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Art

For further information please contact the curriculum

leader via email: kashcroft@mcauley.org.uk

Why study Art?

The creative industries are one of the fastest growing sectors, and one of our largest exports in the UK. The skills that you learn in studying Art will not only be relevant in these industries, but the problem-solving, resilience, and creative thinking that you will develop will be desirable in a wide range of careers.

How will I be assessed?

You will be assessed on two units:

- 🎬 Coursework Portfolio (60%)
 - 🎬 Controlled Assessment (40%) which finishes with a 10 hour period under exam conditions to create the final piece

Assessment is undertaken using four 'Assessment Objectives':

- 🎬 AO1: Develop ideas through investigations, demonstrating critical understanding of sources
- 🎬 AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- 🎬 AO3: Record ideas, observations and insights relevant to intentions as work progresses
- 🎬 AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

What happens in lessons?

Initially you will work on a 'teacher lead' project to learn about all of the elements that go into a successful Art project and to gain experience of a wide range of processes, then you will use this learning to work independently in lessons on a self-lead project. Your teacher will give you regular verbal and written feedback to guide you as your work progresses.

What will I study?

You will study two coursework projects (60% of the overall grade), and a controlled assessment unit that is set by the exam board (40%)

What skills will I need?



You will develop skills in the following areas:

- Responding to contextual references (studying the work of a wide range of artists, to inform your own ideas)
- Analysing your own work, and that of other artists
- Experimenting and exploring a wide range of materials and processes
- Continually refining and reviewing your work and ideas as they progress
 - Recording your thoughts and ideas using sketchbooks, photography and range of different types of drawing.
- Synthesising (bringing together) your artist research, experiments with materials and your personal observations and ideas, into a final piece of work.



Fine Art

For further information please contact the curriculum leader via email: kashcroft@mcauley.org.uk

CURRICULUM LEADER

Ms K Ashcroft

AWARDING BODY

OCR Course Specification

ENTRY REQUIREMENTS

Level 5 or above in GCSE Art

OR a minimum of Merit in BTEC Art and Design

Why choose Art?

Art is a form of communication and expression: a visual language. If you choose to study A Level Art you will develop your skill and creativity as an artist and your understanding of art.

What will I learn in Year 12 and how will it be assessed?

In year 12 you will initially work on a skills induction project, which will lead into an individual project covering all 4 assessment objectives.

You will then begin working towards Unit 1: The Personal Investigation, which is a sustained Art project of your choice, incorporating a written essay.

This is a new specification subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

What will I learn in Year 13 Art and how will it be assessed?

In year 13, Unit 1: The personal Investigation continues until Christmas. This incorporates an educational research visit to art galleries in London.

You will then begin work on Unit 2: The Controlled Assessment, which is an externally set assessment, which culminates in a 15 hour exam.

This is a 'new specification' subject. The overall result for each student completing this course to full A level standard will be based on the final Year 13 A level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and their 'decoupling' of AS/A2 grades.



How will I learn?

In lessons there will be a range of group and individual activities relating to artists' works, techniques and ideas. You will receive individual feedback and support several times a week.

You will learn through opportunities to develop:

Intellectual, imaginative, creative and intuitive powers

Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement

An interest in, enthusiasm for and enjoyment of art, craft and design

The experience of working with a broad range of Fine Art media

Related Degrees

Art is recognised and accepted by universities for degree courses in a range of subjects. It is essential if you wish to continue your education in painting, sculpture, printmaking, graphics, textiles and fashion and is advantageous if you wish to study Architecture, Interior Architecture or History of Art.

Related Careers

There are a variety of careers paths that A Level art leads to, for example Advertising, Media, Games Design, Fashion Design, Graphic Design, Illustration, Photography, Museum Archives, and Curator.

The Arts and Culture economy creates 694,700 jobs across the UK, 6,910 cultural businesses contribute £28 billion each year to the UK economy. Jobs in the creative and cultural sector are expected to increase by a third by 2020.

Further Course Information

Students who achieve the highest grades are those who are open minded to new ideas and skills - which visit Art Galleries, research and collect resources in their own time and become more independent learners. The Art teachers are always around to support the students at lunchtimes and after school.



Business Studies

For further information please contact the curriculum leader via email: lstirling@mcauley.org.uk

KS4 – GCSE (AQA)

Why study Business Studies?

You will develop knowledge of how businesses are formed. You will also discover the key to business success and apply this to real businesses. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

You will study six separate units:

Unit 1 - Business in the real world

Unit 2 - Influences on business

Unit 3 - Business operations

Unit 4 - Human resources

Unit 5 - Marketing

Unit 6 - Finance

How will I be assessed?

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
<p>What's assessed</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Business operations • Human resources 		<p>What's assessed</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Marketing • Finance
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE
<p>Questions</p> <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks. 		<p>Questions</p> <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.

What happens in lessons?

In addition to general theory lessons, you will:



Visit a business to help you apply theory
Prepare and delivery powerpoint presentations to the class
Participate in paired and group activities
Observe and make notes from videos

What skills will I need?

To achieve the GCSE in Business you will need:

To have good communication skills both written and verbal
To work both independently and in a team
To develop new knowledge and skills
To develop strong analysis and evaluation skills

To work hard to complete lessons booklets and homework tasks
To revise after each topic for end of topic tests



KS5 - New Cambridge Technicals Extended Certificate

Why study Business Studies?

You will learn how a business might evolve. From a small start-up to a large multinational organisation, you will consider a range of different business types and gain an understanding of how the choice of business type might affect the objectives set. You will also look at the internal workings of businesses, including their internal structure and how different functional areas work together. By looking at the external constraints under which a business must operate, you will gain an understanding of the legal, financial and ethical factors that have an impact. You will then explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have on a business.

The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions, and you will have the opportunity to gain these vital skills. Alongside this, you will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage time efficiently.

How will I be assessed?

Both Units 1 and 2 are assessed by an external examination—Unit 1 January of Y12, and Unit 2 in January of Y13. You will be allowed one resit of each unit, and the higher of your two grades will count towards your final grade.

The remaining three units are all internally graded by your teacher. The portfolio of evidence you produce will include a range of different activities, from business reports, to presentations and group work. The work will then be internally verified before being externally moderated by OCR.

What happens in lessons?

In addition to general theory lessons, you will:

- Take part in a visit to a local business to gather appropriate research evidence for your portfolios
- Conduct your own individual research investigations
- Prepare and delivery powerpoint presentations to the class
- Participate in paired and group activities
- Observe and make notes from videos and any business visits

What skills will I need?

To achieve the Cambridge Technical Extended Certificate in Business you will need:

- Independent learning and research skills
- Investigative skills
- Communication skills both written and verbal

iMedia

For further information please contact the curriculum leader via email: mcorkill@mcauley.org.uk

The CAMBRIDGE NATIONAL CERTIFICATE IN CREATIVE iMEDIA lets students gain knowledge in a number of key areas in the media field, from pre- production skills to digital animation, and offers a hands-on approach to learning. The options available offer you the chance to explore areas of creative media that interest you. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The modules offered include 2 compulsory and 2 optional units:

Compulsory:	Optional 2 from:	
Pre-production Skills	2D & 3D digital characters	Interactive Multimedia Products
Creating Digital Graphics	Websites	Digital Sound
	Story Telling	Digital Video
	Digital Animation	Digital Photography
	Game Concepts	Digital Games



How is it tested?

Most of the qualification is tested by coursework that's set and marked by the teacher. This will be done throughout the two-year course. So if you like project work, enjoy research and doing practical things you may find a Cambridge National a better option than a GCSE. One of the units that students must take – on preproduction skills – involves a written exam that lasts one hour and 15 minutes and is set and marked OCR.

What could you do next?

Cambridge National in Creative iMedia is effective preparation for a range of qualifications including:

- Cambridge Technicals – IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+). Students could also consider moving into AS or A Level Computer Science. There are many different careers that this qualification could help you move towards.







Computer Science

For further information please contact the curriculum leader via email: mcorkill@mcauley.org.uk

CURRICULUM LEADERS

Mr M Corkill

AWARDING BODY

OCR Course Specification [Course Specification](#)

ENTRY REQUIREMENTS

It is expected that students wishing to study Computer Science will have studied GCSE Computing and have achieved a level 6 or above.

Students who have not studied Computer Science should have a GCSE Level 6 or above in Mathematics and/or Physics.

Why choose Computer Science?

Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

OCR A Level in Computer Science will value computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

Learners will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each learner is able to tailor their project to fit their individual needs, choices and aspirations.

What will I learn in A Level Computer Science and how will it be assessed?

An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation

The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so

The capacity to think creatively, innovatively, analytically, logically and critically

The capacity to see relationships between different aspects of computer science

The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

A Level Computer Science will consist of Components 01 and 02 which are examined by means of a written



examination and a non-examination assessment Programming Project (Component 03 or 04).

It is anticipated that all students will be developing their programming skills in Year 12 in preparation for the programming Project during Year 13.

Assessment: Computer systems (01) – 2 ½ hour written paper

Weighting: 40% of the total A Level

Assessment: Computer systems (02) – 2 ½ hour written paper

Weighting: 40% of the total A Level

Assessment: Programming project (03* or 04**)

Weighting: 20% of the total A Level

Content of Computer Systems (Component 01)

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), exchanging of data, software development, data types and structures, algorithms and legal, moral, cultural and ethical issues. This knowledge will be used when studying computational thinking and developing programming techniques. Students will also be expected to draw upon this knowledge when devising their approach to the Programming project component (03 or 04).

Learners will be expected to apply the criteria below in different contexts including current and future uses of the technologies.

1.1 The characteristics of contemporary processors, input, output and storage devices:

Components of a computer and their uses

1.2 Software and software development

Types of software and the different methodologies used to develop software

1.3 Exchanging data

How data is exchanged between different systems

1.4 Data types, data structures and algorithms

How data is represented and stored within different structures. Different algorithms that can be applied to these structures

1.5 Legal, moral, cultural and ethical issues

The individual (moral), social (ethical) and cultural opportunities and risks of digital technology. Legislation surrounding the use of computers and ethical issues that can or may in the future arise from the use of computers.

Content of Algorithms and Programming (Component 02)



This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01).

In addition, learners should:

understand what is meant by computational thinking

understand the benefits of applying computational thinking to solving a wide variety of problems

understand the principles of solving problems by computational methods

be able to use algorithms to describe problems

be able to analyse a problem by identifying its component parts.

2.1 Elements of computational thinking

Understand what is meant by computational thinking

2.2 Problem solving and programming

How computers can be used to solve problems and programs can be written to solve them (Learners will benefit from being able to program in a procedure/ imperative language and object oriented language.)

2.3 Algorithms

The use of algorithms to describe problems and standard algorithms.

A Level Content of non-exam assessment Programming Project (Component 03 or 04)

Learners will be expected to analyse, design, develop, test, evaluate and document a substantial program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners will be expected to apply appropriate principles from an agile development approach to the project development.

While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

3.1. Analysis of the problem (10 marks)

3.2. Design of the solution (15 marks)

3.3. Developing the solution (25 marks)

3.4. Evaluation (20 marks)

Assessment: Non exam Programming Project

Weighting: 20% of total A Level.

How will I learn?

The key features of this specification encourage:

computational thinking



problem solving using computers
 computer programming and algorithms
 the mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and comparison of the complexity of algorithms

Related Degrees

Computer Science is a good general foundation for a number of subject disciplines including IT, Computer Science, Information Systems, Multimedia, Software Engineering, Computer Networking, Software Development, Internet/Games related, Animation, Programming and Information Management. You could also go into work based training including a variety of apprenticeship schemes.

Related Careers

Variety of careers stem from Computer Science including various programming, software or games production/design, multimedia or internet based opportunities, as well as a range of engineering based careers. Based on chosen area of the massive spectrum of Computer Science based jobs the possibilities are endless.

Further Course Information

Students will be provided with many different resources including access to e-learning materials, past papers, detailed notes, revision guides. Students will be expected to work independently to agreed deadlines and must be prepared to take their own notes in theory based lessons. Students should be prepared to use the ICT facilities in school to work on coursework as much of the homework set involves using the computer. There will also be regular after school support classes available.

Subject curriculum map: Computer science / I-media

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Health and Safety E-Safety Baseline Assessment	Input Process Output Binary Numbers Storage Technology Investigation Project eg Driverless Cars	Graphic Design Photoshop	Scratch Programming Combine increasingly complex instructions to create programming projects	Kodu Programming Combine increasingly complex instructions to create programming projects	Storytelling with Comic Life
Y8	Computer Networks How the internet works	Search engines How they work	Technology Investigation Project	Scratch Programming	Graphic Design	Web Design and HTML



Y9	<u>Creative iMedia</u> <u>Unit R082: Creating Digital Graphics</u> <u>Investigation</u>	Creative iMedia Unit R082: Creating Digital Graphics Planning/design	Creative iMedia Unit R082: Creating Digital Graphics Creating Product	Creative iMedia Unit R082: Creating Digital Graphics Evaluation	Creative iMedia Unit R085: Creating a multipage website Investigation	Creative iMedia Unit R085: Creating a multipage website Design
Y10	Creative iMedia Unit R085: Creating a multipage website Creating Product	Creative iMedia Unit R085: Creating a multipage website Evaluation	Creative iMedia Unit TBA Investigation	Creative iMedia Unit TBA Investigation	Creative iMedia Unit TBA Planning	Creative iMedia Unit TBA Creation of product
Y11	Creative iMedia Unit TBA Evaluation	Unit R081: Pre-production skills Exam Revision	Unit R081: Pre-production skills Exam Revision	Unit R081: Pre-production skills Exam Revision	Completion/improvements of coursework Exam Revision	Completion/improvements of coursework Exam Revision
Y12	Unit 3 Project	Unit 1 Components of a computer Unit 3 Project	Unit 2 Systems software Unit 3 Software development Unit 3 Project	Unit 2 Systems software Unit 4 Exchanging data Unit 3 Project	Unit 5 Networks Unit 3 Project	Unit 6 Data types Unit 7 Data structures
Y13	Unit 8 Boolean algebra Unit 10 Computational thinking	Unit 11 Programming techniques Unit 12 Algorithms	Unit 3 Project Exam Prep – Past papers	Exam Prep – Past papers	Exam Prep – Past papers	

<p>Y7</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>
<p>Y8</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original</p>

	<p>worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>
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Drama

For further information please contact the curriculum leader via email: msinclair@mcauley.org.uk

Curriculum Leader: Miss M Sinclair

Awarding Body: AQA

What will I learn?

The drama course is based on practical and written assignments which aim to show an understanding and practice of dramatic techniques, both improvised and scripted. Students develop their acting skills by taking part in a wide range of activities.

This is an acting course.

How will I learn?

You will have opportunities to learn through:

- o Working closely with others
- o Developing the personal skills of co-operation, concentration, self-expression, listening and awareness of others
- o Developing specific performance techniques
- o Attending live performances both in school and at local and national theatres
- o Receiving feedback on how well you are doing and what you need to do to improve

How will I be assessed?

40% Examination

You will practically study a play and prepare to write about it in the examination. You will see a range of live theatre and evaluate this in the examination.

60% NEA

You will prepare and perform a scripted play and an original devised play, with a supporting devising log to document the process.

The course is mainly practical but there are also written elements.
Excellent attendance is a requirement.

What qualification will I get?

GCSE Drama 1-9

What can I do with this qualification?



Students may continue in the 6th Form to study from a range of Drama/Performing Arts A Level or BTEC qualifications.

<p>Y9</p>	<p><u>Drama</u> Developing performance skills practically, with a focus on vocal skills and script. Using written work as an ongoing review of skills, strengths and weaknesses and to set targets for future improvements</p>	<p><u>Drama</u> Developing performance skills practically, with a focus on physical skills and devising original work. Using written work as an ongoing review of skills, strengths and weaknesses and to set targets for future improvements.</p>	<p><u>Drama</u> Applying performance skills developed last term to performance. Prepare, rehearse and perform a devised piece based on 'Citizenship' and a scripted piece based on 'Exploring Comedy.'</p>	<p><u>Drama</u> Prepare, rehearse and perform a devised piece based on 'Citizenship' and a scripted piece based on 'Exploring Comedy.'</p> <p>Researching, exploring and developing performance work for a group piece aimed at a key stage 3 audience.</p> <p>Rehearsal and development of piece.</p> <p>Research, character development and ongoing analysis of skills developed..</p>	<p><u>Drama</u> Researching, exploring and developing performance work for a group piece aimed at a key stage 3 audience.</p> <p>Begin study of live theatre and work to prepare for writing about it.</p> <p>Exploring knowledge and understanding required for section A of written paper.</p>	<p><u>Drama</u> Developing performance skills practically. Using written work as an ongoing review of skills, strengths and weaknesses and to set targets for future improvements.</p> <p>Begin study of live theatre and work to prepare for writing about it.</p> <p>Exploring knowledge and understanding required for section A of written paper.</p>
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<p>Y10</p>	<p><u>Drama</u> Developing performance skills through a selection of practical activities.</p> <p><u>Component 1</u> Studying set text – ‘Blood Brothers’ through a range of practical tasks, including performance of selected key scenes.</p> <p>Answering examination style questions on Blood Brothers.</p>	<p><u>Drama Component 1</u> Studying set text – ‘Blood Brothers’ through a range of practical tasks, including performance of selected key scenes.</p> <p>Answering examination style questions on Blood Brothers.</p> <p><u>Component 3</u> Continuing to develop performance skills through a selection of practical activities.</p> <p>Working on ‘Absurd, Black and Comic’ scripts in pairs to simulate longer term projects used for scripted assessment.</p>	<p><u>Drama Component 1</u> Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 2</u> Continuing to develop performance skills through a selection of practical activities.</p> <p>Working in groups to develop original work from a stimulus to simulate longer term projects used for devised assessment.</p>	<p><u>Drama Component 1</u> Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 3</u> Continuing to develop performance skills through a selection of practical activities.</p> <p>Working on a text as a class and in groups to develop interpretative skills and simulate longer term projects used for scripted assessment.</p>	<p><u>Drama Component 1</u> Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 2</u> Continuing to develop performance skills through a selection of practical activities.</p> <p>Working on a longer project in groups to develop original work from a stimulus to simulate longer term projects used for devised assessment.</p>	<p><u>Drama Component 1</u> Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 2</u> Continuing to develop performance skills through a selection of practical activities.</p> <p>Workshop focused scheme to develop students’ higher level thinking skills and their ability to devise creative and original work.</p>
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<p>Y11</p>	<p><u>Drama Component 2</u></p> <p>Brief induction to Year 11.</p> <p>Working in a group to create, explore, rehearse and develop a devised piece of Drama for component 2 practical examination.</p> <p><u>Component 1</u></p> <p>Answering examination style questions based on Blood Brothers.</p> <p>Homework used to continue preparation for written examination.</p>	<p><u>Drama Component 2</u></p> <p>Practical examination of devised piece in November.</p> <p>Working in a group to create, explore, rehearse and develop a devised piece of Drama for component 2 practical examination.</p> <p>Producing devising log NEA to support process of development of work</p>	<p><u>Drama Component 3</u></p> <p>Working in a group to interpret, rehearse and develop a scripted piece of Drama for practical examination.</p> <p>Improving devising log.</p> <p><u>Component 1</u></p> <p>Revision on Blood Brothers and live theatre seen.</p>	<p><u>Drama Component 3</u></p> <p>Working in a group to interpret, rehearse and develop a scripted piece of Drama for practical examination.</p> <p>Improving devising log.</p> <p>Practical examination of scripted extracts to external examiner.</p>	<p><u>Drama Component 1</u></p> <p>Final preparation for written element of course.</p> <p>Students working to refine and develop their answers to prepare for written examination.</p> <p>Exam technique and revision skills.</p>	<p>Study leave</p>
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Drama & Theatre Studies

For further information please contact the curriculum leader via email: msinclair@mcauley.org.uk

CURRICULUM LEADERS

Miss M Sinclair

AWARDING BODY

AQA [Course Specification](#)

ENTRY REQUIREMENTS

Drama GCSE or equivalent Performing Arts qualification. Experience in performance desirable. Those with no prior experience or Drama qualification should see the Head of Drama before opting. High levels of attendance and a commitment to working outside lesson time are essential.

