness testimony; and improving the accuracy of eyewitness testimony</li><li data-bbox="98 1308 772 1576">• Social influence including types of conformity; conformity to social role; explanations for obedience; explanations of resistance to social influence; minority; and the role of social influence processes in social change</li><li data-bbox="98 1621 772 2069">• Psychopathology including definitions of abnormality; the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD); the behavioural approach to explaining and treating phobias; the cognitive approach to explaining and treating depression; and the biological approach to explaining and treating OCD.</li></ul>	<ul data-bbox="798 439 1449 1263" style="list-style-type: none"><li data-bbox="798 439 1449 555">• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures</li><li data-bbox="798 600 1449 703">• Apply knowledge and understanding of these in theoretical and practical contexts</li><li data-bbox="798 748 1449 864">• Apply knowledge and understanding of these when handling qualitative and quantitative data</li><li data-bbox="798 909 1449 1025">• Analyse, interpret and evaluate scientific information, ideas and evidence</li><li data-bbox="798 1070 1449 1263">• Relate evaluation to a range of issues in order to make judgements and reach conclusions as well as to develop and refine practical design and procedures.</li></ul>



## Year 12 Psychology continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

#### Psychology in Context

Biopsychology including the divisions of the nervous system; the structure and function of sensory, relay and motor neurons; the process of synaptic

Transmission; the function of the endocrine system; the fight or flight response; localisation of function in the brain and hemispheric lateralization; ways of studying the brain; and biological rhythms

Research methods including knowledge of range of method and their strengths and limitations.

### How has learning been assessed?

End of topic assessment at the end of each topic, in line with what students would have to complete in their terminal exams.

Mock exams in January and summer of Year 12.

### What is coming up in the following year?

In Year 13, students learn Relationships, Aggression, Schizophrenia and Issues and Debates in Issues and Options in Psychology.





# Year 12 Sociology



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Learning about key institutions in society in the following topic areas:

- **Education** – students will critically examine: the role and functions of the education system; differential educational achievement; relationships and processes within schools and the significance of educational policies
- **Families and Households** – students will become familiar with sociological explanations of: the relationship of the family to social structure and social change; changing patterns of family and household structures; gender roles; the nature of childhood; and demographic changes in the UK since 1900
- **Beliefs in Society** – students will assess: ideology, science and religion; the relationship between social change/ social stability and religious beliefs, practices and organisations; different types of religious organisation; the relationship between different social groups and religion; and the significance of religion and religiosity in the contemporary world
- **Crime and Deviance**- students will explore: crime, deviance, social order and social control; the social distribution of crime and deviance; globalisation and crime in contemporary society; crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

## Core Skills

- Critical and reflective thinking with a respect for social diversity
- Awareness of the importance of social structure and social action in explaining social issues within the contemporary social world
- Knowledge and a critical understanding of contemporary social processes and social changes
- Appreciate the significance of theoretical and conceptual issues in sociological debate
- Focus on personal identity, roles and responsibilities within society
- Develop a lifelong interest in social issues
- Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements and draw conclusion.



## Year 12 Sociology continued



### How has learning been assessed?

Regular knowledge quizzes

Formative exam questions and feedback linked to each topic

Mock exams in January and summer of Year 12.

### What is coming up in the following year?

In Year 13, students will complete the Crime and Deviance topic, learn Theories and Methods, Methods in Context.



# Year 12 Spanish



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**4 themes are covered over the two years of their A levels and they also study one film at AS and one book at A-Level.**

### Theme 1: Aspects of Hispanic society

- Unit 1: Changes in family
- Unit 2: "Cybersociety" - Technology
- Unit 3: Modern and Traditional Values.

Literature: El laberinto del fauno (Labyrinth's pan) - Guillermo del Toro

### Theme 2: Artistic culture in the Hispanic world

- Unit 4: The influences of the role models
- Unit 5: The regional identity
- Unit 6: Heritage.

### Theme 3: Multiculturalism in Hispanic society

- Unit 7: Immigration
- Unit 8: Racism
- Unit 9: Coexistence and integration.

