



Subject	Aims and Purpose/Intent	Content Summary
A Level English Literature Year 12	<p>For students to develop their interest in and enjoyment of literature and literary studies as they:</p> <ul style="list-style-type: none">• read widely and independently both set texts and others that they have selected for themselves• engage critically and creatively with a substantial body of texts and ways of responding to them• develop and effectively apply their knowledge of literary analysis and evaluation• Explore the contexts of the texts they are reading and others' interpretations of them.• Encourage students to develop their interest in and enjoyment of literature and literary studies. <p>Assessment Objectives: AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2: Analyse ways in which meanings are shaped in literary texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4: Explore connections across literary texts. AO5: Explore literary texts informed by different interpretations.</p>	<p>How is the Course Assessed?</p> <p>Paper 1: Love through the Ages (40% of A Level)</p> <p>Section A: Shakespeare: One passage-based question with linked essay (25 marks)</p> <p>Section B: Unseen Poetry: Essay Question on 2 unseen poems (25 marks)</p> <p>Section C: Comparing Texts: One essay question on 2 texts (25 marks)</p> <p>Paper 2: Modern Times (40% of A Level)</p> <p>Section A: One essay question on set text (25 marks)</p> <p>Section B: One essay question on an unseen extract (25 marks) : One essay question linking two texts (25 marks)</p> <p>Non-exam assessment: Independent Critical Study (20% of A Level) Comparative critical study of two texts, at least one of which is written pre-1900. 2500 words + Bibliography (50 marks)</p> <p>Texts Studied throughout course: Paper One - Othello, The Great Gatsby, Love Poetry through the Ages Paper Two - Feminine Gospels, A Streetcar Named Desire and The Handmaid's Tale.</p>

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<p>Mathematics Year 12</p>	<p>Mathematical Argument, Language & Proof To construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction; precise statements involving the correct use of symbols and connecting language. Understand and use mathematical language and syntax fluently, including for set notation, inequalities and calculus. Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including application of skills.</p> <p>Mathematical Problem Solving Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. Construct extended arguments to solve problems presented in an unstructured form, including problems in context. Interpret and communicate solutions in the context of the original problem.</p> <p>Mathematical Modelling Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations. Interpret the outputs of a mathematical model in the context of the original situation.</p>	<p>Advanced Algebra</p> <ul style="list-style-type: none"> • Use of indices and surds; algebraic manipulation • Solving simultaneous equations and inequalities • Sketch, interpret and manipulate graphs of functions • Coordinate geometry in the x,y plane • Binomial expansion and estimation <p>Advanced Geometry</p> <ul style="list-style-type: none"> • Use of trigonometric ratios to solve problems • Use of the sine/cosine rules to solve problems • Introduction to trigonometric identities • Use of trigonometric identities to solve problems • Applications of vectors in 2D <p>Calculus</p> <ul style="list-style-type: none"> • Introduction to differentiation and its purpose • Use of differentiation to solve problems • Introduction to integration and its purpose • Use of integration to find areas between lines and curves <p>Statistics & Probability</p> <ul style="list-style-type: none"> • Use of sampling techniques to gather and analyse data • Use of statistical tools to group and analyse data • Construct various visual representations of data • Probability, including the use of Venn and tree diagrams • Binomial statistical models and distributions • How to perform a hypothesis test <p>Mechanics</p> <ul style="list-style-type: none"> • Mechanical models, and necessary assumptions made • Constant acceleration (kinematics) situations (using SUVAT) • Non-constant acceleration situations (using calculus) • Forces and motions on an object

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Mathematics Year 13	<p>Mathematical Argument, Language & Proof To construct and present complex mathematical arguments through the correct use of symbols and connecting language. Understand and use mathematical language and syntax fluently, including for set notation, inequalities, functions and advanced calculus. Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including application of skills.</p> <p>Mathematical Problem Solving Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. Understand that many mathematical problems cannot be solved analytically, but numerical methods permit solution to a high level of accuracy. Understand, interpret and extract information from diagrams and construct mathematical models and diagrams to solve problems</p> <p>Mathematical Modelling Translate a situation in context into a mathematical model, making simplifying assumptions, and understand the consequences of such assumptions. Use and refine mathematical models with suitable inputs to engage with and explore situations. Interpret the outputs of a mathematical model in the context of the original situation.</p>	<p>Advanced Algebra</p> <ul style="list-style-type: none"> • Algebraic and partial fractions methods • Use of functions, graphs and introduction to modulus • Sequences and series, including arithmetic, geometric, recurrence relations and sigma notation • Further binomial expansion and estimation <p>Advanced Geometry</p> <ul style="list-style-type: none"> • Introduction to radians • Introduction to functions and graphs of sec, cosec and cot • Use of further trigonometric identities to solve problems • Applications of vectors in 3D <p>Calculus</p> <ul style="list-style-type: none"> • Use of further differentiation to solve problems • Use of further integration to find areas between curves <p>Numerical Methods</p> <ul style="list-style-type: none"> • Use of Newton-Raphson process to estimate solutions • Use of Iterative process to estimate solutions • Use of the Trapezium rule to estimate areas <p>Statistics & Probability</p> <ul style="list-style-type: none"> • Correlation and regression (both linear and non-linear), including hypothesis testing for zero correlation • The normal distribution, including calculator methods • Hypothesis testing for the normal distribution <p>Mechanics</p> <ul style="list-style-type: none"> • Mechanical models, and necessary assumptions made • Using moments to model situations involving turning • Forces and motions on an object, on an incline • Further use of kinematics: projectiles in two directions

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Biology Year 12	<ul style="list-style-type: none"> • Develop essential knowledge and understanding of different areas of biology and how they relate to each other. • Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. • Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods • Analyse and interpret data to provide evidence, recognising correlations and causal relationships. • Develop competence and confidence in a variety of practical, mathematical and problem solving skills. • Develop communication skills to present ideas, construct explanations, critique claims and justify opinions. • Develop enquiry skills through collecting data, devising questions, planning variables and testing hypotheses. • Evaluate information to estimate risks, discuss consequences, review theories and appraise sources. 	<p>Biological molecules: Examples of monomers and polymers, and the mechanisms of condensation and hydrolysis reactions; formation of disaccharides and polysaccharides in carbohydrates; structure of triglycerides and phospholipids, their properties, and the emulsion test for lipids, properties of proteins including enzyme action; the structure of DNA and RNA and the similarities and differences between the two molecules, and the mechanism of DNA replication; the importance of ATP and how it is synthesised and used by cells; the key properties of water.</p> <p>Cells: Comparison of the structures of eukaryotic and prokaryotic cells, and ways in which both types are studied; cell division by mitosis including the behaviour of chromosomes during interphase, prophase, metaphase, anaphase and telophase, and binary fission in prokaryotic cells; transport of biological molecules across membrane by simple diffusion, facilitated diffusion, osmosis, active transport and co-transport, and adaptations of cells for rapid transport; action of the immune system to recognise pathogens including phagocytosis and the roles of T lymphocytes and B lymphocytes; the uses of vaccines.</p> <p>Organisms exchange substances with their environment: Adaptations for gas exchange in both plants and animals; digestion of different molecules in mammals and mechanisms for absorption of the products of digestion; the role of haemoglobin and oxygen dissociation curves, the circulatory system in mammals and the structure of blood vessels; mass transport in plants via the xylem and phloem;</p> <p>Genetic information, variation and relationships between organisms: The structure of DNA molecules and the nature of the genetic code; the processes of transcription and translation in the production of mRNA and subsequently proteins; types of genetic mutation and the ways in which they arise during meiosis; the process of natural selection due to random mutations, as well as directional and stabilising selection; the phylogenetic classification system used to arrange species based on their evolutionary origins; biodiversity and species richness; methods for investigating biodiversity.</p>

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Chemistry Year 12	<ul style="list-style-type: none"> • Understand theoretical concepts and practical applications of core chemistry concepts. • Develop essential knowledge and understanding of different areas of the subject and how they relate to each other. • Use theories, models and ideas to develop scientific explanations. • Analyse and interpret data to provide evidence, recognising correlations and causal relationships. • Develop competence and confidence in a variety of practical, mathematical and problem solving skills. • Develop communication skills to present ideas, construct explanations, critique claims and justify opinions. • Develop enquiry skills through collecting data, devising questions, planning variables and testing hypotheses. 	<p>Physical chemistry:</p> <p>Atomic structure of elements and electron arrangement; use of the mole to measure quantities; the effect of different types of intermolecular forces and bonding on the physical and chemical properties of compounds; measurement of enthalpy change in chemical reactions; how changes in reaction conditions affect the speed of a chemical reaction and how these conditions can be manipulated; predicting the effect of changes in temperature; pressure and concentration on the yield of reversible reactions; how changes in the oxidation state of an element in a compound or ion is used to identify oxidised and reduced elements.</p> <p>Inorganic chemistry:</p> <p>The historical development of the Periodic Table as an example of how scientific ideas and explanations develop over time; trends in the solubilities of the hydroxides and the sulfates of the alkaline earth metals are linked to their uses; trends in the physical properties of the halogens including the ability of halogens to act as oxidising and halide ions to act as reducing agents.</p> <p>Organic chemistry:</p> <p>Naming organic compounds according to the IUPAC system and the ways in which the structure and formula of molecules can be represented; cracking and combustion of alkanes; nucleophilic substitution and elimination reactions involving halogenoalkanes; addition reactions of alkenes including addition polymers; production, oxidation and elimination reactions of alcohols; uses of and interpretation of mass spectroscopy and infrared spectroscopy in organic analysis.</p>

