



## Haydon School

*Committed to individual excellence  
In a caring community*

# CURRICULUM GUIDES 2011/2012

**Year 12**

### A LANGUAGE COLLEGE

Wiltshire Lane, Eastcote, Pinner, Middlesex HA5 2LX

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This is intended as a guide only. It may not be possible to provide  
**every subject, because of lack of demand.**

**Haydon is a Language College and there are lessons in a variety of languages  
available to  
Sixth Formers at examination and non-examination level.**

# Welcome to Haydon 6<sup>th</sup> Form

This guide introduces you to the academic requirements of the courses your son/daughter is taking.

We recommend that you read each relevant section carefully in order that you are able to monitor academic progress.

Additionally, to ensure that the students meet the requirements of the 6<sup>th</sup> Form we would welcome your support in the following areas:

- Please ensure that your son/daughter leaves home early enough to arrive on time for their first lesson, taking into account the frequent disruptions to traffic and public transport. Registration is at 12.20.
- Please ensure that your son/daughter is wearing appropriate clothing (see dress code overleaf) and their ID badges.
- Please ensure that your son/daughter is doing at least five hours' study, per subject, each week. This may include homework which has been set by teachers or independent study which is expected as a matter of routine (e.g. reading serious newspapers for subjects such as Law, Economics, Sociology or Politics)

We will keep you up to date on their classroom progress by providing you with a statement of their effort one week after half term. You are encouraged to attend parents evening on 1 December to meet your son/daughter's subject teachers for a detailed review of his/her progress.

Mock examinations will take place in January and you will be sent a report in February informing you of your son/daughter's achievement.

By the end of this academic year, we want students to be in a position to apply to the best Universities. This can only be achieved if high grades are achieved at AS level. Students have to work hard throughout the year if they are to fulfill their potential.

We would like to see them fulfill their potential outside of the classroom as well, by participating in extracurricular activities and being role models for younger students.

Taken together, all these demands can make 6<sup>th</sup> Form very challenging but if school and families work well together it can be extremely rewarding.



## Who's Who in the 6<sup>th</sup> Form 2010/11

*Deputy Headteacher – 6<sup>th</sup> Form*  
**Mrs Caroline Whitehead**  
[cwhitehead@hillingdongrid.org](mailto:cwhitehead@hillingdongrid.org)

*Head of Year 12*  
**Ms Sarah Mead**  
[smead@hillingdongrid.org](mailto:smead@hillingdongrid.org)

*Head of Year 13*  
**Mr Neil Reynolds**  
[nreynolds@hillingdongrid.org](mailto:nreynolds@hillingdongrid.org)

*Assistant Head of Year 12*  
**Mrs Sara Osborne**  
[sosbourne@hillingdongrid.org](mailto:sosbourne@hillingdongrid.org)

*Assistant Head of Year 13*  
**Ms Pauline Follows**  
[pfollows@hillingdongrid.org](mailto:pfollows@hillingdongrid.org)

**Haydon School**  
Wiltshire Lane  
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# Sixth Form Dress Code

As a member of the Sixth Form you have the privilege of wearing your own clothes. As senior students within the school you are expected to provide a good example to younger students. You will be expected to dress appropriately for the working day and to take pride in your appearance. Hence we ask that you do not wear extremes of fashion, have unnaturally coloured hair and that you do not wear any visible body piercing except for small earrings if you wish.

## **Midriff or Décolletage must not be on show**

## **ID badges must be worn at all times**

### **Male**

- Smart suit
- Smart suit style trousers/suit
- Smart shoes (no canvas)

### **Female**

- Smart suit style trousers, skirt or dress (must be at least knee length)
- Smart tops with minimum of cap sleeves – must not reveal straps or the décolletage
- Smart shoes (no canvas shoes)

### **Not permitted**

- Denim
- Hats
- Trainers
- Logos
- Sports wear

*In extremes of weather your Head of Year will inform you if there are any exceptions to the above.*

*Failure to dress appropriately will result in a detention and student being sent home to change.*

# YEAR 12 CURRICULUM GUIDE

|  |  |                                     |   |
|--|--|-------------------------------------|---|
| <b>FACULTY: ART, DESIGN &amp; TECHNOLOGY</b>   |  |                                     |   |
| <b>DEPARTMENT: ART</b>   |  |                                     |   |
| <p><b>COURSE OUTLINE:</b><br/> <b>Art and Design - Fine Art</b><br/>           Fine art may be defined as work which is produced as an outcome of the students' personal experience, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.</p> <p>Work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.</p> <p>In the context of this specification, the disciplines will include painting and drawing, printmaking and sculpture. However, fine art interpretations are increasingly conceptual and can involve found objects, site-specific and installation work. Students will be required to work in one or more of the disciplines.</p> |  |                                     |   |
|  | <b>Component</b>   | <b>Weighting</b>                    | <b>Method of Assessment</b>                                 |
| <b>AS</b>  | Unit 1<br>Art and Design<br>Coursework                   | 30% of Advanced<br>GCE<br>60% of AS | Internally set<br>Internally marked<br>Externally moderated |
|  | Unit 2<br>Art and Design<br>Externally<br>Set Assignment | 20% of Advanced<br>GCE<br>40% of AS | Externally set<br>Internally marked<br>Externally moderated |
| <b>A2</b>  | Unit 3<br>Art and Design<br>Coursework<br>Practical work | 30% of Advanced<br>GCE              | Internally set<br>Internally marked<br>Externally moderated |
|  | Personal Study   |                                     |   |
|  | Unit 4<br>Art and Design<br>Externally<br>Set Assignment | 20% of Advanced<br>GCE              | Externally set<br>Internally marked<br>Externally moderated |
| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b><br/>           Please encourage your son/daughter to visit exhibitions and galleries regularly. Students receive homework every week and may need help managing their time effectively.</p>  |  |                                     |   |
| <b>HEAD OF FACULTY: Mr N Taylor</b>  |  |                                     |   |
| <b>HEAD OF DEPARTMENT: Ms S Grealish <a href="mailto:sgrealish@hillingdongrid.org">sgrealish@hillingdongrid.org</a></b>  |  |                                     |   |
| <b>SUBJECT TEACHERS: Miss R Skertchly, Ms S Grealish</b>   |  |                                     |   |

# YEAR 12 CURRICULUM GUIDE

|                    |                |
|--------------------|----------------|
| <b>FACULTY:</b>    | <b>SCIENCE</b> |
| <b>DEPARTMENT:</b> | <b>BIOLOGY</b> |

## COURSE OUTLINE:

You will study three units to gain an AS. These are as follows:

### 1. Cells, Exchange and Transport

In this unit you will learn about the structure of cells and how they work, the transport system of both plants and animals. A study of the human heart and circulatory system as well as plant vascular tissues and studied.

### 2. Molecules, Biodiversity, Food and Health

This unit proves an understanding of how aspects of lifestyle such as smoking, diet and exercise can affect health. Infectious diseases and a study of the immune system and also included DNA, enzymes and genes and also studied in this module and there is also a section on energy and ecosystems.

### 3. Practical Skills in Biology

This module involves building up a portfolio of experimental work throughout the course and a practical task which will be examined towards the end of the year.

## ASSESSMENT:

| MODULE DETAILS                                   | Exam        | Time of year                  | Percentage of AS weighting |
|--|-------------|-------------------------------|----------------------------|
| Unit 1: Cells, Exchange and Transport            | 1 hr        | June                          | 30%                        |
| Unit 2: Molecules, Biodiversity, Food and Health | 1 hr 45 min | June                          | 50%                        |
| Practical Skills in Biology 1                    | -           | Assessed throughout the year. | 20%                        |

## HOMEWORK REQUIREMENTS:

Homework is set regularly and students are expected to meet deadlines. The work will include short answer questions, essays, data handling exercises, experimental write-ups and reading. It is expected that students will take a general interest in biological topics as covered in the news, in magazines and on television.

## WAYS IN WHICH PARENTS CAN HELP:

Encourage pupils to take responsibility for their own learning, organising their time and notes and taking an interest in biological issues affecting our world.

## HEAD OF FACULTY:

**Mrs A. Houston/Mrs S Kazim**

## HEAD OF KS5 BIOLOGY:

**Ms R Cotterell (on maternity leave)**  
**Covering: Mrs A Johnston/Miss La Rue**  
[ajohnston1@hillingdongrid.org](mailto:ajohnston1@hillingdongrid.org),  
[clarue@hillingdongrid.org](mailto:clarue@hillingdongrid.org)

## SUBJECT TEACHERS:

**Miss S Pandya, Mr J Blanchard**  
**Dr Warenus (on maternity leave), Dr R King,**  
**Ms E Masterson, Ms M Quigley**

# YEAR 12 CURRICULUM GUIDE

|                    |                         |
|--------------------|-------------------------|
| <b>FACULTY:</b>    | <b>SOCIAL SCIENCE</b>   |
| <b>DEPARTMENT:</b> | <b>BUSINESS STUDIES</b> |

## COURSE OUTLINE:

At AS Level, this specification introduces candidates to the challenges and issues of starting a business, including financial planning. It then focuses on how established businesses might improve their effectiveness by making tactical decisions at a functional level.

## AS

### Unit 1 Planning and Financing a Business

- **Starting a Business** - The challenges and issues of starting a business; enterprise; entrepreneurs. Students will prepare a business plan for a business of their choice.
- **Financial Planning** - Essential financial concepts needed to start a business including: calculating costs, revenues, profits; using a break-even analysis and cash-flow forecasting.

### Unit 2 Managing a Business

- Students investigate how to improve and make businesses successful by analysing each specific function of the business:
  - **Finance** - budgets, improving cash flow and profits.
  - **People in Business** - organisational structures, recruitment, training and motivation.
  - **Operations Management** - operational decisions, quality, customer service, suppliers, technology.
  - **Marketing and Competition**- designing and using an effective marketing mix, market conditions and competitiveness.

## ASSESSMENT: EXAM 100%

**COURSEWORK** – There is no coursework as part of the assessment of this course

| <b>MODULE EXAM</b> details                 | <i>Time of year</i> | Percentage of AS weighting |
|--|---------------------|----------------------------|
| Unit 1 – Planning and Financing a Business | June                | 40%                        |
| Unit 2 – Managing a Business               | June                | 60%                        |

## HOMEWORK REQUIREMENTS:

Homework is not set on a particular day and students will be expected to do it when required. Homework will be based on a variety of activities including; research, making notes and case study problem solving. A formal assessment will be given at the end of each topic. Students are expected to keep up to date with current business news and events.