Literature: La casa de Bernarda Alba (The House of Bernarda Alba) - Federico García Lorca

### Theme 4: Aspects of political life in Hispanic world

- Unit 10: The youngsters of today, the citizens of tomorrow
- Unit 11: Monarchy and dictatures
- Unit 12: Social movements.

## Core Skills

- Becoming successful communicators by improving their ability to express their thoughts and ideas confidently in the target language
- Ability to analyse the language of different comprehension texts
- Analysis of literacy texts
- Deepening their understanding of the language they are studying and developing their opinions in regards to politics and what diversity brings
- Building on their literacy skills and finding out different historical periods and cultures
- Reflecting on their own cultural background and language and to also make comparisons with the languages and cultures of other countries
- Demonstrating the following aptitudes in their written skill: flair, originality and technical accuracy when presenting own responses to texts
- Being capable to research a topic on the country where the language is spoken and present this in an analytical approach to the examiner.



## Year 12 Spanish continued



### How has learning been assessed?

Vocabulary tests on a weekly basis  
Completion of Grammar  
End of unit tests  
Half-termly summative assessments on the theme  
Exam papers  
Speaking sessions.

### What is coming up in the following year?

Students go to university.



# Year 12 Three Dimensional Design



## What have students at St. Crispin's been taught to understand and be able to do?

Three Dimensional Design is a creative course that allows students to explore interior and exterior architectural form and product design. Students may communicate their ideas through drawings, model making, photography and CAD. The course includes visits to galleries and related workshops.

### Core Knowledge

Understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of their chosen area(s) of three-dimensional design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to three-dimensional design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of three dimensional design.

### Core Skills

Demonstrate skills in all of the following:

- appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement
- awareness of intended audience or purpose for their chosen area(s) of three-dimensional design
- awareness of the relationship between three-dimensional design and urban, rural or other settings
- appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of three dimensional design
- the safe use of a variety of appropriate tools and equipment
- understanding of working methods, such as model-making, constructing and assembling.

## How has learning been assessed?

Students are given formative assessments and receive verbal feedback throughout the two year course regularly. In Year 12, they also sit two timed assessments, each lasting 5 hours.

In Year 13, Students sit a controlled assessment over three to four days at the end of the course, totalling 15 hours.



## Year 12 Three Dimensional Design continued



### How has learning been assessed continued?

#### Component 1- Personal Investigation

Worth 60% of the overall grade. During Year 12, students begin a personal project. This is a long-term project working within a theme of their choosing and continues over the summer and into Year 13. It involves exploration work and at the start of Year 13, an in depth analysis in **the form of an essay of 1000-3000 words. (The deadline for this component is January 31st).**

#### Component 2- Externally Set Assignment

Worth 40% of the overall grade. During the Spring term of Year 13, (Paper released on February 1st) students are provided with a range of themes from the exam board. They are required to pick one and plan and respond to this theme culminating in a final piece produced over a 15-hour controlled assessment.

### Future Opportunities

A-Level Three Dimensional Design provides foundation skills for a wide range of careers that involve the visual arts. The course could provide a pathway into a career such as product designer, architect, animator, video game designer, graphic designer, web developer or set designer to name a few.



# Year 12 BTEC Applied Science



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

BTEC applied science Level 3 Extended certificate is equivalent in size to one A-Level. There are 4 units consisting of 3 mandatory units and 2 externally examined units.

### **Principles and applications of applied science (Mandatory, assessed external)**

Scientists and technicians working in science and science-related organisations must have a good understanding of core science concepts. A strong grasp of these concepts will enable you to use and apply this knowledge and understanding in vocational contexts when studying other units within this specification. The topic areas covered in this unit include: animal and plant cells; tissues; atomic structure and bonding; chemical and physical properties of substances related to their uses; waves and their application in communications.

### **Practical scientific procedures and their techniques (Mandatory, course work based)**

Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

This unit introduces you to standard laboratory equipment and techniques, including titration, colorimetry, calorimetry, chromatography, calibration procedures and laboratory safety.