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Physics Year 12	<ul style="list-style-type: none"> • Understand theoretical concepts and practical applications of core concepts in physics. • Develop essential knowledge and understanding of different areas of physics and how they relate to each other. • Use theories, models and ideas to develop scientific explanations. • Analyse and interpret data to provide evidence, recognising correlations and causal relationships. • Develop competence and confidence in a variety of practical, mathematical and problem-solving skills. 	<p>Measurements and their errors: The correct use of SI units in scientific measurement; limitations of measurements such as random and systematic errors, and correct use of associated terminology (e.g. precision, accuracy, repeatability, reproducibility); orders of magnitude and conversions.</p> <p>Particles and radiation: Simple model of the atom and the role of the strong nuclear force in maintaining the stability of the nucleus, alpha and beta decay from unstable nuclei; comparison of particle and antiparticle masses, charge and rest energy and use of the Planck constant; interactions between particles, including gravity, electromagnetic, weak nuclear and strong nuclear forces; classification of particles including hadrons, pions, kaons, lepton and muons, properties of strange particles; properties of quarks and antiquarks and application of conservation laws; the photoelectric effect, energy levels and photon emission; wave-particle duality.</p> <p>Waves: Properties of progressive waves and stationary waves, including longitudinal and transverse waves; principle of superposition of waves and formation of stationary waves; theories of interference, diffraction and refraction at a planar surface.</p> <p>Mechanics and materials: Scalars, vectors and moments; equations for calculating motion along a straight line, projectile motion; calculations associated with momentum, work, energy and power, and the conservation of energy; bulk properties of solids materials including density, Hooke's law; tensile strain and stress, elastic strain energy and breaking stress; the Young modulus and associated calculations.</p> <p>Electricity: Current–voltage characteristics, resistivity and applications of thermistors and superconductors; use of equations for resistors in parallel and in series; the use of potential dividers to supply constant or variable potential difference; the electromotive force and internal resistance.</p>

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Biology Year 13	<ul style="list-style-type: none"> • Develop essential knowledge and understanding of different areas of biology and how they relate to each other. • Understand how society makes decisions about issues discussed in the course, and how the sciences contribute to the success of the economy and society. • Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods. • Analyse and interpret data to provide evidence, recognising correlations and causal relationships. • Develop competence and confidence in a variety of practical, mathematical and problem solving skills. • Develop communication skills to present ideas, construct explanations, critique claims and justify opinions. • Develop enquiry skills through collecting data, devising questions, planning variables and testing hypotheses. • Evaluate information to estimate risks, discuss consequences, review theories and appraise sources. 	<p>Energy transfers in and between organisms: The light dependent and light independent reactions that occur during photosynthesis; the stages of glycolysis in aerobic and anaerobic respiration, and the subsequent series of reactions that take place during aerobic respiration; measures of biomass including gross primary production and net primary production; the role of microorganisms in the phosphorus and nitrogen cycles, and issues associated with the use of fertilisers.</p> <p>Organisms respond to changes in their internal and external environments: Processes of survival and response in plants and animals, including the structure and role of receptors and control of heart rate; the production of nerve impulses in motor neurones and transmission across synapses and neuromuscular junctions; the action of muscles as effectors and the role of actin, myosin, ATP and calcium ions in muscle contraction; the importance of homeostasis and the impact of negative feedback; control of blood glucose including the action of insulin, glucagon and adrenaline.</p> <p>Genetics, populations, evolution and ecosystems: Use of the Hardy-Weinberg equilibrium to predict allele frequencies in a population; the ways in which natural selection may lead to new species arising within a population, including allopatric and sympatric speciation; variation in population size in a habitat due to the role of biotic and abiotic factors, including interspecific and intraspecific competition and predation.</p> <p>The control of gene expression: Types of genetic mutation including amino acid substitutions and frameshifts; the roles of totipotent cells and pluripotent cells in mammalian development; epigenetic regulation of transcription and translation through DNA methylation and histone acetylation; the role of tumour suppressor genes and oncogenes in the development of cancers; large scale genome projects and their applications; methodology used in DNA recombinant technology including DNA fragmentation, PCR and in vivo methods of amplifying DNA; the techniques used in the diagnosis of heritable diseases, as well as genetic fingerprinting.</p>

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Physics Year 13	<ul style="list-style-type: none"> • Understand theoretical concepts and practical applications of core physics concepts. • Develop essential knowledge and understanding of different areas of the subject and how they relate to each other. • Use theories, models and ideas to develop scientific explanations. • Analyse and interpret data to provide evidence, recognising correlations and causal relationships. • Develop competence and confidence in a variety of practical, mathematical and problem-solving skills. 	<p>Further mechanics and thermal physics: Equations and calculations associated with circular motion and simple harmonic motion; studies of simple harmonic systems; forced vibrations and resonance; thermal energy transfer and the ideal gas equation; the molecular kinetic theory model and the application of associated calculations.</p> <p>Field and their consequences: Gravitational field theory including Newton's law, gravitational field strength and gravitational potential; Coulomb's law, electrical field strength and electric potential; capacitance including energy stored, parallel plate capacitors and capacitor charge and discharge; magnetic flux density of magnetic fields, magnetic flux and flux linkage, electromagnetic induction and the operation of transformers.</p> <p>Nuclear physics: Rutherford scattering, alpha, beta and gamma radiation and their applications; modelling radioactive decay and use of the half-life equation; nuclear instability and the nuclear radius; fission and fusion processes, and fission induced by thermal neutrons; safety aspects of nuclear physics.</p> <p>Turning points in physics: The discovery of the electron, including cathode rays, thermionic emission of electrons, and Millikan's determination of electron charge; wave-particle duality, including Newton's corpuscular theory of light and Young's double slit experiment; discovery of photoelectricity; principles of electron microscopes; special relativity including the Michelson-Morley experiment and Einstein's theory of special relativity.</p>

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A-Level Geography Year 12	<p>Locational Knowledge To experience...different climates, cultures, demographics and geomorphology. To develop...develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. To explore...a wider range of locations on a global scale with a broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global</p> <p>Processes To experience...a variety of physical and human geographical features of the world. For example, coastal morphology. To develop... an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. To explore... how processes bring about spatial variation and change over time as well as multivariate nature of 'human-physical' relationships and interactions</p> <p>Geographical Skills To experience... increased involvement in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions. To develop...develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence. To explore...a range of sources used to interpret geographical information including maps, diagram, photographs, statistical analysis etc.</p>	<p>Delivered by Cardinal Heenan Catholic High School:</p> <p>Topic 1: Changing Places This section focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, and the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives. Study of the content must be embedded in two contrasting places, one to be local. The local place may be a locality, neighbourhood or small community either urban or rural. A contrasting place is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation. The place studies complement the requirement to embed the study of content in two contrasting places. Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p>Topic 2: Hazards This section focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p> <p>Delivered by Broughton Hall Catholic High School:</p> <p>Topic 3: Contemporary Urban Environments This optional section of our specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p> <p>Topic 4: Coastal systems & Landscapes This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p>

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<p>A-Level Geography Year 13</p>	<p><u>Locational Knowledge</u> To experience...different climates, cultures, demographics and geomorphology. To develop...develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. To explore...a wider range of locations on a global scale with a broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global</p> <p><u>Processes</u> To experience...a variety of physical and human geographical features of the world. For example, coastal morphology. To develop... an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. To explore... how processes bring about spatial variation and change over time as well as multivariate nature of 'human-physical' relationships and interactions</p> <p><u>Geographical Skills</u> To experience... increased involvement in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions. To develop...develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence. To explore...a range of sources used to interpret geographical information including maps, diagram, photographs, statistical analysis etc.</p>	<p>Delivered by Cardinal Heenan Catholic High School:</p> <p>Topic 1: Global Systems & Global Governance This section focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.</p> <p>Delivered by Broughton Hall Catholic High School:</p> <p>Topic 2: Water & Carbon Cycles This section of our specification focuses on the major stores of water and carbon at or near the Earth’s surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p>Topic 3: Non examined Assessment (NEA)</p>

