



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Business Studies Applied		
Class and homework expectations			
Students should bring the following items to each lesson			
Folder including		Equipment/stationary	
<ul style="list-style-type: none"> • Assessment criteria • Assessment record sheet • Past papers pack • Revision pack • Specification checklist 		<ul style="list-style-type: none"> • USB • Calculator • Pens • Ruler • Pencil • Paper/exercise book 	
Scheme of Work			
Year 12		Year 13	
Unit 1: Financial planning and analysis (EXAM January)		Unit 4: Managing and leading people (EXAM)	
Unit 2: Business dynamics (COURSEWORK)		Unit 5: Developing a business proposal (COURSEWORK)	
Unit 3: Entrepreneurial opportunities (COURSEWORK/Open Book Exam May)		Unit 8: Marketing communications (COURSEWORK)	
Assessment Objectives			
AO1 – Knowledge, skills and understanding	AO2 – Application of knowledge, skills and understanding	AO3 – Research and analysis	AO4 – Evaluation
Assessment			
2 of the 3 units at AS are coursework and 2 of the 3 units at A2 are coursework (as shown above under 'scheme of work') Each unit has an equal weighting (i.e. it contributes the same amount towards the final grade)			
How to do well in the subject			
For coursework:			
<ul style="list-style-type: none"> • Attend all lessons and catch up with any work missed on Moodle and by seeing your teacher • Keep up with deadlines and be organised, ensure that tasks are being completed as they have been set • To achieve a distinction ensure you are researching into the task and organisation • Inform your teacher if you are struggling or falling behind • Use feedback to improve your work thoroughly and ask if you are unsure 			
For exams:			
<ul style="list-style-type: none"> • Keep your assessment record up to date and work on the feedback given by your teacher • Practicing past paper questions and the exam skills of analysis and evaluation is crucial • Learn all key terms • Use case studies and examples at all times – answers should always be in context • Use connectives to develop points in full • Set out clear point paragraphs in an organised structure • Use the it depends rule to develop your conclusions and evaluation 			
Support available			

- Student should arrange a time with their teacher outside of lessons if they need additional help, we are always available and keen to help.
- Revision classes will be scheduled in the run up to the exam

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework/coursework
- Talk to them about their learning and coursework
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

www.tutor2u.co.uk

www.businessstudiesonline.co.uk

www.aqa.co.uk

www.times100casestudies.co.uk



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Applied Science (BTEC Level 3)	
Class and homework expectations		
Students should bring the following items to each lesson:		
<ul style="list-style-type: none"> • equipment/stationery (scientific calculator, black/blue pen, green pen, highlighters, ruler, pencil, paper, textbook) • Any coursework notes, USB and have access to school email • Daily folder containing - <ul style="list-style-type: none"> – periodic table – personal learning checklists – all the class work, homework and notes for the units that they are currently working on with each teacher 		
Scheme of Work		
Year 12	Unit 1 – Principles and Applications of Science Unit 2 – Practical Scientific Procedures and Techniques	Year 13 Unit 3 – Science Investigation Skills Optional Unit– To be chosen from a selection of 9 topics as a year group
Assessment Objectives		
AO1 – Knowledge & Understanding Candidates should be able to: <ul style="list-style-type: none"> • Demonstrate knowledge of scientific facts, terms, definitions and scientific formulae (Command words: give, label, name, state)	AO2 – Application of knowledge & Understanding Candidates should be able to: <ul style="list-style-type: none"> • Demonstrate understanding of scientific concepts, procedures, processes and techniques and their application (Command words: calculate, compare, discuss, draw, explain, state, write)	AO3 – How Science Works Candidates should be able to: <ul style="list-style-type: none"> • Analyse, interpret and evaluate scientific information to make judgements and reach conclusions (Command words: calculate, comment, compare, complete, describe, discuss, explain, state)

Assessment

Year 12

Unit 1- Principles and Applications of Science: External examination set by Pearson (25% of overall grade)

This paper assesses the content learned from all three sciences (Biology, Chemistry and Physics) in three 40-minute exam papers. An overall grade of Pass, Merit or Distinction is awarded based on the overall mark out of 90.

- Paper 1 – Biology- 30 marks
- Paper 2 – Chemistry -30 marks
- Paper 3- Physics- 30 marks

Unit 2- Practical Scientific Procedures and Techniques: Internal coursework assessment (25% of overall grade)

This unit comprises of four internally assessed pieces of coursework which is assessed by the subject teacher. An overall grade of Pass, Merit or Distinction is awarded on successful completion of all four pieces.

Assignment A: Titrations and colorimetry

Assignment B: Cooling curves

Assignment C: Chromatography

Assignment D: Skills journal

Year 13

Unit 3-Science Investigation Skills (practical performed in school followed by an examination from Pearson) (33% of overall grade)

This assessment is based on practical planning and analysis skills obtained by the students from their coursework. They will perform a scientific practical based on a scenario given by the exam board. They will then use their results to complete an exam paper performed under strict supervision which will be assessed by the exam board.

Optional Unit (17% of overall grade)

This unit will be decided from a selection of nine different topics where students will specialise in a particular area of science and produce reports on various assignment criteria for that topic.

The assignments will be assessed internally by the subject teacher, and an overall grade of Pass, Merit or Distinction will be awarded based on the level of completion.

Any assignment/assessment that does not meet the Pass criteria will receive an Unclassified U grade.

In addition to the summative assessments listed above, students will take end of topic and progress tests at regular intervals.

How to do well in the subject at BTEC Level 3

- Attend all lessons and catch-up any work missed
- Keep folder organised and up to date
- Respond to the feedback provided by your teacher (feedback tasks and tests)
- Spend a minimum of 5 hours per week studying the three sciences. The time should be spent on:
 - Completing homework (on time)
 - Learning all key terms and definitions (use flashcards)
 - Practising key mathematical skills (e.g. the amount of substance section) regularly
 - Practising past examination questions
 - Using Seneca learning, textbooks and websites to support your studies
 - Keeping Personal Learning Checklists up to date and using them to inform revision

Support available

- Analysis of the January mock examinations will identify areas that require improvement – teachers will provide specific support materials/plan lessons to support the development of these areas
- Exam questions and model answers will be provided regularly
- Students should see their teacher for help if needed

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework and studying independently as described above
- Ensure that students meet the strict deadlines when submitting coursework
- Discuss with them any letters that you receive about their progress

