



2022 - 2023

Curriculum Overview Year 13



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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: Design & Technology

Year Groups 12 & 13

Intent:

Year 12 students focus on skill building and building confidence from the skills they learnt in Year 10 and 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 department
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: 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: Art and Design

Year Group: A-Level 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 student's 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 KS3 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 KS5. 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 Groups: 12 & 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 from

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 the 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 to 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 of 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 & 13

Intent:

The curriculum at KS5 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:

KS5 music students receive 4 hours per week of specialist music teaching. Much of the work carried out in KS5 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 KS5. 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. KS5 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: Psychology A-Level

Year Groups: 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 KS5 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 & Honour) How is crime detected & 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: English

Year Group: 13

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 KS3 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 KS5: 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 tasks.

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.

The emphasis in Year 13 is on writing skills and ensuring that students are provided with regular feedback to ensure that writing is academic and considers a range of critical interpretations.

Year 13 will be taught in 8 x 60-minute lessons per fortnight. Classes are small, allowing an informal tutorial-style environment. English lessons are very collaborative, with students able to discuss and test their ideas. An essay and a piece of independent study are set each fortnight. The course will involve additional reading which stretches the curriculum content and expands a student's appreciation of literature.

Impact:

High expectations across the department are reflected in student work. Book Looks 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 our 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 & articles and communicating with others is key to getting funding for projects and reaching people with your work.

Subject: Applied Science

Year Group: 13

Intent:

The second year of applied science further develops research and report writing skills. The theory learned in year 1 now informs the practical work undertaken in year 2.

Implementation:

There are 2 units studied in Year 13. Unit 3 focuses on investigative skills and how these can be applied to 5 different topics. Analytical skills are further advanced and statistical methods employed to validate conclusions.

A second research unit is undertaken in year 2 and looks at either diseases or molecules used in the body.

Impact:

Unit 3 is taught and studied before the formal external exam in January.

The second optional unit is completed from January – May.

Students who want to complete the 1.5 A-Level option complete the last parts of unit 4 from January – May.

Subject: A Level Biology

Year Group: 13

Intent:

The Year 13 A-Level biology course seeks to build upon the Year 12 content and introduces some of the more challenging concepts and processes, such as photosynthesis and respiration, and DNA technology.

Students will continue to develop their understanding of biological processes and will be presented with opportunities to further develop teamwork, communication and problem solving.

The concepts studied will require students to identify links between different biological processes and use their understanding of the basic building blocks of biology to further their knowledge and understanding of these more complex areas.

The course seeks to embed the practical skills learned in Year 12 and build upon them so that students leave Year 13 with a good grasp of some of the fundamental practical skills required in biological laboratories, or indeed, the problem solving and planning capabilities for further study or employment in an unrelated field.

Implementation:

The Year 13 course is split into discrete topics:

Photosynthesis and Respiration

Life depends on continuous transfers of energy. In photosynthesis, light is absorbed by chlorophyll, and this is linked to the production of ATP. In respiration, various substances are used as respiratory substrates. The hydrolysis of these respiratory substrates is linked to the production of ATP. In both respiration and photosynthesis, ATP production occurs when protons diffuse down an electrochemical gradient through molecules of the enzyme ATP synthase, embedded in the membranes of cellular organelles. The process of photosynthesis is common in all photoautotrophic organisms and the process of respiration is common in all organisms, providing indirect evidence for evolution. This topic covers both processes in detail and requires students to be able to describe the pathways so they can explain what happens when one of them is not functioning correctly.

Energy Transfers and Nutrient Cycles

In communities, the biological molecules produced by photosynthesis are consumed by other organisms, including animals, bacteria and fungi. Some of these are used as respiratory substrates by these consumers. Photosynthesis and respiration are not 100% efficient. The transfer of biomass and its stored chemical energy in a community from one organism to a consumer is also not 100% efficient. From this topic students will be able to describe the impacts that organisms have on their environment, and further describe the balance that ecosystems live in.

