ABEUNT STUDIA IN MORES

Wanstead High School

Education with Character

Curriculum Content Booklet Year 12 & 13 2024 - 25

Contents

A Level Art & Design (Fine Art) - Year 12 and 13

SUBJECT: Art and Design	**CURRICULUM TEAM LEADER:** A. Yiacoumi
QUALIFICATION: A Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7202

ENTRY REQUIREMENTS:

Grade 5 in Art or Graphics.

Commitment to the subject is extremely important. Self-motivation and an enquiring mind are crucial to success in this subject.

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ASSESSMENT AND AREAS OF STUDY:

Year 12

In Year 12, you will have the opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way.

You will produce a portfolio of work for component 1; marked and assessed by your teacher and in component 2 (February onwards) you will produce a personal portfolio in response to one of five exciting starting points which combined will count towards your UCAS Predicted Grade.

A Level Assessment

At A Level for component 1, you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A Level marks. In component 2, you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A Level marks. These will be marked and moderated by the AQA Exam Board.

Practical Courses

Year 12 and Year 13 are both practical courses in which you will learn by doing, enabling you to create imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish. Fine Art is a great companion to all other subjects as creativity, imagination and problem-solving skills can give you great ideas for your other subjects.

Progression Fine art

Year 12 and Year 13 A Level builds on the skills, knowledge and understanding developed through study at GCSE. At the end of the A Level course you will have the skills, knowledge and understanding needed for higher education.

- Drawing
- Painting
- Mixed-media (including collage and assemblage)
- Sculpture
- Ceramics
- Installation
- Printmaking
- Moving image (animation, film and video)

CAREER OPPORTUNITIES:

There are many careers in Art, Craft and Design. Most of them require further study at an art school, college or university.

At present most pupils wishing to take Art, Craft or Design will go on to do a one-year foundation course at an art college of further education before applying to degree courses in more specialised areas of Art and Design.

You may wish to study A Level Art, for its own sake, perhaps to form the basis of future interest or as part of a range of other subjects, or you might wish to go into a job where it is useful to have experience in art or where you will need to use some of the skills developed during this course. These might include careers in such fields as media, advertising, marketing, design, architecture and publishing. Success in A Level Art requires determination and dedication in whichever path you choose. It can be a very rewarding beginning.

A Level Art Photography - Year 12 and 13

SUBJECT: Art & Design (Photography)	**CURRICULUM TEAM LEADER:** A. Yiacoumi
QUALIFICATION: A Level	**LENGTH:** 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7206
ENTRY REQUIREMENTS: Grade 5 in English.	

There is a need for pupils to be interested in developing their photographic skills. Self-motivation, independence, and an enquiring mind are crucial to success in the subject. Commitment is very important; photography is not an easy subject and pupils will need to be prepared to work hard at developing their abilities. Pupils are expected to spend up to five hours out of lesson contact time on the development of their unit of work.

Course Aims:

- The course based on this specification should encourage pupils to develop:
- intellectual, imaginative, creative and intuitive capabilities.
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- an interest in, enthusiasm for and enjoyment of art, craft and design.
- the experience of working with a broad range of media.
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.
- an awareness of different roles, functions, audiences and consumers of art, craft and design.
- **Camera and Printing: -** Its highly recommended pupils have a good SLR or digital camera, as pupils will need access to a DSLR camera for the duration of the two years. The department has one camera that can be loaned short term but availability is not guaranteed. Your own tripod would be an asset, but not essential. The course can incur costs (photograph prints) and be expensive for pupils. To help subsidise and keep the costs to a minimum pupils can opt to use the department laser printer at a cost of £15 per term paid at the start of each term through ParentPay (unlimited colour printing, A4/A3). This service is optional. There may be financial support for this if pupils require it.

ASSESSMENT AND AREAS OF STUDY:

Year 12 Areas of study:

Component 1: Pupils will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.

Pupils are required to work in one or more area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas:

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment).
- still life photography (working from objects or from the natural world).
- documentary photography, photojournalism.
- fashion photography.
- experimental imagery.

- Multimedia.
- photographic installation.
- moving image (video, film, animation).

Component 2 (February onwards): Pupils will respond from a series of questions, selecting one to explore in a personal and contextual way applying the skills, processes and techniques they've acquired over the course.

The combined holistic grade of both components in Year 12 will form the UCAS Predicted Grade in this subject, so it is vitally important that pupils take this seriously.

Year 13 A Level Areas of Study:

There is synoptic assessment in both components of the A Level that provide stretch and challenge opportunities for pupils as follows:

In Component 1: pupils develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

In Component 2: pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

CAREER OPPORTUNITIES:

There are many career opportunities using photographic skills, ranging from working as a professional photographer to using design skills in digital work. Many university courses exclusively based on photography or as part of a combined degree are available.

A Level Biology - Year 12 and 13

SUBJECT: Biology	**HEAD OF DEPARTMENT:** Mr M. Hadden
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7402
ENTRY REQUIREMENTS: At least a Grade 6 in two sciences, including a 6 in Biology and a 6 in Maths	

Pupils receive 9 to 10 lessons each fortnight in Year 12 and Year 13.

Studying Biology at A Level is a vital component of our curriculum, significantly enhancing pupils' knowledge and understanding of the natural world. It equips pupils with the tools to comprehend and interpret complex biological systems, laying a strong foundation for navigating everyday challenges that require scientific literacy.

A Level Biology fosters the development of Education with Character by promoting resilience, critical thinking, and independent learning. It challenges pupils to think deeply about biological concepts, encouraging them to solve problems, reason logically, and analyse data effectively.

Moreover, A Level Biology cultivates a range of skills essential for real-world applications. Pupils will develop advanced problem-solving abilities, analytical thinking, and practical laboratory skills, preparing them to tackle real-world problems with confidence and efficacy.

Studying A Level Biology provides a comprehensive understanding of key biological principles, from cellular processes and genetics to ecology and evolution. This depth of knowledge not only prepares pupils for higher education in biological sciences and related fields but also provides a strong foundation for careers in medicine, environmental science, biotechnology, and more.

Overall, A Level Biology offers an ambitious and rigorous curriculum that inspires curiosity, fosters academic excellence, and prepares pupils for their future academic and professional endeavours.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Biological molecules **Cells including the immune system**	**Term 1 Year 12**	"The Immortal Life of Henrietta Lacks" by Rebecca Skloot	Ambition in studying cells and the immune system can be achieved by exploring advanced cellular processes, such as cell signalling and the role of cell surface receptors. Pupils can be challenged with in-depth investigations of immune responses, including the mechanisms of pathogen recognition and the development of immunological memory. Projects that involve researching recent advancements in immunotherapy or studying the impact of emerging infectious diseases can further stretch their understanding.
Exchange **Mass transport**	**Term 2 Year 12**	"The Machinery of Life" by David S. Goodsell "Oxygen: The Molecule that Made the World" by Nick Lane	To add ambition in the topic of exchange, pupils can delve into the intricacies of gas exchange systems in a variety of organisms, including unusual adaptations in extreme environments. Challenging tasks might involve comparing the efficiency of different respiratory systems or designing experiments to measure gas exchange rates under varying conditions. Additionally, exploring the latest research on artificial lungs or advancements in respiratory medicine can provide further depth.

			Ambition in mass transport can be fostered by examining the complex mechanisms of transport systems in plants and animals. Pupils can be stretched by investigating the molecular basis of transport proteins and their role in homeostasis. Detailed case studies on cardiovascular diseases or the impact of genetic disorders on transport systems can provide practical applications of their knowledge, encouraging critical thinking and problem-solving.
Genetic information, variation and relationships between organisms Photosynthesis **Respiration**	**Term 3 Year 12**	"The Gene: An Intimate History" by Siddhartha Mukherjee "Life Ascending: The Ten Great Inventions of Evolution" by Nick Lane "Power, Sex, Suicide: Mitochondria and the Meaning of Life" by Nick Lane	In this topic, ambition can be achieved by exploring the latest techniques in genetic engineering and genomics. Pupils can be challenged with projects that involve analysing genetic data to identify evolutionary relationships or investigating the ethical implications of genetic modifications. Engaging with cutting-edge research on CRISPR technology or population genetics can further enhance their understanding and critical thinking skills. To add ambition in the study of photosynthesis, pupils can explore the biochemistry of the light-dependent and light-independent reactions in detail. Challenging tasks might include designing experiments to measure photosynthetic rates under different environmental conditions or investigating the impact of climate change on photosynthesis in various ecosystems. Exploring recent advancements in artificial photosynthesis and its potential applications in renewable energy can provide additional depth. Ambition in the topic of respiration can be fostered by examining the detailed biochemical pathways of aerobic and anaerobic respiration. Pupils can be stretched by analysing the efficiency of different metabolic pathways and their regulation. Projects that involve investigating the effects of exercise on respiration or the adaptations of organisms to hypoxic environments can provide practical applications of their knowledge, encouraging deeper understanding and engagement.
Energy and ecosystems **Response to stimuli**	**Term 1 Year 13**	"The Serengeti Rules: The Quest to Discover How Life Works and Why It Matters" by Sean B. Carroll "The Man Who Mistook His Wife for a Hat" by Oliver Sacks	In this topic, ambition can be achieved by exploring the complex interactions within ecosystems and the flow of energy through trophic levels. Pupils can be challenged with projects that involve modelling ecosystem dynamics or investigating the impact of human activities on energy transfer in ecosystems. Engaging with current research on ecosystem services and conservation strategies can further stretch their understanding and critical thinking skills. Ambition in studying responses to stimuli can be achieved by exploring the neural and hormonal mechanisms underlying behaviour. Pupils can be challenged with detailed investigations into sensory perception and signal transduction pathways. Projects that involve researching the effects of pharmaceuticals on the nervous system or the adaptations of organisms to extreme environments can provide practical

			applications and deepen their understanding of physiological processes.
Genetics, populations, evolution and ecosystems	**Term 2 Year 13**	Application feature - A royal disease - haemophilia.	To add ambition in this topic, pupils can explore advanced concepts in evolutionary biology and population genetics. Challenging tasks might include analysing genetic data to study population dynamics or investigating the impact of genetic drift and natural selection on allele frequencies. Engaging with recent research on speciation, adaptive radiation, and the role of epigenetics in evolution can provide further depth and encourage critical thinking.
The control of gene expression	**Term 2 and 3 Year 13**	"The Selfish Gene" by Richard Dawkins	Ambition in the study of gene expression can be fostered by examining the molecular mechanisms of transcriptional and post-transcriptional regulation. Pupils can be stretched by investigating the role of non-coding RNAs and epigenetic modifications in gene expression. Projects that involve researching the implications of gene expression in cancer biology or the development of gene therapies can provide practical applications and deepen their understanding of this complex topic. These ambitious tasks and projects aim to stretch pupils' understanding and skills, preparing them not only for their exams but also for further studies and careers in science.

How are pupils informally and formally assessed?	End of unit tests Assessment tasks, including Challenge Weeks End of year assessments Retrieval tasks Homework Verbal questioning Work in exercise books
Developing Independent and Home Learning Skills	Online homework All lesson content is shared via presentations and worksheets on the Google Classrooms Exam practice and past papers Revision resources
Useful e-Learning Resources (e.g., web links)	**https://www.physicsandmathstutor.com/** - Physics and Maths Tutor **https://www.bbc.co.uk/bitesize/subjects/zm6tyrd** **-** BBC Bitesize **https://senecalearning.com/en-GB/blog/gcse-biology-revision/** - Seneca
Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	**Research tasks and after school activities.**
Careers curriculum	**NHS cadets after school once a week for 39 weeks.**
Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

A Level Chemistry - Year 12 and 13

SUBJECT: Chemistry	**HEAD OF DEPARTMENT:** Mr M. Hadden
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7405
ENTRY REQUIREMENTS: At least a Grade 6 in two sciences, including a 6 in Chemistry and a 6 in Maths.	

Pupils receive 9 or 10 lessons each fortnight.

The importance of Chemistry as an A Level, providing pupils with a comprehensive understanding of the fundamental principles that govern the natural world. It equips pupils with the skills to analyse and interpret complex chemical processes, laying a strong foundation for navigating scientific challenges and making informed decisions in everyday life.

A Level Chemistry fosters the development of Education with Character by promoting resilience, critical thinking, and independent learning. Pupils are encouraged to tackle challenging problems, engage in rigorous experimentation, and develop logical reasoning skills. These experiences prepare them to approach real-world issues with confidence and creativity.

Furthermore, A Level Chemistry cultivates essential skills such as problem-solving, analytical thinking, and quantitative analysis. Pupils learn to design and conduct experiments, interpret data, and apply their knowledge to various contexts, from healthcare and environmental science to industrial processes and technology.

Our curriculum is designed to promote a holistic understanding of science, integrating concepts across biology, chemistry, and physics. This approach helps pupils see the interconnectedness of scientific disciplines, allowing for a deeper and more nuanced understanding of each subject. By studying Chemistry in this integrated manner, pupils build a robust knowledge base that prepares them for further education and diverse career paths in science, engineering, medicine, and beyond.

Overall, A Level Chemistry offers a rigorous and ambitious curriculum that inspires curiosity, fosters academic excellence, and equips pupils with the skills and knowledge needed to succeed in their future endeavours.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Atomic structure, Quantitative, Energetics	**Half Term 1**	"The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements" by Sam Kean "Uncle Tungsten: Memories of a Chemical Boyhood" by Oliver Sacks "Sustainable Energy – Without the Hot Air" by David JC MacKay	1. Atomic Structure Ambition in Atomic Structure can be achieved by exploring advanced topics such as quantum mechanics and the Schrödinger equation. Pupils can be stretched by examining the principles of atomic orbitals, electron configurations in complex atoms, and the effects of relativistic speeds on electron behaviour. Engaging with current research in atomic physics can further deepen their understanding. 2. Quantitative To add ambition in Quantitative Chemistry, pupils can tackle complex stoichiometric calculations involving multi-step reactions and limiting reagents. Challenging tasks might include titration experiments with unknown concentrations, requiring precise analytical skills. Pupils can also explore real-world applications, such as pharmaceuticals and industrial processes, to understand the importance of quantitative accuracy.

Energetics	**Half Term 2**	"Sustainable Energy – Without the Hot Air" by David JC MacKay	Ambition in Energetics can be fostered by delving into thermodynamics, including entropy and Gibbs free energy. Pupils can be stretched by calculating enthalpy changes in advanced reactions and exploring the principles of endothermic and exothermic processes in various contexts. Investigating the role of energetics in chemical engineering and sustainable energy solutions can provide additional depth.
Rates and Equilibria	**Half Term 3**	"Ignition! An Informal History of Liquid Rocket Propellants" by John D. Clark "The Joy of Chemistry: The Amazing Science of Familiar Things" by Cathy Cobb and Monty L. Fetterolf "Le Chatelier's Principle: A Study Guide" by Amy Wiegand	In the Rates of Reaction topic, ambition can be added by exploring reaction mechanisms and the Arrhenius equation. Pupils can be challenged to design and conduct experiments that investigate the factors affecting reaction rates, such as temperature, concentration, and catalysts. Analysing complex data sets to determine rate laws and reaction order can further enhance their analytical skills. Ambition in Equilibria can be achieved by studying Le Chatelier's principle in depth and exploring dynamic equilibria in complex systems. Pupils can be stretched by investigating industrial applications, such as the Haber process and the production of sulfuric acid. Engaging in projects that involve modelling equilibrium shifts under different conditions can deepen their understanding of this fundamental concept.
Redox	**Half Term 4**	"Electrochemical Methods: Fundamentals and Applications" by Allen J. Bard and Larry R. Faulkner	To add ambition in Redox Chemistry, pupils can explore electrochemical cells, electrode potentials, and redox titrations. Challenging tasks might include designing and constructing galvanic cells or investigating the principles of electrolysis in various industrial processes. Understanding the role of redox reactions in biological systems and environmental chemistry can provide practical applications of their knowledge.
Kinetics KS5 Exam practice	**Half Term 5 and 6**	"Chemical Kinetics: The Study of Reaction Rates in Solution" by Keith J. Laidler	Ambition in Kinetics can be fostered by examining the molecular dynamics and collision theory in detail. Pupils can be challenged to model reaction kinetics mathematically and investigate the effect of catalysts on reaction pathways. Exploring advanced techniques such as spectroscopy to study reaction mechanisms can provide additional depth and context.

