

Year 13

Curriculum Support Booklet

**Suggested Ways Parents/Guardians can Support their Child
Across the Curriculum**



Introduction

This booklet has been designed to help you as parents/guardians support your child in the subjects they will be studying through Year 13.

Each subject has its own page with key information, including useful resources and ways to contact subject staff if you, or your child, needs additional help and support.

We hope you will find this a very useful resource.



Contents page

Subject	Page
Applied Science	4
Art	6
Biology	8
Chemistry	11
Criminology	13
Dance	15
Drama and Theatre Studies	17
English	18
Geography	20
Health and Social Care	22
History	24
Maths	26
Music	27
Performing Arts	29
Philosophy, Religion and Ethics	30
Photography	32
Physical Education	34
Physics	36
Psychology	38
Sociology	40

Year 13 Applied Science – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 13 students will have eight hours of Applied Science per fortnight. They will have two teachers, each one focusing on topics in the external examination in January.

Homework:

Practice questions or extended research tasks will be set every week, these should be handed in by the due date to the teacher who set them.

Assessments:

There is an external examination for unit 1 in January (date to be confirmed) which accounts for 25% of the course.

There will be a mock examination in early December to help students prepare and know what to expect.

Lesson expectations:

All students are expected to attend all lessons and be punctual with all the equipment required, including a scientific calculator.

Unit 1 - What are we studying?

Unit 1 is a written examination with three parts, one for each of Biology, Chemistry and Physics. The content of each section is outlined below.

Biology

- Cell structure and function - ultrastructure and function of organelles in bacteria, plant and animal cells
- Cell specialisation – including plant cells, gametes, red and white blood cells
- Tissue structure and function – epithelial tissue, endothelial tissue, muscular tissue and nervous tissue.

Chemistry

- Structure and bonding in applications in science – atomic structure, bonding, quantities used in chemistry
- Production and uses of substances in relation to properties – trends in the periodic table and how chemical and physical properties of matter relate to the atomic structure and bonding present.

Physics

- Working with waves – common features of all types of waves, musical instruments, resonance and using the wave equation.
- Waves in communication- principles of fibre optics, reflection and refraction.
- Use of electromagnetic waves in communication – properties and uses of EM waves including Bluetooth, radio and Wi-Fi.

Resources to support:

[Cells and Organelles | S-cool, the revision website](#)

[Atomic Structure | S-cool, the revision website](#)

[Reflection, Refraction and Polarisation | S-cool, the revision website](#)



What to do if you have a question or concern...

parentcontact@sandysecondarieschool.com

Miss Burke aims to respond to queries within 24 hours.

A Level Art – Information for Parents/Guardians

Key Information:

Year 12 and 13 students will have eight hours of Art per fortnight.

The Art department has plenty of additional space and students in Years 12 and 13 are encouraged to utilise these areas to work on their coursework during any free periods.

Useful guidebooks/supporting documents created to support students in the course, will be available to classes by teachers via EduLink.

Course information:

The examination board we use is Pearson Edexcel, with the title of the course being Art and Design: Fine Art.

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

The course is 60% coursework and 40% examination work.

Scheme of Work:

Coursework will be presented into sketchbooks as projects, but students will also create work outside of their sketchbooks. Each project will explore a theme set at the start and include a variety of artists, some chosen by the student in areas of interest. Students will explore techniques and processes with a variety of materials such as different printing methods, clay modelling, drawing and painting in varying materials, such as oil. Students will also learn how to appropriately use and apply mix media to their work. Towards the end of each project students will be expected to start creating their own work inspired by and incorporating what they have learnt so far in the course. As a result they will produce a final outcome, which will be separate from their sketchbook. During the coursework component, students will complete a personal study extended writing piece where they will explore a question of their choosing in detail. Students are expected to see artist's work first-hand to support with this unit of work.

Homework:

Students will be expected to complete five hours of homework per week. This will be identified on EduLink when set.

Homework could include, but is not limited to, practical tasks, artist research, analysing an art piece, presenting work into their sketchbooks, evaluating the work they have created and taking first-hand photos.

Assessments:

At the beginning of Year 12 all students will have a practical baseline task and analysis activity to complete, there is no revision or learning that students need to complete this assessment. Students will have a lesson and a half on this assessment.

Students will regularly receive verbal feedback live marking from their teacher.

Students will be formally assessed each half term.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Lesson expectations:

All students are expected to have their sketchbook and materials for each lesson.

Useful Websites:

<https://www.bbc.co.uk/bitesize/>

(This website is also available as a revision book to purchase)

<https://www.studentartguide.com/>

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

<https://www.tate.org.uk/>

<https://www.nationalgallery.org.uk/>

<https://artsandculture.google.com/>

What to do if you have a question or concern...

Contact askart@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Hart aims to respond to queries within 24 hours.

Year 13 Biology – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 13 students will have eight hours of Biology per fortnight. It would be expected that they spent at least an equivalent amount of time on private study and home learning. They will have two teachers, each one focusing on different topics.

Homework:

The two homework types will be set approximately every two weeks, so that students have one task a week on average.

- Students will have a pack of activities focusing on knowledge consolidation and retrieval. This work will be peer/self-assessed and used to form a revision resource for the end of year/end of course.
- Students will have an examination question-based assignment that will be collected, marked and feedback provided. The questions will be taken from past examination papers and could include any topic covered to date.

Students are also expected to be revising and revisiting notes regularly outside of lesson.

Assessments:

Students will sit a baseline test in week four and could include any course content from Year 12.

There will be a topic assessment at the end of each unit to check understanding.

The first set of mock examinations will be in week beginning 21st November 2022, with a Parents/Guardians evening to discuss these results on Tuesday 13th December.

Lesson expectations:

All students are expected to attend all lessons and be punctual with all the equipment required, including a scientific calculator.

Students are expected to have a dedicated folder for biology to file classwork, revision notes, homework and assessments. Students should bring this to every lesson.

Students will also have a practical book that is used to write up experiments from lesson. This forms the practical endorsement for the course, which is assessed throughout the two-year course.

