



2022 - 2023

Curriculum Overview Year 12



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Introduction

This booklet is designed to give you and your child an overview of what they will be learning over the coming year in each subject they are studying as part of their Level 3 courses.

Each subject page looks at what will be studied and why, along with what content will be covered over the coming year and what impact this will have on the progress and development of each student's knowledge and understanding, in preparation for their final assessments at the end of the Level 3 course in the summer of 2024.

Best wishes.

Miss K Hayward
Executive Principal

Subject: English

Year Group: 12

Intent:

All teaching embeds the knowledge and skills required in order to:

- 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.

Students who pursue English Literature at A-Level benefit from the strong foundations built at Key Stage 3 and 4. A-Level lessons are rigorous and academically challenging, with high expectations set in the classroom and an understanding that students will read widely and study independently. The continuity offered by progression from AQA GCSE to AQA A-Level creates a clear path of progression for students. The emphasis on the study of texts within their historical and social context is familiar to students from GCSE, for example, but at A-Level they enjoy the challenge of widening their reading experience and sharpening their analysis. The course also introduces students to critical literary analysis thus preparing them for further academic study.

The two-year course offers in-depth study of two prose texts, historic and contemporary poetry, a Shakespeare play and a modern play. In addition, students undertake an independent study of two thematically linked texts of their choice. As part of this independent study, students select their own text, design their own question, read widely around their texts and contexts and select their own critical material to engage with. This component brings together the knowledge and skills they have acquired across the whole course and gives them the experience of planning and managing an extended piece of academic writing.

The English Literature curriculum aims to shape students into confident and active readers of texts from established and modern authors. It equips them with the tools to question texts, understand how writers shape meanings and write within a social and cultural context. It also gives them the opportunities to form their own personal responses to texts.

At Key Stage 5, English Literature is designed to develop the criticality and evaluative skills required for study at university. Students study novels, plays and poetry that offer representations of gender, race and alterity from the 18th century to the present day and learn to become experts in their contexts and themes. Students direct their own learning through their coursework, demonstrating their passion for reading and eloquence as writers to produce their own evaluative arguments.

Implementation:

The AQA A-Level English Literature on the knowledge, understanding and skills established at GCSE. Teachers use data to drive their in-the-moment responses to student learning, strategically gathering students' knowledge, and checking for understanding to allow for intervention at the point of error, through over-the-shoulder feedback and live class or group re-teaching.

In both Key Stage 5, students sit formal mock examinations at the end of their first year of study Year 12 and in Term 2 of their second year of study. These give students meaningful opportunities to revise the entire curriculum learnt so far and demonstrate this learning, and so allows curriculum leaders to identify where gaps remain in knowledge which is retained over time.

Where gaps exist, we know the best investment we can make in catching students up is in quality first whole class teaching. However, intervention is also used to accelerate the progress of specific groups who have fallen behind. This is particularly the case during the pandemic, where significant gaps have appeared for some students.

We deliver two-year A-Level courses in English Literature. Each term focuses on a different component of the exam syllabus. All units are structured around the exam specification assessment objectives. The units are devised by the department through collaborative planning and are regularly revised and rewritten from year to year following evaluation of their success.

Students are responsible for maintaining their own files of class notes and marked work. They are required however to regularly submit their files to their class teachers for checking. Close marking occurs twice each half term at Key Stage 5: one from each teacher in the teaching team for the year group. Personalised feedback, that takes into account MA, SEND and disadvantage, is provided through teacher comments and follow-up feedback lessons, which include DIRT time activities for student reflection and personalised targeted intervention.

Each teaching unit leads to the completion of a component of the relevant specimen or past A-Level paper. At each assessment point, students will complete a timed exam style question based on the component of the exam being studied during that term. It is marked and assessed following exam board assessment criteria (AQA for English Literature) and awarded an A-level grade A-E.

At each whole school assessment point, English class teachers will collaborate to provide a holistic judgment of each student's current levels of attainment in English informed by performance in classwork, timed practice exam questions and NEA portfolio task.

The content:

Paper 1: Love Through the Ages - taught by Mrs Bloor

Othello, William Shakespeare

Pre-1900 Poetry Anthology

The Great Gatsby, F Scott Fitzgerald

Unseen Poetry

Paper 2B: Modern Times: Literature from 1945 to the Modern Day - taught by Miss Lally

Feminine Gospels, Carol Ann Duffy

The Help, Kathryn Stockett

A Streetcar Named Desire, Tennessee Williams

Unseen Prose

NEA: Independent Critical Study

Comparative critical study of two texts, at least one of which must have been written pre-1900.

One extended essay (2500 words) and a bibliography.

All students study The Kite Runner, Khaled Hosseini and choose their pre-1900 text and question.

Impact:

High expectations across the department are reflected in student work. Book demonstrate a high standard of work and presentation. We use displays, postcards, emails and telephone calls home to share and celebrate good work. Successful responses are also shared and used as model answers across the department to support flash marking and self-assessment.

Ultimately, our aims are long term, and the impact we wish to see goes beyond our assessment outcomes, it is shown in who are students are when they leave us and what they are ready to achieve in their lives. Our curriculum aims to prepare students for success at university and beyond. As the first cohorts of our students have now started graduating from university, we can see the life changing impact of what we teach our students.

Studying English literature helps to sharpen your analytical skills. If you can take a text and find the themes plus connect it with other texts, theories and historical events, you are showing that you can handle complex ideas, search for patterns and interpret information in a wider context. You will also develop your planning and research skills as well as gain knowledge of history, culture, philosophy and even human behaviour.

English is good for any job that involves communication, writing and/or literary knowledge. These include, advertising and marketing, writing and journalism, law, consultancy, business, teaching, performing arts, academia, government, linguistics, foreign languages, media and design.

Careers in the sciences, engineering, technology and maths also need more English than you think. Writing proposals, academic papers and articles and communicating with others is key to getting funding for projects and reaching people with your work.

Subject: Applied Science

Year Group: 12

Intent:

Applied science develops analytical and problem-solving skills. Independent research assignments promote resilience and autonomy. Theory lessons help to underpin the knowledge used in the practical and research aspects of the course.

Implementation:

There are 2 units studied in Year 12.

Unit 1 focuses on the fundamentals of biology (cells), chemistry (atoms, and physics (waves). Unit 2 focuses on analytical practical techniques used in chemistry. Students carry out these techniques and then create a report documenting their methods and evaluate how they could improve.

Unit 8 is a research unit focusing on three different human body systems. Students research and write a report on each system and analyse and evaluate the information.

Impact:

Unit 1 is taught and studied before the formal external exam in January.

Unit 2 and 8 are delivered concurrently from January – July. There are set deadlines for each part of the coursework, and this is given to students at the start of the course.

If students want to complete the foundation diploma worth 1.5 A-levels, then 2 sections from unit 4 are completed over the summer holidays.

Subject: A-Level Biology

Year Group: 12

Intent:

Biology is the study of living organisms and how these interact with each other and their environments. Biology is really a multidisciplinary subject that is made of many different and interdependent fields. Biology explores how living systems are constructed, as well as how they develop, communicate, interact, reproduce, defend themselves, and shape the biophysical environment around them. Biologists are constantly looking to understand link between different disciplines of biology and in this sense, evolution is a unifying concept in biology.

The Year 12 course (which is co-teachable with AS biology) enables students to build upon their AQA GCSE biology/combined science as they deepen their understanding of the world around them. Students are helped to appreciate how the complex and diverse natural world can be explained with the basic principles of the big ideas, these include the building block of life – the biological molecules and how these interact inside cells and organisms. We then look at how these organisms regulate themselves through homeostasis and then how the organisms interact with each other in ecosystems. The interdependence of all life is explored, and the variety and survival of organisms is looked at through the sphere of genetics. Finally, we look to the future and how our knowledge of genetics can influence how we target and treat diseases.

Implementation:

The Year 12 course is split into discrete topics:

Biological Molecules I and II

All life on Earth shares a common chemistry. The two biological molecules topics are focussed on the few groups of carbon containing compounds that interact in similar ways within the cells of all living organisms: carbohydrates, lipids and proteins form the basis of biological molecules I, while nucleic acids are taught in biological molecules II along with the importance of water and mineral ions to living organisms. This unit is split into two parts so that students can develop their understanding of biochemistry in short areas of study, as this is a topic that students often find challenging.

Cell Structure and Division

All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution. All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells. This topic allows students to explore these areas and provides the basic knowledge required to describe interactions within the human body.

Cell Membranes

All cells have a cell-surface membrane, and, in addition, eukaryotic cells have internal membranes. The basic structure of these membranes is the same and enables control of the passage of substances across exchange surfaces by passive or active transport. This topic gives students the fundamental understanding of how cells communicate with one another.

Cells and the Immune System

Cell-surface membranes contain embedded proteins. Some of these are involved in cell signalling – communication between cells. Others act as antigens, allowing recognition of ‘self’ and ‘foreign’ cells by the immune system. Interactions between different types of cells are involved in disease, recovery from disease and prevention of symptoms occurring at a later date if exposed to the same

antigen, or antigen-bearing pathogen. Students will build upon their understanding of the immune system from GCSE biology and will be able to explain how it can be modulated to prevent disease.

