

# Curriculum Information Pack

St. Crispin's  
Excellence for all



Year  
13



## Year 13 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 13 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 13 Biology



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

## Core Knowledge

### Module 5 – Communication, homeostasis and energy

It is important that organisms, both plants and animals are able to respond to stimuli. This is achieved by communication within the body, which may be chemical and/or electrical. Both systems are covered in detail in this module. Communication is also fundamental to homeostasis with control of temperature, blood sugar and blood water potential being studied as examples.

In this module, the biochemical pathways of photosynthesis and respiration are considered, with an emphasis on the formation and use of ATP as the source of energy for biochemical processes and synthesis of biological molecules.

Learners are expected to apply knowledge, understanding and other skills developed in this module to new situations and/or to solve related problems.

5.1.1 Communication and homeostasis

5.1.2 Excretion as an example of homeostatic control

5.1.3 Neuronal communication

5.1.4 Hormonal communication

5.1.5 Plant and animal responses

5.2.1 Photosynthesis

5.2.2 Respiration.

### Module 6 – Genetics, evolution and ecosystems

This module covers the role of genes in regulating and controlling cell function and development. Heredity and the mechanisms of evolution and speciation are also covered.

## 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.

1.1 Practical skills assessed in a written examination

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

1.2 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. Particular practicals in this year will involve genetic manipulation of E.coli, using gel electrophoresis and breeding fruit flies to study genetics. In Physiology, students have the opportunity to perform a dissection of a rat.



## Year 13 Biology continued



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

Some of the practical techniques used to manipulate DNA such as sequencing and amplification are considered and their therapeutic medical use. The use of microorganisms in biotechnology is also covered. Both of these have associated ethical considerations and it is important that learners develop a balanced understanding of such issues.

Learners gain an appreciation of the role of microorganisms in recycling materials within the environment and maintaining balance within ecosystems. The need to conserve environmental resources in a sustainable fashion is considered, whilst appreciating the potential conflict arising from the needs of an increasing human population. Learners also consider the impacts of human activities on the natural environment and biodiversity.

Learners are expected to apply knowledge, understanding and other skills developed in this module to new situations and/or to solve related problems.

6.1.1 Cellular control

6.1.2 Patterns of inheritance

6.1.3 Manipulating genomes

6.2.1 Cloning and biotechnology

6.3.1 Ecosystems

6.3.2 Populations and sustainability.

### 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.

Students will take their terminal exam consisting of 3 papers in the summer of Year 13.

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

Many of our students will take science based courses at University with many taking Environmental science, Biochemistry, Neuroscience or traditional medicine and veterinary courses.



## Year 13 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 13 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 13 Chemistry



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

Core Knowledge	Core Skills
<p><b>Module 5: Physical chemistry and transition elements</b></p> <p>The content within this module assumes knowledge and understanding of the chemical concepts developed in Module 2: Foundations in chemistry and Module 3: Periodic table and energy.</p> <p>This module extends the study of energy, reaction rates and equilibria, and the periodic table.</p> <p>The main areas of physical chemistry studied include:</p> <ol style="list-style-type: none"><li>1. rate equations, orders of reaction, the rate-determining step</li><li>2. equilibrium constants, <math>K_c</math> and <math>K_p</math></li><li>3. acid-base equilibria including pH, <math>K_a</math> and buffer solutions</li><li>4. lattice enthalpy and Born-Haber cycles</li><li>5. entropy and free energy</li><li>6. electrochemical cells.</li></ol> <p>The main areas of inorganic chemistry studied include:</p> <ol style="list-style-type: none"><li>1. redox chemistry</li><li>2. transition elements.</li></ol> <p><b>Module 6: Organic Chemistry and analysis</b></p> <p>The content within this module assumes knowledge and understanding of the chemical concepts developed in Module 2: Foundations in chemistry and Module 4: Core organic Chemistry.</p> <p>This module introduces several new functional groups and emphasises the importance of organic synthesis. This module also adds NMR spectroscopy to the instrumentation techniques used in organic and forensic analysis.</p>	<p><b>Module 1 - Development of practical skills in Chemistry</b></p> <p>Practical skills assessed in a written examination</p> <p>Practical skills assessed in the practical endorsement.</p> <p>Chemistry is a practical subject and the development of practical skills is fundamental to understanding the nature of Chemistry. Chemistry A-Level gives learners many opportunities to develop the fundamental skills needed to collect and analyse empirical data. Skills in planning, implementing, analysing and evaluating, as outlined in 1.1, will be assessed in the written papers.</p> <p>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.</p>



## Year 13 Chemistry continued



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

The main areas of organic Chemistry studied include:

1. aromatic compounds
2. carboxylic acids and esters
3. organic nitrogen compounds: amines and amino acids
4. polymerisation: addition polymers and condensation polymers
5. synthetic organic chemistry and further development of practical skills
6. the importance of modern analytical techniques in organic analysis.

**How has learning been assessed?**

Students will complete regular chapter tests. 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?**

Many students will use their A-Level Chemistry to gain entry into University courses studying Chemistry, chemical engineering and other related courses such as Medicine and Veterinary which require an understanding of Chemistry.