Topic 5a: Respiration and Photosynthesis - What are we studying?

The first unit students will study with Mr Cuff is about bioenergetics – how organisms convert food into energy, or energy into food. Students will have looked at the process of respiration for the first time at the end of Year 12, so the first lessons will be recapping that. Afterwards students will focus on the process of photosynthesis, where they must know in detail how light energy is used to produce glucose, and then not get the two processes mixed up!

Some lesson topics in this unit include:

1. Aerobic respiration
2. Anaerobic respiration
3. Photosynthesis – the light independent reaction
4. Photosynthesis – the light dependent reaction
5. Chlorophyll practical
6. Enzyme activity in chloroplasts practical

Topic 5b: Energy Transfers and Nutrient Cycles – What are we studying?

As well as knowing how individual organisms use energy within their cells, students also need a good grasp on how energy is transferred through the environment. To start the year with Miss Neesam, students will study how energy is passed on between organisms, and how different nutrients are cycled within the environment, as well as how humans have both harnessed and interrupted these cycles.

Some lesson topics in this unit include:

1. Energy transfers
2. Phosphorus cycle
3. Nitrogen cycle
4. Other nutrient cycles
5. Farming practices
6. Fertilisers and eutrophication

Topic 6a: Stimuli and Response - What are we studying

The second topic with Mr Cuff will focus on how organisms are aware of the world around them, from simple creatures that can be studied in choice chambers, to how humans are aware of their environment. Students will also compare this to how plants can respond to their environment, through the use of different hormones.

Some lesson topics in this unit include:

1. Sensory reception
2. Nervous control
3. Choice chambers practical
4. Control of heart rate

5. Role of receptors
6. Plant growth

Resources to support:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402> - all the info on the course, and access to past exam papers and the specification.

<https://senecalearning.com/en-GB/> - very useful for independent study. Students should already be in a class from year 12, and supplementary homeworks will be set to aid revision.

<https://www.savemyexams.co.uk/a-level/biology/> - if you missed a lesson or need to get some independent resources, there's lots of good material here.

<https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/> - if you want topic summaries and some premade revision resources to inspire your own.

What to do if you have a question or concern...

parentcontact@sandysecondaryschool.com

Mr Cuff aims to respond to queries within 24 hours.

Year 13 Chemistry – Autumn 1 – Information for Parents/Guardians

Key Information:

Students studying Chemistry will have eight hours of lessons per fortnight. This will normally be shared between two specialist chemistry teachers. It would be expected that they spent at least an equivalent amount of time on private study and home learning.

Homework:

Week A – Students will have a pack of activities focusing on knowledge consolidation and retrieval. This work will be peer/self-assessed and used to form a revision resource for the end of year/end of course.

Week B – students will have an examination question-based assignment that will be collected, marked and feedback provided. The questions will be taken from past examination papers and could include any topic covered to date.

Assessments:

Students will sit a test in week one or two, based on Year 12 work. This is to ensure that students are ready to start Chemistry in Year 13. The first set of mock examinations will be in the week beginning 21st November 2022, with a Parents/Guardians evening to discuss these results on Tuesday 13th December.

There will be an assessment every six weeks and a more formal cumulative assessment at the end of the term. All these assessments could include any topics previously covered.

Lesson expectations:

Students should ensure that they have a dedicated Chemistry folder, to file and organise their work and assessments. This folder should be brought to every lesson.

In addition, students already have a laboratory book to record all experimental work, which will form part of their practical assessment at the end of Year 13.

What are we studying?

In the first term we will be studying Physical and Organic chemistry topics.

Physical chemistry will include:

- Thermodynamics
- Acids and bases
- Electrode potentials and electrochemical cells
- Organic chemistry will include:
 - Carboxylic acids and derivatives

Specification

AQA AS and A Level Chemistry (7404, 7405)

[AS and A-level Chemistry Specification Specifications for first teaching in 2015 \(aqa.org.uk\)](https://www.aqa.org.uk)

Resources to support

We particularly recommend the chemguide website:

[chemguide: helping you to understand Chemistry - Main Menu](#)

A Level Chemistry data sheet:

[A-level Chemistry Specimen data booklet Chemistry \(A-level\)](#)

Past paper resources and mark schemes – for Year 13 you need the A level papers.

[AQA | AS and A-level | Chemistry | Assessment resources](#)

What to do if you have a question or concern...

Contact sixthform@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mr Levesley aims to respond to queries within 24 hours.

Year 13 Criminology Autumn (Term 1+2)

Key Information:

Year 13 students will have eight hours of Criminology per fortnight, supported by Mr P Waller, Curriculum Leader. This is the first year of A level, Level 3 and the principal focus will be Unit 3: **Crime Scene to Courtroom** and Unit 4: **Crime & Punishment**

Homework and Process of Formative Assessment:

Contributes toward building responsibility, self-discipline and lifelong learning habits. With this in mind, it is the intention of the department to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives and prior learning outcomes).

Week A: Theme centres upon knowledge organisation and the use of specialised Criminological terminology. This process shall accommodate students understanding of those 'Factual' AO1 assessment requirements of the future examination. This week shall also have a primary focus upon reading and literacy to reinforce new terminology.

Week B: On the alternate week, homework seeks to further address those 'Analysis and Evaluative' A02 assessment requirements, which invariably include a long question (worth 9 marks) with a research answer. Homework will be both peer and teacher-assessed.

Criminology works in line with the whole-school assessment and data retrieval cycle as part of reviewing of progress to achievement (3-week class marking cycle) to build upon the (quarterly) SIMs data cycle which serves to enable accuracy in WAG and TG's before the final assessment examinations.

Departmental Learning Expectations:

Expectations are always high. The Psychology and Criminology department are very proud to have not issued a corrective action procedure for behaviour since 2015. Students are invariably respectful, committed and highly engaged. Students also comply with high levels of self-organisation, independent reading, neatness and quality work submissions/presentations. Students are actively encouraged to debate, discuss, reason and empathise with those meaningful issues and topics.