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History British Empire Year 12	<p>To know and understand This year provides for the breadth study of The British Empire c1857-1967. Students will begin by analysing the development of imperialism c1857-1890 followed by Imperial consolidation and Liberal rule 1890-1914. Students will know how and why British interests and influences between 1857 and 1914 shaped an ever expanding formal and informal empire.</p> <p>The breadth study of British Empire enables pupils to explore and gain knowledge of the most defining changes and continuities in governance, the economy, society, foreign relations and religion to develop an understanding and reach substantiated judgements on the development of British Empire up to World War one by analysing these themes in depth.</p> <p>To gain and deploy historically grounded abstract terms and concepts of protectorates, client states, veiled protectorates, liberalism, effective occupation, informal empire, gunboat diplomacy, invisible trade, invented tradition, suzerainty, sovereignty and sedition.</p> <p>The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils explore evidence to gain an understanding of how the British Empire developed and how each government's reforms either helped or hindered that development. Pupils explore the reign of Queen Victoria and the roles of Prime ministers Disraeli and Gladstone. Pupils explore historiography to gain an understanding of the interpretations and historical debates surrounding the rise and consolidation of British Imperialism. Pupils gain knowledge, demonstrate understanding and reach analytical judgements on how convincing historical interpretations are and significance of developments in this period taking into account the concepts of change and continuity, cause and consequence, social, political, economic, religious, and military history throughout the breadth period.</p>	<p>Year 12: The 'high-water mark' and consolidation of British Empire</p> <p><u>AQA Key questions for the breadth study of 1J British Empire c1857-1914</u></p> <ol style="list-style-type: none"> 1. Why did the British Empire grow? 2. What influenced imperial policy? 3. What part did economic factors play in the development of the British Empire? 4. How did the Empire influence British attitudes and culture? 5. How did the indigenous peoples respond to British rule? 6. How important was the role of key individuals and groups and how were they affected by developments?

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History Year 12 Germany 1918 - 1933	<p>To know and understand This year provides for the study of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. The period study of Germany enables pupils to explore and gain knowledge of the most defining decades of German history in order to help develop an understanding and reach substantiated judgements on how and why democracy arrived, developed and collapsed in Germany.</p> <p>This option explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism.</p> <p>To gain and deploy historically grounded abstract terms and concepts Terms such as 'right wing', 'left wing', 'nationalism', and 'liberalism', as well as concepts such as radicalism, anti-Semitism and social Darwinism are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils explore evidence to gain an understanding of how industrialisation, militarism and expansion shaped a Prusso conservative 'Germany' which overcame an imposed liberal style of democratic government early in the twentieth century. Pupils explore why the German experimentation with democracy arose and why it ultimately failed. Pupils explore sources of evidence to gain an understanding of the various reasons why Hitler was able to establish and consolidate his rule as well as the successes and failures of his regime and apply this understanding to construct their own substantiated perspectives. Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events taking into account the concepts of social, political, economic, religious, and military history within short- and long-term timescales.</p>	<p>Topics:</p> <ul style="list-style-type: none"> • The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses • The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad • Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation • Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924 • Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan • Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles • Political developments and the workings of democracy: President Hindenburg; parties ; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability • Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament • The economic, social and political impact of the Depression: elections; governments and policies • The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda • Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor • Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933

Subject	Aims and Purpose/Intent	Content Summary
History Year 13 Germany 1933 - 1945	<p>To know and understand</p> <p>This year provides for the study in depth of a period of German history during which a newly appointed Adolf Hitler consolidates his power and establishes a regime responsible for not only steering Germany to war but also creating an empire capable of carrying out one of the most significant acts in history.</p> <p>The period study of Germany enables pupils to explore and gain knowledge of the most defining decades of German history in order to help develop an understanding and reach substantiated judgements on how and why autocracy not only returned but strengthened its grip on Germany and how a society who had tasted democracy went on to witness war and genocide.</p> <p>This option explores political concepts such as</p> <p>To gain and deploy historically grounded abstract terms and concepts</p> <p>Terms such as volksgemeinschaft, gleichschaltung, positive and negative cohesion, intentionalism and functionalism are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts.</p> <p>Pupils explore evidence to gain an understanding of how Hitler's use of propaganda, terror and legality helped him turn Germany from democracy to dictatorship. Pupils explore the steps toward the Final Solution and the competing perspectives on how this became possible. Pupils explore sources of evidence to gain an understanding of the various reasons why Hitler was able to hold on to power and influence so many millions of Germans. Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events taking into account the concepts of social, political, economic, religious, and military history within short- and long-term timescales.</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg • The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism • Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites • Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule • The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti • Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws • The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichskristallnacht; emigration; the impact of the war against Poland • The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations • Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth • The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war • Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution' • Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945

Subject	Aims and purpose/Intent	Content Summary
<p>History</p> <p>British Empire</p> <p>Year 13</p>	<p>To know and understand This year provides for the breadth study of British Empire from 1914 to 1967. Students will know how each British Prime Minister's time in office shaped Britain's Empire, its subjects, attitudes toward it and the existential threat it faced. The breadth study of British Empire enables pupils to explore and gain knowledge of the most defining changes and continuities in governance, the economy, society, foreign relations and religion to develop an understanding and reach substantiated judgements on the challenges Empire faced and how British influence changed 1914 – 1967.</p> <p>To gain and deploy historically grounded abstract terms and concepts of self-determination, unitary states, secession, dyarchy, lend-leasing, satyagraha, hartals, swadeshi, trusteeships, dual mandates and the 'imperialism of decolonisation'</p> <p>The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils explore evidence to gain an understanding of how Britain's Empire developed and declined after World War One. Pupils explore the premierships of successive British governments and the emergence of leading nationalists and nationalist movements including the IRA, the Mau Mau, Gandhi, Nkrumah, Kenyatta and Nasser. Pupils explore historiography to gain an understanding of the interpretations and historical debates surrounding the decline of British Empire. Pupils gain knowledge, demonstrate understanding and reach analytical judgements on how convincing historical interpretations are and significance of developments in this period taking into account the concepts of change and continuity, cause and consequence, social, political, economic, religious, and military history throughout the breadth period.</p>	<p>Year 13: Imperial Retreat AQA Key questions for the breadth study of 1J British Empire 1914-1967</p> <ol style="list-style-type: none"> 1. Why did the British Empire contract? 2. What influenced imperial policy? 3. What part did economic factors play in the development of the British Empire? 4. How did the Empire influence British attitudes and culture? 5. How did the indigenous peoples respond to British rule? 6. How important was the role of key individuals and groups and how were they affected by developments?

Subject	Aims and Purpose/Intent	Content Summary
IT Cambridge Technical Year 12	<p>To experience.....</p> <ul style="list-style-type: none"> • what is required from IT specialists in the working environment, and the importance of good communication skills along with the technology available to them. • how information is used in the public domain, globally, in the cloud and across the internet, by individuals and organisations. <p>To develop.....</p> <ul style="list-style-type: none"> • a sound understanding of IT Technologies and practices essential for IT professionals. • a solid foundation in the fundamentals of hardware, networks, software the ethical use of computers and how business use IT. • An understanding of how organisations use information sources both internally and externally. • an understanding of the functionality of information and how data is stored and processed by organisations. • employability skills such as communication, critical thinking and decision making. <p>To explore.....</p> <ul style="list-style-type: none"> • the threats involved when using computer systems, and the ethical and operational issues that have to be considered to support their use • the legislation and regulation governing information that flows into and out of an organisation and the constraints and limitations that apply to it. 	<p>Unit 1: Fundamentals in IT</p> <ul style="list-style-type: none"> • Understand computer hardware • Understand computer software • Understand business IT systems • Understand employability and communication skills used in an IT environment • Understand ethical and operational issues and threats to computer systems <p>Unit 2: Global Information</p> <ul style="list-style-type: none"> • Understand where information is held globally and how it is transmitted • Understand the styles, classification and the management of global information • Understand the use of global information and the benefits to individuals and organisations • Understand the legal and regulatory framework governing the storage and use of global information • Understand the process flow of information • Understand the principles of information security

Subject	Aims and Purpose/Intent	Content Summary
IT Cambridge Technical Year 13	<p>To experience.....</p> <ul style="list-style-type: none"> the stages of application develop by designing an application for a particular audience and purpose. the stages that developers go through in this process including design and prototyping. Presenting your ideas to an audience and getting feedback from them. writing a feasibility study. <p>To develop.....</p> <ul style="list-style-type: none"> the skills and knowledge necessary to develop the designs for an application and how the user will interact with it. transferable skills such as liaising with clients and questioning people effectively to gain the information you need to develop successful design. an understanding of the internet and how it is impacting on people and society. <p>To explore.....</p> <ul style="list-style-type: none"> a world that is increasingly reliant on applications that help individuals, business and organisations achieve specific activities or purposes. The use of social media in digital marketing 	<p>Unit 6: Application Design</p> <ul style="list-style-type: none"> Understand how applications are designed Be able to investigate potential solutions for application development Be able to generate designs for application solutions Be able to present application solutions to meet client and user requirements <p>Unit 13: Social Media and Digital Marketing</p> <ul style="list-style-type: none"> Understand what is meant by the Internet of Everything Be able to repurpose technologies to extend the scope of the IoE Be able to present concept ideas for repurposed developments <p>Unit 17: Internet of Everything (IoE)</p> <ul style="list-style-type: none"> Understand what is meant by the Internet of Everything Be able to repurpose technologies to extend the scope of the IoE Be able to present concept ideas for repurposed developments