## WAYS IN WHICH PARENTS CAN HELP:

Parents can help by providing a good quality newspaper which the students can read. Watching current affairs and the news will help to broaden their knowledge. There are lots of materials on the school shared area which the students should be encouraged to access on a regular basis.

|                            |   |
|----------------------------|---|
| <b>HEAD OF FACULTY:</b>    | <b>Mrs A Appleby</b>  |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr T Boddington</b> <a href="mailto:tboddington1@hillingdongrid.org">tboddington1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Mr T Boddington, Mrs T Zanelli and Miss A Dunne</b>  |

# YEAR 12 CURRICULUM GUIDE

|   |   |
|---|---|
| <b>FACULTY:</b>   | <b>SOCIAL SCIENCE</b>   |
| <b>DEPARTMENT:</b>  | <b>BTEC NATIONAL BUSINESS STUDIES</b>   |
| <b>COURSE OUTLINE:</b> <p>BTEC Nationals are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give students the knowledge, understanding and skills that they need to prepare them for employment. Students perform very well working on coursework that helps develop skills used at university and work. Students who have completed this course have gone to study at university and gained employment.</p> <p>You have the opportunity to study a number of businesses and consider the impact that internal and external influences have on them. Businesses that have been used include British Airways, Innocent Drinks and McDonalds. The course also allows us to use lots of current business examples.</p> <p>You will also have the opportunity to do a one week work placement. This has led to a number of students gaining employment at their placements and really developed their coursework.</p> <p>The qualification offers an engaging programme for students who want to investigate a number of business areas.</p> <p>There are 12 units that will be studied over the two year programme which include:</p> <ol style="list-style-type: none"><li>1. Exploring Business Activity.</li><li>2. Investigating Business Resources.</li><li>3. Introduction to Marketing.</li><li>4. Effective People, Communication and Information.</li><li>5. Introduction to Accounting.</li><li>6. An Introduction to Marketing Research.</li><li>7. Investigating Internet Marketing.</li><li>8. Human Resource Management in Business.</li><li>9. Starting a Small Business.</li><li>10. Understanding Business Ethics.</li><li>11. Exploring Business and Economic Environment.</li><li>12. Understanding Retailing</li></ol> <p>More information can be found on the units at:<br/><a href="http://www.edexcel.org.uk/VirtualContent/102751/BN018372_NACD_Business_L3.pdf">http://www.edexcel.org.uk/VirtualContent/102751/BN018372_NACD_Business_L3.pdf</a></p> |   |
| <b>ASSESSMENT:</b>  |   |
| <b>100% COURSEWORK</b> <p>This course is assessed solely on coursework. The coursework is marked <b>Pass, Merit and Distinction</b>. These are then converted into UCAS points and can be used for University entry.</p>  |   |
| <b>HOMEWORK REQUIREMENTS</b> <p>Homework will not be set on a particular day but the students will have work that will need to be completed for their portfolio on a regular basis. This can include research and typing up assignments. This course requires strong time management skills.</p>  |   |
| <b>WAYS IN WHICH PARENTS CAN HELP:</b> <p>Supply a variety of broad sheet newspapers – business sections. Encourage students to watch/listen to the news and relevant business programmes. Discuss topics being studied.</p>  |   |
| <b>HEAD OF FACULTY:</b>   | <b>Mrs A Appleby</b>  |
| <b>HEAD OF DEPARTMENT:</b>  | <b>Mr T Boddington</b> <a href="mailto:tboddington1@hillingdongrid.org">tboddington1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>  | <b>Mr T Boddington, Mrs T Zanelli and Ms A Dunne</b>  |

# YEAR 12 CURRICULUM GUIDE

**FACULTY:** SOCIAL SCIENCE

**DEPARTMENT:** CHILD CARE, LEARNING AND DEVELOPMENT

## **COURSE OUTLINE:**

A BTEC National Diploma is a practical, work-related course. You learn by completing assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you develop the skills you need to start a career. It is equivalent to three A levels which means when you have finished the course you can choose whether to get a job straight away or go into university first. However if you complete the required work experience (800 hours) you also gain the equivalent to one extra A level and the ability to be recognised as a qualified practitioner. This qualification is recognised as a Technical Certificate in the Early Years, Care and Education sector. The CCLD course is a good foundation to Primary School Teaching and other child care roles, as well as child psychology and social work.

The course is made up of 18 units – seven core units, and ten specialist units. The core unit in Reflecting on Professional Practice for Children aged 0-8 counts as two units and includes work placements with a range of age groups these will take place over two days of the week. The specialist units enable you to study particular areas in depth.

**ASSESSMENT:** All assessment is through coursework and has equally weighted units including the following

- Equality, Diversity and Rights in Early Years Work
- Communication and Interpersonal Skills
- Safety and Protection of Children
- Learning in the Early Years
- Child Care Practice
- Professional Practice (double value unit)
- Human Growth and Development
- Play and Learning Activities
- Developmental Psychology
- Supporting Literacy and Numeracy Skills
- Physical Activities for children

## **HOMEWORK REQUIREMENTS:**

Deadlines for units will be set regularly, students will be expected to work independently preparing activities for placements and writing up observations from their placements. Students will also be expected to develop class work through specific tasks.

## **WAYS IN WHICH PARENTS CAN HELP:**

It would be helpful if students have access to ICT facilities at home and that parents ensure that deadlines were met. Support in ensuring students are successful on their work placements would also be helpful in terms of ensuring attendance.

**HEAD OF FACULTY:** Mrs A Appleby [aappleby1@hillingdongrid.org](mailto:aappleby1@hillingdongrid.org)

**HEAD OF DEPARTMENT:** Mrs A Appleby [aappleby1@hillingdongrid.org](mailto:aappleby1@hillingdongrid.org)

**SUBJECT TEACHERS:** Mrs M Hitchman [mhitchman@hillingdongrid.org](mailto:mhitchman@hillingdongrid.org)  
Miss E Watts [ewatts@hillingdongrid.org](mailto:ewatts@hillingdongrid.org)

**WORK EXPERIENCE CO-ORDINATOR:** Mrs M White [mwhite@hillingdongrid.org](mailto:mwhite@hillingdongrid.org)

# YEAR 12 CURRICULUM GUIDE

**FACULTY:** SCIENCE

**DEPARTMENT:** CHEMISTRY (AQA)

| AS     | Main content of the Unit   | AS % | A2 % |
|--------|--|------|------|
| Unit 1 | <b>Foundation chemistry</b><br>Builds on GCSE knowledge and introduces students to many of the core concepts in chemistry such as moles calculations, bonding, trends in the Periodic Table and some introductory organic chemistry  | 33   | 17   |
| Unit 2 | <b>Chemistry in action</b><br>Builds on the organic chemistry started in the 1 <sup>st</sup> unit and builds on GCSE topics such as energetic, reversible reactions and reaction rates.  | 47   | 23   |
| Unit 3 | <b>Investigative and Practical Skills in AS Chemistry</b><br>Pupils are assessed in class on their practical skills in an experiment. There will be an exam to test their skills based knowledge on the experiment. Pupils will have to be present for this exam and experiment. | 20   | 10   |

## ASSESSMENT:

| AS     | Main content of the Unit  | AS % | A2 % |
|--------|---|------|------|
| Unit 1 | <b>Foundation chemistry</b><br><i>Examined 15<sup>th</sup> May 2012</i><br><i>4-5 short answer questions plus 1-2 longer structured questions.</i><br><i>1 hour 15 mins</i>   | 33   | 17   |
| Unit 2 | <b>Chemistry in action</b><br><i>Examined 23<sup>rd</sup> May 2012</i><br><i>6-8 short answer questions plus 2 longer structured questions.</i><br><i>1 hour 15 mins</i>  | 47   | 23   |
| Unit 3 | <b>Investigative and Practical Skills in AS Chemistry</b><br><i>Takes place during the week before Easter break and two weeks after Easter break. The exam is scheduled for Friday 27<sup>th</sup> April which is two weeks after the Easter break.</i> | 20   | 10   |

## HOMework REQUIREMENTS:

Homework will be set by both teachers every week. The work will include short answer questions, data handling exercises, experimental write-ups and internet revision exercises. It is expected that students also read around the subject and take an interest in topical chemistry events and news. Students should do a minimum of 5 hours' study outside of class every week.

## WAYS IN WHICH PARENTS CAN HELP:

Ensure pupils are spending an adequate amount of time summarizing, organizing, expanding and learning class notes (3 to 4 hours per week). Encourage pupils to join Chemnet (see class teacher) and take an interest in chemical issues affecting the world.

**HEAD OF FACULTY:** Mrs A Houston / Mrs S Kazim

**HEAD OF DEPARTMENT:** Dr S Hoyle  
[shoyle1@hillingdongrid.org](mailto:shoyle1@hillingdongrid.org)

**SUBJECT TEACHERS:** Mrs A Houston, Mrs S Kazim,  
Miss C Ventham, Mrs N Haider, Mr M Kainth

# YEAR 12 CURRICULUM GUIDE

|                    |                               |
|--------------------|-------------------------------|
| <b>FACULTY:</b>    | <b>HUMANITIES</b>             |
| <b>DEPARTMENT:</b> | <b>CLASSICAL CIVILISATION</b> |

## COURSE OUTLINE:

This course offers students the opportunity to study elements of the archaeology, architecture, art, history, literature, philosophy, politics, social history and religion of the Classical Greek and Roman worlds. It encourages the development of a range of analytic, interpretative and communication skills which would prepare students for work in a wide variety of areas. For the AS exam students will study: Homer's Odyssey and society and Greek Tragedy in its context. For A2 students will study Virgil's Epic and Aeneid in its literary and cultural context and parts Homer's Iliad and Art and Architecture in the Greek World.

## ASSESSMENT:

| <b>COURSEWORK</b> details which count towards the final grade | Time of year | Percentage of AS weighting |
|---|--------------|----------------------------|
| No Coursework   |              |                            |
| <b>MODULE EXAM</b> details                                    | Time of year | Percentage of AS weighting |
| Unit 1 – Homer's Odyssey and Society                          | June         | 50%                        |
| Unit 2 – Greek Tragedy in its context                         | June         | 50%                        |

## HOMEWORK REQUIREMENTS:

A variety of homework will be set each week. The number of homeworks will depend upon the nature of the work. Reading homework is often set and essays and context questions are set on a regular basis. Students will also be expected to do their own private reading and research for each topic.

## WAYS IN WHICH PARENTS CAN HELP:

By showing an interest in what students are doing and by encouraging students to do their own research and background reading. Parents can also support by helping students learn quotations for examinations. Obviously additional reading materials on topics studied would be of benefit and books on art and architecture and mythology make great presents! There are also study guides available for some of the texts studied, which might be useful.

|                            |   |
|----------------------------|---|
| <b>HEAD OF FACULTY:</b>    | <b>Ms L Hall</b>  |
| <b>HEAD OF DEPARTMENT:</b> | <b>Miss S Clifford</b> <a href="mailto:sclifford@hillingdongrid.org">sclifford@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Miss S Clifford, Ms L Hall</b>   |

# YEAR 12 CURRICULUM GUIDE

|                    |                  |
|--------------------|------------------|
| <b>FACULTY:</b>    | <b>ICT</b>       |
| <b>DEPARTMENT:</b> | <b>COMPUTING</b> |

## COURSE OUTLINE:

Students are required to have at least a B in GCSE Mathematics to take this course.

This course leads to AQA Advanced Subsidiary GCE in Computing (2510). Students will learn how to write computer programs in a high level language.

Students study the following topics:

- Computer programming
- Information and Data Representation
- Boolean Algebra
- Communication and Networking
- Applications and Effects
- Files and Databases
- Operating Systems
- Hardware Devices
- Problem Solving
- Software Development Life Cycle (Analysing, designing, implementing, testing and evaluation a solution to a given problem using appropriate software)

## ASSESSMENT:

| <b>UNIT AND EXAM</b> details  | Time of Year | Percentage of AS Weighting |
|---|--------------|----------------------------|
| UNIT 1 – Problem Solving, Programming, Data Representation and Practical Exercise | May          | 60%                        |
| UNIT 2 – Computer Components, The Stored Program Concept and the Internet         | May          | 40%                        |

## HOMEWORK REQUIREMENTS:

Homework will be set on a regular basis. Some homework tasks will be short exercises designed to reinforce understanding of classwork and will be expected to be handed in by the next lesson; other homework tasks such as research essays and projects will take several hours over one week. Students are expected to check through their notes and appropriate sections of the textbook and frontier without prompting from the member of staff. In all students are expected to do about three to four hours work outside the classroom each week.