DNA, RNA and Protein Synthesis

A gene is a section of DNA located at a particular site on a DNA molecule, called its locus. The base sequence of each gene carries the coded genetic information that determines the sequence of amino acids during protein synthesis. The genetic code used is the same in all organisms, providing indirect evidence for evolution. Genetic diversity within a species can be caused by gene mutation, chromosome mutation or random factors associated with meiosis and fertilisation. This genetic diversity is acted upon by natural selection, resulting in species becoming better adapted to their environment. Variation within a species can be measured using differences in the base sequence of DNA or in the amino acid sequence of proteins. This topic gives students the basic understanding of genetics that they will need for the topics in Year 13 and allows them to explain how variation occurs.

Exchange and Transport Systems I and II

The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. To truly enter or leave an organism, most substances must cross cell plasma membranes. In the first half of this large topic, students will learn how exchange surfaces work in different organisms and will be able to explain the common features of exchange surfaces. In the second part of the topic, students will apply their knowledge of exchange surfaces to mass transport systems in plants and animals, such as circulation and translocation.

Diversity, Classification and Variation

Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both. This topic aims to engage students in the variety of the natural world around them and to appreciate how this variety has come to exist.

Throughout Year 12, students formally complete 6 prescribed experiments as part of their Common Practical Assessment Criteria endorsement.

1. Investigation into the effect of a named variable on the rate of an enzyme-controlled reaction
2. Preparation of stained squashes of cells from plant root tips; setup and use of an optical microscope to identify the stages of mitosis in these stained squashes and calculation of a mitotic index
3. Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue
4. Investigation into the effect of a named variable on the permeability of cell-surface membranes
5. Dissection of animal or plant gas exchange or mass transport system or of organ within such a system
6. Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth.

Impact:

Progress will be monitored through regular testing using exam material and mark schemes:
Student will initially sit a baseline/suitability assessment.

Throughout the year there will be 9 end of topic assessments to identify misconceptions and consolidate learning.

Cumulative assessment based on all work covered to date will occur once per term, in line with assessment and reporting policy.

There will be one formal Year 12 exam at the end of the summer term which will comprise a full AS series of papers.

After every assessment students will be encourage to reflect and evaluate their work to date and set their own targets for improvement.

Subject: Chemistry

Year Group: 12

Intent:

Chemistry helps you to develop research, [problem solving](#) and analytical skills. You will develop logic and step-by-step reasoning. Many of the activities in chemistry will help develop [teamwork](#) and [communication skills](#).

The Year 12 course introduces all of the basic concepts that are required to develop a deeper understanding and interest in chemistry. The course will start to develop your ability to link information from one area of chemistry with another. We will introduce the concept of physical chemistry, organic chemistry and inorganic chemistry and begin to show you how these are interlinked.

Implementation:

The course will be divided into three sections:

Physical chemistry which will cover atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria, Le Chatelier's principle and K_c , oxidation, reduction and redox equations. These topics will develop mathematical and analytical skills that can be applied to both organic and inorganic chemistry.

Organic chemistry which will cover an introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols and organic analysis

Inorganic chemistry which will cover periodicity, Group 2, the alkaline earth metals and Group 7 (17), the halogens.

Experimental skills will be developed throughout each unit and assessed using the 6 required practicals.

The topic orders shown here will be followed as this provides a logical progression through the course, building on prior knowledge and allowing the link between topics to be explored and developed.

Activities will be provided both in lessons and as homework to allow you to practice and develop the skills that you need to become a successful chemist.

Impact:

Progress will be monitored regularly through short 30-minute tests every 6 weeks and longer more exam style tests at the end of each term covering material covered to that date.

There will be an end of year exam based on past AS Chemistry papers based on all the chemistry covered in Year 12.

Individual topic tests will not be used as we want to encourage you to see and understand the link between topics.

We will encourage you to use the analysis of these tests to influence your own learning to develop your knowledge and understanding of chemistry.

This overall result should be that you become a confident chemist able to apply chemical ideas, concepts and techniques to unfamiliar situations.

Subject: A-Level Physics

Year Group: 12

Intent:

Thinking about the future can be extremely hard for young people but studying an A-Level in Physics will open the door to many opportunities. On this course students will develop transferrable skills that can be used in any area of work, from setting up a business to saving the planet.

For students not going on to become a physicist, learning to think like one will help them develop the skills to get to the root of any problem and draw connections that are not obvious to others. Physics will not give all the answers, but it will teach students how to ask the right questions.

A-Level Physics is a mixture of highly conceptual thinking and very practical applications. There is a full programme of practical work to complement the theory classes and to develop lab skills. Getting accurate results from experiments requires practice and competence in the use of a variety of equipment. Experimental work also requires students to be precise in recording their observations and disciplined in the layout and analysis of the data. Students will also develop their written communication skills as they draw conclusions from the evidence and explain their ideas.

Physics is a highly respected subject and a good grade at A-Level is valuable whether the young person continues to Higher Education or seek employment after their course. A-Level physics will help students to build up mathematical, problem solving, research, and analytical skills. With these skills they will be able to test out innovative ideas plus question and investigate other people's theories, which is useful for any kind of job that involves research or debate.

The Year 12 course (which is co-teachable with AS Physics) enables students to build upon their AQA GCSE in Physics/Combined Science as they deepen their understanding and quantify classical Physics topics of mechanics, waves, electricity and materials well as introducing new and exciting topics at the forefront of current research such as particle theory and quantum phenomena.

Implementation:

The Year 12 course is split into discrete topics:

Measurements and their errors

Content in this section is a continuing study for a student of physics. A working knowledge of the specified fundamental (base) units of measurement is vital. Likewise, practical work in the subject needs to be underpinned by an awareness of the nature of measurement errors and of their numerical treatment. The ability to carry through reasonable estimations is a skill that is required throughout the course and beyond.

Materials

The section introduces students to the demands of A level physics with a study of materials considered in terms of their bulk properties and tensile strength. This section is a good starting point for students to begin by consolidating prior knowledge and to apply newly acquired practical skills

Particles and Radiation

This section reignites the awe and wonder of science through new and unfamiliar concepts and vocabulary. It introduces students both to the fundamental properties of matter, and to electromagnetic radiation and quantum phenomena. Through a study of these topics, students become aware of the way ideas develop and evolve in physics. They will appreciate the importance of international collaboration in the development of new experiments and theories in this area of fundamental research.

Waves

GCSE studies of wave phenomena are extended through a development of knowledge of the characteristics, properties, and applications of travelling waves and stationary waves. Topics treated include refraction, diffraction, superposition, and interference.

Mechanics and Energy

Vectors and their treatment are introduced followed by development of the student's knowledge and understanding of forces, energy, and momentum.

Electricity

This section builds on and develops earlier study of these phenomena from GCSE. It provides opportunities for the development of practical skills at an early stage in the course and lays the groundwork for later study of the many electrical applications that are important to society.

Throughout Year 12, students formally complete 6 prescribed experiments as part of their Common Practical Assessment Criteria endorsement:

1. Investigation into the variation of the frequency of stationary waves on a string with length, tension, and mass per unit length of the string
2. Investigation of interference effects to include the Young's slit experiment and interference by a diffraction grating
3. Determination of g by a free-fall method
4. Determination of the Young modulus by a simple method
5. Determination of resistivity of a wire using a micrometre, ammeter, and voltmeter
6. Investigation of the emf and internal resistance of electric cells and batteries by measuring the variation of the terminal pd of the cell with current in it.

Impact:

Progress will be monitored through regular testing using exam material and mark schemes:

- Students will initially sit a baseline/suitability assessment.
- Throughout the year there will be 5 end of topic assessments to identify misconceptions and consolidate understanding.
- Cumulative assessments based on all work covered to date will occur once per term, in line with assessment and reporting policy.
- There will be one formal Year 12 exam at the end of the summer term which will comprise a full AS series of papers.
- After every assessment students will be encouraged to reflect and evaluate their work to date and set their own targets for improvement.

Subject: History

Year Group: 12

Intent:

To provide Year 12 students with the study skills and support they will need to make the transition from GCSE to A-Level. Study will provide all Year 12 students with the knowledge and skills to achieve key assessment and learning objectives required for History A-Level.

To facilitate the development of students into enquiring young adults and foster a passion for the study of History in the wider context of a changing global world. Students will build on their prior knowledge of political, economic, social and cultural change and evaluate the impact of these factors on the areas studied.

Implementation:

Students will study two area of History: Britain Transformed 1918-90 and the USA Conformity and Challenge 1955-92. The study of Britain will focus on the changing political landscape of Britain, the role on Welfare and the creation of a Welfare State. Study will also focus on the role of class, social values and immigration, the role of leisure and the media. The impact and influence of Margaret Thatcher. The study of the USA focuses on the growth of a consumer society, the influence and impact of the Civil Rights movement, Vietnam war and the development of a counterculture. Crisis in political leadership and Republican dominance of the 1980's.

Students' enquiry will focus on their views or the accuracy of a debate relating view of History. They will focus on developing their source skills to discuss the value of sources or interpretations in History.