Subject	Aims and Purpose/Intent	Content Summary
Computer Science Year 12	<p>In year 12, Computer Science will encourage pupils to:</p> <ul style="list-style-type: none"> • Further develop their ability to think computationally • Develop enhanced coding techniques, in C#, in order to solve problems • Develop their understanding of Object-Oriented Programming • Experience a new IDE • Consider their own project, and how they will need to further develop their skills independently in order to solve a problem devised by themselves • Understand computational procedures at a processor level • Further develop their understand of how databases can be used to store and manipulate large volumes of data • Develop understanding of computer networks and associated protocols and procedures 	<p>High-end Programming Language</p> <ul style="list-style-type: none"> • Basics of C# • Use of OOP <p>Computational Thinking</p> <ul style="list-style-type: none"> • Elements of computational thinking <p>Problem Solving</p> <ul style="list-style-type: none"> • Problem solving • Programming techniques <p>Computer Systems</p> <ul style="list-style-type: none"> • Assembly language • Memory addressing • Software and types of application • Software development • Database development • Networks <p>Project</p> <ul style="list-style-type: none"> • Analysis • Design

Subject	Aims and Purpose/Intent	Content Summary
Computer Science Year 13	<p>In year 13, Computer Science will encourage pupils to:</p> <ul style="list-style-type: none"> • Appreciate the variety of ways data can be stored and retrieved, and the benefits and limitations of each • Further develop their understanding of a variety of search and sort algorithms • Understand key 'shortest path' algorithms • Enhance their understanding of the features of computer networks • Further develop understanding of logic gates • Develop techniques for performing computer arithmetic and Boolean algebra • Develop understanding of computer legislation • Further appreciate understanding of moral and ethical issues surrounding computers and their use 	<p>Project</p> <ul style="list-style-type: none"> • Development • Testing • Evaluation <p>Problem Solving</p> <ul style="list-style-type: none"> • Algorithms <p>Computer Systems</p> <ul style="list-style-type: none"> • Networks • Data types • Computer arithmetic • Data structures • Logic gates and Boolean algebra • Data transmission • The internet <p>Legal, Ethical, Moral and Social Issues</p> <ul style="list-style-type: none"> • Computer law • Ethical, moral and social issues

Subject	Aims and Purpose/Intent	Content Summary
<p>Criminology Year 12</p>	<p>.</p> <p>To experience... Crime in the real world using relevant examples and cases of criminality.</p> <p>To develop.... A plan for a campaign for changing attitudes/behaviour and awareness of crime</p> <p>An understanding of how awareness and attitudes to crime have changed</p> <p>Skills to be able to effectively evaluate the use of research and theories to explain criminal behaviour</p> <p>To explore...</p> <p>Reasons for crime going unreported Explanations for why crime is committed & the consequences on society for unreported crime. Explanations for criminal behaviour and their effectiveness</p>	<p>Crime reporting & the public perception of criminality</p> <ul style="list-style-type: none"> • Types of crime • Reasons for unreported crime • Consequences of unreported crime • Media representation of crime • Impact of media representation • Methods for collecting data of crime <p>Campaigns for change</p> <ul style="list-style-type: none"> • Compare campaigns for change • Evaluate media used in campaigns • Plan, design and justify a campaign for change <p>Social constructions of criminality</p> <ul style="list-style-type: none"> • Compare criminal behaviour and deviance • Explain the social construction of criminality <p>Theories of criminality</p> <ul style="list-style-type: none"> • Biological, individual and sociological theories • Evaluation of the theories • Situations of criminality <p>Policy change</p> <ul style="list-style-type: none"> • How theories influence policies • Social changes and policy development <p>Campaigns influence on policy making</p>

Subject	Aims and Purpose/Intent	Content Summary
Criminology Year 13	<p>To experience...</p> <ul style="list-style-type: none"> • The roles and responsibilities of the criminal justice system when investigating criminal cases. • Relevant cases that demonstrate the effectiveness of personnel involved investigations and social control <p>To develop...</p> <ul style="list-style-type: none"> • The skills to analyse evidence presented • The skills to analyse information, in order to draw conclusions based on reasoned evidence. <p>To explore...</p> <ul style="list-style-type: none"> • The process that a crime goes through from the crime scene to the court room. • The aims of punishment • The effectiveness of the process of social control in delivering policy in practice. 	<p>Process of criminal investigations</p> <ul style="list-style-type: none"> • Personnel involved in criminal investigations • Usefulness of investigative techniques • How evidence is processed • Rights of individuals <p>Process for prosecution of suspects</p> <ul style="list-style-type: none"> • Requirements of the CPS • Trial process • Rules regarding use of evidence at trial • Key influences in outcomes of criminal cases • Laypeople <p>Review criminal cases</p> <ul style="list-style-type: none"> • Validity of information • Conclusions of cases <p>The criminal justice system in England and Wales</p> <ul style="list-style-type: none"> • How laws are made • Organisation of the CJS • Models of criminal justice <p>Understand the role of punishment in criminal justice system</p> <ul style="list-style-type: none"> • Forms of social control • Aims of punishment • Forms of punishment <p>Understand measures used in social control</p> <ul style="list-style-type: none"> • Agencies role and contribution • Limitations of agencies • Effectiveness of agencies in social control

Subject	Aims and Purpose/Intent	Content Summary
Drama Year 12	<p>To develop our students' knowledge of the performing arts sector alongside other fields of study</p> <p>To understand the role and skills of a performer</p> <p>To explore vocational pathways within the performing arts sector and develop a deeper understanding of the suitability and appropriateness of each route.</p> <p>To apply performance skills and techniques to live performance</p> <p>To develop critical and analytical skills of performance works</p> <p>To develop appropriate skills and techniques in various performance styles.</p> <p>To further support your learning you will be offered the opportunity to attend local, national and international theatre visits.</p> <p>You will also participate in workshops with professional performers and practitioners and are encouraged to independently apply to local drama groups and agencies</p>	<p>Year 12 consist of two units both mandatory. The structure has been developed in consultation with academics to ensure that it supports progression to higher education.</p> <p>The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.</p> <p>Unit 1-Investigating Practitioners work -External set task/ 90 guided leaning hours</p> <ul style="list-style-type: none"> You will research 3 chosen practitioners and explore the political, social and cultural influences of each practitioner. You will watch the live work of each practitioner and identify how the work relates to the theme identified in the set task. You will compare and contrast your practitioners in relation to the theme of the set task. You will be assessed in an external 3-hour written exam. <p>Unit 2- Developing Skills and Techniques for Live Performance – Internal task 90 guided learning hours</p> <ul style="list-style-type: none"> You will research and explore employment opportunities in the arts creating a portfolio of routes, skills and the demands of the performance sector You will participate in workshops, classes and exercise where you acquire, practice and develop the necessary technical, practical and interpretive skills when performing to a live audience. You will work with existing performance works, analysing and interpreting the material through written and practical approaches.

Subject	Aims and Purpose/Intent	Content Summary
Drama Year 13	<p>To research and explore the development of devised and innovative theatre</p> <p>To investigate international practitioners and companies and apply their techniques to a devised or scripted performance</p> <p>To develop skills in creating original work</p> <p>To apply vocal and physical work to original performances.</p> <p>To review and refine development of own performance.</p> <p>To compare and contrast the demands of performance styles on both actors and audience.</p> <p>To further support your learning, you will be offered the opportunity to attend local, national and international theatre visits.</p> <p>You will also participate in workshops with professional performers and practitioners and are encouraged to independently apply to local drama groups and agencies</p>	<p>Year 13 consists of two units one mandatory one optional. The structure has been developed in consultation with academics to ensure that it supports progression to higher education.</p> <p>The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.</p> <p>Unit 19-Acting styles –Internal 90 Guided leaning hours</p> <ul style="list-style-type: none"> You will research a range of practitioners and consider their style and its demands on the actor. You will participate in practical workshops developing your understanding of the styles You will compare and contrast these styles in a written presentation <p>Unit 3– Group Performance Workshop-Internal task 90 guided learning hours</p> <ul style="list-style-type: none"> You will research performance ideas in response to the externally set task. You will practically explore these ideas selecting appropriate techniques and skills to support your original performance You will apply these skills to a final performance You will evaluate your process and performance through a written external task.