Helpful websites or resources

www.pearson.co.uk

www.chemguide.co.uk

www.a-levelchemistry.co.uk

<https://www.senecalearning.com/>

Text books will be supplied by the school



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Art and Design	
Class and homework expectations		
Students should bring the following items to each lesson:		
A2 journal including <ul style="list-style-type: none"> • Assessment grid • Marking and feedback sheets • Assessment Objective checklist of tasks 		Equipment/stationary <ul style="list-style-type: none"> • Range of drawing pencils and Graphite Stick • Set of colouring pencils • Fine liner • Set of fine paintbrushes • Watercolours • Glue sticks
Scheme of Work		
<p>Year 12 – Component 1 (Coursework 60%) Autumn Term 1 - Artist links (2/3 artists) Jenny Saville, Colin Chillaj, Francis Bacon Assessed outcomes - Assessment Objective 1: artist research and interpretations. Assessment Objective 2: refinement of ideas/experimentation, relating to artist style. Assessment Objective 3: interpretation of the artist's style, application of material, skills and techniques</p> <p>Autumn Term 2 - Artist links (2/3 artists), Salvador Dali, Leonardo Da Vinci/ other Assessed outcomes: Assessment Objective 4: large scale painting- purposeful and meaningful, intentions in sketchbook (ideas of development are clear) – Mock Exam</p> <p>Spring Term 1 - INDEPENDENT ARTIST RESEACHED (PERSONAL PROJECT), 2/3 artists. Assessed outcomes - A01 artist research and interpretations. A02 refinement of ideas/experimentation, relating to artist style. A03 interpretation of the artist's style, application of material, skills and techniques.</p> <p>Spring Term 2 - Artist links INDEPENDENT ARTIST RESEACHED (PERSONAL PROJECT), 2/3. Assessed outcomes: AO4 large scale painting- purposeful and meaningful, intentions in sketchbook (ideas of development are clear) Introduce mixed media and the choice of materials that will best showcase the artist's style. Clay/Photoshop etc</p> <p>Summer Term 1 - Artists links: INDEPENDENT ARTIST RESEACHED (PERSONAL PROJECT) FMP.</p>	<p>Year 13 - Component 1 (Coursework 60%) – Finished in December (Year 13). Component 2 - Exam Paper – Externally Set (40%), Starts January, Year 13.</p> <p>Autumn Term 1 - INDEPENDENT ARTIST RESEACHED (PERSONAL PROJECT), 2/3 artists. Assessed outcomes - A01 artist research and interpretations. A02 refinement of ideas/experimentation, relating to artist style. A03 interpretation of the artist's style, application of material, skills and techniques.</p> <p>Autumn Term 2 - Artist links INDEPENDENT ARTIST RESEACHED (PERSONAL PROJECT), 2/3. Assessed outcomes: AO4 large scale painting- purposeful and meaningful, intentions in sketchbook (ideas of development are clear) Introduce mixed media and the choice of materials that will best showcase the artist's style. Clay/Photoshop etc (Mock).</p> <p>Spring Term 1 - INDEPENDENT ARTIST RESEACHED (PERSONAL PROJECT), 2/3 artists Exam Unit. Assessed outcomes - A01 artist research and interpretations. A02 refinement of ideas/experimentation, relating to artist style. A03 interpretation of the artist's style, application of material, skills and techniques.</p> <p>Spring Term 2 - Artist links INDEPENDENT ARTIST RESEACHED (PERSONAL PROJECT), 2/3. Assessed outcomes: AO4 large scale painting- purposeful and meaningful, intentions in sketchbook (ideas of development are clear). Introduce mixed media and the choice of materials that will best showcase the artist's style. Clay/Photoshop etc. Final Exam – 15 Hour Exam.</p>	

<p>Assessed outcomes: Assessed outcomes: A01 artist research and interpretations, A02 refinement of ideas/experimentation, relating to artist style. A03 interpretation of the artist's style, application of material, skills and techniques. Essay draft submission.</p> <p>Summer Term 2 – Artists links: INDEPENDENT ARTIST RESEARCHED (PERSONAL PROJECT)</p> <p>Assessed outcomes: A04 large scale painting/ media that has not been used before - purposeful and meaningful, intentions in sketchbook (ideas of development are clear). INTERNAL ASSESSMENT (MOCK): 10 hour (out of sketchbook outcome)</p>	<p>Summer Term 1 - Final Exam – 15 Hour Exam.</p>
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Assessment Objectives

AO1 – Artist research and idea development	AO2 – Experimentation and refinement	AO3 – Technical skill and Recording from sources	AO4 – Final outcomes
<p>Students must be able to research and discuss the work of artists and make links with their own art practice. They should also be able to show evidence of developing their own ideas in response to the theme set.</p>	<p>Students must be able to explore a range of media and processes for their work. This means they should show evidence of working with new skills and materials and refine their studies to show that they reviewing their progress.</p>	<p>Students must develop work which shows their technical skill across a range of mediums. They should also make sure that any research or recording from sources (drawings, photos...) is relevant to their theme and development of ideas.</p>	<p>Students should produce a final outcome in the timed period set for the AS/A2 course. The final piece should demonstrate links to work produced in their journal as well as showing their skill level. Large outcomes such as mock up pieces and timed task pieces will also be used to support the development of final outcomes.</p>

Assessment

Year 12 – Component 1 (Coursework 60%)

- Assessment Objective 1: Development of artist's analysis and style – 25%
- Assessment Objective 2: Refinement of ideas and experimentation – 25%
- Assessment Objective 3: Record, skills and techniques – 25%
- Assessment Objective 4: Personal and meaningful response led by investigations – 25%

Year 13 – Component 1 (Continued) – Finished in December (Year 13). Component 2 – Exam Paper – Externally Set (40%), Starts January, Year 13.

- Assessment Objective 1: Development of artist's analysis and style – 25%
- Assessment Objective 2: Refinement of ideas and experimentation – 25%
- Assessment Objective 3: Record, skills and techniques – 25%
- Assessment Objective 4: Personal and meaningful response led by investigations – 25%

How to do well in the subject at A Level

- Attend all lessons and catch up with any work missed by seeing your teacher.
- Use the feedback recorded on your KS5 tracker to address areas to develop from marking and feedback.
- Use the journal review sheets from tutorials to develop your art practice.
- Students must keep up to date with art exhibitions and visit galleries to apply theory to their art practice.
- Practice new skills and techniques to show development by refining studies.
- Student should use key terms to analyse their own work and that of others'.

Support available

- Intervention sessions based on target grades
- Journal support drop in sessions on Monday 3:30pm in S311
- A Level Booster sessions will be scheduled in the run up to the exam.

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date

- Check that they are doing homework
- Talk to them about ideas for their theme.
- Encourage them to talk through the development of their artwork by going through their journals and discussing how they have explored the theme with research and art work.
- Remind them about the support sessions available and encourage them to use the opportunity to improve their work.

Helpful websites or resources

www.studentartguide.com

www.pinterest.co.uk

www.edexcel.co.uk

www.juliastubbs.co.uk

<http://www.timeout.com/london> (to see which exhibitions are on)



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Biology	
Class and homework expectations		
Students should bring the following items to each lesson:		
<ul style="list-style-type: none"> • equipment/stationery (scientific calculator, black/blue pen, green pen, highlighters, ruler, pencil, paper, textbook) • Daily folder containing - <ul style="list-style-type: none"> – personal learning checklists – all the class work, homework and notes for the units that they are currently working on with each teacher 		
Scheme of Work		
Year 12	Year 13	
<ul style="list-style-type: none"> • Topic 1: Lifestyle, health and risk • Topic 2: Genes and health • Topic 3: Voice of the genome • Topic 4: Biodiversity and natural resources 	<ul style="list-style-type: none"> • Topic 5: On the wild side • Topic 6: Immunity, Infection and Forensics • Topic 7: Run for your life • Topic 8: Grey Matter • Pre-release handed out in March to study 	
Assessment Objectives		
AO1 – Content Demonstrates knowledge and understanding of scientific ideas, processes, techniques and procedures.	AO2 – Application Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: In a theoretical context, practical context and when handling data.	AO3 – Analysis Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: Make judgements and reach conclusions and develop and refine practical design and procedures.
Assessment		
Year 12 (UCAS Examinations, Year 12 Summer Term):		
<ul style="list-style-type: none"> • Paper 1 – 50% of the overall grade – 80 marks on topics 1 and 2 split over multiple-choice, short open, open-response, calculations and extended writing questions. The paper will include questions that target mathematical skills and questions that target the conceptual and theoretical understanding of experimental methods. • Paper 2 - 50% of the overall grade – 80 marks on topics 3 and 4 split over multiple-choice, short open, open-response, calculations and extended writing questions. The paper will include questions that target mathematical skills and questions that target the conceptual and theoretical understanding of experimental methods. 		

Year 13 (A-level examinations, Year 13 Summer Term):

- Paper 1 – The Natural Environment and Species survival 33.3% of overall A Level grade – 100 marks including multiple-choice, short open, open-response, calculations and extended writing questions on topics 1 to 6
- Paper 2 – Energy, Exercise and Co-ordination 33.3% of overall A Level grade – 100 marks including multiple-choice, short open, open-response, calculations and extended writing questions on topics 1 to 4, 7 and 8
- Paper 3 – General and practical applications in Biology 33.3% of overall A Level grade – 100 marks including questions on the pre-released scientific article that will underpin one section of the paper. The paper will include synoptic questions that may draw on two or more different topics.

Practical Endorsement – students will carry out 12 core practical activities during the two-year course, which will be written-up in a lab book and internally assessed. This will appear as a pass or fail on their A Level certificate.