Assessments will be conducted at intervals to reflect the assessment objectives outlined for the course, this will include essays, research and presentations. Appropriate support will be provided to enable all students to make progress in their A-Level course

Impact:

Year 12 students will have developed a wide range of knowledge and contextual understanding across different phases in History. They will understand the impact of cause and effect on the development of society and the rule of law in different societies in the 20th century. Students can demonstrate skills in interpreting evidence, explain source utility and analyse interpretations in history to construct an evaluative argument.

Students will have independent learning skills, understand the academic rigour of A0-Level and take responsibility for their learning and progress.

Students have advanced literacy skills, a command of historical vocabulary and understanding of language and purpose in source analysis.

Subject: Geography

Year Group: 12

Intent:

Set by the Geographical Association

Knowledge: Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate scales, extending from local to global.

Understanding: Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments.

Application and Skill: They can make connections between different geographical phenomena they have studied. Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.

Implementation:

Subject Knowledge

We teach the Pearson Edexcel Geography A-Level specification. This course is designed to meet the requirements of the A-Level content advisory board (ALCAB) for Geography.

The ALCAB states that students should study:

Physical Geography

Landscape Systems

Carbon and Water Cycles

Human Geography

Global Interdependence and inequalities

Global systems and global governance

Changing place, changing places

The ALCAB has also been used to identify the key ideas and concepts studied at A-Level, to plan and develop the curriculum at Key Stage 3 and Key Stage 4. Therefore, students having progressed from Key Stage 3 to Key Stage 5 at Sandy, will have a solid foundation from which to progress their studies at A-Level.

The Curriculum

Year 13 topics:

- Water cycle
- Carbon cycle
- Superpowers
- Global interdependence & inequality: Health, human rights and intervention

Assessment

- Essays and reports of varying lengths
- Oral presentations (debates, conference-style poster presentations, seminars)
- Unseen and seen examinations with a range of types of questions/tasks
- Independent research

Impact:

Impact is measured through student engagement and enjoyment of the subject.

This is also measured by the number of students choosing to take geography at university.

Achievement is discussed in lessons and reflected upon, allowing students to reflect on their work and what they need to do to improve.

Subject: Sociology

Year Group: 12

Intent:

- To prepare students effectively for exam performance in lieu of Year 12 end-of-year exams
- To begin Year 13 content: Paper 3 Debates (sociology as a science and values in sociology)

Implementation:

- Revision lessons of Year 12 content including summative assessment questions to aid recall and PLC-RAGing
- Timed exam practice in class (formative) with personalised and whole-class feedback (student voice has favoured this rather than essays set as homework: February 2022)
- **Year 12 end of year exam:** Full Paper 1 (Education with Research Methods) and half paper 2 (Families and Households)
- **Homework:** Exam revision in preparation for year 12 mock exam. To complete one debates essay and revise another for a timed question in September 2022
- **Debates SOW:** To explain and evaluate the arguments for/against sociology as a science including arguments from positivist, interpretivist and realist theories, referring to Year 12 sociological research methods content. To explain and evaluate arguments regarding positivism/value freedom, committed sociology and pragmatism (funding and careers) and how these different approaches suggest whether it is desirable to be value free in sociology, using synoptic links from the Year 12 content

Impact:

- Students are secure in their Year 12 knowledge in order to progress onto the Year 13 topics
- Assessment data from end of Year 12 assessment can be used for supporting UCAS/employment references
- Students have started Year 13 content so they can begin preparation for paper 3 Crime and deviance with theory and methods in November mock series, and so more time at the end of the course can be used for revision.

Subject: Design & Technology

Year Groups: 12 and 13

Intent:

Year 12 students focus on skill building and building confidence from the skills they learnt in Years 10/11.

1. They do a range of different projects each one covering different skills in preparation of starting their NEA. The projects are:
 - Nursery Project – Designing and modelling skills
 - 3D printing project – CAD skills
 - Bluetooth Speaker project – practical based skills using wood and electronics.
 - Metal project
 - Terrarium project

All projects have theory topics linked to these, to help theory for the written exams.

2. Revision is based on practical skills learnt in projects and theory topics linked, emphasis on exam questions, individual learning and PG online resources.

IMPLEMENTATION:

1. Due to a gap some students have between A-Level and GCSE we have designed the projects to refresh and develop skills they have previously learnt.
2. The projects use a range of different skills which have been linked with theory topics which enables students to link the practical skills learnt in the lessons with what they are required to learn for their two written papers.
3. They have regular mini tests/exam questions which tests their knowledge at the end of each practical module along with feedback for the student's practical projects.
4. NEA is delivered through google classroom with individual lessons.
5. Focus is on students working closely with the mark scheme to provide evidence for each section to the agreed deadlines set by the DT dept.
6. Intervention for each section will be used at the end of each section dependant on the student's quality of evidence. If staff feel that the students work is below that of their ability and effort then they will be required to work during the intervention period, parents will be informed, and work will need to be re-submitted by an agreed date. Failure to improve will result in heads of year and contact home.
7. Student will have access to all specialist help, tools, machinery and equipment to achieve the best possible outcomes giving them access the full range of grades the level allows.

IMPACT:

1. Learning gap closed due to majority of students not studying DT for a year.
2. Practical projects improve student's practical knowledge and develop making skills.
3. Tests at the end of each project will pick up on any students who are struggling in the theory element of the course.

4. Projects include elements of the NEA which enable us to pick up on any learning gaps before students start their NEA in June/July.
5. Structured delivery of the NEA allows us to assess work as it is done and better support students in meeting deadlines.
6. Student will have access to all specialist help, tools, machinery and equipment to achieve the best possible outcomes giving them access the full range of grades the level allows.

Subject: Philosophy, Religion and Ethics (PRE) Year Group: 12

Intent:

OCR's A-Level in Religious Studies will encourage learners to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

Lessons are designed to encourage students to take responsibility for their learning and develop their academic ability. Support is provided for all students to enable them to write in the standard required at A-Level.

The course is highly ambitious and develops key skills that students will use throughout their further studies and lives.

Implementation:

The OCR A-Level in Religious Studies will build on the knowledge, understanding and skills established at GCSE. Learners will be introduced to a more advanced approach to Religious Studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study.

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.

Religion and ethics are 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 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.

In Year 12 the focus is on developing the knowledge and skills for the Philosophy of Religion and Religious Ethics modules. This supports students' progress as Philosophy of Religion and Religious Ethics underpins the Development in Christian thought content.

All of our A-Level teachers are experienced and have taught the content for a number of years. They have trained on the OCR course.

The lessons at A-Level are discussion and lecture style. They require students to read widely and prepare prior to entering the classroom.

Impact:

Learners undertaking this A-Level course are likely to have followed a Key Stage 4 programme of study in Religious Studies, and this specification builds on the knowledge, understanding and skills specified for GCSE (9–1) Religious Studies. However, prior knowledge of the subject is not a requirement.

OCR's A-Level in Religious Studies provides a suitable foundation for the study of Religious Studies, related courses or those using the same skills of analysis, evaluation and extended written argument in Further and Higher Education.

In addition, due to its highly relevant, engaging material, study of contemporary issues, and emphasis on critical analysis it also offers a worthwhile course of study for learners who do not wish to progress onto a higher level of education. The various skills required, and the range of knowledge which will be developed, also provide a strong foundation for progression directly into employment.

Students take an end of year exam in Year 12 to prepare them for the exam in Year 13. We regularly assess students' knowledge and evaluation with essays and knowledge-based tasks

Subject: Health & Social Care

Year Group: 12

Intent:

- To complete Unit 5 Working with Individual Care and Support Needs (Year 12 coursework)
- To begin Unit 2 Working in H&SC: LAA: Roles of people employed in H & S C settings
- Foundation Diploma students only: To deliver and complete Unit 7 Principles of safe Practice in H & S C

Implementation:

- Unit 5 coursework to be completed using frameworks provided
- Coursework drop-down day and final mop-up: Friday 17th June
- Unit 7 coursework to be completed on frameworks provided, including researching case study specific examples of poor working practices (such as North Staffordshire NHS Trust, Winterborne View)
- Unit 2 SOW: Including videos of professions in H & S C, card sort match-ups of roles and responsibilities taken
- Homework: Unit 2 exam paper practice of 1, 2, 4, 6 and 8 mark questions.

Impact:

- Student grades for Unit 5 to be submitting to BTEC by summer deadline (end of June)
- Year 12 performance data used for supporting UCAS/employment references
- Students are comfortable and understand expectations and nature of assessment of Unit 2, to be sat both as a November mock exam and formal January external exam
- Student have completed Unit 7 by the end of the summer break with opportunity to resubmit during September 2022.

Subject: Politics

Year Groups: 12 and 13

Intent:

As a result of our curriculum, Sandy Secondary students will be inspired to:

- understand the disputes in current affairs, the news and social media
- appreciate the importance and structure of British values and democracy, with a knowledge of where power lies
- appreciate the importance and structure of American values and democracy; with a knowledge of where power lies
- develop an interest in political ideas that have shaped the past and future in both daily life and the country
- interpret, evaluate and comment on increasingly turbulent events in the government and politics of the 21st Century.