Criminology A Level L3 Year 2 Core Curriculum:

The final second year focuses upon Unit's 3 and 4 Topics include:

- **U3 Crime Scene to Courtroom** – *Understand the process of criminal investigation and the process of prosecuting suspects. This unit is internally assessed under supervision.*
- **U4 Crime and Punishment** – *Understand the criminal justice system in England and Wales and understand the role of punishment in the criminal justice system. This unit is assessed externally by examination.*

Resources to Help and Support:

- <https://www.wjec.co.uk/media/21xjkr24/wjec-applied-diploma-in-criminology-spec-e-03-06-2020.pdf>
- <https://criminology.uk.net/>

Criminology:

In the event of a concern or question, please contact Mr PJ Waller using parentcontact@sandysecondaryschool.com

A Level Dance – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 and 13 students are taught together and will have eight hours of Dance a fortnight. There are two dance teachers in the department and your child may be taught by one or both members of staff. Dance is a practical and theoretical subject; therefore, students should always bring their kit and their theory folders.

Homework:

Students will be set written homework every two weeks. This will be a mix of short answer questions, research-based tasks or essays to be completed. Students are also expected to rehearse for one hour a week in addition to lessons and choreography sessions.

Assessments:

Week commencing 30th September Group (Year 13).

Week commencing 1st October Solos (Years 12 and 13).

Lesson expectations:

Students need to arrive to the lesson with correct kit (these should be plain black joggers, shorts and tights and T-shirts that cover the stomach). Students must bring their pencil case and folder into every lesson. Students are expected to dance in bare feet and will not be excused unless a note is provided for a medical condition.

Students should be on time for the lesson and in the studio warming up when the teacher arrives.

Water bottles will be needed every lesson.

Students are to email ahead to the class teacher if they are not going to be at a lesson as this could change the content of the lesson for that day.

What are we studying?

This term students will be focusing on developing performance skills for solo. Students will explore a range of practitioners and use independent research to develop a solo in the style of a chosen practitioner.

Students in Year 12 will start to learn the group performance piece while those in Year 13 will develop the performance skills for this further.

Year 13 will receive their choreography question and will be expected to start organising a group and rehearsal session for this. They will also be required to plan and prepare their dance before sessions start and have researched this in depth. Year 12 are expected to be in a minimum of one Year 13 choreography.

Students will also continue to learn and develop theory skills and will start learning the new set work Rooster as well as the Rambert Area of study.

Additional information

Students are encouraged to offer themselves as director and choreographers for the range of dance clubs offered at the school.

Students will be expected to complete additional hours of rehearsal outside of lesson time when needed in preparation for assessments and performances.

Students are encouraged to read around the subject using theatre and dance reviews. The Guardian newspaper have some really good online examples. Type in the name of the dance and the review should come up.

Resources to support:

<https://aleveldanceguides.wordpress.com/2020/05/13/example-post/> (Example essays and additional reading)

<https://www.rambert.org.uk/join-in/schools-colleges/resources-asa-level/>

<https://www.rambert.org.uk/about-us/our-history/>

<https://www.youtube.com/watch?v=0bTW8tPL6qY&list=PL4F3B261E734B7D91> (Rooster)

<https://www.youtube.com/watch?v=ExJkBsv8lY8> (Sutra Interview)

<https://vimeo.com/202670621> (Sutra Full Work)

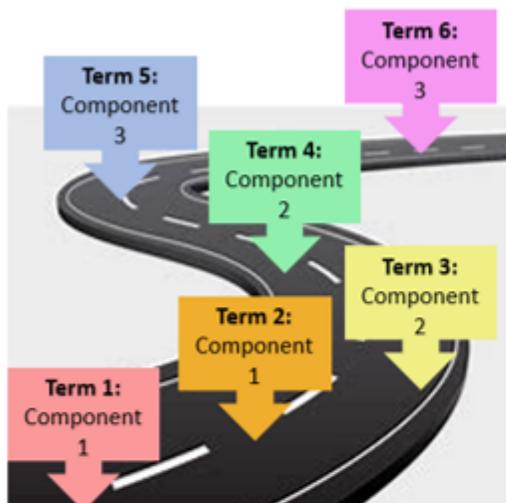
What to do if you have a question or concern...

Contact askdance@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Mosedale aims to respond to queries within 24 hours.



Year 13 Drama & Theatre Studies – Autumn 1 – Information for Parents



Useful resources to support your child:

- A Level Drama and Theatre Studies Specification: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/Specification%20and%20sample%20assessments/a-level_drama_spec.pdf
- A Level Drama and Theatre Practitioners Guide: <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/Practitioner-guide.pdf>
- Dr Faustus Plot Summary: <https://www.sparknotes.com/lit/doctorfaustus/summary/>

Key Information:

Pupils in Year 13 have 8 hours of Drama & Theatre Studies a fortnight.

Homework:

In Year 13, Drama & Theatre Studies students will be set one piece of homework a week. This will include but is not limited to:

Coursework	Research	Learning Lines	Additional Rehearsals
Character Development Exercises	Script Writing	Practise Exam Questions	

Assessment:

Pupils in Year 13 will complete practical baseline assessment at the start of the year in which they will perform their Component 2 monologue to an audience for the first time.

What are we studying:

In term 1, Year 13 pupils will explore the following:

Component 1: Pupils will begin creating their final devised performance in light of a chosen practitioner and key extract from 'The Crucible'. They will also draft question 1 and 2 of their coursework.

Component 2: Pupils will perform their Component 2 monologue to an audience twice. Once, at the start of the term and again before half term.

Component 3: We will also begin preparing for section C of the written exam by reading Dr Faustus by Christopher Marlowe.

What to do if you have a question or concern:

You can e-mail Mrs Quinn the Curriculum Leader parentcontact@sandysecondaryschool.com. We aim to address all e-mails within 24 hours.

