



# Key Stage 5 Subject information:

## A Level Art & Design

### Subject overview

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Art and Design are to enable students to develop:

- Intellectual, imaginative, creative and intuitive capabilities.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- Their experience of working with a broad range of media.

**To study this course, you must meet the entry requirements: GCSE Grade 5 in either Art, Textiles or Graphics.**

### Course content

#### The units that students will study are:

Students choose their own themes and contexts for their work but all project work will address the four assessment objectives:

**AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**AO4** Present a personal and meaningful response that realises intentions and where appropriate, makes connections between visual and other elements.

### Exam board information

Further information about the course, including the full specification can be found on the exam board website:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html#tab-0>

EDEXCEL – Specification Code 9AD0

### Coursework and controlled Assessment

Component 1 - The assessment consists of 90 raw marks.

- Work presented for assessment draws on topics from across the qualification relevant to the title being followed.
- The assessment is completed over the duration of the course.
- Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work, supporting studies and a personal study comprising a minimum 1000 words of continuous written prose.

### Examinations

Component 2 - The assessment consists of 72 raw marks.

- The Externally Set Assignment theme and starting points will be released each year, on 1 February.
- The 15-hour period of sustained focus under examination conditions will take place over 3 days.
- Students must not access their work outside of assessment.

### Useful publications

The Art Book Hardcover – 10 Sep 2012 by [Phaidon Editors](#) ISBN-10: 0714864676

The Paintings That Revolutionized Art Paperback – Illustrated, 1 Apr 2015 by [Claudia Stabile](#) (Author, Editor), [Julie Kiefer](#) (Editor)

### Homework Expectations

Students will be set homework to reinforce and further their understanding every week and to support progress with practical work. This should take approximately 2 hours to complete.

### Useful Websites

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html#tab-0>

<http://www.art2day.co.uk/>

### The Progress Leader

The progress Leader for Art, Design & Technology is Mrs Mary-Jane Ashcroft [mashcroft@latimer.org.uk](mailto:mashcroft@latimer.org.uk)

This course will be delivered by Mrs Mary-Jane Ashcroft and Mrs Emma Starmer [estarmer@latimer.org.uk](mailto:estarmer@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Biology

### Subject overview

A Level Biology develops student interest in and enthusiasm for the Biology, including developing an interest in further study and careers associated with the subject. It allows students to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

**To study this course, you must meet the entry requirements: Have studied science at higher tier and achieved grade 6 or higher.**

### Course content

**The units that students will study are:**

**Module 1: Development of practical skills in biology** - the importance of practical skills is assessed in the written exams and in the practical endorsement.

**Module 2: Foundations in biology** - cell structure, biological molecules, nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation.

**Module 3: Exchange and transport** – structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants.

**Module 4: Biodiversity, evolution and disease** - the biodiversity of organisms, classification, measuring biodiversity, pathogens and the evolution of animal and plant defences.

**Module 5: Communication, homeostasis and energy** - nerves, hormones, the kidney, plant and animal responses, photosynthesis and respiration.

**Module 6: Genetics, evolution and ecosystems** - DNA, protein synthesis, manipulation of genomes, variation and genetics, biotechnology, ecosystems and populations.

### Exam board information

This A Level is awarded by OCR  
[www.ocr.org.uk](http://www.ocr.org.uk)

### Coursework and controlled Assessment

There is no coursework component. There are a minimum of twelve practical tasks which form the practical endorsement; this is reported separately from the overall grade as a pass/fail.

### Examinations

There are three examinations for A-Level Biology:  
**Paper 1** – 2 hours 15 minutes – Biological processes  
**Paper 2** – 2 hours 15 minutes – Biological diversity  
**Paper 3** – 1 hour 30 minutes – Unified biology

### Useful publications

OCR AS/A Level Biology - ISBN 9781447990796  
OCR A Level Biology 2 - ISBN 9781447990802

### Homework Expectations

Homework will be issued weekly by both teachers.

### Useful Websites

A Level Biology Specification - [www.ocr.org.uk/alevelbiologya/](http://www.ocr.org.uk/alevelbiologya/)  
Scroll down to 'Past Papers'.

### The Progress Leader

The Progress Leader for Science is Mrs Jacki Cook: [jcook@latimer.org.uk](mailto:jcook@latimer.org.uk)

Your child's Biology teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Chemistry

### Subject overview

A Level Chemistry covers aspects of all the three branches of the subject, building on knowledge from GCSE Science or GCSE Chemistry.

**To study this course, you must meet the entry requirements: Studied science at higher tier and achieved grade 6 or higher. You must also have achieved grade 6 or higher in Mathematics.**

### Course content

**The units that students will study are:**

**Organic Chemistry** – In year 12, study common functional groups and their reactions. In year 13, focus on mechanisms and synthesis.

**Inorganic Chemistry** – In year 12, reactions of groups 1 and 2 and the halogens. In year 13, study transition metals and their complexes, their reactions and colours.

**Physical** – In year 12, atomic structure, bonding, energetics and shapes of molecules. Followed in year 13, with equilibrium, reaction rates, acid-base chemistry and entropy.

**Modern Analytical Techniques** – Discover how infrared, NMR and Mass spectroscopy can be used to analyse the chemical composition of a sample.

### Exam board information

The exam board for Chemistry is EDEXCEL. Detailed information about the course and support materials, including past papers can be found at their website: Pearson (Edexcel) A-level Chemistry: <http://qualifications.pearson.com/>

### Coursework and controlled Assessment

There is no formally assessed coursework, however there is a requirement that students complete a series of internally assessed practical activities to demonstrate practical ability.

### Examinations

Three written examinations at the end of Year 13:  
**Paper 1:** Advanced Inorganic and Physical Chemistry  
**Paper 2:** Advanced Organic and Physical Chemistry  
**Paper 3:** General and Practical Principles in Chemistry

### Useful publications

Students will be issued with Pearson's own text books for the course and will have the opportunity to purchase revision guides through the college.

### Homework Expectations

Students are expected to demonstrate evidence of continued wider reading as this will strongly support their learning in lessons. This is in addition to homework in line with the college policy.

### Useful Websites

- Chemguide. Excellent on-line text book covering A-level chemistry in depth: [www.chemguide.co.uk](http://www.chemguide.co.uk)
- Pearson A-level Chemistry: [bit.ly/1E5C0Qx](http://bit.ly/1E5C0Qx)

### The Progress Leader

The Progress Leader for Science is Mrs Jacki Cook: [jcook@latimer.org.uk](mailto:jcook@latimer.org.uk)

Your child's Science teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Dance

### Subject overview

This A Level offers students the opportunity to place dance within a historical and cultural context, encouraging them to reflect upon their own practical work within the context of professional practice. It promotes the academic and transferable skills valued by Higher Education and employers.

**To study this course, you must meet the entry requirements: GCSE Grade 5 (or significant Dance experience in and out of school context).**

### Course content

#### **Component 1: Performance and Choreography**

What's assessed:

- Solo performance linked to a specified practitioner
- Performance in a quartet
- Group choreography based on an externally set stimulus

How it's assessed:

- Practical exam – 80 marks – 50% of A-level

Non – examination assessment marked by an external assessor from AQA during a visit to your centre normally between March and May of the year of certification.