Implementation:

In order to realise our vision, our curriculum will provide students with opportunities to:

- debate political issues and appreciate that successful democracy is all about how society manages differing opinions
- understand the key similarities and differences between the US and UK political systems.
- demonstrate understanding of the different political ideologies present in the British political system
- develop essay writing skills by analysing and evaluating key arguments and being able to support these with specific examples.
- use enquiring minds to investigate just what is going on in the world today and why
- build on skills in research, communication and team building
- learn how political decisions are made.

Impact:

The impact of our curriculum will be evidenced in:

- students' promotion of compromise and concession as well as strength of conviction
- enjoyment of discussion and acceptance that there are no right or wrong answers
- well-rounded students who champion that it's through politics that many important questions are answered and global challenges are addressed
- encouraging other students to recognise just how great an influence politics has on us all
- strong examination results with an increasing number of students who use politics in their future destinations.

Above all, our students are aware of the structure and functions of government, that political conflict does occur, and that democracy is the right way to participate and resolve issues.

Subject: Media Studies

Year Group: 12

Intent:

- To increase student awareness of how meaning is created in media texts and that those meanings may be used to persuade people to respond in certain ways, such as adopting certain attitudes or values or engaging in purchasing, using or producing media texts
- To explore how different people interpret meaning in different ways according to their own circumstances and experiences and the value of all of these
- To build understanding of how media has evolved over time and examine historical context to highlight how people of different ages in society consume and use the media and identify the value of all of these
- To develop understanding of how differing social groups of people are represented by the media and evaluate favourable and unfavourable representations and reasons for these
- To support and challenge all students of all abilities and all backgrounds to achieve their best and fulfil their potential
- To inspire students to learn more about the industry as a whole and consider career options in the media
- To encourage independent learning and creative thought through the creation of their own media coursework with the utilization of ICT skills
- To explore a range of media theories posed by academics and apply and evaluate these in relation to real media products
- To develop skillful construction of persuasive arguments based on knowledge, understanding and theoretical ideas
- To encourage questioning minds and independent learning through developing analytical skills in exploring how media texts are constructed and understood
- To build confidence in their own ability through analysis of unseen texts and exploration of the value of differing interpretations
- To increase the cultural capital of students by introducing them to more demanding or niche media texts with which they would not normally engage.

Implementation:

Media Studies teachers have good knowledge of the subject and courses taught and have studied Media at degree level. They reflect on previous knowledge and ideas in view of technological developments and changes in media products, keeping up to date with industry developments.

All schemes of work are written by subject leaders and are constructed in response to guidance from the exam board and AQA training courses. The schemes of work are divided by topic with each topic focussing on a specific media form with close study media products to be examined as examples of these forms.

Lessons are clearly structured and broken into sections with a clear focus and task. Discussion of ideas and interpretations as a whole class is encouraged as well as group and paired work. Teachers model responses and answers and correct any misunderstandings in discussion as students' progress.

Lessons build on students' prior learning by starting lessons with tasks and questions about previous knowledge to promote effective memory recall and develop deeper understanding. The work set is

demanding and guides students to make good progress and achieve aspirational targets in preparation for public exams. Wall displays in classrooms show exemplar work by students, real media products for study and key words and terminology. These are referred to frequently during lessons and provide a visual cue for students.

Students complete a written assessment at the end of each taught unit to assess learning and identify any needs for revision resources or materials. During lessons progress is assessed through informal peer assessments, teacher questioning, self-assessments with teacher guidance and informal verbal feedback from the teacher. Along with formal written marking of work this assessment informs planning of subsequent lessons, their content, pace and challenge as required by groups of students. Schemes of work may be adapted as necessary. Intervention sessions are provided after school for students who need extra support.

Independent learning is promoted as students complete a substantial coursework project using prior learning of relevant media forms from lessons. They develop their ICT skills using programs such as Photoshop, Publisher or Wix to create their project. Teachers model work, provide examples and guidance and refer to real media products in identifying conventions to be applied in work. This allows students to implement what they have learnt in theory in a practical project.

Over the course of the year's study students build their knowledge and understanding of media language, industry, audiences and representation in different media forms and contexts. These areas of study are the focus for each unit of work and develop the students' depth of understanding as well as breadth of knowledge from one media form to the next.

Good literacy is encouraged through teaching and assessment. All Media Studies teachers are also English teachers. Teachers promote correct spelling and use of ambitious vocabulary and terminology through use of written and spoken language in lessons. Development of a wide use of effective vocabulary and subject specific terminology is encouraged through wider reading both in and out of lessons.

Impact:

Students' work is of good quality, and they respond well to feedback about how to improve. They develop detailed knowledge and skills during the year and achieve well.

Students of all abilities achieve well and in line with the expected level of progress for the end of the first year of the course. Students are well prepared for their second year.

Intent:

Our intent in Year 12 Drama & Theatre Studies is to empower our students with the skills and knowledge required to be successful in all aspects of their assessments and examinations, in preparation of them embarking on these in Year 13.

This curriculum has been planned to support students in:

- ensuring they can demonstrate a high level of competency applying a comprehensive range of vocal, physical and interpretive skills or design skills in the assessed practical elements of their work
- equipping students with knowledge of a diverse range practitioners; their methodologies and style, aims and intentions, rehearsal, devising and performance techniques so that they can demonstrate their knowledge and understanding of this in their devised work and their theoretical work
- embedding students with the skillset required to approach and realise a published text as actors, designers and directors
- fully embedding students' drama vocabulary and ensuring they use a sophisticated and comprehensive range of vocabulary effectively and with confidence in all theoretical elements of their work
- embedding students' ability to analyse and evaluate their own work and the professional work of others using PEEL

Our curriculum also intends to:

- further develop students' empathy, their understanding of a range of social issues and challenge their perception of the world
- develop confidence
- instil a love of learning and a love of Drama
- develop cross-curricular skills such as teamwork, communication and leadership skills

We intend for our curriculum to be inclusive and collaborative and seek to ensure that students at all levels are fully supported and challenged regardless of their additional needs or their social economic background. For these reasons we offer our students the opportunity to be supported down the acting pathway, or design route (set, costume, sound design).

The Year 12 curriculum has been sequenced to act as a bridge from Key Stage 4 to Key Stage 5, and to support and challenge students ensuring they are ready to undertake all their final assessments in Year 13. The curriculum includes initially exploring a range of Drama practitioners to develop confidence, performance skills, and ensure that students can apply their knowledge and understanding of these practitioners in all elements of theoretical and practical and theoretical work that follow. Students also have the opportunity to learn the content to be covered in two sections of the written examination (Section A and B) to allow them time to develop and embed their examination technique, before embarking on preparing for the most challenging section of the exam in Year 13. There are planned mocks throughout the year of all theoretical and practical components of the course to ensure students are confident in the process of preparing for this before they embark on this for the final time in Year 13.

Implementation:

How the curriculum is implemented:

All teaching staff in the Department have a Drama related degree (BA Hons) and have a strong knowledge of the subject. Year 12 are co taught by the Curriculum Leader and another Teacher of Drama in the Department. This ensures students are taught by practitioners with a breadth of skills and knowledge that can be targeted where it will make the most impact.

All Departmental resources have been created internally based on the information in the A-Level Drama & Theatre Studies Specification (Edexcel, 2016) and are regularly updated by subject specialist teachers to allow us to best meet the needs and interests in our learners, ensure they receive high quality lessons every lesson, and ensure students are successful in their final assessments. Subject matter is presented clearly, broken down into smaller chunks, and scaffolding is provided in all tasks (theoretical and practical elements) to support students in their learning. All elements of the curriculum have a practical element to foster a love of the subject, continually provide opportunities for students to develop their performance skills and ensure that the theoretical content is taught in a way that engages and appeals to our learners. The curriculum allows students to recap and build upon their learning at Key Stage 4 by providing opportunities for students to revisit the skills and techniques explored in Key Stage 4 and allowing students the opportunity to study more challenging concepts and practitioners. This also ensures that our Year 12 students have the skills and knowledge required to be successful in their final outcomes in Year 13. Opportunities for verbal teacher feedback, and self and peer assessment are provided every lesson to support students in making progress and students receive regular written feedback on their assessed work in line with the school's marking policy. Class teachers use students' assessment outcomes to inform planning and target support and intervention.

Homework is set weekly and includes a variety of different tasks such as research, learning lines, additional rehearsals, character development exercises, and practise exam questions. Our homework builds upon and embeds the learning explored in the classroom, supports students in their memory recall of key subject content, helps students to improve their exam technique/practical work, and develops the self-discipline required to be successful in all areas of final assessment in Year 13.

Literacy is promoted in all aspects of students' learning. Students are challenged to use Drama vocabulary when self and peer assessing their work verbally or using written English, and the use of and presentation of spoken language is a vital element of students' practical outcomes. Reading is also fundamental to students learning. In Component 2 students must realise two extracts from two different published plays as a performer or designer, and in Component 3 student must study two complete published plays in their entirety and respond to a number of questions explaining how they would realise a key extract from these texts as a performer, director and designer. Due to the highly theoretical nature of A-Level Drama & Theatre Studies (70% of the course is theoretical) students have the opportunity to develop their written evaluative and analytical skills regularly in lessons and through homework by completing written self and peer evaluations, completion of their Component 1 portfolio, and by answering practise questions.