# Year 13 Computer Science



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

Core Knowledge	Core Skills
<p><b>Unit 1 – Thinking abstractly</b></p> <ul style="list-style-type: none"><li>• The nature of abstraction</li><li>• The need for abstraction</li><li>• The differences between an abstraction and reality</li></ul> <p>Devise an abstract model for a variety of situations.</p> <p><b>Unit 2 – Thinking ahead</b></p> <ul style="list-style-type: none"><li>• Identify the inputs and outputs for a given situation</li><li>• Determine the preconditions for devising a solution to a problem</li><li>• The nature, benefits and drawbacks of caching</li><li>• The need for reusable program components.</li></ul> <p><b>Unit 3 – Thinking Procedurally</b></p> <ul style="list-style-type: none"><li>• Identify the components of a problem</li><li>• Identify the components of a solution to a problem</li><li>• Determine the order of the steps needed to solve a problem</li><li>• Identify sub-procedures necessary to solve a problem.</li></ul> <p><b>Unit 4 – Thinking Logically</b></p> <ul style="list-style-type: none"><li>• Identify the points in a solution where a decision has to be taken</li><li>• Determine the logical conditions that affect the outcome of a decision</li><li>• Determine how decisions affect flow through a program.</li></ul> <p><b>Unit 5 – Thinking Concurrently</b></p> <ul style="list-style-type: none"><li>• Determine the parts of a problem that can be tackled at the same time</li><li>• Outline the benefits and trade offs that might result from concurrent processing in a particular situation.</li></ul>	<p>A-Level specifications must require students to develop the following skills:</p> <ul style="list-style-type: none"><li>• take a systematic approach to problem solving</li><li>• design, write and test programs to either a specification or to solve a problem</li><li>• articulate how a program works, arguing for its correctness and efficiency using logical reasoning, test data, and user feedback</li><li>• use abstraction effectively</li><li>• apply computing-related mathematics</li></ul> <p>In addition, A level specifications must require students to:</p> <ul style="list-style-type: none"><li>• know and understand how to write specifications for a programming solution.</li></ul>



# Year 13 Computer Science continued



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

## Unit 6 - Programming Techniques

- Recursion, how it can be used and compares to an iterative approach
- Modularity, functions and procedures, parameter
- passing by value and by reference
- Use of object oriented techniques.

## Unit 7 - Computational methods

- Features that make a problem solvable by computational methods
- Problem recognition
- Use of divide and conquer
- Use of abstraction.

Students should apply their knowledge of:

- backtracking
- data mining
- heuristics
- performance modelling
- pipelining
- visualisation to solve problems.

## Unit 8 - Algorithms

- The suitability of different algorithms for a given task and data set, in terms of execution time and space
- Standard algorithms (bubble sort, insertion sort, binary search and linear search)
- Standard algorithms (quick sort, Dijkstra's shortest path algorithm, A\* algorithm, binary search)
- Representing, adding data to and removing data
- from queues and stacks
- Measures and methods to determine the efficiency of different algorithms, Big O notation (constant, linear, polynomial, exponential and logarithmic complexity)
- Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of trees).



## Year 13 Computer Science continued



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

### Unit 9 - Programming project (20%)

Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development.

While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

### How has learning been assessed?

Year 13 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, with a final exam in the summer term.



## Year 13 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.



## Year 13 Drama and Theatre Studies continued



### 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 13 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 13 Economics



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

Core Knowledge	Core Skills
<p><b>Microeconomics:</b> 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.</p> <p><b>Macroeconomics:</b> 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.</p>	<p>Students will develop analytical, numeric, communication and problem solving skills and cultural awareness.</p> <p>In addition they will be encouraged to use spreadsheets to construct a share dealing portfolio and will become confident with using formulas.</p> <p>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.</p>

## 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 13 English Language and Literature



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

Core Knowledge	Core Skills
<p><b>In Year 13, students will continue to develop a knowledge of stylistics.</b></p> <p>Students will apply this knowledge to the following set texts: A Streetcar Named Desire, and The Kite Runner.</p> <p><b>Students will be taught and be able to answer examination questions on the following topics:</b></p> <p>Writing about Society – the role of the individual in society, and re-creative writing based on set texts</p> <p>Critical commentary – evaluating own writing</p> <p>Dramatic Encounters – conflict in drama</p> <p>Students will also complete a <b>NEA</b> - a personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500 – 3,000 words).</p>	<p><b>There are five assessment objectives which are examined throughout the course:</b></p> <ul style="list-style-type: none"><li>• AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</li><li>• AO2: Analyse ways in which meanings are shaped in texts</li><li>• AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</li><li>• AO4: Explore connections across texts, informed by linguistic and literary concepts and method</li><li>• AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</li></ul>
<b>How has learning been assessed?</b>	

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.



## Year 13 English Literature



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

### Core Knowledge

In Year 13, students will develop a knowledge of social, political protest writing and complete their 'Non Examination Assessment' (coursework) applying ideas from a Critical Anthology to their chosen coursework texts.

**Texts Studied:** The Kite Runner, The Handmaid's Tale, Poems of Innocence and Experience, Unseen Text (prose or drama or poetry).

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

Students will be examined on elements of social political protest writing such as:

- the type of text itself, whether it is a post-modern novel, science fiction, satirical poetry, historical and political drama
- the settings that are created as backdrops for political and social action and the power struggles that are played out on them. Both places (real and imagined) and time settings will also be significant here
- the specific nature of the power struggle, the behaviours of those with power and those without, those who have their hands on the levers of power • the pursuit of power itself, rebellion against those with power, warfare
- the workings of the ruling political classes
- corruption, conspiracy, control • the connection of the smaller world to the larger world
- the focus on human organisation: domestically, in the work place, in local and national governments
- gender politics and issues of social class.