Why choose Drama and Theatre Studies?

This course is challenging, but hugely enjoyable and rewarding. There is a good balance between practical work and theoretical study. You will extend and deepen your understanding of drama and theatre practice and develop your performance skills.

This academic course will help your communication and essay skills as well as developing other skills valued by employers.

What will I learn in A Level Drama and Theatre Studies and how will it be assessed?

Students will study two texts practically and write about these texts from a practical perspective in the examination. They will attend a range of live theatre and write about one of the live productions seen in the examination.

40% of A Level

Students will work together to create an original piece of devised drama in the style of a prescribed practitioner. They will perform the piece to an audience and complete a working notebook on the process.

30% of A Level

Students will work together to rehearse and perform extracts from three contrasting plays, using the methodology of a prescribed practitioner. They will also complete a portfolio evidencing the interpretive process.

30% of A Level



How will I learn?

You will learn through opportunities to:

Explore ideas and styles in predominantly practical lessons and in writing

Discuss ideas related to theory and practical Drama in different groups

Develop your knowledge and understanding of Drama

Perform pieces of practical work and develop practical skills

Visit the theatre to experience as wide a variety as possible of live performance, including an opportunity to take part in a London residential visit

Take part in workshops and master classes with theatre companies and practitioners

Related Degrees

Drama, Performing Arts, English, Media, Film, Arts, any degrees leading to career paths where creativity, communication, working with others and confidence are required.

Related Careers

The study of this course is highly valued by employers and universities, not only for those wishing to pursue a career in the performing arts industry, but for a wide range of career paths where communication skills, working with others, creativity and confidence are needed e.g. Law; Teaching.

Further Course Information

There is a wide range of different learning experiences available to our students, including theatre visits, workshops and opportunities to work with Drama students from other years as well as actors and other professionals. There are opportunities to take part in extra-curricular productions. We also offer work experience within the Drama department for A Level students who wish to pursue related careers or courses. This is an exciting but challenging course; the department provides a great deal of support in addition to timetabled lessons for students who are aiming high or who are struggling with any aspect of the course.

<p>Drama and Theatre</p>	<p><u>Y12 Component 1</u></p> <p>Reading and exploring practically the set text 'Antigone.'</p> <p>Background work on the context the play was written in and the conventions and terminology required in Ancient Greek Theatre.</p> <p>Performance of, and design ideas for, sections of the text.</p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p> <p>One live production seen in school.</p> <p><u>Component 2</u></p> <p>Development of practical performance skills, attuned to the demands of A Level performance</p>	<p><u>Component 1</u></p> <p>Reading and exploring practically the set text 'Antigone.'</p> <p>Performance of sections of the text. Design ideas for the text.</p> <p>Working on essay technique to write about performance/producti on ideas in an examination context.</p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p> <p>One live production seen in school.</p> <p><u>Component 2</u></p> <p>Development of practical performance skills, attuned to the demands of A Level performance standards, through a selection of practical workshops and performance tasks.</p> <p>Exploration of a selection of influential theatre practitioners and how their ideas may be applied to practical work.</p>	<p><u>Component 3</u></p> <p>Working in a group to interpret, rehearse and perform two scripted pieces of drama, influenced by selected theatre practitioners for the practical examination in April.</p> <p>Produce reflective report to document this process.</p> <p><u>Component 1</u></p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p> <p>At least one theatre trip to see a live production.</p>	<p><u>Component 3</u></p> <p>Working in a group to interpret, rehearse and perform two scripted pieces of drama, influenced by selected theatre practitioners for the practical examination in April.</p> <p>Produce reflective report to document this process.</p> <p>Perform final pieces in April.</p>	<p><u>Component 1</u></p> <p>Revision and further exploration of set text 'Antigone' for examination. Developing knowledge, understanding and application of practical ideas in essays. Working on essay technique in preparation for examination. Reading and exploring practically the set text 'Our Country's Good.'</p> <p>Performance of, and design ideas for, sections of the text.</p> <p>Working on essay technique to write about performance/produ ction ideas in an examination context.</p>
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	<p>standards, through a selection of practical workshops and performance tasks.</p> <p>Exploration of a selection of influential theatre practitioners and how their ideas may be applied to practical work.</p>				
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<p>Drama and Theatre</p>	<p><u>Y13 Component 2</u></p> <p>Working in a group to create, rehearse and perform an original piece of drama, in a particular dramatic style for the practical examination. Possible technical/design options offered.</p> <p>Produce working notebook to document this process.</p>	<p><u>Component 2</u></p> <p>Working in a group to create, rehearse and perform an original piece of drama, in a particular dramatic style for the practical examination. Possible technical/design options offered.</p> <p>Produce working notebook to document this process.</p> <p>Perform final examination piece.</p> <p><u>Component 3</u></p> <p>Working in a group to create, rehearse and perform a scripted piece, in a particular dramatic style for the practical examination.</p> <p>Produce reflective report to document this process.</p>	<p><u>Component 3</u></p> <p>Working in a group to create, rehearse and perform a scripted piece, in a particular dramatic style for the practical examination. Possible technical/design options offered.</p> <p>Produce reflective report to document this process.</p> <p>Perform final examination piece.</p>	<p><u>Component 1</u></p> <p>Reading and exploring practically the set texts.</p> <p>Performance and design of sections of the text.</p> <p>Working on essay technique to write about performance/production ideas in an examination context.</p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p>	<p><u>Component 1</u></p> <p>Revision and further exploration of set texts for examination. Developing knowledge, understanding and application of practical ideas in essays. Working on essay technique in preparation for examination.</p>
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Performing Arts

For further information please contact the curriculum leader via email: msinclair@mcauley.org.uk

CURRICULUM LEADERS

Miss M Sinclair

AWARDING BODY

Pearson/Edexcel [Course Specification](#)

ENTRY REQUIREMENTS

Drama GCSE or equivalent Performing Arts qualification. Experience in performance desirable. Those with no prior experience or Drama qualification should see the Head of Drama before opting. You must be able to work with others. High levels of attendance and a commitment to working outside lesson time are essential.

Why choose Performing Arts?

To complement most other subjects and to improve a wide range of skills. If you are interested in a career in the performing arts then this course will develop your skills in response to a range of performance scenarios as well as providing you with transferable skills for further study or employment.

What will I learn in BTEC National Certificate in Performing Arts (Year 12) and how will it be assessed?

Unit 1: Investigating practitioners

Students will learn about a range of theatre practitioners and companies through theatre trips, in workshops and by working on suitable texts. They will then write about what they have learnt in controlled assessment conditions.

Externally assessed

Unit 2: Developing skills and techniques for live performance

Students will develop a wide range of performance skills through practical workshops and through a variety of performances. They will track this development through a coursework portfolio kept throughout the year.

Internally assessed and moderated



What will I learn in BTEC National Extended Certificate in Performing Arts (Year 13) and how will it be assessed?

Unit 3: Group performance workshop

Students will work in groups to develop a piece of devised theatre in response to a stimulus provided by the exam board. They will rehearse and perform the piece to an audience and produce a digital log to support the process and performance.

Externally assessed

One further unit from a choice of optional units to include understanding, development of skills and a performance. The performance will be assessed along with a portfolio evidencing the process and evaluating the final piece. The chosen unit will be selected based on candidates opting for the course

Internally assessed and moderated.

How will I learn?

You will learn through opportunities to:

Work independently as part of a team to prepare a range of performances for a public audience

Develop your performance skills through lessons and workshops

Perform high quality practical work to live audiences

Attend workshops to develop skills and knowledge of performing arts.

Gain in depth understanding of the performing arts industry through research, practice and work experience

Work in a vocational context using superb facilities and resources

Related Degrees

Performing Arts, Drama, Dance, Technical Theatre, Expressive Arts, Event Management, Business, any degree course which requires well-developed teamwork, communication, creativity, independence.

Related Careers

This course is ideal experience for anyone wanting to pursue a career in any aspect of performing arts or for anyone intending to continue to a degree course in any area of the arts. Any career which requires organisational, communication or creative skills would be a good progression route.

Further Course Information

As part of your course, you will take part in a range of performances and workshops. There are regular opportunities to go on theatre visits and to get involved in school productions.



You will have the opportunity to function as a professional performing arts company. This will include taking part in at least four performances and developing an understanding and a range of skills across the sector. This is an ideal course for any student with an interest in any aspect of the performing arts. There is a voluntary after school coursework club with targeted staff support associated with this course.

<p>Performing Arts</p>	<p><u>Y12 Induction Unit</u></p> <p>Working as a performing arts company, students plan and organise the Year 6 open evening.</p> <p>Produce a written portfolio to document this process and receive formative feedback to support with future portfolios.</p> <p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p> <p>Learn about the role of an actor, including vocational experience at local theatre. Produce a report into the role of an actor and a range of progression routes, including skills required.</p> <p>Workshop sessions in first style of performance.</p> <p>Working in a group to interpret, rehearse and perform a script</p>	<p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p> <p>Learn about the role of an actor, including vocational experience at local theatre. Produce a report into the role of an actor and a range of progression routes, including skills required.</p> <p>Workshop sessions in first style of performance.</p> <p>Working in a group to interpret, rehearse and perform a script in the first style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p> <p>Performance in first style of performance and production of evaluation.</p>	<p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p> <p>Learn about the role of an actor, including vocational experience at local theatre. Produce a report into the role of an actor and a range of progression routes, including skills required.</p> <p>Workshop sessions in second style of performance.</p> <p>Working in a group to interpret, rehearse and perform a script in the second style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p>	<p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p> <p>Workshop sessions in second style of performance.</p> <p>Working in a group to interpret, rehearse and perform a script in the second style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p> <p>Performance in second style of performance and production of evaluation.</p> <p><u>Unit 1: Investigating Practitioners' Work</u></p> <p>Practical sessions exploring work of influential practitioners in preparation for examination.</p>	<p><u>Unit 1: Investigating Practitioners' Work</u></p> <p>Preparation period exploring chosen practitioners and live theatre linked to exam board set theme.</p> <p>Preparation of notes for examination.</p> <p>Examination in May.</p>
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	<p>in the first style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p>				
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<p>Performing Arts</p>	<p><u>Y13</u> <u>Unit 21:</u> <u>Improvisation</u></p> <p>Working on final improvised performance for assessment. Working in a group to create and then perform a practical piece of original theatre using the improvisation techniques studied in previous half term.</p> <p>Working on journal to support this process and evaluate development of skills.</p>	<p><u>Unit 1:</u> <u>Investigating Practitioners' Work</u></p> <p>Opportunity to resit this unit.</p> <p>Preparation period exploring chosen practitioners and live theatre linked to exam board set theme.</p> <p>Preparation of notes for examination.</p> <p>Examination in January.</p>	<p><u>Unit 1:</u> <u>Investigating Practitioners' Work</u></p> <p>Opportunity to resit this unit. Examination in January.</p> <p><u>Unit 3: Group Performance Workshop</u></p> <p>Working on final practical examination externally set by exam board in groups to create an original piece of drama for the final examination performance based on the given stimulus.</p> <p>Preparation for a series of milestone rehearsal examinations documenting the process.</p> <p>Milestone 1 examination.</p>	<p><u>Unit 3: Group Performance Workshop</u></p> <p>Working on final practical examination externally set by exam board in groups to create an original piece of drama for the final examination performance based on the given stimulus.</p> <p>Preparation for a series of milestone rehearsal examinations documenting the process.</p> <p>Milestone 2 examination.</p>	<p><u>Unit 3: Group Performance Workshop</u></p> <p>Working on final practical examination externally set by exam board in groups to create an original piece of drama for the final examination performance based on the given stimulus.</p> <p>Preparation for a series of milestone rehearsal examinations documenting the process.</p> <p>Milestone 3 examination.</p> <p>Perform practical examination piece.</p> <p>Evaluate final practical piece in a milestone examination session. Milestone 4 examination.</p>
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Performing Arts (Production) - BTEC Level 2

For further information please contact the curriculum leader via email: msinclair@mcauley.org.uk

Curriculum Leader: Miss M Sinclair

BTEC Tech Award Performing Arts (Production) will be available as an option. Students can achieve a Pass, Merit, Distinction or Distinction*.

Content

This BTEC is a technical theatre course and will develop skills and knowledge in lighting and sound for stage performance. There is no acting involved in this course. The course is mainly practical allowing students to work alongside others to gain experience in the selection, assembly and control of a wide range of lighting and sound equipment.

If you enjoy the thrill and excitement of theatre and live performances, but not necessarily in the limelight, then this is the course for you. With the excellent facilities and equipment the school has to offer a keen performing arts technician, you will be able to flourish if you are creative, enthusiastic, hard-working and motivated.

Assessment

Students are assessed on the practical performances and coursework produced over the course.

Component 1: Exploring Performing Arts (Coursework)

Component 2: Developing skills in Performing Arts Production (Coursework)

Component 3: Performing to a Brief (Externally set and marked)

<p>Y9</p>	<p>Performing Arts</p> <p>Introduction to lighting and sound - knowledge and understanding of set up and control.</p>	<p>Performing Arts</p> <p>Introduction to lighting and sound - knowledge and understanding of set up and control.</p> <p><u>Component 1</u> Exploring the Performing Arts Examining professional practitioners' work - watching live performance, learning about the process and analysis. First two works seen and studied.</p>	<p>Performing Arts</p> <p><u>Component 1</u> Exploring the Performing Arts Examining professional practitioners' work - watching live performance, learning about the process and analysis. Third work seen and studied.</p>	<p>Performing Arts</p> <p><u>Component 1</u> Exploring the Performing Arts Examining professional practitioners' work - watching live performance, learning about the process and analysis. Assignment 1 - produce report on three professional works.</p>	<p>Performing Arts</p> <p><u>Component 1</u> Exploring the Performing Arts Examining professional practitioners' work - watching live performance, learning about the process and analysis. Assignment 1 - produce report on three professional works. Design for three professional works.</p>	<p>Performing Arts</p> <p><u>Component 2</u> Developing Skills and Techniques in the Performing Arts Developing skills in lighting and/or sound focusing on set up, control and design.</p>
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Y10	<p>Performing Arts</p> <p><u>Component 2</u> Developing Skills and Techniques in the Performing Arts Developing skills in lighting and/or sound focusing on set up, control and design. Choose lighting or sound for assessment</p>	<p>Performing Arts</p> <p><u>Component 2</u> Developing Skills and Techniques in the Performing Arts Developing skills in lighting and/or sound focusing on set up, control and design. Begin developing design ideas for existing script.</p>	<p>Performing Arts</p> <p><u>Component 2</u> Developing Skills and Techniques in the Performing Arts Developing skills in lighting and/or sound focusing on set up, control and design. Assignment 2 Develop design skills and design lighting or sound for existing script. Journal to review development and contribution.</p>	<p>Performing Arts</p> <p><u>Component 2</u> Developing Skills and Techniques in the Performing Arts Developing skills in lighting and/or sound focusing on set up, control and design. Assignment 2 Develop design skills and design lighting or sound for existing script. Journal to review development and contribution.</p>	<p>Performing Arts</p> <p><u>Component 2</u> Developing Skills and Techniques in the Performing Arts Developing skills in lighting and/or sound focusing on set up, control and design. Assignment 2 Develop design skills and design lighting or sound for existing script. Present design ideas. Journal to review development and contribution.</p>	<p>Performing Arts</p> <p><u>Component 2</u> Developing Skills and Techniques in the Performing Arts Developing skills in lighting and/or sound focusing on set up, control and design. Assignment 2 Develop design skills and design lighting or sound for existing script. Control lighting or sound for a performance. Journal to review development and contribution.</p>
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Y11	<p>Performing Arts</p> <p>Complete journal/written work for component 2.</p> <p><u>Component 3</u> Responding to a brief Running through design process for mock/sample brief.</p>	<p>Performing Arts</p> <p><u>Component 3</u> Responding to a brief Running through design process for mock/sample brief.</p>	<p>Performing Arts</p> <p><u>Component 3</u> Responding to a brief Creating a design for lighting or sound to respond to an externally set brief. Developing design ideas. Milestone entries.</p>	<p>Performing Arts</p> <p><u>Component 3</u> Responding to a brief Creating a design for lighting or sound to respond to an externally set brief. Developing design ideas. Milestone entries.</p>	<p>Performing Arts</p> <p><u>Component 3</u> Responding to a brief Creating a design for lighting or sound to respond to an externally set brief. Pitch final idea for assessment. Milestone evaluation.</p>	Study leave
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Production Arts - BTEC Level 3

For further information please contact the curriculum leader via email: msinclair@mcauley.org.uk

Curriculum Leader : Miss M Sinclair

Awarding Body: Pearson/Edexcel

Entry Requirements:

Drama GCSE or equivalent Performing Arts/Music Technology/Media qualification. Experience in performance or technical theatre desirable. Those with no prior experience or Drama qualification should see the Head of Drama before opting. You must be able to work with others. High levels of attendance and a commitment to working outside lesson time are essential.