In addition to the summative assessments listed above, students will take end of topic and progress tests at regular intervals.

How to do well in the subject at A Level

- Attend all lessons and catch-up any work missed using SNAB online and seeing your teacher
- Keep folder organised and up to date
- Respond to the feedback provided by your teacher (feedback tasks and tests)
- Spend a minimum of 5 hours per week studying biology. The time should be spent on:
 - Completing homework (on time)
 - Learning all key terms and definitions (use flashcards)
 - Practising key skills (numerical analysis, literacy and practical evaluation) regularly
 - Practising past examination questions
 - Using Seneca learning, textbooks and science articles (e.g. from New Scientist) to support your studies
- Keeping Personal Learning Checklists up to date and using them to inform revision
- Ensure that you attend all core practical lessons and review them before exams

Support available

- Year 12 students should use www.pearsonactivelearn.com for worksheets and resources for lessons
- Year 13 students should use www.snabonline.com for worksheets and resources for lessons
- A variety of resources can be found for students to use in the sixth form library and bought from student reception (SNAB textbooks and revision guides as well as BIOzone student booklets and answers)

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework and studying independently as described above
Discuss with them any letters that you receive about their progress

Helpful websites or resources

www.snabonline.com

www.pearsonactivelearn.com

<http://www.edexcel.com/quals/gce/gce08/biology/pages/default.aspx>

<http://www.biologymad.com/>

<http://www.biology-innovation.co.uk/>

<http://www.thealevelbiologist.co.uk/>

<https://www.senecalearning.com/>

AS SNAB revision guides and CGP revision books can be purchased from Student Reception



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Computer Science		
Class and homework expectations			
Students should bring the following items to each lesson			
Folder including <ul style="list-style-type: none"> Specification Lesson ppt files (electronic) Up to date notes 		Equipment <ul style="list-style-type: none"> Calculator Pens Ruler Pencil Lined paper Textbook 	
Scheme of Work			
Year 12 <u>Computing principles (01)</u> The characteristics of contemporary processors, input, output and storage devices. Software and software development. Programming. Data types, data structures and algorithms. Legal, moral ethical and cultural issues. <u>Algorithms and problems solving (02)</u> Elements of computational thinking. Problem solving and programming. Algorithms.		Year 13 <u>Computer systems (01)</u> The characteristics of contemporary processors, input, output and storage devices. Software and software development. Programming. Data types, data structures and algorithms. Legal, moral ethical and cultural issues. <u>Algorithms and programming (02)</u> Elements of computational thinking. Problem solving and programming. Algorithms. <u>Programming project (03)</u> The learner will choose a computing problem to work through according to the guidance in the specification. Analysis of the problem; Design of the solution; Developing the solution; Evaluation	
Assessment			
The course is assessed as follows: <ul style="list-style-type: none"> Computing principles (01) – 2hr 30mins written exam – 40% of total A Level Algorithms and problems solving (02) – 2hr 30mins written exam – 40% of total A Level Programming project (03) – non exam assessment – 20% of total A Level 			
How to do well in the subject at A Level			
<ul style="list-style-type: none"> Students should continually be writing functional programs using advanced techniques Students should attend all lessons and catch up with any work missed from the files on the network 			

- Students should make detailed notes on each chapter of their textbook
- Students should practice past paper questions and aim to improve exam skills
- Students should revise topics after each lesson
- Students should always create and use plans when answering long answer questions
- Students should set out clear point paragraphs in an organised structure

Support available

- Students are able to access the ICT suites any time after school by informing a member of staff in the department
- Drop in support during lunchtime and break at the ICT office
- Revision classes will be scheduled in the run up to the exam

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Ask to demonstrate which computer programs they have designed and coded
- Check that they are doing their homework
- Talk to them about technology advancements in different industries
- Encourage them to complete past paper questions to aid revision
- Encourage them to read online articles regarding technology such as wired.co.uk and t3.com

Helpful websites or resources

Stackoverflow.com

teach-ict.com

bbc.co.uk/news/technology

www.wired.co.uk

www.t3.com

OCR A Level Computer Science by George Rouse

My Revision Notes OCR A Level Computer Science by George Rouse and Jason Pitt



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject Drama			
Class and homework expectations			
<p>Students should bring the following items to each lesson:</p> <ul style="list-style-type: none"> • A journal that includes the Component Specification that they are working on. Or in the Autumn Term of Year 12, the class specification. • A Portfolio to keep notes during the class and pencils to create sketches or diagrams. 	<p>Students should wear clothes that they can work in comfortably and water to drink when needed.</p> <p>Students should be prepared to undertake about three hours of homework per week.</p>		
Scheme of Work			
<p>Year 12</p> <p style="text-align: center;">Autumn Term</p> <p>In the Autumn Term Drama students will broaden their performance skills and become familiar with the more advanced analysis and engagement needs to be successful at A Level. Year 12 are also involved in the performance for the annual Winter Party held at the school.</p> <p style="text-align: center;">Spring Term</p> <p>In January the students will embark on the first part of their final exam. Component 1 involves an extended group devised piece that is developed from two distinct stimuli. The first a piece from a performed text and the second the study of an outstanding theatre practitioner. The work is documented in the student Portfolio. Students are also required to take part in the annual Drayton Manor production.</p> <p style="text-align: center;">Summer Term</p> <p>This term will see the completion of Component 1 and preparation for Component 2 in Year 13.</p>	<p>Year 13</p> <p style="text-align: center;">Autumn Term</p> <p>Students will embark on Component 2 which is pure acting and involves the study of two different play texts in detail and a group performance and a solo or duologue performance.</p> <p style="text-align: center;">Spring Term</p> <p>Component 2 will be completed at the mid-point of the Spring Term. Followed by the study of two further play texts and a compulsory visit to a major theatre in preparation for Component 3.</p> <p style="text-align: center;">Summer Term</p> <p>Will conclude the learning and preparation of materials for the final written exam. There will also be exam practice for this, final exam which runs two hours and thirty minutes.</p>		
Assessment Objectives			
<p>AO1 Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice.</p>	<p>AO2 Apply theatrical skills to realise artistic intentions in live performance</p>	<p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p>	<p>AO4 Analyse and evaluate their own work and the work of others</p>
Assessment			

Component 1 - 40% of the final grade. Internally assessed and externally moderated.
Component 2 – 20% of the final grade. Examined by a visiting external examiner.
Component 3 – 40% of the final grade. Written examination.

How to do well in the subject at A Level

- Attend all lessons and catch up with any work missed by seeing your teacher.
- Reflect on and document your work both in class and at the end of the day. Explore ideas arising from this process to bring into the next class.
- Use the feedback recorded in all written work to improve the specific skills targeted.
- Use the feedback given during practical work to improve the specific skills targeted.
- Students must keep up to date with the theatre by reading reviews and going to see shows to absorb new skills and observe how skilled actors work.
- Practice new skills and take risks.
- Always use Drama specific vocabulary during practical work and in all written work.
- Ask for help and support as soon as you need it.

Support available

- Intervention sessions based on both target grades, and individual needs around a specific challenge, as required and tailored to the student's timetable. And of a duration needed to resolve the concerns.

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Talk to them about ideas and the challenges that they face
- During Component 1 and especially during Component 2 'run lines' with them to enable them to get 'off book' as swiftly as possible.
- If possible, join the class for the trip to the live theatre production, on the basis that two eyes are better than one and this also provides the opportunity to embed the experience in the student's mind through discussion.

Helpful websites or resources

www.edexcel.co.uk

In Component 1 students must do their own research, however they are encouraged to share resource information and document this in their Portfolios.

For Components 2 and 3 specific web sites will be identified depending on the scripts to be studied.

There are also a range of resources available from theatre company web sites.

Students are encouraged to visit the Lyric Hammersmith and the Bush Theatre web sites frequently as these theatres have a number of opportunities for young people to train and engage with theatre during the holidays or outside of school.