Year 13 English – Autumn Term – Information for Parents/Guardians

Key Information:

Students will have eight hours of lessons per fortnight and are studying the AQA Specification A in English Literature. The texts we are studying are (students are expected to buy their own copy of each text listed below):

Paper 1: Love Through the Ages

- *Othello*, William Shakespeare
- *The Great Gatsby*, Fitzgerald
- Poetry Anthology: love poetry through the ages pre-1900 (provided)
- Unseen Poetry

Paper 2: Modern times: literature from 1945 to the modern day

- *Feminine Gospels*, Carol Ann Duffy
- *The Help*, Kathryn Stockett
- *A Streetcar Named Desire*, Tennessee Williams
- Unseen Prose

NEA (Coursework)

- *The Kite Runner*, Khaled Hosseini
- Student choice

Homework and Expectations:

Students are set one piece of homework a week via Google Classroom. Students are also expected to read their texts and literacy criticism on a weekly basis. This is assessed in lessons.

Assessments:

Year 13 students will be assessed regularly on examination-style essays.

The first formal assessment will take place at the end of September and will focus on *Feminine Gospels*.

Students must have a detailed completed plan of their coursework completed by half-term.

What are we studying this term?	
<p>NEA – Coursework Independent critical study: texts across time One extended essay and a bibliography</p> <p>Students will be working on the coursework plan in lessons with Mrs Bloor and are expected to read widely and complete research during this time.</p>	<p>Paper 2: Modern times: literature from 1945 to the modern day <i>Feminine Gospels</i>, Carol Ann Duffy Aspects of Modern times</p> <ul style="list-style-type: none"> • wars and the legacy of wars; • personal and social identity; • changing morality and social structures; • gender, class, race and ethnicity; • political upheaval and change; resistance and rebellion; • imperialism, • post-imperialism and nationalism; • engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.
<p>Resources to support: Specification: https://filestore.agq.org.uk/resources/english/specifications/AQA-7711-7712-SP-2015.PDF All other resources are available on Google Classroom.</p>	
<p>What to do if you have a question or concern... Contact askenglish@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com Miss Lally aims to respond to queries within 24 hours.</p>	

Year 13 Geography – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 13 students will have eight hours of Geography a fortnight. We follow the course of study set by Pearson Edexcel, which meets the A Level Content Advisory Board (ALCAB) for Geography.

Independent learning and Homework:

Students are expected to conduct at least the same number of hours learning independently as that of directed (classroom) study in order to be able to achieve their target grade. They should also expect to complete at least one piece of homework per week. Students are expected to develop their own timetable for independent learning in Year 13 and should be seeking extra-curricular challenges to supplement their geographic studies. Geography is a dynamic and complex topic that requires extra-curricular study in order to gain a full understanding of the topics being studied in the classroom.

Assessments:

Students can expect to have regular, in-class, verbal feedback along with formal written feedback on any examination-style questions set for homework and assessments. Students are expected to reflect deeply about their progress and, with the support of their teacher, identify targets and strategies to improve their work. Students will be expected to submit the first draft of their NEA by October half term.

Lesson expectations:

All students are expected to be fully equipped and have the items out on their desk, ready for the lessons. Students should, at the very minimum, have two pens, a pencil, an eraser, a full set of coloured highlighters, a glue stick and a calculator. Many students are expected to make notes using the Cornell method.

What are we studying?

At the start of Year 13, students will be spending two of their eight lessons completing the NEA report that they started at the end of Year 12. However, they will also still need to be working on this in their own time.

The remainder of their lesson time will be directed study. We start by looking at Physical Systems and Processes, which include both water and carbon cycles.

We will be learning about the following questions for the first half term:

Enquiry 1: What are the processes operating within the hydrological cycle from global to local scale?

Enquiry 2: What factors influence the hydrological system over short- and long-term timescales?

Enquiry 3: How does water insecurity occur and why is it becoming such a global issue for the 21st Century?

Resources to support:

Students are expected to be familiar and up to date with current affairs. They should review the BBC News homepage daily, as a minimum, and draw links with key geographic ideas they will study throughout.

Detailed course resources can be found here <https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/>

What to do if you have a question or concern...

Contact askgeography@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Ms Saunders aims to respond to queries within 48 hours.

Year 13 Health and Social Care – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 13 students will have eight hours of Health and Social Care per fortnight. The class is split between two teachers.

Homework:

Homework is set weekly and is based on revision tasks or examination practice. This will be in preparation for the Unit 2 Working in Health and Social Care examination unit in January 2023.

There will also be research in preparation for their coursework unit, Unit 10 Sociological Perspectives. This will include looking at local provision of Health & Social Care services and will need to base their coursework on a local healthcare setting (such as Sandy Health Centre).

All students will be expected to complete Unit 2 and Unit 10 homework tasks.

If students have elected to complete Unit 7 Principles of Safe Practice in H&SC, homework will be ongoing, with interim deadlines to complete the assignment by the end of September coursework deadline.

Assessments:

There will be a baseline assessment at the beginning of the course to gauge student retention of key content covered in Year 12 (as delivery of Unit 2 started here). There will also be interim examination practice in lessons that will be teacher, peer or self-assessed.

Lesson expectations:

We expect that students come to lessons fully equipped, especially with coloured pens/pencils/highlighters to help with colour-coding key theories and identifying key terms clearly. We would also expect students to recall these terms fluently, which homework tasks and additional resources such as topic knowledge organisers, personalised learning checklists and glossaries can and should support students (found on Edulink).

We will also be examining some challenging examples of poor working practices that have led to abuse or neglect of H&SC service users. These topics can be upsetting, and whilst we know our students will manage this with maturity and sensitivity, if students are uneasy or distressed by these topics, please encourage them to talk to a member of the Social Sciences or Sixth Form team.

What are we studying?