New specification

Specification [500/7102/6]

Course URL

[\[http://qualifications.pearson.com/en/qualifications/btec-nationals/production-arts-2010.html#tab-1\]](http://qualifications.pearson.com/en/qualifications/btec-nationals/production-arts-2010.html#tab-1)

Why choose Production Arts?

To complement most other subjects and to improve a wide range of skills. If you are interested in a career in the performing arts, in any technical or support role, or to enhance your opportunities as a performer, then this course will develop your skills in preparation for further study or employment.

What will I learn in BTEC National Certificate in Production Arts (Year 12) and how will it be assessed?

Technical Stage Operations

Students will develop an understanding of the use and operation of lighting, sound and video equipment.

They will then apply their skills to fulfil a role in a performance.

Assessed through a portfolio and practical application of skills.

Students will then study a further two optional units from a choice depending on the interest of candidates opting for the course. These units will allow students to develop and apply their skills in lighting and sound. Both units assessed through portfolios and practical application of skills.



What will I learn in BTEC National Subsidiary Diploma in Production Arts (Year 13) and how will it be assessed?

Production Arts Workshop

Students will learn about the technical and support roles in the industry and will then work as a team to develop ideas for a piece based on research, design and control the lighting or sound for a performance and then evaluate their individual performance.

Assessed through a portfolio and practical application of skills.

Students will then study a further two optional units from a choice depending on the interest of candidates opting for the course. These units will allow students to develop and apply their skills in lighting and sound. Both units assessed through portfolios and practical application of skills.

How will I learn?

You will learn through opportunities to:

- Work independently as part of a team to organise and support a range of performances for a public audience
- Develop your technical theatre skills through lessons and workshops
- Attend workshops to develop skills and knowledge of performing arts
- Gain in depth understanding of the performing arts industry through research, practice and work experience
- Work in a vocational context using superb facilities and resources

Related Degrees:

Performing Arts, Drama, Dance, Expressive Arts, Event Management, Business, any degree course which requires well-developed teamwork, communication, creativity, independence.

Related Careers:

This course is ideal experience for anyone wanting to pursue a career in any aspect of performing arts or for anyone intending to continue to a degree course in any area of the arts. Any career which requires organisational, communication or creative skills would be a good progression route.

Further Course Information:

As part of your course, you will take part in a range of performances and workshops. There are regular opportunities to go on theatre visits and to get involved in school productions.

You will have the opportunity to function as a professional performing arts company. This will include taking part in at least four performances and developing an understanding and a range of skills across the sector. This is an ideal course for any student with an interest in any aspect of the performing arts. There is a voluntary after school coursework club with targeted staff support associated with this course.



This course meets a need in the industry for qualified theatre technicians as there is a current shortage of candidates trained to this level.

Comments from Students (based on current Performing Arts course):

This course offered me the experience I need to pursue a career in the performing arts industry. From workshops with Frantic Assembly and Splendid Productions, to devising our own performances and even creating a public event- it's a very hands-on approach to learning. It's excellent!

I have learned many skills which cover all aspects of technical theatre. The school is fully equipped with up to date theatre technologies. You meet people with the exact same interests as you, making it a comfortable working environment.

Studying Performing Arts without previous experience had me worried but the teachers were there for any help I needed and were always willing to help me go that extra step. I am fascinated by all the aspects in a performance and how they interact with each other.

<p>Production Arts</p>	<p><u>Y12 Induction Unit</u></p> <p>Working as a performing arts company, students plan and organise the Year 6 open evening.</p> <p>Produce a written portfolio to document this process and receive formative feedback to support with future portfolios.</p> <p>Introduction to lighting and sound - learning the basics of systems and set up.</p>	<p><u>Unit 66 - Stage Lighting Operations</u></p> <p>Unit knowledge and understanding through practical application. Know how to use a portfolio of reference material; be able to rig equipment safely; understand the use of colour in a performance context; be able to focus and control luminaires; be able to operate lighting controls.</p> <p><u>Unit 69 - Stage Sound Operations</u></p> <p>Unit knowledge and understanding through practical application.</p> <p>Be able to evaluate the acoustic properties of a performance venue; be able to demonstrate skills in recording techniques and associated technology; be able to provide sound for performance.</p>	<p><u>Unit 66 - Stage Lighting Operations</u></p> <p>Unit knowledge and understanding through practical application. Know how to use a portfolio of reference material; be able to rig equipment safely; understand the use of colour in a performance context; be able to focus and control luminaires; be able to operate lighting controls.</p> <p>Culminating in final lighting performance for assessment.</p> <p><u>Unit 69 - Stage Sound Operations</u></p> <p>Unit knowledge and understanding through practical application.</p> <p>Be able to evaluate the acoustic properties of a performance venue; be able to demonstrate skills in recording techniques and associated technology; be able to provide sound for performance.</p> <p>Culminating in final sound performance for assessment.</p>	<p><u>Unit 65 - Technical Stage Operations</u></p> <p>Knowledge and understanding -</p> <p>Know the technical skills used in the production process; be able to apply the appropriate technical skills during the production process; be able to perform as a technical operative</p> <p>Act as technical operative for live performance.</p>	<p><u>Unit 65 - Technical Stage Operations</u></p> <p>Knowledge and understanding -</p> <p>Know the technical skills used in the production process; be able to apply the appropriate technical skills during the production process; be able to perform as a technical operative</p> <p>Act as technical operative for live performance.</p>
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<p>Production Arts</p>	<p><u>Y13</u> <u>Unit 67 - Stage Lighting Design</u></p> <p>Take on the role of a lighting designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer through rehearsal and performance. Documentation and journal produced to support development.</p>	<p><u>Unit 67 - Stage Lighting Design</u></p> <p>Take on the role of a lighting designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer through rehearsal and performance. Documentation and journal produced to support development.</p> <p><u>Unit 70 - Stage Sound Design</u></p> <p>Take on the role of a sound designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer through rehearsal and performance. Documentation and journal produced to support development.</p>	<p><u>Unit 70 - Stage Sound Design</u></p> <p>Take on the role of a sound designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer through rehearsal and performance. Documentation and journal produced to support development.</p>	<p><u>Unit 2 - Production Arts Workshop</u></p> <p>Develop design ideas as a lighting or sound designer and controller for two productions, at least one for an existing script. Pitch and perform for assessment.</p>	<p><u>Unit 2 - Production Arts Workshop</u></p> <p>Develop design ideas as a lighting or sound designer and controller for two productions, at least one for an existing script. Pitch and perform for assessment.</p>
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Economics

For further information please contact the curriculum leader via email: eperren@mcauley.org.uk

CURRICULUM LEADER

Mrs E Perren

AWARDING BODY

AQA [Course Specification](#)

ENTRY REQUIREMENTS

GCSE Level 5 or above in Maths and Level 5 or above in English (Lang or Lit)

Why choose Economics?

We have recently seen unprecedented events in the world of Economics. Questions such as: What will a Brexit NO DEAL mean? Why is Trump imposing tariffs on Chinese imports? Why do prices rise? Why were interest rates recently at a historic low? All these questions and more will be answered when you study economics. Using a variety of learning experiences, you will gain a wider appreciation of current affairs and the world around you. These are crucial in shaping a successful academic approach to Economics at A Level and beyond.

What will I learn in Year 12 and how will it be assessed?

Unit 1 – The operation of markets and market failure

This is a micro-economics unit that ensures that you gain an appreciation of the allocation of resources, the market model and selected specifics of what makes markets efficient or sees them fail.

Unit 2 – The national economy in a global context

This unit introduces you to how levels of macro-economic activity are determined and also investigates key national economic indicators, policies and problems.

This is a new specification subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

What will I learn in Year 13 [subject] and how will it be assessed?

Unit 1 – Individuals, firms, markets and market failure

Building on your knowledge and understanding from Y12 you will develop and use more complex



microeconomic models and develop further your critical approach to methods of enquiry. You will develop an understanding of the labour market and factors which influence wages and the distribution of income & wealth.

Assessment: 2 hour written examination at the end of Y13

Weighting: 33.3% of total A Level

Unit 2 – The national and international economy

Building on your knowledge and understanding from Y12 you will analyse and evaluate macro-economic performance in national, regional and global contexts. You will develop an understanding of the ways in which developments in the UK economy can be related to the global and EU contexts.

Assessment: 2 hour written examination at the end of Y13

Weighting: 33.3% of total A Level

Economic Principles and issues

This is a synoptic examination paper that will assess you on topics from both Unit 1 and Unit 2.

Assessment: 2 hour written examination

Weighting: 33.3% of total A Level

This is a 'new specification' subject. The overall result for each student completing this course to full A level standard will be based on the final Year 13 A level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and their 'decoupling' of AS/A2 grades.

How will I learn?

You will learn through opportunities to:

Discuss your work in pairs and groups

Make presentations to the class

Work independently on written tasks

Take part in Masterclasses and revision sessions available through universities

Meet with ex-students and visiting speakers

Related Degrees

A number of McAuley students have gone on to degree level study in Economics, PPE, Business Management, Accounting and Finance, Law, Marketing, PR, Human Resources and other joint honours and business related degrees.

Related Careers



Variety of career paths as with degrees in other highly rated academic subjects. In particular: Economics, Business Management, Law, Banking, Accountancy, Finance, Journalism etc.

Further Course Information

You will benefit from keeping up to date with current affairs and reading articles from newspapers/internet, and subject specific publications such as The Economist, Economics Today and Economics Review. A textbook can be purchased alongside A Revision book. Revision booklets are prepared for Y13 students. Homework is set frequently and regular assessments are a feature of the course.

In 2018, 90% of students achieved A* - B Grade in A level Economics.



English Language

For further information please contact the curriculum leader via email: fmarshall@mcauley.org.uk

CURRICULUM LEADER

Mrs F Marshall

AWARDING BODY

AQA Course Specification

ENTRY REQUIREMENTS

Level 5 or above in English Language and Level 5 or above in English Literature at GCSE.

Why choose English Language?

Would you enjoy the challenge of studying technical aspects of English not covered at GCSE? Are you interested in learning about the structure of language, including grammar, and looking at a wide range of spoken and written language? Would you enjoy learning to write in different creative and journalistic styles and finding out how language use is affected by gender, occupational relationships, power and ethnicity? Would you enjoy considering attitudes to accents, formal language and slang, discovering how children learn language, and how language changes over time?

If so, English Language is a fascinating choice of course.

What will I learn in Year 12 and how will it be assessed?

Paper One: Language, the Individual and Society

Section A - Textual Variations and Representations: Three questions; the first two require analysis of individual texts, the third is a comparison of the two texts.

The aim of this unit is to introduce students to language study, exploring textual variety. You will explore concepts of audience, purpose, genre, mode and representation. Areas of language study include phonetics (speech sounds), graphology (visual aspects of textual design), lexis and semantics (vocabulary), grammar, and pragmatics (contextual aspects of language use).

Paper Two: Language Diversity and Change

You will study texts using different sociolects and dialects, written, spoken and electronic texts, research findings, and collections of language data. You will also explore how language varies due to personal/ social/ geographical contexts, how identity is constructed, how language is used to enact relationships, and attitudes to language diversity.

The units of study covered in Y12 represent approximately 50% of the A Level course. At the end of Y12 there will be internal end of year exams testing a range of taught concepts, theories and ideas, as well as



your application of linguistic terminology. Each unit will be revisited and extended throughout your second year of study.

This is a new specification subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

What will I learn in Year 13 English Language and how will it be assessed?

Paper One: Language, the Individual and Society
40% of A Level

Section A - Textual Variations and Representations: Three questions; the first two require analysis of individual texts, the third is a comparison of the two texts.

Section B - Children's Language Development: A discursive essay on children's language development, with a choice of two questions.

Textual Variations and Representations will cover the same material as the Y12 course of study. In Children's Language Development, you will study the functions of children's language, phonological, pragmatic, lexical, semantic and grammatical development, different genres of speech and writing, different modes of communication, and theories about language development.

Paper Two: Language Diversity and Change
40% of A Level

Section A - Diversity and Change: Either an evaluative essay on language diversity, or an evaluative essay on language change.

Section B - Language Discourses: A question requiring analysis of how two texts use language to present ideas, attitudes and opinions, and a directed writing task linked to the same topic and the ideas in the texts.

Language Diversity and Change will explore texts using different sociolects and dialects, texts from different periods, from 1600 to the present day, written, spoken and electronic texts, items from collections of language data, and research findings. In Language Discourses you will explore how texts represent language, construct an identity, and position and influence the reader.

Non-exam assessment: Language in Action
20% of A Level

3500 word coursework portfolio, consisting of a language investigation (2000 words) and a piece of original writing and commentary (1500 words).

This coursework portfolio will allow you to explore and analyse language data independently and develop and reflect upon your own writing expertise. You have the freedom to choose an area of individual interest, for example: gendered talk, children's language use, or the language of the media. Your original writing will be based around the themes of persuasion, storytelling or the power of information.



This is a 'new specification' subject. The overall result for each student completing this course to full A level standard will be based on the final Year 13 A level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and their 'decoupling' of AS/A2 grades.

How will I learn?

You will learn through opportunities to:

- analyse and discuss a wide range of both written and spoken texts
- apply key linguistic terminology to a variety of text types
- explore 'styles models' of writing for a variety of audiences and purposes and produce your own examples
- develop research skills in investigating an aspect of language that interests you.

Related Degrees

Students wishing to go on to study English at university may find it valuable to take both English Language and English Literature as separate subjects, though English Language alone will be appropriate preparation for linguistics or media based courses, and some general English degrees.

Related Careers

In common with all non-vocational A Levels, English Language is suitable academic preparation for a wide variety of careers, particularly those in which effective written communication is important. Publishing, marketing, journalism, teaching, law, information services and creative writing are all careers possible with strong grades in English Language.

Further Course Information

The coursework component of this course requires a great deal of initiative, creativity and independent study, and there are also a lot of new terms and concepts that need to be learned at an early stage and used throughout the course. Wider reading of newspapers, journals, web pages and academic articles will also be required.



Enterprise & Marketing

For further information please contact the curriculum leader via email: lstirling@mcauley.org.uk

KS4 – OCR Cambridge Nationals Enterprise & Marketing

Why study Enterprise & Marketing?

The Cambridge National in Enterprise and Marketing will give you the practical skills and applied knowledge you'll need in business. Practical elements build on theoretical knowledge so that you can put your learning into practice while also developing valuable transferable skills.

You will study three separate units:

Unit R064 - Enterprise and marketing concepts

Unit R065 - Design a business proposal

Unit R066 - Market and pitch a business proposal

How will I be assessed?

Unit R064: <i>Enterprise and marketing concepts</i>	
60 GLH 1 hour 30 minute written examination 80 marks (120 UMS) OCR-set and marked	This question paper has two parts: <ul style="list-style-type: none"> Part A - comprising of 16 multiple choice questions (MCQs) Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.
Unit R065: <i>Design a business proposal</i>	
30 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed and OCR moderated	The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.
Unit R066: <i>Market and pitch a business proposal</i>	
30 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed and OCR moderated	The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

What happens in lessons?

In addition to general theory lessons, you will:

- Visit a business to help you apply theory
- Prepare and delivery powerpoint presentations to the class
- Participate in paired and group activities
- Observe and make notes from videos
- Prepare for professional presentations



Listen to professional business speakers

What skills will I need?

To achieve the Cambridge Nationals in Enterprise & Marketing you will need:

To have good communication skills both written and verbal

To work both independently and in a team

To develop new knowledge and skills

To develop strong analysis and evaluation skills

To have strong presentation skills

To work hard to complete lessons booklets and homework tasks

To revise after each topic for end of topic tests



Film Studies

For further information please contact the curriculum leader via email: dls@mcauley.org.uk

Why Study Film?

In an increasingly media-saturated world, the study of film, in all its forms, holds a prominent place in our critical understanding of the modern world. Film Studies students benefit from a diverse array of career opportunities. These range from those that specifically relate to film – whether in academia, creative industries, film festival/ cinema programming or arts administration – to other spheres, such as publishing, journalism, public relations and education.

The course covers a variety of areas: Producers and Audiences; Hollywood, Independent and British film production, British Cinema in the 1980s, Film Noir, World Cinema and Spectatorship Studies. These are all exam – based topics. Coursework options include script- writing, film production and personal research topics.

The course is as follows:

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units.

AS LEVEL

Unit 1: FM1

20 % (40%) Internal

Assessment Exploring Film Form

- One analysis of how the micro aspects of a chosen extract from a film of candidate's choice produce meanings and responses (1500 words) (30)
- One creative project based on a film sequence or short film (50: sequence or short film [40]/reflective analysis [10])

Unit 2: FM2

30% (60%) External

Assessment 2½ hours

Written Paper

British and American Film

Three questions, one from each section:

Section A: Response to stimulus material set by Awarding Body based on producers and audiences of film (40)

Section B: Topics in British Film (40)

Section C: US Film - Comparative study of two films (40)

A LEVEL

Unit 3: FM3

(25 %) Internal

Assessment Film Research and Creative Projects

- a small-scale research project (40)
- creative project (60 - 45 product/15 reflective analysis)100



Unit 4: FM4

(25 %) External

Assessment: 2 ¾ hour

Written Paper

Varieties of Film Experience: Issues and Debates Three questions, one from each section:

Section A: World Cinema topics (35) Section B:

Spectatorship topics (35) Section C: Single Film -

Critical Study (30)

Geography

For further information please contact the curriculum leader via email: jtucker@mcauley.org.uk

Curriculum Leader : Mr J Tucker

Awarding Body : AQA



What will I learn?