### 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 13 English Literature continued



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

### Core Knowledge continued

- gender politics and issues of social class
- the structural patterning of the text, how political tensions are heightened and perhaps resolved
- the way that language is used in the worlds that are created
- the way that political and social protest writing is used to comment on society, particularly the representation of society at particular historical periods
- ultimately how political and social protest writing affects audiences and readers, inviting reflection on our own world.

### 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.



## Year 13 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 13 Fine Art 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 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 13 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'Etranger (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 13 Further Maths



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

Core Knowledge	Core Skills
<p><b>Year 13 – Students are taught using the Oxford University Press AQA A-Level Further Maths textbook.</b></p> <p>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.</p> <p><b>Year 13 content</b></p> <p><b>Complex Numbers</b> – exponential form, DeMoivre's theorem, roots of unity.</p> <p><b>Series</b> – summing series using partial fractions, Maclaurin series</p> <p><b>Curve Sketching</b>– reciprocal and modulus graphs, transformations, hyperbolic functions, rational functions with oblique asymptotes</p> <p><b>Integration</b>– improper integrals, inverse trigonometric functions, hyperbolic functions, partial fractions, reduction formulae, polar graphs and area, lengths and surface areas</p> <p><b>Differential Equations</b> – first order equations, second order equations, simple harmonic motion, damped and forced harmonic motion, couple equations</p> <p><b>Numerical Methods</b> - numerical integration, Euler's method</p> <p><b>Matrices</b>- determinants, inverse matrices and linear equations, manipulating determinants, eigenvalues and eigenvectors</p> <p><b>Vectors</b>– vector product, equation of a plane, finding distances</p> <p><b>Circular Motion</b>– kinematics of circular motion, conical pendulum, vertical circular motion</p> <p><b>Centres of mass</b> - moments and couples, centre of mass for point masses, laminas and solids, equilibrium.</p>	<p>Students in Year 13 follow the second year of a two-year A-Level scheme of work. In Year 13 students cover approximately half of the content from the content areas: Further Pure Maths, Mechanics and Discrete.</p> <p>Core skills students will develop are to:</p> <ul style="list-style-type: none"><li>• Be able to reason mathematically</li><li>• To be able to follow mathematical processes but also apply knowledge from across the curriculum and make connections between their learning</li><li>• To apply taught skills to solve functional real world mathematical problems</li><li>• To develop revision and exam techniques to prepare them for the formal A-Level assessments.</li></ul> <p>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.</p> <p>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.</p>



## Year 13 Further Maths continued



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

**Graphs and Networks** – planar graphs and isomorphisms, network flows

**Critical Path Analysis** – Gantt charts, resourcing

**Linear Programming and Game Theory** – simplex algorithm, games as linear programming problems

**Group Theory** – groups, subgroups, isomorphisms.

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 full sets of papers as mock exams in the run up to their formal exams in the summer. One during the mock exam period for all subjects in January and in class in March.

**Summer exams** – Paper 1, 2hrs Further Pure Maths. Paper 2, 2hrs Further Pure Maths. Paper 3, 2hrs Mechanics and Discrete.

There is no set Further Pure Maths content per paper. All content is covered across papers 1 and 2.

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.



# Year 13 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:**

- **Earth's Life Support Systems** - students will learn how integral the water and carbon cycles are to life on Earth. They will deepen their understanding of the two cycles, including humans' influence on them and their change over time.
- **Disease Dilemmas** - students will learn to classify diseases and understand the factors that affect the global patterns of disease distribution. Students will be able to link patterns of disease to development and consider a range of mitigation strategies.
- **Global Migration** - students will learn the current spatial patterns of global migration and the reasons for these patterns. They will also understand how migration patterns have changed in the 21st century for a range of different stakeholders, including destination and origin countries, young workers, and female migrants. Students will also investigate the opportunities and challenges of global migration to contrasting examples in an LIDC and AC.

Understanding of the interdependent nature of human and physical topics.

Core knowledge of different spatial and temporal scales.

## Core Skills

- Develop and deepen students' locational knowledge and understanding of the diversity of the world around them
- 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, and standard deviation
- Analysis of topics and the development of synoptic thinking at a range of scales
- Critical discussion of geographical issues and their significance.



## Year 13 Geography continued



### 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 of Year 13
- Personal study exam questions.

### Final A-Level exams:

- Physical Systems (22%) 66 marks, 1 hour and 30 minutes
- Human Interactions (22%) 66 marks, 1 hour and 30 minutes
- Geographical Debates (36%) 108 marks, 2 hours and 30 minutes
- Investigative Geography- Non-examined assessment (NEA) 20% 60 marks.



## Year 13 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 13 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 13 History



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

### Core Knowledge

#### RUSSIA UNIT

**Dictatorship:** All of the leaders of Russia during our course are dictators – but many rule in different ways – the concept needs to be explained so that students are aware that different dictators choose to use their power in different ways.

**Tsarism:** Students need to learn the key concepts surrounding the Tsarist system – how the Russian monarchy operated under the Romanov family.

**Orthodoxy, Autocracy and Nationality:** The ideology that underpinned Tsarism and influenced their policies and decisions.

**Communism:** The ideology that underpinned the Communist leaders of Russia – how Russian communism evolved from the ideas of Karl Marx through Plekhanov and the Social Democrats and the split between Lenin's Bolsheviks and Martov's Mensheviks.