Subject	Aims and Purpose/Intent	Content Summary
<p>Music Year 12</p>	<p><u>Performing</u> To experience performing solo and within an ensemble on a variety of instruments including voice. Recording of both solo and ensemble performances to be submitted. KS5 students will have the opportunity to engage with peripatetic musicians and to benefit from their experience.</p> <p>To develop musical skills such as instrumental technique, articulation, tuning, expressive use of dynamics and ensemble skills. The opportunity to engage with extra curricula music, instrumental lessons, choir and band.</p> <p><u>Listening</u> To experience music from a variety of cultures and genres including concertos, world music, pop music. Explore the way musical elements inter-relate and combine to produce specific effects and atmospheres. To explore how music has changed over time, for example the development of the orchestra from the Baroque period through to the Romantic period, or the development of Pop from rock 'n' roll through to current singer songwriters</p> <p><u>Composing</u> To experience different types of musical composition using a wide variety of techniques and starting points. To develop their sense of harmony and melody and to explore the use of instrumentations and arrangement. To explore the use of technology and its use within composition. To develop their knowledge of theory and notation through the practical application of the same to composition project. To develop and explore their own creativity in response to specific briefs and composition projects. To explore how atmospheres are created through manipulating musical elements. This will result in the submission of two portfolios – one free choice and one given brief compositions.</p>	<p>During Year 12 you will complete and partially complete units of work. The units are internally assessed coursework units that help develop students' performance, composition, production and music business skills.</p> <p><i>MUSPRA 349 Planning for a Career in Music</i> The aim of this unit is to familiarise learners with the processes associated with effective career planning and to align/link their career aims with their study for this qualification, defining the ways in which the learner engages with their learning. For any music professional, the ability to manage a career through careful planning, combined with a thorough knowledge of the professional landscape and the opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.</p> <p><i>MUSPRA 365 Auditioning for Music</i> An audition is the accepted means of assessing a musician's abilities and aptitudes in relation to a specific musical role. Many of the skills needed for attending an audition are very similar to the skills needed for being interviewed and rely heavily on presentation and communication. For a musician, possessing the skills to audition effectively and successfully is therefore vital. This unit aims to develop the skills to participate effectively in the audition process — learners will develop the techniques, forms and accepted procedures of auditioning, together with the development of analytical and strategic thinking skills.</p> <p><i>MUSPRA 307 Composing for Film and Documentary</i> In an increasingly media-intensive era, creating music for media applications (including film and documentary) has become a major industry. The aim of this unit is to develop the learner's technical and creative knowledge and understanding as composers of music in the genres of film and documentary. The purpose of the unit is to provide learners with the opportunity to develop skills in composing for film and documentary and gain a deep understanding of the musical requirements within each specific media context.</p>

Subject	Aims and Purpose/Intent	Content Summary
Sport Year 12	<p>To Experience In a vocational setting, lifelong skills that will help students develop their sport education. Sports leaders awards and working with primary school children</p> <p>To Develop Practical skills and the broad knowledge required for entrance into higher education programmes in sport. Sports leadership skills through a variety of tasks and through leading activities with in the LSSP consortium</p> <p>To Explore Their Physical education through applied learning, and those who aim to progress to higher education and ultimately to employment, possibly in the sports sector.</p> <p>To Understand The anatomy, physiology, fitness in sport, sports leadership and professional development within the sports industry.</p>	<p>Unit 1: Anatomy and Physiology Students will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. They will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.</p> <p>Unit 4: Sports Leadership This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event.</p>

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Sport Year 13	<p>To Experience In a vocational setting, lifelong skills that will help students develop their sport education. Sports leaders awards and working with primary school children</p> <p>To Develop Practical skills and the broad knowledge required for entrance into higher education programmes in sport. Sports leadership skills through a variety of tasks and through leading activities with in the LSSP consortium</p> <p>To Explore Their Physical education through applied learning, and those who aim to progress to higher education and ultimately to employment, possibly in the sports sector.</p> <p>To Understand The anatomy, physiology, fitness in sport, sports leadership and professional development within the sports industry.</p>	<p>Unit 2: Fitness Training and Programming for Health, Sport and Well-being In this unit, students will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.</p> <p>Unit 3: Professional Development in the Sports Industry In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry.</p>

Subject	Aims and Purpose/Intent	Content Summary
Psychology Year 12	<p>To experience... Psychology in the real world using relevant examples and case studies to apply to the topics of aggression, consumer behaviour and gender.</p> <p>To develop....</p> <ul style="list-style-type: none"> • Cognitive and problem-solving skills: use critical thinking • intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation • Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. • The ability to research actively and methodically • Effective writing and analytical skills • The ability to learn independently • Preparation for assessment methods used in degrees. Opportunities during the teaching and learning phase to give learners practice in developing employability skills. <p>To explore... Different perspectives on human behaviour. Apply these perspectives to aggression, gender and consumer behaviour and evaluate their effectiveness.</p>	<p>Psychological approaches and assumptions</p> <ul style="list-style-type: none"> • Cognitive assumptions: behaviour is a product of information processing, computer analogy – input, processing and output. • Social assumptions: behaviour occurs in a social context, other people, culture and society influence people's behaviour. • Learning assumptions: behaviour is a learned response from environmental stimuli, behaviour can be learned from observation and imitation. • Biological assumptions: behaviour is influenced by central nervous system (CNS), genes and neurochemistry, behaviour is a product of evolution. <p>Use of psychology to explain contemporary issues of aggression in society</p> <ul style="list-style-type: none"> • cognitive, including priming for aggression, hostile attribution bias • social, including conformity to social/group norms, stereotypes • learning, including operant conditioning, social learning • Biological, including evolution, brain structures, neurochemistry, genes. <p>Use of psychology in business to explain and influence consumer/employee behaviour</p> <ul style="list-style-type: none"> • cognitive, including schema, cognitive priming (including subliminal messages and brainwashing techniques in advertising), biases in information processing • social – conformity to social norms ('Bandwagon Effect', social proof) • learning – classical and operant conditioning, social learning (the use of celebrity in advertising) • biological – neuromarketing (scanning techniques to detect brain changes in consumer decision making). <p>Application of psychology to explain gender identity</p> <ul style="list-style-type: none"> • cognitive – role of biases and schema in gender identity (gender schema theory) • social – peer influences (normative and informational), conformity to gender roles • learning – conditioning, social learning • biological – role of sex hormones (before and after birth), evolutionary explanations for masculinity/femininity.

Subject	Aims and Purpose/Intent	Content Summary
Psychology Year 13	<p>To experience...</p> <ul style="list-style-type: none"> Psychology in the real world using relevant examples from Health Psychology and Forensic psychology <p>To develop....</p> <ul style="list-style-type: none"> Cognitive and problem-solving skills: use critical thinking intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. Effective writing and analytical skills The ability to learn independently <p>To explore...</p> <ul style="list-style-type: none"> Different perspectives on human behaviour. Apply these perspectives to Health Psychology and Forensics 	<p>Health Psychology</p> <p>Lifestyle choice and health-related behaviour</p> <ul style="list-style-type: none"> Psychological definition of health and ill health, addiction and stress Psychological approaches to health, wellbeing and illness Theories of stress, behavioural addiction and physiological addiction <p>Stress, behavioural addiction and physiological addiction</p> <ul style="list-style-type: none"> Physiological addiction Non-substance-related addiction <p>Promotion of positive behavioural change</p> <ul style="list-style-type: none"> Theories of persuasion Treatment and management of addiction and stress Maintenance of behavioural change <p>Criminal and Forensic Psychology</p> <p>Understand different psychological approaches to explaining criminal behaviour</p> <ul style="list-style-type: none"> Biological explanations of criminality Individual differences explanations of criminality Social psychological explanations of criminality <p>Investigate punishment strategies and behaviour modification of criminal behaviour</p> <ul style="list-style-type: none"> Punishing criminal behaviour Modifying criminal behaviour <p>Apply different methods to create an offender profile</p> <ul style="list-style-type: none"> Methods of offender profiling Offender profiling, purpose and techniques Limitations of offender profiling