You will learn about places & issues that affect our world in the 21st century. Unit

1: Living with the Physical Environment (35% of the full GCSE)

Unit 2: Challenges in the Human Environment (35% of the full GCSE)

Unit 3: Geographical Applications (30% of the full GCSE) – Issue evaluation, fieldwork and geographical skills

How will I learn?

You will learn through opportunities to:

- Enquire about the world you live in
- Appreciate & understand contemporary issues
- Develop interpersonal skills
- Develop thinking skills including communication, 'problem solving' & independent learning
- Develop technological skills, including ICT
- Progress from receiving regular feedback & celebrating your success
- Complete fieldwork & issue evaluation

How will I be assessed?

Units 1 and 2 are each assessed by a 1 hour 30 min examination at the end of Year 11 contributing 70% towards the final grade. You will also do a 1 hour 15 min examination based on 'issue evaluation' and 'fieldwork'. This contributes 30% towards the final grade. All three examinations contain marks for the quality of spelling, punctuation, grammar and the use of key terms. Examination questions are a combination of multiple choice, short answer, levels of response and extended prose.

What qualification will I get?

Geography GCSE 9-1

What can I do with this qualification?



This qualification will help you develop the essential skills to move into employment, training & further education. A clear overall view of the modern world provides a sound foundation for those of you who intend to continue to study Geography to 'A level' in the sixth form. **GCSE Geography will contribute to the English Baccalaureate combination of subjects.**

BTEC Tech Award in Health and Social Care

For further information please contact the curriculum leader via email: njefferies@mcauley.org.uk

Curriculum Leader: Mrs N.Jefferies

Awarding Body: Edexcel

You will study a 'single' award which is the equivalent to 1 GCSE



What units will I study?

- **You will study 3** over the three years.
 - ✓ Human Lifespan Development (**Internally assessed**)
 - ✓ Health and Social Care services and Values (**Internal assessed**)
 - ✓ Health and Well-being (**Externally assessed examination**)
- Each unit will need to be **completed** to achieve the Btec Tech Award in Health and Social Care.
- You will be set assignments to complete to build up your final grade. The internally assessed units are worth 60% of the Btec qualification and the externally assessed unit is worth the remaining 40%

- ✓ The Btec course is marked and graded differently from a GCSE course.
- Btec is graded at a
 - L2 **PASS** = GCSE 4/5
 - L2 **MERIT** = GCSE grade 6
 - L2 **DISTINCTION** = GCSE grade 7
 - L2 **DISTINCTION *** = GCSE grade 8
- **If you do not achieve a L2 qualification you can achieve a fall back L1 Pass- L1 Distinction qualification**
- To achieve the L2 **PASS (old grade C)** you must complete all of the L2 **PASS** level assignment tasks.

Studying this course will enable you to progress to studying a Level 3 qualification in Health and Social Care in the VI form.

Our current Year 13 pupils have been accepted on courses to study a range of Degree level course including Midwifery, Social Work, Mental health Nursing, Disability Nursing, Primary School teaching and Early Childhood Studies, Paramedic science, radiotherapy and more

Health and Social Care Department can be found in Room U9 & U13- Upper school.



Breaking down the unit content:

In Year 9:

Unit 1: Human Lifespan Development (Internally assessed)

You will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Learning aims:

Learning aim A: Understand human growth and development across life stages and the factors that affect it

Learning aim B: Investigate how individuals deal with life events. Researching sources of formal and informal support available in the local area

In Year 10:

Unit 2: Health and Social Care services and Values (Internal assessed)

You will study and explore practically, health and social care services and how they meet the needs of real service users. You will be provided with opportunities to develop skills in applying care values.

Learning aims A: Understand the different types of health and social care services and barriers to accessing them

Learning Aim B: Demonstrate care values and review own practice.

In Year 11:

Unit 3: Health and Well-being (Externally assessed examination) RESIT OPPORTUNITY if required

This external component builds on knowledge; understanding and skills acquired and developed in Components 1 and 2. You will be given a case study and will assess an individual's health and wellbeing, drawing on your understanding of life events from Component 1. You will design a health and wellbeing improvement plan that draws on your knowledge of services and care values from Component 2

Assessment objectives

AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing

AO2 Interpret health indicators

AO3 Design a person-centred health and wellbeing improvement plan



AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

Why choose Health and Social Care?

This course will provide learners with the opportunity, through applied learning, to develop core principles and specialist knowledge and understanding required in the health and social care sector.

The delivery model will provide learners with the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.

Entry Requirements:

Learners starting this qualification must have achieved a GCSEs in sciences at grade 4 or above and have grade 4 or above in Maths and English GCSE.

Specification Ofqual regulation number 601/7060/8

Course URL:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

What will I learn in Year 12 and how will it be assessed?

To achieve the Year 12 qualification, learners must complete a total of **3** mandatory units.

Unit 1: internally assessed by centre staff and externally moderated by us.
Units 2 and 3: assessed by exam and marked by us.

Units studied include:

Building positive relationships in health and social care (**assignment**)
Equality, diversity and rights in health and social care (**exam**)
Health, safety and security in health and social care (**exam**)



What will I learn in Year 13 [subject] and how will it be assessed?

To achieve the Technical Extended Certificate in Health and Social Care, learners must have **successfully completed the Year 12 modules** of study and sit a further externally assessed exam and complete two internally moderated units.

Anatomy and physiology for health and social care (**exam**)
Nutrition for health (**assignment**)
Supporting people with mental health conditions (**assignment**)

How will I learn?

You will study core units which will provide you with a sound knowledge, understanding and the necessary skills to progress into higher education, training or employment.

You will have the opportunity to meet and interact with health, social care and early years professionals and experience the working environment whilst learning.

Related Degrees:

BSc Adult Nursing/ Child Nursing
BSc Mental Health Nursing/ Learning Disability Nursing
BSc Occupational Therapy
BSc Radiography
BA Social Work



Related Careers: Many of our Year 13 leavers have gone onto study degree courses in preparation to work in the Health and Social Care and Education sector in a variety of career pathways including;

Midwifery,
Social Work,
Mental health Nursing,
Disability Nursing,
Primary School teaching
Radiography,
Occupational Therapy,
Paramedic,
Adult and Child Nursing
Radiotherapy
Physiotherapy

Further Course Information:

The units are graded Pass, Merit and Distinction.
This qualification is graded Pass, Merit, Distinction, Distinction*.
Learners can resit an examined unit once before they complete the qualification.
If learner feel they haven't performed at their best during the assessment, the learner can, at the teachers discretion, improve their work and resubmit it for assessment.

Comments from students:

“ I love the course, I like the fact that I can track my progress and work out my grade”

“ I have really enjoyed the unit about mental health and the visits from mental health professionals- It has really made me think about my UCAS course”

“ It's hard work, but I enjoy the course and the teachers are really positive and give loads of advice and guidance”

“ I like the fact that I get fast feedback so I know how to improve my work and attain a higher grade”



Year 9 – OCR Level 2 National

Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Introduction to concepts In Health and Social Care Including: Holistic health Healthy lifestyle factors Risk factors Mini application project	Task 1 Communication skills and methods, and factors that influence communication including: Verbal communication Non-verbal communication Specialist communication methods Written communication Interpersonal factors Environmental factors	Task 2 Barriers to communication including: Language barriers Environmental barriers Disability barriers	Task 3 Personal qualities that contribute to effective care, and behaviours which may negatively impact on service users.	Task 4 Planning for and carrying out one-to-one and group role plays. Plans should consider the different communication skills, factors and personal qualities that they have discussed previously.	

Year 10- Btec Level 2 Tech Award

Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
First Aid skills and applied assessment	First Aid skills and applied assessment	First Aid skills and applied assessment	Anatomy and Physiology Cardio-vascular system, functions, dysfunctions and treatments	Anatomy and Physiology Respiratory system, functions, dysfunctions and treatments	Anatomy and Physiology Digestive system, functions, dysfunctions and treatments



Year 11- Btec Level 2 Tech Award

Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Unit 3: Externally Assessed Unit- Health and Wellbeing		Learning Aim B: Care Values		End of Course	
<p>This unit requires students to:</p> <p>Demonstrate knowledge and understanding of factors that affect health and wellbeing (such as a range of lifestyle factors, social and cultural factors, environmental factors, and economic factors)</p> <p>Interpret health indicators- This includes BMI, cholesterol, peak flow and blood pressure, then suggest how these measures can relate to specific health conditions</p> <p>Design a person-centred health and wellbeing improvement plan- The plan should include short and long term targets</p> <p>Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans- Students should be able to identify barriers to health improvement and suggest ways in which these barriers can be overcome</p>		<p>Students will carry out a demonstration of care values in practice and will then review their own performance and make recommendations for improvement.</p> <p>Care values include:</p> <ul style="list-style-type: none"> Confidentiality Promoting service users' rights Choice Empowerment 			

Year 12- OCR Level 3 Cambridge Technical in Health and Social Care

Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
		January external examination is Completed			



<p>Unit 1: Building positive relationships in HSC</p> <p>Assignment P1 and M1</p> <p>Unit 2: Equality and Rights in HSC</p> <p>Equality Diversity Rights Care values Early Years care values</p>	<p>Unit 1: Building positive relationships in HSC</p> <p>Assignment P2, P3, M2</p> <p>Unit 2: Equality and Rights in HSC</p> <p>Abuse and neglect Current legislation including;</p> <ul style="list-style-type: none"> · Equality Act · Data protection Act · Children's Act · Mental capacity Act · The care Act · Health and Social Care Act <p>What is 'Best Practice?'</p>	<p>Unit 1: Building positive relationships in HSC</p> <p>Assignment P4, P5</p> <p>Unit 3: Health, safety and security in HSC</p> <p>Understanding Hazards Risk assessment in practice Current legislation including;</p> <ul style="list-style-type: none"> · COSH · RIDD OR · Fire evacuation · HASA WA · Food safety hygiene <p>What are policies and procedures?</p>	<p>Unit 1: Building positive relationships in HSC</p> <p>Assignment M3, D1</p> <p>Unit 3: Health, safety and security in HSC</p> <p>Understanding roles and responsibilities for health and safety</p> <p>Know how to respond to an emergency situation</p>	<p>Unit 1: Building positive relationships in HSC</p> <p>Assignment edits and upgrading</p> <p>Unit 3: Revision and past paper practice-may examination</p>	<p>Unit 10: Impact of Diet</p> <p>Assignment P1, P2</p> <p>Year 13 Unit 4 Anatomy and Physiology preparation and practical experiments</p>
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Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Unit 10: Impact of Diet Assignment: P3,M1,P4 Unit 4: Cardiovascular system Structure of the heart and vascular system Blood composition Malfunctions of the heart Impact on an individual's lifestyle Diagnostics and treatments	Unit 10: Impact of Diet Assignment: P5,P6,M2,D1 Unit 4: Respiratory and digestive system Structure of the respiratory and digestive system Malfunctions of the respiratory and digestive system Impact on an individual's lifestyle Diagnostics and treatments	Unit 16: Mental Health issues Assignment:	Unit 16: Mental Health issues	Unit 16: Mental Health issues Edits and final task Completion Unit 4: Revision and practice paper consolidation	Year 13 completed course



History

For further information please contact the curriculum leader via email: pgiannini@mcauley.org.uk

Why study History?

It's easy to see how studying something like Computer Science at school can help you when you start looking for a job. With a subject like History, it may be harder for you to identify a clear career path. In fact History is a very useful subject, because it includes:

- Learning about people – how they interact, their motives & emotions that can tear people apart or help them work together
- Learning about countries, societies & cultures – so many of today's conflicts & alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history>
- Learning to locate & sift facts – to identify truth & recognise myth, propaganda & downright lies (useful in every aspect of life)
 - Presenting what you've learned in a way that makes sense – whether in graphs, essays or illustrated reports – and having confidence to defend your findings.

All these skills are valuable in a whole range of jobs. So instead of looking at 'careers in History' you could also look at careers where it will help you a lot if you've studied history.

If you want to learn more about careers where is useful and information about famous History graduates this is available on the Historical Association website www.history.org.uk

How will I be assessed?

From September 2016 there has been a new GCSE History course. This involves three examinations and NO coursework. The exams are : Paper 1: 1 hour 45 mins Paper 2: 1 hour Paper 3: 1 hour 15 mins

What Happens in lessons?

During lessons you will investigate historical events using a variety of sources – textbooks, newspapers, cartoons, posters & film. You will be encouraged to develop your own opinions on the historical events you are studying, but you will also be encouraged to challenge other viewpoints in a sensitive and constructive manner. To get an idea of the sort of resources we use look at the Departmental blog <http://mcauleyhistory.edublogs.org>

What will I study?

The GCSE syllabus OCR History A consists of the following elements across the three papers:



Unit 1 : International Relations: The Changing International Order 1918 – 2001 in addition you will also study Russia 1928 – 1964: The People and the State (Paper 1) = 50%

Unit 2: Power: Monarchy and Democracy in Britain 1000 – 2014 (Paper 2) = 25%

Unit 3 : The English Reformation 1520 – 1550 with Castles Form & Function 1000 – 1750

(Paper3)

= 25% For more information on the content of the new examination please see the OCR website.

What skills will I need?

To achieve GCSE History you will need good skills in the following:

- Understanding people, events & causes

- Handling information from sources and separating facts from opinions, truth from lies
- Communication skills both written and verbal
- Developing or defending different arguments



Subject curriculum map: History

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	What is History? Skills	What is History?	Medieval Realms - Battle of Hastings, Power and Monarchy 1066-1215	Medieval Realms - Monarchy and Power 1215 - 1500	Making of the UK- Reformation to Tudors.	Making of the UK- The Stuarts: James I, Charles and the Civil War, Cromwell
Y8	Industrial Britain - Living Conditions and Work	Power and the People - the Vote	The Twentieth Century World- The Great War.	The Twentieth Century World- Inter War and Nazi Germany	Twentieth Century World - The Holocaust/ Road to War	Twentieth Century World- WWII
Y9	Medicine Through Time 1250 - 1500	Medicine Through Time 1500-1750	Medicine Through Time 1750- 1900	Medicine Through Time Modern Medicine	Medicine Through Time- Historic Environment: The Western Front	Medicine Through Time- Historic Environment: The Western Front
Y10	Elizabethan England: Problems, Religious divisions, rebellion and threats from abroad	Elizabethan England: England in the Age of Exploration- settlement and colonies, poverty, theatre, education	The Cold War- Introduction and Origins of the Cold War- Post War Conferences, Truman doctrine, Marshall plan, Berlin Blockade	The Cold War- Crises- Hungary, Cuban Missile Crisis, Berlin Wall	The Cold War- Czechoslovakia, Detente,	The Cold War- Second Cold War -Afghanistan and the Collapse of Superpowers/Warsaw Pact
Y11	The USA a land Divided - Intro and America in age of Segregation	The USA a land Divided - The early Civil Rights Movement	The USA a land Divided - The 1960s	Vietnam - Origins and The Early war - 1965	Vietnam- the End of the War-Reasons for withdrawal and the Process.	Revision/exam
Y12	Stuart Britain James I	James I, Charles I	Charles I and Origins of the Civil War	The Civil War/ Execution of the King	Cromwell and the Commonwealth	Restoration Popular Culture and the European Witch craze - Introduction and Popular Culture
Y13	Popular Culture and The Witchcraze- Thematic aspects of Witchcraze	Popular Culture and The Witchcraze- Thematic aspects of Witchcraze	Popular Culture and The Witchcraze- Case Study 1. Germany	Popular Culture and The Witchcraze- Case Study 2: Matthew Hopkins and the English Witch hunt	Popular Culture and The Witchcraze- Case Study 1.Salem	Revision/exam



Languages

For further information please contact the curriculum leader via email: mfitzsimons@mcauley.org.uk

GCSE French

Curriculum Leader: Mr M Fitzsimons

Awarding Body: AQA

What will I learn?

You will learn about places and issues that affect our world in the 21st century based on the broader themes of:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

How will I learn?

You will learn through:

- up-to-date texts and internet research
- music and conversations to develop listening skills
- French films and other visual resources
- regular assessment and feedback
- regular speaking opportunities
- the opportunity to take part in our Year 10 visit to Paris during February half term

How will I be assessed?

- The four key skills of listening, reading, speaking and writing are assessed via external examinations at the end of Year 11. Each skill is worth 25% of the final GCSE mark.
- Each examination has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9).
- Students must take all four examinations papers at the same tier.

What qualification will I get?

French GCSE can be achieved at grades 1 - 9

The course is graded: 1 – 5 Foundation level or 4 – 9 Higher level

What can I do with this qualification?

French GCSE will help you to develop the listening and communicative skills that are essential in employment and further education. It is also a sound foundation if you would like to continue studying French at 'A Level' in the sixth form. **GCSE French is part of the English Bacc combination of subjects.**



GCSE Spanish

For further information please contact the curriculum leader via email: mfitzsimons@mcauley.org.uk

Curriculum Leader: Mr M Fitzsimons
Awarding Body: AQA

What will I learn?

You will learn about places and issues that affect our world in the 21st century based on the broader themes of:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

How will I learn?

You will learn through:

- up-to-date texts and internet research
- music and conversations to develop listening skills
- Spanish films and other visual resources
- regular assessment and feedback
- regular speaking opportunities

How will I be assessed?

- The four key skills of listening, reading, speaking and writing are assessed via external examinations at the end of Year 11. Each skill is worth 25% of the final GCSE mark.
- Each examination has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9).
- Students must take all four examinations papers at the same tier.

What qualification will I get?

Spanish GCSE can be achieved at grades 1-9.

The course is graded: 1-5 Foundation level or 4-9 Higher level.

What can I do with this qualification?

Spanish GCSE will help you to develop the listening and communicative skills that are essential in employment and further education. It is also a sound foundation if you would like to continue studying Spanish at 'A level' in the sixth form. **GCSE Spanish is part of the English Bacc combination of subjects.**



A Level FRENCH

For further information please contact the curriculum leader via email: mfitzsimons@mcauley.org.uk

Curriculum Leader: MR M FITZSIMONS
Awarding Body: AQA

Entry Requirements: Minimum of a grade 5/6 (B) in GCSE French.

Why choose French?

AXA, BNP Paribas, Danone, EDF, L'Oréal, Michelin, Orange, PSA Peugeot Citroën, Suez, Total... some of the world's largest companies and leaders in their field have their headquarters in France, so it stands to reason that in the global economy French is an extremely important language. Furthermore, alongside English, French is the only language that is spoken on every continent as well as being both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture and a good base for learning other languages, especially Romance languages (Spanish, Italian, Portuguese and Romanian) as well as English, since fifty per cent of current English vocabulary is derived from French.