**Feudalism/Serfdom:** The concept of a peasant slave class tied to the land – students need to understand this so that they can make judgements about how far the rural class of Russia progress beyond it.

**Revolutionaries:** Students need to learn about an array of different opposition groups – Bolsheviks, Mensheviks, SRs, SDs, Narodniks, Anarchists... they need to know how these groups differ, their methods and how successful (or not) they are.

**Propaganda and the Cult of Personality:** From the adoration of the Tsar as a divine being to the elevation of Lenin's tomb as a site of pilgrimage – the cult of personality is a feature of the period students need to understand.

### Core Skills

**Knowledge & Understanding:** Students can select detailed knowledge and explain how it contributes to an argument. They are able to be analytical and evaluate the strength of evidence.

**Evaluation of Primary Sources:** Students can present sources as part of an argument. They can then critically evaluate them using provenance and accurate and relevant contextual knowledge.

**Interpretations:** Students are able to identify and present historical opinions. They are able to evaluate them using contextual knowledge.

**Synopsis:** Students are able to look at a topic thematically rather than chronologically.

**Synthesis:** Students are able to draw from a variety of sources and a wide range of evidence and construct their own theories and arguments.

**Continuity and Change:** Students assess a topic thematically and identify areas of continuity and change – what has changed and what has stayed the same. They examine these changes critically and look at how external factors can influence these developments.



## Year 13 History continued



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

### Core Knowledge continued

**Secret Police:** All rulers of Russia have some form of political police force – students need to know the difference between the Okhrana, Cheka, NKVD and KGB.

**Centralized and De-centralized Power:** Tsarist institutions of local government like the Zemstva and the local Soviets of the Communist era – students assess how much power do the Russian dictatorships really give to their people?

**Industrialization:** All Russian leaders wanted to 'catch up with the West' but Russia only became a mainly urban society by the time of Khrushchev. Students investigate Tsarist attempts to stimulate capitalism and the massive state-run industrial experiments of the Communists, such as Magnitogorsk and the Five Year Plans.

**Russification:** The conflict between the dominant 'Russian' culture and the ideas and values of the diverse ethnic and national groups that made up the Russian Empire. Divisions exacerbated by the Civil War and Cold War.

**Interpretations:** Students examine key debates on issues from the reigns of Alexander II, the Provisional Government and Khrushchev. They compare different historian's viewpoints and use their own knowledge to evaluate them, reaching their own conclusions as to which interpretation they agree with the most.

### COURSEWORK UNIT

**Primary Sources:** Students can identify those that are useful for their investigation. They can explain what they contribute to their argument and evaluate the provenance.

**Interpretations:** Students are able to identify historical viewpoints and what evidence issued to support them.



## Year 13 History continued



### How has learning been assessed?

**Russia:** Students will finish the year with a 2 ½ hour exam in which they will write two 1 hour long essays and answer one interpretation question. In preparation for this exam we practice both essay writing and essay planning – which is a vital component of being able to construct a good essay under exam conditions.

**PREPARATION:** For the first term we teach the component skills required to write a high-scoring answer, including writing a thematic paragraph and demonstrating synthesis by including synoptic links in a way that the examiner will recognize. Students are shown exemplar materials and write individual practice paragraphs before attempting their first essay.

**ESSAY ONE:** Class are shown the essay question and we plan it together as a class. Essay is written in class with access to textbooks and notes. Essay can be completed at home and is not under timed conditions.

**ESSAY TWO:** Students are again shown the essay question in advance and are given time to plan the essay in class and complete plan for homework. Plans are checked by teacher before students write the essay. Again, the essay can be completed at home – not under timed conditions.

**ESSAY THREE:** Students are shown the essay question in advance and plan in class with access to teacher, textbooks and notes. Plans can be completed as Personal Study. Essay is then written in class the following lesson under timed conditions.

**ESSAY FOUR to SIX:** Students are told the topic in advance but have to plan and write the essay under timed conditions.

**ESSAY SEVEN:** Timed essay which could be on any topic.

**INTERPRETATION QUESTIONS:** Students practice elements of the exam technique in all lessons and complete a full interpretation question at the end of each topic (Alexander II, Provisional Government, Nicholas).

**Coursework:** Students complete a 4,000 word essay that is marked and moderated within the department. Students are able to challenge their marks before they are submitted to the exam board.

**MOCKS:** Students will complete a mock in the school year. They will be given a full Italy and War of the Roses paper and a partial Russia paper.



## Year 13 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 & 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!)

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

#### Russia

In 1865 the Russian Empire was vast, technologically backward and bound to a feudal structure that held 80% of its population as serfs – slaves tied to the land they farmed. Small wonder Nicholas I did all he could to avoid becoming Tsar in the years immediately preceding our course! But how did the different leaders of the most turbulent 100 years in Russian history respond to the problems of ruling Russia? All were dictators, but did they all rule in the same way? Were the Communists able to find new solutions to old problems or did they effectively become 'Red Tsars'?