How are pupils informally and formally assessed?	End of unit tests Assessment tasks, including Challenge Weeks End of year assessments Retrieval tasks Homework Verbal questioning Work in exercise books
Developing Independent and Home Learning Skills	Online homework All lesson content PPT, information and worksheets Exam practice and past papers revision resources
Useful e-Learning Resources (e.g., web links)	**Google classroom, Chemsheets, BBC bitesize** **https://www.physicsandmathstutor.com/**

	https://www.scisheets.co.uk/ **https://www.bbc.co.uk/bitesize/topics/z88jjty**
Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	**Research tasks and after school interventions and a KS5 educational visits.**
Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

A Level Classical Civilisation - Year 12 and 13

SUBJECT: Classical Civilisation	**HEAD OF DEPARTMENT:** Mr P. Chartorizhsky
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: OCR	**SPECIFICATION NO.** H408
ENTRY REQUIREMENTS: Grade 5 in History or a 5 in English.	

Pupils receive 9 lessons of Classical Civilisation each fortnight in Year 12 and 10 lessons a fortnight in Year 13.

History, Classics and Politics provide pupils with a wide range of valuable transferable skills. Principally, pupils develop the ability to understand and critically analyse issues and events.
As a department we facilitate pupils' exam success at GCSE and A Level, and many of our pupils go on to study History related disciplines at university. However, for those who do not intend to continue historical scholarship, our aim is to add a deep love and interest in History, which can enrich pupils' lives and enjoyment. We want our pupils to leave Wanstead High School with liberal, tolerant views, having studied diverse historical topics and to have embedded a narrative of British, European and World History.

Teachers in the department will be provided with opportunities to further hone their expertise in the craft of teaching history in interesting and dynamic ways, informed by evidence-based research.

Classics inspires pupils to develop Education with Character by providing a diverse, inclusive and rounded curriculum, at a local, national and international level with a wide variety of in- and out of school educational opportunities and educational visitss to develop and expand on the in-class learning.

Other skills developed in Classics are:

- a development of clear expression, both oral and written
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing evidence and material
- research, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- develop more powerful understandings of the second-order concepts (causation, evidence etc.) rather than just 'knowing more stuff'.

What is taught	When is it taught (Terms or Half Terms)	Wider reading	Where the curriculum is ambitious
Unit 1: The World of the Hero: Homer's *Iliad*	**Autumn term of Year 12**	"Helen of Troy" Bettany Hughes "Troy" Stephen Fry "The Hemlock Cup: Socrates, Athens and the Search for the Good Life" Bettany Hughes "Mythos" Stephen Fry	Reading of primary source materials and in original Latin and Greek; educational visits and opportunities for extracurricular.
Unit 2: Culture and the Arts: Imperial Image	**Spring and Summer 1 of Year 13**	'Emperor of Rome' Mary Beard 'Civil War' Lucan 'Pax' Tom Holland	**Reading of primary source materials and in original Latin and Greek; educational visits and opportunities for extra curricular**

Unit 3: World of the Hero: Virgil's *Aeneid*	**Summer 2 of Year 12 and Autumn of Year 13**	'The gang of three' Neel Burton 'A history of the Roman Empire' Emma Southon	Reading of primary source materials and in original Latin and Greek; educational visits and opportunities for extra curricular
Unit 4: Beliefs and Ideas: Love and Relationships	**Spring of Year 13**	'Lesson in Stoicism' John Sellars 'Augustus' Adrian Goldsworthy 'The Song of Achilles' Madeline Miller	Reading of primary source materials and in original Latin and Greek; educational visits and opportunities for extra curricular
Revision and public exams	**Spring and summer of Year 13**		

How are pupils informally and formally assessed?	An exam style formative assessment at the end of every sub-unit (usually every ½ term); mock exams including Challenge Weeks throughout key points during the two-year course Exams: Unit 1 and unit 3 – 2h 20 mins – 100 marks – 40% of the final grade Unit 2 – 1h 45 mins – 75 marks – 30% of the final grade Unit 4 – 1h 45 mins – 75 marks – 30% of the final grade
Developing Independent and Home Learning Skills	*Weekly homework set and marked on google classroom*
Useful e-Learning Resources (e.g., web links)	**https://classicalassociation.org/, https://ics.sas.ac.uk/** **https://aceclassics.org.uk/resources-financial-support/resources-for-teachers.html**
Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick, exercise book, workbook.
Enrichment activities	Wide variety of out of lesson activities and clubs, including educational visits to the Royal Naval
Careers curriculum	Barrister/solicitor, archaeologist, historian, politics, translator
Head of Department and email contact	Mr P Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk

A Level Computing Science Year 12 and 13

SUBJECT: Computer Science	**HEAD OF DEPARTMENT:** Mr B. Alom
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: OCR	**SPECIFICATION NO.** H446
ENTRY REQUIREMENTS: Grade 6 in Computer Science and 6 in Maths.	

Pupils receive 9 or 10 lessons of Computer Science each fortnight.

A Level Computer Science is important for pupils as it provides a strong foundation for further studies in computer science and related fields at the university level. It opens up diverse career opportunities in technology-driven industries such as software development, cybersecurity, data science, artificial intelligence, and more. Additionally, it equips pupils with essential knowledge about the digital infrastructure that underpins modern society, including networks, databases, and cybersecurity.

Computing inspires pupils to develop Education with Character in several ways. It often involves problem solving and debugging which can be challenging. Facing and overcoming these challenges can cultivate resilience and perseverance in pupils. The subject offers opportunities for creative expression through coding, game design and web development. Encouraging creativity helps pupils develop an innovative and imaginative character. Learning about online safety promotes responsible online behaviour and a character founded on respect, empathy and kindness in the digital world.

Skills developed in Computing are: coding, algorithmic thinking, computational thinking, digital literacy, internet safety, problem solving, creativity, critical thinking, collaboration.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Fundamentals of programming Fundamentals of data representation Fundamentals of computer systems	**Autumn Term (Year 12)**	AQA A Level Computer Science – Bob Reeves A Level Computer Science for AQA Unit 1 – Kevin Bond A Level Computer Science for AQA Unit 2 – Kevin Bond Craig and Dave YouTube videos - https://www.youtube.com/@craigndave/playlists?view=50&sort=dd&shelf_id=7 Isaac Computer Science - https://isaaccomputerscience.org/topics/a_level?examBoard=all&stage=all#all Physics and Math's tutor - https://www.physicsandmathstutor.com/computer-science-revision/ Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Programming is a fundamental skill in computer science, teaching pupils how to write code, solve problems algorithmically, and develop software applications, thereby providing a strong practical and theoretical foundation for more advanced studies. Knowledge of data representation further enhances their ability to write efficient programs and optimise storage and processing power, which are crucial skills in both academic and professional settings. Additionally, pupils gain insights into the internal workings of computer systems, including the CPU, memory, input/output devices, and the interaction between hardware and software, all of which are essential for any computer science professional.

Fundamentals of data structures Fundamentals of algorithm Fundamentals of computer organization and architecture **Consequences of computing**	**Spring Term** **(Year 12)**	AQA A Level Computer Science – Bob Reeves A Level Computer Science for AQA Unit 1 – Kevin Bond A Level Computer Science for AQA Unit 2 – Kevin Bond Craig and Dave YouTube videos - https://www.youtube.com/@craigndave/playlists?view=50&sort=dd&shelf_id=7 Isaac Computer Science - https://isaaccomputerscience.org/topics/a_level?examBoard=all&stage=all#all Physics and Math's tutor - https://www.physicsandmathstutor.com/computer-science-revision/ Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Proficiency in data structures such as arrays, linked lists, stacks, queues, trees, and graphs empowers pupils with the sophisticated tools necessary to tackle and solve complex computational challenges. Studying algorithms develops the ability to design intricate, step-by-step solutions to problems, embodying the core principles of advanced computational thinking. **The study of Computer Organization and Architecture delves into the intricate organisation and operation of computer systems, offering a profound understanding of the roles and interactions of the CPU, memory hierarchy, and input/output mechanisms**
Fundamentals of computational thinking **Non exam assessment (NEA)**	**Summer Term** **(Year 12)**	AQA A Level Computer Science – Bob Reeves A Level Computer Science for AQA Unit 1 – Kevin Bond A Level Computer Science for AQA Unit 2 – Kevin Bond Craig and Dave YouTube videos - https://www.youtube.com/@craigndave/playlists?view=50&sort=dd&shelf_id=7 Isaac Computer Science - https://isaaccomputerscience.org/topics/a_level?examBoard=all&stage=all#all Physics and Math's tutor - https://www.physicsandmathstutor.com/computer-science-revision/ Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Pupils learn to tackle complex and abstract problems, developing innovative and efficient solutions. This capability is essential for addressing real-world challenges and advancing technology. The A Level non-exam assessment (NEA) constitutes 20% of the total A Level grade and requires pupils to work on a project either to identify a real problem that can be solved with a computer-based solution or to investigate a specific aspect of computer science. Pupils are required to work through all of the stages of system development to produce a programmed solution. This is a major piece of work that should take at least 50 hours, with the majority of the marks available for the technical solution.
Fundamentals of communication and networking Pre-Release material – Skeleton code Non exam assessment (NEA)	**Autumn Term** **(Year 13)**	AQA A Level Computer Science – Bob Reeves A Level Computer Science for AQA Unit 1 – Kevin Bond A Level Computer Science for AQA Unit 2 – Kevin Bond Craig and Dave YouTube videos - https://www.youtube.com/@craigndave/playlists?view=50&sort=dd&shelf_id=7 Isaac Computer Science - https://isaaccomputerscience.org/topics/a_level?examBoard=all&stage=all#all Physics and Math's tutor - https://www.physicsandmathstutor.com/computer-science-revision/	Learning this topic will ensure that the curriculum integrates practical skills with theoretical knowledge, preparing pupils for hands-on applications in various professional settings. The topic will equip pupils with skills in configuring networks, troubleshooting connectivity issues, and understanding security considerations, which are crucial in modern IT environments.

		Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	
Fundamentals of database Big Data Functional programming Pre-Release material – Skeleton code Non exam assessment (NEA)	**Spring Term (Year 13)**	AQA A Level Computer Science – Bob Reeves A Level Computer Science for AQA Unit 1 – Kevin Bond A Level Computer Science for AQA Unit 2 – Kevin Bond Craig and Dave YouTube videos - https://www.youtube.com/@craigndave/playlists?view=50&sort=dd&shelf_id=7 Isaac Computer Science - https://isaaccomputerscience.org/topics/a_level?examBoard=all&stage=all#all Physics and Math's tutor - https://www.physicsandmathstutor.com/computer-science-revision/ Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Studying database fundamentals, Big Data, and functional programming ensures that the curriculum reflects current trends and prepares pupils for emerging challenges in the digital era. The emphasis on practical skills in managing databases, analysing Big Data, and programming functionally ensures that pupils develop expertise directly applicable in real-world scenarios.

How are pupils informally and formally assessed?	The course is assessed through a combination of two exam papers [80%] and a Non-Examined Assessment [20%] Paper 1 (40%): an onscreen examination that tests a pupil's ability to program, as well as their theoretical knowledge of computer science from the following topics: • Fundamentals of programming • Fundamentals of data structures • Fundamentals of algorithms • Theory of computation Paper 2 (40%): this paper tests a pupil's ability to answer questions from the following topics: • Fundamentals of data representation • Fundamentals of computer systems • Fundamentals of computer organisation and architecture • Consequences of computing • Fundamentals of communications and networking • Fundamentals of databases • Big Data • Fundamentals of functional programming Non-Examined Assessment (NEA) (20%): the non-exam assessment assesses a pupil's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Pupils will be expected to follow a systematic approach to problem solving. Throughout the course, pupils will encounter past exam questions at the conclusion of each unit. These assessments, including Challenge Weeks are conducted under exam conditions. In the Summer Term of Year 12, pupils will undertake a comprehensive Paper 1 exam. Past exam questions are seamlessly integrated into the course units,

	and pupils receive both verbal and written feedback. Each unit culminates in an end-of-topic assessment, where pupils are provided with grades and detailed feedback tailored to their targets and exam assessment criteria.
Developing Independent and Home Learning Skills	Homework will be assigned that requires pupils to research, design, and implement solutions independently. These open-ended tasks encourage self-directed learning and problem-solving. Pupils will be provided coding challenges that require them to solve problems using programming. Websites like w3schools, HackerRank, and Codeforces offer a wide range of challenges for various skill levels.
Useful e-Learning Resources (e.g., web links)	**The course specification can be found at:** https://filestore.aqa.org.uk/resources/computing/specifications/AQA7516-7517-SP-2015.PDF
Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Careers curriculum	**Relevant links made throughout the curriculum relevant to topics being learned. Career choices could include software developer, data scientist, Cyber security analyst, AI ethics consultant IT project manager and Game developer**
Head of Department and email contact	Mr B Alom b.alom@wansteadhigh.co.uk

A Level Dance - Year 12 and 13

SUBJECT: Dance	**HEAD OF DEPARTMENT:** Ms R. Walker
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7237
ENTRY REQUIREMENTS: Grade 5 in Dance if studied or evidence of a commitment to Dance.	

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

Year 12

Pupils will be required to learn and perform a solo linked to a specified practitioner.

Pupils will develop their knowledge and understanding of the compulsory area of study Rambert Dance Company (1966-2002).

Pupils will develop their knowledge and understanding of the chosen area of study American Jazz Dance (1940-1975).

Year 13

Pupils will be required to learn and perform in a quartet.

Pupils will be required to create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes in response to an externally set task based on a stimulus.

Pupils will critically analyse the set work 'Rooster' by Christopher Bruce in relation to the compulsory area of study Rambert Dance Company (1966-2002).

Pupils will critically analyse the set work 'Singin' in the Rain' Gene Kelly and Stanley Donen in relation to the chosen area of study American Jazz Dance (1940-1975).

Year 12

Pupils will be expected to demonstrate skills in all the following:

The ability to perform as a soloist in the style of a dance practitioner of their choice from the AQA A Level Dance specification. Pupils will be assessed on their physical skills, spatial accuracy, use of dynamics, demonstration of timing/musicality and demonstration of focus, projection and expression.

The ability to critically engage with two areas of study: Rambert Dance Company (1966-2002) and American Jazz Dance (1940-1975). Pupils will need to demonstrate their knowledge about the stylistic features of the contemporary dance and jazz genres, the choreographic approaches (the particular technique, movement style and choreographic style) of a minimum of two named practitioners. The influences affecting the development of the named practitioner's technique and style and at least two works from the two selected named practitioners.