## WAYS IN WHICH PARENTS CAN HELP:

Some suggestions of ways in which parents can help are:

- Taking an interest in the work being studied
- Reinforcing the importance of homework
- Encouraging students to check their notes regularly
- Encouraging students to plan their work schedule so as to avoid problems with deadlines.
- Taking students to visit places of work, if possible and see how computers are used.
- Encouraging students to watch television programmes which deal with computers and ICT developments.
- Encouraging students to read quality newspapers and magazines, which often have sections on computers and modern technology.

|                            |   |
|----------------------------|---|
| <b>HEAD OF FACULTY:</b>    | <b>Miss S Clifford</b>                          |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr A Thawley</b> athawley@hillingdongrid.org |
| <b>SUBJECT TEACHERS:</b>   | <b>Mr A Thawley, Miss C Lawrence</b>            |

# YEAR 12 CURRICULUM GUIDE

|                    |                                   |
|--------------------|-----------------------------------|
| <b>FACULTY:</b>    | <b>ART, DESIGN AND TECHNOLOGY</b> |
| <b>DEPARTMENT:</b> | <b>DESIGN AND TECHNOLOGY</b>      |

## **COURSE OUTLINE:**

### **D & T – Product Design: Graphics Products.**

The course builds on knowledge gained at GCSE and extends this to cover materials and techniques in the manufacture of prototypes or graphical products. Students will gain an understanding of graphical techniques including CAD and a deeper understanding of product design, materials and production techniques. They will be expected to produce a full design and make project (graphical product). They will also cover the role of design and technology in society.

## **ASSESSMENT:**

| <b>AS Product Design, Graphic Products</b>                      | <b>Time of year</b>    | <b>Percentage of AS weighting</b> |
|---|------------------------|-----------------------------------|
| Unit 1 – Development of a Creative Portfolio, Coursework Folder | <i>October - April</i> | 60%                               |
| Unit 2 – Design & Technology in Practice, Examination           | <i>June</i>            | 40%                               |
| <b>AS Product Design, Graphic Products</b>                      | <b>Time of year</b>    | <b>Percentage of A2 weighting</b> |
| Unit 3 – Design for the Future, Examination                     | <i>October - April</i> | 20%                               |
| Unit 4 – Commercial Design, Coursework Folder                   | <i>June</i>            | 30%                               |

## **HOMEWORK REQUIREMENTS:**

Students will have essays, research tasks and example tests to prepare for Units 1 and 3 and will also be working on their project coursework.

## **WAYS IN WHICH PARENTS CAN HELP:**

Support, advise, question your son/daughter. Ensure deadlines are met and generally take an interest in the student's work. Coursework, particularly, needs monitoring. Encourage your son/daughter to look at all examples of product design, visit exhibitions and gain knowledge of designers and design.

|                            |   |
|----------------------------|---|
| <b>HEAD OF FACULTY:</b>    | <b>Mr N Taylor</b>  |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr N Taylor</b> <a href="mailto:ntaylor4@hillingdongrid.org">ntaylor4@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Mr S Knowles, Mr N Taylor</b>  |

# YEAR 12 CURRICULUM GUIDE

|                    |                                  |
|--------------------|----------------------------------|
| <b>FACULTY:</b>    | <b>PERFORMING ARTS AND MEDIA</b> |
| <b>DEPARTMENT:</b> | <b>DRAMA AND THEATRE STUDIES</b> |

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| <b>COURSE OUTLINE:</b>  |                    |                            |
| Building on the philosophy of the GCSE Syllabus, the emphasis is on Drama and Theatre Studies as a practical, intellectual and artistic subject. Students examine the use of theatrical forms and genre in relation to the exploration and performance of plays. Students develop an interest and enjoyment of Drama and theatre as participants and informed members of an audience fostering a critical appreciation of the subject. The students experience a range of opportunities to develop a variety of dramatic and theatrical skills. |                    |                            |
| <b>ASSESSMENT: EDEXCEL</b>  |                    |                            |
| <b>COURSEWORK</b><br>Details which count towards the final grade  | Time of year       | Percentage of AS weighting |
| <b>Unit 1 – Exploration of drama and theatre</b><br>This is an internally assessed unit that requires the students to explore two contrasting plays in a practical and active way. Students explore the plays in practical workshops and complete ‘Exploration Notes’ that reflect their understanding of the content of the play. They integrate an understanding of theory and practice.  | <i>Autumn Term</i> | 40%                        |
| <b>MODULE EXAM</b> details  | Time of year       | Percentage of AS weighting |
| <b>Unit 2 – Text in Performance</b><br>This is an externally assessed unit and contains two elements. It requires the students to undertake a role within the production of a play. Additionally students must offer either a monologue or duologue from a different play. Students provide a concept for their interpretation of their chosen roles.   | Spring/Summer      | 60%                        |
| <b>HOMEWORK REQUIREMENTS:</b><br>Writing up exploration notes drawn from practical work, research presentations, discussion work, learning lines and attending extra rehearsals.  |                    |                            |
| <b>WAYS IN WHICH PARENTS CAN HELP:</b><br>Encourage theatre visits, line-learning and writing of ‘Exploration Notes’.   |                    |                            |

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| <b>HEAD OF FACULTY:</b>    | <b>Mr T Daley</b>  |
| <b>HEAD OF DEPARTMENT:</b> | <b>Miss M Pennell</b> <a href="mailto:mpennell@hillingdongrid.org">mpennell@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Miss M Pennell, Mr A Maclean,<br/>Miss C Greaves</b>  |

# YEAR 12 CURRICULUM GUIDE

**FACULTY:** SOCIAL SCIENCE

**DEPARTMENT:** ECONOMICS

## **COURSE OUTLINE:**

### **A-Level Economics**

An Advanced level course which provides a combination of microeconomic and macroeconomic content, drawing on local, national and international contexts. Students will foster an appreciation of economic concepts and theories in a range of contexts and their value and limitations in explaining real-world phenomena.

The course requires students to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.

## **ASSESSMENT:**

**COURSEWORK** details which count towards the final grade

Time of year

Percentage of AS weighting

No Coursework

**MODULE EXAM** details

Time of year

Percentage of AS weighting

Unit 1 – Markets in Action

June

50%

Unit 2 – The National and International Economy

June

50%

## **HOMEWORK REQUIREMENTS:**

Research homework, notes or revision are set after each lesson. Formal written homework is set fortnightly which will include exam practice questions, case studies and essays. Students are expected to keep up to date with economic events.

## **WAYS IN WHICH PARENTS CAN HELP:**

- Supply a variety of broadsheet newspapers and support students to maintain a cuttings file.
- Discuss economic issues in the media on a regular basis

**HEAD OF FACULTY:** Mrs A Appleby

**HEAD OF SUBJECT:** Mrs C Whitehead [cwhitehead@hillingdongrid.org](mailto:cwhitehead@hillingdongrid.org)

**SUBJECT TEACHERS:** Mr R Jones, Mr T Boddington, Mr L Higgins, Mrs C Whitehead

# YEAR 12 CURRICULUM GUIDE

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| <b>FACULTY:</b>    | <b>ENGLISH</b>          |
| <b>DEPARTMENT:</b> | <b>ENGLISH LANGUAGE</b> |

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| <p><b>COURSE OUTLINE:</b></p> <p><b>ENGLISH</b></p> <p>Introduction to the Study of Language:</p> <ul style="list-style-type: none"> <li>· idiolect</li> <li>· dialect</li> <li>· sociolect</li> </ul> <p>Language and Social contexts:</p> <ul style="list-style-type: none"> <li>· Language and power</li> <li>· Language and technology</li> <li>· Language and gender</li> </ul> <p>Original Writing: Writing to entertain, persuade, inform, advise, instruct.</p> |
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| <b>ASSESSMENT:</b>  |                          |                            |
| <b>COURSEWORK</b> details which count towards the final grade | Time of year             | Percentage of AS weighting |
| Creating Texts  | <i>September-January</i> | 40%                        |
| <b>MODULE EXAM</b> details                                    | Time of year             | Percentage of AS weighting |
| Unit 1 – Categorising Texts                                   | June                     | 60%                        |
| Unit 2 – Original Writing Coursework                          | September-January        | 40%                        |
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| <p><b>HOMEWORK REQUIREMENTS:</b></p> <p>One hour of work at home for every hour spent on the subject in school. Homework can involve research, reading, writing or a mixture of all three.</p> |
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| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b></p> <p>Encourage students to take homework seriously and ensure that homework, as well as coursework, is submitted on time.</p> |
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| <b>HEAD OF FACULTY:</b> | <b>Mrs L Beauchamp</b> |
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| <b>HEAD OF DEPARTMENT:</b> | <b>Miss A Alexander</b><br><a href="mailto:aalexander8@hillingdongrid.org">aalexander8@hillingdongrid.org</a> |
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| <b>SUBJECT TEACHERS:</b> | <b>Mrs L Beauchamp, Mr A Williams, Mr T Ogunlade, Miss M Burke</b> |
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# YEAR 12 CURRICULUM GUIDE

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|--------------------|---------------------------|
| <b>FACULTY:</b>    | <b>ENGLISH</b>            |
| <b>DEPARTMENT:</b> | <b>ENGLISH LITERATURE</b> |

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| <p><b>COURSE OUTLINE:</b></p> <p><b>ENGLISH LITERATURE</b></p> <p>Unit 1- Aspects of Narrative:</p> <ul style="list-style-type: none"> <li>• The Kite Runner</li> <li>• Enduring Love</li> <li>• Christiana Rossetti</li> <li>• Alfred Lord Tennyson</li> </ul> <p>Unit 2- Dramatic Genres: Tragedy</p> <ul style="list-style-type: none"> <li>• Othello</li> <li>• Cat On A Hot Tin Roof</li> </ul> |
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| <b>ASSESSMENT:</b>  |                            |                            |
| <b>COURSEWORK</b> details which count towards the final grade   | Time of year               | Percentage of AS weighting |
| 2 essays on tragic drama: 'Othello' and 'Cat On a Hot Tin Roof'   | <i>September – January</i> | 40%                        |
| <b>MODULE EXAM</b> details  | Time of year               | Percentage of AS weighting |
| Unit 1 – Aspects of Narrative   | June                       | 60%                        |
| Unit 2 – Coursework (see above)   | January                    | 40%                        |
| <b>HOMEWORK REQUIREMENTS:</b><br>One hour of work at home for every hour spent on the subject in school. Homework can be reading, writing or a mixture of both. |                            |                            |

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| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b></p> <p>Ensure that students take homework seriously and that all written homework, as well as coursework, is submitted on time.</p> |
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|-------------------------|------------------------|
| <b>HEAD OF FACULTY:</b> | <b>Mrs L Beauchamp</b> |
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| <b>HEAD OF DEPARTMENT:</b> | <b>Miss A Alexander</b><br><a href="mailto:aalexander8@hillingdongrid.org">aalexander8@hillingdongrid.org</a> |
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| <b>SUBJECT TEACHERS:</b> | <b>Mr A Williams, Mrs L Beauchamp, Mrs D Jarrett, Ms R Sutton, Ms L Rundell, Miss D Hines</b> |
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# YEAR 12 CURRICULUM GUIDE

**FACULTY:** MODERN FOREIGN LANGUAGES

**DEPARTMENT:** FRENCH

## **COURSE OUTLINE:**

The course in Year 12 aims to continue to develop the ability to understand and use French effectively, across the four skill areas. A number of topics are covered, including aspects of daily life, leisure and entertainment, communication and media, education and training.