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Product Design		
Class and homework expectations			
Students should bring the following items to each lesson		AQA Textbook	Sketch Book
Folder including		Equipment/stationary	
<ul style="list-style-type: none"> • Assessment record sheet • Past papers pack • Revision pack • Specification checklist • Completed work/Evidence 		<ul style="list-style-type: none"> • Pens • Ruler • Pencil • Paper • Rubber/Sharpener • Memory Stick • Scientific Calculator 	
Scheme of Work			
Year 12		Year 13	
Students will work through theory and practical projects throughout the year to cover all assessment objectives. They will work in various mediums to allow students to gain a better understanding of materials finishes and limitations.		<ul style="list-style-type: none"> • Students will continue to work on the theoretical elements of the course as well as beginning their NEA. Students begin their NEA task based on a design brief and situation of their choice. They complete a design portfolio as well as an end outcome. 	
Assessment Objectives			
AO1: Identify, investigate and outline design possibilities to address needs and wants.	AO2: Design and make prototypes that are fit for purpose	AO3: Analyse and evaluate: <ul style="list-style-type: none"> • Design decisions and outcomes, including for prototypes made by themselves and others. • Wider issues in design and technology. 	AO4: Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> • Technical principles • Designing and making principles.
Assessment			
Paper 1 - Exam - Technical principles 2 hour 30 minutes written paper worth 80 marks (20% of A Level) Mixture of short answer and extended response			
Paper 2 - Exam - Designing and making principles 1 hour 30 minutes written paper worth 120 marks (30% of A Level) Mixture of short answer and extended response questions. Section A: Product Analysis: 30 marks Up to 6 short answer questions based on visual stimulus of product(s). Section B: Commercial manufacture: 50 marks Mixture of short and extended response questions			
NEA (Year 13) Practical application of technical principles, designing and making principles.			

60 hours of work worth 100 marks. (50% of A Level)

Should be a written (or electronic) design folder with a manufactured outcome. Candidates submit evidence of a simple, substantial designing and making activity.

How to do well in Year 12 and 13

- Attend all lessons and catch up with any work missed on SMHW and by seeing your teacher
- Keep your assessment record up to date and work on the feedback given by your teacher.
- Practicing past paper questions and the exam skills
- Students should know all key terms
- Use case studies and examples at all times – answers should always be in context
- Use connectives to develop points in full
- Ensure they are up to date with changes in design and industry.
- Practice with a range of different material types ensuring they know how to complete product to a high standard in a range of mediums.

Support available

- Revision classes will be scheduled in the run up to the exams.
- Can work independently with technician support in free periods.

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Talk to them about technology in the news
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

Websites:

www.aqa.co.uk

Revision books:

My Revision Notes: AQA A Level Design and Technology: Product Design

ISBN-10: 1510432299

Essential Maths Skills for AS/A Level Design and Technology

ISBN-10: 1510417060



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	A-Level Economics		
Class and homework expectations			
Students should bring the following items to each lesson			
Folder including		<ul style="list-style-type: none"> • Equipment/stationary • Calculator • Pens • Ruler • Pencil • Paper/exercise book 	
<ul style="list-style-type: none"> • Assessment folder & record sheet • Past papers pack • Revision pack • Specification checklist • Textbook 			
Scheme of Work			
Year 12		Year 13	
<u>A Level Paper 1</u>		<u>A Level Paper 1</u>	
The operation of markets and market failure (Microeconomics)		Markets and market failure (Microeconomics)	
<ul style="list-style-type: none"> • Economic methodology and the economic problem • Price determination in a competitive market • Production, costs and revenue • Competitive and concentrated markets • The market mechanism, market failure and government intervention in markets 		<ul style="list-style-type: none"> • Economic methodology and the economic problem • Individual economic decision making • Price determination in a competitive market • Production, costs and revenue • Perfect competition, imperfectly competitive markets and monopoly • The labour market • The distribution of income and wealth: poverty and inequality • The market mechanism, market failure and government intervention in markets 	
<u>A Level Paper 2</u>		<u>A Level Paper 2</u>	
The national economy in a global context (Macroeconomics)		The national and international economy (Macroeconomics)	
<ul style="list-style-type: none"> • The measurement of macroeconomic performance • How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts • Economic performance • Macroeconomic policy 		<ul style="list-style-type: none"> • The measurement of macroeconomic performance • How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts • Economic performance • Financial markets and monetary policy • Fiscal policy and supply-side policies • The international economy 	
		<u>A Level Paper 3: Economic principles and issues</u>	
		All content above will be assessed.	
Assessment Objectives			
AO1 – Content -	AO2 – Application	AO3 – Analysis	AO4 – Evaluation
<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the specified content. 	<ul style="list-style-type: none"> • Apply knowledge and understanding of the specified content to problems and 	<ul style="list-style-type: none"> • Analyse economic problems and issues • Students must develop points showing cause and 	<ul style="list-style-type: none"> • Evaluate economic arguments and evidence, making informed judgements

<ul style="list-style-type: none"> Define key terms, state advantages/disadvantages 	<p>issues arising from both familiar and unfamiliar situations</p> <ul style="list-style-type: none"> Use of diagrams, examples from real world and evidence from case study. 	<p>effect of the point made.</p> <ul style="list-style-type: none"> They should use connectives like 'because', 'therefore', 'which means that' 	<ul style="list-style-type: none"> Students must make their judgement by giving their own opinion and justifying it based on evidence from context Q/real world examples. They should state 'however it depend on...' to critique their viewpoint.
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Assessment

There is no coursework involved and therefore only assessed in three exams

- A- Level Paper 1 (Year 13) – 33.3% of overall A Level grade – Data response questions and essay questions
- A- Level Paper 2 (Year 13) – 33.3% of overall A Level grade – Data response questions and essay questions
- A- Level Paper 3 (Year 13) – 33.3% of overall A Level grade – Multiple choice questions and case study questions (This is the synoptic paper)

How to do well in the subject as A Level

- Attend all lessons and catch up with any work missed
- Keep your folders organised and up to date and work on the feedback given by your teacher
- Students must keep up to date with the news and be able to apply these examples to their answers
- Practicing past paper questions and the exam skills of analysis and evaluation is crucial
- Student should know all key terms
- Use economic theories and examples to justify points
- Use connectives to develop points in full
- Set our clear point paragraphs in an organised structure
- Use the it depends rule to develop your conclusions and evaluation
- When evaluating they should consider the following points; Is it effective? Is it equitable? Is it sustainable? What is the opportunity cost? Are there SR vs LR effects? Likelihood of Government Failure? The word "always" in Q.

Support available

- Teachers available after school in FM311/FM312
- Revision classes will be scheduled in the run up to the exam
- Tutor2u revision days (£20): a letter will be distributed in advance
- Use revision guides packs given to students in class
- Published revision guides can be purchased from Student Reception
- Watch and make notes on youtube clips from Econplusdal and Paj Holden

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework and additional revision
- Talk to them about relevant stories in the news about the UK economy and global economies
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

www.tutor2u.co.uk
www.youtube.com (Paj Holden and Econplusdal)
www.aqa.co.uk
www.economicshelp.com
 Podcasts eg Revise A Level Economics by Seneca



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject English Language/Literature				
Class and homework expectations				
Students should bring the following items to each lesson: set text(s) or anthology and linguistic and literary terminology sheets. Come to lesson prepared. Make sure you have done the necessary reading and that your homework has been completed.				
Scheme of Work				
<p>Component 1: Voices in Speech and Writing</p> <p>40% of the total qualification</p> <p>Students study:</p> <ul style="list-style-type: none"> - A variety of non-literary and digital texts in Voices in Speech and Writing: An Anthology. - Literary text: 'A Streetcar Named Desire' <p>Component 2: Varieties in Language and Literature</p> <p>40% of the total qualification</p> <p>Students study:</p> <ul style="list-style-type: none"> - 2 literary texts: 'The Great Gatsby' and 'Othello' - Unseen Non-Fiction based around the theme: Society and the Individual 	<p>Component 3: Coursework: Investigating and Creating Texts</p> <p>20% of the total qualification</p> <ul style="list-style-type: none"> - Internally assessed, externally moderated. - Students have to choose two texts relating to their chosen topic; one fiction and one non-fiction text. - The texts will be used to write their own Fiction and Non Fiction piece - They will need to write a commentary on their own writing. 			
Assessment Objectives				
<p>AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</p>	<p>AO2: Analyse ways in which meanings are shaped in texts</p>	<p>AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</p>	<p>AO4: Explore connections across texts, informed by linguistic and literary concepts and methods</p>	<p>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways</p>