Subject	Aims and Purpose/Intent	Content Summary
Health and Social Care Year 12	<p>To experience...</p> <ul style="list-style-type: none"> • Talks from professionals working within health and social care • The principles behind providing quality care and support in a health and social care setting <p>To develop....</p> <ul style="list-style-type: none"> • A knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing • An understanding of the importance of multi-agency working in providing a package of care and support that focuses on the needs of the individual • Assessment skills needed for degree level • The ability to research actively and methodically <p>To explore...</p> <ul style="list-style-type: none"> • Skills and personal attributes required for developing relationships with individuals • The range of roles and general responsibilities of people who work in health and social care settings. • The ways in which health and social care services are provided and about the barriers that can prevent people from getting the services they need. 	<p>Human Lifespan development</p> <ul style="list-style-type: none"> • Human growth and development through the life stages • Factors affecting human growth and development • Effects of ageing <p>Meeting Individual Care and Support Needs</p> <ul style="list-style-type: none"> • Examine principles, values and skills which underpin meeting the care and support needs of individuals • Examine the ethical issues involved when providing care and support to meet individual needs • Investigate the principles behind enabling individuals with care and support needs to overcome challenges • Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs
Health and Social Care Year 13	<p>To experience...</p> <ul style="list-style-type: none"> • Talks from professionals working within health and social care 	<p>Working in Health and Social Care</p> <ul style="list-style-type: none"> • The roles and responsibilities of people who work in the health and social care sector • The roles of organisations in the health and social care sector • Working with people with specific needs in the health and social care sector

Subject	Aims and Purpose/Intent	Content Summary
	<ul style="list-style-type: none"> The principles behind providing quality care and support in a health and social care setting <p>To develop....</p> <ul style="list-style-type: none"> A knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing An understanding of the importance of multi-agency working in providing a package of care and support that focuses on the needs of the individual Assessment skills needed for degree level The ability to research actively and methodically <p>To explore...</p> <ul style="list-style-type: none"> Skills and personal attributes required for developing relationships with individuals The range of roles and general responsibilities of people who work in health and social care settings. The ways in which health and social care services are provided and about the barriers that can prevent people from getting the services they need. Psychological perspectives to Health and Social Care 	<p>Supporting Individuals with Additional Needs</p> <ul style="list-style-type: none"> Examine reasons why individuals may experience additional needs Examine how to overcome the challenges to daily living faced by people with additional needs Investigate current practice with respect to provision for individuals with additional needs <p>Examine how psychological perspectives contribute to the understanding of human development and behaviour</p> <ul style="list-style-type: none"> Principal psychological perspectives as applied to the understanding of development and behaviour Application of psychological perspectives to health and social care practice Contribution of psychological perspectives to the understanding of specific behaviours Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours Factors that affect human development and specific behaviours Contribution of psychological perspectives to the management of behaviours Contribution of psychological perspectives to the treatment of behaviours Examine how psychological perspectives are applied in health and social care settings Behaviour of service users in health and social care settings Practices in health and social care settings

Subject	Aims and Purpose/Intent	Content Summary
<p>Fine Art/ Graphic/3D Communication Year 12</p>	<p>NB * Students will start a generic course to build a broad understanding of skills and techniques before choosing a specialist pathway in either fine art, Graphics or 3D- students can chose a combination of the 3 To experience (broadly...)</p> <ul style="list-style-type: none"> • An overview of formal elements. • Sefton Park, Visit Northwest Art Galleries, broaden outlook of all students. <p>To develop (practical techniques...)</p> <ul style="list-style-type: none"> • Develop skills in Adobe Photoshop, Illustrator, InDesign and Blogger. • Drawing, painting, printmaking, digital drawing, photography, sculpture, construction, modelling, casting. • Dialogue with staff and peer group via sketchbooks and documented presentations. <p>To explore (specifically, what are you learning...)</p> <ul style="list-style-type: none"> • A wide range of fine art, graphic communication and 3D methods to compete with current and traditional/ trends whilst comparing, contrasting and constantly reviewing artistic skills and language. 	<p>Types, purpose, careers in fine art and graphic communication and 3D</p> <ul style="list-style-type: none"> • Career progression, university, vocational • Gallery visits, interaction with artists, designers. • Nature, organic form • Built Environment • London visit • Self-identified Personal Investigation <p>Design, layout and file types of digital graphics and 3D</p> <ul style="list-style-type: none"> • Drawings, conceptual designs, Thumb nail sketches, working roughs. • Looking at artists, designers, sculptors analysing methodology. • Digital media software for creative purpose (layers, basic tools, colour, brushes, images into text, opacity) • Animation • File formats • Practical Workshops various 2D & 3D Media <p>Planning from a client brief</p> <ul style="list-style-type: none"> • Writing and formally presenting ideas for personal investigation <p>Creating digital graphics</p> <ul style="list-style-type: none"> • Sourcing images on internet/ taking own images • Importing images / saving file types and resolutions • Create digital graphic album cover <p>Review and feedback</p> <ul style="list-style-type: none"> • Feedback staff and peers. Continuous. • Evaluate constantly via verbal, written and blog. <p>Prepare for Year 13 exam and exhibition</p> <ul style="list-style-type: none"> • The Fine art/ graphic communication lessons will be delivered in students and staff own time (free lessons). • Bespoke pathways developed to students' strengths.

Subject	Aims and Purpose/Intent	Content Summary
Digital Media Year 12	<p>To experience</p> <ul style="list-style-type: none"> • In the first term the aim of Unit 1 is for students to develop their understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. • The students will learn about the different ownership models within media industries, and they will learn how to analyse different media products within the sector in order to understand the fundamentals of how meaning is created for audiences. • Students will learn about how audiences are categorised, researched and targeted by media producers. They will also learn about how media institutions distribute and advertise their products to audiences. • Group will be introduced to the 2 x 2hr exam papers and complete five before the formal exams in January/June. • Exams are available twice a year. <p>To explore</p> <ul style="list-style-type: none"> • A breadth of media techniques, terminology and processes. • How to respond to the exam brief covering all learning outcomes. • Present finding on individual blog, to maximise marks awarded. • Confidence with a wide variety of media • Unit 3 – Create a media product. Audio, audio-visual, print based. • Vocational Experience 	<p>Unit 1 Media products and audiences</p> <ul style="list-style-type: none"> • Digital versus traditional media • What is digital media • Analyse various media types and synergy • File formats • Unit 2 Pre-production and planning • Media Regulation <p>Range of techniques and media and using different materials</p> <ul style="list-style-type: none"> • Create an individual blog as an ongoing portfolio of evidence • Animation • Green screen editing/ software • Film making, storyboarding, scripts, postproduction. <p>Analyse and evaluate</p> <ul style="list-style-type: none"> • Review and improve and annotate all coursework • Blog updates weekly – written and visuals • Learn various software – InDesign, Photoshop, Illustrator. • Sony Vegas - editing • Moviemaker - editing • Audacity - audio • Present findings to staff and peer group –Prezi, various digital methods <p>Planning & Development</p> <ul style="list-style-type: none"> • Students will understand the pre-production process the creative media industry follows when creating a product, radio, TV, newspaper, magazine. • Students will carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered. • Students will learn about the constraints that need to be considered when planning a new media production, including timescales and resources • Students will understand how to create preproduction documents in relation to client requirements and how to plan projects to meet these needs. <p>Summer project - create a media product</p>

Subject	Aims and Purpose/Intent	Content Summary
Digital Media Year 13	<p>To experience Students will apply and develop their learning gained in Units 1 and 2 to plan and produce a media product Unit 3. (Summer project and coursework – links with industry – Handstand Productions, BBC studios, Coronation Street behind the scenes tour, meet the directors, writers, producers). They will complete planning materials to take forward in the production and post–production stages of an intended media product. Students will plan, produce and edit original content for their intended product.</p> <ul style="list-style-type: none"> • To explore (specifically, what are you learning...) Advertising media (Unit 20) Different types of advertisements are used together to create campaigns that grow a brand and an organisation’s image and promote all types of products and services used to entice the public at large. • Plan and deliver a pitch for a media product (Unit 21) is incorporated within Unit 20 as a precursor for approval of actually making the product. • Final Unit 23 Create a personal media profile. Blog uploads, video uploads, audio uploads gathering all evidence from two year’s work. 	<p>Exploring Ideas</p> <ul style="list-style-type: none"> • Create a formal proposal to meet a client brief for TV, Radio, Print. • Produce planning materials • Create and manage original content for the product • Apply editing techniques. • Range of techniques and media and using different materials • Ensure a wide range of materials/ processes and techniques have been used in both exam and CWK <p>Analyse and evaluate Students will understand advertising campaigns and how audio-visual, print based or audio advertising media are used within them. They'll plan an advertising campaign for a product or service, selecting the appropriate media components to produce it. Students will produce original media components for incorporating into a campaign, considering the market and its target audience, as well as legal and ethical constraints, to ensure that all components comply with the required codes and conventions of the genre.</p> <p>Planning & Development A synoptic approach for three units that embeds a wide range of industry skills, knowledge and understanding and practical activities embedding prior knowledge and skills.</p> <ul style="list-style-type: none"> • A showcase of the work students have created, supported by a personal media profile. • Identify content to be included in their showcase, as well as • Create an adaptation of a piece of their existing media work. They'll • Evidence their personal media profile by exploring their skillset, abilities and achievements and • Learn how to combine their creative work and personal profile to create a digital professional identity suitable for sharing with prospective employers, higher education institutions and for other career progression pathways.