Students understanding and application of grammar will be developed as will their awareness of the nature of language and language learning.

Greater use of ICT facilities including the Internet help students get access to sources in French. There is also the opportunity to take part in a work experience placement to learn French in a genuine business environment.

## **ASSESSMENT:**

| <b>MODULE EXAM</b> details     | Time of year | Percentage of AS weighting |
|--------------------------------|--------------|----------------------------|
| Speaking Exam                  | May          | 30%                        |
| Listening, Reading and Writing | June         | 70%                        |

## **HOMEWORK REQUIREMENTS:**

Homework will involve learning vocabulary or revising vocabulary, essays, listening, private reading and also keeping up to date with current affairs in France and French-speaking countries. Independent study is also a vital part of A Level languages and you will be expected to provide evidence of your independent research.

## **WAYS IN WHICH PARENTS CAN HELP:**

Helping students to revise vocabulary and keep aware of current affairs will help students become more confident in all the skills. Pupils will be expected to undertake several hours of independent study per week, which parents should check is being completed.

**HEAD OF FACULTY:** Mr T Bowen [tbowen@hillingongrid.org](mailto:tbowen@hillingongrid.org)

**SUBJECT TEACHERS:** Ms H Benzina, Ms I Norguet,  
Mrs R Arron

# YEAR 12 CURRICULUM GUIDE

**FACULTY:** HUMANITIES

**DEPARTMENT:** GEOGRAPHY

## **COURSE OUTLINE:**

This course very clearly targets real global issues that are facing the planet.

The Global Challenges unit focuses on the challenges of natural hazards and climate change and then the disparity between people/countries due to rapid economic changes and the causes of population change and migration.

The Geographical Investigations unit enables students to research and do fieldwork into the issues of Extreme Weather and Rebranding Places. Extreme Weather focuses on weather events that appear to be 'one-offs', and how and why these occur, together with long-term processes such as drought. Rebranding Places focuses on the way places are re-developed and marketed so that they gain a new identity

## **ASSESSMENT:**

| <b>MODULE EXAM</b> details  | Time of year | Percentage of AS weighting |
|-----------------------------|--------------|----------------------------|
| Global Challenges           | May          | 60%                        |
| Geographical Investigations | May          | 40%                        |

## **HOMEWORK REQUIREMENTS:**

At least one substantial homework per week for each module. Some assignments may last longer than one week.

## **WAYS IN WHICH PARENTS CAN HELP:**

Ensure that students have a quiet place and time to work. Be aware of Geographical news, stories in the media and encourage students to follow them, cutting out where ever possible. Make sure students are able to attend field trips and study days. Assist with revision. Limit part-time job hours. Provide an e-mail address for direct staff contact.

**HEAD OF FACULTY:** Ms L Hall

**HEAD OF DEPARTMENT:** Miss A Hulme [ahulme1@hillingdongrid.org](mailto:ahulme1@hillingdongrid.org)

**SUBJECT TEACHERS:** Ms A Hulme, Miss S Mead,  
Mrs D Barber, Miss B Volket-Igoe,  
Miss R Holmes

# YEAR 12 CURRICULUM GUIDE

|                    |                                 |
|--------------------|---------------------------------|
| <b>FACULTY:</b>    | <b>MODERN FOREIGN LANGUAGES</b> |
| <b>DEPARTMENT:</b> | <b>GERMAN</b>                   |

## **COURSE OUTLINE:**

The course in Year 12 aims to continue to develop the ability to understand and use German effectively, across the four skill areas. A number of topics are covered, including aspects of daily life, leisure and entertainment, communication and media, education and training.

Students' understanding and application of grammar will be developed as will their awareness of the nature of language and language learning.

Greater use of ICT facilities including the Internet help students get access to sources in German. There is also the opportunity to take part in a work experience placement to learn German in a genuine business environment.

## **ASSESSMENT:**

| <b>MODULE EXAM</b> details       | Time of year | Percentage of AS weighting |
|----------------------------------|--------------|----------------------------|
| Speaking Exam                    | May          | 30%                        |
| Listening, Reading and Writing 1 | June         | 70%                        |

## **HOMEWORK REQUIREMENTS:**

Homework will involve learning vocabulary or revising vocabulary, essays, listening, private reading and also keeping up to date with current affairs in Germany and German-speaking countries. Independent study is also a vital part of A Level languages and you will be expected to provide evidence of your independent research.

## **WAYS IN WHICH PARENTS CAN HELP:**

Helping students to revise vocabulary and keep aware of current affairs will help students become more confident in all the skills. Pupils will be expected to undertake several hours of independent study per week, which parents should check is being completed.

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| <b>HEAD OF FACULTY:</b>  | <b>Mr T Bowen</b> <a href="mailto:tbowen@hillingongrid.org">tbowen@hillingongrid.org</a> |
| <b>SUBJECT TEACHERS:</b> | <b>Mr A Robertshaw, Mr T Bowen,<br/>Mr K Squibb</b>                                      |

# YEAR 12 CURRICULUM GUIDE

|                    |                   |
|--------------------|-------------------|
| <b>FACULTY:</b>    | <b>HUMANITIES</b> |
| <b>DEPARTMENT:</b> | <b>HISTORY</b>    |

## **COURSE OUTLINE:**

The students study a British and a European module. The British module examines how Henry VII seized power from Yorkist Richard III and established the Tudor dynasty. It also considers how the Tudors continued under Henry VIII. The German module examines how Hitler and the Nazis strengthen their grip on power after 1933 to establish a totalitarian dictatorship. The impact of Nazi rule on all areas of life in Germany will be considered.

| <b>MODULE EXAM</b> details   | Time of year | Percentage of <b>AS</b> weighting |
|------------------------------|--------------|-----------------------------------|
| Unit 1B: Britain 1483 - 1529 | June         | 50%                               |
| Unit 2M: Germany 1933-1945   | June         | 50%                               |

## **HOMEWORK REQUIREMENTS:**

Students are required to complete work from class. They are also set formal homework regularly and are expected to keep to deadlines.

## **WAYS IN WHICH PARENTS CAN HELP:**

Showing interest by proof-reading, written work, helping with revision and raising student's awareness of articles in quality newspapers and television programmes and encouraging students in wider reading to deepen and extend their knowledge and understanding.

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| <b>HEAD OF FACULTY:</b>  | <b>Ms L Hall</b> <a href="mailto:lhall42@hillingdongrid.org">lhall42@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b> | <b>Miss G Gatsky, Mr M Chataway,<br/>Miss R Hillel, Mr S Warner</b>                         |

# YEAR 12 CURRICULUM GUIDE

**FACULTY:** ICT

**DEPARTMENT:** ICT

## **COURSE OUTLINE:**

This course leads to Edexcel Advanced Subsidiary in Applied ICT (8751). In 'The Information Age', students will investigate and evaluate the ways in which information is produced, communicated and stored. In 'The Digital Economy' students will investigate the use of e-commerce by a variety of businesses. This Unit will also involve the practical use of databases to store and analyse the data these businesses use. These two units will be assessed through an e-portfolio rather than a paper-based project. In 'The Knowledge Worker' students will look at the way spreadsheets can be used to make informed decisions. This unit will be assessed through an on-line examination which will allow students to demonstrate their skills and knowledge.

## **ASSESSMENT:**

| <b>COURSEWORK</b> details                    | Time of Year | Percentage of AS Weighting |
|--|--------------|----------------------------|
| UNIT 1 – The Information Age                 | Sept – Jan   | 33.3%                      |
| UNIT 2 – The Digital Economy                 | Feb – April  | 33.3%                      |
| <b>EXAM</b> details                          |              |                            |
| UNIT 3 – The Knowledge Worker (on-line exam) | May          | 33.3%                      |

## **HOMEWORK REQUIREMENTS:**

Homework will be set on a regular basis. Some homework tasks will be short exercises designed to reinforce understanding of classwork and will be expected to be handed in by the next lesson; other homework tasks such as research essays and projects will take several hours over one week. Students are expected to check through their notes and appropriate sections of Fronter without prompting from the member of staff. In all students are expected to do about three to four hours work outside the classroom each week.

## **WAYS IN WHICH PARENTS CAN HELP:**

Some suggestions of ways in which parents can help are:

- Taking an interesting the work being studied.
- Reinforcing the importance of homework.
- Proof reading written work and giving opinions on practical work.
- Encouraging students to check their notes regularly.
- Encouraging students to plan their work schedule so as to avoid problems with deadlines.
- Taking students to visit places of work, if possible and see how computers are used.
- Encouraging students to watch television programmes which deal with computers and ICT developments.
- Encouraging students to read quality newspapers and magazines, which often have sections on computers and modern technology.

**HEAD OF FACULTY:** Miss S Clifford

**HEAD OF DEPARTMENT:** Mr A Thawley [athawley@hillingdongrid.org](mailto:athawley@hillingdongrid.org)

**SUBJECT TEACHERS:** Mr A Thawley, Mr S McTiernan, Miss L Hollowood, Miss A Patel, Mr P Dua-Brown, Mr A Bennet, Miss R Patel, Miss C Lawrence

# YEAR 12 CURRICULUM GUIDE

**FACULTY:** MODERN FOREIGN LANGUAGES

**DEPARTMENT:** ITALIAN

## COURSE OUTLINE:

The course in Year 12 aims to continue to develop the ability to understand and use Italian effectively, across the four skill areas. A number of topics are covered, including youth culture and concerns, music and fashion, technology, relationships, sports and exercise, food and diet, health issues, tourism information, climate change and pollution, education and the world of work.

Students' understanding and application of grammar will be developed as will their awareness of the nature of language and language learning.

Greater use of ICT facilities including the Internet helps students access sources in Italian. There is also the opportunity to take part in a work experience placement to learn Italian in a genuine business environment.

## ASSESSMENT:

| <b>MODULE EXAM</b> details                             | Time of year | Percentage of AS weighting |
|--|--------------|----------------------------|
| Unit 1 – Spoken expression and response in Italian     | May          | 30%                        |
| Unit 2 – Understanding and written response in Italian | June         | 70%                        |

## HOMEWORK REQUIREMENTS:

Homework will involve learning or revising vocabulary, writing essays, listening to Italian news, private reading and also keeping up to date with current affairs in Italy. Independent study is also a vital part of A Level languages and you will be expected to provide evidence of your independent research.

## WAYS IN WHICH PARENTS CAN HELP:

Helping students to revise vocabulary and keep aware of current affairs will help students become more confident in all four areas. Pupils will be expected to undertake several hours of independent study per week, which parents should check is being completed.