#### **Component 2: Critical Engagement**

What's assessed:

- Knowledge, understanding and critical appreciation of two set works.
- One compulsory set work within the compulsory area of study
- One optional set work within the corresponding area of study, from a choice of four.

### Exam board information

Further information about the course, including the full specification can be found at the exam board's website, AQA Dance:

<http://www.aqa.org.uk/subjects/dance/as-and-a-level/dance-7237>

### Practical Examinations

- Solo performance
- Performance in a quartet
- Group choreography

All assessed in second year of course.

### Examinations

- Written exam: 2 hours 30 minutes -100 marks
- 50% of A-level

### Useful publications

*Rambert: A Celebration*- J Pritchard (1996)  
*20<sup>th</sup> Century Dance in Britain*- J White (1985)  
*Ballet and Modern Dance, a concise History* – J Anderson (1992)

### Homework Expectations

Ongoing personalised homework and independent rehearsals set after most lessons to consolidate and develop learning and prepare for practical assessments.

### Useful Websites

[www.britannica.com/biography](http://www.britannica.com/biography)  
[www.criticaldance.com/interviews/1999/cbruce990700.html](http://www.criticaldance.com/interviews/1999/cbruce990700.html)  
[www.rambert.org.uk](http://www.rambert.org.uk)  
[www.sadlerswells.com](http://www.sadlerswells.com)  
[www.siobhandavies.com](http://www.siobhandavies.com)

### The subject Leader

The subject leader for Dance is Mrs Katie Illersic [killersic@latimer.org.uk](mailto:killersic@latimer.org.uk)

Your child's Dance teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Drama and Theatre

### Subject overview

This qualification is invaluable to those students who are interested in furthering their studies or gaining employment in drama, theatrical performance or other areas of the performing arts.

It is widely recognised that the transferable skills obtained through the study of Drama – such as co-operation, negotiation skills, presentation skills, increased self-awareness and self-confidence – appeal to many employers outside the world of the Performing Arts. This course is exciting, engaging and excellent preparation for higher education or the world of work.

**To study this course, you must meet the entry requirements: GCSE Grade 5 in Drama.**

### Course content

**The units that students will study are:**

**A-level Drama and Theatre is divided into three components:**

1. **Drama and Theatre** (written exam). This unit focuses on the work explored for 2 set texts and a live performance that has been seen during the course.
2. **Creating original drama** (devising). Students create an original piece of Drama based on the methodologies of a prescribed practitioner.
3. **Making theatre** (exploration and performance of extracts taken from published plays). Students explore 3 extracts over the course and perform 1 extract influenced by a practitioner, for a visiting examiner.

This is a 2-year course. We explore all the components over the 2 years and work hard to prepare for the level of knowledge needed for further education and/or the world of work. You will find that the Sixth Form classrooms are a hub of energy, excitement, creativity and hard work- there is never a dull moment!

### Exam board information

AQA A Level Drama and Theatre (7262)

### Coursework and controlled Assessment

**Component 1- Written exam** to be taken at the end of year 13- **40%** of the whole A Level  
**Component 2- Creating Original Drama**- to be assessed at any point over the 2 Years- Working notebook (40 marks), practical performance (20 marks)- **30%** of whole A Level  
**Component 3- Making Theatre**- to be assessed in year 13, performance of an extract of script for an examiner (40 marks), reflective report (20 marks) **30%** of whole A Level

### Examinations

**Component 1-** Written examination 40% of A Level (externally assessed)  
**Component 2-** Devised work and working notebook- 30% of A Level (internally assessed, externally moderated).  
**Component 3-** Practical performance and reflective report for examiner- 30% of A Level (externally assessed)

### Useful publications

**Theatre in Practice:** Nick O'Brien, Annie Sutton **ISBN-13:** 978-0415508537

**The Complete Brecht Toolkit:** Stephen Unwin **ISBN-13:** 978-1854595508

**The Complete Stanislavsky Toolkit:** Bella Merlin **ISBN-13:** 978-184842406

### Homework Expectations

Homework will be set regularly and will range from research for devised work, preparation for practitioner workshops, reading of texts, learning lines and essay questions.

### Useful Websites

- <https://www.nationaltheatre.org.uk/>
- <http://www.aqa.org.uk/>
- [www.youtube.com](http://www.youtube.com)

### The Progress Leader

Assistant Progress leader (Drama)- Tanya Jaremchenko-Dye please contact on [TJaremchenko-Dye@latimer.org.uk](mailto:TJaremchenko-Dye@latimer.org.uk)

Progress leader of the Arts- Kerry Gallon please contact on [KGallon@latimer.org.uk](mailto:KGallon@latimer.org.uk) 3

Your child's Drama teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Design & Technology: Fashion & Textiles

### Subject overview

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers in the Fashion & Textiles industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing a Fashion & Textiles prototype of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

**To study this course, you must meet the entry requirements: GCSE Grade C in Textiles.**

### Course content

#### The units that students will study are:

Students have the opportunity to write their own project briefs after undertaking a sustainable/Recycled fashion project. All projects will cover the four assessment objectives below:

**AO1** = Identify, investigate and outline design possibilities to address needs and wants.

**AO2** = Design and make prototypes that are fit for purpose.

**AO3** = Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.

**AO4** = Demonstrate and apply knowledge and understanding of Technical principles and designing and making principles.

### Exam board information

Further information about the course, including the full specification can be found on the exam board website:

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-fashion-and-textiles-7562>

AQA – Specification Code 7562

### Coursework and controlled Assessment

Non-Examination Assessment:  
Practical application of core technical principles, core designing and making principles and additional specialist knowledge. Assessed within a substantial design and make project consisting of written or digital design portfolio and photographic evidence of final prototype. 100 marks = 50% of A-level.

### Examinations

- PAPER 1: Technical principles – 2.5 hours  
120 Marks = 30% of A level  
Questions are mixture of short answer and extended responses.
  - PAPER 2: Designing and making principles – 1.5 hours  
80 marks = 20% of A level  
Questions are mixture of short answer and extended responses.
- Section A** Product analysis: 30 marks (Up to 6 short answer questions based on visual stimulus of product(s).  
**Section B** Commercial manufacture: 50 marks (Mixture of short and extended response questions).

### Useful publications

AQA AS/A-Level Design and Technology: Fashion and Textiles by [Pauline Treuherz](#) (Author), [Amanda Dick](#) (Author), [Denise Davies](#) (Author) **ISBN-10:** 1510413499

### Homework Expectations

Students will be set homework to reinforce and further their understanding every week, and to support progress with practical work. This should take approximately 2 hours to complete.