AQA course website link: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

What will I learn in Year 12 French and how will it be assessed?

This is a 'new specification' subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

What will I learn in Year 13 French and how will it be assessed?

This is a 'new specification' subject. The overall result for each student completing this course to full A Level standard will be based on the final Year 13 A Level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

There are three examinations in all:-

Paper 1: Listening, reading and writing - weighting 50% of the total mark

Paper 2: Writing – weighting 20% of the total mark

Paper 3: Speaking – weighting 30% of the total mark

Topics covered during the course include the cyber-society, diversity in society, criminality, music, cinema and politics. Grammar is also a key element, as is the study of major texts and films.

How will I learn?

You will learn through opportunities to:



- read about a range of contemporary topics, both in the classroom and independently.
- listen to authentic recordings based around contemporary topics.
- regularly learn vocabulary through the online program Vocab Express.
- develop the appropriate skills to be able to write essays in French.
- gain in-depth grammatical knowledge.

Related Degrees:

French can be studied as a single degree course or combined with virtually any other subject. A number of our former students have gone on to study languages at degree level, often at Russell Group universities and usually in conjunction with other languages, including Spanish, Russian and Italian. Anyone choosing to study French at degree level would normally be expected to spend up to a year living and working or studying in a French-speaking country.

Related Careers:

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs such as translating, interpreting, lecturing and teaching, language skills are essential. In other professions, including IT, law, finance, journalism and sales the ability to communicate in another language is a major advantage.

Further Course Information:

All students are provided with access to the Kerboodle online course and resources which include a range of listening and reading opportunities and assessment practice. Regular homework is a key part of the A level course while independent study is strongly encouraged so that students can remain up to date with current affairs and the culture of the French-speaking world.



A Level GERMAN

For further information please contact the curriculum leader via email: mfitzsimons@mcauley.org.uk

Curriculum Leader: MR M FITZSIMONS

Awarding Body: AQA

Entry Requirements: Minimum of a grade 5/6 (B) in GCSE German.

Why choose German?

German is the most widely spoken language in Europe and the language of Britain's biggest trading partner. It is the second most commonly used scientific language in the world and important in the field of engineering, where Germans are word leaders. **Germany has the largest economy in Europe and the fourth largest in the world after the United States, China and Japan.** It is the world's second largest exporter. German has a rich and varied culture and speakers of the language are able to enjoy work by visionaries such as Goethe, Nietzsche, Beethoven, Bach, Freud or Einstein in its original form. 68% of all Japanese students study German. What do they know that we don't?

AQA course website link: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662>

What will I learn in Year 12 German and how will it be assessed?

This is a 'new specification' subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

What will I learn in Year 13 German and how will it be assessed?

This is a 'new specification' subject. The overall result for each student completing this course to full A Level standard will be based on the final Year 13 A Level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

There are three examinations in all:-

Paper 1: Listening, reading and writing - weighting 50% of the total mark

Paper 2: Writing – weighting 20% of the total mark

Paper 3: Speaking – weighting 30% of the total mark

Topics covered during the course include the cyber-society, diversity in society, criminality, music, cinema and politics. Grammar is also a key element, as is the study of major texts and films.

How will I learn?

You will learn through opportunities to:

- read about a range of contemporary topics, both in the classroom and independently.
- listen to authentic recordings based around contemporary topics.



- regularly learn vocabulary through the online program Vocab Express.
- develop the appropriate skills to be able to write essays in German.

gain in-depth grammatical knowledge.

Related Degrees:

German can be studied as a single degree course or combined with virtually any other subject. A number of our former students have gone on to study languages at degree level, often at Russell Group universities and usually in conjunction with other languages, including Portuguese, Russian and Dutch. Anyone choosing to study German at degree level would normally be expected to spend up to a year living and working or studying in a German-speaking country.

Related Careers:

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs such as translating, interpreting, lecturing and teaching, language skills are essential. In other professions, including IT, law, finance, journalism and sales the ability to communicate in another language is a major advantage.

Further Course Information:

All students are provided with access to the Kerboodle online course and resources which include a range of listening and reading opportunities and assessment practice. Regular homework is a key part of the A level course while independent study is strongly encouraged so that students can remain up to date with current affairs and the culture of the German-speaking world.



A Level SPANISH

For further information please contact the curriculum leader via email: mfitzsimons@mcauley.org.uk

Curriculum Leader: MR M FITZSIMONS
Awarding Body: AQA

Entry Requirements: Minimum of a grade 5/6 (B) in GCSE Spanish.

AQA course website link <http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

Why choose Spanish?

As the world's third most spoken language after Mandarin Chinese and English, Spanish is spoken by nearly half a billion people. It is the second most used language in international communication and an official language of the UN and its organizations. Spanish is becoming increasingly important in terms of the global economy with emerging markets in Central and South America. The cultural aspect of learning Spanish is particularly rich, with its influence in areas such as literature, art and cinema.

What will I learn in Year 12 Spanish and how will it be assessed?

This is a 'new specification' subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

What will I learn in Year 13 Spanish and how will it be assessed?

This is a 'new specification' subject. The overall result for each student completing this course to full A Level standard will be based on the final Year 13 A Level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

There are three examinations in all:-

Paper 1: Listening, reading and writing - weighting 50% of the total mark

Paper 2: Writing – weighting 20% of the total mark

Paper 3: Speaking – weighting 30% of the total mark

Topics covered during the course include the cyber-society, diversity in society, criminality, music, cinema and politics. Grammar is also a key element, as is the study of major texts and films.

How will I learn?

You will learn through opportunities to:

- read about a range of contemporary topics, both in the classroom and independently.
- listen to authentic recordings based around contemporary topics.
- regularly learn vocabulary through the online program Vocab Express.



- develop the appropriate skills to be able to write essays in Spanish.
- gain in-depth grammatical knowledge.

Related Degrees:

Spanish can be studied as a single degree course or combined with virtually any other subject. A number of our former students have gone on to study languages at degree level, often at Russell Group universities and usually in conjunction with other languages, including Portuguese, Russian and Dutch. Anyone choosing to study Spanish at degree level would normally be expected to spend up to a year living and working or studying in a Spanish-speaking country.

Related Careers:

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs such as translating, interpreting, lecturing and teaching, language skills are essential. In other professions, including IT, law, finance, journalism and sales the ability to communicate in another language is a major advantage.

Further Course Information:

All students are provided with access to the Kerboodle online course and resources which include a range of listening and reading opportunities and assessment practice. Regular homework is a key part of the A level course while independent study is strongly encouraged so that students can remain up to date with current affairs and the culture of the Spanish-speaking world.



Music GCSE KS4

For further information please contact the curriculum leader via email: dallison@mcauley.org.uk

CURRICULUM LEADER

Mr D Allison

AWARDING BODY

Eduqas

What will I learn?

The principal aim of the course is to stimulate and develop an appreciation and enjoyment of music.

The aims of the course will be achieved by students being actively involved in the three main musical activities:

Unit 1: Performing music on a musical instrument or by singing.

Unit 2: Composing a number of pieces of music.

Unit 3: Listening to and appraising music of a variety of types.

Opportunities will be given to experience live music. Students intending to study GCSE Music should already be having an instrumental or vocal lesson and should be at or approaching grade 1 standard minimum by the start of the course. The exception to this could be keen singers who have already been a regular member of a choir or vocal group. Students studying the course must continue to take an instrumental/ vocal lesson, either privately, or as a school based peripatetic lesson provided by Doncaster Music Service. For 2019/20, it is hoped that students studying GCSE Music, will be provided with a school funded instrumental or voice lesson from Doncaster Music Service if required. Parents/ carers will be informed in due course if there is any change to this arrangement. Students who receive a school funded instrumental or voice lesson are required to participate fully in extra-curricular ensemble rehearsals and concerts in order to develop their performing and general musical skills.

How will I learn?

You will learn how to improve your performing skills and through your work in composing, using computer software, you will gain an insight into how music is constructed from initial ideas, through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so by studying musical works organised into four areas of study which cover: 1.Musical Forms and Structures 2.Music for Small Ensembles 3.Film Music and 4.Popular Music. These will include 2 set works.

You will:

Develop interpersonal skills, thinking skills including communication, 'problem solving' and independent learning as well as technological skills, including ICT. You will progress from receiving regular feedback & celebrating your success.

How will I be assessed?

Performing: you will need to play one or more solo pieces and one or more ensemble pieces lasting between 4 and 6 minutes in total in Year 11 of the course. The standard should be between Grade 1 and Grade 4 (30% of the total GCSE)



Composing: you will need to compose two pieces (30% of the total GCSE) one of which will be from a choice of set briefs released by the exam board, relating to the Listening Areas of Study.

The listening and appraising component is assessed through a listening paper with questions on The Areas of Study and set works. (40% of the total GCSE)

Performing and composing are marked by your teacher and checked by the examination board.

What qualification will I get?

Music GCSE 9 - 1

What can I do with this qualification?

This qualification will help you develop the essential skills to move into employment, training & further education. If you enjoyed the GCSE Music course then you can consider pursuing this subject at A Level.

Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama, performing arts or law.

Year 9 GCSE

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Musical Theory, Rhythm Composition and Musical Elements (Muffins)	Musical Theory, Rhythm Composition using 'Sibelius' software and Musical Elements (Muffins)	Pitch Notation, Area of Study (AoS) 1-Musical Forms and Devices and key signatures. Use of major and minor keys		Chord types and inversions. AoS 2. Music for Ensembles	AoS 2- Music for Ensembles Modulation and harmonic analysis.

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
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Mozart 'Eine Kleine' Minuet (Set Work 1) analysis and AoS 4- Popular Music	Mozart 'Eine Kleine' Minuet (Set Work 1) analysis and AoS 4- Popular Music	Mozart 'Eine Kleine' Trio (Set Work 1) analysis and AoS 4 including Rainbow 'Since You've Been Gone' (Set Work 2) analysis	Mozart 'Eine Kleine' Trio (Set Work 1) analysis and AoS 4 including Rainbow 'Since You've Been Gone' (Set Work 2) analysis	AoS 3- Film Music and Composition exercises using Chords and Melody	AoS 3- Film Music and Composition exercises using Chords and Melody

Year 11 GCSE

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Composition exercises Decorating Melodies and adding Accompaniments and Bass Lines AoS 2- Music for Ensembles	Composition Coursework Brief 1 and Performance. AoS 3- Film Music	Composition Coursework Brief 1 and Performance AoS 3- Film Music	Revision/ Practice Questions and Composition Coursework Brief 2 and Performance	Revision/ Practice Questions and Composition Coursework Brief 2 and Performance	-

Throughout Y9, Y10 and Y11 composition and performance skills are developed.



Music A Level KS5

For further information please contact the curriculum leader via email: dallison@mcauley.org.uk

CURRICULUM LEADER

Mr D Allison

AWARDING BODY

eduqas [Course Specification](#)

ENTRY REQUIREMENTS

GCSE level 6 or above in GCSE Music

Why choose Music?

Music at AS and A Level is an exciting, varied and interesting subject that combines and further develops the skills of Performing, Composing and Appraising/ Musical Analysis over the duration of the course.

What will I learn in Year 12 Music and how will it be assessed?

Component 1: Performing

You will prepare a significant part of your full A level recital (Grade 6 equivalent standard or above) during Y12.

Component 2: Composing

You will be taught the fundamental skills of advanced composition before beginning work on one of your coursework folio compositions. This will be assessed as part of the end of year mock examination.

Component 3: Appraising

You will study and prepare the majority of Area of Study 1.

Area of Study 1: The Development of the Symphony in the Western Classical Tradition (1750 to 1900) including a main set work for detailed analysis: Symphony No. 104 in D Major, 'London' by Haydn and a more general study of Symphony No. 4 in A Major, 'Italian' by Mendelssohn .

Questions

1. Set work analysis with an unmarked score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

This component includes a listening examination which will be assessed as part of the end of year mock examination.

Music is a new specification subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for



more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

What will I learn in Year 13 Music and how will it be assessed?

All assessment for A level will take place in the second year of the two year course.

For this specification, learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. This allows them to specialise more in either performing or composing in a 35%/25% weighting in favour of their chosen specialism. All learners must study Component 3.

Component 1: Performing

Non-exam assessment: externally assessed by a visiting examiner in March to May. The expected standard would be approaching grade 6 level by the second year of the course.

Option A: Performing - 35%

A performance (10 -12 minutes) comprising a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: Performing - 25%

A performance (6-8 minutes) comprising a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. Students will build on the Y12 Mock Examination to prepare for their full Y13 recital.

Component 2: Composing

Non-exam assessment: externally assessed

Option A: Composing - 25%

Two compositions, with total duration of 4-6 minutes. The first composition must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

Option B: Composing - 35%

Three compositions, with total duration of 8-10 minutes. One composition must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study i.e. not the Western Classical Tradition. The third composition is a free composition.

Students will complete the initial coursework composition of Y12 and then concentrate on the set brief composition which can only be completed in Y13.

Component 3: Appraising - Written examination: 2 hours 15 minutes, 40% of qualification

In Year 13 you will complete Area of Study 1: The Development of the Symphony in the Western Classical Tradition (1750 to 1900). Refer to Year 12. You will then prepare Areas of Study 2 and 3:

Area of Study 2: Musical Theatre in the Twentieth Century.

Area of study 3: Into the Twentieth Century including two set works:



- Trio for Oboe, Bassoon and Piano, Movement II: Poulenc
- Three Nocturnes, Number 1, Nuages: Debussy

Questions:

1. Set work analysis with an unmarked score
2. Extended responses on wider context, (in greater detail than AS)
3. Unprepared extracts of music with and without a score
4. Comparison questions

This component includes a listening examination.

This is a 'new specification' subject. The overall result for each student completing this course to full A level standard will be based on the final Year 13 A level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and their 'decoupling' of AS/A2 grades.

How will I learn?

You will learn through opportunities to:

- Analyse musical scores in detail both individually and in pairs/ groups.
- Perform as a soloist and as a member of an ensemble.
- Compose as an individual using the latest computer software to assist you.
- Develop your detailed listening and appraising skills.

Related Degrees

A number of McAuley students have progressed to universities or conservatoires to study Music related degrees or degrees which place an emphasis on performance/ presentation skills or require creative/analytical skills.

Related Careers

A variety of career paths relating to the above degrees as well as music teaching, music/artistic events management etc.

Further Course Information

A wide range of further curricular opportunities will enhance and develop studies including one specifically Sixth Form group, Sixth Form Chamber Orchestra. There will be numerous opportunities to perform as part of concerts. Composing is supported by the latest music specific software. All students receive a range of resources including textbooks, detailed notes and examination papers to fully support their learning. A significant number of students from other schools choose to come to McAuley to study A Level Music.



	1.1	1.2	2.1	2.2	3.1	3.2
Y 1 2	Musical Theory and Sonata Form Analysis	Haydn Symphony No. 104 Movement 1 analysis and appraisal	Haydn Symphony No. 104 Movement 2 and 3 analysis and appraisal	Haydn Symphony No. 104 Movement 4 analysis and appraisal. Mendelssohn Symphony No. 4	General Symphony Aural and Composition Exercises	General Symphony Aural and Composition Exercises
Y 1 3	Composition Coursework Brief 1 and C20 Set Work 1	Composition Coursework Brief 1 and C20 Set Work 2	Composition Coursework Brief 1, C20 Schools of Composition and Performance Preparation	Composition Coursework Brief 2, Music Theatre and Performance Preparation	Revision/ Practice Questions Composition Coursework Brief 2,	-



Physical Education

For further information please contact the curriculum leader via email: gread@mcauley.org.uk

Our physical education curriculum aims to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

KS3 Physical Education

Through Year 7 and 8 you will study a range of different sporting activities. You will build on and embed the physical development and skills learned in primary school, becoming more competent, confident and expert in your techniques, and apply them across different sports and physical activities. You should understand what makes a performance effective and how to apply these principles to your own and others' work. You will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

KS4 Physical Education

Through Year 9, 10 and 11 you will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

KS4 Examination Physical Education

Pupils choosing physical education as an option subject will be following an Edexcel BTEC Level 2 qualification in Sport. The courses enable students to build on their practical knowledge gained through KS3 and widen their theoretical understanding in a wide range of sporting situations. Topics include; the human body systems, common sports injuries and technological advances that impact on sport and activity, training, nutrition and psychological factors contribute to engagement in sport and activity.

KS5 Pearson BTEC Level 3 National Extended Certificate in Sport

Pupils choosing this course will develop a broad basis of study for the sport sector. BTEC PE will build on experience from Key Stage 4 to enhance knowledge and increase understanding of the factors that affect performance and participation in physical education. BTEC PE sets to equip you with the skills and knowledge required for higher education and the world of work.

Topics include; Anatomy and Physiology, Fitness Training and Programming for Health, Sport and Well-being, Professional Development in the Sports Industry and Application of Fitness Testing.