Year 13

In year 13 pupils will need to critically engage with two professional works. Rooster (1991) and Singin' in the Rain (1952). They must develop and demonstrate an in-depth knowledge and understanding of dance through time and location relating to features of genre, including: style, technique, influences, key practitioners, professional repertoire, communication of dance ideas. Pupils must also demonstrate their dance ability as performer, they will need to learn and perform in a quarter. Their quartet must have a clear dance idea and will be created collaboratively with their teacher and peers. Pupils will be assessed on their demonstration of physical skills, spatial awareness, timing/musicality, focus, projection and expression. Finally, pupils will need to demonstrate their choreographic ability by creating an original group piece of choreography with three to five dancers. The dance must show a clear relationship to one of the stimuli given by AQA. Pupils will be assessed on their selection of movement, manipulation of movement, structure of movement, use of aural setting and their use of dancers.

CAREER OPPORTUNITIES:

This course provides a strong foundation to courses in Dance and Performing Arts including a degree in Dance or other Higher Education courses in Dance, as well as professional training. In addition, the skills acquired such as teamwork, problem-solving, management and motivation of others are transferable to almost any career and further studies. Career opportunities include dancing professionally, dance therapy, fitness instructor, dancer teacher, charity work, youth work, choreographer, physiotherapy and theatre critic.

A Level Drama and Theatre - Year 12 and 13

SUBJECT: Drama and Theatre Studies	**HEAD OF DEPARTMENT:** Ms R. Walker
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: Edexcel	**SPECIFICATION NO.** 9DR0
ENTRY REQUIREMENTS: Grade 5 in Drama if studied or 5 in English.	

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

Due to smaller class sizes, in A Level Drama Year 12 and 13 cohorts are combined, this ensures greater depth of learning and provides increased opportunities for revision in preparation for all exams both practical and theory.

ASSESSMENT AND AREAS OF STUDY:

Year 12

- The study of at two complete performance texts.
- Pupils will be required to perform two scripted pieces during the course.
- In addition to this, pupils will study the work of several drama practitioners.

Year 13

- The study of at least two complete play texts and at least three key extracts from three additional texts.
- Pupils will be required to create a complete devised performance.
- In addition to this, pupils will study the work of several drama practitioners.

Year 12

Pupils will be expected to demonstrate skills in all of the following:

1) The ability to explore texts to establish meaning, characterisation, vocal demands, non-verbal performance elements, the social cultural and historical elements of the piece and the value of Drama practitioners.
2) The ability to respond to an issue, theme, idea and then reflect their findings in performance. This will also involve planning for and meeting performance deadlines and working responsibly as a member of a group
3) Pupils must demonstrate an enthusiasm for working independently, exploring texts practically and theoretically and a willingness to participate fully in all practical activities.

Pupils should produce written work that is proof read and corrected prior to submission, typed font size 14, Times New Roman and to the deadlines set. This work should demonstrate a thorough understanding of the texts involved and reflect a growing understanding of the actor and director in presenting and reflecting on the work. It should involve an in-depth exploration of first year understanding and should be academic in tone.

Year 13

In Year 13, pupils will need to work hard on the creation of good quality performance pieces by developing research, using the research to help develop a piece of performance work that reflects the ideas of a chosen practitioner. They will need to approach the practical work with energy and enthusiasm. They will need to focus heavily on characterisation for their scripted performances and develop good portfolios of work for examination and additionally good notes for revision for the terminal written examination. The theory work is all heavily related to the practical work and although it is demanding it does offer excellent opportunities for exploring creativity and performance skills.

CAREER OPPORTUNITIES:

There are many areas of the creative industries that are served by the study of Drama and Theatre Studies. The skills it develops are useful in a broad spectrum of work and educational environments and it is specifically useful in preparing pupils for the world of professional performance. Many pupils of drama find careers typically in broadcasting, the media, HR, customer service industries, motivational speaking, hospitality and catering, directing, care industry, retail, journalism, design roles and arts admin, and use their highly developed interpersonal skills to become successful in their chosen fields.

A Level Economics - Year 12 and 13

SUBJECT: Economics	**HEAD OF DEPARTMENT:** Mr G. Brodie
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: EDEXCEL A	**SPECIFICATION NO.** 9EC0
ENTRY REQUIREMENTS: Grade 6 in Maths and 6 in English.	

To enable pupils to think logically, understanding the importance and relevance of the subject to the problems faced on a micro and macro level.

Year 12 pupils receive nine lessons of Economics each fortnight, and Year 13 pupils receive ten lessons each fortnight.

The importance of Economics in the curriculum

Economics is the study of how society uses the world's resources. A Level economics introduces pupils to the basic concepts, theories and issues that compose the economic world, providing them with a strong knowledge base. It enables pupils to develop their analytical and complex problem-solving skills, including communication and cultural awareness. Pupils also improve their business knowledge- an asset that is essential in every corner of the working world.

Economics inspires pupils to develop Education with Character:

- A Level Economics pupils learn how to apply economic theory practically to various real scenarios. This is particularly important as we live in a globalised economy, tackling global issues such as inflation, labour demand, supply chains and issues pertinent to the UK, post-BREXIT.
- Economics is a useful subject that can help pupils learn skills to prepare them for the challenges that they may face in working life, like assessing the value of goods, the impact of interest rate changes and how government policies may impact them and their families (micro or macro).
- It can also give you a clear understanding of the impact economic issues have, both historically and currently, and provide you with the tools you may require when managing these issues.

Skills developed in Economics are as follows:

Higher education institutions, as well as employers, have consistently highlighted the need for pupils to develop a range of transferable skills to enable them to respond to the demands of undergraduate study and the world of work with confidence.

Problem-solving skills: Economics is a complex subject and much of the teaching and assessment is in reference to case studies. This means that you look at scenarios and data sets, analyse them and answer questions about them. This exercise helps develop critical thinking and problem-solving skills that can be valuable in numerous different careers.

Communication skills: Studying Economics A Level can help develop your written and verbal communication skills, which are valuable in many aspects of life. The course includes understanding and analysing information and effectively and logically communicating your points during debates. As economics is a social science, you develop the ability to communicate in business terms and about the issues and challenges that individuals face. The course helps you gain an understanding and appreciation of the viewpoints of people from different cultural backgrounds and their specific issues. This can help to develop empathetic and interpersonal communication skills.

Numerical skills: Though economics involves more than just analysing numbers, numeracy is a key part of the course. Studying economics can help develop your confidence when working with figures, analysing statistics and identifying trends.

Analytical skills: Economics courses help you learn how to analyse information critically by identifying key information from lengthy data sets. You also learn how to evaluate this information, draw conclusions and make informed decisions. Analytical skills are helpful for both the numerical and social aspects of economics.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Microeconomics	**Term 1**	BBC New Articles	Broadsheets
Macroeconomics	**Term 2**	We need to talk about inflation, Stephen D King	The Economist
Macroeconomics cont. Exam preparation	**Term 3**	Dead Aid, Dambisa Moyo	Opportunity to deliver presentations Marshall Society Essay Year 13 Q & A with Year 12s

How are pupils informally and formally assessed?	Mid-term and end of term assessments are used. Assessments are cumulative: there is an emphasis on the most recent material covered, but content from previous terms and years is also included. Assessments including Challenge Weeks are in the form of multiple-choice questions, data response questions and essay style questions. Examination experience is provided with a formalised Year 12 examination in the summer term. In Year 13 there is a further formal mock examination.
Developing Independent and Home Learning Skills	Analysis and discussion of current local, national and international events (house shortages in London, raw sewage released in UK waterways, global inflation) *Pupils can access the following on Google Classroom:* Entire specification, assessment levels and grid, PowerPoint slides for certain topics, links to relevant business and economic articles.
Useful e-Learning Resources (e.g., web links)	**https://www.bbc.co.uk/news/business/economy** **www.ons.gov.uk** The Economist (selection of journals available from the school library) **https://www.youtube.com/@EconplusDal** **https://www.tutor2u.net/economics/reference/revision-videos** **https://senecalearning.com/en-GB/** **https://uplearn.co.uk/**
Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick, calculator.
Enrichment activities	Economic conferences/workshops, Bank of England Museum, Free lectures at LSE and at the Hayek Institute.
	Many pupils who take an A Level economics course choose to continue their studies with a bachelor's degree. You can use this prior experience to help you quickly develop further skills and knowledge regarding economic concepts. Specific entry requirements vary by university, but many ask for three A Levels. It's typically a requirement that one of these is A Level maths. If maths is not your strongest subject, but you still wish to pursue an economics degree, you may wish to consider a BA programme rather than a BSc. In terms of job prospects, A Level economics can provide a strong foundation and skill set for a number of career paths. Typical careers for A Level economics pupils include: • economist • chartered accountant • investment analyst • management consultant • civil servant You may also find yourself working in the banking sector, with charities, NGOs or voluntary organisations, consultancies or insurance firms
Head of Department and email contact	Mr G Brodie g.brodie@ncclondon.ac.uk

Further suggested reading:

1. We need to talk about inflation: 14 urgent lessons from the last 2,000 years- Stephen D King
2. The Great Crashes - Linda Yueh
3. Can't we just print more money? – Economics in Ten Simple Questions - Patel and Meaning
4. Extreme Economics- Richard Davies
5. Follow the Money - Paul Johnson
6. Good Economics for Hard Times- Duflo and Banerjee
7. The New Goliaths: How Corporations Use Software to Dominate Industries, Kill Innovation, and Undermine Regulation- James Bessen
8. Age of the City- Why our future will be won or lost together- Goldin and Lee Devlin
9. The New Silk Roads- The Present and Future of the World- Peter Frankopan
10. The Tim Harford Collection Set

A Level English Language and Literature Year 12 and 13

SUBJECT: English Language and Literature	**HEAD OF DEPARTMENT:** Ms A. Malik
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: OCR	**SPECIFICATION NO.** H474
ENTRY REQUIREMENTS: 6 and 5 in English Language and English Literature (either way around).	

Pupils receive 9 to 10 lessons of English each fortnight.

The importance of English in the curriculum: English allows pupils to explore the power and beauty of literature and language, and is fundamental to how pupils express themselves, develop a critical voice and how to write creatively for a range of purposes and audiences

English inspires pupils to develop Education with Character: Through studying language and literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension, through responding to a range of genres of written texts, both fiction and non-fiction, but also examining the role of spoken language in communicating important messages through speech, performance and everyday talk. Pupils also get the opportunity to explore and develop their voice through experimenting with a range of creative writing genres, both fiction and non-fiction. We also discuss and debate universal human issues as part of our subject, touching upon such subjects as religion, morality, ethics, war, love, family, race and so on. Fostering a sense of imagination, empathy and understanding is at the heart of what we do.

Other skills developed in English:

- Spelling, punctuation and grammar.
- Reading with fluency and understanding.
- Forming personal responses and critical viewpoints on texts.
- Understanding writer's perspectives and methods.
- Evaluating writing and its impact on the reader.
- Understanding form and genre.
- Clear communication, both verbally and in writing.
- Confidence in oracy.
- Essay writing skills, including how to build an argument and support it with evidence.
- Writing creative for non-fiction, transactional writing, and fiction.
- Crafting writing on a word, sentence and paragraph level.
- Knowledge of a range of genres, including fiction and non-fiction and of a diversity of voices.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Anthology of Fiction and Non-Fiction Texts	**Year 12- Autumn and Spring term**	Lexis, semantics, morphology, syntax, grammar, context, purpose, audience, genre, purpose, target audience, mode, deviation, accommodation, anaphora, adjacency pair, cliché, code-switching, deixis, dialect, direct speech, discourse, interrogative, irony, jargon, lexicon, linguistics, literal, metalanguage, polysyndeton, pragmatics, Received	Exploring ideas about linguistics- how language is crafted in both spoken and written contexts for particular purposes

		Pronunciation, register, rhetoric, satire, stylistics, Cancode research	
The Great Gatsby - F. Scott Fitzgerald and Narrative fiction writing	**Year 12- Autumn and Spring term/ Revisited in Year 13 Summer term**	Narrative voice, perspective, dialogue, contrasts, motifs, symbolism, use of time, structure, figurative devices, flashback, setting, characterisation	Complex ideas regarding the trope of the American Dream, social inequality, and ideologies that shifted over time. Contextual knowledge of 1920's America and associated issues of race, class and perceptions of morality
Stasiland- Anna Funder/ Non - fiction creative writing	**Year 12- Summer term/ Year 13 Autumn term**	Narrative voice, perspective, dialogue, contrasts, motifs, symbolism, use of time, structure, figurative devices, flashback, setting, characterisation, reported speech, historical narrative	Examining how non-fiction, journalistic narrative is used to portray ideas about history, oppression and identity through exploration of voices behind the Berlin Wall
Songs of Innocence and Experience - William Blake	**Year 12 Summer term/ Revisited in Year 13 Spring term**	Metre, oxymoron, parallelism, pentameter, plosives, taboo, tone, trimetre, triplet, trochee, stanza, rhyme scheme, colloquialisms, enjambment	Analysis of how the poetic form is used to challenge ideas regarding authority, class, religion and love
Othello - William Shakespeare	**Year 13 Autumn and Spring term**	Tragedy, tragic hero, fatal flaw, hamartia, stylistics, peripeteia, soliloquy, foreshadowing, dramatic irony, prolepsis, character foil, blank verse, couplet	Exploration of how the form of tragedy is used to portray ideas and raise questions about Elizabethan and modern views of race, class, love and gender

How are pupils informally and formally assessed?	Frequent informal assessments throughout the year including timed essay practice, extended creative writing practice, target setting and green pen response. Formal assessment through mock exams and summative assessments in class, including Challenge Weeks.
Developing Independent and Home Learning Skills	Homework will be set on the Google Classroom and will comprise of: reading, research, essay-writing practice and creative writing.
How are pupils informally and formally assessed?	Frequent informal assessments throughout the year including timed essay practice, extended creative writing practice, target setting and green pen response Formal assessment through mock exams and summative assessments in class, including Challenge Weeks.

Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick, set texts.
Enrichment activities	Intervention sessions, homework to do extra or wider reading, potential educational visits to see productions, New Views National Theatre script-wring competition.
Careers curriculum	Communication skills and opportunities for creative thought, are relevant to a large range of careers that require creative thinking, delivering presentations, writing letters and emails and reading with understanding.

Head of Department and email contact	Ms A Malik - Head of Department a.malik@wansteadhighschool.co.uk Ms B Waters - Head of KS5 English b.waters@wansteadhigh.co.uk

A Level English Literature - Year 12 and 13

SUBJECT: English Literature	**HEAD OF DEPARTMENT:** Ms A. Malik
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7712
ENTRY REQUIREMENTS: Grade 6 in English Literature and 5 in English Language.	

ASSESSMENT AND AREAS OF STUDY:

A Level

Paper 1: Love through the Ages

Study of three texts: one poetry and one prose text (currently *The Awakening* by Kate Chopin), one of which must be written post-1900 (currently the poetry anthology) and one Shakespeare play (currently *Othello*). This exam will also include two unseen poems. 3-hour exam, 40% of A Level.