Assessment	
<p>Component One Written examination, lasting 2 hours 30 minutes.</p> <ul style="list-style-type: none"> - Copies of the anthology must not be taken into the exam. The assessed anthology text will be provided in the source booklet. - Section A – compare a text from the Anthology with an unseen extract. (25 marks) - Section B – A Streetcar Named Desire - students will have an extract from the play to comment on as well as being expected to write about the play as a whole. (25 marks) <p>Component Two Written examination, lasting 2 hours 30 minutes.</p> <ul style="list-style-type: none"> - Open book – clean copies of the prescribed texts can be taken into the exam - Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (20 marks) - Section B – Prose Fiction and Other Genres: one comparative essay question on one prose fiction anchor text and one other text from a theme (30 marks) 	<p>Coursework Students will produce two assignments:</p> <ul style="list-style-type: none"> - Assignment 1 – two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing - Assignment 2 – one analytical commentary reflecting on their studied texts and the pieces of writing they have produced. - Total of 60 marks available – 36 marks for the original writing and 24 marks for the commentaries.

How to do well in Year 12 and 13

- Attend all lessons and make sure that all work is completed.
- Find out what text is going to be covered in each lesson and read it beforehand.
- Take an active part in lessons: join in discussion
- Read a range of fiction and non-fiction and keep a record of the different genres you have covered
- Spend time writing creatively around the anthology
- Be aware of the assessment objectives
- Practise past papers in timed conditions.
- Perfect essay writing techniques – be aware of the importance of coherent introductions and topic sentences which address the question and use appropriate terminology.
- BE INTERESTED IN READING
- Be aware of what is happening in the news and of wider issues in society.

Support available

- Teachers are available after school.
- One to one support is available with coursework
- Revision classes will be scheduled in the run up to the exam

How parents can help support

- Check that your son or daughter is up to date with homework.

- Check that their folder is organised.
- Encourage them to read.
- Encourage theatre and cinema visits.

Helpful websites or resources

www.edexcel.co.uk

Anthology Guide

[York Notes for 'Great Gatsby, 'Streetcar Named Desire' and 'Othello'](#)

[Reading newspaper articles online regularly.](#)



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	English Literature			
Class and homework expectations				
Students should bring the following items to each lesson: set text(s), folder and notes.				
Come to lesson prepared. Make sure you have done the necessary reading and that your homework has been completed.				
Scheme of Work				
Year 12		Coursework		
Component 1: Drama		20% of qualification		
30% of qualification		Students have a free choice of two texts to study.		
<ul style="list-style-type: none"> - Shakespeare play 'Othello' and one other drama, 'A Streetcar Named Desire' - Critical essays related to their selected Shakespeare play. Students' preparation is supported by Shakespeare: A Critical Anthology – Tragedy or Shakespeare: 		Chosen texts:		
		<ul style="list-style-type: none"> - must be different from those studied in Components 1, 2 and 3 - must be complete texts and may be linked by theme, movement, author or period - may be selected from poetry, drama, prose or literary non-fiction. 		
Component 2: Prose		Students produce one assignment - an extended comparative essay referring to two texts		
20% of qualification				
<ul style="list-style-type: none"> - Two prose texts based on the theme 'Women and Society'- 'Wuthering Heights' and 'A Thousand Splendid Suns' 				
Component 3: Poetry				
30% of qualification				
<ul style="list-style-type: none"> - a selection of post-2000 specified poetry from 'Poems of the Decade' - pre- -1900 Poetry by Christina Rossetti. 				
Assessment Objectives				
AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent,	AO2: Analyse ways in which meanings are shaped in literary texts	AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	AO4: Explore connections across literary texts	AO5: Explore literary texts informed by different interpretations

accurate written expression				
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Assessment

<p>Component 1: Drama</p> <ul style="list-style-type: none"> - Written examination, lasting 2 hours and 15 minutes. - Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology must not be taken into the examination - Total of 60 marks available – 35 marks for Section A and 25 marks for Section B. <p>Section A – Shakespeare: one essay question, incorporating ideas from wider critical reading Section B – Other Drama: A Streetcar Named Desire</p> <p>Component 2: Prose</p> <ul style="list-style-type: none"> - Written examination, lasting 1 hour. - Open book – clean copies of the prose texts can be taken into the examination. - Total of 40 marks available. - Students answer one comparative essay question from a choice of two on their studied theme. <p>Component 3</p> <ul style="list-style-type: none"> - Written examination, lasting 2 hours and 15 minutes. - Open book – clean copies of the poetry texts can be taken into the examination - Total of 60 marks available. <p>Section A – Poems of the Decade (30 marks) Section B – Christina Rossetti (30 marks)</p>	<p>Coursework</p> <p>Students produce one assignment - an extended comparative essay referring to two texts</p>
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How to do well in the subject at A Level

- Attend all lessons and make sure that all work is completed.
- Make sure all your texts are annotated
- Find out what text is going to be covered in each lesson and read it beforehand.
- Take an active part in lessons: join in discussion
- Be aware of the assessment objectives
- Practise past papers in timed conditions.
- Perfect essay writing techniques – be aware of the importance of coherent introductions and topic sentences which address the question and use appropriate terminology.
- BE INTERESTED IN READING – Read a range of poetry, prose and drama and keep a log of your wider reading.
- Look out for film and stage adaptations of your texts.

Support available

- Teachers are available after school.
- One to one support is available with coursework
- Revision classes will be scheduled in the run up to the exam

How parents can help support

- Check that your son or daughter is up to date with homework.
- Check that their folder is organised.
- Encourage them to read.
- Encourage theatre and cinema visits.

Helpful websites or resources

www.edexcel.co.uk

The Art of Poetry Volume 2 and 3 by Neil Bowen

York Notes for 'Wuthering Heights', 'A Thousand Splendid Suns', 'Streetcar Named Desire' and 'Othello'



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Geography	
Class and homework expectations		
Students should bring the following items to each lesson		
<ul style="list-style-type: none"> • Textbook • Folder with topic dividers • Specification checklist 	Equipment/stationary <ul style="list-style-type: none"> • Pens • Ruler • Pencil • Paper 	
Scheme of Work		
Year 12	Year 13	
<ul style="list-style-type: none"> • Dynamic Landscapes – <i>Tectonic Processes and Hazards</i> (NMR) and <i>Coastal Landscapes and Change</i> (JBG) • Dynamic Places – <i>Globalisation</i> (JBG) and <i>Regenerating Places</i> (NMR) 	<ul style="list-style-type: none"> • Physical Systems and Sustainability – <i>The Water Cycle and Water Insecurity</i> (VCH) and <i>The Carbon Cycle and Energy Security</i> (NMR) • Human Systems and Geopolitics – <i>Superpowers</i> (VCH) and <i>Migration, Identity and Sovereignty</i> (NMR) 	
Assessment Objectives		
<ul style="list-style-type: none"> • AO1 - Content Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales • AO2 – Application and Analysis Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues • AO3 – Skills and Evaluation Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions 		
Assessment		
Paper 1 Dynamic Landscapes and Physical Systems and Sustainability 2 hours 15 minutes – 105 marks - 30% of A level qualification <ul style="list-style-type: none"> ○ Tectonic Hazards and Processes ○ Coastal Landscapes and Change ○ The Water Cycle and Water Insecurity ○ The Carbon Cycle and Energy Security 		
Paper 2 Dynamic Places and Human Systems and Geopolitics 2 hour 15 minutes – 105 marks - 30% of A level qualification <ul style="list-style-type: none"> ○ Globalisation ○ Regenerating Places ○ Superpowers 		

- Migration, Identity and Sovereignty

Paper 3 Synoptic investigation of a contemporary geographical issue

2 hour 15 minutes – 70 marks - 20% of A level qualification

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding and will focus on three synoptic themes within the compulsory content areas:

- Players
- Attitudes and actions
- Futures and uncertainties.