### Useful Websites

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-fashion-and-textiles-7562>

<http://www.ftmlondon.org/>

### The Progress Leader

The progress Leader for Art, Design & Technology is Mrs Mary-Jane Ashcroft [mashcroft@latimer.org.uk](mailto:mashcroft@latimer.org.uk)

This course will be delivered by Mrs Lisa Cowley and Miss Kelly Bull [lcowley@latimer.org.uk](mailto:lcowley@latimer.org.uk) [kbull@latimer.org.uk](mailto:kbull@latimer.org.uk)





# Key Stage 5 Subject information:

## A Level Design & Technology: Product Design

### Subject overview

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers in the Product Design industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing a Product Design prototype of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

**To study this course, you must meet the entry requirements: GCSE Grade C in Design Technology.**

### Course content

#### The units that students will study are:

Thematic & contextual elements of unit content tbc at time of writing but projects will cover the four assessment objectives below:

**AO1** = Identify, investigate and outline design possibilities to address needs and wants.

**AO2** = Design and make prototypes that are fit for purpose.

**AO3** = Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.

**AO4** = Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

### Exam board information

Further information about the course, including the full specification can be found on the exam board website:

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

AQA – Specification Code 7552

### Coursework and controlled Assessment

Non-Examination Assessment:  
Practical application of core technical principles, core designing and making principles and additional specialist knowledge. Assessed within a substantial design and make project consisting of written or digital design portfolio and photographic evidence of final prototype. 100 marks = 50% of A-level

### Examinations

- PAPER 1: Technical principles – 2.5 hours  
120 Marks = 30% of A level  
Questions are mixture of short answer and extended responses.
  - PAPER 2: Designing and making principles – 1.5 hours  
80 marks = 20% of A level  
Questions are mixture of short answer and extended responses.
- Section A** Product analysis: 30 marks (Up to 6 short answer questions based on visual stimulus of product(s).).
- Section B** Commercial manufacture: 50 marks (Mixture of short and extended response questions).

### Useful publications

AQA AS/A-Level Design and Technology: Product Design by [Will Potts](#) (Author), [Julia Morrison](#) (Author), [Ian Granger](#) (Author), [Dave Sumpner](#) (Author) **ISBN-10:** 1510414088

### Homework Expectations

Students will be set homework to reinforce and further their understanding every week, and to support progress with practical work. This should take approximately 2 hours to complete.

### Useful Websites

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

<https://www.prospects.ac.uk/job-profiles/product-designer>

### The Progress Leader

The progress Leader for Art, Design & Technology is Mrs Mary-Jane Ashcroft [mashcroft@latimer.org.uk](mailto:mashcroft@latimer.org.uk)

This course will be delivered by Mr Craig Yates and Mr Sam Weller [cyates@latimer.org.uk](mailto:cyates@latimer.org.uk) [sweller@latimer.org.uk](mailto:sweller@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level English Language

### Subject overview

The English Department deliver the AQA English Language course. The course has been developed with teachers to inspire and challenge students of all abilities and aspirations.

**To study this course, you must meet the entry requirements: English Language and Literature Both GCSE Grade 5.**

### Course content

**The units that students will study are:**

**Textual Variations and Representations:** Students will study a range of texts about various subjects, from various writers and speakers and for various audiences in a variety of genres using a variety of modes (written, spoken, electronic) from different times and from different places (global, national, regional).

**Children's Language Development:** Students will explore how children develop their spoken and written skills. To achieve this, students will study: the functions of children's language. The phonological, pragmatic, lexical, semantic and grammatical development demonstrated in different genres of speech and writing.

**Language Diversity and Change:** Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change.

**Language Discourses:** Students will be required to use methods of language analysis to: identify and describe features of language diversity and change, research diversity and change and analyse how texts present ideas about language.

### Exam board information

Further information about the course, including the full specification can be found at the exam boards website, AQA English Language:

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

### Coursework and controlled Assessment

Non-exam assessment: Language in Action. Students produce a language investigation (2,000 words excluding data) and a piece of original writing and commentary (1,500 words total) Worth 20% of A Level.

### Examinations

The course is assessed by a total of 2 exam papers.  
Paper 1: Language, the Individual and Society. 2 hours, 30 minutes. 40% of A Level.  
Paper 2: Language Diversity and Change. 2 hours and 30 minutes. 40% of A Level.

### Useful publications

AQA A Level English Language: Student Book eBook by Dan Clayton. ASIN: B016UNLW16

### Homework Expectations

3 hours per week plus compulsory wider reading.

### Useful Websites

EngLangBlog:  
<http://englishlangsfx.blogspot.co.uk/>

### The Progress Leader

The Progress Leader for English is Ms Catherine Ellis: [cellis@latimer.org.uk](mailto:cellis@latimer.org.uk)

Your child's English teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)





# Key Stage 5 Subject information:

## A Level English Literature

### Subject overview

A-level English Literature provides the opportunity to experience and explore a range of texts from the literary canon. The subject allows students to develop their critical skills, knowledge and encourages an enjoyment of the subject.

**To study this course, you must meet the entry requirements: GCSE English Language and Literature both Grade 5.**

### Course content

**The units that students will study are:**

**Love Through the Ages:** Students will develop their knowledge and understanding of the theme of love through the ages. Students will take a historicist approach when studying a variety of prose, unseen poetry, a poetry anthology and a Shakespeare play.

**Texts in Shared Contexts:** Students explore how World War 1 has shaped and influenced literary works through the study of a collection of poetry, unseen prose, a novel and a play.

**NEA:** Students will undertake an independent exploration of a text of their choice where they are encouraged to enter into an academic debate.

### Exam board information

Further information about the course, including the full specification can be found at the exam board's website, AQA English Literature A:

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-2740>

### Coursework and controlled Assessment

The coursework folder will consist of one extended essay of 2500 words and a bibliography.

The coursework is a comparative critical study of two texts, at least one of which must have been written pre-1900.

### Examinations

**Paper 1:** Love Through the Ages, 3 hours, Open book in section C. 75 marks and 40% of A Level.

**Paper 2:** Texts in Shared Contexts, 2 hours 30 minutes, Open book, 75 marks and 40% of A Level.

### Useful publications

York Notes Advanced guides.

### Homework Expectations

3 hours per week plus compulsory wider reading.

### Useful Websites

<http://www.poetryarchive.org/>

<http://www.online-literature.com/>

### The Progress Leader

The Progress Leader for English is Ms Catherine Ellis: [cellis@latimer.org.uk](mailto:cellis@latimer.org.uk)

Your child's English teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level French

### Subject overview

A Level French at Latimer follows the AQA French A Level course. The course has been developed with teachers to ensure that it inspires, challenges and motivates students, enabling them to broaden their horizons and increase cultural knowledge.

**To study this course, you must meet the entry requirements: GCSE Grade 6 in French.**

### Course content

**The units that students will study are:**

#### Core Content:

#### 1. Social issues and trends

Aspects of French-speaking society: current trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

Aspects of French-speaking society: current issues

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

#### 2. Political and artistic culture

Artistic culture in the French-speaking world

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7<sup>th</sup> art form

Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

#### 3. Grammar

A-level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

#### 4. Works – literary texts and films

Students must study **either** one text and one film **or** two texts from the lists published by the exam board. (More detail can be found on the website).

#### 5. Individual research project – this forms part of the speaking exam

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills, summarising their findings, in order to present and discuss them in the speaking assessment.

### Exam board information

Further information about the course, including the full specification can be found at the exam board's website, AQA French: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

### Coursework and controlled Assessment

There is no Coursework or Controlled Assessment for this course. All skill areas will be assessed through examinations at the end of the two years.