Paper 2: Texts in Shared Contexts

Study of three texts: one prose (*Revolutionary Road*- Richard Yates), one poetry (*Skirrid Hill*- Owen Sheers) and one drama (*Cat on a Hot Tin Roof*- Tennessee Williams), one of which must be written post-2000. Exam will also include an unseen extract. 2-hour 30-minute exam, 40% of A Level.

Independent Critical Study

Comparative critical study of two texts, at least one of which must have been written pre-1900. 20% of A Level. Assessed by teacher and moderated by exam board.

This course will suit those pupils who have enjoyed the chance to respond to literature at GCSE and wish to pursue their studies with more demanding texts and will include studying a Shakespeare play, novels and poetry.

The course will involve critical writing and comparison of literary works. It is important that pupils enjoy reading widely and discussing their own interpretations of texts with others.

CAREER OPPORTUNITIES:

A Level English Literature provides pupils with the opportunity of developing critical skills which would be particularly useful if considering careers in the media, publishing, advertising, librarianship, education, etc. An A Level in English Literature is widely regarded as particularly useful to anyone considering a career involving communication skills.

SPECIAL NOTES:

Pupils who enjoy reading widely and wish to follow their GCSE Literature with study at a more sophisticated level should choose A Level English Literature, provided they are prepared to do research, read critical works and extend their study into related areas. A Level English Literature is highly respected as a qualification by universities and employers.

A Level Geography - Year 12 and 13

SUBJECT: Geography	**HEAD OF DEPARTMENT:** Mr D. Leftwich
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: Edexcel/Pearson	**SPECIFICATION NO.** 9GE0
ENTRY REQUIREMENTS: Grade 5 in Geography and a 5 in English.	

Pupils receive 9 or 10 lessons of Geography each fortnight.

Geography is the only subject in the curriculum linking the science and humanities disciplines. Geography helps us to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

Sir Michael Palin former President of the Royal Geographical Society and television personality.

Geography inspires pupils to develop Education with Character by developing the skills, knowledge and understanding to become an informed, active, sustainable and mindful citizen in society.

Skills developed in Geography are: analysis, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesis, using evidence, map reading and interpretation.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Unit 2b: Coastal Landscapes & Change Unit 4a: Regenerating Places	September – January Year 12	**Pearson Edexcel A Level Geography** Book 1 Fourth Edition, Cameron Dunn 978-1398312555 **Pearson Edexcel A Level Geography** Book 2 Fourth Edition, Cameron Dunn 978-1398312562 Wider Reading A Level Geography Google Classroom. A quality newspaper at least once a week. Geographical Magazine (monthly) Economist Magazine (weekly)	A minimum of four days of fieldwork across the five terms of the course covering both human and physical geography relevant to the specification. These sessions are devised and led by the class teacher and supplement the learning in class as well as developing fieldwork skills. Geography pupils are encouraged to undertake supplementary reading to support their in class learning through the use of the "Wider Reading" Google Classroom. The Non-Examined Assessment (NEA) is worth 20% of the A Level qualification whereby pupils devise, plan and undertake a unique enquiry into a geographical theme of their choosing. This is completed by November of Year 13.
Unit 6: Thea Carbon Cycle & Energy Security Unit 8b: Migration, Identity & Sovereignty	February – July Year 12		
Non-Examined Assessment NEA: Independent Investigation	February – November Years 12 & 13		
Unit 5: Water Cycle & Water Insecurity Unit 7: Superpowers	September – December Year 13		
Unit: 1: Tectonic Hazards Unit 3: Globalisation	January – May Year 13		

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 90 minutes in length. Throughout the course pupils will sit real exam questions at the end of each unit. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. **The Year 11 mock exam will be a full Paper 2.**
Developing Independent and Home Learning Skills	All lesson materials are posted onto Google Classroom following each lesson or completion of content. **Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning or to prepare pupils for the next stage of their learning journey.**
Useful e-Learning Resources (e.g., web links)	The course specification and samples of past exam questions can be found at: **https://qualifications.pearson.com/en/qualifications/edexcel-A Levels/geography-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials** Many pupils find the Seneca website useful to aid revision: **https://app.senecalearning.com/classroom/course/e863f76Ac037-441e-b405-96c1e8649284/section/5f8a85bb-c1a6-42a9-8cab-cf942ddeaf78/session** The PMT website is a good tool for recapping content: **https://www.physicsandmathstutor.com/geography-revision/A Level-edexcel/**
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, calculator.
Enrichment activities	All pupils are required to participate in a minimum of four days of fieldwork across the two years. Studying Geography will support pupils undertaking the Duke of Edinburgh's Award scheme.
Careers curriculum	Studying Geography will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. As the only subject bridging both the sciences and humanities Geographers have a skill set welcomed by virtually all career areas – no employer will ever turn an applicant down because they have a Geography A Level. Career choices could include: the environment sector, law, government, education, media, urban planning, sustainability consultant, risk analyst, architect, international aid or development worker, journalism, social researcher.
Head of Department and email contact	Mr D Leftwich FRGS d.leftwich@wansteadhigh.co.uk

A Level History - Year 12 and 13

SUBJECT: History	**HEAD OF DEPARTMENT:** Mr P. Chartorizhsky
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: OCR	**SPECIFICATION NO.** 1041
ENTRY REQUIREMENTS: Grade 5 in History if studied or a 5 in English	

Pupils receive 6 lessons of History each fortnight.

History, Classics and Politics provide pupils with a wide range of valuable transferable skills. Principally, pupils develop the ability to understand and critically analyse issues and events.
As a department we facilitate pupils' exam success at GCSE and A Level, and many of our pupils go on to study History related disciplines at university. However, for those who do not intend to continue historical scholarship, our aim is to add a deep love and interest in History, which can enrich pupils' lives and enjoyment. We want our pupils to leave Wanstead High School with liberal, tolerant views, having studied diverse historical topics and to have embedded a narrative of British, European and World History.

Teachers in the department will be provided with opportunities to further hone their expertise in the craft of teaching history in interesting and dynamic ways, informed by evidence-based research.

History inspires pupils to develop Education with Character by providing a diverse, inclusive and rounded curriculum, at a local, national and international level with a wide variety of in- and out of school educational opportunities and educational visits to develop and expand on the in-class learning.

Other skills developed in history are:

- a development of clear expression, both oral and written
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing evidence and material
- research, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- develop more powerful understandings of the second-order concepts (causation, evidence etc.) rather than just 'knowing more stuff'.

What is taught	When is it taught (Terms or Half Terms)	Wider reading	Where the curriculum is ambitious
Unit 1 – Russia 1917-1991 (30% of course)	**Year 12 autumn, spring and summer 1 terms**	"The Big Green Tent" Ludmilla Ulitskaya "The 12 Chairs" Ilya Il'f & Eugene Petrov **"In the First Circle" Alexander Solzhenitsyn**	**Primary source reading; historiography; challenging nature of course.**
Unit 2 – China 1948-1976 (20% of course)	**Year 12 autumn, spring and summer 1 terms**	"Wild Swans" Jung Chang "The Joy Luck Club" Amy Tan **"Falling Leaves…" Adeline Yen Mah**	**Primary source reading; historiography; challenging nature of course; in class debates.**
Revision and summer mock covering unit 1 and unit 2	**Summer 2**		
Unit 3 – British Empire 1763-1914; aspects of	**Year 13 autumn and spring terms**	"The Siege of Krishnapur" J G Farrell "Heart of Darkness" Joseph Conrad	**Primary source reading; historiography; challenging nature of course; educational**

breadth and depth (30% of course)		"Things Fall Apart" Chinua Achebe **"The Last of the Mohicans" James Fenimore Cooper**	**visits and online learning sessions.**
Unit 4 – Non-Examined Assessment (NEA) 20% of the course.	**Year 13 autumn and spring terms**	"Catch 22" Joseph Heller "From Here To Eternity" James Jones "Slaughterhouse 5" Kurt Vonnegut **"Eye of the Needle" Ken Follett**	**Pupils pick their own historians to analyse; independent 4000-word essay.**

How are pupils informally and formally assessed?	An exam style formative assessment at the end of every sub-unit (usually every ½ term); mock exams throughout key points during the two-year course
Developing Independent and Home Learning Skills	*Weekly homework set and marked on google classroom*
Useful e-Learning Resources (e.g., web links)	**BBC bitesize, https://soviethistory.msu.edu/** **https://www.history.org.uk/pupil/resource/3190/british-empire** **https://history.state.gov/milestones/1945-1952/chinese-rev**

Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, eraser, ruler, highlighter, calculator, glue stick.
Enrichment activities	Wide variety of out of lesson activities and clubs, including educational visits to the Royal Naval
Careers curriculum	Barrister/solicitor, archaeologist, historian, politics, translator

Head of Department and email contact	Mr P Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk

A Level Mathematics - Year 12

SUBJECT: Mathematics	**HEAD OF DEPARTMENT:** Mr S. Nelson
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: EDEXCEL	**SPECIFICATION NO.** 9MA0
ENTRY REQUIREMENTS: Grade 7 in Mathematics.	

Pupils receive 9 lessons of Mathematics each fortnight.

Mathematics is a vital part of the curriculum, pervading many other disciplines. It allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematics develops skills including problem solving, reasoning and analytical thinking.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus
• Complex numbers: Introduction • Argand diagram: Complex numbers • Matrices: Introduction • Linear transformation by using matrices	**Autumn 1**	Key mathematical words and phrases will be taught within lessons such as: • Root • Factor • Critical Value • Measure • Central Tendency • Location • Dispersion • Spread • Linear Interpolation • Extrapolation • Interpolation • Perpendicular • Reciprocal • Binomial • Derivative • Integral • Limit • Projectile • Stationary • Dynamic • Static • Exponential • Logarithm • Vector • Scalar
• Teaching prerequisites • Series • Roots of polynomials • Proof by induction	**Autumn 2**	
• Teaching prerequisites • Volume of revolution • Vectors • FM1: Momentum and impulse • FM1: Work, power and energy • D1: Algorithms • D1: Graphs and network	**Spring 1**	
• FM1: Work, power and energy continued • FM1: Elastic strings and springs • D1: Algorithms on graphs • D1: Root inspection	**Spring 2**	
• FM1: Elastic collision in one dimension • FM1: Elastic collision in two dimensions • D1: Linear programming	**Summer 1**	

• D1: The simplex algorithm		• Displacement • Radian
• FM1: Elastic collision in two dimensions (continued) • D1: Critical path analysis • Revision for mock exam	**Summer 2**	

How are pupils informally and formally assessed?	**Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative (Challenge Week) assessments – 1 per term.**
Developing Independent and Home Learning Skills	**We use the Sparx Maths for home learning tasks, as well as a platform for independent study.**
Useful e-Learning Resources (e.g., web links)	**www.uplearn.co.uk** **www.drfrostmaths.com** **www.physicsandmathstutor.com** **www.mathsgenie.co.uk**

Equipment for lessons	**Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.**
Enrichment activities	**Weekly homework support club.**
Careers curriculum	**Relevant links made throughout the curriculum relevant to topics being learned.**

Head of Department and email contact	Mr S Nelson s.nelson@wansteadhigh.co.uk

A Level Mathematics - Year 13

SUBJECT: Mathematics	**HEAD OF DEPARTMENT:** Mr S. Nelson
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: EDEXCEL	**SPECIFICATION NO.** 9MA0
ENTRY REQUIREMENTS: Grade 7 in Mathematics.	

Pupils receive 10 lessons of Mathematics each fortnight.

Mathematics is a vital part of the curriculum, pervading many other disciplines. It allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematics develops skills including problem solving, reasoning and analytical thinking.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus
• Sequences and series • Revision of summer independent learning • Reciprocal trig functions • Trig and modelling • Exponential correlation and hypothesis testing (PMCC) • Conditional probability • Normal distribution	**Autumn 1**	**Key mathematical words and phrases will be taught within lessons such as:** • Cosecant • Secant • Cotangent • Regression • Independent • Mutually Exclusive • Distribution • Parameter
• Parametric equations • Differentiation • Moments • Forces and friction • Projectiles	**Autumn 2**	
• Integration • Projectiles • Application of forces	**Spring 1**	
• Numeric methods • Vectors • Further kinematics	**Spring 2**	
Revision	**Summer 1**	
Revision	**Summer 2**	

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – 1 per term.
Developing Independent and Home Learning Skills	We use the Sparx Maths for home learning tasks, as well as a platform for independent study.
Useful e-Learning Resources (e.g., web links)	**www.uplearn.co.uk** **www.drfrostmaths.com** **www.physicsandmathstutor.com** **www.mathsgenie.co.uk**
Equipment for lessons	Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.
Head of Department and email contact	Mr S Nelson s.nelson@wansteadhigh.co.uk

A Level Further Mathematics - Year 12

SUBJECT: Further Mathematics	**HEAD OF DEPARTMENT:** Mr S. Nelson
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: EDEXCEL	**SPECIFICATION NO.** 9FM0
ENTRY REQUIREMENTS: Grade 8 in Mathematics and must take A-Level Mathematics.	

Pupils receive 9 lessons of Mathematics each fortnight.

Mathematics is a vital part of the curriculum, pervading many other disciplines. It allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematics develops skills including problem solving, reasoning and analytical thinking.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus
• Complex numbers: Introduction • Argand diagram: Complex numbers • Matrices: Introduction • Linear transformation by using matrices	**Autumn 1**	**Key mathematical words and phrases will be taught within lessons such as:** • Root • Factor • Critical Value • Measure • Central Tendency • Location • Dispersion • Speed • Linear Interpolation • Extrapolation • Interpolation • Perpendicular • Reciprocal • Binomial • Derivative • Integral • Limit • Projectile • Stationary • Dynamic • Static • Exponential • Logarithm • Vector • Scalar
• Teaching prerequisites • Series • Roots of polynomials • Proof by induction	**Autumn 2**	
• Teaching prerequisites • Volume of revolution • Vectors • FM1: Momentum and impulse • FM1: Work, power and energy • D1: Algorithms • D1: Graphs and network	**Spring 1**	
• FM1: Work, power and energy continued • FM1: Elastic strings and springs • D1: Algorithms on graphs • D1: Root inspection	**Spring 2**	
• FM1: Elastic collision in one dimension • FM1: Elastic collision in two	**Summer 1**	

dimensions • D1: Linear programming • D1: The simplex algorithm		• Displacement • Radian
• FM1: Elastic collision in two dimensions (continued) • D1: Critical path analysis • Revision for mock exam	**Summer 2**	

How are pupils informally and formally assessed?	**Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – 1 per term.**
Developing Independent and Home Learning Skills	**We use the Sparx Maths for home learning tasks, as well as a platform for independent study.**
Useful e-Learning Resources (e.g., web links)	**www.uplearn.co.uk www.drfrostmaths.com www.physicsandmathstutor.com www.mathsgenie.co.uk**

Equipment for lessons	**Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.**
Enrichment activities	**Weekly homework support club.**
Careers curriculum	**Relevant links made throughout the curriculum relevant to topics being learned.**

Head of Department and email contact	Mr S Nelson s.nelson@wansteadhigh.co.uk

A Level Further Mathematics - Year 13

SUBJECT: Further Mathematics	**HEAD OF DEPARTMENT:** Mr S. Nelson
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: EDEXCEL	**SPECIFICATION NO.** 9FM0
ENTRY REQUIREMENTS: Grade 8 in Mathematics and must take A-Level Mathematics.	