Introduction to Practitioners:

Knowledge: Students will learn:

- about the work and methodologies of a diverse and challenging range of theatrical practitioners including Stanislavski, Brecht, Frantic Assembly, Berkoff and Artaud.

- how to perform in the style of a diverse range of practitioners
- how to respond to a stimulus, devise and realise texts in light of the methodologies of a diverse range of theatrical practitioners
- analyse and evaluate their own work in light of their creative intentions

Skills: Characterisation, communication, improvisation, role play, devising, analysing and evaluating a stimulus, analytical and evaluative skills, vocal, physical and interpretive skills including clarity, pace, inflection, pitch, projection, use of space, gesture, stillness, stance, design skills, communication, interpretation, control, confidence.

Component 2: Performance from Text

Knowledge: Students will learn how to:

- interpret character, dialogue, stage directions, style etc from a text as an actor or designer
- apply a range of vocal, physical and interpretive skills and/or design skills to realise an extract (monologue)
- communicate effectively with an audience/other characters in a solo performance

Skills: Characterisation, vocal and physical skills such as: clarity, pace, inflection, pitch, projection, use of space, gesture, stillness, stance, design skills, communication, interpretation, control, confidence.

Component 3: Theatre Makers in Practice

Knowledge: Students will be equipped with knowledge and understanding of:

- their set text (Equus); *content, characters, context, plot, form, style, language*
- a live theatre performance; *acting style, costume, set, lighting, sound, special effects, content, characters, context, plot, form, style, audience response*
- relevant and appropriate terminology (performer and designer focussed)
- how to communicate meaning and ideas to an audience as an actor, designer or director
- how to analyse and evaluate how effectively meaning and ideas have been communicated to an audience in light of statement

Skills: Acting skills, design skills, interpretive skills, analytical and evaluative skills, written communication skills, imagination.

Impact:

By the end of Year 12, students will have developed a comprehensive range vocal, physical and interpretive skills, or design skills that they can apply to realise their own devised work or the published work of others (a script). They will have knowledge of a range of different practitioners and performance styles, know how to approach a script as an actor, designer and director and be able devise their own work using their methodologies. This will be evident in the assessed practical work students produce as throughout their exploration of practitioners. and the mock written assessments completed throughout the year.

Students in Year 12 will be able to use a sophisticated range of Drama terminology effectively and be growing in confidence in their ability to analyse and evaluate a live performance using PEEL (Point, Evidence, Explain, Link) in light of a statement, and explain how they would use a wide range of performance and production elements to realise an extract from a play (Equus). They will demonstrate this learning in the mock written assessments they will complete throughout the year.

Students in Year 12 will also have had the opportunity to develop a range of cross-curricular skills such as confidence, working as part of a team, communication and leadership skills.

This will ensure our Year 12 students have the skillset required to be successful when they begin working on their final assessment outcomes for GCSE Drama in Year 13.

Subject: Art and Design Year Group: A-Level (Years 12 and 13)

Intent:

The A-Level curriculum is designed to further expand prior learning of students from GCSE and to engage and be accessible to all students. Like GCSE the reviewing of schemes of work each year is important to the intent of the course this is done by assessing the impact of the previous year's learning and adapting them to students' needs. Each scheme of work is designed to be a guide to allow for each teacher to adapt them to the ability of each individual student through changes of media used and time dedicated to each task presented.

By this stage students in any specialism of Art and Design will have explored a variety of ways of producing and looking at Art, we aim to re-engage students with these and new areas of interest. To do this we introduce students to current and old Master of Art, we encourage students to reach out to practicing artists to greater enhance analytical understanding. Students continue to explore a variety of artists, crafts people, designers and movements in Art, across different time periods, religions and cultures, with each student choosing a subject matter to explore in more detail. Students are provided with materials to work with throughout the course, students have the opportunity to purchase materials and equipment from the school throughout the course and students are given the opportunity to attend a trip to a gallery to greater develop their understanding of work and opportunities within the Art world. Students are directed to workshops, galleries, locations and artists that will enhance and develop their current and prior knowledge in the area that interests them.

Implementation:

The department has a broad range of experience and specialisms from drawing and painting, illustration to photography and print making, we strive as a department to ensure each teacher has expertise in each main area of Art we teach and when unsure we research, workshop and develop to successfully teach what is required.

We aim to create a broader picture within our planning of schemes of work to further develop the skills of our students. This is done by teaching students' basic skills (no matter their prior learning) in a variety of materials and processes in Key Stage 3 and beginning to develop their analytical skills to prepare them for GCSE. In GCSE we continue to further develop these skills, preparing students for independent learning and exploration of the subject and their interests within Key Stage 5. This enables teachers to recall prior learning with students from Year 7 onwards.

During lessons, teachers consistently use key terminology when discussing work and demonstrating techniques/processes no matter the learning stage.

We begin A-Level with teacher led workshops in specialist materials and techniques, guiding students with tasks through demonstrations, exemplar work and one to one tutorial. Students are then expected to begin their own study into areas of interest with teacher guidance and support by the choosing of their own artist, media usage and eventually leading to the students creating an outcome from their own exploration and decisions by the end of the course. This is further supported in their component 1.B of Personal investigation essay where students explore a question of their choosing to further develop their understanding in their focus artist/s or movement. These

written elements allow students to focus on analytical language and exploration through specific medias and ideologies.

Teachers regularly discuss progress and work with students in the use of formative and summative assessment in marking books, one to one tutorial, questioning and student own reflection on projects, this informs future planning for the teacher and the departments overall scheme of work. Teachers use a wide range of resources from own demonstrations to individuals, small groups or the whole class using department visualisers. PowerPoints, handouts, videos or demonstrations of/by practicing Artists, crafts people and designers are used to support students learning and understanding of techniques in Art and Design, as well as those who work within it. Department has access to a wide range of materials to develop students' skills, including printing press, kilns, paints, gloss printer, dark room, light boxes and a wide range of still life objects.

Students are encouraged to further their own interests through reading articles/books on inspired Artists or processes. Students will be required to explain their knowledge through the written language in their sketchbooks.

Impact:

Each student will leave the course with greater knowledge in a variety of skills and specialisms within the areas of Art and Design that interests them, whether Art or Photography. Students will have advance knowledge within that specialism and a greater understanding on how to further develop areas of interest. Photography skills may include darkroom, manual and digital photography, photoshop and editing software, lighting and studio setup, interpretation and understanding of Artist work. Art skills may include painting in acrylic, oil and watercolour, printing methods such as etching, lino and mono, clay, and a variety of dry media materials in both abstract and realism. They also will have skills in interpretation and understanding of other artist work.

Students who pursue the subject further, go to college to study Art and Design foundation in preparation for higher education. In higher education students can choose a specialism within Art and Design, these may include Illustration, photography, fine art, textiles design, 3D sculpture design, print making, etc. Students may also choose to start their own practicing artist career alongside working or degree.

The work produced reflects the interests and skills of students and their influences within the course. Students' sketchbooks should be presented like a portfolio to use as evidence of their capabilities for higher education and work.

Subject: BTEC Level 3 Performing Arts Year Group: 12 and 13

Intent:

Our intent in BTEC Level 3 Performing Arts is to empower our students with the skills and knowledge required to be successful in all aspects of their assessments and examinations from the offset of their course as assessment begins.

This curriculum has been planned to:

- support students in ensuring they can demonstrate a high level of competency applying a comprehensive range of vocal, physical and interpretive skills or design skills in the assessed practical elements of their work
- equipping students with knowledge of a diverse range practitioners; their methodologies and style, aims and intentions, rehearsal, devising and performance techniques so that they can demonstrate their knowledge and understanding of this in their devised work and their theoretical work
- embed students with the skillset required to approach and realise a piece of professional repertoire in their chosen pathway, Acting, Dance or Musical Theatre
- fully embed students' performing arts vocabulary and ensuring they use a sophisticated and comprehensive range of vocabulary effectively and with confidence in all theoretical elements of their work
- embed students' ability to analyse and evaluate their own work and the professional work of others using PEEL

Our curriculum also intends to:

- further develop students' empathy, their understanding of a range of social issues and challenge their perception of the world
- develop confidence
- instil a love of learning and a love of Performing Arts
- develop cross-curricular skills such as teamwork, communication and leadership skills

We intend for our curriculum to be inclusive and collaborative and seek to ensure that students at all levels are fully supported and challenged regardless of their additional needs or their social economic background. For these reasons we offer our students the opportunity to be supported down the Acting, Dance or Musical Theatre pathway. Students can choose to change their pathway each unit and we further empower our students by letting them select their internally assessed units. We also offer students the opportunity to take a range of courses; the Extended Certificate, the Foundation Diploma, and the National Diploma to ensure that our students leave Sandy Secondary School with the right qualifications for them.