	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	PE1 Baseline PE2 Baseline PE3 Baseline PE4 Baseline	PE1 Football PE2 Table Tennis PE3 Gymnastics PE4 Netball	PE1 Table Tennis PE2 Football PE3 Dance PE4 Gymnastics	PE1 Rugby PE2 Rugby PE3 Netball PE4 Dance	PE1 Rounders PE2 Rounders PE3 Rounders PE4 Rounders	PE1 Athletics PE2 Athletics PE3 Athletics PE4 Athletics
Y8	PE1 Table Tennis PE2 Basketball PE3 Netball/Football PE4 Football/N etball	PE1 Football PE2 Table Tennis PE3 Gymnastics PE4 Dance	PE1 Rugby PE2 Football PE3 Dance PE4 Gymnastics	PE1 Basketball PE2 Rugby PE3 Netball/Football PE4 Football/N etball	PE1 Rounders PE2 Rounders PE3 Rounders PE4 Rounders	PE1 Athletics PE2 Athletics PE3 Athletics PE4 Athletics
Y9	PE1 Table Tennis PE2 Basketball PE3 Netball/Football PE4 Football/N etball	PE1 Football PE2 Table Tennis PE3 Gymnastics PE4 Dance	PE1 Rugby PE2 Football PE3 Dance PE4 Gymnastics	PE1 Basketball PE2 Rugby PE3 Netball/Football PE4 Football/N etball	PE1 Rounders PE2 Rounders PE3 Rounders PE4 Rounders	PE1 Athletics PE2 Athletics PE3 Athletics PE4 Athletics

Y9 BTEC Tech Award in Sport , Activity and Fitness	A1 The Body Systems	A2 Physiologic al Impact of Engagem ent in Sport and Activity on the Body Systems	B1 Common Sporting Injuries B2 Causes of Common Sporting Injuries	B3 Managem ent and Rehabilitati on of Common Sporting Injuries	C1 Different Types of Technology in Sport and Activity C2 The Benefits of Technology on Improving Body Systems for Sport and Activity	C2 The Benefits of Technology on Improving Body Systems for Sport and Activity C3 Limitations of Technology to Sport and Activity
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Y10	A1 Interpreting Fitness Data in Relation to Sport and Activity A2 Methods of Training for Sport and Activity	A3 The FITT Principles and Principles of Training A4 Understanding Fitness Programmes	B1 Macronutrients B2 Micronutrients	B3 Hydration B4 Improving Nutrition for Sport and Activity	C1 The Impact of Motivation on Participation in Sport and Activity C2 The Impact Self-Confidence can have on Participation in Sport and Activity	C3 The Impact of Anxiety on Participation in Sport and Activity
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Y11	A1 Attributes of a Leader A2 The Benefits of Participation in Sport and Activity Sessions	B1 Target Groups B2 Types of Sessions	B3 Session Plan C1 Methods of Delivery C2 Methods of Delivery	C1 Methods of Delivery C2 Methods of Reviewing	C2 Methods of Reviewing	
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Y11 BTEC First Award in Sport	Unit 4 – The Sports Performer in Action: Learning aim, A: -Your body responding and adapting to exercise.	Unit 4 – The Sports Performer in Action: Learning aim B: -Energy for sports performance.	Unit 5 – Training for Personal Fitness: Learning aim, A, B, C: -My personal training programme. Get fit quick! -Exercise adherence. -Maintaining a training diary.	Unit 5 – Training for Personal Fitness: Learning aim, A, B, C: -My personal training programme. Get fit quick! -Maintaining a training diary	Unit 5 – Training for Personal Fitness: Learning aim, A, B, C: -My personal training programme. Get fit quick! -Maintaining a training diary	
Y12	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 3

BTEC Extended Certificate in Sport	<p>The Skeletal System The Muscular System</p> <p>Unit 2 -Exercise and Physical Activity. -Balanced Dietary guidelines. -Negative Lifestyle factors</p>	<p>The Muscular System The Cardiovascular System</p> <p>Unit 2 -Lifestyle modification techniques -Health screening testing -Hydration</p>	<p>The Cardiovascular System Unit 1 The Respiratory System</p> <p>Unit 2 -Ergogenic aids -Components of fitness -Components of a balanced diet</p>	<p>The Respiratory System The Energy System</p> <p>Unit 2 -Training methods. -training programme design. -Periodisation.</p>	<p>The Energy System</p> <p>Unit 2 Preparation for External Assessment</p>	<p>LA A: Understand the career and job opportunities in the sports industry</p> <p>Unit 5 LA A: -Investigating and implementing fitness testing</p>
Y13	<p>Unit 3 LA A: Understand the career and job opportunities in the sports industry</p> <p>Unit 5 LA A: -Investigating and implementing fitness testing</p>	<p>Unit 3 LA B: Explore own skills using a skills audit to inform a career development action plan</p> <p>Unit 5 LA A: -Investigating and implementing fitness testing</p>	<p>Unit 3 LA B: Explore own skills using a skills audit to inform a career development action plan</p> <p>LA C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>Unit 5 LA B: -Fitness Testing Practical Assessments and Implementing fitness test practices.</p>	<p>Unit 3 LA C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>Unit 5 LA B: -Fitness Testing Practical Assessments and Implementing fitness test practices.</p>		

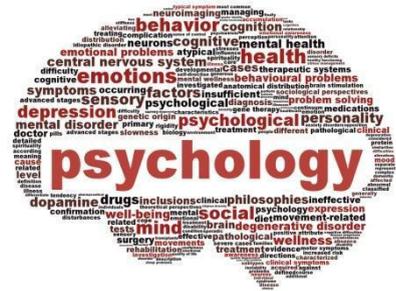


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Course Information

Psychology

For further information please contact the curriculum leader via email: eshakespeare@mcauley.org.uk



What is Psychology?

Psychology is the scientific study of the mind, brain, behaviour and experience. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates challenges or changes us and use this understanding to help us tackle personal and social problems. Psychologists can work in social care, mental health, business, research and sports.

An interesting summary of some of the latest research can be found here: <https://digest.bps.org.uk/>

Why study Psychology?

Psychology is part of everything humans are involved in, so the subject knowledge acquired by studying psychology, as well as the skills, can be beneficial in every aspect of life. This unique knowledge and skill set is known as 'psychological literacy'. It has been defined as 'being insightful and reflective about one's own and others' behaviour and mental processes' and having the ability to apply 'psychological principles to personal, social, and organizational issues in work, relationships and the broader community' (McGovern et al., 2010). For example, an understanding of cognitive psychology, including metacognition, develops awareness of learning capabilities and limitations, and can help to inform personal and professional development and career choices. Studying biological psychology gains insight into a vast array of human functions and dysfunctions, and develops understanding of the harmfulness of stigmatising. In this way, the study of psychology leads to an understanding of human diversity that is unparalleled in any other discipline and embeds the need for problem solving, of any sort, to be evidence-based*. There are clear links between psychological literacy and the skills identified as valued by employers, such as effective communication skills, evidence-based problem solving abilities, think critically and adopting an evaluative approach to work. However, the ability to apply psychological literacy has a much greater potential: the ability to benefit global society and to enrich individual's lives and communities.

You can use the skills you develop, and some of the material, in other subjects such as Biology (for example, when studying the structure and function of the eye and central nervous system) and English literature (for example, looking at the impact of mental health and trauma within the writing of Virginia Woolf or Shakespeare's Macbeth).

If you enjoy:

- understanding why people behave the way they do
- developing your ability to think scientifically

and you are:

interested in studying academic subjects

- more confident doing exams than coursework
- looking for a challenge and willing to give 100%



then Psychology is the subject for you!

GCSE Psychology

This qualification introduces students to the fundamentals of Psychology. We follow the AQA course, which covers 8 topic areas including body language, perception and child development. The course is examined via two 1hour 45 minute papers at the end of year 11. The questions are a mixture of multiple choice, short answer and extended writing.

A Level Psychology

Although no prior-knowledge of Psychology is required (many students choose to study Psychology at A Level even though they have not studied it at GCSE), the course builds on the knowledge and skills gained at GCSE to achieve an essential understanding of the major topic areas, including historical. We follow the AQA specification, which covers 11 topic areas including Biopsychology, Forensic Psychology and Schizophrenia. The course is examined via three 2 hour papers at the end of year 13. The questions are a mixture of multiple choice, short answer and extended writing.

What happens in lessons?

During Psychology lessons and through extended learning you will explore psychological research methods, studies, theories and treatments using a variety of methods including pair and group work, debates, practical investigations, mini-lectures and independent research. We use work-booklets and have a spaced revision program to prepare you for the exams.

What careers can I do with psychology?

Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.

See <https://www.bps.org.uk/public/become-psychologist/career-options-psychology> for more information.

Curriculum Map: Psychology

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y 7						
Y 8						



Y 9	Research methods/data handling Social Influence	Research methods/data handling Social Influence	Research methods/data handling Social Influence Language, thought and communication	Research methods/data handling Language, thought and communication	Research methods/data handling Language, thought and communication Memory	Research methods/data handling Memory
Y 10	Research methods/data handling Memory Perception	Research methods/data handling Perception	Research methods/data handling Perception	Research methods/data handling	Research methods/data handling Development	Development
Y 11	Brain and neuropsychology Research methods/data handling	Revision of Brain and neuropsychology Psychological problems	Psychological problems Research methods/data handling	Psychological problems Research methods/data handling	Revision of all topics and needs-based assessment practice	Revision of all topics and needs-based assessment practice
Y 12	Unit 2 Research methods/scientific processes Unit 1 Memory	Unit 1 Social Influence Unit 1 Attachment Unit 2 Research methods/scientific processes	Unit 1 Social Influence Unit 1 Psychopathology Unit 2 Research methods/data handling/scientific processes	Unit 2 Approaches Unit 3 Issues and debates Unit 1 Psychopathology Unit 2 Research methods/data handling/scientific processes	Unit 2 Biopsychology Unit 2 Research methods/data handling/scientific processes/inferential statistics Essay writing project- Psychological analysis of the film Megamind	Unit 2 Biopsychology Unit 3 schizophrenia Unit 2 Research methods/data handling/scientific processes

Y 1 3	Unit 2 Research methods/data handling/scie ntific processes/inf erential statistics Unit 3 schizophre nia Unit 2 Biopsycholog y Unit 2 approaches	Unit 2 Research methods/da ta handling/sci entific processes Unit 3 Issues and debates Unit 3Relationsh ips	Unit 3 Issues and debates Unit 3 forensic psychology Unit 2 Research methods/da ta handling/sci entific processes Unit 2 Research methods/da ta handling/sci entific processes	Unit 3 forensic psychology Unit 2 Research methods/da ta handling/sci entific processes	Revision and needs-based assessment	
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Sociology

For further information please contact the curriculum leader via email: acave@mcauley.org.uk

Key stage 5

What is sociology:

Sociology is the scientific study of society. It involves looking at the many different institutions that make up society, including the family, education and the media, and investigating how they work, how they have and do change over time, and how they impact on us as individuals.

Why study sociology?

Sociology develops critical thinking skills and encourages you to ask questions rather than just accept what you are told is the truth. You will be required to do a lot of reading and you will do a lot of essay writing, learning how to structure a well thought out argument. These skills are very useful for a variety of different pathways for further study as well as when it comes to seeking employment.

Who should study sociology?

The A Level Sociology course would suit anyone who likes to ask questions and learn a lot of competing viewpoints. It particularly appeals to students who have done GCSE subjects, or who are studying A levels in: Psychology, History, English, Government and Politics and Philosophy and Ethics. It would also be a good subject to combine with studying the Level 3 Diploma in Criminology.

A level Sociology has been designed to enable students to progress into further study in Sociology at university, but it is also a well-respected A level subject that would help students to progress to university study in many other areas.

Course structure:

What will I learn for the A Level Qualification and how will it be assessed?

Unit 1: Education, Methods in Context and Theory and Methods

Assessment: Written examination paper (2 hours).

Weighting: 33.3% A2 (80 marks).

Short mark questions and extended writing.

Unit 2: Families and Households and The Media

Assessment: Written examination paper (2 hours).

Weighting: 33.3% A2 (80 marks).

Short mark questions and extended writing.

Unit 3: Crime and Deviance with Theory and Methods

Assessment: Written examination paper (2 hours).

Weighting: 33.3% A2 (80 marks).



Short mark questions and extended writing.

Curriculum leader: Mrs A. Cave

Subject curriculum map: Sociology

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						
Y11						
Y12	Paper 2 Families and Household s Paper 1 and paper 3 Research methods	Paper 2 Families and Household s Paper 1 and paper 3 Research methods	Paper 1 Education Paper 1 and paper 3 Research methods with Methods in context	Paper 1 Education Paper 1 and paper 3 Research methods with Methods in context	Independe nt learning project on the media Paper 2 The Media	Paper 2 The Media
Y13	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Revision and needs-base d assessment t	



Criminology

For further information please contact the curriculum leader via email: acave@mcauley.org.uk

What is criminology?

Criminology is the study of crime and criminal behaviour. It involves looking at reasons why people commit crime, how crime is portrayed in the media and how society deals with criminal behaviour. It is a fascinating subject that will help to develop knowledge and skills that could be useful in a variety of different future course and careers.

Why study criminology?

An understanding of criminology may be relevant to many job roles within the criminal justice sector, social and probation work, as well as sociology and psychology. WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities. This is an Applied General qualification. This means it is designed primarily to support learners progressing to university or further study.

Who should study criminology?

The qualification would be appropriate progression for any level 2 study, particularly for those who have done GCSEs in Sociology, Law, Psychology, Citizenship, History and Humanities.

The main purpose of the WJEC Level 3 Applied Diploma in Criminology is to support access to higher education degree courses, such as:

BSc Criminology

BA Criminology

BA Criminology and Criminal Justice

BSc (Hons) Criminology and Psychology

LLB (Hons) Law with Criminology

BA (Hons) Criminology and Sociology

BA (Hons) Criminology

BSc (Hons) Psychology and Sociology

BSc Criminology with Law

Alternatively, the qualification would allow students to gain the required understanding and skills to apply for some jobs within aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service. Most of these would require further training of some sort, but the Criminology course would be a good starting point for entry.



Course structure

There are 4 units for the Diploma, and 2 for the Certificate. Unit 1 and 2 are studied in Year 12 and students then complete unit 3 and 4 in Year 13. Unit 1 and 3 are internally assessed by a 'controlled assessment' – an independently produced assignment completed in controlled conditions. Units 2 and 4 are assessed by external exams. Unit 2 is sat in Year 12, and Unit 4 is sat in Year 13. Students must pass all units to gain their qualification.

It is possible for students to receive a Level 3 Certificate in Criminology if they pass both Unit 1 and 2 on their first attempt and this is an appropriate option for them.

Unit titles:

Unit 1: Changing awareness of crime

Unit 2: Criminological theories

Unit 3: Crime scene to courtroom

Unit 4: Crime and Punishment

Curriculum Leader: Mrs A. Cave

Subject curriculum map: Criminology

	Term 1.1	Term 1.2	Term. 2.1	Term 2.2	Term 3.1	Term 3.2
Y12	Unit 1: Changing awareness of crime	Unit 1: Changing awareness of crime Preparation for controlled assessment	Controlled assessment – Unit 1 Unit 2: Criminological theories	Unit 2: criminological theories	Unit 2: criminological theories Revision and needs-based assessment Unit 2 exam	Unit 3: Crime scene to courtroom Independent research and study task to introduce unit 3
Y13	Unit 3: Crime scene to courtroom	Unit 3: Crime scene to courtroom Preparation for controlled assessment	Controlled assessment - Unit 3 Unit 4: Crime and Punishment	Unit 4: Crime and punishment	Unit 4: Crime and punishment Revision and needs based assessment Unit 4 exam	



Science

For further information please contact the curriculum leader via email: adriver@mcauley.org.uk

Why do we study Science?

Science is continually changing and one of the most interesting subjects anyone can ever study. It enables you to develop a curiosity into the world around you and allows you to discover many things in the world you never knew existed. Such learning will also allow you to discover and invent more things that will make our lives even better. Mastering of scientific skills will allow you to get well on your way to becoming among the best and the brightest in the field of discovery and curiosity.

KS3 Science

At Key stage 3 we are using Activate which is the most popular national KS3 Science course designed to spark curiosity, kindle key skills for further investigation and fan into flame the core knowledge needed to be on fire for GCSE success. Activate is matched to fit the new national curriculum and allows learning to progress in a variety of ways. Alongside high- paced lessons with plenty of practical content, pupils will complete various written and interactive activities.

KS4 Science

Currently, pupils can gain two or three GCSEs in Science depending on their ability and their ambitions. Those that aspire to take Science onto A level tend to choose to take Triple Science (Biology, Chemistry and Physics GCSEs) in their option choices during Year 8. Other students who do not choose Triple Science will study Trilogy Combined Science.

Triple Science - Pupils on this pathway will gain three GCSEs in the separate sciences; Biology, Chemistry and Physics. There are 6 papers (each of 105 minutes) which are sat at the end of Y11.

Trilogy Combined Science – Students will study Biology, Chemistry and Physics, but to a lesser depth than Triple Science. Students will take 6 papers (each of 75 minutes) at the end of Year 11 and will gain 2 Combined Science GCSEs.

Why should I study KS5 Biology?

A-Level Biology is a captivating exploration of living organisms and how they interact with their environment. It involves the development of understanding and the techniques that are highly sort after by Further Education and employers. An A-level in Biology is a requirement or desired qualification for those wishing to study medicine, dentistry, veterinary and many other science degree courses. We follow an AQA specification, which has been designed to build on the knowledge and skills prepared by our AQA GCSE course. The subject develops students' understanding of a broad range of specialist areas within



Biological Sciences including Biochemistry, Anatomy and Physiology, Ecology and Biotechnology (including Genetics). The content includes at least 10% which is mathematically based. If you have an interest in the living world and how it works, then our stimulating and successful A-Level Biology course is a distinguished option at Sixth Form.

Why should I study KS5 Chemistry?

Chemistry helps us to understand the world in which we live and underpins a wide range of science-based degree courses and careers. Success with A level chemistry will prepare you for a future in chemistry, pharmacy, pharmacology, chemical engineering, biochemistry, biomedical sciences, medicine and dentistry. The AQA A-level course is a fascinating exploration of atomic structure, chemical bonding, and reactions of organic and inorganic chemicals and builds upon knowledge and understanding from the AQA GCSE chemistry course that our students study in Y11. The course content develops the foundations of chemistry before branching out into the 3 disciplines of organic, physical and inorganic chemistry. Specific topics include biochemistry, kinetics, equilibria and energetics. This course will also develop your problem solving, teamwork, numeracy, communication and practical skills, as well as hugely valuable independent study and reasoning skills. Content includes 30% that is mathematically based.

Why should I study KS5 Physics?

Physics is the study of the whole range of science dealing with matter and energy and the relationship between them. Physics is in practically every aspect of our lives from when we put on toiletries in the morning to switching on our laptops to use the internet in the evening. From why the sky is blue, raindrops are round or the mysteries of space, Physics covers it all! We follow the Physics AQA Specification, which contains a range of different areas including Particles and Radiation, Waves, Electricity, Mechanics and Materials in Year 12. In Year 13, we examine, Fields, Circular motion, Radioactivity and Astrophysics amongst others. Content includes 40% which is mathematically based.

Why should I study KS5 Applied Science?