Pupils receive 10 lessons of Mathematics each fortnight.

Mathematics is a vital part of the curriculum, pervading many other disciplines. It allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematics develops skills including problem solving, reasoning and analytical thinking.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus
• Teaching prerequisites (Trigonometry) • Complex numbers: Exponential form • Polar coordinates • Series • Hyperbolic functions	**Autumn 1**	**Key mathematical words and phrases will be taught within lessons such as:** • Cosecant • Secant • Cotangent • Regression • Independent • Mutually Exclusive • Distribution • Parameter
• Teaching prerequisites (calculus) • Methods in calculus • Hyperbolic functions (continued) • Differential equations	**Autumn 2**	
• Teaching prerequisites (calculus) • Volume of revolution • Differential equations (continued)	**Spring 1**	
• Volume of revolution (continued) • Modelling with differential equations • Review: Core 1	**Spring 2**	
• Revision	**Summer 1**	
• Revision	**Summer 2**	

How are pupils informally and formally assessed?	**Pupils have regular low-stakes formative mini-tests in lessons, three formal summative assessments – 1 per term and Challenge Weeks.**
Developing Independent and Home Learning Skills	**We use the Sparx Maths for home learning tasks, as well as a platform for independent study.**
Useful e-Learning Resources (e.g., web links)	www.uplearn.co.uk www.drfrostmaths.com www.physicsandmathstutor.com www.mathsgenie.co.uk

Equipment for lessons	**Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.**
Enrichment activities	**Weekly homework support club.**
Careers curriculum	**Relevant links made throughout the curriculum relevant to topics being learned.**
Head of Department and email contact	Mr S Nelson s.nelson@wansteadhigh.co.uk

A Level Media Studies - Year 12 and 13

SUBJECT: Media Studies	**HEAD OF DEPARTMENT:** Ms S. Begum
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: EDUQAS	**SPECIFICATION NO.** 603/1149/6
ENTRY REQUIREMENTS: Grade 5 in Media Studies if studied or a 5 in English.	

Media Studies is a very exciting subject available at A Level. It is recognised that the mass media plays an increasingly important and, perhaps, influential role in contemporary society, providing us with information and entertainment and communicating social values. In Media, we offer exciting and rigorous courses, which give pupils opportunities to develop a critical understanding of the role of the mass media in society and a broad knowledge of the industrial and commercial nature of media productions. The courses integrate practical work with theoretical study. The courses focus on the key media concepts: media language, representation, audience and institution. Pupils will develop skills in textual analysis, research, critical thinking, responding to academic theory and digital production. In Year 12, pupils' complete units which may include topics on film marketing, radio, pop videos, advertising and news. In Year 13, pupils study units which include: TV drama, magazines, and online Media

The media are powerful institutions in our society and most of us engage with a range of media on a daily basis: games, internet, films, magazines, newspapers, radio, television, music. It is therefore imperative that we understand how the media operate as huge global industries and institutions shaping the way we see and understand the world. As critical consumers we need to become media literate. We must be able to analyse how selective representations are created through media language and how we are invited to make sense of them. In an increasingly interactive digital world. We also need to consider how we can create our own media messages and spaces and be part of the global conversations. This course gives you a chance to study various aspects of the media across a range of topics which may include: newspapers, advertising, popular music, and newspapers. You will learn the skills of close textual analysis and will explore the key media concepts: media language, representation, audience and industry/ institution.

Media Studies inspires pupils to develop education with character by engaging with the big debates and issues of the day such as the developing and transforming power of new technologies, the challenges for regulation of media, and the fragmentation of traditional audiences and shared cultures. They are encouraged to question outdated and discriminatory representations and to create their own positive and inspiring ones.

Pupils will learn the skills of close textual analysis and will explore the key media concepts: media language, representation, audience and industry/ institution. They will learn how to use digital cameras and a range of editing software packages with confidence.

Assessment

The course is assessed through a combination of two exam papers [70%] and a Non-Examined Assessment [30%]

Component 1: Media Products, Industries and Audiences
Written examination: 2 hours 15 minutes 35% of qualification

- Section A: Analysing Media Language and Representation- Texts include pop video, advertising, film posters, newspapers
- Section B: Understanding Media Industries and Audiences –Topics include Film industry, Radio, newspapers, computer games

Component 2: Media Forms and Products in Depth *Written examination: 2 hours 30 minutes*
35% of qualification

- Section A: Television in the Global Age – Life on Mars, The Bridge
- Section B: Magazines: Mainstream and Alternative Media – Woman's Realm, Huck
- Section C: Media in the Online Age- Zoella, Attitude

Component 3: Cross-Media Production Non exam assessment 30% of qualification

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus
Introduction to Media Studies	September – autumn term	**Eduqas A Level Spec:** **https://www.eduqas.co.uk/media/d3fbs2s3/eduqas-A Level-mediAstudies-spec-from-2017-e-02-03-2020.pdf** **Department reading/ resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/A Level%20media%20glossary.pdf
Comp 1: Section A Print Advertising Tide & Superhuman	September – October autumn term	**Eduqas A Level text book** **Department reading / resource list**
Comp1: Section A and B The Media Key Concepts [GRAIL] Film Promotion unit: Kiss of Vampire Black Panther & I Daniel Blake	November autumn term	**Eduqas A Level text book** **Department reading / resource list**
Comp 1 Section B Radio	December autumn term	**Eduqas A Level text book** **Department reading / resource list**
Comp 1 Section B Gaming	January – February, spring term	**Eduqas A Level text book** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/A Level %20media%20studies%20Glossary.pdf
Comp 1: Section A Music Videos	February – March, spring term	**Eduqas A Level text book** **Dept reading / resource list**
Comp1: Section A and B Newspapers and The Sun industry focus	April - spring term	**Eduqas A Level text book** **Department reading / resource list**
Non-Examined Assessment (NEA) Production	June – July, summer term	**Eduqas A Level text book** **Department reading / resource list**
Comp 2: TV Drama	Autumn term Year 13	**Eduqas A Level text book** **Department reading / resource list**
Comp 2: Magazine	Spring Term Year 13	**Eduqas A Level text book** **Department reading / resource list**
Comp 2: Online Media	Spring Term 2 Year 13	**Eduqas A Level text book** **Department reading / resource list**

Equipment for lessons	**Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick.**
Enrichment activities	**Film Club Educational Visits e.g., National Schools Film week, BFI, BBFC Guest visitors, LMA University.**
Careers curriculum	Media Studies is a popular university degree, taken as a single subject or combined with others such as ICT or Business. There are a huge range of courses available, Film Studies, Communication Studies, Media Production, Marketing etc Media pupils are welcomed into a range of careers, involving the mass media generally or particular areas such as journalism, programme design or work in magazines, TV and film. New digital media have opened up many exciting new career

	directions and there are some excellent apprenticeship opportunities available. Skills of team working, delivering presentations, use of ICT and critical review are also important transferable skills welcomed by employers.
Head of Department and email contact	Ms S Begum sh.begum@wansteadhigh.co.uk

Modern Foreign Languages
A Level French - Year 12 and 13

SUBJECT: French	**HEAD OF DEPARTMENT:** Ms D. Collins
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7652
ENTRY REQUIREMENTS: Grade 6 in French.	

ASSESSMENT:

Paper 1: Listening, reading and writing (including translation) – 2 hours 30 minutes – 50% of A Level

Paper 2: Writing (one text and one film) – 2 hours – 20% of A Level

Paper 3: Speaking – 21-23 minutes (including 5 minutes preparation time) – 30% of A Level

AREAS OF STUDY:

The A Level specification build on the knowledge, understanding and skills gained at GCSE. They constitute an integrated study with a focus on language, culture and society. They foster a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. Pupils will develop their understanding of themes relating to the society and culture of the countries where French is spoken, and their language skills; they will do this by using authentic spoken and written sources in French. The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of French-speaking countries. Pupils also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society.

Core topics:

- Social issues and trends
- Artistic *(and political at A Level)* culture
- Grammar

Options:

- Works: Literary texts and films

CAREER OPPORTUNITIES

There are many and varied career opportunities for pupils with A Level French, including journalism, law, international business, teaching, interpreting, banking, finance, catering, and public administration.

Many universities offer courses which combine French with another subject, for example, Business with French, Economics with French or European Studies and French.

In an increasingly competitive job market, the ability to speak another language gives you the edge. The UK trades with over 200 countries worldwide and businesses are continually looking to expand globally- this is only possible if they can communicate internationally. As such, employers are constantly seeking out foreign language speakers. Figures reflect this - consistently showing Modern Languages graduates as having one of the lowest levels of unemployment six months after graduation.

Modern Foreign Languages
A Level Spanish - Year 12 and 13

SUBJECT: Spanish	**HEAD OF DEPARTMENT:** Ms D. Collins
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7692
ENTRY REQUIREMENTS: Grade 6 in Spanish.	

ASSESSMENT

Paper 1: Listening, reading and writing (including translation) – 2 hours 30 minutes – 50% of A Level

Paper 2: Writing (one text and one film) – 2 hours – 20% of A Level

Paper 3: Speaking – 21-23 minutes (including 5 minutes preparation time) – 30% of A Level

AREAS OF STUDY

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. They constitute an integrated study with a focus on language, culture and society. They foster a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. Pupils will develop their understanding of themes relating to the society and culture of the countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries. Pupils also study aspects of the political landscape in a Spanish-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in Spanish-speaking society.

Core topics:

- Social issues and trends
- Artistic *(and political A Level)* culture
- Grammar

Options:

- Works: Literary texts and films

CAREER OPPORTUNITIES:

There are many and varied career opportunities for pupils with A Level Spanish, including journalism, law, international business, teaching, interpreting, banking, finance, tourism, and public administration.

Many universities offer courses which combine Spanish with another subject, for example, Business with Spanish, Economics with Spanish or European Studies and Spanish.

In an increasingly competitive job market, the ability to speak another language gives you the edge. The UK trades with over 200 countries worldwide and businesses are continually looking to expand globally- this is only possible if they can communicate internationally. As such, employers are constantly seeking out foreign language speakers. Figures reflect this - consistently showing Modern Languages graduates as having one of the lowest levels of unemployment six months after graduation.

A Level Music - Year 12 and 13

SUBJECT: Music	**HEAD OF DEPARTMENT:** Mr I. Sweet
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: OCR	**SPECIFICATION NO.** H543

ENTRY REQUIREMENTS:
Grade 5 in GCSE Music and Grade 5 practical examination on an instrument or voice (or equivalent standard if you haven't taken instrumental exams).
Where the option of taking GCSE Music has not been available at KS4 other music courses may be considered.

Pupils receive ten lessons of Music each fortnight.

Music is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will continue to develop their composition skills, (focusing on genres of music that interest them) and their performance skills (on specific instruments which can include their voice). They will also develop their ability to describe the music that they hear using a broad and detailed musical vocabulary and their ability to appraise and evaluate unfamiliar music.

What is taught	When is it taught (Terms or Half Terms)	Reading list	Where the curriculum is ambitious
AOS 1 (Instrumental music of the Classical period) and 2 (Vocal Jazz) set works	**Autumn Term (Year 12 and 13)**	Rhinegold supplementary guide for this set work Articles supplied from The New Oxford Companion to Jazz Other materials - distributed via google classroom Other examples of music from this area of study from www.focusonsound.com	The level of understanding required at A Level is challenging to most pupils, particularly (for example) in the analysis of harmony and tonality within AOS 1. Note that the AOS 1 and 2 set works change each year at A Level.
AOS 1 and 2: Study of further examples of music from these areas of study	**Spring Term (Year 12 and 13)**		
AOS 1 and 2: Revision of set works and further study of other music from these areas of study.	**Summer Term (Year 12 and 13)**		
AOS 3 (Instrumental Jazz) Early Jazz, Swing, Be-bop, Hard-bop	**Autumn Term (Year 12 and 13)**	Articles supplied from The New Oxford Companion to Jazz Listening Guides from specific works - supplied via google classroom Rhinegold text book for this course (issued to pupils) Other materials - distributed via google classroom	An understanding of jazz harmony is required to analyse and describe these works. Many are also rhythmically complicated. The ability to describe this music in detail, using an extensive musical vocabulary, is also a challenging area of the course.
AOS 3 (Instrumental Jazz) Cuban Jazz, Modal Jazz, Fusion, Free Jazz.	**Spring Term (Year 12 and 13)**		
AOS 3 (Instrumental Jazz) Contemporary Jazz and revision of all jazz set works studied.	**Summer Term (Year 12 and 13)**		

		Other examples of music from this area of study from www.focusonsound.com	
AOS 6 (20th Century Classical Music) Late 19th/Early 20th orchestral works, impressionism, expressionism, serialism, neoclassicism	**Autumn Term (Year 12 and 13)**	Listening Guides from specific works - supplied via google classroom Rhinegold text book for this course (issued to pupils) Other materials - distributed via google classroom Other examples of music from this area of study from www.focusonsound.com	**Many of these 20th century works are complicated in terms of their use of tonality and harmony. Reading the scores for these works can be challenging for pupils and the breadth of music studied (including some that is likely to be quite distant from the music that pupils are used to) also prevents A Level of challenge.**
AOS 6 (20th Century Classical Music) Avant-garde and experimental music, minimalism, contemporary music	**Spring Term (Year 12 and 13)**		
AOS 6 (20th Century Classical Music) Electronic music, nationalism. Revision of all AOS 6 set works.	**Summer Term (Year 12 and 13)**		
Free-brief composition	**Throughout Year 12**	Pupils should listen to a wide range of music to inform these compositions, including music that is in the same style/genre as the music that they are composing is in. The marking criteria for compositions can be found here: https://www.ocr.org.uk/qualifications/as-and-A Level/music-h143-h543-from-2016/assessment/	Writing music is challenging. as can be the accurate notation of this. A good degree of aural familiarity with the chosen style/genre will be expected. **Note that pupils have the option of composing longer compositions and additional composition exercises and for this component to subsequently count for 35% of the overall course.**
Set-brief composition	**Throughout Year 13**		
Recital	**Throughout Year 12 and 13**	Pupils should listen to a range of recordings of their recital pieces/songs to inform their own interpretation of the music. The marking criteria for performances can be found here: https://www.ocr.org.uk/qualifications/as-and-A Level/music-h143-h543-from-2016/assessment/	Pupils are expected to perform music of grade 6 standard or above to be able to access the full mark scheme. **Note that pupils have the option of performing a longer recital and for this component to subsequently count for 35% of the overall course.**

How are pupils informally and formally assessed?	Formative assessment takes place continually in lessons focusing on composition. Pupils will record performances that will be assessed and they will receive feedback on these. Answers to listening questions and research (for example) set for homework will be assessed in writing. With shorter-answer listening questions assessment usually takes place during lessons and pupils are given verbal feedback. Assessments will include Challenge Weeks.
Developing Independent and Home Learning Skills	Homework is set on google classroom. Tasks are a mix of short-answer and long-answer listening questions, research on set works and preparing and submitting performances. Pupils are also encouraged to practice their dictation skills using sites such as teoria.com
Useful e-Learning Resources (e.g., web links)	**https://www.focusonsound.com/** (requires log-in that pupils have via google classroom) **https://www.ocr.org.uk/qualifications/as-and-A Level/music-h143-h543-from-2016/**

Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick. Sometimes pupils will be asked to bring instruments that they may play and sheet music.
Enrichment activities	These include choirs, jazz band, wind band, string orchestra and a steel pan group. The music department also regularly stages musicals with the dance and drama departments. Year 12 and 13 pupils are also encouraged to develop musical leadership through directing (or assisting with) these ensembles.
Careers curriculum	Links are made to potential careers within the music industry during the course. The option for writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music. Pupils become skilled at using ICT to realise their music, which is important in many areas of the music industry today.