### Examinations

**Paper 1:** Listening, reading and writing (50%)

**Paper 2:** Writing (20%)

**Paper 3:** Speaking (30%)

### Useful publications

Schaum's outline of French Grammar (Schaum)  
Practice in French Grammar Michael Gross (Nelson)  
French online newspapers (see resources link below)

Homework Expectations	Useful Websites
Students are expected to visit French news websites on a regular basis, as well as learning vocabulary and practising key grammar items.	Additional resources recommended by the Exam board here: <a href="http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-2650/teaching-and-learning-resources/a-level-french-resources">http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-2650/teaching-and-learning-resources/a-level-french-resources</a>
The Progress Leader	
<p>At Latimer, the Progress Leader for MFL is Mrs Alaina West: <a href="mailto:awest@latimer.org.uk">awest@latimer.org.uk</a></p> <p>Your child's French teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: <a href="mailto:jsmith@latimer.org.uk">jsmith@latimer.org.uk</a></p>	



# Key Stage 5 Subject information:

## A Level Geography

### Subject overview

The specification offers an issues-based approach to studying Geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. Students will use a combination of classroom based learning and fieldwork skills to develop their geographical understanding.

**To study this course, you must meet the entry requirements: GCSE Grade 5 in Geography**

### Course content

**The units that students will study are:**

#### Year 12

##### **Topic 1: Tectonic Processes and Hazards**

Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. Students will develop a scientific understanding of how these processes occur and consider how we can manage them to reduce the risk to human life now and in the future.

##### **Topic 2: Coastal Landscape and Change**

Students will use fieldwork methods to investigate the processes and systems that create the unique landforms found in coastal locations.

##### **Topic 3: Globalisation**

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Students will study the global changes to culture and power and the implications this has for current and future populations.

##### **Topic 4: Diverse Spaces**

Local places vary both demographically and culturally with change driven by local, national and global processes. Students will look at the processes which change different places and the impact it has on society.

#### Year 13

##### **Topic 5: The Water Cycle and Water Insecurity**

##### **Topic 6: The Carbon Cycle and Energy Security**

##### **Topic 7: Superpowers**

##### **Topic 8: Health, Human Rights and Intervention or Migration, Identity and Sovereignty**

Students will investigate the processes which affect these topics and consider the impact of changes on current and future populations and politics.

### Exam board information

Edexcel A Level Geography (2016)

### Coursework and controlled Assessment

The course is assessed with 3 examinations and an externally marked independent investigation in year 2. Students must complete a minimum of four days' fieldwork to complete the course.  
Independent Investigation- 20%

### Examinations

Paper 1 9GEO01 - 30%  
Paper 2- 9GEO02 - 30%  
Paper 3- 9GEO3 - 20%

### Useful publications

[Edexcel A Level Geography Book 1 Third Edition](#)  
11 Jul 2016  
by David Holmes and Kim Adams  
[Edexcel A Level Geography Book 2 Third Edition](#)  
27 Jan 2017  
by Cameron Dunn and Kim Adams

### Homework Expectations

Students will be expected to complete weekly essays and independent research to support and extend classroom learning.

### Useful Websites

[www.rgs.org.uk](http://www.rgs.org.uk)  
<http://mapapps.bgs.ac.uk/geologyofbritain/home.html>  
[www.police.gov.uk](http://www.police.gov.uk)  
[www.emdat.be](http://www.emdat.be)

### The Progress Leader

Assistant Progress Leader (Geography)- Hayley Allen [hallen@latimer.org.uk](mailto:hallen@latimer.org.uk)  
Humanities Progress Leader - Lindsey Murdoch [lmurdock@latimer.org.uk](mailto:lmurdock@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level History

### Subject overview

A Level History utilises a mixture of engaging and interesting units to introduce learners to different aspects of the past. Furthermore, History will act as a gateway into further study for students who wish to pursue a career in professions such as Law, Journalism, Teaching or Research.

**To Study this course, you must meet the entry requirements: GCSE Grade 5 in History.**

### Course content

**The units that students will study are:**

**Y102: British period and source enquiry:**

**Anglo-Saxon and Norman England**

Learners will explore the impact of Edward the Confessor and Harold Godwinson upon Anglo-Saxon England; before contemplating how far the Norman kings William I and William II reformed England after the Battle of Hastings.

**Y223: Non-British period study**

**Cold War in Europe 1945-1995**

Learners will explore the world of International relations after the end of World War Two and explain how the modern world was created. In particular, the origins of conflict in Afghanistan, the creation of NATO and the ideological differences which almost led to a Third World War.

**Y318: Thematic study and Historical Interpretations.**

**Russia and its Rulers: 1855-1964**

Learners will contemplate Russian history, and how its rulers shaped the countries destiny. For example, how did Tsar Alexander II's decision to give the people freedom lead to opposition and the death of the Tsar's. Whereas, Stalin's decision to murder over 10 million of his people turned Russia into a superpower.

**Y100: Topic Based Essay:** Students complete a 2-4,000-word essay on a topic previously studied in Y102 and Y223.

### Exam board information

**OCR: H505 History A-Level**

Download specification at:

[ocr.org.uk/alevelhistorya](http://ocr.org.uk/alevelhistorya)

### Coursework and controlled Assessment

Unit Y100 is a coursework unit and is worth 20% of the A-Level.

It encourages students to study a unit covered in Year 12 in greater detail.

Coursework needs to incorporate research, source material and historical interpretations to secure the highest grades.

### Examinations

There are three examined units.

Y102: 25% - 1 hour 30 minutes

Y223: 15% - 1 hour

Y318: 40% - 2 hour 30 minutes

All exams will be sat in Year 13

### Useful publications

There are a number of texts available:

OCR A Level History: Early Medieval England 871–1107

Access to History: Russia and its Rulers 1855-1964 for OCR Second Edition

Access to History: The Cold War 1941-95 Third Edition

There are also superb revision guides by Hodder:

My Revision Notes: OCR A-level History: Russia and its Rulers 1855-1964;

My Revision Notes: OCR AS/A-level History: The Cold War in Europe 1941–1995

### Homework Expectations

Learners will be expected to complete an essay once a fortnight. This will take between 2-3 hours.

Additional reading and note-taking will amount to approximately 5 hours a week.

### Useful Websites

There are a number of excellent web-sites

A good starting point is <http://spartacus-educational.com/>

### The Progress Leader

The Progress Leader for Humanities is Mrs Lindsey Murdoch: [lmurdoch@latimer.org.uk](mailto:lmurdoch@latimer.org.uk)

Your child's History teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Mathematics

### Subject overview

A continuation of GCSE Mathematics with further development of existing knowledge and the introduction of key new concepts. The course is made up of 2/3 pure maths with 1/6 mechanics and 1/6 statistics. The new A level has an increased emphasis on modelling, problem solving and the use of ICT.

**To Study this course, you must meet the entry requirements: GCSE Grade 6 in Mathematics.**

### Course content

**The units that students will study are:**

#### Pure Maths:

Proof  
Algebra and functions  
Coordinate geometry in the (x,y) plane  
Sequences and series  
Trigonometry  
Exponentials and logarithms  
Differentiation  
Integration  
Numerical methods

#### Mechanics:

Vectors  
Quantities and units in mechanics  
Kinematics  
Forces and Newton's laws  
Moments

#### Statistics:

Statistical sampling  
Data presentation and interpretation  
Probability  
Statistical distributions  
Statistical hypothesis testing

### Exam board information

Students will follow the two year AQA A-level mathematics course – code number 7357.

### Coursework and controlled Assessment

There is no coursework element.

### Examinations

At the end of the two-year course, students sit three 2-hour papers. Each paper has 100 marks available. Paper 1 is pure maths content only. Paper 2 is a mixture of pure maths and mechanics, whilst paper 3 is a mixture of pure maths and statistics.