Applied Science is a level 3 course designed for students who have a strong interest in science, but choose not to specialise, or students who have not quite reached the entry requirements for A levels in one of the separate sciences. Applied Science is more vocational than traditional A levels and is assessed partly by exam and partly by controlled assessment.

What happens in lessons?

During Science lessons, you will investigate Science using a variety of methods including group work, debates, practical investigations and research. You will develop a range of skills in Science including inferring, observing, measuring and communication.

Subject curriculum map: Science - Physics Triple 19/20

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
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Y7	Energy	Energy	Energy & Forces	Transferring energy	Transferring energy	Space
Y8	Electricity and magnetism	Electricity and magnetism	Energy	Energy	Motion	Pressure
Y9	<u>Energy stores</u>	<u>Energy transfers</u>	<u>Heating / Energy resources</u>	<u>Static electricity</u> <u>Circuits</u>	<u>Circuits</u> <u>Electricity in the home</u>	<u>Electricity in the home</u>
Y10	<u>Electricity in the home</u>	<u>Molecules and matter</u>	<u>Radioactivity</u>	<u>Forces in balance</u>	<u>Motion</u>	<u>Pressure</u>
Y11	<u>Waves & Electromagnetic waves</u>	<u>Light</u>	<u>Electromagnetism</u>	<u>Space</u>	<u>Required Practicals</u>	
Y12	Particles Mechanics	Particles Motion	Electrons Newton's Laws	Waves Momentum	Electricity Work/ Materials	Electricity Materials
Y13	Thermal Circular motion	Gravitation /SHM	Electric fields Nuclear physics	Capacitance/ Alternating currents and transformers	Magnetic fields Astrophysics	

Subject curriculum map: Science - Physics Trilogy 19/20

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Energy	Energy	Energy & Forces	Transferring energy	Transferring energy	Space
Y8	Electricity and magnetism	Electricity and magnetism	Energy	Energy	Motion	Pressure
Y9					<u>Static</u>	<u>electricity</u> <u>Circuits</u>



	<u>Energy stores/ Dissipation</u>	<u>Energy transfers & Heating</u>	<u>Heating / Energy resources</u>	<u>Energy resources</u>		
Y10	<u>Electricity in the home</u>	<u>Molecules and matter</u>	<u>Radioactivity</u>	<u>Forces in balance</u>	<u>Forces & Motion</u>	<u>Motion & Pressure</u>
Y11	<u>Pressure & Waves</u>	<u>Electromagnetic waves</u>	<u>Electromagnetism</u>		<u>Required Practicals</u>	
Y12	Particles Mechanics	Particles Motion	Electrons Newton's Laws	Waves Momentum	Electricity Work/ Materials	Electricity Materials
Y13	Thermal Circular motion	Gravitation/ SHM	Electric fields Nuclear physics	Capacitance/ Alternating currents and transformers	Magnetic fields Astrophysics	

Subject curriculum map: Science Biology

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Cells	Cells	Life Processes	Life Processes	Active Lifestyles	Active Lifestyles
Y8	Reproduction and Inheritance in humans	Reproduction and Inheritance in humans	Adaptation and Competition	Adaptation and Competition	Feeding Relationships	Feeding Relationships
Y9	<u>Combined Trilogy</u> B1. Cell Structure and cell transport <u>Triple</u> B1. Cell Structure and cell transport	<u>Combined Trilogy</u> B2. Cell Division <u>Triple</u> B2. Cell Division	<u>Combined Trilogy</u> B3. Organisation and the Digestive system <u>Triple</u> B3. Organisation and the Digestive system	<u>Combined Trilogy</u> B4. Organising in Plants and Animals B9. Respiration <u>Triple</u> B4. Organising in Plants and Animals B9. Respiration	<u>Combined Trilogy</u> B5. Communicable Diseases <u>Triple</u> B5. Communicable Diseases	<u>Combined Trilogy</u> B6. Preventing and Treating disease B7. Non-communicable Diseases <u>Triple</u> B6. Preventing and Treating disease B7. Non-communicable Diseases
Y10	<u>Combined Trilogy</u> B7. Non-communicable Diseases <u>Triple</u> B7. Non-communicable Diseases	<u>Combined Trilogy</u> B8. Photosynthesis B17. Organising an Ecosystem <u>Triple</u> B8. Photosynthesis B17. Organising an Ecosystem	<u>Combined Trilogy</u> B16 Adaptation, Interdependence and Competition <u>Triple</u> B16 Adaptation, Interdependen	<u>Combined Trilogy</u> B18. Biodiversity <u>Triple</u> B18. Biodiversity	<u>Combined Trilogy</u> B10 The Nervous systems <u>Triple</u> B10 The Nervous systems B11a Hormones	<u>Combined Trilogy</u> B11 Hormones <u>Triple</u> B11b Hormones B12 Homeostasis



			ce and Competition			
Y11	<u>Combined Trilogy</u> B13. Reproduction <u>Triple</u> B13. Reproduction B16. Adaptation	<u>Combined Trilogy</u> B14. Variation and Evolution B15. Genetics and Evolution <u>Triple</u> B14. Variation and Evolution B15. Genetics and Evolution	<u>Combined Trilogy</u> B18. Biodiversity <u>Triple</u> B16 Adaptation, Interdependence and Competition B18. Biodiversity	<u>Combined Trilogy</u> Exam techniques, maths skills, practical skills and revision <u>Triple</u> Exam techniques, maths skills, practical skills and revision	<u>Combined Trilogy</u> revision <u>Triple</u> revision	<u>Combined Trilogy</u> <u>Triple</u>
Y12	1. Biological Molecules 3. Cells	4. Transport 6. Exchange	2. Nucleic acids 7. Mass transport	8. DNA, genes and protein synthesis 5. Cell recognition	9. Genetic diversity Maths skills	10. Biodiversity Population investigations
Y13	11. Photosynthesis 19. Populations in ecosystems	12. Respiration 13. Energy and ecosystems 17. Inherited change 18. Populations and Evolution	14. response to stimuli 20. control of gene expression	15. Nervous control and coordination 16. Homeostasis 21. Recombinant DNA technology	Exam techniques, maths skills, practical skills and revision	

Subject curriculum map: Science - Chemistry

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Particles and Behaviour	Particles and Behaviour	Separation Techniques	Atoms Compounds and the Periodic Table	Atoms Compounds and the Periodic Table	Acids and Alkalis
Y8	The Periodic Table	The Periodic Table	Separation Techniques	Separation Techniques	Metals and Acids	The Earth
Y9	<u>Combined Trilogy</u> Atomic structure & the periodic table <u>Triple</u> Atomic structure & the periodic table	<u>Combined Trilogy</u> Atomic structure & the periodic table <u>Triple</u> Atomic structure & the periodic table	<u>Combined Trilogy</u> Atomic structure & the periodic table <u>Triple</u> Structure, bonding & properties	<u>Combined Trilogy</u> Structure, Bonding & Properties <u>Triple</u> Structure, Bonding & Properties	<u>Combined Trilogy</u> Structure, Bonding & Properties <u>Triple</u> Chemical changes (not inc Electrolysis)	<u>Combined Trilogy</u> Structure, Bonding & Properties <u>Triple</u> Chemical changes (not inc Electrolysis)
Y10	<u>Combined Trilogy</u> Chemical changes <u>Triple</u> Chemical changes (Electrolysis) Quantitative chemistry	<u>Combined Trilogy</u> Chemical changes <u>Triple</u> Quantitative chemistry	<u>Combined Trilogy</u> Quantitative chemistry <u>Triple</u> Energy changes	<u>Combined Trilogy</u> Energy changes Rate & extent of chemical change <u>Triple</u> Rate & extent of chemical change	<u>Combined Trilogy</u> Rate & extent of chemical change <u>Triple</u> Rate & extent of chemical change Chemical analysis	<u>Combined Trilogy</u> Chemical analysis <u>Triple</u> Chemical analysis
Y11	<u>Combined Trilogy</u>	<u>Combined Trilogy</u>	<u>Combined Trilogy</u>	<u>Combined Trilogy</u> Revision	<u>Combined Trilogy</u> Revision	



	Organic chemistry <u>Triple</u> Organic chemistry	Using our resources <u>Triple</u> organic reactions	Using our resources <u>Triple</u> Using our resources	Assessment practice <u>Triple</u> Revision Assessment practice	Assessment practice <u>Triple</u> Revision Assessment practice	
Y12	Atomic structure Bonding Amounts of substance	Energetics Intro to organic Alkanes	Kinetics Equilibria Haloalkanes	Redox Periodicity Alkenes Alcohols	Groups 2 & 7 Organic analysis Revision & assessment practice	Formal assessment Thermodynamics Optical isomerism Aldehydes & Ketones
Y13	Thermodynamics Rate equations Carboxylic acids Aromatics	Equilibrium constant Electrochemistry Amines Polymers	Formal assessment Acids & Bases Amino acids & polymers Organic synthesis	Transition metals Redox titrations NMR Spectroscopy	Inorganic ions in solution Chromatography Revision & assessment practice	



Design & Technology (Product Design)

For further information please contact the curriculum leader via email: msmith@mcauley.org.uk

CURRICULUM LEADER

Mr M Smith

AWARDING BODY

AQA [Course Specification](#)

ENTRY REQUIREMENTS

Grade 5 or higher in GCSE Design & Technology or with approval of curriculum leader if Technology not previously studied.

Why choose Design and Technology?

As a maturing student you will be free to manage much of your time in your own way. You can select and make your own coursework end product that you can take with you when you leave, most useful at interviews. The course structure and its semi-practical nature make a welcome, and for some students essential, break from other more openly academic studies. The design & technology based career opportunities are vast and rates of pay are high in both the service and industrial sectors.

What will I learn in Year 12 and how will it be assessed?

In Y12 we will study materials, processes, tools, manufacturing techniques, CAD/CAM, the design process, influences on design and the design movements. Simultaneously the internally assessed coursework element will be on-going. Your progress will be mapped out using the easy to understand coursework monitor system accessible to all students.

Throughout the course there will be regular theory assessment using examination questions and whole examination papers. This will enable you to determine what to focus on in your revision time.

What will I learn in Year 13 and how will it be assessed?

In Y13 we will study further materials, processes, tools and manufacturing techniques with a further study into finishing techniques, CAD/CAM, the design process, influences on design and environmental impact. Simultaneously the internally assessed coursework practical element will be ongoing.

There are two externally assessed examinations and a non-examined assessment (NEA).



How will I learn?

Learning takes place through exploration of the specification with a range of teaching and learning strategies. In parallel with theory teaching students gain a significant amount of knowledge and understanding of the design process through their coursework. Design skills learnt here can be applied in the examination as can knowledge of materials, their working properties and associated manufacturing processes.

Related Degrees

Due to the wide range of materials that may be used to produce the end product students have a wide range of degree qualifications available to them including Product design, Graphic Design, Industrial design, Design & Technology, Design engineering, electrical & electronic engineering.

Related Careers

A qualification in Design & Technology opens the gateway to a wide range of engineering and design based careers. For those going into employment the course provides an excellent platform to undertake posts within the design, engineering, service and maintenance sectors where on the job training or higher level apprenticeships are offered.

Further Course Information

Pupils studying A-level Design & Technology will gain a range of transferable skills including project planning and management, analytical skills, research and investigation skills. The course is specifically designed to dovetail with design based degree courses at university.



Mathematics

For further information please contact the curriculum leader via email: mdarwin@mcauley.org.uk

CURRICULUM LEADER

Mrs M Darwin

WHY WE STUDY MATHEMATICS

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

KS3

Years 7 and 8 are following a Mastery programme of study, where the focus is on an in depth understanding of the building blocks in mathematics. This will mean that a particular topic may take several weeks to complete. See table below for details on the topics covered.

KS4

AWARDING BODY

AQA Course Specification.

GCSE mathematics has two tiers of entry.

Foundation - Grades 1 to 5

Higher - Grades 4 to 9

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed
How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks non-calculator 33⅓% of the GCSE Mathematics assessment 		How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33⅓% of the GCSE Mathematics assessment 		How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Support for KS3 and KS4 can be found online using Hegarty Maths.

All pupils will have a log-in to access this resource, and it will be used to set homework weekly.

Subject curriculum map: Maths

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Place value; Add and subtract: Estimating: Perimeter: Multiply and divide	Factors, Multiples, Primes: Area triangle and rectangle; Averages end of term exams	Negative numbers; Statistics 1	Number: Fractions 1: Coordinates Basic skills end of term exams	Properties of shapes: Basic skills	Algebra introduction; Sequences Basic skills end of year exams
Y8	Revise and improve: NUMBER – fractions 2 Basic skills	NUMBER – Percentages Basic skills end of term exams	Algebra Basic skills	GEOMETRY Basic skills end of term exams	Ratio, proportion & rates of change : Statistics Basic skills	Geometry – 3D shapes Basic skills end of year exams



Y9	Circle Factorise Ratio Area linear equations Proportion Basic skills	Sequences Probability Re arranging Solve equations Pythagoras rule Fractions Sampling Basic skills end of term exams	Angles Scatter diagrams Simultaneous Equations Probability Basic skills	Scale drawing Plans Transformations Primes Trigonometry Basic skills end of term exams	Approximations Loci Compound units Decimals Percentage change Basic skills	Volume Surface area Quadratic graphs Problem solving Basic skills end of year exams
Y10	Powers and roots linear equations Quadratic Equations Percentage Congruence Algebra	Angles Grouped data analysis Expand brackets end of term exams	HCF LCM Pythagoras and Trigonometry Inverse proportion Quadratic sequences Product rule	Error intervals Probability Loci end of term exams	Vectors Arcs and sectors Scale drawings	Transformations Ratio and algebra end of year exams
Y11	Trigonometry graphs Exponential growth linear and reciprocal graphs inverse proportion Quadratics vectors	Inequalities Trigonometry and pythagoras surds Circular functions inverse and composite functions Cumulative frequency and histograms Simultaneous equations end of term exams	Rate of change, area under a graph Sine and cosine rule Transformations Iteration Algebraic fractions Circle theorem Similarity Conditional probability Bounds MOCKS	Geometrical problems Geometric progressions		
Y12	algebra manipulation, graphs, binomial, statistics, circle	logs, differentiation, proof kinematics end of term exams	differentiation, kinematics, forces mocks	integration forces, statistics, trigonometry data presentation	data analysis trigonometry catch up exams	differentiation points of inflection, convex and concave end of year exams
Y13	integration transformation, binomial, trigonometry, ;	parametric, kinematics, statistics end of term exams	partial fractions numerical methods moments mocks	differential equations, statistics moments probability	<u>Revision and exams</u>	
Y12 FM	complex numbers matrices momentum circular motion, work/energy/ power	algebra functions discrete random variables poisson	proof hyperbolic functions continuous random variables functions mocks	hyperbolic functions intervals chi squared vectors polar coordinates loci	polar coordinates loci calculus differential equations	differential equations loci numerical methods end of year exam



Y13 FM	complex numbers matrices circular motion, work/energy/ power	drv's and expectation algebra functions vectors	calculus centres of mass and moments mocks	hyperbolic functions differential equations momentum and collisions chi test exponential	differential equations proof inference confidence intervals Revision and exams	
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A Level Mathematics

For further information please contact the curriculum leader via email: mdarwin@mcauley.org.uk

New Specification

CURRICULUM LEADER

Mrs M Darwin

AWARDING BODY

AQA Course Specification

ENTRY REQUIREMENTS

Level 6 or above from Set 1 or Set 2 in Mathematics in Year 11. A firm recommendation from your GCSE Mathematics teacher.

Students with a Level 6 must attend compulsory extra after-school lessons throughout Y12 in order to bridge the gap between GCSE and A Level.

Why choose A level maths?

Although it is difficult, a good pass in A Level Mathematics is universally regarded as an excellent predictor of future success by both higher education providers and by employers. At McAuley, since 2009, in every individual year, over half of the students who have completed A2 Level Mathematics have obtained a grade "A" or "B". In some of those years, over half of the students who completed A2 Level Mathematics achieved a grade "A".

What will I learn in Year 12 and how will it be assessed?

This is a new specification subject. The school's policy is that students enrolling onto new specification courses will not be entered for external AS examinations at the end of Year 12. Please visit the FAQs for more information on new specifications, their UCAS tariff points and the 'decoupling' of AS/A2 grades.

However, the pupils will take very similar exams to the AS papers in June 2019 to assess their suitability to continue the course into Y13.

Paper One

90 minutes, 80 marks, 50% of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials and calculus.
Mechanics: kinematics, forces and Newton's Laws.

Paper Two

90 minutes, 80 marks, 50% of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials and calculus.
Statistics: using large datasets, sampling, probability, distributions and hypothesis testing.



No coursework.

What will I learn in Year 13 Mathematics and how will it be assessed?

This is a 'new specification' subject. The overall result for each student completing this course to full A level standard will be based on the final Year 13 A level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and their 'decoupling' of AS/A2 grades.

Paper One

120 minutes, 100 marks, one third of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials, calculus and numerical methods.

Paper Two

120 minutes, 100 marks, one third of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials, calculus and numerical methods. Mechanics: kinematics, forces, Newton's Laws and moments.

Paper Three

120 minutes, 100 marks, one third of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials, calculus and numerical methods. Statistics: using large datasets, sampling, probability, distributions and hypothesis testing.

No coursework.

How will I learn?

You will learn through:

- teacher-led exposition
- use of graphical calculators and software packages, e.g. Autograph
- on-line support material, e.g. MyMaths
- independent learning

Related Degrees

For a degree in mathematics, statistics, physics, engineering or actuarial science, for example, you will almost certainly need a good A level mathematics qualification.

Mathematics is very important in many other degrees, such as economics, medicine and social sciences.

A Level mathematics is one of the most general and one of the most fundamental subjects that you can study – there is always a demand for employees who can think logically, process information accurately and calculate efficiently.



Related Careers

Almost two million people now work in jobs in the UK where mathematical /science qualifications are essential. Nationally around 50% of people who work in jobs where mathematical/science qualifications are essential earn £29,000 or more.

If instead you look at jobs where mathematical qualifications are irrelevant, then only 9% of people earn over £29,000.

Some of the most common roles which mathematical sciences graduates entered include actuaries, economists, statisticians, management consultants, business analysts, science and technology professionals, programmers, software developers, financial analysts and teaching and research professionals.