**HEAD OF FACULTY:** Mr T Bowen [tbowen@hillingongrid.org](mailto:tbowen@hillingongrid.org)

**SUBJECT TEACHERS:** Ms E Kilburn, Miss A Hunter

# YEAR 12 CURRICULUM GUIDE

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|---|--|----------------------------|
| <b>FACULTY: SOCIAL SCIENCE</b>  |  |                            |
| <b>DEPARTMENT: LAW</b>  |  |                            |
| <p><b>COURSE OUTLINE:</b><br/> <b>English Legal systems</b><br/> <b>Part A: LAW MAKING</b><br/>           We begin with some basic features of the English system such as its adversarial nature, the difference between civil and criminal law. We then look at <b>how the law is made by judges</b> when they reach legal decisions and by Parliament when it passes <b>Acts of Parliament</b></p> <p><b>Part B: DISPUTE SOLVING</b><br/>           Next we look at the structure of the criminal and <b>civil courts, tribunals</b> and <b>alternative ways of resolving disputes</b>. We shall examine the <b>role of lay (amateur) people</b> in their roles as magistrates, and as members of juries and tribunals. We consider the <b>structure of the legal profession</b> (barristers and solicitors) and the system for <b>appointing and training judges</b>.</p> <p><b>THE CONCEPT OF LIABILITY</b><br/>           We see how someone incurs <b>criminal and civil liability</b>. This is considered in relation to aspects of criminal law such as <b>non-fatal offences against the person</b>. We will look at criminal procedure, at how the <b>police</b> deal with suspects up to trial. In civil law through liability in tort for physical injury and damage and how a case is managed up to court.</p> |  |                            |
| <b>ASSESSMENT:</b>  |  |                            |
| <b>COURSEWORK</b> details which count towards the final grade   | <i>Time of year</i>  | Percentage of AS weighting |
| <b>None</b>   |  |                            |
| <b>MODULE EXAM</b> details  | <i>Time of year</i>  | Percentage of AS weighting |
| Unit 1 – The English Legal system   | June   | 50%                        |
| Unit 2 – Concept of Liability   | June   | 50%                        |
| <p><b>HOMEWORK REQUIREMENTS:</b><br/>           Homework is not set on a particular day and students will be expected to do it when required. Homework will comprise making notes, keeping up-to-date with current affairs and preparing for one of the three types of assessments; Short-answer tests: exam questions prepared at home: exam questions taken under test conditions.</p>  |  |                            |
| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b><br/>           Parents can help by providing a good quality newspaper and ensuring that their sons or daughters look at it every day and keep relevant articles and law reports. The best daily for legal reporting is The Times, which has a legal supplement once a week. Parents can also help by discussing current news items; these do not have to be directly related to the course as the better a student's general legal background, the more likely they are to succeed in the exams.</p>  |  |                            |
| <b>HEAD OF FACULTY:</b>   | <b>Mrs. A. Appleby</b>   |                            |
| <b>HEAD OF DEPARTMENT:</b>  | <b>Miss C O'Neill</b> <a href="mailto:coneil@hillingdongrid.org">coneil@hillingdongrid.org</a> |                            |
| <b>SUBJECT TEACHERS:</b>  | <b>Miss. C. O'Neill, Mr. J. Quillfeldt, Mr. N. Reynolds</b>                                    |                            |

# YEAR 12 CURRICULUM GUIDE

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|--------------------|----------------------------|
| <b>FACULTY:</b>    | <b>MATHEMATICS</b>         |
| <b>DEPARTMENT:</b> | <b>FURTHER MATHEMATICS</b> |

## COURSE OUTLINE:

The course follows the Edexcel GCE specification. It is a modular course in which students are required to complete six modules for AS Mathematics and AS Further Mathematics in Year 12 and a further six modules in Year 13 for an A Level in Mathematics and an A Level in Further Mathematics. Students should have achieved strong A or A\* grade at the higher level GCSE. This two-year course is aimed at students intending to study mathematics or courses with a high mathematics content at a leading university. Students will need to select both Mathematics and Further Mathematics as two of their options. During the course students will study 12 modules from:- Core Mathematics (C1 - 4), Mechanics (M1 - 2), Decision Mathematics (D1 – 2), Further Pure Mathematics (FP1, FP2 or FP3) and Statistics (S1 – 2). There will be ten 50-minute lessons of maths each week. Four members of staff will normally teach them. Students do have the opportunity to retake one or all of the modules in Year 13 to enhance their ultimate grades, but any resits are charged for. The examination for each module consists of a single one and a half-hour paper. Each paper will contain about nine questions with varying mark allocations per question which are stated on the paper. All questions may be attempted. This assessment will endeavour to test candidates' ability to recall, select and use their knowledge of appropriate mathematical facts, concepts and techniques in a variety of contexts. Students are also required to construct rigorous mathematical arguments through appropriate use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.

## ASSESSMENT:

**COURSEWORK** – There is no coursework element attached to this course

### MODULE EXAM

|   | Time of year                   | Percentage of A Level weighting |
|---|--------------------------------|---------------------------------|
| Core Mathematics (C1, C2, C3)<br>Further Pure Mathematics (FP1) | January C1<br>June C2, C3, FP1 | 16.7% each                      |
| Statistics (S1) or Mechanics (M1)                               | January                        | 16.7% each                      |
| Decision Maths (D1)   | January                        | 16.7% each                      |

## HOMEWORK REQUIREMENTS:

Students have a responsibility to ensure that they maintain a sound understanding of the work covered. Any gaps should be addressed promptly by seeking advice from staff. Students should aim to complete eight hours of personal study or homework per week.

## WAYS IN WHICH PARENTS CAN HELP:

- Encourage students to set short, medium and long-term targets.
- Find out the student's target grade (set by the department) and discuss ways of improving it. It is important to keep in touch with the student's progress.
- Check that problems are addressed promptly and ensure that help is sought where necessary.
- Make sure that temporary employment does not disrupt progress in the subject.

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| <b>HEAD OF FACULTY:</b>     | <b>Miss L. Emerson</b>   | <a href="mailto:lemerson2@hillingdongrid.org">lemerson2@hillingdongrid.org</a>   |
| <b>HEAD OF KEY STAGE 5:</b> | <b>Miss K. Harrison</b>  | <a href="mailto:kharrison1@hillingdongrid.org">kharrison1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>    | <b>Miss L. Emerson, Mr I. Pennel, Miss K. Harrison, Mr R. Austin</b> |  |

# YEAR 12 CURRICULUM GUIDE

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|--------------------|--------------------|
| <b>FACULTY:</b>    | <b>MATHEMATICS</b> |
| <b>DEPARTMENT:</b> | <b>MATHEMATICS</b> |

## COURSE OUTLINE:

The course for Year 12 follows the Edexcel GCE specification. It is a modular course in which students are required to complete three modules for an AS qualification. Students should have achieved a grade A\*-B GCSE and pass a basic algebra skills test to ensure the core skills are in place. Full information about the details of this test will be given in a separate maths curriculum evening. Students achieving a grade B GCSE will require significant additional personal studies to enable them to cope with the course. During the year students will study Core Mathematics (C1 and C2) and Mechanics (M1) or Statistics (S1). There will be six 50-minute lessons of maths each week. For some students, there will be an additional lesson each week to develop their algebra skills. Two members of staff will normally teach them. Students do have the opportunity to retake one or all of the modules in Year 13 to enhance their ultimate grade but any resits are charged for. The examination for each module consists of a single one and a half-hour paper. Each paper will contain about nine questions with varying mark allocations per question which are stated on the paper. All questions may be attempted. This assessment will endeavour to test candidates' ability to recall, select and use their knowledge of appropriate mathematical facts, concepts and techniques in a variety of contexts. Students are also required to construct rigorous mathematical arguments through appropriate use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions. The C1 exam is a non-calculator paper. Approved scientific/graphic calculators can be used in all other papers.

## ASSESSMENT:

|  |              |                            |
|--|--------------|----------------------------|
| <b>COURSEWORK</b> – There is no coursework element attached to this course | Time of year | Percentage of AS weighting |
| <b>MODULE EXAM</b>   | Time of year | Percentage of AS weighting |
| Core Mathematics (C1, C2)  | June         | 66.7%                      |
| Statistics (S1) or Mechanics 1 (M1)  | June         | 33.3%                      |

## HOMEWORK REQUIREMENTS:

Students have a responsibility to ensure that they maintain a sound understanding of the work covered. Any gaps should be addressed promptly by seeking advice from staff. Students should aim to complete four hours of personal study or homework per week.

## WAYS IN WHICH PARENTS CAN HELP:

- Encourage students to set short, medium and long term targets
- Find out the student's target grade (set by the department) and discuss ways of improving it. It is important to keep in touch with the student's progress.
- Check that problems are addressed promptly and ensure that help is sought where necessary.
- Make sure that temporary employment does not disrupt progress in the subject.

|                             |  |  |
|-----------------------------|--|--|
| <b>HEAD OF FACULTY:</b>     | <b>Miss L. Emerson</b>   | <a href="mailto:lemerson2@hillingdongrid.org">lemerson2@hillingdongrid.org</a>   |
| <b>HEAD OF KEY STAGE 5:</b> | <b>Miss K. Harrison</b>  | <a href="mailto:kharrison1@hillingdongrid.org">kharrison1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>    | <b>Mr. I. Pennel, Mrs. B. Haria, Mrs. E. MacGarthy, Miss K. Harrison, Mr. I. Fowler, Mr R. Austin, Miss S. Lackey, Mr N. Kirby, Mr S. Kidd</b> |  |

# YEAR 12 CURRICULUM GUIDE

|                    |                                  |
|--------------------|----------------------------------|
| <b>FACULTY:</b>    | <b>PERFORMING ARTS AND MEDIA</b> |
| <b>DEPARTMENT:</b> | <b>MEDIA STUDIES</b>             |

|   |                 |                            |
|---|-----------------|----------------------------|
| <b>COURSE OUTLINE:</b>  |                 |                            |
| <b>AS Media Studies</b>   |                 |                            |
| <p>AS Media Studies requires students to develop a critical understanding of the Media and Media Texts. Students will be required to watch, read, listen to and analyse texts from popular culture, as well as making their own media texts. Students need to make a point watching a wide range of media texts, and especially those made for audiences other than themselves. They will be supported in the development of their own production skills, such as filmmaking, desktop publishing, sound production and DVD authoring.</p> |                 |                            |
| <b>ASSESSMENT:</b>  |                 |                            |
| <b>COURSEWORK</b> details which count towards the final grade   | Time of year    | Percentage of AS weighting |
| G321 – Foundation Production<br>A coursework module in which students make a media text and critically evaluate it.   | <i>All Year</i> | 50%                        |
| <b>MODULE EXAM</b> details  | Time of year    | Percentage of AS weighting |
| G322 – Students will be required to analyse a moving image text (TV Drama) as well as a question based on the study of a specific media industry (Film).  | All Year        | 50%                        |
| <b>HOMEWORK REQUIREMENTS:</b>   |                 |                            |
| Interaction with VLE will involve a writing or response task. Students will also be set tasks based on coursework production.   |                 |                            |
| <b>WAYS IN WHICH PARENTS CAN HELP:</b>  |                 |                            |
| <ol style="list-style-type: none"> <li>1. Be prepared to share their thoughts on media texts with students</li> <li>2. Encourage students to watch and read a wide range of media texts</li> <li>3. Encouraging students to set self-disciplined targets in order to complete the Foundation Production.</li> </ol>   |                 |                            |

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| <b>HEAD OF FACULTY:</b>    | <b>Mr. T. Daley</b>   |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr. M. Fisher</b> <a href="mailto:mfisher1@hillingdongrid.org">mfisher1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Mr. T. Daley, Mr. M. Fisher,<br/>Ms. S Baker- Perkins</b>                                      |

# YEAR 12 CURRICULUM GUIDE

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| <b>FACULTY:</b>    | <b>PERFORMING ARTS AND MEDIA</b>   |
| <b>DEPARTMENT:</b> | <b>MEDIA</b>   |
| <b>EXAM BOARD:</b> | <b>EDEXCEL BTEC Level 3 Diploma in Creative Media Production (Film and Television)</b> |

## COURSE OUTLINE:

This course is a double award (equivalent to 2 A-Levels) which deals with making moving image texts (film, TV and Video) in a vocational context. The course broadly involves:

- 1) Researching and Analysing Moving Image texts
- 2) Developing technical skills in terms of camera work, editing and sound
- 3) Making and evaluating a range of Moving Image texts

### PLEASE NOTE THE FOLLOWING:

- a) This course is worth two Advanced courses and so takes up two option pools.
- b) It CANNOT be taken alongside AS/A2 Media Studies
- c) It is intended for those students who wish to specialise in moving image production, ideally in preparation for a career in that industry.