Through the practical tasks in the unit, you will develop proficiency in the quantitative analytical techniques of titration and colorimetry, including learning to calculate the concentration of solutions.

## Core Skills

### **Unit 1**

Prepare reports.

### **Unit 2**

**A** Undertake titration and colorimetry to determine the concentration of solutions

**B** Undertake calorimetry to study cooling curves

**C** Undertake chromatographic techniques to identify components in mixtures

**D** Review personal development of scientific skills for laboratory work.



# Year 12 BTEC Applied Science continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

You will use measurement of temperature to study cooling curves and be introduced to paper and thin-layer chromatography (TLC). You will also have the opportunity to calibrate equipment and will be encouraged to be aware of the safety aspects of given laboratory procedures and techniques.

## How has learning been assessed?

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are different forms of assessment that you need to be aware of: external, internal.

### Externally-assessed units

Unit 1 is externally assessed. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to the Pearson website for current policy information on permitted retakes.

### The styles of external assessment used for qualifications in the Applied Science suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information. External assessments are available twice a year.

### Internally-assessed units

Unit 2 is internally assessed and subject to external standards verification. This means that we set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate equipment, procedures and techniques.

We will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence.





## Year 12 BTEC Applied Science continued



### What is coming up in the following year?

Students will deepen their practical knowledge and skills by completing the unit of Scientific skills and investigation. Students have the opportunity to explore and explain rates of diffusion and resistance in electrical circuits. They will also complete a unit in human anatomy and physiology which takes a detailed look at the musculoskeletal, digestive and lymphatic systems.



# Year 12 CTEC Business



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

A technical qualification in Business develops students' understanding of the requirements of the business sector.

Students gain hands-on experience and have the opportunity to focus on specific topics such as human resources, marketing, accounting and business planning.

### Year 12

- The business environment – understanding the different types of business and how they are influenced by the wider environment.

Students will learn how a business might evolve. From a small start-up business to a large multinational organisation, students will consider a range of different business types and gain an understanding of how the choice of business type might affect the objectives that are set.

Students will also look at the internal workings of businesses, including their internal structure and how different functional areas work together. Plus, by looking at the external constraints under which a business must operate, students will gain an understanding of the legal, financial and ethical factors that have an impact. Students will also explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have upon a business.

- Customers and Communication – an exciting project looking at customer service and communications in the context of a local business.

## Core Skills

- The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions and students will have the opportunity to gain these vital skills
- Alongside this they will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage their time effectively
- Students will develop their ICT skills and will use spreadsheets, presentational and publishing software on a regular basis.



## Year 12 CTEC Business continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge continued

#### Year 13

- Marketing – the role of market research and how it contributes to market planning and the marketing mix
- Human resources – detailed knowledge of the role and workings of the human resource department
- Business resources – developing an understanding of managing core resources available to businesses, including human, physical, technological and financial business teams. Students will gain practical insight to how administrative documents are used and the importance of a range of business protocols.

### How has learning been assessed?

2 unit external examinations  
3 coursework assessments

### What is coming up in the following year?

The course will help to provide students with investigative and problem solving skills that can be applied to most areas of further education and employment. Subject specific career paths include: law, banking, accountancy, finance, marketing, management, human resources and any area of business operations.

Financial services is a leading sector in the UK and a Level 3 qualification in Business gives students a strong foothold in this growing industry.



# Year 12 BTEC Health & Social Care



## What have students at St. Crispin's been taught to understand and be able to do?

Students may have taken the BTEC Level 2 in Health & Social Care and understand the basic care values and services that are available for people of all ages. They should understand how to evaluate someone's health & wellbeing and develop an action plan to help best support them.