Further Course Information

Students are encouraged to participate in the Numeracy Support Program and experience extra-curricular events such as the UKMT Senior Maths Challenge. You will need to purchase a graphical calculator through school or otherwise, and a textbook.



Further Mathematics

For further information please contact the curriculum leader via email: mdarwin@mcauley.org.uk

New Specification

CURRICULUM LEADER

Mrs M Darwin

AWARDING BODY

AQA Course Specification

ENTRY REQUIREMENTS

Level 8 or above in GCSE Mathematics along with a firm recommendation from your top set GCSE Mathematics teacher. All students taking Further Mathematics must also take Mathematics in a separate block.

Why choose Further Mathematics?

This course is well suited to students who:

enjoyed and had a real aptitude for GCSE top set mathematics;
want to deepen their knowledge and understanding of the subject;
like a challenge – the course is very demanding; it takes you beyond the concepts covered in the mainstream A-level mathematics course that you must also take;
are interested in studying mathematics at university (or another subject that includes a significant amount of mathematics).

What will I learn in Year 12 and how will it be assessed?

Paper One - 90 minutes, 80 marks, 50% of assessment

Pure Maths including complex numbers, functions, calculus, vectors, polar coordinates and hyperbolic functions.

Paper Two - 90 minutes, 80 marks, 50% of assessment

Two topic areas, normally Mechanics and Statistics, from:

- Mechanics (including momentum, power and circular motion)
- Statistics (including discrete random variables, continuous random variables, the Poisson distribution and chi tests)
- Discrete (including graphs, network flows, linear programming, critical path analysis, game theory and binary operations)
- The course is designed so those wishing to take it as an AS only can do so, either in Year 12 or Year 13.



What will I learn in Year 13 Mathematics and how will it be assessed?

Paper One - 120 minutes, 100 marks, one third of assessment

Pure Maths including complex numbers, matrices, functions, calculus, vectors, polar coordinates, hyperbolic functions, differential equations and trigonometry.

Paper Two - 120 minutes, 100 marks, one third of assessment

Pure Maths including complex numbers, matrices, functions, calculus, vectors, polar coordinates, hyperbolic functions, differential equations and trigonometry.

Paper Three - 120 minutes, 100 marks, one third of assessment

Two topic areas, normally Mechanics and Statistics, from:

Mechanics (including momentum, power, circular motion, centre of mass and moments)

Statistics (including discrete random variables, continuous random variables, the Poisson and exponential distributions and chi tests)

Discrete (including graphs, network flows, linear programming, critical path analysis, game theory, binary operations and group theory)

This is a 'new specification' subject. The overall result for each student completing this course to full A level standard will be based on the final Year 13 A level examinations only. Please visit the FAQs for more information on new specifications, their UCAS tariff points and their 'decoupling' of AS/A2 grades.

How will I learn?

You will learn through:

investigations as well as teacher-led exposition;

use of graphical calculators and software packages, e.g. Autograph;

online support material, e.g. MyMaths and the Further Maths Support Network;

independent learning and research;

participating in maths competitions, masterclasses, university outreach events;

teaching others in group work; reading around the subject and making use of the school's maths library.

Related Degrees

If you intend to study degree level Mathematics at Cambridge, Oxford, Warwick, Bath or another leading university then we would strongly advise you to study Further Mathematics. If you are planning to take a maths-related degree in a subject such as Physics, Engineering, Actuarial Studies or a joint honours degree with Mathematics in the title, then studying Further Mathematics will ease the transition into the first year of your course.

Related Careers

The number of people working in jobs where mathematical sciences qualifications are essential continues to rise. The median salary for mathematical sciences graduates is consistently higher than average.



Potential employers include Rolls-Royce (aerospace), Pirelli (automotive), Bank of England (financial services), PricewaterhouseCoopers (accountancy), Du Pont (chemicals), AMEC (engineering), GCHQ (government), Microsoft (IT) and GlaxoSmithKline (pharmaceuticals).

Further Course Information

Students wishing to study Mathematics at Cambridge, Warwick or Bath Universities should be aware that they will need to sit an extra Mathematics examination (STEP) at the end of Year 13. This will involve more demanding problem solving skills (but no new knowledge). In preparation for this, students will need to attend extra-curricular sessions. You will also be advised to undertake wider reading and attend Advanced Maths Support Group meetings at The University of Sheffield or elsewhere.

Further Maths students are expected to represent the school at regional maths events such as the UKMT Senior Team Challenge and Sheffield Hallam University Pop Maths Quiz.



Core Maths

For further information please contact the curriculum leader via email: mdarwin@mcauley.org.uk

New Specification

AWARDING BODY

AQA Course Specification

ENTRY REQUIREMENTS

This is ideally suited to students who studied Higher tier Mathematics in Year 11 who secured a minimum of Level 4.

Why choose Core Maths?

Level 3 Mathematical Studies (Core Maths) is a new qualification designed for students who have achieved a grade 4 or above at GCSE. It is available as an AS only and is studied in one year.

Core Maths helps to develop students' mathematical skills and thinking. It supports courses such as A-level Psychology, Sciences and Geography as well as technical and vocational qualifications.

It is also a good option for students who wish to continue their study of mathematics without taking on the mainstream full A level course.

The course is relevant to real life, modern, accessible to students and applies to all careers.

What will I learn in Year 12 and how will it be assessed?

This is taught as a one year course.

Paper One - 90 minutes, 60 marks, 50% of assessment

This is the compulsory part of the course.

- Analysis of data
- Maths for personal finance
- Estimation
- Analysis of data including spreadsheets and tabular data

Paper Two - 90 minutes, 60 marks, 50% of assessment

EITHER Statistical Techniques (the normal distribution, probabilities and correlation)

OR Critical Path Analysis (including expectation and cost benefit analysis)

OR Graphical Techniques (including rates of change and exponential graphs)

No coursework.

How will I learn?



You will learn through:

- teacher-led exposition;
- use of graphical calculators;
- online support material; independent learning.
- BACK TO TOP
- Related Degrees
- Students will learn and apply real-world maths skills which will be useful in a wide range of future courses and careers.

Related Degrees

Students will learn and apply real-world maths skills which will be useful in a wide range of future courses and careers.

Subject curriculum map: Maths

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Place value; Add and subtract: Estimating: Perimeter: Multiply and divide	Factors, Multiples, Primes: Area triangle and rectangle; Averages end of term exams	Negative numbers; Statistics 1	Number: Fractions 1: Coordinates Basic skills end of term exams	Properties of shapes: Basic skills	Algebra introduction; Sequences Basic skills end of year exams
Y8	Revise and improve: NUMBER – fractions 2 Basic skills	NUMBER – Percentages Basic skills end of term exams	Algebra Basic skills	GEOMETRY Basic skills end of term exams	Ratio, proportion & rates of change : Statistics Basic skills	Geometry – 3D shapes Basic skills end of year exams
Y9	Circle Factorise Ratio Area linear equations Proportion Basic skills	Sequences Probability Re arranging Solve equations Pythagoras rule Fractions Sampling Basic skills end of term exams	Angles Scatter diagrams Simultaneous Equations Probability Basic skills	Scale drawing Plans Transformations Primes Trigonometry Basic skills end of term exams	Approximations Loci Compound units Decimals Percentage change Basic skills	Volume Surface area Quadratic graphs Problem solving Basic skills end of year exams



Y10	Powers and roots linear equations Quadratic Equations Percentage Congruence Algebra	Angles Grouped data analysis Expand brackets end of term exams	HCF LCM Pythagoras and Trigonometry Inverse proportion Quadratic sequences Product rule	Error intervals Probability Loci end of term exams	Vectors Arcs and sectors Scale drawings	Transformations Ratio and algebra end of year exams
Y11	Trigonometry graphs Exponential growth linear and reciprocal graphs inverse proportion Quadratics vectors	Inequalities Trigonometry and pythagoras surds Circular functions inverse and composite functions Cumulative frequency and histograms Simultaneous equations end of term exams	Rate of change, area under a graph Sine and cosine rule Transformations Iteration Algebraic fractions Circle theorem Similarity Conditional probability Bounds MOCKS	Geometrical problems Geometric progressions		
Y12	algebra manipulation, graphs, binomial, statistics, circle	logs, differentiation, proof kinematics end of term exams	differentiation, kinematics, forces mocks	integration forces, statistics, trigonometry data presentation	data analysis trigonometry catch up exams	differentiation points of inflection, convex and concave end of year exams
Y13	integration transformation, binomial, trigonometry, ;	parametric, kinematics, statistics end of term exams	partial fractions numerical methods moments mocks	differential equations, statistics moments probability	<u>Revision and exams</u>	
Y12 FM	complex numbers matrices momentum circular motion, work/energy/ power	algebra functions discrete random variables poisson	proof hyperbolic functions continuous random variables functions mocks	hyperbolic functions intervals chi squared vectors polar coordinates loci	polar coordinates loci calculus differential equations	differential equations loci numerical methods end of year exam
Y13 FM	complex numbers matrices circular motion, work/energy/ power	drv's and expectation algebra functions vectors	calculus centres of mass and moments mocks	hyperbolic functions differential equations momentum and collisions chi test exponential	differential equations proof inference confidence intervals Revision and exams	



Religious Education

For further information please contact the curriculum leader via email: kratcliffe@mcauley.org.uk

CURRICULUM LEADER: Miss K Ratcliffe

AWARDING BODY

Eduqas

Why is RE important?

Issues of religion and belief frequently top the news agenda and RE helps make sense of them.

RE allows young people growing up in a diverse society to understand the views and opinions of people whose beliefs and values differ from their own.

RE provides space for young people to reflect on their own ideas and develop their thoughts about questions of meaning and ethics.

By having access to good quality RE in schools, young people are equipped to handle issues in their lives, preparing them for the workplace and adult life

KS3 Religious Education

In Key Stage 3 students will study some of the challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Students will develop knowledge and understanding of Catholicism as well as other Christian traditions and Religions. They will develop an awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

KS4 Religious Education

In Key Stage 4, students are following the Eduqas (Route B) GCSE course, they will study 3 components.

Component One: Foundational Catholic Theology is separated into two further themes, the first focusing on Origins and Meaning. Students will be answering three fundamental questions; what are the origins of the universe? What are the origins of human life? What is the value of human life? Through this study, students will examine the creation story of Genesis, Hawkins' theory on the Big Bang, Evolution, as well as Religious and non- Religious viewpoints on issues linked to the Sanctity of life. The second theme; Good and Evil focuses on the questions: Where does evil come from? What does it mean to call God good? How can an omnipotent, benevolent God allow human suffering? This study focuses on the problem of evil, the goodness of God and His creation and the problem of free will.

Component 2: Applied Catholic Theology. This component is separated into two themes; the first focusing on life and death. Students will be answering three fundamental questions; what is the meaning of death? Is Euthanasia morally acceptable? What happens after death? Through this study, students will examine Catholic teachings on assisted suicide, secular beliefs on Euthanasia, palliative care and religious and non-religious teachings on life after death. The second theme; Sin and forgiveness focuses on the questions: what is the difference between illegal and immoral? Should serious criminals be executed? How can a



forgiving God punish people in hell? Students will gain insight into these issues through a study of absolutist morality, Bible teaching on forgiveness and punishment and different secular theories of punishment.

Component 3: A study of Judaism. Students will explore and study the key beliefs and practices of Judaism including festivals, ceremonies, family life and worship

What will GCSE RE be assessed?

There are 3 examination at the end of Y11

Paper 1 Foundation Catholic Theology – 1hr 30mins

Paper 2 Applied Catholic Theology – 1hr 30mins

Paper 3 Judaism – 1 hr

How will I learn?

You will learn through opportunities to:

Discuss and debate areas of Religion

Pair and group work exploring alternative views and faith perspectives

Practice of exam questions

Complete EXL tasks

Complete independent research

Further Course Information

Please consult the school website or the Eduqas website for further content information or come and talk to a member of the RE department

Subject curriculum map: Religious education

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Who is God?	Who is Jesus ?	The Kingdom of God	Catholic Identity	People of God	Hinduism
Y8	Creation	Covenant	Eucharist	Paschal Mystery	Mission of the Church	Islam



<p>Y9</p>	<p><u>Origins & Meaning</u> Key Questions</p> <p>Could life on earth exist due to blind chance? Is there any purpose to human life? Can you be a Catholic Christian and an Evolutionary Scientist? If God created all life, do humans ever have the right to take it away? Is human life sacred? Why should we care about planet earth? Is the Bible really the 'word of God'? Is there any point in inter-faith dialogue? Who is 'my neighbour'?</p>	<p>Good & Evil</p> <p>If God is good, why is there veil and suffering in the world? Is evil and suffering the price we must pay for having human free will? Can suffering ever be good for us? Did God become human in Jesus? Is it wrong to use statues in worship? How can three be one and one be three? How should we respond to the existence of evil and suffering in the world? Why is Jesus important to Christians? What should guide our moral behaviour?</p> <p>Can people really be cured of their suffering at Lourdes?</p>	<p>Life & Death</p> <p>Is there life after death? Is it possible to die well? Do people have a right to choose how and when to die? Are heaven and hell real? Can a loving God allow hell? Does God judge us on how we treat others? Can music help people to pray? Is praying simply repeating well-known prayers? Should funeral be sad? Is there any point in praying for the dead?</p>
<p>Y10</p>	<p>Sin & Forgiveness</p> <p>Is 'sin' just a religious word for 'crime'? Can or should people always forgive? Is the death penalty sometime the right type of punishment? How can Jesus save? Would a loving God send someone to hell? What is the Body of Christ? Can anyone be part of it? How can church buildings reflect Catholic belief? What are the sacraments? Why do we need them? Does the bread and wine really become the body and blood of Jesus? Should missionary work be allowed in a secular multi-faith society?</p>	<p>Judaism Beliefs</p> <p>What is God like? What do Jews believe about the Messiah? Why are Abraham and Moses important to many Jews today? Do Jews have free will? Why is life so special? What do Jews believe about the afterlife? Do all Jews celebrate Shabbat in the same way?</p>	
<p>Y11</p>	<p>Judaism Practices</p> <p>Which is more important: the home or the synagogue? Is keeping Kosher still important for Jews today? Why does a Jewish burial happen as soon as possible after death? What does Pesach celebrate?</p>	<p>Revision</p>	<p>Revision</p>
<p>Y12</p>	<p>Natural Law Situation Ethics Kantian Ethics Utilitarianism Euthanasia</p>	<p>Augustine's teaching on human Nature Death and Afterlife Knowledge of God's existence The person of Jesus Christian moral principles</p>	<p>Ancient philosophical influences Soul, mind and Body Arguments based on observation</p>



	Business Ethics	Christian moral action	Arguments based on reason Religious experience The problem of evil
Y13	Meta Ethical Theories Conscience Sexual Ethics Religion Pluralism and theology Religion pluralism and society Gender and society	Gender and Theology The challenge of secularism Liberation theology and Marx The nature and attributes of God Religious Language: negative, analogical or symbolic Religious language: twentieth-century perspectives and philosophical comparisons	Revision



A Level Philosophy and Ethics

For further information please contact the curriculum leader via email: kratcliffe@mcauley.org.uk

CURRICULUM LEADER

Miss K Ratcliffe

AWARDING BODY

OCR

ENTRY REQUIREMENTS

Minimum of Level 5 in Religious Studies and at least Level 5 in English Language at GCSE level.

Why choose Philosophy and ethics?

Philosophy and ethics is an interesting and challenging course which encourages students to evaluate ideas on theories, the results have been excellent and students enjoy the different nature of this subject. It is a course which is well recognised by universities and colleges and can lead to a variety of career opportunities when studied alongside other relevant A levels.

What will I learn in Year 12 Philosophy and ethics and how will it be assessed?

The course comprises 3 elements, all of equal weighting, Philosophy, Ethics and Developments in Christian Thought. You will study an area per term, areas of study will include:

- Natural Law
- Situation Ethics
- Euthanasia
- Death and The Afterlife
- Soul, Mind and Body

How will I learn?

You will learn through opportunities to:

Discuss and debate areas of Religion and Philosophy

Pair and group work exploring alternative views

Write essays

What will I learn in Year 13 Philosophy and ethics and how will it be assessed?

The Y13 course also covers the 3 elements of Philosophy, Ethics and Developments in Christian Thought, building on concepts studied in Y12. The areas of study include:



- Conscience
- Gender and Society
- Liberation Theology

Related Degrees

Philosophy and Ethics and Religious Studies are the fastest growing courses in the country at degree level and this A Level is equivalent to any other A' Levels when completing UCAS applications. A significant proportion of our students in the last few years have gone on to study Theology, Philosophy or a related course.

Related Careers

Many students go on to study different aspects of Philosophy, Theology or Ethics as subsidiary subjects alongside their major course of study. Many of our Philosophy and ethics students have also gone on to study, medicine, law, nursing and many of the sciences. For other students it is a subject chosen which is quite a change from their other A levels and something which challenges their brain in other ways.

Further Course Information

Please consult to OCR website further content information and specimen exam papers or come and talk to Miss Ratcliffe, Miss Allport or Mrs Duhig



Level 3 Certificate in Tourism

For further information please contact the curriculum leader via email: jtucker@mcauley.org.uk

Curriculum Leader : Mr J Tucker **Awarding Body : WJEC**

The WJEC Level 3 qualifications in Tourism for England and Wales are designed to provide learners with the underpinning knowledge, understanding and skills associated with tourism organisations and activities. The qualifications will provide a broad basis for further or higher education or for moving into employment.

How will I learn?

The WJEC Level 3 Applied Diploma in Tourism enables learners to gain essential employability skills that are valued by employers, further and higher education including:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

How will I be assessed?

The WJEC Level 3 Applied Diploma in Tourism is made up of four units All units are mandatory. Two of the units are assessed via external exams whilst the other two units (*) are assessed via a coursework element.

Diploma structure

- 1 The United Kingdom Tourism Product
- 2* Worldwide Tourism Destinations
- 3 The Dynamic Tourism Industry
- 4* Event and Itinerary Planning

What qualification will I get?

You will gain a WJEC Level 3 Applied Diploma in Tourism

The Ofqual Qualification Number is: 603/0826/6

What can I do with this qualification?

This qualification will help you develop the essential skills to move into employment, training & further education. A clear overall view of the UK and wider worlds Tourism functions and applications.