Head of Department and email contact	Mr I Sweet i.sweet@wansteadhigh.co.uk

A Level Music Technology - Year 12 and 13

SUBJECT: Music Technology	**HEAD OF DEPARTMENT:** Mr I. Sweet
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: EDEXCEL	**SPECIFICATION NO.** 9MT0

ENTRY REQUIREMENTS:
5 in GCSE Music or pass in Level 2 Music BTEC or equivalent. Some experience of using DAW software such as Garageband, Logic,
Cubase, etc. is also helpful but not a formal requisite. The most important entry requirement is an interest in contemporary music
and an interest in how technology is used to create it.

Pupils receive 9 or 10 lessons of Music Technology each fortnight.

Music is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will continue to develop their composition skills, (focusing on genres of music that interest them) and their performance skills (on specific instruments which can include their voice). They will also develop their ability to describe the music that they hear using a broad and detailed musical vocabulary and their ability to appraise and evaluate unfamiliar music.

What is taught	When is it taught (Terms or Half Terms)	Reading list	Where the curriculum is ambitious
Introduction to recording and mixing, including multi-track recording, effects, dynamic processing and EQ. Understanding different types and applications of microphones. The development of multi-track recording. Analogue synthesis. **The creative use of reverb, delay and modulation effects.**	**Autumn term (Year 12 and Year 13)**	Relevant chapters of Rhinegold textbook - issued to all pupils. https://support.apple.com/en-gb/guide/logicpro/welcome/mac	**Pupils are expected to develop a sophisticated and comprehensive knowledge of Logic Pro X and the software instruments and plug-ins present within this package.**
Learning to record a range of instruments. Noise gates and side-chaining. The development of MIDI and synthesisers. The development of domestic formats. More advanced features within synthesisers and effects. The evolution of guitar amplification.	**Spring term (Year 12 and Year 13)**	Many online resources from YouTube and elsewhere - to be detailed on google classroom.	**A detailed historical understanding of the development of these forms of music technology is expected to be understood.**

Mixing skills to be developed further.			
The development of sequencers, drum machines and DAWs. Interpreting graphs and data. MIDI controllers and messages	**Summer term (Year 12 and Year 13)**		**The correct use of terminology is expected used within MIDI.**
Exploration of composition briefs and creation of music-technology composition	**Throughout Year 12 and Year 13.**		**Sophisticated use of sampling, effects and synthesis is expected as a major feature of the final composition.**
Recording and Mixing Skills and creation of multi-track recording.	**Throughout Year 12 and Year 13.**		**Excellent capture, processing, balancing, blend and use of effects is expected as part of the final multi-track recording.**

How are pupils informally and formally assessed?	Formative assessment takes place continually in lessons focusing on composition. Pupils will record performances that will be assessed and they will receive feedback on these. Answers to listening questions set for homework will be assessed in writing via google classroom. With shorter-answer listening questions assessment usually takes place during lessons and pupils are given verbal feedback. Assessments will include Challenge Weeks.
Developing Independent and Home Learning Skills	Homework is set on google classroom. Tasks are a mix of short-answer and long-answer listening questions, research on set works and preparing and submitting performances. Pupils are also encouraged to practise their dictation skills using sites such as teoria.com
Useful e-Learning Resources (e.g., web links)	**https://qualifications.pearson.com/en/qualifications/edexcel-A Levels/music-technology-2017.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments** **https://musictechpupil.co.uk/glossary-of-terms/**
Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick. Sometimes pupils will be asked to bring instruments that they may play and sheet music. All other equipment is provided in school, but pupils are free to use other examples of music technology they may have access to in their work.
Enrichment activities	These include choirs, jazz band, wind band, string orchestra and a steel pan group. The music department also regularly stages musicals with the dance and drama departments.
Careers curriculum	Links are made to potential careers within the music industry during the course. Visits to professional studios are arranged to enable pupils to see a professional recording environment. Pupils become very skilled at using ICT (and in particular DAW software) to realise their music, which is important in many areas of the music industry today.
Head of Department and email contact	Mr I Sweet i.sweet@wansteadhigh.co.uk

A Level Physical Education - Year 12 and 13

SUBJECT: Physical Education	**HEAD OF DEPARTMENT:** Mr J. Sains
RESOURCES: Syllabus - A LEVEL TEACHING PLAN Learning Journey - A Level PE.pdf	**LENGTH:** 2 years
EXAM BOARD:	**SPECIFICATION NO.** **7582**

ENTRY REQUIREMENTS:
Grade 6 in GCSE PE if studied or a 5 in English and a 6 in Biology (or 6 and 6 in combined). Regular competitive participation in a one sport
outside of Sixth Form is desired as this supports the NEA component of the course.

Pupils receive 9 or 10 lessons per timetable cycle which will allow for full coverage of theory and Non-Examined Assessment (NEA) content of the specification.

Pupil's study AQA A Level Physical Education.

https://www.aqa.org.uk/subjects/physical-education/A Level/physical-education-7582/specification-at-Aglance

The importance of PE in the curriculum is to develop pupils' physical movements, cognitive decision-making, and social skills. The aim of the curriculum is to provide exposure to a range of activities that aim to promote and develop a healthy active lifestyle with the added layer of understanding of theoretical concepts that underpin performance.

PE inspires pupils to develop Education with Character by providing opportunities for successful performance but also identifying areas of weakness and developing these to improve future performance. To build resilience and confidence to approach challenging tasks and situations with skills and knowledge to be as successful as possible. Pupils will show an understanding of the rules and apply tactics during performance (NEA).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Paper 1: Factors affecting participation in physical activity and sport. **Section A: Applied anatomy and physiology** **Section B: Skill acquisition** **Section C: Sport and society**	Content is taught in terms with a focus on each section of the specification: Term 1 - Section A: Applied anatomy and physiology and Section B: Skill acquisition Term 2 - Section A: Applied anatomy and physiology and Section B: Skill acquisition Term 3 - Section C: Sport and society	Pupils will be given topic specific keywords for each topic alongside exam command words. Pupils will develop the use of connectives within written responses to develop evaluation and analysis for 8 and 15-mark questions.	Pupils should continue to engage and participate in sport both inside and outside of school (if possible) to develop and improve skills in a competitive context. Pupils should look to develop knowledge of a range of sports to develop theoretical understanding and application through the watching of sporting events. Pupils should also be aware of current topics or issues within the sporting world. Pupils have the opportunity to read academic studies and research projects to identify the links between theoretical content and impact on performance.

How are pupils informally and formally assessed?	Pupils are formally assessed at the end of each unit for both theory and practical topics. Formal mock exams and Challenge Weeks are in line with the school calendar. Non-Examined Assessment (NEA) external moderation will take place

	between February and May in Year 13 (date to be confirmed once contact has been made by AQA). **AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. **AO2:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. **AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. **AO4**: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Developing Independent and Home Learning Skills	Google Classroom will be used to provide lesson content to allow pupils to review previous content. Homework will be set homework via Google Classroom each week.
Useful e-Learning Resources (e.g., web links)	**https://www.bbc.co.uk/sport** **https://www.youtube.com/playlist?list=PL2VOuuWnbIB2hntHPBSlazumVEeQHymZA**
Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick, text book, exercise book, workbook and sports clothing for a practical lesson.
Enrichment activities	PE enrichment clubs are on the school website and updates in the termly Heron Homelink. These change throughout the year and the Department has links with local clubs in the area for example Eton Manor Rugby Club and Wanstead Cricket Club.
Careers curriculum	Pupils have links to resources on Google Classroom and staff make links to carers during PE lessons for example, coaching, officiating and performance analysis.
Head of Department and email contact	Mr J Sains j.sains@wansteadhigh.co.uk

A Level Physics - Year 12 and 13

SUBJECT: Physics	**HEAD OF DEPARTMENT:** Mr M. Hadden
QUALIFICATION: A-Level	**LENGTH:** 2 years
EXAM BOARD: AQA	**SPECIFICATION NO.** 7408

ENTRY REQUIREMENTS:
At least a Grade 6 in two sciences, including a 6 in Physics and a 6 in Maths.

Pupils receive 9 or 10 lessons each fortnight.

Studying Physics at A Level is a fundamental component of our curriculum, providing pupils with a profound understanding of the principles that govern the universe. It equips pupils with the skills to analyse and interpret physical phenomena, laying a strong foundation for navigating the complexities of the natural world and technological advancements.

A Level Physics fosters the development of Education with Character by promoting resilience, critical thinking, and independent learning. Pupils are encouraged to tackle challenging problems, engage in rigorous experimentation, and develop logical reasoning skills. These experiences prepare them to approach real-world issues with confidence and creativity.

Moreover, A Level Physics cultivates essential skills such as problem-solving, analytical thinking, and quantitative analysis. Pupils learn to design and conduct experiments, interpret data, and apply their knowledge to various contexts, from understanding the fundamental forces of nature to exploring cutting-edge technologies in engineering and beyond.

Our curriculum is designed to promote a holistic understanding of science, integrating concepts across biology, chemistry, and physics. This approach helps pupils see the interconnectedness of scientific disciplines, allowing for a deeper and more nuanced understanding of each subject. By studying Physics in this integrated manner, pupils build a robust knowledge base that prepares them for further education and diverse career paths in science, engineering, technology, and more.

Overall, A Level Physics offers a rigorous and ambitious curriculum that inspires curiosity, fosters academic excellence, and equips pupils with the skills and knowledge needed to succeed in their future endeavours.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Matter and radiation **Waves** **Quarks and Leptons** **Optics**	**Year 12 Autumn**	Matter and Radiation "Introduction to Quantum Mechanics" by David J. Griffiths Waves "The Physics of Waves" by Howard Georgi Quarks and Leptons "Quarks and Leptons: An Introductory Course in Modern Particle Physics" by Francis Halzen and Alan D. Martin	**Matter and Radiation:** Ambition is added by exploring particle-wave duality and applications of radiation in medical imaging. Pupils investigate cutting-edge research in particle accelerators and radiation therapy. **Waves:** Ambition is fostered by delving into interference and diffraction, with applications in telecommunications and medical imaging. Pupils analyse advanced wave properties and practical uses. **Quarks and Leptons:** Pupils explore the Standard Model, examining roles of subatomic particles and experimental evidence, stretching their understanding with research at CERN. **Optics:**

		Optics "Principles of Optics" by Max Born and Emil Wolf	Ambition is added through advanced optical phenomena and modern applications like fibre-optic communication. Pupils design experiments involving lenses, mirrors, and diffraction gratings.
Forces in Equilibrium **Electric Current** **Forces on the move** **DC Current**	**Year 12 Winter**	Forces in Equilibrium "Engineering Mechanics: Statics" by J.L. Meriam and L.G. Kraige Electric Current "Fundamentals of Electric Circuits" by Charles K. Alexander and Matthew N.O. Sadiku Forces on the move "Classical Mechanics" by Herbert Goldstein DC Current "Electronic Principles" by Albert Malvino and David Bates	**Forces in Equilibrium:** Pupils tackle complex equilibrium problems involving multiple forces and torques, exploring real-world applications in structural engineering and biomechanics. **Electric Current:** Pupil's design and analyse complex circuits, investigate material effects on resistance, and explore applications in renewable energy systems and electronics. **Forces on the Move**: Ambition is fostered by analysing motion in various contexts, such as projectiles and circular motion, with applications in vehicle dynamics and aerospace engineering. **DC Current:** Pupil's study advanced DC circuit principles, designing and analysing complex circuits with multiple power sources, exploring practical applications in electronics and power distribution.
Newton's Laws **Quantum Phenomena** **Force and Momentum Work, Energy and Power** **Materials**	**Year 12 Spring**	Newton's Laws "The Feynman Lectures on Physics, Vol. I" by Richard P. Feynman, Robert B. Leighton, and Matthew Sands Quantum Phenomena "Quantum Mechanics: The Theoretical Minimum" by Leonard Susskind and Art Friedman Force and Momentum Work, Energy and Power "Physics for Scientists and Engineers" by Raymond A. Serway and John W. Jewett Materials "Materials Science and Engineering" by William D. Callister Jr.	**Newton's Laws:** Ambition is added by exploring complex applications of Newton's laws in various contexts, such as planetary motion, vehicle safety design, and sports physics. Pupils engage in projects that model real-world scenarios, requiring detailed calculations and simulations to deepen their understanding of force and motion. **Quantum Phenomena:** Pupils delve into advanced quantum mechanics, exploring wave-particle duality, the photoelectric effect, and Heisenberg's uncertainty principle. Engaging with recent research and practical applications, such as quantum computing and cryptography, provides further challenge and context. **Force and Momentum Work, Energy and Power:** Ambition is fostered by analysing complex systems involving collisions and energy transformations. Pupils undertake detailed investigations of conservation laws in dynamic systems and explore practical applications in engineering, such as crash safety and energy efficiency. **Materials:** Ambition is added by examining advanced material properties, such as superconductivity, nanotechnology, and smart materials. Pupils engage in experiments to test material behaviour under different conditions, linking their findings to

			real-world applications in construction and manufacturing.
Motion in a circle **Radioactivity** **Nuclear Energy** **Simple Harmonic Motion** **Gases** **Thermal Physics**	**Year 13 Autumn**	**Motion in a circle** "Classical Dynamics of Particles and Systems" by Jerry B. Marion and Stephen T. Thornton **Radioactivity** Radioactivity: Introduction and History" by Michael F. L'Annunziata **Nuclear Energy** “Nuclear Physics: Principles and Applications” by John Lilley **Simple Harmonic Motion** “Vibrations and Waves” by A.P. French **Gases** "Kinetic Theory of Gases: An Anthology of Classic Papers" by Stephen G. Brush **18. Thermal Physics** "An Introduction to Thermal Physics" by Daniel V. Schroeder	**Motion in a circle:** Pupils explore the principles of circular motion in-depth, including centripetal and centrifugal forces. They apply these concepts to real-world scenarios, such as satellite orbits, amusement park rides, and rotational dynamics in sports, challenging their problem-solving skills. **Radioactivity:** Ambition is fostered by investigating the principles of radioactive decay, nuclear reactions, and their applications. Pupils analyse the effects of radiation on biological systems and explore the use of radioisotopes in medicine, industry, and energy production. **Nuclear Energy:** Ambition is added by exploring the principles of nuclear fission and fusion. Pupils investigate the design and operation of nuclear reactors, the challenges of nuclear waste management, and the potential of fusion as a future energy source, engaging with current research and debates. **Simple Harmonic Motion:** Pupils delve into the mathematical modelling of oscillatory systems, such as pendulums and springs. They explore the applications of simple harmonic motion in engineering, seismology, and acoustics, enhancing their analytical skills through practical experiments and simulations. **Gases:** Ambition is fostered by studying the behaviour of gases under various conditions, including real gas deviations from ideal behaviour. Pupils investigate applications in meteorology, aerodynamics, and respiratory systems, conducting experiments to deepen their understanding of gas laws. **Thermal Physics:** Ambition is added by exploring advanced thermodynamic principles, including entropy, enthalpy, and the Carnot cycle. Pupils engage in detailed analyses of heat engines, refrigeration cycles, and the laws of thermodynamics, linking their knowledge to real-world energy systems.
Capacitors **Magnetic Fields** **Gravitational Fields** **Electric Fields**	**Year 13 Winter**	**Capacitors** "Capacitors: Technology and Trends" by G. Prakash and R. Jain	**Capacitors:** Pupils explore the principles and applications of capacitors in-depth, including energy storage, filtering, and signal processing. They design and conduct experiments to investigate capacitor

Electromagnetic Induction			behaviour in AC and DC circuits, enhancing their understanding of electronic components.
		Magnetic Fields "Introduction to Electrodynamics" by David J. Griffiths	**Magnetic Fields:** Ambition is fostered by examining the principles of electromagnetism and magnetic field interactions. Pupils investigate the applications of magnetic fields in electric motors, generators, and magnetic resonance imaging (MRI), conducting experiments to apply their theoretical knowledge.
		Gravitational Fields "Gravity from the Ground Up" by Bernard Schutz	**Gravitational Fields:** Ambition is added by exploring the principles of gravitational fields and their effects on celestial and terrestrial bodies. Pupils analyse orbital dynamics, gravitational waves, and the applications of gravitation in space exploration and geophysics, enhancing their understanding through complex problem-solving tasks.
		Electric Fields "Electricity and Magnetism" by Edward M. Purcell and David J. Morin	**Electric Fields:** Pupils delve into the principles of electric fields and their applications in various technologies. They investigate the behaviour of charged particles in electric fields, explore the design of capacitors and electric field sensors, and conduct experiments to apply their theoretical knowledge.
		Electromagnetic Induction "Electromagnetic Field Theory Fundamentals" by Bhag Singh Guru and Hüseyin R. Hiziroglu	**Electromagnetic Induction:** Ambition is fostered by exploring the principles of electromagnetic induction and its applications in power generation and transmission. Pupil's design and conduct experiments to investigate inductors, transformers, and the principles of electromagnetic waves, linking their knowledge to modern technologies.