### Useful publications

AQA A-level Maths: Year 1 and 2 Combined Student Book – ISBN: 978-0-19-841294-6

### Homework Expectations

Students should expect to receive homework tasks every lesson. This may take the form of practice and consolidation, research or revision for a topic assessment.

### Useful Websites

AQA website <https://allaboutmaths.aqa.org.uk/newA-levelmaths>

### The Progress Leader

The progress leader for Maths is Mr Martin Wall and he can be contacted via [mwall@latimer.org.uk](mailto:mwall@latimer.org.uk)

Your child's Maths teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)





# Key Stage 5 Subject information:

## A Level Music

### Subject overview

This A Level reflects the demands of a modern and evolving music environment. Students develop skills to investigate, analyse and evaluate music and its features. Building on this, and by using practical methods they are encouraged to take a more holistic view of their knowledge, performance and compositional skills. The set works enable students to conduct in-depth studies into different musical styles and place these within a wider context.

**To study this course, you must meet the entry requirements: Grade 5 GCSE in Music (or grade 5 and above in instrumental/vocal exams)**

### Course content

**The units that students will study are:**

**Unit 1** - Performing (a recital in the Masque Theatre, performed to the members of the class, on an instrument(s) of your choice, performing solo and/or ensemble music)

**Unit 2** - Composing (1 free composition in a style and structure chosen by the student or linked to a brief from the exam board and 1 compositional technique, learning to compose in a particular style of music or style of composer)

**Unit 3** - Appraising (Studying Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions and aural dictation skills to answer questions and complete essays for the final examination)

### Exam board information

Further information about the course, including the full specification can be found at the exam boards website, Edexcel Music:  
<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

### Coursework and controlled Assessment

**Unit 1:** an 8-minute performance recital (30%).  
**Unit 2:** a composition set to a free brief or a brief set by the exam board and a compositional technique exercise. Both of these should be a minimum of 6 minutes combined (30%).

### Examinations

A 2-hour exam worth 40% of the course.  
The paper is out of 100 marks.  
There is an accompanying CD for the exam.  
3 short listening questions related to set works, 1 short melodic/rhythmic completion exercise and 2 essay questions (one based on an unfamiliar extract, one based on an area of study).

### Useful publications

- Edexcel AS and A Level Music Study Guide (syllabus 2016 onwards) Rhinegold ISBN 9781785581694
- Edexcel A Level Music Revision Guide (syllabus 2016 onwards) Rhinegold ISBN 9781785581724

### Homework Expectations

Ongoing personalised homework set after most lessons to consolidate and develop learning.

### Useful Websites

Aural skills: [www.teoria.com/en/exercises/](http://www.teoria.com/en/exercises/)  
Contextual knowledge: [www.classicfm.com/discover-music/periods-genres/](http://www.classicfm.com/discover-music/periods-genres/)  
Terminology: <http://www.classicalworks.com/html/glossary.html>  
Access to huge variety of music: [www.spotify.com/](http://www.spotify.com/)  
[www.youtube.com](http://www.youtube.com)

## The subject Leader

The subject leader for Music is Miss Caroline Eyley [ceyley@latimer.org.uk](mailto:ceyley@latimer.org.uk)

Your child's Music teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A-Level P.E

### Subject overview

A-level P.E provides the opportunity to explore different aspects of sport. The subject allows students to develop their theoretical knowledge and apply to their own individual sports.

**To study this course, you must meet the entry requirements: GCSE Grade 5 in P.E or Distinction\*-Distinction at BTEC Sport.**

### Course content

#### The content that students will study:

**1. Applied anatomy and physiology** - Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.

**2. Skill acquisition** - This section focuses on how skill is acquired and the impact of psychological factors on performance.

**3. Sport and society** - Students should develop knowledge and understanding of the interaction between and the evolution of, sport and society.

**4. Exercise physiology** - Students should understand the adaptations to the body systems through training or lifestyle and how these changes affect the efficiency of those systems.

**5. Biomechanical movement** - Students should develop knowledge and understanding of motion and forces and their relevance to performance in physical activity and sport.

**6. Sport psychology** - In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.

**7. Sport and society and the role of technology in physical activity and sport** - Students should develop knowledge and understanding of the interaction between and the evolution of, sport and society and the technological developments in physical activity and sport.

### Exam board information

Further information about the course including the full specification can be found on the AQA website - A-Level P.E page:

<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

### Coursework and controlled Assessment

Non-exam assessment: Practical performance in physical activity and sport.

Internal assessment and external moderation (90 marks) 30 % of A-level. Students are assessed in the role of coach or performer.

### Examinations

**Paper 1:** Factors affecting participation in physical activity and sport:

**Written exam:** 2 hours - (105 marks) 35 % of A-level

**Paper 2:** Factors affecting optimal performance in physical activity and sport:

**Written exam:** 2 hours – (105 marks) 35 % of A-level.

### Useful publications

OCR GCSE (9-1) PE Second Edition-John Honeybourne

<http://www.hoddereducation.co.uk/Product/9781471851728>

OCR GCSE (9-1) PE Second Edition Student eTextbook John Honeybourne

<http://www.hoddereducation.co.uk/Product?Product=9781471878350>

### Homework Expectations

Ongoing homework and revision.

### Useful Websites

<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

<http://www.teachpe.com/>

<https://www.brianmac.co.uk/>

### The Progress Leader

The Progress Leader for P.E is Mr Sam Hallett: [shallett@latimer.org.uk](mailto:shallett@latimer.org.uk)

Your child's P.E teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Physics

### Subject overview

A Level Physics includes knowledge at all scales, from the diameter of an electron to the edge of the observable universe.

**To study this course, you must meet the entry requirements: Studied science at higher tier and achieved grade 6 or higher. You must also have achieved a grade 6 or higher in Mathematics.**

### Course content

**The units that students will study are:**

Working as a Physicist	Waves and Particle Nature of Light	Thermodynamics
Mechanics	Further Mechanics	Space
Electric Circuits	Electric and Magnetic Fields	Nuclear Radiation
Materials	Nuclear and Particle Physics	Gravitational Fields
		Oscillations

### Exam board information

This A Level is awarded by Pearson Edexcel. [www.pearson.com/uk](http://www.pearson.com/uk)

### Coursework and controlled Assessment

There is no coursework component. There are sixteen practical tasks which form the practical endorsement; this is reported separately from the overall grade as a pass/fail.

### Examinations

There are three examinations for A-Level Physics:  
Paper 1 – 1 hour 45 minutes - Advanced Physics I  
Paper 2 – 1 hour 45 minutes - Advanced Physics II  
Paper 3 – 2 hours 30 minutes - General and Practical Principles in Physics

### Useful publications

A Level Physics Specification  
ISBN 9781446014458  
Edexcel AS/A Level Physics  
ISBN 9781447991182  
Edexcel A Level Physics 2  
ISBN 9781447991199

### Homework Expectations

Homework will be issued weekly.

### Useful Websites

[www.physicsandmathstutor.com/](http://www.physicsandmathstutor.com/)

### The Progress Leader

The Progress Leader for Science is Mrs Jacki Cook: [jcook@latimer.org.uk](mailto:jcook@latimer.org.uk)

Your child's Physics teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Psychology

### Subject overview

The Science Department deliver the AQA GCE Psychology course.