The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Coursework Non-examination assessment - An Independent Investigation – 3000-4000 word report

70 marks – 20% of A level qualification

The student defines a question or issue for investigation, designs and collects fieldwork data and evidence independent analysis and evaluation of data, presentation of data findings and extended writing

How to do well in Year 12 and 13

- Attend all lessons and catch up with any work missed by accessing lessons on shared drive and speaking with your teacher
- Keep an organised and up to date folder
- Keep your assessment record up to date and work on the feedback given by your teacher
- Read more widely, for example The Geography Review, The Economist and The Guardian
- Keep up to date with current events by reading and watching the news to build up to date case studies
- Learn all key geographical terms by keeping a glossary for each topic
- Practice past paper exam questions in timed conditions
- Use case studies and examples at all times
- Use connectives to develop points in full
- Set out clear point paragraphs in an organised structure

Support available

- All members of the department are available before and after school for advice and guidance.
- Bring completed exam questions to go through with your teacher
- Revision classes will be scheduled close to the exams

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework to the best of their ability and they are meeting deadlines
- Encourage them to read and watch the news to keep up to date with current affairs
- Discuss current geographical issues with them
- Time them with their exam questions

Helpful websites or resources

'Geography for Edexcel A Level Revision Guide'

www.edexcel.com

www.economist.com

www.rgs.org

www.geographyinthenews.rgs.org

www.ted.com/talks

www.senecalearning.com



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Government and Politics	
Class and homework expectations		
Students will be expected to write at least one timed essay in class each week, and to have prepared thoroughly for this. Students will be expected to read up on topics in advance of the lessons so they can contribute to discussions.		
Scheme of Work		
Year 12	Year 13	
Unit 1: People and politics: September to January Unit 2: Governing the UK January to May	Unit 3: British Political Issues: September to January Unit 4: The politics of the EU: January to May	
Assessment Objectives		
<p>AO1 Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates. 50% 30% 40%</p> <p>AO2 Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied. 30% 50% 40%</p> <p>AO3 Construct and communicate coherent arguments making use of a range of appropriate political vocabulary. 20% 20% 20%</p>		
Assessment		
Year 12 (50%)	Year 13 (50%)	
<p>Paper 1 (25%) Written examination: 1 hour 20 minutes Students will be required to answer two structured questions from a choice of four. Each question will have a mark tariff of 5, 10 and 25 marks.</p> <p>Paper 2 (25%)</p>	<p>Paper 3 (25%) Written examination: 1 hour 30 minutes Students must take one topic. For each topic, students are required to answer three short answer questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three</p>	

<p>Written examination: 1 hour 20 minutes Students will be required to answer one stimulus-based question from a choice of two. These questions will be structured with a mark tariff of 5, 10 and 25 marks.</p>	<p>(45 marks).</p> <p>Paper 4 (25%) Written examination: 1 hour 30 minutes Students are required to answer three short answer questions from a choice of five (15 marks each). Students will then be required to answer one extended question from a choice of two (40 marks).</p>
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How to do well in the subject at A Level

Learn the factual detail accurately, and as do much essay writing in timed conditions as possible.
Prepare thoroughly for every lesson.
Ask if there are any things you do not understand.
Keep up with current political developments by following the news, and making notes on key issues.
Learn from the course booklets thoroughly and annotate carefully.

Support available

All members of the department are available before and after school for advice and guidance.

Revision classes will be held close to the exams.

How parents can help support

Check that the student has the coursework booklets, and that the booklets have been carefully annotated.

Helpful websites or resources

Check the Edexcel website carefully for course guidance, mark schemes and examiners' comments.
Department course guides.



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	History	
Class and homework expectations		
Students will be expected to write at least one timed essay in class each week, and to have prepared thoroughly for this. Students will be expected to read up on topics in advance of the lessons so they can contribute to discussions. Students will be expected to take responsibility for independent research while preparing for the extended coursework essay.		
Scheme of Work		
The course contains two main topics: Britain 1951 to 2007, and the USA 1865 to 1975. In addition, in Year 13 there will be an extended coursework essay which accounts for 20% of the final grade. Both exam units are worth 40%.		
Assessment Objectives		
1: Application of relevant knowledge 2: Evidence of analysis and evaluation 3: Analysis of source material in historical context		
Assessment		
Year 12 internal UCAS Exams – do not count towards A Level grade	Year 13 – A Level Exams	
Exam unit 1 USA: 50% of final mark Exam unit 2 Britain: 50% of final mark	Exam unit 1 USA: 40% of final mark Exam unit 2 Britain: 40% of final mark Coursework: 20% of final mark	
How to do well in the subject at A Level		
<ul style="list-style-type: none"> • Learn the factual detail accurately • Plan and write answers from past papers • Prepare thoroughly for every lesson • Learn the source and essay structures • Annotate the booklets • Ask if there are any things you do not understand • Complete additional reading 		
Support available		
All members of the department are available before and after school for advice and guidance Revision classes will be held close to the exams Each student will have a member of staff to support them with their coursework		
How parents can help support		

Check that the student has the coursework booklets, and that the booklets have been carefully annotated. It is advisable to buy copies of the relevant textbooks.

Helpful websites or resources

Check the AQA website carefully for coursework guidance, mark schemes and examiners' comments.
Relevant AQA texts, published by Oxford and Cambridge

Textbooks: 1K The making of a Superpower: USA, 1865-1975 and 2S The Making of Modern Britain, 1951-2007



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	German		
Class and homework expectations			
<ul style="list-style-type: none"> • 100% attendance, including at lessons with the German Language assistant • File divided into the topic areas, notepaper and equipment including textbook • Homework to be completed each lesson (5 per week) • Extra reading to deepen understanding of German and broaden the range of language 		<p>Homework will generally be given every lesson and may include grammar consolidation, reading to prepare for class, vocabulary learning, research, translation or other wider reading.</p> <p>Students are expected to arrive on time to all lessons and attend all lessons and any catch up lessons when possible.</p>	
Scheme of Work			
Year 12		Year 13	
<ul style="list-style-type: none"> • The changing state of the family • The digital world • German Youth culture: fashion, contemporary music, television • Festivals and Traditions in the German-speaking world • Art and Architecture • Cultural life in Berlin, past and present • Study of a film 		<ul style="list-style-type: none"> • Multiculturalism in modern German-speaking society: immigration and integration; racism • Germany and the European Union • Politics and youth political engagement • German re-unification and its consequences • Study of a novel • Individual Research Project (IRP) 	
Assessment Objectives			
AO1: Understand and respond <ul style="list-style-type: none"> • In speech to spoken language including face-to-face interaction • In writing to spoken language drawn from a variety of sources 	AO2: Understand and respond <ul style="list-style-type: none"> • In writing to spoken language drawn from a variety of sources • In writing to written language drawn from a variety of sources <p>Across AO1 and AO2, no more than 10% of total marks for the qualification may be used for responses in English, including translation into English</p>	AO3: <ul style="list-style-type: none"> • Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure 	AO4 <ul style="list-style-type: none"> • Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries/communities where the language is spoken
Assessment			
<p>In addition to regular assessments using specific aspects of an exam paper throughout the course (e.g. practice reading questions or parts of the oral exam), students of both AS and A2 German will have a full mock exam in January. Public exams take place in May/June and comprise:</p> <p>AS: Teacher conducted oral exam in May (60 marks 3% AS level). Listening, Reading, Writing exam (90 marks – 45% AS level) and a separate writing exam in late May (50 marks – 25% AS level)</p> <p>A Level: Teacher conducted oral exam in May (60 marks). Listening, Reading, Writing exam (100 marks) and a separate writing exam in late May (80 marks)</p>			
Unit	Title	Weighting	Assessment Type
1	Reading, Listening and Writing	50%	Exam
2	Writing	20%	Exam

3	Speaking	30%	Exam
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How to do well in the subject as AS and A2 Level

- Attend all lessons and catch up with any work missed on show my homework and by seeing your teacher.
- Ensure that you revise for all half termly topic exams, endeavouring to achieve at least your target grade.
- Spend time learning new vocabulary from class using online sources or making flashcards
- Listen to listening activities again after the lesson with the transcript
- Consolidate areas of grammar you find difficult either independently or with the German FLA
- Attend all sessions with the German FLA to practise speaking
- Research aspects of the topics that interest you (in English or in German) to widen your cultural knowledge. Show this in German in speaking and writing tasks.