## Year 13 History continued



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

- **OVERVIEW:** We start the course with a chronological overview of the period, giving the students a solid grasp of the key events, concepts and characters of over 100 years of Russian history before we revisit the thematic topics which they will be assessed on in more detail.
- **NATURE OF GOVERNMENT:** We look at the political structures of Tsarist and Communist government and examine the ideologies that underpinned them. We look at the methods of control used by each regime, from propaganda and censorship to secret police and reform.
- **ECONOMY & SOCIETY:** We look at the attitudes and policies of Russian governments towards the peasants and workers, and see how their fortunes changed across the course. We investigate the impact and limitations of the Emancipation of the Serfs, the system of soviet Collective Farms, and the massive factory complex at Magnitogorsk.
- **WAR & REVOLUTION:** War was a constant for all Russian leaders – but did different regimes go to war for the same reasons? And which regime was most successful? From the Crimea to the Cold War, from Empire building expansion to the desperate defence against the Nazis, this unit examines some of the most important conflicts of the 19th and 20th centuries, looking at causes and consequences and leading the students to make synoptic judgements.
- **EMPIRE & NATIONALITY:** The Russian Empire contained many different ethnic and national groups, including Jews, Ukrainians, Hungarians and Poles. This unit assesses whether they were ever brought into the Russian state as equals or whether they were seen as potential trouble makers, suppressed by a culture of ‘Russification’.
- **INTERPRETATION CASE STUDIES:** This unit challenges students to identify the main controversies of the reigns of Alexander II, Khrushchev and the Provisional Government. Students read passages in which noted historians assert their own opinions, and then analyse and make their own judgements on who they most agree with.

### Coursework

A chance for students to investigate a period of study of their choice.

We encourage students to follow their passion and discover the past independently.

**Topic Selection:** Students are advised on what topics they may wish to study and given clear guidance on how the coursework is set out.

**Research:** Students are supported in their research with access to online resources and books given. They are taught the skills needed to take notes and pose strong questions.

**Writing:** Students are shown examples of strong writing and given support and guidance on how to plan and write a strong essay.



# Year 13 Maths



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

## Core Knowledge

**Year 13- 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 13 content

**Trigonometry**– radians, reciprocal and inverse trig functions, compound angles, equivalent forms for  $a \cos x + b \sin x$

**Algebra** – mathematical proof, functions, parametric equations, algebraic fractions, partial fractions

**Sequences and Series** – binomial series, arithmetic sequences, geometric sequences

**Numerical Methods**– root finding, iterative methods, the Newton-Raphson method, numerical integration

**Differentiation** – shapes of functions, trigonometric functions, exponential and logarithmic functions, the chain rule, the product and quotient rules, inverse functions, implicit differentiation, parametric functions

**Integration**- standard integrals, integration by substitution, integration by parts, integrating rational functions, differential equations

**Probability** - conditional probability, the normal distribution, using the normal distribution as an approximation to the binomial

**Hypothesis Testing** – testing correlation, testing a normal distribution

**Motion in Two Dimensions** – motion with constant acceleration, motion with variable acceleration, motion under gravity, motion under forces

**Forces** - vectors in 3D, statics, dynamics, moments

## Core Skills

Students in Year 13 follow the second year of a two-year A-Level scheme of work. In Year 13 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 13 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 full sets of papers as mock exams in the run up to their formal exams in the summer: one during the mock exam period for all subjects in January and one in class in March.

**Summer exams** – Paper 1, 2hrs Pure Maths. Paper 2, 2hrs Pure Maths and Mechanics. Paper 3, 2hrs Pure Maths and Statistics.

There is no set Pure Maths content per paper. All content is covered across the 3 papers.

### 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

AUTUMN TERM	AUTUMN TERM
12. Algebra	14. Trigonometry
13. Sequences	15. Differentiation
HALF TERM	HALF TERM
13. Sequences	15. Differentiation
17. Numerical Methods	16. Integration and Differential Equations
20. Probability and Continuous Random Variables	
SPRING TERM	SPRING TERM
Mock week—January (subject to change)	Mock week—January (subject to change)
Statistics	Mechanics
20. Probability and Continuous Random Variables	18. Motion in 2 Dimensions
21. Hypothesis Testing 1 & 2	
HALF TERM	HALF TERM
21. Hypothesis Testing 1 & 2	18. Motion in 2 Dimensions
Review and Revise	19. Forces
	Review and Revise
SUMMER TERM	SUMMER TERM
Revision and final mock exam	Revision and final mock exam



## Year 13 Media Studies



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

Core Knowledge	Core Skills
<p><b>Year 12</b> - 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).</p> <p><b>Year 13</b> – Students continue to work on Close Study Products. In September pupils begin NEA.</p> <p>Students are expected to demonstrate an in depth knowledge of media products in relation to the four areas of the theoretical framework:</p> <ul style="list-style-type: none"><li>• media language</li><li>• media representation</li><li>• media industries</li><li>• media audiences.</li></ul> <p>Students are required to study media products from all of the following media forms:</p> <ul style="list-style-type: none"><li>• television</li><li>• film</li><li>• radio</li><li>• newspapers</li><li>• magazines</li><li>• advertising and marketing</li><li>• online, social and participatory media</li><li>• video games</li><li>• music video.</li></ul>	<p>Across the A-Level pupils are expected to:</p> <ul style="list-style-type: none"><li>• demonstrate skills of enquiry, critical thinking, decision making and analysis</li><li>• demonstrate a critical approach to media issues</li><li>• demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy</li><li>• develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences</li><li>• demonstrate knowledge and understanding of the global nature of the media</li><li>• 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</li><li>• engage in critical debate about academic theories used in media studies</li><li>• appreciate how theoretical understanding supports practice and practice supports theoretical understanding</li><li>• demonstrate sophisticated practical skills by providing opportunities for creative media production list of aims.</li></ul>