How are pupils informally and formally assessed?	End of unit tests Assessment tasks, including Challenge Weeks End of year assessments Retrieval tasks Homework Verbal questioning Work in exercise books
Developing Independent and Home Learning Skills	All slides will be uploaded to Google Classroom before the lesson, as pre-reading is required for some topics due to complexity Flipped learning lessons Isaac physics and Seneca used for quizzes and HW.
Useful e-Learning Resources (e.g., web links)	**https://senecalearning.com/en-GB/** **https://www.physicsandmathstutor.com/** **https://isaacphysics.org/**

Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, calculator, protractor.
Enrichment activities	**TBC**
Careers curriculum	**TBC**
Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

A Level Politics - Year 12

SUBJECT: Politics	**HEAD OF DEPARTMENT:** Mr P. Chartorizhsky
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: EDEXCEL	**SPECIFICATION NO.** 9PL0
ENTRY REQUIREMENTS: Grade 5 in English.	

Pupils receive 9 lessons of Politics each fortnight.

The importance of Government and Politics in the curriculum: Pupils of Government and Politics learn to understand, analyse and evaluate power and relationships in society and how these are presented and interpreted within our media, both online and in more traditional areas, to affect decisions taken at a national level**.** It will help pupils to think about society in a new critical light and discuss topics worldwide and contemporary.

Government and Politics inspires pupils to develop Education with Character by preparing pupils to be the leaders and opinion-makers of tomorrow and to harness the ability to change lives and communities to our pupils' own leadership and control their destiny just a little bit more. Politics is about interaction and debate, information and interpretation.

Skills developed in Government and Politics: Studying Government & Politics not only develops transferable skills such as essay-writing and presenting an argument, but it can also foster increased political participation, active citizenship and a more fully- functioning democracy.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Component 1: Section A: Political Participation 1. Democracy and participation 2. Political parties 3. Electoral systems 4. Voting behaviour and the role of the media.	**Autumn**	Politics Review articles Taking Politics: History of Ideas Podcast: Today in focus Podcast: Politics weekly Podcast: Newscast Podcast: A Level Politics Show BBC News JStor Articles	Updates on politics from BBC news and dissection of recent British elections.
Component 2: Section A: UK Government 1. The constitution 2. Parliament 3. The Prime Minister and executive 4. The relationships between the government branches	**Spring**	Politics Review articles Taking Politics: History of Ideas Podcast: Today in focus Podcast: Politics weekly Podcast: Newscast Podcast: A Level Politics Show BBC News JStor Articles	Readings of political philosophers.
Component 1: Section B: Conservatism 2. Liberalism 3. Socialism Component 2 Section B: Core	**Summer**	Politics Review articles Taking Politics: History of Ideas Podcast: Today in focus Podcast: Politics weekly Podcast: Newscast Podcast: A Level Politics Show BBC News JStor Articles	Outside texts, programmes and fiction around multiculturalism.

Political Ideas			

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 2 hours in length. Throughout the course pupils will sit real exam questions at the end of each topic and these may include Challenge Weeks. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. Pupils will also have an exam style question which can be a combination of 12 and 30 markers. There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, Ted Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions. Pupils also have access to Pre-Chewed Politics where they can independently make notes and prepare for the next chapter.
Useful e-Learning Resources (e.g., web links)	**Edexcel Government and Politics website:** https://qualifications.pearson.com/en/qualifications/edexcel-A Levels/politics-2017.html **Pre Chewed Politics:** https://www.prechewedpolitics.co.uk/
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
Enrichment activities	Various educational visits; visit to parliament and a session at the National Archives.
Careers curriculum	Studying Government and Politics will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around them. It is an academic subject, well respected by universities, which may facilitate further study in areas such as Law, History, Philosophy and International Relations. Pupils learn skills for Politics based professions such as Political advisors, Journalists and Law, as essay writing is linked to an evidenced based judgement.
Head of Department and email contact	Mr P Chartorizhsky P.chartorizhsky@wansteadhigh.co.uk

A Level Politics - Year 13

SUBJECT: Politics	**HEAD OF DEPARTMENT:** Mr P. Chartorizhsky
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: EDEXCEL	**SPECIFICATION NO.** 9PL0
ENTRY REQUIREMENTS: Grade 5 in English.	

Pupils receive 10 lessons of Politics each fortnight.

The importance of Government and Politics in the curriculum: Pupils of Government and Politics learn to understand, analyse and evaluate power and relationships in society and how these are presented and interpreted within our media, both online and in more traditional areas, to affect decisions taken at a national level. It will help pupils to think about society in a new critical light and discuss topics worldwide and contemporary.

Government and Politics inspires pupils to develop Education with Character by preparing pupils to be the leaders and opinion-makers of tomorrow and to harness the ability to change lives and communities to our pupils' own leadership and control their destiny just a little bit more. Politics is about interaction and debate, information and interpretation.

Skills developed in Government and Politics: Studying Government & Politics not only develops transferable skills such as essay-writing and presenting an argument, but it can also foster increased political participation, active citizenship and a more fully- functioning democracy.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Comparative Politics: A Government and Politics of the USA: The US Constitution and federalism 2. US Congress 3. US presidency. US democracy and participation	Autumn	Politics Review articles Taking Politics: History of Ideas Podcast: Today in focus Podcast: Politics weekly Podcast: Newscast Podcast: A Level Politics Show BBC News JStor Articles	Links to UK and US politics; US election updates.
Comparative Politics: A Government and Politics of the USA 4. US Supreme Court and US civil rights 5	Spring	Politics Review articles Taking Politics: History of Ideas Podcast: Today in focus Podcast: Politics weekly Podcast: Newscast Podcast: A Level Politics Show BBC News JStor Articles	Links to UK and US politics; US election updates. History of US and British elections – links to A Level history.
Comparative Politics: A Government and Politics of the USA: Comparative theories Revision	Summer	Politics Review articles Taking Politics: History of Ideas Podcast: Today in focus Podcast: Politics weekly Podcast: Newscast Podcast: A Level Politics Show BBC News JStor Articles	Revision

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 2 hours in length. Throughout the course pupils will sit real exam questions at the end of each topic and these may include Challenge Weeks. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the

	actual content. Pupils will also have an exam style question which can be a combination of 12 and 30 markers. There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, Ted Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions. Pupils also have access to Pre-Chewed Politics where they can independently make notes and prepare for the next chapter.
Useful e-Learning Resources (e.g., web links)	Edexcel Government and Politics website: https://qualifications.pearson.com/en/qualifications/edexcel-A Levels/politics-2017.html Pre-Chewed Politics: https://www.prechewedpolitics.co.uk/
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
Enrichment activities	Various educational visits; visit to parliament and a session at the National Archives; visit to Hamilton.
Careers curriculum	Studying Government and Politics will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around them. It is an academic subject, well respected by universities, which may facilitate further study in areas such as Law, History, Philosophy and International Relations. Pupils learn skills for Politics based professions such as Political advisors, Journalists and Law, as essay writing is linked to an evidenced based judgement.
Head of Department and email contact	Mr P Chartorizhsky P.chartorizhsky@wansteadhigh.co.uk

A Level Psychology - Year 12

SUBJECT: Psychology	**HEAD OF DEPARTMENT:** Ms E. Christofides
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: AQA	**SPECIFICATION NO.** 7182
ENTRY REQUIREMENTS: Grade 6 in Biology (or 6 and 6 in Combined Science), Grade 5 in Maths and Grade 5 in English.	

Pupils receive 9 lessons of Psychology each fortnight.

The importance of Psychology in the curriculum:

Psychology is the scientific study of the mind and how it dictates and influences our behaviour, from communication and memory to thought and emotion. It's about understanding what makes people tick and how this understanding can help us address many of the problems and issues in our society today. It helps Pupils build on skills developed in the sciences and humanities and enable progression into a wide range of other subjects.

Psychology inspires pupils to develop Education with Character by:

Analysing human behaviour and developing a sophisticated and deeper understanding of how we as people change throughout our lives which doesn't only give us valuable knowledge, but it also makes us more sensitive and open to the problems of others and to their suffering or doubts also. It is an excellent subject for showing you the workings of the human brain, and making you aware of the range of conditions that individuals experience and opening your eyes to the world around us.

Skills developed in Psychology are: Transferable skills such as written communication, data analysis,

Critical analysis, research skills, independent thinking, and the ability to form an argument based on considered evidence. It will explore the fascinating human mind and expand your awareness of why we behave how we do.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Approaches to Psychology (Teacher 1) Topics will include: Origins of psychology: Wundt, introspection and the emergence of psychology as a science. The divisions of the nervous system	**September - October**	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Checklists are given to pupils as well as Booklets. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit. **Pupils will have access to the electronic textbook.**	**A Level Psychology uses a rich range of key concepts which correlate to different subjects,** pupils will be expected to develop their confidence in using these words appropriately. Pupils will be given wider reading and examples beyond the curriculum.
Social Influence (Teacher 2) Topics will include: Types of conformity: Conformity to social roles: Explanations for obedience: Social Change, Minority influence	**September - October**		
Research methods **(Teacher 1) Topics will include:** Experimental methods, Ethical issues and ways of dealing with them, Observational techniques, Types of Data, Statistical testing and correlations	**<u>Chunk 1</u>: October - December and <u>Chunk 2</u> Feb - April**		
Memory (Teacher 2) Topics will include: Coding, capacity and duration of memory, The multi- store model of memory, long term memory. Explanations of forgetting, factors affecting accuracy of eye witness testimony and how to improve accuracy	**October - January**		

Psychopathology (Teacher 1) Topics will include: Definitions of abnormality, Explanations and Treatments of OCD, Depression and Phobias	**January - March**		
Attachment (Teacher 2) Topics will include: Caregiver infant interactions, Animal studies of attachment, Bowlby's theory of maternal deprivation and influence of early attachment on later relationships.	**February - May**		
Consolidation of Content and revision /Mocks	**May - June**		

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 2 hours in length. Throughout the course pupils will sit real exam questions at the end of each topic and these may include Challenge Weeks. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. Pupils will also have an exam style question which can be a combination of extended writing or short end questions. There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, Ted Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions. Pupils also have access to the electronic textbook where they can independently make notes and prepare for the next chapter: Extended reading: AQA Psychology for A Level Year 1 and AS (Cara Flanagan), The complete companion pupil book Psychology A Level Year 1 and AS (Cardwell Cara Flanagan), Psychology Review, The Lucifer Effect by Phillip Zimbardo, The Social Animal by Elliot Aronson.
Useful e-Learning Resources (e.g., web links)	https://app.senecalearning.com/courses?Price=Free https://www.aqa.org.uk/subjects/psychology/as-and-A Level/psychology-7181-7182/assessment-resources
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, folders and file dividers.
Enrichment activities	Places to visit: Freud Museum, Science Museum Websites and lectures: http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil?language=en https://www.ted.com/talks/georgette_mulheir_the_tragedy_of_orphanages?language=en http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology?language=en http://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do?language=en http://www.ted.com/talks/helen_fisher_tells_us_why_we_love_cheat?language=en http://www.simplypsychology.org/A Level-psychology.html http://www.loopa.co.uk/ http://www.psychteacher.co.uk/social-influence/conformity-types.htm
Careers curriculum	Studying Psychology will help pupils to develop a wide variety of employability skills as well as developing an understanding of human behaviour and development. Careers may include: Psychologist, Psychotherapist, Social worker,

	Counsellor., Educational psychologist, Human resource manager, Teacher, Research roles and Forensic Psychologist.
Head of Department and email contact	Ms E Christofides e.christofides@wansteadhigh.co.uk

A Level Psychology - Year 13

SUBJECT: Psychology	**HEAD OF DEPARTMENT:** Ms E. Christofides
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: AQA	**SPECIFICATION NO.** 7182
ENTRY REQUIREMENTS: Grade 6 in Biology (or 6 and 6 in Combined Science), Grade 5 in Maths and Grade 5 in English.	

Pupils receive 10 lessons of Psychology each fortnight.

The importance of Psychology in the curriculum:

Psychology is the scientific study of the mind and how it dictates and influences our behaviour, from communication and memory to thought and emotion. It's about understanding what makes people tick and how this understanding can help us address many of the problems and issues in our society today. It helps Pupils build on skills developed in the sciences and humanities and enable progression into a wide range of other subjects.

Psychology inspires pupils to develop Education with Character by:

Analysing human behaviour and developing a sophisticated and deeper understanding of how we as people change throughout our lives which doesn't only give us valuable knowledge, but it also makes us more sensitive and open to the problems of others and to their suffering or doubts also. It is an excellent subject for showing you the workings of the human brain, and making you aware of the range of conditions that individuals experience and opening your eyes to the world around us.