Core Knowledge	Core Skills
<p><b><u>Unit 1: Human Lifespan Development</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</li> <li>• Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</li> <li>• Be able to analyse and evaluate information related to human development theories/models and factors affecting human growth and development</li> <li>• Be able to make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing.</li> </ul>	<p>All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value 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>• being able to give presentations and being active group members.</li> </ul> <p>BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study.</p> <p>BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:</p>
<p><b><u>Unit 2: Working in Health and Social Care</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector</li> <li>• Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.</li> </ul>	<ul style="list-style-type: none"> <li>• reading technical texts</li> <li>• effective writing</li> <li>• analytical skills</li> <li>• preparation for assessment methods used in degrees.</li> </ul>



## Core Knowledge

### Unit 2: Working in Health and Social Care

- Be able to analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated
- Be able to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user need.

### Unit 5: Meeting Individual Care and Support Needs

- Understand the principles, values and skills which underpin meeting the care and support needs of individuals
- Understand the ethical issues involved when providing care and support to meet individual needs
- Demonstrate knowledge of the principles behind enabling individuals with care and support needs to overcome challenges Understand the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

### Unit 11: Psychological Perspectives

- Understand how psychological perspectives contribute to the understanding of human development and behaviour.



# Year 12 BTEC Health & Social Care continued



## Core Knowledge

### Unit 11: Psychological Perspectives

- Understand the contribution of psychological perspectives to the management and treatment of service users' specific behaviours Understand how psychological perspectives are applied in health and social care settings.

## How has learning been assessed?

BTEC Nationals are assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed

### **Unit 1 Human Lifespan Development**

Assessment: 2hr examination (externally assessed)

### **Unit 2: Working in Health and Social Care**

Assessment: 2.5hr examination (externally assessed)

### **Unit 5: Meeting Individual Care and Support Needs**

Assessment: 3 coursework tasks (internally assessed)

### **Unit 11: Psychological Perspectives**

Assessment: 3 coursework tasks (internally assessed)



## What have students at St. Crispin's been taught to understand and be able to do?

Students have been taught a wide range of topics and concepts related to sport and physical activity. Students need to be able to apply these to a range of sporting activities and vocational aspects of the sports sector.

Core Knowledge	Core Skills
<p><b>Anatomy &amp; Physiology</b></p> <ul style="list-style-type: none"> <li>• The effects of exercise and sports performance on the skeletal system</li> <li>• The effects of exercise and sports performance on the muscular system</li> <li>• The effects of exercise and sports performance on the respiratory system</li> <li>• The effects of sport and exercise performance on the cardiovascular system</li> <li>• The effects of exercise and sports performance on the energy systems.</li> </ul> <p><b>Fitness Training &amp; Programming</b></p> <ul style="list-style-type: none"> <li>• How lifestyle factors effect health and well-being</li> <li>• Understand the screening processes for training programming</li> <li>• Understand programme-related nutritional needs</li> <li>• Examine training methods for different components of fitness.</li> </ul> <p><b>Professional Development in the Sports Industry</b></p> <ul style="list-style-type: none"> <li>• Understand the career and job opportunities in the sports industry</li> <li>• Explore own skills using a skills audit to inform a career development action plan</li> <li>• Wo to undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</li> <li>• How to reflect on the recruitment and selection process and your individual performance.</li> </ul>	<p>The vocational nature of BTEC courses ensures that students develop necessary skills to increase their employability within the sports sector. These include:</p> <p><b>Research &amp; Independence skills:</b></p> <p>For example, through investigating the lifestyle factors that could affect their own health and wellbeing and suggesting ways in which they can improve.</p> <p><b>Teamwork skills:</b></p> <p>For example, supporting each other in designing and reflecting upon sports sessions that they have designed and led.</p> <p><b>Communication Skills:</b></p> <p>For example, developing interview skills though the Professional Development in the Sports Industry unit.</p> <p><b>Analytical Skills:</b></p> <p>For example, through evaluating their own effectiveness when participating in sports and designing an action plan to support areas they need to improve upon.</p>



# Year 12 BTEC National Extended Certificate in Sport continued



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Sports Leadership

- Understand the roles, qualities and characteristics of an effective sports leader
- Examine the importance of psychological factors and their link with effective leadership
- Explore an effective leadership style when leading a team during sport and exercise activities.