Students will be working towards their Unit 2 Working in H&SC examined unit. There will be a mock examination of this in the Year 13 mock series in Autumn Term 2 (November), and a final module examination in January 2023 which will count towards their overall grade. Students started this unit during the summer term of year 12, therefore, we will be:

- Recapping roles and responsibilities of different H&SC professionals
- Specific responsibilities including data governance, promoting and enabling independence, care planning, upholding the rights and dignity of service users, ensuring safety and anti-discriminatory practices, accountability to professional bodies such as BASW/NMC/GMC
- Multidisciplinary practices
- Monitoring the work of H&SC professionals including performance management, whistleblowing and CPD
- Roles and responsibilities of organisations in the H&SC sector, including inspectorate bodies such as the CQC, Ofsted, NICE, upholding national occupational standards and how they can represent the views of service users
- Examination of poor working practices with examples such as Mid Staffordshire NHS Trust, Winterborne View and child protection cases (Baby P and Victoria Climbe).

In addition, students will be working towards their Unit 10 Sociological Perspectives coursework. They will be examining explanations for patterns in Health and Social Care, using sociological theories and applying this to our local demographic and H&SC settings and services (such as the local GP surgery and wellbeing groups that run in the area).

Students who have elected to complete Unit 7 Principles of Safe Practice in H&SC will be working towards completing this unit of coursework. They will need to continue to work on their coursework report Task 2, which will look at legislations and policies regarding health and safety to ensure safe working practices in the designated case study of Lizzy D. The deadline for this coursework is at the end of September.

Resources to support:

Awarding body specification:

Alan's lessons on YouTube (for both Units 2 and 5).

Electronic copies of the Unit 2 revision guide are available on Edulink and the MSTEAMS classroom

Tutor2U Health and Social Care: www.tutor2u.net/hsc/reference

Supporting resources for Unit 7 are available on MS TEAMS/Google Classroom (as we transition from one platform to another).

For Unit 10 we would also recommend that students research their local GP surgery and the varying services they provide, and where possible collect leaflets/photos of noticeboards from the surgeries to support their Unit 10 coursework.

What to do if you have a question or concern...

Contact asksocialsciences@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Chinn, Curriculum Leader.

The Social Science team aims to respond to queries within 48 hours.

Year 13 History – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 13 students will have eight hours History a fortnight.

During the year students will study two areas of the A level course. These comprise of Coursework – this focuses on writing 4,000-word essay about interpretations about the nature of the Russian Revolution of Oct 1917.

Lessons will focus on:

- Russian society and the rule of Tsar Nicholas II
- The Revolution of February 1917 and the period of Dual Power
- Factors leading to the Bolshevik Revolution of Oct 1917
- Historical interpretations of the revolution.
- Key skills in citation and writing coursework.

Paper 3 Tudor Rebellions 1485-1603:

- Focus on challenge and rebellions across the Tudor dynasty 1485-1603.
- Social and political change structure of Tudor society.
- Relations between the Crown, Church, and Parliament.
- Governance and relations with the localities.

Homework:

Students will be set a formal piece of written homework every week for the Tudor section of the course. In addition to this, they will be required to complete further independent research to develop knowledge and understanding of the Russian Revolution 1917 to complete their coursework. All homework will be placed on EduLink.

Assessments:

At the beginning of Year 13 all students will have a written assessment, based on their study of Margaret Thatcher, which will take place in the first half term.

Students will regularly receive assessments throughout the year this will be in the form of essay based on Past Paper questions and mock examinations in preparation for their external examinations.

Lesson expectations:

All students are expected to have their lever arch folder containing their notes and any additional reading materials as directed. Students are required to attend all lessons and be punctual.

What are we studying this half- term

We will begin the term completing the work on interpretations of Margaret Thatcher and her impact on Britain.

Students will study Russian society, the factors leading to the Revolutions of 1917 and the consequences.

Resources to support Year 13 course:

Numerous articles and books are available in the department to support the study of Russian and Coursework.

Early Tudors Textbooks – SHP *the Early Tudors Rogerson, Ellsmore & Hudson*

Elizabeth – SHP Elizabeth I, Mervyn

Tudor Rebellions - *Rebellions & Disorder under the Tudors 1484-1603 Alison Gundy Pearson.*

What to do if you have a question or concern...

Contact askhistory@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Year 13 Maths – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 13 students will have eight hours of Maths per fortnight. They will have two teachers, focusing on Pure Mathematics for the first half term.

Homework:

Week A/B – Students will be expected to do one hour of independent learning for every hour in the classroom. This work will consist of practice questions, revision, extra reading and examination questions on topics covered in class.

Assessments:

At the beginning of Year 13 all students will have baseline assessment on topics covered in Year 12. Students may wish to go back over topics just before we come back in September to help them to achieve their best. This will give them a firm start to Year 13.

Students will regularly receive verbal feedback from their teacher.

There will be other formal assessments throughout the year which students will be made aware of, as well as end of unit tests for each topic covered.

Lesson expectations:

All students are expected to bring all the items with them that they may need for the lesson, as well as being ready to learn each lesson.

Pure Maths - What are we studying?

- Algebraic Methods including proof by contradiction, algebraic fractions and partial fractions.
- Functions and graphs including the modulus function, functions and mappings, composite functions, inverse functions and combining transformations.
- Sequences and series including arithmetic and geometric sequences and series, the sum to infinity, sigma notation and recurrence relations
- Binomial expansion including expanding brackets and using partial fractions.
- Radians including radian measure, arc length and area of sectors and segments
- Trigonometric functions including secant, cosecant and cotangent, graphs of these functions and using these functions.

Resources to support:

<https://www.pearsonactivelearn.com>

<https://www.drfrostmaths.com>

What to do if you have a question or concern...

Contact dbutler@sandysecondaryschool.com or ABurnett@sandyupper.net

We aim to respond to queries within 24 hours.

Year 12 & 13 Music (Autumn Term 1) - Information for Parents/Guardians

Key Information:

Year 12 and 13 students will receive four hours of music lessons per week. Students will be studying the RSL Level 3 Subsidiary Diploma for Music Practitioners. Work completed in music lessons focuses on the units being studied for the qualification. This year, it includes 349 Planning for a Career in Music, 365 Auditioning for Music, 389 Music Promotion and Event Management and 358 Music Rehearsal Skills. It is recommended that students take instrumental lessons, if this is an option financially. Instrument lessons can take place weekly during the school day. Finally, Sixth Form Music students are expected to participate in at least one extra-curricular music enrichment per week.