Support available

- All AS and A level students have a small group (AS) or individual (A Level) session per week with a German Foreign Language Assistant
- Teachers can offer grammar support, ideas for further reading

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date.
- Check that they are doing homework.
- Discuss with them any letter you receive about opportunities provided both in and outside of school.

Helpful websites or resources

Reading, vocabulary and news:

www.quizlet.com or www.memrise.com for vocabulary learning

www.kerboodle.co.uk – A Level textbook online, including access to listening resources

<https://www.dw.com/en/learn-german/s-2469> Deutsche Welle - a wide range of articles, news at different levels, particularly - Langsam gesprochene Nachrichten (Slow news) – B2 Level

<https://www.jetzt.de/> - An online daily magazine aimed at young people and published by the *Süddeutsche Zeitung*.

<https://www.fluter.de/> - a German magazine aimed at 16-22 year olds

Listening

<http://lyricstraining.com> – Song lyrics in German and a good source of inspiration for the music topic

www.wdr.de/tv/neuneinhalb/aktuell/index.php5 (short news clips of around 9 ½ minutes aimed at children. Click on 'letzte' and you can look at all the topics available) www.tivi.de/fernsehen/logo/start/index.html (you can watch the latest logo! programmes. logo! is the German version of 'Newsround')

www.surrey.ac.uk/englishandlanguages/languages_study_area/information_for%20schools/listen_at_surrey/listen_to_german_at_surrey/ (a series of web information pages for advanced learners which gives practice in listening. Specially designed for AS students)

www.goethe.de/lrn/prj/gad/eue/deindex.htm (podcasts linked to many of the AS/A2 topics)

www.audio-lingua.eu/ (recordings by native speakers on all sorts of topics)

<http://www.multikultura.org.uk/german/german.php> (listening and reading exercises for AS and A2 on a range of topics)

Grammar

<http://coerll.utexas.edu/gg/gr/about.html> (online grammar reference and exercises linked to the imaginary world of Grimm Grammar)



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Latin
Class and homework expectations	
<ul style="list-style-type: none">• 100% attendance• File appropriately organised into distinct topic areas, with note paper provided• Homework to be completed for each lesson (up to 5 per week).• Space for further reading and extra work beyond the syllabus, including independent research on related topics	

Scheme of Work	
Year 12 Language: <ul style="list-style-type: none">- Revision of GCSE basics- Chs. 1-2 of <i>Latin Beyond GCSE</i>- Livy vocabulary and elements of Livian prose style- Introduction to verse translation and elements of Ovidian style Literature: <ul style="list-style-type: none">- Ovid <i>Amores 2</i>: a selection- Tacitus <i>Histories 1</i>: a selection <p>(NB: these are strictly speaking Year 13 texts; we are tackling the texts in reverse order due to combined classes)</p>	Year 13 Language: <ul style="list-style-type: none">- Chs. 3-4 of <i>Latin Beyond GCSE</i>- Further practice of Livian prose- Other prose authors for comprehension questions- Further practice of verse translation and elements of Ovidian style Literature: <ul style="list-style-type: none">- Virgil <i>Aeneid 11</i>: a selection- Cicero <i>Philippic 2</i>: a selection

Assessment Objectives

The exams will measure how students have achieved the following assessment objectives:

AO1: Demonstrate knowledge and understanding of the Latin language

This AO will be principally assessed through Papers 1 and 2 (Translation and Prose Comprehension/Composition)

AO2: Demonstrate knowledge and understanding of the literature studied

This AO will be principally assessed through Papers 3 and 4, and will centre on proving that you can read and understand the meaning of the literature through comprehension, translation and scansion questions

AO3: Critically analyse and respond to the literature studied

This AO will be principally assessed through Papers 3 and 4, and will centre on the 15 and 20 mark questions that comment upon or analyse the literature

Assessment

Year 12 students will be assessed at three points throughout the academic year:

- 1) A short autumn assessment testing both prose translation and verse literature
- 2) A mid-year exam, with a paper on prose translation and on verse literature in the style of the exam (each worth 50%)
- 3) UCAS exams, with a paper on prose **and** verse translation, verse literature and prose literature in exam style (each worth 33%)

In Year 13, the cycle of assessment will consist of:

- 1) A short autumn assessment testing both prose translation and verse literature
- 2) A mid-year exam testing all four papers in the style of the exam: prose and verse translation (33%) prose comprehension (17%) Year 12 literature (25%) and Year 13 literature (25%)

How to do well in Latin at A Level

Latin A Level is certainly challenging, but there are a number of things you can do to approach the subject effectively:

- Ask questions! The class is small and there are plenty of opportunities for me to clarify a topic, point of grammar or translation
- Keep on top of vocabulary: the A Level section of our Quizlet site contains a number of useful words and phrases that will recur throughout the A Level course
- Use your feedback sheets effectively by referring to them each time you are about to do a new assessment
- There are a number of cheaply available books online that can be used for revision practice: copies of Ashley Carter's *Latin Unseens for A Level* can be found on Amazon for only a penny (plus postage)!
- Read extensively - there's so much available online for free to read
- Use online support with care - Perseus and online translations can be a great tool to help you out of a stuck spot, but unless you use these resources to help you understand how that translation arose then they're not helping you; they're masking what you don't know

Support available

- TFO is always available to deal with any concerns or questions should any arise
- Feedback sheets are the first place to go for advice to see what improvements you have to make
- Use your textbooks and commentaries effectively; know where the information you require might be found
- C109 has a number of resources for extension, such as books to do with classical civilisation or English translations of texts. Pick one out and read one!

How parents can help support

- Check students are doing their homework and spending adequate time on it
- Ensure students are organised and that their files are neatly kept
- Get in touch with TFO if you have any questions or concerns
- Visit many of the Roman or classical sites available in London alone - the British Museum and the Museum of London have excellent Roman artefacts as part of their permanent collection, and they're free!

Helpful websites, books or resources

For access to texts:

www.perseus.tufts.edu/hopper

For grammar support:

www.youtube.com/latintutorial (videos on grammatical topics)

<http://www.jowillmott.co.uk/teaching/grammarnoteslatin.php> (good grammar notes from a Cambridge classicist)

<http://dcc.dickinson.edu/grammar/latin/alphabet> (digital version of the old Allen & Greenough Latin grammar)

For other support:

www.aeneid.co (Subscription service, contains all of the Aeneid)

www.hexameter.co (Allows you to practise scansion of hexameters for free)

Books available to order or to borrow:

Translations of our set texts:

- Virgil - *Aeneid* (any translation)
- Ovid - *The Love Poems* (Oxford World Classics)
- Tacitus - *The Histories* (Penguin Classics)
- Cicero - *Selected Works* (Penguin Classics - contains Philippic 2)

Textbooks:

- Ovid Unseens - Mathew Owen
- Prose Unseens for Latin A Level - Mathew Owen
- Latin Unseens for A Level - Ashley Carter