Since assessment begins from day one our BTEC Performing Arts students are co taught. This develops our Year 13 students' leadership skills and supports our Year 12 students in meeting the requirements of the assessment criteria early on. Our Foundation students complete 3 units a year which allows opportunity for retakes if these are required. Interim deadlines and mini class assessments are used to support students in meeting deadlines and ensuring the final work they submit is completed to the best of their ability.

Implementation:

How the curriculum is implemented:

All teaching staff in the Department have a Drama related degree (BA Hons) and have a strong knowledge of the subject. BTEC Level 3 Performing Arts are co taught by the Curriculum Leader and another Teacher of Drama in the Department. This ensures students are taught by practitioners with a breadth of skills and knowledge that can be targeted where it will make the most impact.

All Departmental resources have been created internally based on the information in the BTEC Performing Arts Specification (Pearson, 2016) and are regularly updated by subject specialist teachers to allow us to best meet the needs and interests in our learners, ensure they receive high quality lessons every lesson, and ensure students are successful in their final assessments. Subject matter is presented clearly, broken down into smaller chunks, and scaffolding is provided in all tasks (theoretical and practical elements) to support students in their learning. All elements of the curriculum have a practical element to foster a love of the subject, continually provide opportunities for students to develop their performance skills and ensure that the theoretical content is taught in a way that engages and appeals to our learners. The curriculum allows students to recap and build upon their learning at Key Stage 4 by providing opportunities for students to revisit the skills and techniques explored in Key Stage 4 and allowing students the opportunity to study more challenging concepts and practitioners. This also ensures that our BTEC Level 3 Performing Arts students have the skills and knowledge required to be successful in their final assessments throughout the year. Opportunities for verbal teacher feedback, and self and peer assessment are provided every lesson to support students in making progress and students receive regular written feedback on their assessed work in line with the school's marking policy. Class teachers use students' assessment outcomes to inform planning and target support and intervention.

Homework is set weekly and includes a variety of different tasks such as research, learning lines, additional rehearsals, character development exercises, and practise exam questions. Our homework builds upon and embeds the learning explored in the classroom, supports students in their memory recall of key subject content, helps students to improve their exam technique/practical work, and develops the self-discipline required to be successful in all areas of final assessment in Year 12 and 13.

Literacy is promoted in all aspects of students' learning. Students are challenged to use Performing Arts vocabulary when self and peer assessing their work verbally or using written English, and the use of and presentation of spoken language is a vital element of students' practical outcomes. Reading is also fundamental to students learning as there is a research element to all units. Acting and Musical Theatre students also have the opportunity to realise professional repertoire. Students have the opportunity to develop their written evaluative and analytical skills regularly in lessons and through homework by completing written self and peer evaluations, completion of their Component 1 portfolio, and by answering practise questions.

Due to the fact that students in Year 12 and 13 are co taught the units covered change year on year.

Knowledge: Students will learn:

- about a range of influential practitioners in their chosen pathway
- participate in a range of workshops in order to develop their skills and techniques in their chosen pathway
- how to perform in front of a live audience and demonstrate a high level of range in their application of their skills and techniques in their chosen pathway

- how to undertake research effectively and reference appropriately
- how to analyse and evaluate their own work in light of their personal targets and identify specific strengths and weaknesses

Skills: Across all units the skills developed include:

Interpreting a stimulus, improvisation, devising, characterisation, analysis of a script, analytical and evaluative skills, self-reflection, written communication skills, performance skills (relevant to their chosen performing arts discipline).

Impact:

By the end of Year 12 and 13 students will have developed a comprehensive range vocal, physical and interpretive skills, in their chosen performance pathway that they can apply to realise their own devised work or the professional repertoire of others. They will have knowledge of a range of different practitioners and performance styles, know how to approach a piece of professional repertoire as an actor, performer or dancer and be able devise/choreograph their own work using a range of practitioners' techniques. This will be evident in the assessed practical work students produce at the end of the units completed each academic year.

Students in both Year 12 and 13 will be able to use a sophisticated relevant range of Performing Arts terminology effectively and be confident in their ability to analyse and evaluate their own work in light of their chosen SMART targets. They will demonstrate this learning in all elements of the assessed work students produce throughout the academic year.

Students in Year 12 and 13 will also have had the opportunity to develop a range of cross-curricular skills such as confidence, working as part of a team, communication and leadership skills.

This will ensure all our Year 12 and 13 students have the skillset required to be successful in their final assessment and the skillset required to progress onto a Performing Arts related degree, apprenticeship or career at the end of Year 13. Those students who chose not to do this will have had the opportunity to develop a range of transferable skills that they can apply to their learning/future career.

Subject: Music

Year Groups: 12 and 13

Intent:

The curriculum at Key Stage 5 music (Level 3 Subsidiary Diploma for Music Practitioners) provides music industry qualifications that will equip learners with the skills, knowledge and understanding for entry to employment in the music industry or progression to further study music at a higher level. The qualification aims to offer practical structured learning with the flexibility to specialise in different disciplines directly relevant to employment within the music industry, including composition, performance, business and technology. Learners will be able to perform effectively on their instrument/voice, rehearse and display musicianship skills, initiate and develop repertoire, rehearse effectively and perform music live, understand contextual issues relating to music style, audience and the music industry, and understand relevant aspects of music technology.

Implementation:

Key Stage 5 music students receive 4 hours per week of specialist music teaching. Much of the work carried out in Key Stage 5 music is largely independent and skills based due to the practical nature of the course. Year 12 and 13 students are taught simultaneously in the same lessons. This enables learners in Year 12 and 13 to study units together and work collaboratively (as opposed to two separate cohorts learning in the same room). Learners apply a range of skills, knowledge and understanding and work independently in preparation for employment/further study. Teachers find the mode of assessment, which best suits the learner in terms of their strengths, ensuring that evidence demonstrates achievement of the learning outcomes. The units can be tailored to suit the students on the course. Units may include: 349 Planning for a Career in Music (Internal Core), 359 Live Music Performance, 358 Music Rehearsal Skills, 365 Auditioning for Music and 389 Music Promotion & Event Management (External Core). The sequencing of units and assessments is strategic, so learners develop skill throughout the qualification cycle which allows them to build on prior musical experiences. Knowledge is delivered and accumulated in a logical, cumulative progression. Summative assessment takes place twice per unit (first submission and resubmission). After first submission, learners are provided with written feedback and a grade. This will support the students in completing their resubmission. Students receive formative assessment throughout the unit delivery stage, and this is used to inform subsequent planning by the department. Students make use of department resources to support learning including technology, musical instruments, iPads, computers etc. Although evidence submission formats can be tailored, primarily learners will submit practical performance, presentation or written submissions. Literacy and reading are promoted throughout internal assessment and learners are taught to check their work for spelling, punctuation and grammar errors. The use of templates is encouraged where required to support learners with written submissions.

Impact:

The impact of this is seen in student achievement in external examinations. Students produce high quality work, and the resubmission opportunity encourages positive outcomes at Key Stage 5. The RSL Level 3 qualification offers specialised learning opportunities that can be accurately matched to specific career sectors in the music industry, and to further/higher education courses. By the end of the course, students are ready for the next stage of their education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and intention of their course of study. Key Stage 5 music has a strong track record of supporting students with SEND requirements

in reaching their full potential and achieving the best possible outcomes. Those who choose to progress into the music industry or higher education courses such as degrees in music, music technology and music business will develop the appropriate skills and gain the required knowledge to succeed.

Subject: Dance A-Level

Year Group: 12

Intent:

Coming into Year 12 students will have a good knowledge of dance. They should be able to confidently use key terminology, understand performance skills and be able to demonstrate these at a good level. They should be able to apply choreographic knowledge to solo creation and make analytical judgements of dance work based on an intention. Students should be able to structure extended writing and use PEEL to do this.

The curriculum in Year 12 is designed to develop a more mature writing and analysis style as well as develop skills for performance at a higher level. New knowledge of practitioners and areas of dance development will be taught through a combination of theory and practical to make the most effective use of lesson time.

The curriculum is broad and covers a wide range of styles and techniques with practitioners studied selected to meet the needs of the students in the school whilst providing breadth of knowledge and understanding of different styles and cultures. The curriculum includes a range of styles to achieve this as many students will have little or no outside classical training. This ensures those of disadvantage are still able to succeed and develop the skills needed to take dance later in life. Students are supported with full understanding of their needs and advised strategies to ensure they achieve their potential.

All Year 12 students will need to be a dancer in the Year 13 choreography- This will support their understanding in preparation for their choreography in Year 13.

In A-Level the student's curriculum is co taught with Year 13. This provides students with extra support as they work with students who have developed their own skills further already.

Implementation:

A-Level dance will be taught by specialist teachers with the best subject knowledge in the area taught. This might mean at times classes and timetables are changed to allow the most knowledgeable teacher to provide lessons, technique and workshops to the A-Level students.

The pedagogical approach is theory and practical combined. This approach supports student retention and understanding and allows for more time developing performance and practical skills whilst learning theory. Students will learn repertoire from the set works as they analyse each section to support the examples they need to give. They will also take part in group choreography tasks with a set work focus to develop group choreography skills needed in Year 13. Dance history is taught in a class with a range of techniques such as timeline making, independent/ group research/ peer to peer teaching ECT. Recap of movement from previous lessons or quizzes are used to ensure retaining of new knowledge.