Homework:

Weekly homework will be set for RSL Level 3 Music. Students will be expected to be rehearsing on their instrument multiple times per week. In addition to this, students will be set internal assessment and coursework for homework on a weekly ongoing basis. Homework will be set via Google Classroom and Edulink. Students are encouraged to sign up to practice at breaks, lunchtimes and after school in the Music practice rooms, particularly ahead of assessed performances.

Assessments:

There will be three formal assessments for music students across the year. Each unit will be formally assessed at least once, with the opportunity for a resubmission given to improve. In addition, all internal unit submissions will be summatively assessed with feedback provided. Students should use the feedback provided to improve their work accordingly for resubmission. Students will be given individual, written feedback after each assessment. Students will also receive verbal feedback in all lessons.

Lesson expectations:

All students are expected to line up and enter the room in silence, ready to begin the lesson. Students are expected to come prepared for lessons with equipment, books and resources they may need.

What are we studying?

RSL Level 3 students will be studying Unit 349 Planning for a Career in Music in September. This will involve analysing their suitability to two music industry careers. Alongside this, students will be developing their skills on their instrument and improving their instrumental competency through dedicated rehearsal, in preparation for Unit 365 Auditioning for Music.

Resources to support:

<https://www.rslawards.com/vocational/music-practitioners/>

<https://www.soundtrap.com/edu/>

<https://portal.focusonsound.com/>

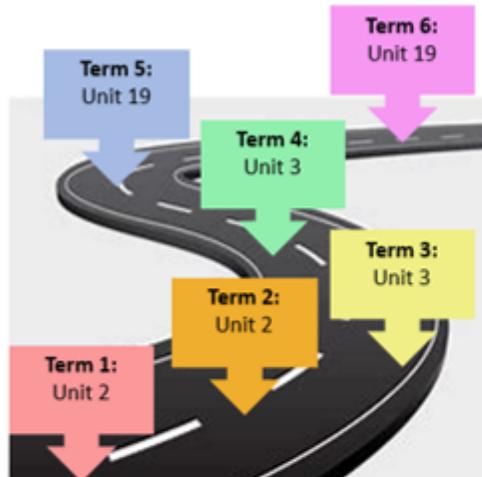
What to do if you have a question or concern...

Contact parentcontact@sandysecondaryschool.com

Mr Mullaly or Mr Perry aim to respond to queries within 24 hours.



BTEC Level 3 Performing Arts – Autumn 1 – Information for Parents



Useful resources to support your child:

- BTEC Level 3 Foundation in Performing Arts Specification:
https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938355_BTEC_Nat_FDip_PA_Spec_Iss2C.pdf
- 12 Top Tips to Help Learn Lines:
<https://dramaresource.com/12-tips-for-learning-lines/>
- Introduction to Acting vocabulary:
<https://www.youtube.com/watch?v=gZK41ykOsls>

Key Information:

Pupils studying BTEC Level 3 Performing Arts will have 8 hours of lessons a fortnight.

Homework:

Year 12 and 13 BTEC Performing Arts students will be set one piece of homework a week. This will include but is not limited to:

Coursework	Research	Learning Lines	Additional Rehearsals
Character Development Exercises	Script Writing	Exam Preparation	

Assessment:

All pupils in Year 12 and 13 BTEC Performing Arts will complete a baseline practical assessment in which they will be assessed on their performance in a whole class workshop.

What are we studying:

In term 1 we will be beginning Unit 2: Developing Skill and Techniques.

In this unit pupils must complete the following tasks:

1. Prepare a 15-minute interactive presentation on the role of an actor/performer to be presented before Christmas.
2. Participate in workshop to develop their acting skills and technique.
3. Begin preparing an extract from a piece of professional repertoire to perform as part of their final practical exam (before Christmas).
4. Review the development of their skills and techniques: skills audits, [log books](#) etc.

What to do if you have a question or concern:

You can e-mail Mrs Quinn the Curriculum Leader parentcontact@sandysecondaryschool.com. We aim to address all e-mails within 24 hours.

Year 13 Philosophy, Religion and Ethics – Autumn Term – Information for Parents/Guardians

Key Information:

Students will have eight hours of lessons per fortnight, studying the OCR Religious Studies A Level. The three papers are: Philosophy of Religion, Religious Ethics and Development of Christian Thought.

Homework:

Students are set one piece of homework a week and are also expected to read from the recommended reading lists every week and to complete the reading record log. This will be checked by teachers on a fortnightly basis.

Assessments:

Year 13 students will be assessed regularly on examination-style essays. Mocks will take place during the week commencing 21st November, when students will be assessed on all Paper 1 and Paper 2.

Lesson expectations:

All students are expected to read additional materials, spend an hour working for every hour of lessons they have.

What are we studying?

We will begin in September with the unit conscience followed by meta-ethics to complete our study of the Religious Ethics topics.

- Aquinas' theological approach details of this approach, including:
 - ratio (reason placed in every person as a result of being created in the image of God)
 - synderesis (inner principle directing a person towards good and away from evil)
 - conscientia (a person's reason making moral judgements).
 - vincible ignorance (lack of knowledge for which a person is responsible)
 - invincible ignorance (lack of knowledge for which a person is not responsible)
- Freud's psychological approach details of this approach, including:
 - psychosexual development (early childhood awareness of libido)
 - id (instinctive impulses that seek satisfaction in pleasure)
 - ego (mediates between the id and the demands of social interaction)
 - super-ego (contradicts the id and working on internalised ideals from Parents/Guardians and society tries to make the ego behave morally)

- comparison between Aquinas and Freud:
 - on the concept of guilt
 - on the presence or absence of God within the workings of the conscience and super-ego
 - on the process of moral decision-making
- whether conscience is linked to, or separate from, reason and the unconscious mind
- whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education

Resources to support:

Specification: <https://www.ocr.org.uk/images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf>

Contextual references

For reference, the ideas of Plato and Aristotle listed above can be found in:

- Aquinas, Summa Theologica I–I 79
- Freud, S. The Ego and the Id

Suggested scholarly views, academic approaches and sources of wisdom and authority

- Fromm, E. (1947) Man for Himself: An Inquiry into the Psychology of Ethics London: Routledge, IV.2
- Internet Encyclopaedia of Philosophy, Sigmund Freud, <http://www.iep.utm.edu/freud/>
- Strohm, P. (2011) Conscience: A Very Short Introduction, Oxford University Press, Chapters 1 and 3

What to do if you have a question or concern...