Skills developed in Psychology are: Transferable skills such as written communication, data analysis, Critical analysis, research skills, independent thinking, and the ability to form an argument based on considered evidence. It will explore the fascinating human mind and expand your awareness of why we behave how we do.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Biopsychology (Teacher 1)	**September - October**	**Literacy focus** Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Checklists are given to pupils as well as Booklets. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit. **Pupils will have access to the**	**A Level Psychology uses a rich, range of key concepts which correlate to different subjects,** pupils will be expected to develop their confidence in using these words appropriately. Pupils will be given wider reading and examples beyond the curriculum.
Issues and Debates (Teacher 2) Topics will include: Gender and culture in psychology – universality and bias. Free will and determinism. The scientific emphasis on causal explanations. The nature-nurture debate, Holism and reductionism and Ethical implications of research studies and theory	**September - November**		
Research Methods **(Teacher 1)** **Topics will include:** Correlations, Case studies and content analysis, types of Validity, Probability and significance, Parametric tests of difference and tests of correlation	**Chunk 3 - October - December**		
Cognition and Development **(Teacher 2) Topics will include:** Piaget's theory of cognitive development/intellectual development, Vygotsky's theory of cognitive	**October - December**		

development, Baillargeon's explanation of infant abilities and Social Cognition		**electronic textbook.**	
Forensic Psychology (Teacher 1) Topics will include: Defining and measuring crime, offender profiling, biological explanations, psychological explanations, Dealing with offending behaviour.	**January - April**		
Stress (Teacher 2) **Topics will include:** Physiology of stress, The role of stress in illness, Sources of stress, measuring stress, Individual differences in stress, Managing and copying with stress, gender differences in copying with stress and the role of social support in copying with stress.	**January - April**		
Consolidation of Content and revision	**May -June**		

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 2 hours in length. Throughout the course pupils will sit real exam questions at the end of each topic and these may include Challenge Weeks. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. Pupils will also have an exam style question which can be a combination of extended writing or short end questions. There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, Ted Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions. Pupils also have access to the electronic textbook where they can independently make notes and prepare for the next chapter: Extended reading: AQA Psychology for A Level Year 1 and AS (Cara Flanagan), The complete companion pupil book Psychology A Level Year 1 and AS (Cardwell Cara Flanagan), Psychology Review, The Lucifer Effect by Phillip Zimbardo, The Social Animal by Elliot Aronson.
Useful e-Learning Resources (e.g., web links)	**https://app.senecalearning.com/courses?Price=Free** **https://www.aqa.org.uk/subjects/psychology/as-and-A Level/psychology-7181-7182/assessment-resources**
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, file dividers, folders.
Enrichment activities	Places to visit: Freud Museum, Science Museum Websites and lectures: http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil?language=en https://www.ted.com/talks/georgette_mulheir_the_tragedy_of_orphanages?language=en http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology?language=en http://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do?language=en http://www.ted.com/talks/helen_fisher_tells_us_why_we_love_cheat?language=en http://www.simplypsychology.org/A Level-psychology.html http://www.loopa.co.uk/

	http://www.psychteacher.co.uk/social-influence/conformity-types.htm
Careers curriculum	Studying Psychology will help pupils to develop a wide variety of employability skills as well as developing an understanding of human behaviour and development. Careers may include: Psychologist, Psychotherapist, Social worker, Counsellor, Educational psychologist, Human resource manager, Teacher, Research roles and Forensic Psychologist.
Head of Department and email contact	Ms E Christofides e.christofides@wansteadhigh.co.uk

A Level Religion and Philosophy - Year 12

SUBJECT: **SUBJECT:** Religious Studies (Philosophy of Religion, Religion and Ethics and Developments in Christian thought)	**HEAD OF DEPARTMENT:** Ms E. Christofides
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: OCR	**SPECIFICATION NO.** H573
ENTRY REQUIREMENTS: Grade 5 in Religious Studies if studied or 5 in English.	

Pupils will receive 9 lessons of Religion and Philosophy each fortnight.

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation - in which the increasing ability to ask pertinent questions is an important part. Reflection - being able to evaluate what has been learnt. Expression - being able to record and impart this knowledge. Empathising - the ability to understand and show consideration for the experiences of others. Application - where the skills acquired enable links and connections between religious traditions and worldviews to be made.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
	Term 1	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
	Term 2	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	

	Term 3	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	

How are pupils informally and formally assessed?	After each unit, pupils are assessed with a written exam. Pupils will be tested on current and prior learning. Assessments include Challenge Weeks.
Developing Independent and Home Learning Skills	Pupils have a Wider reading list. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning.
Useful e-Learning Resources (e.g., web links)	https://www.ocr.org.uk/qualifications/as-and-A Level/religious-studies-h173-h573-from-2016/ Additional revision material: Seneca Learning: https://app.senecalearning.com/courses?Price=Free&text=OCR+A+Level+Religious+studies+ Sample Paper 1 – Philosophy of religion: https://www.ocr.org.uk/Images/242924-unit-h573-01-philosophy-of-religion-sample-assessment-material.pdf Sample Paper 2 – Religion and ethics: https://www.ocr.org.uk/Images/242925-unit-h573-02-religion-and-ethics-sample-assessment-material.pdf
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, file dividers, folders.
Enrichment activities	Educational visits to places of worship and Interfaith Day
Careers curriculum	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: Law, Journalism, Teacher, politician, civil service, Police officers, priest and social worker. Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy**.**
Head of Department and email contact	Ms E Christofides e.christofides@wansteadhigh.co.uk

A Level Religion and Philosophy - Year 13

SUBJECT: **SUBJECT:** Religious Studies (Philosophy of Religion, Religion and Ethics and Developments in Christian thought)	**HEAD OF DEPARTMENT:** Ms E. Christofides
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: OCR	**SPECIFICATION NO.** H573
ENTRY REQUIREMENTS: Grade 5 in Religious Studies if studied or 5 in English.	

Pupils receive 10 lessons of Religion and Philosophy each fortnight.

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation - in which the increasing ability to ask pertinent questions is an important part. Reflection - being able to evaluate what has been learnt. Expression - being able to record and impart this knowledge. Empathising - the ability to understand and show consideration for the experiences of others. Application - where the skills acquired enable links and connections between religious traditions and worldviews to be made.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	What is taught
	Term 1	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
	Term 2	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	

	Term 3	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	

How are pupils informally and formally assessed?	After each unit, pupils are assessed with a written exam. Pupils will be tested on current and prior learning. Assessments include Challenge Weeks.
Developing Independent and Home Learning Skills	Pupils have a Wider reading list. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning.
Useful e-Learning Resources (e.g., web links)	https://www.ocr.org.uk/qualifications/as-and-A Level/religious-studies-h173-h573-from-2016/ Additional revision material: Seneca Learning: https://app.senecalearning.com/courses?Price=Free&text=OCR+A+Level+Religious+studies + Sample Paper 1 – Philosophy of religion: https://www.ocr.org.uk/Images/242924-unit-h573-01-philosophy-of-religion-sample-assessment-material.pdf Sample Paper 2 – Religion and ethics: https://www.ocr.org.uk/Images/242925-unit-h573-02-religion-and-ethics-sample-assessment-material.pdf
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, file dividers, folders.
Enrichment activities	Educational visits to places of worship and Interfaith Day.
Careers curriculum	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: Law, Journalism, Teacher, politician, civil service, Police officers, priest and social worker. Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy**.**
Head of Department and email contact	Ms E Christofides e.christofides@wansteadhigh.co.uk

AQA A Level Sociology - Year 12

SUBJECT: Sociology	**HEAD OF DEPARTMENT:** Ms E. Christofides
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: AQA	**SPECIFICATION NO.** 7192
ENTRY REQUIREMENTS: Grade 5 in Sociology if studied or a 5 in English	

Pupils receive 9 of lessons of Sociology each fortnight.

The importance of Sociology in the curriculum: It will help Pupils to think about society in a new and critical light and discuss topics worldwide and contemporary. It helps Pupils build on skills developed in the sciences and humanities and enable progression into a wide range of other subjects.

Sociology inspires pupils to develop Education with Character by: by questioning the status quo and developing a sophisticated understanding of the real issues that affect the society we live in. It is an excellent subject for showing you how society works and making you aware of the range of conditions that individuals within society experience and opening your eyes to the world around us.

Skills developed in Sociology are: transferable skills including how to *investigate facts and make judgements,* develop opinions and new ideas on social issues, analyse and better understand the social world and evaluate viewpoints objectively.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Introduction to Sociology: An overview of the sociological approaches and why is Sociology so important within the curriculum. Theoretical perspectives	**September**	Feminism, Marxism, Functionalism. New Right, Conflict, consensus, Postmodernism, Interactionism	
Education: The role and functions of the education system, differential educational achievement of social groups. Relationships and processes within schools, significance of educational policies, including policies privatisation, impact and experience of and the impact of globalisation on educational policy.	**September - January**	Too Poor for Posh School https://www.youtube.com/watch?v=MWYaoWPdUOI Excluded - Kicked out of School https://www.youtube.com/watch?v=FPztKwQ9OOY Poor Kids (BBC) impact of material deprivation https://www.youtube.com/watch?v=8BN7ml6b-e4 Additional, wider reading will be posted on a separate Google Classroom with links to key term glossaries and Personalised Learning Checklists	A Level Sociology uses a rich, range of key concepts which correlate to different subjects, pupils will be expected to develop their confidence in using these words appropriately. Pupils will be given wider reading and examples beyond the curriculum. Examples of Globalisation and Policy will be looked at comparing Finland, China and United Kingdom
Family and Households: The relationship of the family to the social structure and social change, changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course,	**September - June**	Poor Kids https://www.youtube.com/watch?v=UvoV8BnIbhM Mega families (Netflix) Modern Family	A Level Sociology uses a rich, range of key concepts which correlate to different subjects, pupils will be expected to develop their confidence

gender roles, domestic labour, the nature of childhood, and changes in the status of children, demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.		Additional, wider reading will be posted on a separate Google Classroom with links to key term glossaries and Personalised Learning Checklists	in using these words appropriately. Pupils will be given wider reading and examples beyond the curriculum. Topical debates/Discussion regarding Family that relates to contemporary society and relates to social media representations of Gender roles and position of women within the family. Synoptic links to Education and methods.

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 2 hours in length. Throughout the course pupils will sit real exam questions at the end of each topic. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. Pupils will also have an exam style question which can be a combination of extended writing or short end questions. There are also a range of different exam style questions pupils complete in class in timed conditions. Assessments include Challenge Weeks.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, Ted Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions. pupils also have access to the electronic textbook where they can independently make notes and prepare for the next chapter.
Useful e-Learning Resources (e.g., web links)	AQA sociology A Level website: https://www.aqa.org.uk/subjects/sociology/as-and-A Level/sociology-7191-7192/assessment-resources Tutor2u: https://www.tutor2u.net/sociology Tutor2u Revision: https://www.youtube.com/watch?v=FMLFXG5J3KE&list=PLp8BSCLLWBUCY_SBHEYgPBhiPNLnngJnD Quizlet: https://quizlet.com/146610420/sociology-A Level-education-flash-cards/
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, file dividers, folders.
Enrichment activities	Educational visit to Tower Bridge and The Clink Museum, Revision sessions after school.
Careers curriculum	Studying Sociology will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Discussion of Criminology and Law through the Crime and Deviance modules, visit to the Old Bailey will be implemented in the discussion of Law. Media elements within the Research method and Crime topic links to Journalism. Essay writing incorporates Law with making an evidenced based judgement. Within the Education lessons of Achievement links to careers such as teaching and government, public sector jobs.
Head of Department and email contact	Ms E Christofides e.christofides@wansteadhigh.co.uk

AQA A Level Sociology - Year 13

SUBJECT: Sociology	**HEAD OF DEPARTMENT:** Ms E. Christofides
QUALIFICATION: A-Level	**LENGTH:** 2 years (Year 12 & 13)
EXAM BOARD: AQA	**SPECIFICATION NO.** 7192
ENTRY REQUIREMENTS: Grade 5 in Sociology if studied or a 5 in English	

Pupils receive 9 lessons of Sociology each fortnight.

The importance of Sociology in the curriculum: It will help Pupils to think about society in a new and critical light and discuss topics worldwide and contemporary. It helps Pupils build on skills developed in the sciences and humanities and enable progression into a wide range of other subjects.

Sociology inspires pupils to develop Education with Character by: by questioning the status quo and developing a sophisticated understanding of the real issues that affect the society we live in. It is an excellent subject for showing you how society works and making you aware of the range of conditions that individuals within society experience and opening your eyes to the world around us.

Skills developed in Sociology are: transferable skills including how to *investigate facts and make judgements,* develop opinions and new ideas on social issues, analyse and better understand the social world and evaluate viewpoints objectively.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Introduction to Sociology: An overview of the sociological approaches and why is Sociology so important within the curriculum. Theoretical perspectives	**September**	Feminism, Marxism, Functionalism. New Right, Conflict, consensus, Postmodernism, Interactionism	
Education: The role and functions of the education system, differential educational achievement of social groups. Relationships and processes within schools, significance of educational policies, including policies privatisation, impact and experience of and the impact of globalisation on educational policy.	**September - January**	Too Poor for Posh School https://www.youtube.com/watch?v=MWYaoWPdUOI Excluded - Kicked out of School https://www.youtube.com/watch?v=FPztKwQ9OOY Poor Kids (BBC) impact of material deprivation https://www.youtube.com/watch?v=8BN7ml6b-e4 Additional, wider reading will be posted on a separate Google Classroom with links to key term glossaries and Personalised Learning Checklists.	A Level Sociology uses a rich, range of key concepts which correlate to different subjects, pupils will be expected to develop their confidence in using these words appropriately. Pupils will be given wider reading and examples beyond the curriculum. Examples of Globalisation and Policy will be looked at comparing Finland, China and United Kingdom.
Family and Households: The relationship of the family to the social structure and social change, changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course,	**September - June**	Poor Kids https://www.youtube.com/watch?v=UvoV8BnIbhM Mega families (Netflix) Modern Family	A Level Sociology uses a rich, range of key concepts which correlate to different subjects, pupils will be expected to develop their confidence

gender roles, domestic labour, the nature of childhood, and changes in the status of children, demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.		Additional, wider reading will be posted on a separate Google Classroom with links to key term glossaries and Personalised Learning Checklists.	in using these words appropriately. Pupils will be given wider reading and examples beyond the curriculum. Topical debates/Discussion regarding Family that relates to contemporary society and relates to social media representations of Gender roles and position of women within the family. Synoptic links to Education and methods.

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 2 hours in length. Throughout the course pupils will sit real exam questions at the end of each topic. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. Pupils will also have an exam style question which can be a combination of extended writing or short end questions. There are also a range of different exam style questions pupils complete in class in timed conditions. Assessments include Challenge Weeks.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, Ted Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions. pupils also have access to the electronic textbook where they can independently make notes and prepare for the next chapter.
Useful e-Learning Resources (e.g., web links)	AQA sociology A Level website: **https://www.aqa.org.uk/subjects/sociology/as-and-A Level/sociology-7191-7192/assessment-resources** Tutor2u: **https://www.tutor2u.net/sociology** Tutor2u Revision: **https://www.youtube.com/watch?v=FMLFXG5J3KE&list=PLp8BSCLLWBUCY_SBHEYgPBhiPNLnngJnD** Quizlet: **https://quizlet.com/146610420/sociology-A Level-education-flash-cards/**

Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, file dividers, folders.
Enrichment activities	Educational visit to Tower Bridge and Clink Museum, Revision sessions after school.
Careers curriculum	Studying Sociology will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Discussion of Criminology and Law through the Crime and Deviance modules, visit to the Old Bailey will be implemented in the discussion of Law. Media elements within the Research method and Crime topic links to Journalism. Essay writing incorporates Law with making an evidenced based judgement. Within the Education lessons of Achievement links to careers such as teaching and government, public sector jobs.

Head of Department and email contact	Ms E Christofides e.christofides@wansteadhigh.co.uk