This qualification is entirely coursework based

## UNIT STRUCTURE:

### Compulsory Units include:

- Research Techniques for the Media Industries
- Pre-Production Techniques for the Media Industries
- Production Management Project
- Working to a Brief in the Media Industries

### Specialist Units include:

- Understanding the Television and Film Industries
- Film and Video Editing Techniques
- Single Camera Techniques
- Multi-Camera Recording
- TV Idents
- Music Video Production
- Factual TV production
- Optional unit

These units will be assessed entirely through practical work (e.g. Documentary, Pop Video and Short Drama Film) and an extensive written portfolio.

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| <b>HEAD OF FACULTY:</b>    | <b>Mr. T. Daley</b>   |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr. M. Fisher</b> <a href="mailto:mfisher1@hillingdongrid.org">mfisher1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Mr. T. Daley, Mr. M. Fisher, Mr. T. Robson, Ms S. Baker-Perkins</b>                            |

# YEAR 12 CURRICULUM GUIDE

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| <b>FACULTY:</b>    | <b>PERFORMING ARTS AND MEDIA</b> |
| <b>DEPARTMENT:</b> | <b>MUSIC</b>                     |
| <b>SUBJECT:</b>    | <b>MUSIC</b>                     |

## COURSEWORK

### Unit 1: Performing (30% of Course)

Candidates are required to perform one or more pieces of a Grade 5 standard as a soloist and/or as part of a small ensemble in one five to six minute assessed performance. Students will be assessed internally on the quality of outcome, pitch and rhythm, fluency and tempo, tone and technique as well as phrasing, articulation and dynamics. The assessment will then be moderated by Edexcel. Performances may be notated or improvised. There are numerous opportunities to record and re-record performances in both public and classroom settings.

### Unit 2: Composing (30% of Course)

Candidates develop their composition skills by writing a three-minute piece in response to a chosen brief. The briefs will be released in September and will be linked to the Instrumental Music and Vocal Music Areas of Study. Students also write a CD sleeve note to describe aspects of their final composition and explain how they developed their ideas. The composition coursework will be completed under controlled conditions. The compositions will be assessed on quality of ideas and outcome, coherence, forces and texture and two optional criteria from harmony, melody and rhythm.

## EXAM

### Unit 3: Developing Musical Understanding (40% of Course)

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and social and historical context. In the third section, students use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage with a cadence for four part harmony.

### HOMEWORK REQUIREMENTS:

Students will be set tasks that involve listening, research and writing, composing theory and developing performance skills.

### WAYS IN WHICH PARENTS CAN HELP:

Encourage students to practice every day towards their final performance and listen to a wide range of musical compositions and styles.

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| <b>HEAD OF FACULTY:</b> | <b>Mr. T. Daley</b> |
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| <b>HEAD OF DEPARTMENT:</b> | <b>Mr. J. Sloan</b> <a href="mailto:jsloan@hillingdongrid.org">jsloan@hillingdongrid.org</a> |
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| <b>SUBJECT TEACHER:</b> | <b>Miss. H. Collier, Mr. J. Sloan</b> |
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# YEAR 12 CURRICULUM GUIDE

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|---|--|
| <b>FACULTY:</b>   | <b>PERFORMING ARTS AND MEDIA</b>   |
| <b>DEPARTMENT:</b>  | <b>MUSIC</b>   |
| <b>SUBJECT:</b>   | <b>MUSIC TECHNOLOGY</b>  |
| <b>COURSEWORK</b>   |  |
| <p><b>Unit One: Music Technology Portfolio</b> (70% of the course)<br/>Students will learn and use a variety of music and music technology skills in order to produce an audio CD containing three tracks of work as specified below. MIDI sequencing, multi-track recording, as well as arranging skills are all key components assessed through the practical work carried out.</p> <p>Students will also submit a logbook that gives details of how they completed their work, as well as assessed questions on their creative sequenced arrangement.</p> <p><b>Task 1A: Sequenced Realised Performance</b> (40 marks)<br/>For the sequenced realised performance, students use MIDI sequencing techniques to create a MIDI version of a pop song in the software package <i>Reason 4</i>. The piece is chosen by the exam board and a skeleton score will be provided by Edexcel in September.</p> <p><b>Task 1B: Multi-track Recording</b> (40 marks)<br/>Students will use <i>Cubase 5</i> to record a piece of their own choice from Popular Music Styles since 1910, lasting between two and four minutes. Recordings must have at least eight live tracks (no MIDI) of which at least four tracks have been captured using microphones.</p> <p><b>Task 1C: Creative Sequenced Arrangement</b> (40 marks)<br/>The creative sequenced arrangement will be based on one of two prescribed pieces supplied by Edexcel. The work must show creative development and/or manipulation of the chosen piece, and be between two and three minutes in length.</p> <p><b>Logbook</b> (20 marks)<br/>Students will use this document to detail equipment used and to answer two questions on their creative sequenced arrangement.</p> <p style="text-align: center;">Students must complete their Music Technology Portfolio under controlled conditions.</p> |  |
| <b>EXAM</b>   |  |
| <p><b>Unit Two : Listening and Analysing</b> (30% of the course)</p> <p>The 1 hour 45 minute listening examination will be taken in June, when each student will receive a copy of an audio CD containing recorded excerpts.</p> <p>The questions will focus on knowledge of Popular Music Styles since 1910, but understanding of The Principles and Practice of Music Technology is also required. The style of questions will range across multiple choice, short answer and questions requiring a few sentences of continuous prose. The two special focus styles for the June 2011 exam are "Soul" and "Indie Rock".</p>   |  |
| <b>HOMEWORK REQUIREMENTS:</b><br>Students will be set tasks that involve listening, research and writing, recording, and developing software and sequencing skills.   |  |
| <b>WAYS IN WHICH PARENTS CAN HELP:</b><br>Encourage students to listen to a wide range of musical compositions and styles and practice using software.  |  |
| <b>HEAD OF FACULTY:</b>   | <b>Mr. T. Daley</b>  |
| <b>HEAD OF DEPARTMENT:</b>  | <b>Mr. J. Sloan</b> <a href="mailto:jsloan@hillingdongrid.org">jsloan@hillingdongrid.org</a> |
| <b>SUBJECT TEACHER:</b>   | <b>Mr. J. Sloan, Miss J. Morgan</b>  |

# YEAR 12 CURRICULUM GUIDE

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| <b>FACULTY: ART, DESIGN AND TECHNOLOGY</b>   |  |                                     |  |
| <b>DEPARTMENT: PHOTOGRAPHY</b>   |  |                                     |  |
| <p><b>COURSE OUTLINE:</b></p> <p><b>Photography — lens and light-based media</b></p> <p>Photography — lens and light-based media includes works in film, video, digital imaging and light-sensitive materials. Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, light projections within theatrical or architectural spaces.</p> <p>Work in photography — lens and light-based media should form a means of personal enquiry and expression involving the selection and manipulation of images. Students must employ creative approaches which go beyond mere observation and recording.</p> <p>In the context of this specification, disciplines will include film-based photography, digital photography and film and video. Students will be required to work in one or more of these disciplines.</p> |  |                                     |  |
| <b>AS</b>  | <b>Component</b>   | <b>Weighting</b>                    | <b>Method of Assessment</b>  |
|  | Unit 1<br>Art and Design<br>Coursework                   | 30% of Advanced<br>GCE<br>60% of AS | Internally set<br>Internally marked<br>Externally moderated                    |
|  | Unit 2<br>Art and Design<br>Externally<br>Set Assignment | 20% of Advanced<br>GCE<br>40% of AS | Externally set<br>Internally marked<br>Externally moderated                    |
| <b>A2</b>  | Unit 3<br>Art and Design<br>Coursework<br>Personal Study | 30% of Advanced<br>GCE              | Internally set<br>Internally marked<br>Externally moderated                    |
|  | Unit 4<br>Art and Design<br>Externally<br>Set Assignment | 20% of Advanced<br>GCE              | Externally set<br>Internally marked<br>Externally moderated                    |
|  |  |                                     |  |
| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b> Please encourage your son / daughter to visit exhibitions and galleries regularly. Students receive homework every week and may need help managing their time effectively.</p>   |  |                                     |  |
| <b>HEAD OF FACULTY:</b>  |  | <b>Mr N Taylor</b>                  |  |
| <b>HEAD OF DEPARTMENT:</b>   |  | <b>Ms S Darwish</b>                 | <a href="mailto:sdarwish1@hillingdongrid.org">sdarwish1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   |  | <b>Ms S Darwish, Ms G Rezard</b>    |  |

# YEAR 12 CURRICULUM GUIDE

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|---|---|--|
| <b>FACULTY:            PHYSICAL EDUCATION</b>   |   |  |
| <b>DEPARTMENT:    PHYSICAL EDUCATION</b>  |   |  |
| <p><b>COURSE OUTLINE: AS Physical Education</b><br/>           The course seeks to provide students with the knowledge and understanding to enhance their own practical performance. The course is split into two units which are taught concurrently.</p> <p><u>Unit 1 (PHED1) – Opportunities for and the effects of leading a healthy and active lifestyle.</u></p> <p>Unit 1 covers topics from 3 distinct and separate areas:</p> <ul style="list-style-type: none"> <li>➤ Applied Exercise Physiology</li> <li>➤ Skill Acquisition (Psychology)</li> <li>➤ Opportunities for Participation. (Historical, Social and Cultural elements)</li> </ul> <p>Each of these 3 areas will be taught by separate staff.</p> <p><u>Unit 2 (PHED2) - Analysis and Evaluation of physical activity as a performer and/or in an adopted role/s:</u></p> <ul style="list-style-type: none"> <li>➤ This unit will consist of student’s practical abilities in 2 different sports, in the role of a performer (x2) or as a performer and as a coach/and/or official.</li> <li>➤ Students are also assessed on their ability to analyse and evaluate the performance of others.</li> </ul> |   |  |
| <b>ASSESSMENT:</b>  |   |  |
| <b>COURSEWORK</b>   | Time of year                                    | Percentage of AS weighting   |
| <b>PHED2</b> - Internal and External moderation of students practical performance, as well as their analysis and evaluative skills.( October and March)   | Autumn/Spring Terms                             | 40%  |
| <b>MODULE EXAM</b>  | Time of year                                    | Percentage of AS weighting   |
| <b>PHED1</b> - 2 hour written exam  | May   | 60%  |
| <p><b>HOMEWORK REQUIREMENTS:</b><br/>           Homework is set on a weekly basis for all 3 areas of Unit 1.<br/>           Unit 2 requires students to complete practical skills assessment throughout the year including written tasks on analysis and evaluation of performance. Homework will also be set for this unit.</p>  |   |  |
| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b><br/>           Parents can help students to keep to deadlines for Units 1 and 2.(Homework and Coursework).<br/>           It is essential that in order for students to maximise their practical performance, (and their overall AS Grade) they keep training and performing/competing on a regular (weekly) basis.<br/>           Students to provide video evidence of their practical performance.</p>   |   |  |
| <b>HEAD OF FACULTY:</b>   | <b>Mrs M. Wall</b>                              |  |
| <b>HEAD OF DEPARTMENT:</b>  | <b>Mrs M. Wall</b>                              | <a href="mailto:mwall1@hillingdongrid.org">mwall1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>  | <b>Mrs M. Wall, Mr G. Searle, Mr D Gosling.</b> |  |