**To study this course, you must meet the entry requirements: GCSE Grade 5 in English & Mathematics and a Science Subject.**

### Course content

**The units that students will study are:**

**Social Influence:** conformity, explanations for obedience, explanations for resistance to social influence, minority influence, social change.

**Memory:** multi store model of memory, short term memory, long term memory, episodic, semantic and procedural memory, working memory model, explanations for forgetting, eye witness testimony.

**Attachment:** Caregiver – infant interactions, animal studies of attachment, explanations of attachments, types of attachment, Bowlby's theory of maternal deprivation, the influence of early attachment on adult relationships.

**Psychopathology:** Abnormality, phobias, depression, OCD.

**Approaches in psychology:** Learning approaches, the cognitive approach, the biological approach, the psychodynamic approach, humanistic psychology.

**Biopsychology:** the nervous system, the endocrine system, fight or flight response, the brain, biological rhythms.

**Research methods:** experimental methods, observational techniques, self-report techniques, correlations, content analysis, case studies, data handling, descriptive statistics.

**Gender:** sex and gender, sex role stereotypes, atypical chromosome patterns, explanations of gender development, gender dysphoria.

**Eating Behaviour:** explanations for food preferences, control of eating behaviour, anorexia nervosa, obesity.

**Aggression:** biological explanations for aggression, evolutionary explanations for aggression, social explanations of human aggression, aggressions in prisons, media influences on aggression.

**Issues and debates in psychology:** gender and culture, free will and determinism, the nature- nurture debate, holism and reductionism, idiographic and nomothetic approaches, ethical implications of research studies.

### Exam board information

Further information about the course, including the full specification can be found at the exam boards website, AQA Psychology:

<http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

### Coursework and controlled Assessment

There are no assessed coursework requirements but practical activities are embedded in each unit.

### Examinations

There are three papers lasting two hours, which are all worth 33.3% of the A level qualification. Each paper contains multiple choice, short answer and extended writing questions.

### Useful publications

Each student in Year 1 will have their own text book ISBN978-1-4085-2738-2 and in Year 2 ISBN978-1-4085-2739-9 both published by Hodder.

### Homework Expectations

Independent work to support and extend work done in the classroom is set in most lessons. Dates for completion is clearly set by teachers.

### Useful Websites

<https://www.simplypsychology.org/a-level-psychology.html>  
<http://www.s-cool.co.uk/a-level/psychology>

--	--

<b>The Progress Leader</b>
----------------------------

<p>The Progress leader for Science is Mrs Jacki Cook: <a href="mailto:jcook@latimer.org.uk">jcook@latimer.org.uk</a></p> <p>Your child's Psychology teacher can be contacted via email using their initial and surname. For example, Mr John Smith would have the email address: <a href="mailto:jsmith@latimer.org.uk">jsmith@latimer.org.uk</a></p>
---





# Key Stage 5 Subject information:

## A Level Sociology

### Subject overview

A Level Sociology inspires students to reflect upon the world we live in, fostering an understanding of the interrelationships between individuals, groups, institutions and societies. It enables students to develop critical thinking and appreciate theoretical and conceptual issues.

**To study this course, you must meet the entry requirements: GCSE Grade 5 in a Humanities subject.**

### Course content

**The units that students will study are:**

#### **Component 01: Socialisation, culture and identity**

Introduces students to key themes of socialisation, identity and culture, which are developed in closer study of one of three contexts

- Families and relationships
- Youth subcultures
- Media

#### **Component 02: Researching and understanding social inequalities**

Explores the methods of sociological enquiry and uses the context of social difference and inequality to develop knowledge and understanding of contemporary social processes. This fosters the development of critical thinking around social diversity in terms of social class, gender, ethnicity and age.

#### **Component 03: Debates in contemporary society**

This component introduces students to contemporary theoretical debates and how they relate to global society. Section A is a compulsory topic, 'Globalisation and the digital social world', and in Section B students choose one of the three following options:

- Crime and deviance
- Education
- Religion, belief and faith.

### Exam board information

**OCR: H580 Sociology A-Level**

Download specification at:

[ocr.org.uk/alevelsociology](http://ocr.org.uk/alevelsociology)

### Coursework and controlled Assessment

There is no controlled assessment

### Examinations

There are three examined units.  
Socialisation, culture and identity:  
1 hour 30 mins 30%  
Researching and understanding social inequalities:  
2 hours 15 mins 35%  
Debates in contemporary society:  
2 hours 15 mins 35%

### Useful publications

There are a number of texts available:  
OCR Sociology Text book 1 and 2 by Hodder are the official text book.  
Giddens – Sociology (8<sup>th</sup> Edition) remains the leading text for students wanting a comprehensive introduction to the subject.

### Homework Expectations

Learners will be expected to complete an essay once a fortnight. This will take between 2-3 hours.  
Additional reading and note-taking will amount to approximately 5 hours a week.

### Useful Websites

There are many excellent web-sites.  
A good starting point is  
<http://sociology.org.uk/index.htm>

## The Progress Leader

The Progress Leader for Humanities is Mrs Lindsey Murdoch: [lmurdoch@latimer.org.uk](mailto:lmurdoch@latimer.org.uk)

Your child's Sociology teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## A Level Theology, Philosophy and Ethics

### Subject overview

The Religious Studies Department deliver the OCR GCE Theology, Philosophy and Ethics course.

**To study this course, you must meet the entry requirements:**

**Grade 5 in GCSE Philosophy and Ethics OR GCSE grade 5 in either History/Geography.**

### Course content

**The units that students will study are:**

#### Philosophy

In Philosophy of religion learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

#### Ethics

Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

#### Developments in Christian Thought

Developments in religious thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time and religious responses to challenges and significant contemporary social issues.

### Exam board information

Further information about the course, including the full specification can be found at the exam boards website, OCR Religious Studies:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h173-h573-from-2016/>

### Coursework and controlled Assessment

There is no assessed coursework requirements but practical activities are embedded in each unit.

### Examinations

There are three papers lasting two hours, which are all worth 33.3% of the A level qualification. Each paper contains three extended writing questions.

### Useful publications

Oxford A Level Religious Studies for OCR: AS and Year 1 Student Book: Christianity, Philosophy and Ethics Paperback – 27 Oct 2016 **ISBN-13:** 978-0198392859

Oxford A Level Religious Studies for OCR: Year 2 Student Book: Christianity, Philosophy and Ethics Paperback – 15 Jun 2017 **ISBN-13:** 978-0198375333

### Homework Expectations

Independent work to support and extend work done in the classroom is set in most lessons. Dates for completion is clearly set by teachers. Weekly Examination essays will be set to support examination skills.

### Useful Websites

<http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h173-h573-from-2016/>

<http://peped.org/philosophicalinvestigations/>

### The Progress Leader

The Progress Leader for Humanities is Mrs Lindsey Murdoch: [lmurdoch@latimer.org.uk](mailto:lmurdoch@latimer.org.uk)

Your child's Theology teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## BTEC Level 3 National Extended Certificate in Business

### Subject overview

This course will provide an engaging and stimulating introduction to the world of Business. Learners will develop key enterprise and financial skills and the knowledge necessary to enable them to understand how businesses recognise opportunities and build on them to succeed. Learners will understand how a business makes and manages its money and plans. This course will encourage learners to develop their people, communication, planning and team-working skills - all of which are essential when working in a business environment.