Contact askphilosophy@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Lally aims to respond to queries within 24 hours.

A Level Photography – Information for Parents/Guardians

Key Information:

Year 12 and 13 students will have eight hours of Photography per fortnight.

The Art department has plenty of additional space and students in Years 12 and 13 are encouraged to utilise these areas to work on their coursework during any free periods.

Useful guidebooks/supporting documents created to support students in the course, will be available to classes by teachers via EduLink.

Course information:

The examination board we use is Pearson Edexcel, with the title of the course being Art and Design: Fine Art.

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

The course is 60% coursework and 40% examination work.

Scheme of Work:

Coursework will be presented into sketchbooks as projects, but students will also create work outside of their sketchbooks. Each project will explore a theme set at the start and include a variety of artists, some chosen by the student in areas of interest. Students will explore techniques and processes using a DSLR camera and editing software (Photoshop). There will also be an opportunity for students to use the school's dark room. Towards the end of each project students will be expected to start creating their own work inspired by and incorporating what they have learnt so far in the course. As a result, they will produce a final outcome, which will be separate from their sketchbook. During the coursework component students will complete a personal study extended writing piece where they will explore a question of their choosing in detail. Students are expected to see artist's work first-hand to support with this unit of work.

Homework:

Students will be expected to complete five hours of homework per week. This will be identified on EduLink when set.

Homeworks could include, but is not limited to, practical tasks, artist research, analysing an art piece, presenting work into their sketchbooks, evaluating the work they have created and taking first-hand photos.

Assessments:

At the beginning of Year 12 all students will have a practical baseline task and analysis activity to complete, there is no revision or learning that students need to complete this assessment. Students will have a lesson and a half on this assessment.

Students will regularly receive verbal feedback live marking from their teacher.

Students will be formally assessed each half term.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Lesson expectations:

All students are expected to have their sketchbook and materials for each Photography lesson. Students may be asked to bring their cameras into lessons. When this is the case, they will be informed in lesson and reminded via Edulink.

Useful Websites:

<https://www.bbc.co.uk/bitesize/>

(This website is also available as a revision book to purchase)

<https://www.studentartguide.com/>

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

<https://www.tate.org.uk/>

<https://expertphotography.com/articles/>

<https://photographylife.com/learn-photography>

What to do if you have a question or concern...

Contact askart@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Hart aims to respond to queries within 24 hours.

A Level Physical Education – Information for Parents/Guardians

Key Information:

Year 12 and 13 students will have eight hours of PE per fortnight. Typically, these are all theory-based with students being encouraged to organise their practical footage through their teams/clubs outside of school. Intervention will take place weekly from January 2023 – this is predominantly to provide support for those students in Year 13, but those in Year 12 are also welcome to attend.

Course information:

Exam board – AQA

70% - Examination content (split across two papers – 35% each paper)

30% Practical examination and Coursework

Specification can be found below

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

Scheme of Work:

During Year 12 students will be taught content from Paper 1 – Factors Affecting Participation in Physical Activity and Sport. This paper includes Applied Anatomy and Physiology, Skill Acquisition and Sport and the Society.

During Year 13 students will be taught content from Paper 2 – Factors Affecting Optimal Performance in Physical Activity and Sport. This paper includes Exercise Physiology and Biomechanics, Sport Psychology and Sport and Technology in Sport.

Homework:

Homework will be set regularly throughout A Level PE to help extend the understanding of the current topic within our students. This could include, but is not limited to, a variety of examination questions, longer answer essay questions or sub-sections of coursework.

Students are also encouraged to regularly film their performance in their sport they are wanting to demonstrate in their practical examination.

The greater volume of evidence the student can provide, the better justification of a good grade can be given.

Assessments:

Throughout Years 12 and 13 students will sit a mid-topic test, and an end of topic test. The mid-topic test is typically a 60 minute, in-class test, based on information delivered on that topic alone, whereas the end of topic test will be cumulative, questioning students on content from that topic, as well as previous topics studied.

Coursework will be completed both inside and outside of the classroom. Teachers will provide descriptions, explanations, planning resources and time for students to effectively complete this coursework. Each student will have a first draft hand-in where formative feedback is given to help improve their grade before a final summative mark is awarded. Coursework is completed on a computer – students without access to a computer can attend intervention sessions to type up their final piece. Students will also be assessed practically in one sport of their choice.

Combined with coursework, students will be awarded a raw mark out of 90 which will contribute to 30% of their final grade.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

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

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

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

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

Lesson expectations:

Students should arrive on time with the correct workbook for that particular teacher/topic.

Useful Websites:

<https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/changes-for-2022>

What to do if you have a question or concern...

Contact askpe@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mr Fuller, Mrs Funge or any member of the PE department aims to respond to queries within 24 hours.

Year 13 Physics– Autumn 1 – Information for Parents/Guardians

Key Information:

Students studying Physics will have eight hours of lessons per fortnight. It would be expected that they spent at least an equivalent amount of time on private study and home learning.

Homework:

Week A – students will have a pack of activities focusing on knowledge consolidation and retrieval. This work will be peer/self-assessed and used to form a revision resource for the end of year/end of course.

Week B – students will have an examination paper to complete that will be collected, marked and feedback provided. The questions will be taken from past examination papers and could include any topic covered to date.