Subject	Aims and Purpose/Intent	Content Summary
Business A-Level Year 12	<p>Business A-Level provides an excellent foundation. The skills students learn are transferable across a broad range of subjects and careers. Students will study the following topics:</p> <p>Exam papers use a variety of assessment styles including multiple choice, short answer, data response, essay and case studies so that students feel more confident and engage with the questions.</p> <p>Real life case studies will be used wherever possible to make it easier for students to relate to and apply their knowledge and skills developed throughout the course.</p>	<p><u>Topic 1 – What is business?</u> In this topic students develop an understanding the nature and purpose of business including the different forms of business ownership. They study the external environment can affect costs and demand</p> <p><u>Topic 2 – Managers, leadership and decision making</u> In this topic students consider the value of decision making based on data (scientific decision making) and on intuition. They look at the importance of understanding the role and importance of stakeholders</p> <p><u>Topic 3 – Decision making to improve marketing performance</u> Students consider the value of setting marketing objectives, understanding data and its purpose to make effective decisions and students learn about the value of the marketing mix</p> <p><u>Topic 4 – Decision making to improve operational performance</u> Students study the importance of setting and analysing operational objectives to improve efficiency, productivity and overall performance.</p> <p><u>Topic 5 – Decision making to improve financial performance</u> Students study the importance of setting and analysing financial objectives, they consider different sources of finance and how to improve cash flow and profits</p> <p><u>Topic 6 – Decision making to improve human resource performance</u> Students study the importance of setting and analysing HR objectives. They consider how a firm can improve organisational design and managing the human resource flow. Students study how making human resource decisions can lead to improving motivation, engagement and retention</p>
Business A-Level Year 13	<p>Business A-Level provides an excellent foundation. The skills students learn are transferable across a broad range of subjects and careers. Students will study the following topics:</p> <p>Exam papers use a variety of assessment styles including multiple choice, short answer, data response, essay and case studies so that students feel more confident and engage with the questions.</p> <p>Real life case studies will be used wherever possible to make it easier for students to relate to and apply their knowledge and skills developed throughout the course.</p>	<p><u>Topic 7 – Analysing the strategic position of a business</u> Students study the importance of mission, corporate objectives and strategy, conduction financial ratio analysis, overall performance, political and legal change, economic change, social and technological change, the competitive environment and investment appraisal.</p> <p><u>Topic 8 – Choosing the strategic direction</u> Students study which which markets to compete in and what products to offer and consider strategic positioning in terms of how to complete,</p> <p><u>Topic 9 – Strategic methods: how to pursue strategies</u> Students study assessing change in scale, innovation, internationalisation and assess greater use of digital technology</p> <p><u>Topic 10 – Managing strategic change</u> Students study managing different types of change, organisational culture, management implementation/ structure and finally the problems with strategy and why strategies fail.</p>

Subject	Aims and Purpose/Intent	Content Summary
Business Cambridge Technicals Year 12	<p>Applied Business will give learners the opportunity to learn and understand the fundamental business and entrepreneurial knowledge and skills associated with working within a business enterprise.</p> <p>The learner will understand the way in which any venture in business (big or small) is a function of the relationship between its people, its marketing, its finance and its ability to deliver operationally upon its commitments.</p> <p>The learner will undertake a programme of assessment designed to assess not only their business knowledge and understanding, but also the way in which this knowledge and understanding can be applied to shape their practical skill in thinking and realising their own plans about business</p> <p>The objective of this qualification is:</p> <ul style="list-style-type: none"> • preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding • meeting relevant programmes of learning • preparing learners for employment • giving learners personal growth and engagement in learning 	<p><u>Unit 1- The Business Environment- Examination (Sept- April- Exam in May)</u></p> <p>This unit will give learners an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow them to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.</p> <p><u>Unit 2- Working in Business- Examination (Sept- Dec- Exam in January)</u></p> <p>This unit will give learners an understanding of the type of critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow them to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.</p> <p><u>Unit 5- Marketing and Market Research- Coursework (Jan- April)</u></p> <p>The unit has particular emphasis on the role of market research and how it contributes to marketing decision-making, and the actions a business may take. Market research is the process by which organisations obtain the information they require. You will gain an in-depth understanding of primary and secondary market research methods used to inform marketing decision-making and any constraints on marketing activities. You will develop an understanding of the importance of selecting appropriate market research methods for market research proposals and you will be able to carry out market research, analyse the market research findings and present the findings.</p> <p><u>Unit 16- Principles of Project Management- Coursework (April- June)</u></p> <p>In this unit you will learn about the stages of project management, and the type of skills a project manager should have. You will plan a project, and prepare a project plan. You will learn about the different planning tools available for project planning. Whilst preparing the project plan, you need to be aware of internal and external factors which might have an impact on the planning process, as well as the successful completion and implementation of a project.</p>
Business Cambridge Technicals Year 13	<p>Applied Business will give learners the opportunity to learn and understand the fundamental business and entrepreneurial knowledge and skills associated with working within a business enterprise.</p> <p>The learner will understand the way in which any venture in business (big or small) is a function of the relationship between its people, its marketing, its finance and its ability to deliver operationally upon its commitments.</p>	<p><u>In year 13 students will complete the remaining units of work:</u></p> <p><u>Unit 16- Principles of Project Management- Coursework (Sept- Oct)</u></p> <p>In this unit you will learn about the stages of project management, and the type of skills a project manager should have. You will plan a project, and prepare a project plan. You will learn about the different planning tools available for project planning. Whilst preparing the project plan, you need to be aware of internal and external factors which might have an impact on the planning process, as well as the successful completion and implementation of a project.</p> <p><u>Unit 1- The Business Environment- Examination (Oct- Dec – Resit Exam in Jan)</u></p>

	<p>The learner will undertake a programme of assessment designed to assess not only their business knowledge and understanding, but also the way in which this knowledge and understanding can be applied to shape their practical skill in thinking and realising their own plans about business</p> <p>The objective of this qualification is:</p> <ul style="list-style-type: none"> • preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding • meeting relevant programmes of learning • preparing learners for employment • giving learners personal growth and engagement in learning 	<p>This unit will give learners an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow them to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.</p> <p><u>Unit 2- Working in Business- Examination (Oct- Dec – Resit Exam in Jan)</u></p> <p>This unit will give learners an understanding of the type of critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow them to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.</p> <p><u>Unit 4 – Customers & Communication – Coursework (Jan- March)</u></p> <p>This unit will allow learners to appreciate how vital customers are to the success of a business. It will give them an understanding of how important it is for businesses to know their customers and what influences customer behaviour. In this unit, they will understand how to communicate with customers.</p>
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Subject	Aims and Purpose/Intent	Content Summary
Economics Year 12	<p>This qualification will provide learners with economic theory to support analysis of current economic problems and issues, encouraging students to appreciate the interrelationships between microeconomics and macroeconomics.</p> <p>Students will: Develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions.</p> <p>Build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important.</p> <p><u>This qualification in Economics will:</u></p> <ul style="list-style-type: none"> • Enable you to understand more about the Economic world • Motivate and challenge you, and prepare you to make informed decisions about further study and career pathways <p>Progress onto numerous qualifications</p>	<p><u>Micro- Individuals, firms, markets and market failure</u> Topic 1. Economic methodology and the economic problem Topic 2. Individual economic decision making Topic 3. Price determination in a competitive market Topic 4. Production, costs and revenue Topic 5. Perfect competition, imperfectly competitive markets and monopoly</p> <p><u>Macro- The national and international economy</u> Topic 9. The measurement of macroeconomic performance Topic 10. How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts Topic 11. Economic performance</p>
Economics Year 13	<p>This qualification will provide learners with economic theory to support analysis of current economic problems and issues, encouraging students to appreciate the interrelationships between microeconomics and macroeconomics.</p> <p>Students will: Develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions.</p> <p>Build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important.</p> <p><u>This qualification in Economics will:</u></p> <ul style="list-style-type: none"> • Enable you to understand more about the Economic world • Motivate and challenge you, and prepare you to make informed decisions about further study and career pathways <p>Progress onto numerous qualifications</p>	<p><u>Summary of course:</u></p> <p>Paper 1: Markets and market failure- <i>written exam: 2 hours, 80 marks, 33.3% of A-level (topics covered 1-8)</i></p> <p>Paper 2: National and international economy-<i>written exam 2 hours, 80 marks, 33.3% of A-level (topics covered 9-14)</i></p> <p>Paper 3: Economic principles and issues- <i>written exam: 2 hours, 80 marks, 33.3% of A-level (topics covered 1-14)</i></p> <p><u>Micro- Individuals, firms, markets and market failure</u> Topic 6. The labour market Topic 7. The distribution of income and wealth: poverty and inequality Topic 8. The market mechanism, market failure and government intervention in markets</p> <p><u>Macro- The national and international economy</u> Topic 9. The measurement of macroeconomic performance Topic 10. How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts Topic 11. Economic performance Topic 12. Financial markets and monetary policy Topic 13. Fiscal policy and supply-side policies Topic 14. The international economy</p>