Stimuli and Response

A stimulus is a change in the internal or external environment. A receptor detects a stimulus. A coordinator formulates a suitable response to a stimulus. An effector produces a response. Receptors are specific to one type of stimulus. This topic gives students an understanding of how we detect the world around us, and how different stimuli cause different responses in different organs.

Nervous Coordination

Nerve cells pass electrical impulses along their length. A nerve impulse is specific to a target cell only because it releases a chemical messenger directly onto it, producing a response that is usually rapid, short-lived, and localised. This topic allows students to explain how the body communicates internally, sending information via nerves to perform different tasks.

Homeostasis

In contrast with nervous coordination, mammalian hormones stimulate their target cells via the blood system. They are specific to the tertiary structure of receptors on their target cells and produce responses that are usually slow, long-lasting, and widespread. This topic covers the ways that the body maintains internal balance and ensures no one factor is too high or too low.

Genetics

The individuals of a species share the same genes but (usually) different combinations of alleles of these genes. An individual inherits alleles from their parent or parents. This topic gives students a base knowledge of the terminology and concepts of inheritance that are then built upon in subsequent topics.

Populations and Evolution

The theory of evolution underpins modern biology. All new species arise from an existing species. This results in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry can explain the similarities between all living organisms, such as common chemistry (e.g., all proteins made from the same 20 or so amino acids), physiological pathways (e.g., anaerobic respiration), cell structure, DNA as the genetic material and a 'universal' genetic code. A species exists as one or more populations. There is variation in the phenotypes of organisms in a population, due to genetic and environmental factors. Two forces affect genetic variation in populations: genetic drift and natural selection, this topic allows students to explain both concepts.

Populations in Ecosystems

Populations of different species live in communities. Competition occurs within and between these populations for the means of survival. Within a single community, one population is affected by other populations, the biotic factors, in its environment. Populations within communities are also affected by, and in turn affect, the abiotic (physicochemical) factors in an ecosystem. This topic studies the nature of organisms and their place within their environment.

Mutations and Gene Expressions

Cells can control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same coded genetic information, they translate only part of it. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. There are many factors that control the expression of genes and, thus, the phenotype of organisms. Some are external, environmental factors, others are internal factors. The expression of genes is not as simple as once thought, with epigenetic regulation of transcription being increasingly recognised as important.

Genome Projects and Gene Technologies

Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. This has many medical and technological applications. Consideration of cellular control mechanisms underpins the content of this section. Students who have studied it should develop an understanding of the ways in which organisms and cells control their activities.

Throughout Year 13, students formally complete 6 prescribed experiments as part of their Common Practical Assessment Criteria endorsement.

1. Use of chromatography to investigate the pigments isolated from leaves of different plants, e.g., leaves from shade-tolerant and shade-intolerant plants or leaves of different colours
2. Investigation into the effect of a named factor on the rate of dehydrogenase activity in extracts of chloroplasts
3. Investigation into the effect of a named variable on the rate of respiration of cultures of single-celled organisms
4. Investigation into the effect of an environmental variable on the movement of an animal using either a choice chamber or a maze
5. Production of a dilution series of a glucose solution and use of colorimetric techniques to produce a calibration curve with which to identify the concentration of glucose in an unknown 'urine' sample
6. Investigation into the effect of a named environmental factor on the distribution of a given species

Impact:

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

Throughout the year there will be 10 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. Two of these cumulative assessments will be in the form of the mock examinations in November and March.

In addition to normal homework activities, students will complete 1 exam paper per week according to a published schedule. This allows students to consolidate understanding, practice knowledge retrieval from Year 12, and develop independence.

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

Subject: Chemistry

Year Group:13

Intent:

Year 13 Chemistry further develops research, [problem solving](#) and analytical skills. You will use logic and step-by-step reasoning developed in Year 12. Many of the activities in chemistry will help develop [teamwork](#) and [communication skills](#).