# YEAR 12 CURRICULUM GUIDE

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| <b>FACULTY:</b>   | <b>SCIENCE</b>   |                                   |
| <b>DEPARTMENT:</b>  | <b>PHYSICS</b>   |                                   |
| <p><b>Course Outline:</b></p> <p style="text-align: center;">AQA GCE Physics A (2450)</p> <p>The course covers a broad range of Physics concepts and applications.<br/>           Unit 1 covers Particles, Quantum Phenomena and Electricity.<br/>           Unit 2 covers Mechanics, Materials and Waves. Unit 3 covers Investigative and Practical Skills.<br/>           The syllabus can be accessed on the AQA website;<br/> <a href="http://web.aqa.org.uk/qual/gce/science/physics_a_noticeboard.php?id=03&amp;prev=03">http://web.aqa.org.uk/qual/gce/science/physics_a_noticeboard.php?id=03&amp;prev=03</a></p> |  |                                   |
| <b>Assessment:</b>  | <b>Time of year</b>  | <b>Percentage of AS Weighting</b> |
| Coursework:   | Spring Term  | 20%                               |
| <b>Module Exam</b>  |  |                                   |
| Unit 1  | 17 May 2012  | 40%                               |
| Unit 2  | 25 May 2012  | 40%                               |
| <p><b>Internal Assessments:</b></p> <p>14 One hour Assignments and 3 major tests</p>  |  |                                   |
| <p><b>HOMEWORK:</b></p> <p>Numerical questions, exam questions and scientific research</p>  |  |                                   |
| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b></p> <p>Make sure students have a quiet place to work uninterrupted. Support homework set. Encourage the students to attend the drop-in sessions on Thu after school and the revision classes that the department offers before the major exams.</p>   |  |                                   |
| <b>HEAD OF FACULTY:</b>   | <b>Mrs Houston/Mrs S Kazim</b><br><a href="mailto:ahouston@hillingdongrid.org">ahouston@hillingdongrid.org</a><br><a href="mailto:skazim@hillingdongrid.org">skazim@hillingdongrid.org</a> |                                   |
| <b>HEAD OF PHYSICS:</b>   | <b>Ms C Saeeb</b> <a href="mailto:csaeeb@hillingdongrid.org">csaeeb@hillingdongrid.org</a>   |                                   |
| <b>SUBJECT TEACHERS:</b>  | <b>Ms S Kazim, Mr B Hall, Dr S Hoyle, Mrs A Houston</b>  |                                   |

# YEAR 12 CURRICULUM GUIDE

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|---|--------------|----------------------------|
| <b>FACULTY: SOCIAL SCIENCE</b>  |              |                            |
| <b>DEPARTMENT: POLITICS</b>   |              |                            |
| <b>COURSE OUTLINE:</b>  |              |                            |
| <b>Unit 1:</b>  |              |                            |
| We begin the course with basic features of the UK political system and gain an understanding of democracy. Students will consider some of the factors which effect voting behaviour and why an increasing number of people fail to vote. We also study the voting system used to elect our MPs. Finally students will gain an understanding of the core beliefs of the main political parties and of pressure groups. |              |                            |
| <b>Unit 2:</b>  |              |                            |
| Students develop their understanding of British politics by studying the institutions governing the UK. We analyse the power and significance of the Prime Minister and of Parliament. Students will also gain an awareness of the British Constitution and the power of judges.  |              |                            |
| The ability to analyse conflicting viewpoints and to argue a clear and substantiated argument are important qualities.  |              |                            |
| The A2 course studies the politics of the USA   |              |                            |
| <b>ASSESSMENT:</b>  |              |                            |
| <b>COURSEWORK</b> details which count towards the final grade   | Time of year | Percentage of AS weighting |
| <b>No Coursework</b>  | N/A          | N/A                        |
|   |              |                            |
| <b>MODULE EXAM</b> details  | Time of year | Percentage of AS weighting |
| Unit 1 – People, Politics and Participation   | June         | 50%                        |
| Unit 2 – Governing Modern Britain   | June         | 50%                        |
| <b>HOMEWORK REQUIREMENTS:</b>   |              |                            |
| Research homework, notes or revision are set after each lesson. Formal written homework set fortnightly. Students will also undertake frequent class assessments based on past exam questions.  |              |                            |
| <b>WAYS IN WHICH PARENTS CAN HELP:</b>  |              |                            |
| <ul style="list-style-type: none"> <li>▪ Discuss political issues in the media</li> <li>▪ Supply a variety of broadsheet newspapers and support students creating a cuttings' file</li> <li>▪ Help student make revision cards and learn key facts.</li> <li>▪ Subscribe to Politics Review and Politics Pal.</li> <li>▪ Encourage students to attend Politics Conferences.</li> </ul>                                |              |                            |
| <b>HEAD OF FACULTY: Mrs A. Appleby</b>  |              |                            |
| <b>HEAD OF DEPARTMENT: Miss C. O'Neill</b> <a href="mailto:coneil@hillingdongrid.org">coneil@hillingdongrid.org</a>   |              |                            |
| <b>SUBJECT TEACHERS: Miss C. O'Neill, Mr N. Reynolds, Mrs B. Bloss</b>  |              |                            |

# YEAR 12 CURRICULUM GUIDE

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|--|--------------|----------------------------|
| <b>FACULTY:</b> SOCIAL SCIENCE   |              |                            |
| <b>DEPARTMENT:</b> PSYCHOLOGY  |              |                            |
| <p><b>COURSE OUTLINE:</b><br/>The year concentrates on six specific areas of psychology divided into 2 units.</p> <p><b>PSYA1 - Cognitive psychology</b> – <i>memory including eyewitness testimony.</i><br/> <b>Research methods</b> – <i>understanding research methods in psychology.</i><br/> <b>Developmental psychology</b> – <i>the development of attachments.</i></p> <p><b>PYSA2 - Physiological psychology</b> – <i>stress as a bodily response.</i><br/> <b>Individual differences</b> – <i>psychological abnormality.</i><br/> <b>Social psychology</b> – <i>conformity and obedience to authority.</i></p> |              |                            |
| <p><b>ASSESSMENT:</b> Each unit examination involves answering short and extended questions. There is no coursework. A mock exam will take place in January 2011.</p>  |              |                            |
| <b>MODULE EXAM</b> details   | Time of year | Percentage of AS weighting |
| <b>PYSA1</b> – Cognitive, research methods & developmental: (1.5 hours)  | June         | 50%                        |
| <b>PYSA2</b> – Social psychology, individual differences & physiological: (1.5 hours)  | June         | 50%                        |
| <p><b>HOMEWORK REQUIREMENTS:</b><br/>Homework will be set each week. Students must dedicate <b>4/5 hours per week</b>. Time should be spent finishing questions, class notes and organising a psychology folder as well as the formal assessments set.</p>   |              |                            |
| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b><br/>Test students knowledge. Subscribe to Psychology Review. Encourage students to watch relevant documentaries and read widely around the subject. Check students are spending 4/5 hours on psychology homework. Take an active interest in their work. Email Mr. Telford (email address below) for updates on your son/daughter's progress.</p>  |              |                            |

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| <b>HEAD OF FACULTY:</b>    | <b>Mrs A. Appleby</b>   |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr C. Telford</b> <a href="mailto:ctelford@hillingdongrid.org">ctelford@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Miss E. Watts, Mrs S. Lister,<br/>Miss M. Jassal, Mr C. Telford</b>                            |

# YEAR 12 CURRICULUM GUIDE

|                    |   |
|--------------------|---|
| <b>FACULTY:</b>    | <b>HUMANITIES</b>                                 |
| <b>DEPARTMENT:</b> | <b>RELIGIOUS EDUCATION</b>                        |
| <b>SUBJECT:</b>    | <b>PHILOSOPHY OF RELIGION AND ETHICS AS LEVEL</b> |

## **COURSE OUTLINE:**

Students study Philosophy of Religion and Ethics. Philosophy of Religion examines Philosophy's most ancient, influential thinkers – Plato and Aristotle, and Judeo-Christian influences on Philosophy. Pupils then consider arguments for and challenges to the existence of God. This includes study of philosophers such as Kant, Descartes, Aquinas and Hume. Within Ethics, pupils ethical theories and practical applications of these theories, including Abortion, Euthanasia and Genetic Engineering.

## **ASSESSMENT:**

| <b>MODULE EXAM details</b>      | <b>Time of year</b> | <b>Percentage of AS weighting</b> |
|---------------------------------|---------------------|-----------------------------------|
| Philosophy of Religion – (G571) | June                | 50%                               |
| Ethics – (G572)                 | June                | 50%                               |

## **HOMEWORK REQUIREMENTS:**

Regular homework alternates between note taking, essay writing, research and presentations. Students are expected to keep deadlines.

## **WAYS IN WHICH PARENTS CAN HELP:**

Sharing interest by proof-reading essays and testing pupil's knowledge. By discussing issues and topics.

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| <b>HEAD OF FACULTY:</b>    | <b>Ms L. Hall</b>  |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr A. Berg</b> <a href="mailto:aberg2@hillingdongrid.org">aberg2@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Mr A. Berg, Miss H. Mead</b>  |

# YEAR 12 CURRICULUM GUIDE

|                    |                       |
|--------------------|-----------------------|
| <b>FACULTY:</b>    | <b>SOCIAL SCIENCE</b> |
| <b>DEPARTMENT:</b> | <b>SOCIOLOGY</b>      |

## COURSE OUTLINE:

Sociology is the study of groups within contemporary society. Through studying the course you will develop your understanding of modern industrial society, focusing on a number of far ranging issues such as the growth of Fundamentalism, the changing patterns of marriage and fertility, how the state is responding to ant-social behaviour, and the future of education within the UK. Students are also given the opportunity to investigate how sociologists research society, through learning about research design and techniques. We consider practical, ethical and theoretical implications of research, as well as conducting practice research exercises. With a specific focus on Education Research.

You will study 4 modules of the course over the 2 years and these are assessed through external exams.

## ASSESSMENT:

| <b>MODULE EXAM</b> details                                     | Time of year | Percentage of AS weighting |
|--|--------------|----------------------------|
| The Sociology of the Family (1 hour exam)                      | Summer       | 40%                        |
| The Sociology of Education with Research methods (2-hour exam) | Summer       | 60%                        |

## HOMEWORK REQUIREMENTS:

Homework will be set by both class teachers on a weekly basis and will include note taking, research and revision for in class assessments and formal essays. Students are also encouraged to make revision notes at the end of topic sessions and to review lessons throughout the course.

## WAYS IN WHICH PARENTS CAN HELP:

Encourage students to meet set deadlines for work and to complete revision. Provide opportunities for students to read quality newspapers and watch quality documentaries in order for them to gain a more rounded understanding of social issues.

|                            |  |  |
|----------------------------|--|--|
| <b>HEAD OF FACULTY:</b>    | <b>Mrs A. Appleby</b>  | <a href="mailto:aappleby1@hillingdongrid.org">aappleby1@hillingdongrid.org</a>   |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mrs A. Appleby</b>  | <a href="mailto:aappleby1@hillingdongrid.org">aappleby1@hillingdongrid.org</a>   |
| <b>SUBJECT TEACHERS:</b>   | <b>Mrs M. Hitchman</b><br><b>Mrs S. Dyer</b><br><b>Ms B. Balavivekanan</b> | <a href="mailto:mhitchman@hillingdongrid.org">mhitchman@hillingdongrid.org</a><br><a href="mailto:sdyer1@hillingdongrid.org">sdyer1@hillingdongrid.org</a> |

# YEAR 12 CURRICULUM GUIDE

**FACULTY:** MODERN FOREIGN LANGUAGES

**DEPARTMENT:** SPANISH

## **COURSE OUTLINE:**

The course in Year 12 aims to continue to develop the ability to understand and use Spanish effectively, across the four skill areas. A number of topics are covered, including daily life and the family, travel and tourism, sport and pastimes, advertising and the role of the media, the arts, the world of work, food and drink, education, human-interest news items.