**To study this course, you must meet the entry requirements for the Sixth Form.**

### Course content

### Exam board information

#### The units that students will study are:

##### Unit 1 Exploring Business:

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. They will be required to apply this knowledge to review the activities of 2 organisations- analysing strengths, drawbacks and evaluating their effectiveness.

##### Unit 2 Developing a Marketing Campaign:

Learners will gain skills and understanding relating to how a marketing campaign is developed. Students will be expected to produce a campaign as part of an externally assessed controlled assessment which will require them to apply the theories they have learnt to a small business situation, considering realistic limitations and assessing the likely success of the campaign.

##### Unit 3 Personal and Business Finance:

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. Students will be expected to examine financial information and assess its implications for a specific business situation. Learners will sit an examination detailing a range of questions, from calculations and definitions to longer mark essay questions which will require analysis skills.

##### Unit 8 Recruitment and Selection Process:

Learners explore how the recruitment process is carried out within a business. The unit gives learners the opportunity to participate in selection interviews and review their performance. Students will be expected to produce the documents required in the recruitment process and take part in interviews assessing their own performance as part of an internally set piece of coursework.

Further information about the course, including the full specification can be found on the exam boards website: <http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-1>

### Coursework and controlled Assessment

Learners will complete 2 externally assessed pieces of work (exam and controlled assessment) and 2 internally assessed pieces of coursework.

### Examinations

Students will complete a written examination set by Pearson. Students will complete an externally set task which is marked by Pearson and completed under supervised conditions. Students will receive material 2 weeks prior to the exam to prepare with.

### Useful publications

BTEC Nationals Business: Student Book  
**ISBN-10:** 1292126248  
 Revise BTEC National Business Revision Guide  
**ISBN-10:** 1292150122

### Homework Expectations

Students will be set homework to reinforce and further their understanding every week, this should take approximately 60 minutes to complete.

### Useful Websites

<https://www.tutor2u.net/business>  
<http://www.s-cool.co.uk/>  
 Can be used to support students understanding.

### The Progress Leader

The Progress Leader for Business is Mr Dan Arnold [DArnold@latimer.org.uk](mailto:DArnold@latimer.org.uk)

Your child's Business teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## BTEC Level 3 National Extended Certificate in Creative Digital Media

### Subject overview

This course will provide an engaging and stimulating introduction to the world of Media. Over three units of mandatory content, learners gain a broad understanding of the subject and learn the skills to produce media artefacts. They develop their ability to analyse and deconstruct media images and representations. They will also learn the communication and planning skills needed to work in teams through vocational media projects.

An optional introductory unit in a particular media sector such as, publishing, games, film or radio, allows learners to create engaging digital media content and platforms.

**To study this course, you must meet the entry requirements for the Sixth Form.**

### Course content

**The units that students will study are:**

**Unit 1 Media Representations:** In this unit, learners will study a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed through formal and stylistic elements.

**Unit 4 Pre-Production Portfolio:** This unit will enable learners to develop their understanding of the essential pre-production work that takes place as part of a creative media production.

**Unit 8 Responding to a Commission:** In this unit, learners will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. Learners will work within the requirements and constraints of the client's specifications and consider their response in terms of ethos, format, budget, platform and duration.

**Unit 8 Recruitment and Selection Process:** In this unit, learners will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. They will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. Learners will need to bring together a range of elements to successfully produce their product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.

### Exam board information

Further information about the course, including the full specification can be found at the exam boards website:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.html>

### Coursework and controlled Assessment

Learners will complete 2 externally assessed pieces of work (exam and controlled assessment) and 2 internally assessed pieces of coursework.

### Examinations

Students will complete a written examination set by Pearson. Students will complete an externally set task which is marked by Pearson and completed under supervised conditions. Students will receive material 2 weeks prior to the exam to prepare with.

### Useful publications

Revise BTEC National Creative Digital Media Production Revision Guide

**ISBN: 9781292150246**

Revise BTEC National Creative Digital Media Production Revision Workbook

**ISBN: 9781292150239**

### Homework Expectations

Students will be set homework to reinforce and further their understanding every week, this should take approximately 60 minutes to complete.

### Useful Websites

<https://media.edusites.co.uk/>

<http://www.imdb.com>

Can be used to support students understanding.

### The Progress Leader

The Progress Leader for Media is Mr Dan Arnold [DArnold@latimer.org.uk](mailto:DArnold@latimer.org.uk)

Your child's Media teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



## Key Stage 5 Subject information: BTEC Level 3 Double Award Creative Digital Media Production

### Subject overview

This course will provide an engaging and stimulating introduction to the world of Media. There a number of units to complete consisting of mandatory and optional content, learners gain a broad understanding of the subject and learn the skills to produce media artefacts. Students develop their ability to analyse and deconstruct media images and representations. They learn the communication and planning skills needed to work in teams through vocational media projects, in a media sector such as, TV, film or radio, allows learners to create engaging digital media content and platforms.

**To study this course, you must meet the entry requirements for the Sixth Form.**

### Course content

**The units that students will study are:**

#### **Unit 3 Digital Media Skills**

In this unit, Students will learn how to work to a client brief relating to a specific media sector and its associated digital skills, demonstrate your understanding of production and post-production activities to produce a digital media product.

#### **Unit 7 Media Enterprise**

In this unit, you will learn how to initiate and develop an idea for a new media product or service through audience and market research.

#### **Unit 8 Responding to a Commission**

In this unit, learners will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client.

#### **Unit 10 Film Fiction Production**

In this unit, learners will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. They will then prepare for a film production, bringing together a range of elements; camera, lighting, acting, direction and sound in the production phase, and use post-production techniques to deliver a final product.

#### **Unit 18 Storyboarding**

In this unit, you will develop the skills that allow you to plan and contribute to pre-production planning for a range of audio-visual productions in a range of contexts and gain an understanding of the purpose and use of storyboards in the creative media sector.

#### **Unit 19: Scriptwriting**

In this unit, you will look at the roles and responsibilities of scriptwriters in the media industries, examining the legal and ethical considerations involved in their work, applying your understanding of the conventions of this process to the research and development of industry-appropriate scripts.

#### **Unit 20: Single Camera Techniques**

In this unit, you will focus on the techniques of using a single camera to capture high-quality footage to create a narrative production.

#### **Unit 21: Film Editing**

In this unit, you will learn about the development of different editing purposes, conventions and techniques.

#### **Unit 23: Stop Motion Animation**

In this unit, students will examine the stop motion animation industry, as well as developments that have advanced the methods and techniques, to then produce and edit their own animation.

### Exam board information

Further information about the course, including the full specification can be found at the exam boards website:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.html>

### Coursework and controlled Assessment

Students will complete two externally controlled assessments that will contribute to 33% of their final grade and the other 67% is made up internally assessed assignments.

### Examinations

Students will complete tow externally set tasks which is marked by Pearson and completed under supervised conditions. Students will receive material 2 weeks prior to the exam to prepare with.

### Useful publications

Revise BTEC National Creative Digital Media Production Revision Guide **ISBN: 9781292150246**  
Revise BTEC National Creative Digital Media Production Revision Workbook **ISBN: 9781292150239**

### Homework Expectations

Students will be set homework to reinforce and further their understanding every week, this should take approximately 60 minutes to complete.