The Year 13 course builds on all of the basic concepts and moves to develop a deeper understanding and interest in chemistry. The course will require your ability to link information from one area of chemistry with another. We will further develop the concepts of physical chemistry, organic chemistry and inorganic chemistry and explore how these are interlinked.

Implementation:

The course will be divided into three sections:

Physical chemistry which will cover Thermodynamics, Rate equations, Equilibrium constant K_p for homogeneous systems, Electrode potentials and electrochemical cells and Acids and bases. These topics will have a significant mathematical content and can be applied to both organic and inorganic chemistry.

Organic chemistry which will cover Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, Organic synthesis, Nuclear magnetic resonance spectroscopy and Chromatography.

Inorganic chemistry which will cover Properties of Period 3 elements and their oxides, Transition metals and Reactions of ions in aqueous solution.

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 links 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 mock exams based on past A level Chemistry papers based on all the chemistry covered in Year 12 and 13.

Individual topic tests will not be used as we want to encourage you to see and understand the links 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: 13

Intent:

Our Year 13 A Level physics course seeks to build upon the Year 12 content and introduces some of the more challenging concepts and mathematical skills, including logarithms and exponential relationships.

Students will continue to develop their logic and reasoning skills and will be presented with opportunities to further develop teamwork, communication and problem solving.

The concepts studied will require students to identify the links between different strands of Physics and use first principles to solve complex problems. Students are tasked with applying their knowledge in unfamiliar contexts to further consolidate their knowledge

The course will seek to embed the practical skills introduced in year 12, so that students complete their A level studies with a practical endorsement pass and the necessary strategies to operate in a laboratory setting – whether in higher education or employment.

Implementation:

The Year 13 course is split into discrete topics:

Further mechanics and thermal physics

The earlier study of mechanics is further advanced through a consideration of circular motion and simple harmonic motion (the harmonic oscillator). A further section allows the thermal properties of materials, the properties and nature of ideal gases, and the molecular kinetic theory to be studied in depth.

Fields

The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this unification. Many ideas from mechanics and electricity from earlier in the course support this and are further developed. Practical applications considered include planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors, and electromagnetic induction. These topics have considerable impact on modern society.

Nuclear physics

This section builds on the work of Particles and radiation to link the properties of the nucleus to the production of nuclear power through the characteristics of the nucleus, the properties of unstable nuclei, and the link between energy and mass. This will lead to an awareness of the physics that underpins nuclear energy production and of the impact that it can have on society.

Plus, one optional unit usually **Astrophysics**.

Fundamental physical principles are applied to the study and interpretation of the Universe. Studying this topic students gain deeper insight into the behaviour of objects at great distances from Earth and discover the ways in which information from these objects can be gathered. The underlying physical principles of the devices used are covered and some indication is given of the added information gained using radio astronomy. The discovery of exoplanets is an example of the way in which latest information is gained by astronomers

Throughout Year 13, students formally complete an additional 6 prescribed experiments as part of their Common Practical Assessment Criteria endorsement.

1. Investigation into simple harmonic motion using a mass-spring system and a simple pendulum
2. Investigation of Boyle's (constant temperature) law and Charles's (constant pressure) law for a gas
3. Investigation of the charge and discharge of capacitors. Analysis techniques should include log-linear plotting leading to a determination of the time constant RC
4. Investigate how the force on a wire varies with flux density, current and length of wire using a top pan balance
5. Investigate, using a search coil and oscilloscope, the effect on magnetic flux linkage of varying the angle between a search coil and magnetic field direction
6. Investigation of the inverse-square law for gamma radiation.

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 two formal mock examinations in November and March.

In addition to normal homework activities students complete 1 exam paper per week according to a published schedule. This allows students to consolidate understanding, practise knowledge retrieval from Year 12 and develop independence.