## Year 13 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 13 Music



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

Core Knowledge	Core Skills
<p>In addition to revisiting elements of core knowledge from previous Key Stages, the year 12 &amp; 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):</p> <p><b>Musical context</b> Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.</p> <p><b>Dynamics &amp; Articulation</b> Marcato Staccatissimo Piu, poco, sempre Dynamic &amp; articulation notation as appropriate to the programme of study.</p> <p><b>Rhythm, Tempo &amp; Metre</b> 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.</p> <p><b>Structure &amp; Form</b> Arch form Rounded binary Ritornello and episode Introduction and coda Recitative and aria Phrase structure Structural notation as appropriate to the programme of study.</p>	<p>Development in core skills is very much a continuation of work from the previous year and/or Key Stage:</p> <p><b>Instrumental performance skills</b> 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</p> <p><b>Aural and appraisal skills (Understanding Music)</b> 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</p> <p><b>Compositional skills</b> 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'</p> <p><b>General musicianship</b> 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.</p>



## Year 13 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 13 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 13 Philosophy and Ethics



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

Core Knowledge	Core Skills
<p><b>Philosophy of Religion</b></p> <ul style="list-style-type: none"><li>Different approaches to the problem of Religious Language</li><li>The Nature of God.</li></ul> <p><b>Religion and Ethics</b></p> <ul style="list-style-type: none"><li><b>Sexual Ethics:</b> Application of normative ethical theories to issues surrounding sexual ethics.</li></ul> <p><b>Developments in Christian Thought</b></p> <ul style="list-style-type: none"><li><b>Gender and Society:</b> The effects of changing views of gender and gender roles on Christian Thought and practice</li><li><b>Gender and Theology:</b> The reinterpretation of God by feminist theologians</li><li>Religious Pluralism in society</li><li>Religious Pluralism in theology</li><li>The rise of and challenge of secularism.</li></ul>	<ul style="list-style-type: none"><li>To undertake rigorous study of religion and belief and relate it to the wider world</li><li>To have an understanding and appreciation of religious thought and its contribution to individuals, communities and societies</li><li>An enquiring, critical and reflective approach to the study of religion</li><li>Reflection of own values, opinions and attitudes in the light of their study. Demonstrate knowledge and understanding of religion and belief, including:<ul style="list-style-type: none"><li>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</li></ul></li></ul>

### How has learning been assessed?

- Regular retrieval quizzes and activities.
- Essay plans
- Essays written in exam conditions.
- Mock exams in January of Year 13.

**Final A-Level exams:**

- Philosophy of Religion (33.3%) 120 marks, 2 hour written exam
- Religion and Ethics (33.3%) 120 marks, 2 hour written exam
- Developments in Christian Thought (33.3%) 120 marks, 2 hour written exam.



## Year 13 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	Core Skills
<p>Students must show knowledge and understanding of:</p> <ul style="list-style-type: none"><li>• relevant materials, processes, technologies and resources</li><li>• how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s) of Photography</li><li>• historical and contemporary developments and different styles and genres</li><li>• how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created</li><li>• continuity and change in different styles, genres and traditions relevant to Photography</li><li>• a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Photography.</li></ul>	<p>Students will be required to demonstrate skills in all of the following::</p> <ul style="list-style-type: none"><li>• the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography</li><li>• awareness of intended audience or purpose for their chosen area(s) of Photography</li><li>• the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography</li><li>• appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement</li><li>• appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography</li><li>• understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.</li></ul>

### 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 13 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 13 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
<b>Applied Anatomy and Physiology</b> Movement Analysis Planes and Axis of movement Skeletal & muscular systems Respiratory System Cardio Vascular System.	Students must be able to demonstrate effective practical performance effectively in either an individual and team sport.
<b>Skill Acquisition</b> Types of skill Theories of learning Information Processing How we learn and perform in sport.	<b>Team Sports</b>  These will be performed in fully competitive situations and assessed in relation to their attacking & defensive skills.  Students will also need to select and apply relevant strategies and tactics in order to enhance their levels of performance against opposition.
<b>Sport &amp; Society</b> Historical emergence of sport Reasons for violence in sport & hooliganism.	<b>Individual Sports</b>  These will be assessed in fully competitive situations for 2 events or disciplines within their chosen sport.
<b>Exercise Physiology and Biomechanics</b> Energy Systems & Recovery Sports Injury & Rehab Biomechanical Analysis Scalar and Vectors Linear and Angular Motion Newton's Laws and application to sports performance.	<b>Coursework</b>  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 areas to improve in fully competitive situations. They must select and apply relevant areas of theory from the course in order to support their work.
<b>Sports Psychology</b> Anxiety & Arousal Aggression Motivation & effective goal setting Team Cohesion Frustration/Aggression Leadership.	
<b>Sport, Society &amp; Technology in sport</b> Commercialisation in the Sports Industry Ethics in Sport Technology in Sport.	



## Year 13 Physical Education continued



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

### Core Knowledge continued

#### Practical Performance (30%)

Students are assessed through an extensive piece of coursework and one practical sport.