### Useful Websites

<https://media.edusites.co.uk/>  
<http://www.imdb.com>  
Can be used to support students understanding.



### **The Progress Leader**

The Progress Leader for Business/ICT/Media is Mr Dan Arnold [DArnold@latimer.org.uk](mailto:DArnold@latimer.org.uk)

Your child's Media teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## BTEC Level 3 National Extended Certificate in Information Technology

### Subject overview

Learners will explore how Information Technology (IT) is involved the use of computers in industry, commerce, the arts and elsewhere. IT includes aspects of IT systems architecture, human factors, project management and the general ability to use computers. Learners will investigate how businesses are implementing IT strategies to manage and process data both to support business processes and to deliver new opportunities.

**To study this course, you must meet the entry requirements for the Sixth Form.**

### Course content

**The units that students will study are:**

**Unit 1 Information Technology Systems:** In this unit learners will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. Learners will examine issues related to the use of IT systems and the impact that they have on organisations and individuals. This unit will give learners a fundamental and synoptic understanding of all areas of IT, supporting progression to an IT-related higher education course.

**Unit 2 Creating Systems to Manage Information:** Learners will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. Learners will examine a given scenario and develop an effective design solution to produce a database system. Learners will then test their solution to ensure that it works correctly. Finally, learners will evaluate each stage of the development process and the effectiveness of their database solution.

**Unit 3 Using Social Media in Business:** Learners will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. Learners will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. Learners will then implement the plan, developing and posting content and interacting with others. Finally, learners will collect data on the business use of social media and review the effectiveness of their efforts.

**Unit 5: Data Modelling:** Learners will investigate the fundamentals of the decision-making process. Learners will find out how using data modelling provides the computational ability to compare consequences, and determine a preferred course of action. Learners will develop the skills and techniques necessary to create complex spreadsheets in order to produce accurate information that informs decision making. Learners will examine a scenario and then design, develop and test a spreadsheet; review the spreadsheet and make refinements based on user feedback, providing an evaluation of the effectiveness of the alternatives produced.

### Exam board information

Further information about the course, including the full specification can be found at the exam boards website:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html#tab-1>

### Coursework and controlled Assessment

Learners will complete 2 externally assessed pieces of work (exam and controlled assessment) and 2 internally assessed pieces of coursework.

### Examinations

Students will complete a written examination set by Pearson. Students will complete an externally set task which is marked by Pearson and completed under supervised conditions. Students will receive material 2 weeks prior to the exam to prepare with.

### Useful publications

**Revise BTEC National Information Technology Revision Guide**  
ISBN: 9781292150369

**Revise BTEC National Information Technology Revision Workbook**

ISBN: 9781292150352

**BTEC Nationals Information Technology Student Book 1 + Activebook**

ISBN: 9781292140414

### Homework Expectations

### Useful Websites

Students will be set homework to reinforce and further their understanding every week, this should take approximately 60 minutes to complete.

<http://www.teach-ict.com/>  
<http://www.bbc.co.uk/education/subjects/zqmtsbk>  
Additional Resources in the ICT shared area.

## The Progress Leader

The Progress Leader for IT is Mr Dan Arnold [DArnold@latimer.org.uk](mailto:DArnold@latimer.org.uk)

Your child's ICT teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## BTEC Level 3 National Extended Certificate in Sport

### Subject overview

BTEC SPORT level 3 provides the opportunity to explore different aspects of sport. The subject allows students to develop their skills in a practical and classroom setting in preparation for a job in sport or higher level of study at University.

To study this course, you must meet the entry requirements: GCSE P.E Grade 4 or D\*-Merit at BTEC Sport.

### Course content

#### The components that students will study:

- 1. Anatomy and Physiology:** Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.
- 2. Fitness Training and Programming for Health, Sport and Well-being:** Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.
- 3. Professional Development in the Sports Industry:** Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.
- 6. Sports Psychology:** This unit covers the psychological dimensions of sport and introduces psychological techniques that can be used to enhance performance.

### Exam board information

Further information about the course including the full specification can be found on the Edexcel website, Sport page:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

### Coursework and controlled Assessment

Unit 2: Fitness Training and Programming for Health, Sport and Well-being.

A task set and marked by Pearson and completed under supervised conditions.

In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation.

In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson (60 marks).

Unit 3 and 6: Written assignments.

### Examinations

Unit 1: Anatomy and Physiology written examination set and marked by Pearson.  
1.5 hours. (90 marks)

### Useful publications

BTEC Nationals Sport Student Book 1 + Activebook  
Publisher: Pearson  
Author: Adam Gledhill, Richard Taylor, Louise Sutton, Matthew Fleet, Chris Manley, Alex Sergison, Chris Lydon  
ISBN: 9781292134000

### Homework Expectations

Ongoing Homework.

### Useful Websites

<http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>  
<http://www.teachpe.com/>  
<https://www.brianmac.co.uk/>

## The Progress Leader

The Progress Leader for P.E is Mr Sam Hallett: [shallett@latimer.org.uk](mailto:shallett@latimer.org.uk)

Your child's P.E teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



# Key Stage 5 Subject information:

## BTEC Level 3 National Diploma in Sport

### Subject overview

BTEC SPORT level 3 provides the opportunity to explore different aspects of sport. The subject allows students to develop their skills in a practical and classroom setting in preparation for a job in sport or higher level of study at University.

**To study this course, you must meet the entry requirements: GCSE P.E Grade 4 or D\*-Merit at BTEC Sport.**

### Course content

**The components that students will study: There are 6 Mandatory Units:**

**1. Anatomy and Physiology:** Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

**2. Fitness Training and Programming for Health, Sport and Well-being:** Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

**3. Professional Development in the Sports Industry:** Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

**4. Sports Leadership:** Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

**22 Investigating Business in Sport and the Active Leisure Industry:** Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business.

**23 Skill Acquisition in Sport:** Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills.

There are a further 3 Optional Units which will come from the list below:

**6. Sports Psychology, 5. Application of Fitness Testing, 7. Practical Sports Performance, 10. Sports Event Organisation, 17. Sports Injury Management**

### Exam board information

Further information about the course including the full specification can be found on the Edexcel website, Sport page:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

### Coursework and controlled Assessment

Unit 2: Fitness Training and Programming for Health, Sport and Well-being.

Unit 22 Investigating Business in Sport and the Active Leisure Industry

A task set and marked by Pearson and completed under supervised conditions.

In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation.

In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson (60 marks).

### Examinations

Unit 1: Anatomy and Physiology written examination set and marked by Pearson.  
1.5 hours. (90 marks)

### Useful publications

BTEC Nationals Sport Student Book 1 + Activebook Publisher: Pearson  
Author: Adam Gledhill, Richard Taylor, Louise Sutton, Matthew Fleet, Chris Manley, Alex Sergison, Chris Lydon ISBN: 9781292134000

### Homework Expectations

Ongoing Homework.

### Useful Websites

<http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>  
<http://www.teachpe.com/>  
<https://www.brianmac.co.uk/>

### The Progress Leader

The Progress Leader for P.E is Sam Hallett: [shallett@latimer.org.uk](mailto:shallett@latimer.org.uk)

Your child's P.E teacher can be contacted via email using their first initial and surname. For example, Mr John Smith would have the email address: [jsmith@latimer.org.uk](mailto:jsmith@latimer.org.uk)