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

Destination data shows that A-Level physics students go onto higher education, often studying degrees in science, engineering, and computing fields. There are an increasing number of students looking to do higher level apprenticeships after A-Levels.

Subject: Geography

Year Group: 13

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. T

Application and skill: **hey** 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 KS3 and KS4. Therefore, students having progressed from KS3 to KS5 at Sandy, will have a solid foundation from which to progress their studies at A-level.

The curriculum

Year 12 topics:

- Tectonic processes and hazards
- Landscape systems: Glaciated landscapes and management
- Global interdependence: globalisation
- Changing Places: Regenerating Places

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: History

Year Group:13

Intent:

To provide Year 13 students with the study skills and support they will need to develop their independent research skills to produce their coursework. Study will provide all students with the knowledge and skills to achieve key assessment and learning objectives required for History A-Level.

For students to develop as enthusiastic historians with a wide knowledge of historical periods, views and interpretations of events and figures; demonstrating the ability to present a view supported by evidence using research.

Implementation:

Students will study two areas of History: The causes, events and interpretations relating to the revolutions of 1918 in Russia to produce a 4,000-word, enquiry about the nature of the Russian Revolution. The Tudor century 1485-1603, with the focus on challengers to the throne, consolidation of power and rebellion.

Students' enquiry will focus on different interpretations in History and presentation of their own views of history. They will focus on developing source skills to discuss the usefulness of sources for an enquiry into an event. They will follow a thematic approach to the study of Tudor government, society, the establishment of local government and the struggle between Church and Crown across the century.

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 13 students will confident historians with a passion for the subject. They will have developed a wide range of knowledge and contextual understanding across different phases in History. They understand cause and effect on the development of society and the rule of law in Britain and other nations. Skills in interpretation of evidence & source utility to construct an evaluative argument are well developed. Students have independent skills, understand the academic rigour of A level, and take responsibility for their learning and progress. Their literacy will be advanced, possessing command of historical vocabulary and understanding of language and purpose in source analysis. This will allow them to maximise their achievement at KS5.

Subject: Philosophy, Religion and Ethics (PRE)

Year Group: Year 13

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 in Year 12 as well as at GCSE level. 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.

Year 13 will primarily focus on developing writing and the final third of the course:

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 13 we will build on prior knowledge and complete the course by February half-term. This allows for ample time to develop student understanding and writing.

All 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.

In Year 13 students will be assessed regularly and have mock examinations to prepare for the final summative assessment.

Subject: Drama & Theatre Studies

Year Group: 13

Intent:

In Year 13 Drama our intention is to fully embed the skills and knowledge acquired in Year 12 and to support students in demonstrating their learning in their final assessment outcomes for A-Level Drama and Theatre Studies so that they are able to progress onto a degree, apprenticeship or career in the Performing Arts industry should they wish to.

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 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
- 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 Drama
- develop cross-curricular skills such as teamwork, communication, and leadership skills

This will ensure that those students who choose not to progress onto a drama related degree, apprentice or career have a valuable learning experience in drama and are supported in their future learning or work in the future.

Our curriculum has been sequenced into 3 sections (devising, performing from a Script, Theatre Makers in Practise) based on the guidance in the Specification (Edexcel, 2016) and the deadlines created by the exam board. This ensures students have ample time to prepare for their final examinations and ensures they have time to complete a mock examination prior to this.

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 13 are taught by the Curriculum Leader who has a proven track record of results in this Year group, is the most experienced member of staff and can confidently teach and support students in all elements of their assessment in Year 13.

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 regularly and to revisit the skills and knowledge explored in Year 12. For example, students complete 3 Component 3 mock written papers throughout the year which aids them in their memory recall of key terminology and ideas and supports them in improving their exam technique in sections A and B fully before they embark on their learning in Section C. 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 both during lesson time and after school.

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 complete published plays as a performer or designer, and in Component 3 students 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 and 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.