### 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)

There assessed in fully competitive situations

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



# Year 13 Physics



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

Core Knowledge	Core Skills
<p><b>Module 5 – Newtonian world and astrophysics</b></p> <p>The aim of this module is to show the impact Newtonian mechanics has on Physics. The microscopic motion of atoms can be modelled using Newton's laws and hence provide us with an understanding of macroscopic quantities such as pressure and temperature. Newton's law of gravitation can be used to predict the motion of planets and distant galaxies. In the final section we explore the intricacies of stars and the expansion of the Universe by analysing the electromagnetic radiation from space. As such, it lends itself to the consideration of how the development of the scientific model is improved based on the advances in the means of observation.</p> <p>In this module, learners will learn about thermal physics, circular motion, oscillations, gravitational field, astrophysics and cosmology.</p> <p>5.1 Thermal Physics</p> <p>5.2 Circular motion</p> <p>5.3 Oscillations</p> <p>5.4 Gravitational fields</p> <p>5.5 Astrophysics and cosmology.</p> <p><b>Module 6 – Particles and medical Physics</b></p> <p>This section introduces the basic properties of capacitors and how they are used in electrical circuits. The use of capacitors as a source of electrical energy is then developed. This section introduces the mathematics of exponential decay, which is also required for the decay of radioactive nuclei in nuclear and particle Physics.</p>	<p><b>Module 1 – Development of practical skills in Physics</b></p> <p>Practical skills assessed in a written examination.</p> <p>Practical skills assessed in the practical endorsement.</p> <p>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 <b>1.1</b>, will be assessed in the written papers.</p>



## Year 13 Physics continued



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

This section provides knowledge and understanding of capacitors and exponential decay.

Experimental work provides an excellent way to understand the behaviour of capacitors in electrical circuits and the management of safety and risks when using power supplies. There are many opportunities for learners to use spreadsheets in the analysis and presentation of data. The varied uses of capacitors give the opportunity for the consideration of their use in many practical applications.

6.1 Capacitors

6.2 Electric fields

6.3 Electromagnetism

6.4 Nuclear and particle physics

6.5 Medical imaging.

**How has learning been assessed?**

Students will complete regular chapter tests. 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?**

Many students will use their A-Level Physics to gain entry into University courses studying Physics, Maths and other related courses such as Engineering and computer science which require an understanding of Physics.



## Year 13 Psychology



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

Core Knowledge	Core Skills
<p><b>Learning about Psychology in the following units and topics:</b></p> <p><b>Issues and debates in Psychology</b></p> <ul style="list-style-type: none"><li>• Explore relationships including the evolutionary explanations for partner preferences; factors affecting attraction in romantic relationships; theories of romantic relationships; virtual relationships and parasocial relationships</li><li>• Aggression including neural and hormonal mechanisms in aggression; the ethological explanation of aggression; social psychological explanations of human aggression; institutional aggression in the context of prisons; media influences on aggression</li><li>• Schizophrenia including classifications; biological explanations; psychological explanations; drug therapy; cognitive behaviour therapy and family therapy; and the importance of an interactionist approach in explaining and treating schizophrenia</li><li>• Gender and culture</li><li>• Free will and determinism</li><li>• The nature-nurture debate</li><li>• Idiographic and nomothetic approaches to psychological investigation</li><li>• Ethical implications of research studies and theory, including reference to social sensitivity.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures</li><li>• Apply knowledge and understanding of these in theoretical and practical contexts</li><li>• Apply knowledge and understanding of these when handling qualitative and quantitative data</li><li>• Analyse, interpret and evaluate scientific information, ideas and evidence</li><li>• 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 13 Psychology continued



### 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 of Year 13.**

**Final A-Level exams:**

- Introductory Topics in Psychology (33.3%) 96 marks, 2 hour written exam
- Psychology in Context (33.3%) 96 marks, 2 hour written exam
- Issues and Options in Psychology (33.3%) 96 marks, 2 hour written exam.



## Year 13 Sociology



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

Core Knowledge	Core Skills
<p><b>Learning about key institutions in society as well as Theory and Research Methods in the following topic areas:</b></p> <ul style="list-style-type: none"><li>• <b>Crime and Deviance</b> - 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</li><li>• <b>Theory and Methods</b> - students will examine: quantitative and qualitative methods of research; research design; sources of data; the distinction between primary and secondary data, and between quantitative and qualitative data; the relationship between positivism, interpretivism and sociological methods; the theoretical, practical and ethical considerations of research; a range of sociological theories; the nature of science and the extent to which Sociology can be regarded as scientific; the relationship between theory and methods; debates about subjectivity, objectivity and value freedom; and the relationship between Sociology and social policy</li><li>• <b>Methods in Context</b> - students will apply sociological research methods to the study of education.</li></ul>	<ul style="list-style-type: none"><li>• Critical and reflective thinking with a respect for social diversity</li><li>• Awareness of the importance of social structure and social action in explaining social issues within the contemporary social world</li><li>• Knowledge and a critical understanding of contemporary social processes and social changes</li><li>• Appreciate the significance of theoretical and conceptual issues in sociological debate</li><li>• Focus on personal identity, roles and responsibilities within society</li><li>• Develop a lifelong interest in social issues</li><li>• Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements and draw conclusion</li><li>• Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process.</li></ul>

### How has learning been assessed?

Regular knowledge quizzes

Formative exam questions and feedback linked to each topic

Mock exams in January of Year 13.

#### Final A-Level exams:

- Education with Theories and Methods (33.3%) 80 marks, 2 hour written exam
- Topics in Sociology (33.3%) 80 marks, 2 hour written exam
- Crime and Deviance with Theory and Methods (33.3%) 80 marks, 2 hour written exam.