Homework tasks set encourage independence and recall/memory of new material. This is done through the use of pre-reading material and prep tasks as well as short answer questions and eventually longer written responses.

Formal Assessment takes place 3 times a year (baseline, midway and final) Here students will get detailed feedback on work completed and they will be directed to respond and improve. This will be used to assess what the students individual learning priorities are over the next few weeks.

Verbal feedback is used in every lesson to support progress and visual assessment is used in practical lessons when watch students.

Homework tasks are marked and used as assessment for planning. This will enable teachers to pinpoint misconceptions and recover/address these in the next lesson.

Students developing knowledge is supported through building of content - solo work is built in with a range of practitioner workshops which provide movement material and understanding of the style so students can make informed choices on who to study and will have material to make a quick and effective start. Choreography and group work throughout Year 12 prepares students by applying prior knowledge of choreography from GCSE to a group situation; needed when completing choreography task in Year 13. Theory lessons include regular PEEL paragraphs and essay planning to build students confidence. Open discussion and sharing of analyse develops student's writing maturity and enables them to be more creative with suggestions.

Impact:

Students will be confident and successful when taking end of Year 12 assessments. They will have a complete group performance/solo (depending on year). Students writing skills will demonstrate the ability to analyse set dance and explain how dance has developed in a period of time. Students will write with context and structure.

Students are ready to move into Year 13 with the writing skills needed for the second area of student and an understanding of group choreography ready for the paper to be released in September.

Students work is good quality and monitored through online platforms and regular book/file checks.

Regular viewing of student's feedback on a whole department level assesses the impact across the department to look for consistency or issues arising. Regular learning walks and discussions with students measures the quality of work produced and whether progress is on track for that point in the curriculum

Subject: Psychology A-Level

Year Group: 12 and 13

Intent:

Psychology is a subject that gives an understanding of how to function effectively in the real world; to understand why we behave as we do and how to communicate and work with others in wider society.

In Psychology, we aim to deliver a curriculum which is accessible to all students, regardless of starting points, e.g., whether students have studied GCSE Psychology or not. We intend that student will develop confidence in a new subject at A-Level and thrive on their love of learning.

A specification driven intention enabling students to develop the ability to understand, apply, analyse, evaluate, and discuss psychological terms, concepts, research studies and explanations/approaches of human behaviour. Topics Include: Approaches, Biopsychology, Psychopathology, Research Methods, Social Influence, Memory, Attachment, Issues and Debates, Schizophrenia, Forensic Psychology and Relationships.

Implementation:

Students will apply their knowledge and understanding of material covered to real-life behaviours and learn to critically analyse the credibility of theories and research studies examined. We will provide opportunities for an enriched understanding and appreciation of the subject by starting to integrate key issues and debates surrounding human behaviour; this should lead to a respect for all through deeper compassion and empathy for the diverse behaviours displayed by others and the wealth of issues experienced.

Students will develop comprehension skills in listening and reading to a level where they are able to understand psychological terms and concepts. In writing, students will develop a working knowledge of how to structure answers to meet the AQA specification examination requirements.

Throughout their learning journey, students will have the opportunity to develop literacy, mathematical and science-based knowledge and skills, the knowledge acquired in GCSEs will be highly relevant to studying Psychology. Students will learn how to pay attention to detail, solve problems, analyse beyond face value, think 'out of the box'.

Impact:

Psychology can therefore lead to any occupation that involves working with or caring for others. More specifically, one can specialise in many areas and become: a teacher, a lecturer, an educational psychologist, a counselling psychologist, a therapist, a clinical psychologist, a criminal or forensic psychologist, a sports psychologist, or an occupational psychologist, to name a few professions.

The skills learnt will enable students to enter the world beyond Sandy Secondary School as a good citizen and a perceptive, adaptive, and valued employee.

Subject: Criminology L3 Advanced Diploma (A-Level)

Year Groups: 12 and 13

Intent:

The Criminology curriculum at KEY STAGE5 aims to provide students with an understanding of how to examine and investigate crime scenes, to test theories and concepts about criminal behaviour patterns and further appreciate the criminal justice system.

The curriculum's Intention is to develop students understanding of the difference between crime and deviance. And then explores and applies deeper thinking towards: How do we measure crime? Why do people commit crime? Different Crime (Hate, Techno and Honour); How is crime detected and analysed and reported? What is the criminal justice system? The police, the courts, the trial procedure. Youth Crime and Youth Justice Systems Punishment, restorative practices and preventative aimed at reducing recidivism

Implementation:

Students will apply their knowledge and understanding of material covered to real-life criminological situations and learn to critically analyse the credibility of theories and research studies examined. We will provide opportunities for an enriched understanding and appreciation of the subject by starting to integrate key issues and debates surrounding criminology; this should lead to a respect for all aspects of the Law and the consequences associated with Criminal Behaviour.

Students will develop comprehension skills in listening and reading to a level where they are able to understand Criminological terms and concepts. In writing, students will develop a working knowledge of how to structure answers to meet the WJEC Specification examination requirements, which combines both Internal (assessment) and formal external examinations.

Implementation focuses upon:

1. Raising Awareness to Crime
2. Criminological Theories
3. Crime Scene to Courtroom
4. Crime & Punishment.

Impact:

Criminology can therefore lead to any occupation that is associated with an understanding of Crime and Law enforcement. More specifically, one can specialise in many areas: the Police, plus supporting Criminologist, Forensic Officers-Pathologists, CPS, Lawyers, Cyber-Fraud Crime Support Officers to name a few professions.

The skills learnt will enable students to enter the world beyond Sandy Secondary School as a good citizen and a perceptive, adaptive, and valued employee.

Subject: Mathematics

Year Group: 12

Intent:

It is our intent to enable students to understand mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study, extend their range of mathematical skills and techniques, understand coherence and progression in mathematics and how different areas of mathematics are connected, apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general.

We intend to enable students to use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts and communicate the mathematical rationale.

We intend to continually develop our students to take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Implementation:

At Key Stage 5 students we look to implement our SOW of work to achieve the following goals:

- Providing stretch to students preparing them for the rigors of the A level course and beyond. We look to extend their range of mathematical skills and techniques, understand coherence and progression in mathematics and how different areas of mathematics are connected, apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- We enable students to use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale
- Assessments are done at the end of each unit of work and termly to get students used to consolidating their knowledge and solving problems individually.

Schemes of Work strongly embedded the key stage – CL carries quality assurance of the Schemes of Work and the curriculum to ensure the coherence, a well-balanced and broad Maths education under a very coherent curriculum. Regular department collaboration in curriculum design to continually adapt and evolve to the needs of the students involving middle leaders, curriculum leader, senior leadership team and teachers.

Students complete the following modules in Year 12.

- Pure Mathematics Year 1
- Statistics and Mechanics Year 1

Department subscriptions to ActiveLearn, Mathsbox, Intergral and other resource websites available for teachers, allowing access to high quality new specification resources and tools to help improving learning.

- Resources available allow teachers sharing lesson planning to ensure high quality lessons planned across the department and consistency of its delivery across all key stages. CL provides quality assurance to ensure the coherence.

Active Learn subscription available for students, allowing to access high quality new specification resources and tools to help improving learning (used for homework and independent study)

- Active Learn gives students access to the textbook that mirrors the SOW that we follow as a school which provides students with a whole bank of questions to consolidate their knowledge from.
- Active Learn also allows teacher tasks to be set to assess students' knowledge and understanding.

Key Stage 5 - ATM website used regularly to set more posing problems which the students can take part in.

Key Stage 5 - Senior Maths challenge poses more difficult questions to stretch students' learning.

Impact:

By the end of Key Stage 5 students should be able to use and apply standard techniques, select and correctly carry out routine procedures and accurately recall facts, terminology and definitions. They should be able to reason, interpret and communicate mathematically and be able to solve problems within mathematics and in other contexts.

Students will be able to progress from this qualification to a range of different, relevant academic or vocational higher education qualifications, employment in a relevant sector or further training. As well as been provided with the knowledge and skills they need as they grow into young adults.

Subject: Further Mathematics

Year Group: 12

Intent:

It is our intent to enable students to understand mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study, extend their range of mathematical skills and techniques, understand coherence and progression in mathematics and how different areas of mathematics are connected, apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general.

We intend to enable students to use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts and communicate the mathematical rationale.

We intend to continually develop our students to take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Implementation:

At Key Stage 5 students we look to implement our Schemes of Work to achieve the following goals:

- Providing stretch to students preparing them for the rigors of the A level course and beyond. We look to extend their range of mathematical skills and techniques, understand coherence and progression in mathematics and how different areas of mathematics are connected, apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- We enable students to use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts and communicate the mathematical rationale.

Assessments are done at the end of each unit of work and termly to get students used to consolidating their knowledge and solving problems individually.