Component 1: Devising

Knowledge: Students will learn how to:

- interpret a stimulus

- develop aims and intentions in light of a chosen practitioner and how to explain to process of creating and developing ideas to communicate meaning in a theatrical performance
- use a range devising and performance techniques in relation to their chosen extract to realise their creative aims
- analyse and evaluate their own work in light of their creative intentions and their chosen practitioner's style
- apply theatrical skills to realise creative intentions in a live performance in light of their chosen practitioner

Skills: Interpreting a stimulus, improvisation, devising, characterisation, analytical and evaluative skills, written communication skills, design skills, acting skills such as: clarity, pace, inflection, pitch, projection, use of space, gesture, stillness, stance.

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 two extracts from two published plays
- communicate effectively with another group members
-

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 texts (*Equus* and *Dr Faustus*); *content, characters, context, plot, form, style, language*
- their live theatre performance; *acting style, costume, set, lighting, sound, special effects, content, characters, context, plot, form, style*
- relevant and appropriate terminology (performer and designers focussed)
- how to communicate meaning and ideas to an audience as an actor, designer or director and in light of a playwright or practitioners aims and intentions
- how to make comparisons between their ideas and the original performance conditions of a performance
- how to analyse and evaluate how effectively meaning and ideas have been communicated to an audience in light of a statement

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

Impact:

By the end of Year 13, 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 to devise their own work using their methodologies. This will be evident in the assessed practical work students produce as part of Component 1 and 2, and their final written assessment (Component 3).

Students in Year 12 will be able to use a sophisticated range of drama terminology effectively and be confident 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 two plays (*Equus* and *Dr Faustus*). They will demonstrate this learning in their Component 1 written portfolio and their Component 3 final written examination.

Students in Year 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 our Year 13 students have the skillset required to progress onto a drama related degree, apprenticeship, or career. 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: A Level Dance

Year Group: 13

Intent:

Coming into year 13 students will have a comprehensive knowledge of dance. They should be able to confidently watch and analyse a dance works features when knowing the intention. They will be able to explain the development of dance in a period of time. They can write with maturity and structure. They can sustain a good quality performance, they understand choreography and can apply this to different situations.

The curriculum in year 13 is designed to develop a coherent mature style of writing where a clear line of argument is seen. 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 continues to be 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. In year 13 many previously learnt practitioner knowledge is developed into a new area of study or in greater depth for example Bruce and Alston.

Year 13 will choreograph, direct and organise their own choreography rehearsal.

In A level the student's curriculum is co taught with year 12. This provides students with extra challenge as they work to support those in year 12. This requires students to be able to retrieve and explain knowledge they learnt in year 12.

Students are supported in career and training choices

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 analysis each section to support the examples they need to give. They will also complete a group choreography through an organised rehearsal once a week. 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 support 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.

Students will create additional material with teacher support for auditions for further training and will have support selecting the best route for them with careers advise from specialist teachers.

Impact:

Students will be confident and successful when taking final examinations. They will have a complete group performance, solo and choreography. Students writing skills will demonstrate the ability to analyse set dance in detail with links to intent and context and explain how dance has developed in two different periods of time and style.

Students are ready to move into further education with the writing skills needed for university course and practical/creative skills required for auditions and vocational settings.

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: Media Studies

Year Group: 13

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 and 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 good outcomes. This is reflected in good A-Level results that meet government expectations.

Students have learned vital skills in managing their time effectively and working independently which enables them to be well prepared for further study in further or higher education, apprenticeships, or other training.

Subject: BTEC Level 3 Business

Year Group: 13

Intent:

Our intent in BTEC Level 3 Business 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 from September in Year 12.

This curriculum has been planned to:

- support students in ensuring they can demonstrate a high level of competency applying a comprehensive range of business knowledge to different scenarios
- equipping students with knowledge of a diverse range of strategies and approaches that can be applied in the business world
- embed students' ability to analyse and evaluate their own work and the professional work of other leading business leaders and academics.