Subject	Aims and Purpose/Intent	Content Summary
<p>Core RE Programme</p>	<p>To understand the importance of religion from an ethical and philosophical perspective.</p> <p>To develop a greater awareness of their own place in the world as part of a wider community.</p> <p>To explore and experience how we are all on our own personal faith journey with Christ as our companion.</p>	<p>All students will be expected to attend one lesson per week in both Year 12 and 13 exploring a range of topics linked to philosophy and ethics of religion. These include:</p> <p>Unit One: Rights and Responsibilities. Students will explore their rights and responsibilities and their place in the world today. They will consider whether the teachings of Christ and the Church come before the Law of the land. They will reflect on their personal well-being as children of God.</p> <p>Unit Two: Equality and Diversity. Students will explore racial harmony through the concept of ‘love thy neighbour’ with a key focus on how Christians mark and celebrate Black History Month. They will reflect on gender prejudice and how the Church believes that we all have an important role to play in society.</p> <p>Unit Three: Suffering, Evil and the Holocaust. Students will explore how we as a society to support those who are suffering whilst considering our own personal health and well-being. They will consider positive relationships in light of Church teaching, such as John Paul II’s <i>Theology of the Body</i>. Students will reflect on the Holocaust and how it is commemorated today.</p> <p>Unit Four: Being Me – <i>Imago Dei</i>. Students will consider how we are all made in the ‘image and likeness of God’ – <i>Imago Dei</i>. They will reflect on the sanctity of life and the importance of respecting one’s own body.</p>

Developing Leadership

Subject	Aims and purpose/Intent	Content Summary
Careers	<p><i>Post 18 Options, Discover MOOC, degrees and Apprenticeships</i></p> <p>To understand what opportunities are available post 18, looking at intentions and choices. Understand the aspects of University, apprenticeships or work-related learning. <i>Gatsby (1, 3, 7 & 8)</i></p> <p>To develop independent study in sixth form and put it into practise throughout their post 16 years. <i>Gatsby (1 & 3)</i></p> <p>To explore MOOCs and research possible areas of interest before making a shortlist on university courses. <i>Gatsby (1, 3 & 8)</i></p> <p><i>Post 18 planning, Personal Statement Writing, Social Media and Networking</i></p> <p>To understand the pathways available to them planning two different scenarios to get to their career destinations. <i>Gatsby (1, 3, 7 & 8)</i></p> <p>To develop a great personal statement by successfully recording all important information down before beginning. <i>Gatsby (1 & 7)</i></p> <p>To explore the importance of networking and the significance of using social media and keeping a clean digital footprint. Always relaying professional behaviours on their online profiles <i>Gatsby (1, 3, 6 & 8)</i></p> <p>To understand the importance of using techniques to cope with the inevitable stress and anxiety that comes with exams and applications throughout the year. <i>Gatsby (1 & 3)</i></p> <p>To develop and identify their five course choices on UCAS and add them. (Oxbridge or medical boys, ensure they have all their materials organised by the early deadline) <i>Gatsby (1, 7 & 8)</i></p> <p>To explore what happens at assessment centres as part of the recruitment process. Explore in depth into your firm and conditional offers and look at all areas of MOOCs, UCAS and Unifrog to get the best possible chace at your desired course. <i>Gatsby (1, 3, 6 & 8)</i></p>	<ul style="list-style-type: none"> • Assembly • Post 16-Choices, Choices • Teamwork – what makes a great team player? • Degree and Apprenticeships – the right choice for you? • Discuss independence during form time. • Discovering MOOCs – Summer Challenge • Post 18 planning • How to guides – intentions tools • Jumbled personal statement • Support in personal statement writing on Unifrog • WEX – Social media and personal brand • Curating your online profile – Linkedin • World of Work – Professional Networking • Unifrog Careers profiles/ personal statement • UCAS • Courses • Open Days to Universities • Outside Speakers • Assembly – support and managing stress and anxiety • Mindfulness • UCAS how to guide • -accepting/ declining • -Clearing • Informative Emails regarding all UCAS and Unifrogs • Discovering MOOCs • Recruitment Centres • Lost Civilisation and Do's and Don'ts • Post 18 planning • How to guides – intentions tools • Unifrog Careers profiles/ personal statement • UCAS - Courses • Open Days to Universities • Outside Speakers • Communicating effectively to their reference mentor

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Charity and Service	<p>To understand servant leadership and the moral imperative to serve and share</p> <p>To develop an attitude of gratitude and a commitment to service and charity</p> <p>To explore/experience serving others in settings in and out of school and promoting a better and more just society through service and charity</p>	<ul style="list-style-type: none"> • Charity events including raising money for homeless charities, Alzheimer's support and the Christmas food hamper appeal • Supporting Ronald McDonald House (6th Form Charity group charity) • Collections for the Nugent Food bank markets • Assemblies and workshops from outside speakers • Faith in Action award scheme, involving voluntary hours both in and out of the school setting
Spiritual Formation	<p>To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the school and its founder</p> <p>To develop as critical thinkers as they reflect on their place in the world. Philosophical questions of human existence and Christian answers to the questions.</p> <p>To explore/experience the sources and interpretations for our knowledge of the past</p>	<ul style="list-style-type: none"> • Chapel – provision for reflection for pupils, time spent in non-curriculum time in the chapel • Collective Worship – based on current affairs • Community Advent service • Lent services • Weekly Mass (Wednesday) and involvement of local clergy • Opportunity to be part of the Archdiocesan pilgrimage to Lourdes • Faith in Action award scheme reflection points – looking at scripture, writings of the Church and reflecting upon how faith and action work together in their lives • Core RE Programme in Year 12 and 13

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Year 12 PSHE	<p>We firmly believe that a meaningful PSHE curriculum is the key to students becoming confident, tolerant and well-rounded adults. Our intention is that, when students' progress through their journey at Cardinal Heenan, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society.</p> <p>To experience a rich and relevant education on all topics related to creating the whole person.</p> <p>To explore a plethora of RSE and PSHE themes through an active learning approach.</p> <p>To develop a deeper understanding of their own lives and the wider world by building upon the skills and knowledge gained from the KS3 and KS4 programme of study. To experience different methods of tackling issues regarding relationships, health and wellbeing and living in the wider world. To develop an understanding of democracy, government and law. To take their place in society as responsible citizens.</p>	<p>Guest speakers</p> <ul style="list-style-type: none"> • Barclays life skills • Young Minds • Young Citizens • Citizens Advice • The Whitechapel Centre • Unifrog • UCAS • Seminars delivered by professionals from various fields of work <p>The Y12 PSHE programme of study covers the following topics:</p> <ul style="list-style-type: none"> • Unifrog: CV and personal statement building, searching for relevant work experience, preparing for the next pathway. • Celebrating diversity • Keep safe when socialising and online. • Look after your mind. • How to maintain a healthy relationship including consent and abuse. • How to de-escalate aggression • Protect yourself at work. • Travel safely when in the UK, abroad or on a gap year. • Coming out and celebrating LGBTQ+. • The difference between 'love' and 'lust'. • Look after your sexual health. • Illness in young people including 'freshers flu'. • Body enhancement and body image.

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Year 13 PSHE	<p>We firmly believe that a meaningful PSHE curriculum is the key to students becoming confident, tolerant and well-rounded adults. Our intention is that, when students' progress through their journey at Cardinal Heenan, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society.</p> <p>To experience a rich and relevant education on all topics related to creating the whole person.</p> <p>To understand issues which young adults may face when transitioning to future educational and/or career pathways</p> <p>To explore a plethora of RSE and PSHCE themes through an active learning approach.</p> <p>To develop a deeper understanding of their own lives and the wider world by building upon the skills and knowledge gained from the KS3, KS4 and Y12 programme of study. To explore and experience different methods of tackling issues regarding relationships, health and wellbeing and living in the wider world. To develop an understanding of democracy, government and law. To develop essential skills which will aid them as individual adults confident in their place in society as responsible citizens.</p>	<p>Guest speakers</p> <ul style="list-style-type: none"> • Ex-students who have progressed through university or career pathways. • Barclays life skills • UCAS • Citizens Advice • Seminars delivered by professionals from various fields of work <p>The Y13 PSHE programme of study covers the following topics:</p> <ul style="list-style-type: none"> • UCAS and Unifrog: CV and personal statement building, searching for relevant work experience, preparing for the next pathway. • Being the 'new person'. • Celebrating Diversity. • Addiction: pornography, drugs and alcohol. • Safe sex and parenthood. • Maintaining professional relationships: in work, online and offline behaviour. • Protect yourself at work. • Moving away from home. • Mortgages, pensions, tax and more bills. • FGM, forced marriage and honour-based violence.