Students understanding and application of grammar will be developed as will their awareness of the nature of language and language learning.

Greater use of ICT facilities including the Internet help students to get access to sources in Spanish. There is also the opportunity to take part in a work experience placement to learn Spanish in a genuine business environment.

## **ASSESSMENT:**

| <b>MODULE EXAM</b> details     | Time of year | Percentage of AS weighting |
|--------------------------------|--------------|----------------------------|
| Speaking Exam                  | May          | 30%                        |
| Listening, Reading and Writing | June         | 70%                        |

## **HOMEWORK REQUIREMENTS:**

Homework will involve learning or revising vocabulary, writing essays, developing listening skills and reading comprehensive skills. Students will also be expected to use private study to keep up to date with current affairs in Spain and Spanish-speaking countries. Independent study is also a vital part of A Level languages and you will be expected to provide evidence of your independent research.

## **WAYS IN WHICH PARENTS CAN HELP:**

Helping students to revise vocabulary and keep aware of current affairs will help students become more confident in all the skills. Pupils will be expected to undertake several hours of independent study per week, which parents should check is being completed.

**HEAD OF FACULTY:** Mr T Bowen [tbowen@hillingongrid.org](mailto:tbowen@hillingongrid.org)

**SUBJECT TEACHERS:** Ms. G. Daly, Ms. L. Morris, Mrs K Daley

# YEAR 12 CURRICULUM GUIDE

|  |   |
|--|---|
| <b>FACULTY:</b>  | <b>PHYSICAL EDUCATION</b>   |
| <b>DEPARTMENT:</b>   | <b>Edexcel BTEC Level 3 Diploma in Sport (Development, coaching and Fitness)</b>            |
| <b>COURSE OUTLINE:</b><br><br>The course seeks to provide individual students with the knowledge, understanding and practical skills to enhance their own and others performances. The course is made up of 13 units, 7 units studied in year one. During Year 12 the following 7 units will be studied. |   |
| <b>ASSESSMENT:</b>   | <b>COURSEWORK</b> [details which count towards the final grade]                             |
| Unit 1 – Principles of Anatomy and Physiology in Sport   |   |
| Unit 2 - The Physiology of Fitness   |   |
| Unit 3 – Assessing The Risk in Sport   |   |
| Unit 4 – Fitness Training and Programming  |   |
| Unit 6 – Sports Coaching   |   |
| Unit 7 – Fitness Testing for Sport and Exercise  |   |
| <b>These are the units for year one and if passed qualify for an Award (equivalent to one A2)</b>  |   |
| <b>HOMEWORK REQUIREMENTS:</b><br><br>Homework is set on a weekly basis. All Units require students to complete written assignments. Students must also work on their practical skills throughout the year and complete their community service within the PE department.                                 |   |
| <b>WAYS IN WHICH PARENTS CAN HELP:</b><br>Parents can help students to keep to deadlines for all Units.  |   |
| <b>HEAD OF FACULTY:</b>  | <b>Mrs M. Wall</b>  |
| <b>HEAD OF DEPARTMENT:</b>   | <b>Mrs M. Wall</b> <a href="mailto:mwall1@hillingdongrid.org">mwall1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Miss Hannan, Mr A. Karadia, Mrs Avent</b>  |

# YEAR 12 CURRICULUM GUIDE

|  |  |                                     |   |
|--|--|-------------------------------------|---|
| <b>FACULTY: ART, DESIGN &amp; TECHNOLOGY</b>   |  |                                     |   |
| <b>DEPARTMENT: TEXTILES</b>  |  |                                     |   |
| <p><b>COURSE OUTLINE:</b><br/> <b>Textile Design</b><br/> Textile design involves creation, selection and manipulation across a variety of practices. Contemporary practice is often a hybrid activity that brings together different features of textile disciplines, using combinations of different disciplines freely and often embracing traditional and contemporary technologies.<br/> The tools used in textile design are wide ranging, encompassing traditional handcrafts and computer-aided technology. Natural and manufactured materials including paper, wire, plastics, re-cycled packaging and cloths such as silk, wool, cotton and polyester are used to address aspects of design in fashion and fine art.<br/> Students will be expected to generate and develop their own ideas from a given theme. Units of work are designed to introduce new skills and encourage independence, self-expression and inventiveness. Integrated into the course is the study of other artists and designers to inform and develop creative work. Enthusiasm and a willingness to experiment are essential.<br/> In the context of this specification, disciplines include constructed textiles, dyed textiles, printed textiles, fine art textiles and fashion textiles. Students will be required to work in one or more of these disciplines.</p> |  |                                     |   |
|  | <b>Component</b>   | <b>Weighting</b>                    | <b>Method of Assessment</b>                                 |
| <b>AS</b>  | Unit 1<br>Art and Design<br>Coursework                                     | 30% of Advanced<br>GCE<br>60% of AS | Internally set<br>Internally marked<br>Externally moderated |
|  | Unit 2<br>Art and Design<br>Externally<br>Set Assignment                   | 20% of Advanced<br>GCE<br>40% of AS | Externally set<br>Internally marked<br>Externally moderated |
| <b>A2</b>  | Unit 3<br>Art and Design<br>Coursework<br>Practical work<br>Personal Study | 30% of Advanced<br>GCE<br>60% of A2 | Internally set<br>Internally marked<br>Externally moderated |
|  | Unit 4<br>Art and Design<br>Externally<br>Set Assignment                   | 20% of Advanced<br>GCE<br>40% of A2 | Externally set<br>Internally marked<br>Externally moderated |
| <p><b>WAYS IN WHICH PARENTS CAN HELP:</b><br/> Please encourage your son/daughter to visit museums, exhibitions and galleries regularly. Ensure that time is managed effectively and maximum effort is applied.</p>  |  |                                     |   |
| <b>HEAD OF FACULTY: Mr N. Taylor</b>   |  |                                     |   |
| <b>HEAD OF DEPARTMENT: Ms M. Fedrick</b> <a href="mailto:mfedrick@hillingdongrid.org">mfedrick@hillingdongrid.org</a>  |  |                                     |   |
| <b>SUBJECT TEACHERS: Ms M. Fedrick</b>   |  |                                     |   |

# YEAR 12 CURRICULUM GUIDE

|   |  |                            |
|---|--|----------------------------|
| <b>FACULTY:</b>   | <b>HUMANITIES</b>  |                            |
| <b>DEPARTMENT:</b>  | <b>TRAVEL &amp; TOURISM</b>  |                            |
| <b>COURSE OUTLINE:</b>  |  |                            |
| <b><u>A LEVEL Award</u></b>   |  |                            |
| Course outline:<br>This is a vocational Advanced Level course where students are introduced to the world of Travel & Tourism via a combination of:  |  |                            |
| <ul style="list-style-type: none"> <li>- Class teaching</li> <li>- Practical assignments</li> <li>- External exam</li> <li>- Portfolios</li> </ul>  |  |                            |
| <b><u>AS Single award</u></b>   |  |                            |
| <b><u>September to November</u></b>   | <b><u>November to January</u></b>  |                            |
| Unit 2- Customer Service in Travel & Tourism (P)  | Unit 3- Travel Destinations (P)  |                            |
| <b><u>January to March</u></b>  |  |                            |
| Unit 1- Introducing Travel & Tourism (E)*   |  |                            |
| * (March to May= Preparation/revision for Unit 1 exam)  |  |                            |
| <b><u>A2</u></b>  |  |                            |
| <b><u>June-October</u></b>  | <b><u>November-January</u></b>   |                            |
| Unit 10- Event Management (P)   | Unit 12- Ecotourism (P)  |                            |
| <b><u>January-March</u></b>   |  |                            |
| Unit 9-Tourism Development (E)*   |  |                            |
| *(March to May= Preparation/revision for Unit 9 exam)   |  |                            |
| <b>ASSESSMENT:</b>  |  |                            |
| <b>COURSEWORK</b> details which count towards the final grade   | Time of year to be completed by:   | Percentage of AS weighting |
| Unit 2 Customer Service   | November   | 33.3%                      |
| Unit 3 Travel Destinations  | January  | 33.3%                      |
| <b>MODULE EXAM</b> details  | Time of year   | Percentage of AS weighting |
| Unit 1 Introducing Travel & Tourism   | Exam June approx   | 33.3%                      |
| <b>ALL COURSEWORK MUST BE HANDED IN BY MARCH 1<sup>ST</sup>.</b>  |  |                            |
| <b>HOMEWORK REQUIREMENTS:</b> Students should do at least 8 hours of study outside of class per week. Interim deadlines will be given for coursework.   |  |                            |
| <b>WAYS IN WHICH PARENTS CAN HELP:</b> Ensure students meet deadlines.<br>Email <a href="mailto:rmoney1@hillingdongrid.org">rmoney1@hillingdongrid.org</a> if there are any queries regarding progress. |  |                            |
| <b>HEAD OF FACULTY:</b>   | <b>Ms L Hall</b>   |                            |
| <b>HEAD OF DEPARTMENT:</b>  | <b>Ms R Money <a href="mailto:rmoney1@hillingdongrid.org">rmoney1@hillingdongrid.org</a></b> |                            |
| <b>SUBJECT TEACHERS:</b>  | <b>Ms R Money</b>  |                            |

# YEAR 12 CURRICULUM GUIDE

|                    |   |
|--------------------|---|
| <b>FACULTY:</b>    | <b>PERFORMING ARTS AND MEDIA</b>  |
| <b>DEPARTMENT:</b> | <b>MEDIA</b>  |
| <b>EXAM BOARD:</b> | <b>EDEXCEL BTEC Level 3 Subsidiary Diploma in Creative Media Production (Print)</b> |

## **COURSE OUTLINE:**

BTEC Media (Print) is a single award (equivalent to 1 A-Level) which deals with making print texts (magazines, adverts, promotional material) in a vocational context. The course broadly involves:

- 1) Researching and Analysing print texts
- 2) Developing technical skills in terms of design and production skills
- 3) Making and evaluating a range of print texts

### **PLEASE NOTE THE FOLLOWING:**

- a) It CANNOT be taken alongside AS/A2 Media Studies
- b) It is intended for those students who wish to specialise in print production, ideally in preparation for a career in that industry.

This qualification is entirely coursework based

## **UNIT STRUCTURE:**

### **Compulsory Units include:**

- Research Techniques for the Media Industries
- Pre-Production Techniques for the Media Industries
- Communication Skills

### **Specialist Units include:**

- Magazine Design
- Film Posters
- CD Covers
- Advertising
- Graphic Narratives
- Final Major Project

These units will be assessed entirely through practical work and an extensive written portfolio.

|                            |   |
|----------------------------|---|
| <b>HEAD OF FACULTY:</b>    | <b>Mr. T. Daley</b>   |
| <b>HEAD OF DEPARTMENT:</b> | <b>Mr. M. Fisher</b> <a href="mailto:mfisher1@hillingdongrid.org">mfisher1@hillingdongrid.org</a> |
| <b>SUBJECT TEACHERS:</b>   | <b>Mr. M. Fisher, Ms. S Baker-Perkins</b>   |