Our curriculum also intends to:

- further develop students understanding of a range of business issues and challenge their perception of the world of business and commerce
- develop confidence
- 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.

Since assessment begins from day one our BTEC Business Level 3 course. The second year of Business further develops research and report writing skills, along with builds on students' knowledge and understanding of international trade and leadership in the world of business.

Implementation:

How the curriculum is implemented:

All teaching staff in the department have a Business/Economics related degree and have a strong knowledge of the subject. 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 Business 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, if needed.

Home learning is an integrated part of the course and includes a variety of different tasks such as research, development exercises, and practise exam questions. Our home learning 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/coursework, 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. They must use business related vocabulary if they are to reach the higher assessment criteria. Reading around the subject is also fundamental to students learning as there is a research element to all units.

Knowledge: Students will learn:

- about a range of business theories and how they are applied to real life scenarios
- how to run a business
- what is involved in leadership and management
- the characteristics of an entrepreneur and how to be successful
- how to set up a business and hold events
- the financial knowledge to run a business
- how to market a business
- how to manage and lead people
- 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 the units the skills developed include:

Interpreting financial data and market research, analytical and evaluative skills, self-reflection, written communication skills, presentation skills and teamwork.

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 good outcomes. This is reflected in good BTEC results that meet government expectations.

Students in both Year 12 and 13 will be able to use a sophisticated relevant range of Business 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 of 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 business-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: Mathematics

Year Group: 13

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 KS5 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.
- SOW strongly embedded the key stage – CL 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 design to continually adapt and evolve to the needs of the students involving ML, CL, SLT, teachers. Students complete the following modules in Year 13.
 - ❖ Pure Mathematics Year 2
 - ❖ Statistics and Mechanics Year 2
 - ❖ Once students have completed the course, they will spend time doing revision on the work covered and working on past exam papers to improve exam technique further.
- 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.
- KS5 - ATM website used regularly to set more posing problems which the students can take part in.

Impact:

- By the end of KS5 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: 13

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 KS5 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.
- SOW strongly embedded the key stage – CL 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 design to continually adapt and evolve to the needs of the students involving ML, CL, SLT, teachers. Students complete the following modules in Year 13
 - - ❖ Core Pure Mathematics 2
 - ❖ Students then choose between Mechanics, Decision or Statistics modules depending on their other options. (This would be a consensus from the whole group, not individually).
- 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.
- KS5 - ATM website used regularly to set more posing problems which the students can take part in
- KS5 - Senior Maths challenge poses more difficult questions to stretch students' learning.

Impact:

- By the end of KS5 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: 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 KS4 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 is 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 exam results, we would 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: 13

Intent:

- To develop learners' knowledge and refine their skills in their performance in H&SC leading to certification at the end of the course, with the option of enlarging their qualification to the Foundation Diploma
- To build learners' understanding of H & S C professions through the Unit 2 Working in H & S C unit as well as the local provision of H & S C services in Unit 10
- Where students have elected the additional Foundation Diploma units, students will broaden a deeper understanding of themes briefly explore in Unit 2 including duty of care, complaints procedures, safeguarding as well as employment legislations (such as the Equality Act and various Health and Safety legislations) in Unit 7 as well as factors affecting nutritional health, building on PIES development from Year 12.

Implementation:

- Unit 2 will be the focus of the autumn term which is an externally assessed unit which examines the roles of professionals and organisations that deliver H & S C services. We will draw on material from official organisations such as NHS, Ofsted, CQC, NICE, BASW, HSE, HCPC and NMC to inform students of these roles. In addition, where available we will invite guest speakers from H & S C sectors to work with us, which also provides useful overlap for Units 7 and 10. This will lead to mock examinations in the second half of the autumn term and 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 10 Sociological Perspectives will be taught concurrently throughout the academic year; starting with research with local H & S C services that meet the needs of the local demographic where students will need to research the local provision. This works well alongside Unit 2 as it allows students to see the opportunities available locally, which also supports learners to explore the job market that is available to them in H & S C roles where they are looking to progress into employment in the sector upon completion of their Level 3 studies
- Where students have elected to undertake the two additional modules to achieve the Foundation Diploma, they will continue to work on their Unit 7 from Year 12 summer term, with a view this unit is completed including resubmission opportunity by the October half term. The final unit on Foundation Diploma, Unit 19 Nutritional Health will be completed during the spring term
- Homework will comprise of homework exam practice for Unit 2 during the autumn term and coursework research/write up during the spring/summer terms (with additional Unit 2 exam practice during spring term 2 in the event of re-sitting Unit 2)
- We will continue to 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 both locally and nationally (such as local health centres and the services they provide, to local organisations such as wellbeing, counselling, food banks) to inform H & S C services available to case studies. Students to take Unit 19 will also learn how to produce a nutritional plan.

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 of what their realistic end of course grade will be
- Year 13 students looking to progress into H&SC in HE or employment will have a clear understanding of the roles, responsibilities of themselves, organisations, and provision available to make an effective transition. Students who are not progressing on to a H&SC route will leave understanding some employment legislations relevant to all workplaces
- Students will also continue develop transferable skills such as project management, research, referencing, presentation and proofreading skills

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

Year Group: 13

Intent:

Year 13 students will consider how different media representations are constructed by media producers to create meaning, messages and values. Students will consider the commissioning process and how media producers respond to clients by generating ideas using a range of different skills.

Implementation:

| Term 4 Content Overview | Term 5 Content Overview | Term 6 Content Overview |
|--|--|--|
| Unit 4: Pre-production techniques | Unit 8: Responding to a Commission | Unit 8: Responding to a Commission |
| <p>A Understand the requirements of preproduction of a digital media product</p> <p>Coursework Assessment - A report on the format, function and purpose of the processes and documentation essential for pre-production.</p> <p>LA B: Carry out pre-production for a digital media product</p> <ul style="list-style-type: none"> Procedures to follow Pre-production requirements relevant for a chosen sector <p>LA C: Produce a pre-production portfolio for a creative media production</p> <ul style="list-style-type: none"> Formats for documenting pre-production Contents of pre-production portfolio Maintaining a pre-production portfolio <p>Coursework Assessment - Complete pre-production tasks. Pre-production portfolio containing relevant documentation and annotations.</p> <p>D Review pre-production of a digital media product</p> <ul style="list-style-type: none"> Elements of pre-production Project management <p>Coursework Assessment - A written/audio/video summary to document management of pre-production.</p> | <p>Unit 8: Responding to a Commission</p> <p>A Rationale for ideas in response to a commission Understand the use of research and statistical/background information about the client and commission when preparing a rationale.</p> <p>B Developing a response to a commission Understand that producers need to be able to persuade clients and commissioners in limited time or space that they have a good solution to their brief.</p> <p>Understand that a pitch is where the initial outline of the idea is communicated in a concise and effective way to 'sell' your idea.</p> <p>C Operational considerations of the proposal</p> <p>D Presentation of creative ideas</p> | <p>External Assessment:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of media production processes and related considerations when responding to a brief. Apply knowledge and understanding of media production processes in context, demonstrating how constraints affect decisions and the ability to adapt to changes in requirements. Analyse and interpret information related to purpose, technical and logistical requirements of a brief and evaluate solutions for implementation with appropriate justification. Be able to respond creatively to a brief demonstrating the ability to synthesise a range of ideas. |

Impact:

By the end of Year 13, students will have gained knowledge to produce pre-production tasks along with transferable creative media production skills. Students will understand the commissioning process and how to respond to a brief which is an essential aspect of successful, commercial media production. Students will have the essential skills to support the generation of creative and commercial ideas necessary for progression to employment and higher education.