## Year 13 Spanish



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

Core Knowledge	Core Skills
<p><b>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.</b></p> <p><b>Theme 1: Aspects of Hispanic society</b></p> <ul style="list-style-type: none"><li>Unit 1: Changes in family</li><li>Unit 2: "Cybersociety" - Technology</li><li>Unit 3: Modern and Traditional Values.</li></ul> <p>Literature: El laberinto del fauno (Labyrinth's pan) - Guillermo del Toro</p> <p><b>Theme 2: Artistic culture in the Hispanic world</b></p> <ul style="list-style-type: none"><li>Unit 4: The influences of the role models</li><li>Unit 5: The regional identity</li><li>Unit 6: Heritage.</li></ul> <p><b>Theme 3: Multiculturalism in Hispanic society</b></p> <ul style="list-style-type: none"><li>Unit 7: Immigration</li><li>Unit 8: Racism</li><li>Unit 9: Coexistence and integration.</li></ul> <p>Literature: La casa de Bernarda Alba (The House of Bernarda Alba) - Federico García Lorca</p> <p><b>Theme 4: Aspects of political life in Hispanic world</b></p> <ul style="list-style-type: none"><li>Unit 10: The youngsters of today, the citizens of tomorrow</li><li>Unit 11: Monarchy and dictatorships</li><li>Unit 12: Social movements.</li></ul>	<ul style="list-style-type: none"><li>Becoming successful communicators by improving their ability to express their thoughts and ideas confidently in the target language</li><li>Ability to analyse the language of different comprehension texts</li><li>Analysis of literacy texts</li><li>Deepening their understanding of the language they are studying and developing their opinions in regards to politics and what diversity brings</li><li>Building on their literacy skills and finding out different historical periods and cultures</li><li>Reflecting on their own cultural background and language and to also make comparisons with the languages and cultures of other countries</li><li>Demonstrating the following aptitudes in their written skill: flair, originality and technical accuracy when presenting own responses to texts</li><li>Being capable to research a topic on the country where the language is spoken and present this in an analytical approach to the examiner.</li></ul>



## Year 13 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 13 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 13 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 13 BTEC Applied Science



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

Core Knowledge	Core Skills
<p>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.</p> <p><b>3 Science investigation skills (Mandatory, assessed externally).</b></p> <p>Learners will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate.</p> <p>Advancement in science and technology has produced great benefits for society. This advancement depends on research and investigative approaches in science and technology. In research, development, analytical and industrial laboratories, laboratory technicians and scientists are employed to safely carry out practical investigations, or follow prescribed laboratory procedures. They repeat measurements to obtain consistent, reliable results. They use investigative skills, including planning, recording and interpreting data, analysing and evaluating findings in order to test a hypothesis to inform further research and development.</p> <p><b>8 Physiology of Human Body Systems (optional unit, course work based)</b></p> <p>Learners will focus on the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.</p>	<p><b>Unit 8</b></p> <p>Prepare reports.</p> <p><b>Unit 3</b></p> <ul style="list-style-type: none"><li>• <b>AO1</b> Demonstrate knowledge and understanding of scientific concepts, procedures, processes and techniques and their application in a practical investigative context</li><li>• <b>AO2</b> Interpret and analyse qualitative and quantitative scientific information to make reasoned judgements and draw conclusions based on evidence in a practical investigative context</li><li>• <b>AO3</b> Evaluate practical investigative procedures used and their effect on the qualitative and quantitative scientific information obtained to make reasoned judgements</li><li>• <b>AO4</b> Be able to make connections between different scientific concepts, procedures, processes and techniques to make a hypothesis and write a plan for a practical investigation.</li></ul>



## Year 13 BTEC Applied Science continued



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

The human body is a complex mix of organs and organ systems. Knowledge of how they function to maintain human life is an essential part of the study of human physiology. In this unit, you will focus on three body systems: musculoskeletal, lymphatic and digestive. You will examine each of the systems as a functioning unit, identifying their structure and function. By exploring the anatomy of these systems, through experimentation and use of simulations, you will develop your knowledge and understanding of their role in the human body.

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 3 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:

1. examinations – all learners take the same assessment at the same time, normally with a written outcome
2. 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 8 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 13 BTEC Applied Science continued



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

Many of our students go onto further study, some will use their BTEC to gain University entry, whilst others may pursue apprenticeships in scientific fields. Previous students have used their qualifications to enter the healthcare settings and go on the further study in a broad range of disciplines including paramedic science. Others have used the transferable practical and communication skills learnt through this course to be successful in other industries.



## Year 13 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 13 CTEC Business continued



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

### Core Knowledge

#### 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 13 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

#### Unit 1: Human Lifespan Development

- Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing
- Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing
- Be able to analyse and evaluate information related to human development theories/models and factors affecting human growth and development
- Be able to make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

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

- Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector
- Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

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.

BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- preparation for assessment methods used in degrees.



# Year 13 BTEC Health & Social Care continued



## 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 13 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).



# Year 13 BTEC National Extended Certificate 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
<b>Anatomy &amp; Physiology</b> <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>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 through 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>
<b>Fitness Training &amp; Programming</b> <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>	
<b>Professional Development in the Sports Industry</b> <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>	



# Year 13 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 13 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

### 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.

## Core Skills

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.



## Year 13 National Diploma in Sport continued



### 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

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Assessment: 1.5hr examination (externally assessed)

#### Fitness Training & Programming

Assessment: 2.5hr examination (externally assessed)



## Year 13 National Diploma in Sport continued



### 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**