SOW strongly embedded the key stage – Curriculum Leader carries quality assurance of the SOW and the curriculum to ensure the coherence, a well-balanced and broad Maths education under a very coherent curriculum. Regular department collaboration in curriculum

Subject: PE

Year Groups: 12 and 13

Intent:

We aim to inspire in students an interest and desire of learning about Sport and physical activity. Teaching should equip students with the knowledge and a desire to learn about the human body, human mind and how sport is portrayed in society. We look to deliver high quality teaching and learning opportunities that inspire the students to succeed in examination PE. We look to match examination content to our delivery of lesson and allow the students to learn chronologically. We look to build on content covered in Key Stage 4 but dive deeper into detail and wider aspects of sport and the anatomy of the human body.

Implementation:

Examination content is broken down and lessons are designed and broken down to match each specification. Each topic is delivered by a specialist teacher ensuring high quality subject knowledge and feedback. Students are regularly encouraged to read outside the subject and lesson content to help widen the eyes of the students to potential career routes. Assessment and feedback are done regularly through topic tests and is done cumulatively throughout each year.

Impact:

Our impact on examination courses will be measured through results and improvements on our results from previous years. As well as examination results, we'd also look at expected progress for students whether each student is under, meeting or exceeding expected progress. Our impact can also be measured through in-class topic tests, examination questions and feedback responses, both verbally and written.

Subject: Health & Social Care

Year Group: 12

Intent:

- The purpose of the Health and Social Care curriculum is to broaden students' understanding of the professionals and organisations that work within the sector, as well as examine the Physical, Intellectual, Emotional and Social (PIES) development and the different interventions these sectors may make throughout a person's lifespan
- In addition, the aim of Health and Social Care encourages students to synthesise their own independent research of H & S C provision both locally and nationally and critical analysis of this in written form
- To complete Unit 1 Human Lifespan Development (examination) Unit 5 Working with Individual Care and Support Needs (coursework)
- In the second part of the summer term, begin Unit 2 Working in H & S C: LAA: Roles of people employed in H & S C settings and offer the option of Foundation Diploma, leading to the completion Unit 7 Principles of Safe Practice in H & S C (coursework)

Implementation:

- Unit 1 will be the focus of the autumn term which is an externally assessed unit. Here we will learn the fundamentals of PIES development which appears in future units. This will lead to an external exam in January, where students can complete a unit of the course and 'bank' this result, with the opportunity to re-sit this in the summer term if required
- Unit 5 coursework (spring/summer term) to be completed using framework provided and interim deadlines for the learning aims covered (A-D). This assessment is a mix of report writing (A-C) and presentation (D)
- Unit 7 coursework to be completed on framework provided, including researching case study specific examples of poor working practices (such as North Staffordshire NHS Trust, Winterborne View)
- Homework will comprise of homework exam practice for Unit 1 during the autumn term and coursework research/write up during the spring/summer terms (with additional Unit 1 exam practice during spring term 2 in the event of re-sitting Unit 1)
- We will support learners through developing a number of skills that will enable them to access grading across the whole spectrum; with reference to literacy and sentence stems, using citations functions to ensure that there is clear referencing in report writing, using appropriate industry-related sources (such as NHS, charities such as Mencap, Shelter, Women's Aid) to inform H & S C services available to case studies.

Impact:

- Detailed feedback will help learners to secure their knowledge and know what expectations need to be met in order to secure or to progress to the next grade. By modular assessment students will have a good idea at the end of Year 12 of what their realistic end of course grade will be
- Year 12 performance data used for supporting UCAS/employment references
- Students will also develop implied skills such as project management, research, referencing, presentation and proofreading skills.

Subject: BTEC Level 3 Extended Certificate in Creative Digital Media Production

Year Group: 12

Intent:

Year 12 students will consider how different media representations are constructed by media producers to create meaning, messages and values. Students will be given the opportunity to apply this knowledge and understanding when designing and creating a digital game of their own.

Implementation:

Term 1 - Unit 1 Media Representations	Term 2 - Unit 13: Digital Games Production	Term 3 - Unit 13: Digital Games Production
<p>LA A: Media messages</p> <ul style="list-style-type: none"> Media representations in context the media messages conveyed and comparisons of representations across media products. Introduction to theories of media representation <ul style="list-style-type: none"> Audience positioning (Mulvey) Stereotyping (Dyer) <p>LA B: Understanding media messages</p> <ul style="list-style-type: none"> Constructing messages to convey messages and values. Audience decoding Effects of representation Semiotics: media <p>LA C: Stylistic codes</p> <ul style="list-style-type: none"> Cameras work and photography Lighting / Editing / Sound / Design <p>LA D: Effects of media messages</p> <ul style="list-style-type: none"> Effects of representation <p>External Assessment:</p> <ul style="list-style-type: none"> Understanding of media concepts, semiotics, theories and formal techniques used to construct representations Analyse media texts to deconstruct representations and decode messages and evaluate their effectiveness and impact. Analyse media representations and their related values and effects on wider society 	<p>Unit 13: Digital Games Production</p> <p>LA A: - Understand game genres and design considerations</p> <ul style="list-style-type: none"> Core game genres Gameplay design <p>LA A - Coursework Assessment: Guide for an industry website.</p> <p>LA B Design a digital game using sourced assets</p> <ul style="list-style-type: none"> Level design Source and prepare assets <p>LA B - Coursework Assessment: Annotated level design with supporting detail. All assets to be used in the game with a log of sources, permissions and justification, written or spoken, of decisions made</p>	<p>LA C: Produce and check a digital game in a specific genre.</p> <ul style="list-style-type: none"> Build a digital game Check the digital game <p>LA C - Coursework Assessment: Digital game using an authoring software. Written or recorded documentation of the checking of the game.</p>

Impact:

Students will understand the importance of semiotic analysis and the 'reading' of media texts, when consuming messages and producing media representations. Students will have experience of applying knowledge of media representations to a digital game using specific genre codes and conventions. This work could form part of a portfolio for progression to employment or higher education.

Subject: A-Level Computer Science

Year Group: 12

Intent:

In Year 12, it is our intent that students continue to build on their knowledge from KS4. Students will focus on building their programming ability, and theoretical knowledge of data structures, systematic problem solving, and the theory of computation.

Implementation:

Autumn Term 1		Autumn Term 2	
Input, Output and Storage	Computational Thinking	Application Generation	Programming techniques
Software Development	Programming Techniques	Types of Programming Language	Computational Methods
Structure & function of the processor	Computational Thinking	Data Types	
System Software	Programming techniques		
Assessment		Assessment	

Spring Term 1		Spring Term 2	
Data Structures		Application Generation	
Boolean Logic	Software Development	Compression, Encryption and Hashing	Databases
Boolean Algebra	Algorithms	Networks	
Assessment		Assessment	

Summer Term 1	Summer Term 2
Web Technologies	NEA - Analysis of a problem
Assessment	Assessment

Impact:

By the end of Year 12, students will be able to think both in abstract and concrete terms as well as use higher level problem solving skills to model and analyse problems, design solutions, and implement them.

Subject: Level 3 BTEC National Diploma in Information Technology

Year Group: 12

Intent:

In Year 12, it is our intent that students are given the opportunity to develop their knowledge and skills in IT. Students will study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing digital technologies and processes to support organisations.

Implementation:

Term 1 - Unit 2: Creating Systems to Manage Information	Term 1/2 - Unit 3: Using Social Media in Business	Term 2/3 - Unit 8: Computer Games Development	Term 3 - Unit 12: IT Support & Management
Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
<p>Learning Aim A: The purpose and structure of relational database management systems</p> <p>Learning Aim B: Understand standard methods and techniques to design relational database solutions Relational database design</p> <p>Learning Aim C: Evaluating a database development project</p> <p>Revision</p> <p>External Examination</p>	<p>Learning Aim A: Explore the impact of social media on the ways in which businesses promote their products and services</p> <p>Learning Aim A: Coursework Assessment</p> <p>Learning Aim B: Develop a plan to use social media in a business to meet requirements</p> <p>Learning Aim C: Implement the use of social media in a business</p> <p>Learning Aim B & C: Coursework Assessment</p>	<p>Learning Aim A: Investigate technologies used in computer gaming</p> <p>Understand the stages in the decision-making process</p> <p>LA A: Coursework Assessment</p> <p>Learning Aim B: Design a computer game to meet client requirements</p> <p>Learning Aim C: Develop a computer game to meet client</p> <p>Learning Aim B & C: Coursework Assessment</p>	<p>Learning Aim A: Examine the IT system support and management needs and characteristics of different organisations, which are essential to their operation</p> <p>Learning Aim A: Coursework Assessment</p> <p>Learning Aim B: Carry out routine support and management activities on IT systems.</p> <p>Learning Aim B: Coursework Assessment</p> <p>Learning Aim C: Develop a plan to support and manage a new IT system using industry standards and methods</p> <p>Learning Aim C: Coursework Assessment</p>

Impact:

By the end of Year 12, students will hold knowledge of ICT concepts through development of their theoretical subject knowledge and work on practical projects/tasks. They will have developed confidence and skills in using a variety of software applications. The knowledge and skills developed will provide a sufficient range of skills relevant to the IT sector and/or higher educational workplaces, cyber security and legal and ethical issues.