Assessments:

Students will sit a baseline test in week four. This could include any course content from Year 12.

There will be a topic assessment at the end of each unit to check understanding.

The first set of mock examinations will be in week beginning 21st November 2022, with a Parents/Guardians evening to discuss these results on Tuesday 13th December.

Lesson expectations:

Students should ensure that they have a dedicated Physics folder, to file and organise their work and assessments. This folder should be brought to every lesson.

In addition, students are given a laboratory book to record all experimental work, which will form part of their practical assessment at the end of Year 13.

What are we studying?

- **Circular Motion**
- **Simple Harmonic Motion**
- **Magnetic and Electric Fields**
- **capacitors**

Specification

AQA AS and A Level Physics (7407, 7408)

[AS and A-level Physics Specification Specifications for first teaching in 2015 \(aqa.org.uk\)](https://www.aqa.org.uk/subjects/physics/a-level/7407-7408)

Resources to support:

[Physics revision | GCSE and A Level Physics Revision | Cyberphysics, the revision website](#)

A Level Physics data sheet [Insert \(A-level\) : data and formulae \(aqa.org.uk\)](#)

[A Level Physics Online](#)

Past paper resources and mark schemes

[AQA A-Level Physics Past Papers | Exam Mark Scheme & Answers \(alevelphysics.co.uk\)](#)[AQA A Level Physics Past Papers | Mark Schemes | AQA Revision \(mathsmadeeasy.co.uk\)](#)

What to do if you have a question or concern...

Contact sixthform@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mrs Hinson aims to respond to queries within 24 hours.

Year 13 Psychology Autumn (Term1+2)

Key Information:

Year 13 students will have eight hours of Psychology per fortnight, supported by Curriculum Leader, Mr P Waller. This is the second and final year of A level, with the principal focus on Paper 3: **Issues and Options in Psychology**

Homework and Process of Formative Assessment:

Contributes toward building responsibility, self-discipline and lifelong learning habits. With this in mind, it is the department's intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives (and prior learning outcomes).

Week A: Theme centres upon knowledge organisation and the use of specialised psychological terminology. This process shall accommodate students understanding of those 'Factual' AO1 assessment requirements of the future examination. This week shall also have a primary focus upon reading and literacy to reinforce new terminology.

Week B: On the alternate week, homework seeks to further address those 'Analysis and Evaluative' A02 assessment requirements, which invariably include a long question (worth 9 marks) with a research answer. Homework will be both peer and teacher-assessed.

Psychology works toward the school assessment and data retrieval cycle as part of reviewing of progress to achievement (3-week class marking cycle) to build upon the (quarterly) SIMs data cycle which serves to enable accuracy in WAG & TG's before the final assessment examinations.

Departmental Learning Expectations:

Expectations are always high. The Psychology and Criminology department are proud that we have not issued a corrective action procedure for behaviour since 2015. Students are invariably respectful, committed and highly engaged. Students also comply with high levels of self-organisation, independent reading, neatness and quality work submissions/presentations. Students are actively encouraged to debate, discuss, reason and empathise with those meaningful issues and topics.

Psychology A Level Year 1 Core Curriculum:

The second and final year focuses upon Paper 3: Issues and Options in Psychology. Topics, plus possible discussion questions, include:

- **Schizophrenia** - Understanding mental processes and behaviour
- **Research Methods** - Experimental design, descriptive and inferential statistics
- **Biological Neuroscience** - Bodily rhythms, brain and central nervous system
- **Cognitive Developmental** - Piaget-Vygotsky theories of cognitive development – mirror neurons
- **Forensic Psychology** - Psychological and biological explanations of criminal behaviour-profiling

Resources to Help and Support:

- <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/issues-and-options-in-psychology>
- <https://filestore.aqa.org.uk/resources/psychology/AQA-71823C2A-SOW-SCHIZOPHRENIA.PDF>
- <https://filestore.aqa.org.uk/resources/psychology/AQA-71823B1C-SOW-COG-AND-DEVELOPMENT.PDF>
- <https://filestore.aqa.org.uk/resources/psychology/AQA-71823D3B-SOW-FORENSIC.PDF>

Psychology GCSE Year 2 Core Curriculum:

In the event of a concern or question, please contact Mr PJ Waller, using parentcontact@sandysecondaryschool.com.

Year 13 Sociology – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 13 students will have eight hours of Sociology per fortnight.

Homework:

Homework is set weekly and is based on revision tasks or examination practice. We strongly recommend that students also use their study periods to make revision resources that can be used later in the year and to recap Year 12 topics.

Assessments:

There will be continued interim examination practice in lessons that will be teacher, peer or self-assessed.

Lesson expectations:

We expect students to come fully equipped, especially with coloured pens/pencils/highlighters to help with colour-coding key theories and identifying key terms clearly. We would also expect students to recall these terms fluently, which homework tasks and additional resources such as topic knowledge organisers, personalised learning checklists and glossaries can and should support students (found on Edulink). We would also expect students to be aware of current affairs so encourage students to keep up to date with issues that are happening in the news, as these can be used as examples when discussing sociological theories or concepts.

What are we studying?

Students will be working towards Paper 3: Crime and Deviance with Theories and Methods which will be assessed in the Autumn Term 2 mock exam period (November).

They will be:

- Recapping “Is Sociology a Science?” and “Can and Should Sociology be Value Free” which was set over the summer holidays
- Theories of crime: Functionalist, Subcultural, Structural and Neo Marxist, Realism, Postmodernism and Post-structuralism
- Globalisation, Green and State crimes
- Functions of punishment and methods of social control
- Positivist and critical victimology
- Social distribution of crime and victimisation in relation to gender, ethnicity, age and social class

Resources to support:

Tutor2U A Level Sociology: <https://www.tutor2u.net/sociology/reference>

What to do if you have a question or concern...

Contact asksocialsciences@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Chinn, Curriculum Leader.

The Social Science team aims to respond to queries within 48 hours.