## How has learning been assessed?

BTEC Nationals are assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed

### Anatomy & Physiology

Assessment: 1.5hr examination (externally assessed)

### Fitness Training & Programming

Assessment: 2.5hr examination (externally assessed)

### Professional Development in the Sports Industry

Assessment: 4 coursework tasks (internally assessed)

### Sports Leadership

Assessment: 3 coursework tasks (internally assessed)





# Year 12 National Diploma in Sport



What have students at St. Crispin's been taught to understand and be able to do?

Students have been taught a wide range of topics and concepts related to sport and physical activity. Students need to be able to apply these to a range of sporting activities and vocational aspects of the sports sector.

## Core Knowledge

## Core Skills

### Anatomy & Physiology

- The effects of exercise and sports performance on the skeletal system
- The effects of exercise and sports performance on the muscular system
- The effects of exercise and sports performance on the respiratory system
- The effects of sport and exercise performance on the cardiovascular system
- The effects of exercise and sports performance on the energy systems.

### Fitness Training & Programming

- How lifestyle factors effect health and well-being
- Understand the screening processes for training programming
- Understand programme-related nutritional needs
- Examine training methods for different components of fitness.

### Professional Development in the Sports Industry

- Understand the career and job opportunities in the sports industry
- Explore own skills using a skills audit to inform a career development action plan
- Wo to undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway
- How to reflect on the recruitment and selection process and your individual performance.

The vocational nature of BTEC courses ensures that students develop necessary skills to increase their employability within the sports sector. These include:

### Research & Independence skills:

For example, through investigating the lifestyle factors that could affect their own health and wellbeing and suggesting ways in which they can improve.

### Teamwork skills:

For example, supporting each other in designing and reflecting upon sports sessions that they have designed and led.

### Communication Skills:

For example, developing interview skills though the Professional Development in the Sports Industry unit.

### Analytical Skills:

For example, through evaluating their own effectiveness when participating in sports and designing an action plan to support areas they need to improve upon.



## Core Knowledge

### Sports Leadership

- Understand the roles, qualities and characteristics of an effective sports leader
- Examine the importance of psychological factors and their link with effective leadership
- Explore an effective leadership style when leading a team during sport and exercise activities.

### Sport Event Organisation

- Understand how different types of sports events are planned and delivered
- How to construct a proposal for a sports event for implementation approval
- How to undertake the planning, promotion and delivery of a sports event
- How to review the planning, promotion and delivery of a sports event and reflect on your own performance.

### Sports Psychology

- Understand how personality, motivation and competitive pressure can affect sport performance
- The impact of group dynamics in team sports and its effect on performance
- Understand psychological skills training programmes designed to improve performance.

### Application of Fitness Testing

- Understand the principles of fitness testing Explain the fitness tests for different components of fitness
- How to undertake evaluation and feedback of fitness test results
- Investigating Business in the Sport and Active Leisure Industry.



## Core Knowledge

### Application of Fitness Testing

- Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences
- How to analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business How to evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted
- Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments.

### Skill Acquisition

- Understand the nature of skilled performance Know the ways that sport performers process information for skilled performance
- Understand the theories of teaching and learning in sport
- Know how to carry out teaching and learning strategies for sports skills.

## How has learning been assessed?

BTEC Nationals are assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed

### Anatomy & Physiology

Assessment: 1.5hr examination (externally assessed)

### Fitness Training & Programming

Assessment: 2.5hr examination (externally assessed)



## How has learning been assessed?

### **Professional Development in the Sports Industry**

Assessment: 4 coursework tasks (internally assessed)

### **Sports Leadership**

Assessment: 3 coursework tasks (internally assessed)

### **Sport Event Organisation**

Assessment: 4 coursework tasks

### **Sports Psychology**

Assessment: 3 coursework tasks

### **Application of Fitness Testing**

Assessment: 3 coursework tasks

### **Investigating Business in the Sport and Active Leisure Industry**

Assessment: 3 hour examination

### **Skill Acquisition**

Assessment: 4 coursework tasks.

# St. Crispin's

## Excellence for all