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Mathematics	
Class and homework expectations		
<p>Students should bring the following items to each lesson:</p> <ul style="list-style-type: none"> • Homework from previous lesson • Textbook • Scientific Calculator • Pens • Ruler • Pencil • Paper/exercise book 	<p>Homework will generally be given every lesson with the expectation that at least 3 hours of private study each week should go towards this homework and general revision of all topics that have been covered. Topics will get assessed throughout the year though these homeworks and regular half termly assessments. It is expected that all students regularly achieve above and beyond their target grades.</p> <p>Students are expected to arrive on time to all lessons and attend all lessons and any catch up lessons when possible.</p>	
Scheme of Work		
<p>Year 12 You will have a pure mathematics teacher who teaches you 3 times a week, a stats teacher who teaches one hour a week and a mechanics teacher who teaches for one hour a week.</p> <p>The contents of the year 1 course can be found by looking at both the year 1 pure book and the year 1 applied books both of which can be found at the following website www.pearsonactivelearn.com. Each student has their own individual login for this.</p>	<p>Year 13 Year 13 builds on the maths learnt in year 12 and has the same teaching structure as laid out adjacent.</p> <p>The contents of the year 2 course can be found by looking at both the year 2 pure book and the year 2 applied books both of which can be found at the following website www.pearsonactivelearn.com.</p>	
Assessment Objectives		
<p>Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • select and correctly carry out routine procedures; and • accurately recall facts, terminology and definitions 	<p>Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • construct rigorous mathematical arguments (including proofs) • make deductions and inferences • assess the validity of mathematical arguments • explain their reasoning; and • use mathematical language and notation correctly. 	<p>Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> • translate problems in mathematical and non-mathematical contexts into mathematical processes • interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations • translate situations in context into mathematical models • use mathematical models; and • evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to refine them.
Assessment		
<p>There is no coursework involved and you are therefore only assessed in three exams at the end of the two years. Two of these exams assess pure content and the other assesses applied mathematics. This applied exam is in two sections half on statistics and half on mechanics.</p> <p>As well as these external exams you will also be assessed half termly on both your Core Mathematics and your Applied maths by your classroom teachers. These assessments must be treated like the final exams and should be used to ensure that you have a complete understanding of the work covered.</p>		

How to do well in the subject as A Level

- Attend all lessons and catch up with any work missed on show my homework and by seeing your teacher.
- Ensure that you revise for all half termly topic exams, endeavouring to achieve at least your target grade.
- Use the Mathematics Department to its fullest effect by seeking help from your class teacher or any other maths teacher in your free time.
- Practicing past paper questions and the exam skills required to complete the exams in the time limit given.

Support available

- The Mathematics Department offers catch up classes by invitation for those students underachieving in half termly assessments.
- The Mathematics Department is always on hand for help before, during and after school.
- For those students wishing to study Mathematics or related subjects the Mathematics Department run a STEP Mathematics class preparing students for any extra Mathematics exams. Many of the top universities require this knowledge for entry onto certain based courses (includes Mathematics, Physics, Engineering, Computer Science).

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date.
- Check that they are doing homework.
- Discuss with them any letter you receive about opportunities provided both in and outside of school.

Helpful websites or resources

www.pearsonactivelearn.com

www.mathspapers.co.uk/edexcel.html

www.examsolutions.net

www.maths-revision.net/alevel/

www.s-cool.co.uk/a-level/maths

www.revisionworld.com/a2-level-level-revision/maths

www.schoolworkout.co.uk/a_level.htm

www.mathscentre.ac.uk

www.mrbartonmaths.com/alevel.htm

www.physicsandmathstutor.com



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Media Studies	
Class and homework expectations		
<p>Students should bring the following items to each lesson</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Folder including:</p> <ul style="list-style-type: none"> • Assessment record sheet • Specification checklist • Student handbook • Assessment criteria </div> <div style="width: 45%;"> <p>Equipment/stationary:</p> <ul style="list-style-type: none"> • Pens • Pencil • Paper/exercise book • Level • Dividers • USB </div> </div>		
Scheme of Work		
<p>Year 12 Students will work through theory and practical projects throughout the year to cover all assessment objectives and prepare for components 1-3. They will work in various mediums to allow students to gain a better understanding of key concepts and areas of development.</p>	<p>Year 13 Students will continue to work on the theoretical elements of the course as well as beginning their NEA for component 3.</p> <p>Once the NEA has been submitted at the end of the Autumn term, students will work on revision.</p>	
Assessment Objectives		
<p>AO1 Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • The key concepts and critical perspectives of media • Contexts of media and their influence on media products and processes 	<p>AO2 Apply knowledge and understanding of the key concepts of media studies to:</p> <ul style="list-style-type: none"> • Analyse media products, and at A2, in relation to their contexts, using critical perspectives as appropriate • Evaluate their own practical work. 	<p>AO3 Research, develop and create media products for an intended audience</p> <ul style="list-style-type: none"> • Applying knowledge and understanding of key concepts of media studies.
Assessment		
<p>Unit 1: Component 1: Media Products, Industries and Audiences (35% Exam) Unit 2: Component 2: Media Forms and Products in Depth (35% Exam) Unit 3: Component 3: Cross-Media Production (30% NEA)</p>		
How to do well in Year 12 and 13		
<ul style="list-style-type: none"> • Attend all lessons and catch up with any work missed by seeing your teacher • Keep your assessment record up to date and work on the feedback given by your teacher • Students must keep up to date with the news and case studies applying to media • Practicing past paper questions and applying to your own researched case studies is essential • Student should know all key terms • Use key terminology and create a glossary of key terms as you go 		
Support available		
<ul style="list-style-type: none"> • Revision session scheduled in the lead up to exams for students requiring extra support • Revision books to be provided to all students 		
How parents can help support		

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Encourage them to watch a range of media and think about the representation and audiences of each text e.g. newspaper, current affairs, films, television programmes, magazines, websites, radio broadcasts
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

Revision Guides for the WJEC course are provided to each student.

Newspapers and current affairs programs provide students with a range of relevant case studies

Useful websites for Media Studies:

<http://www.wjec.co.uk/qualifications/media-studies/>

www.youtube.com

www.imdb.com

<http://www.newseum.org/todaysfrontpages/>

<http://www.britishpathe.com/>

http://mediaknowall.com/as_alevel/alevel.php

www.asa.org.uk

www.bbfc.co.uk

www.ofcom.org.uk

www.pcc.org.uk



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	French
Class and homework expectations	
100% attendance, including at the lessons with the French Language Assistant. File divided into the topic areas, notepaper, and equipment. Homework to be completed for each lesson (5 per week) Extra research and reading to deepen understanding of French and to broaden the range of language.	

Assessment Objectives

The exams will measure how students have achieved the following assessment objectives.

AO1: Understand and respond:

- in speech to spoken language including face-to-face interaction
- in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond:

- in speech to written language drawn from a variety of sources
- in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

Assessment

In addition to regular assessments using specific aspects of an exam paper throughout the course (e.g.: practice reading questions or parts of the oral exam), students of both AS and A2 French will have a full mock exam in January.

Public exams take place in May/June and comprise:

AS French: Teacher-conducted oral exam in May (60 marks – 3% of AS Level). Listening, Reading, Writing exam (90 marks – 45% of AS Level) and a separate writing exam in late May (50 marks – 25% of AS Level)

A Level French: Teacher-conducted oral exam in May (60 marks). Listening, Reading, Writing exam (100 marks) and a separate writing exam in late May (80 marks)

Scheme of Work

Year 12

3 main topic areas:

- 1) Aspects of French-speaking society: current trends: The changing family; the cyber-society; the role of voluntary work.
- 2) Artistic culture in the French-speaking world: A culture proud of its heritage; contemporary French music; cinema (the 7th art)
- 3) Cultural dossier – the study of a film. For this year, it is “La Haine” by Mathieu Kassovitz.

Year 13

4 main topic areas:

- 1) Aspects of French-speaking society – current issue: Positive aspects of a diverse society; what life in France for the marginalised? how are criminals treated?
 - 2) Aspects of political life in the French-speaking world: Adolescents – the right to vote & political engagement; demonstrations and strikes – who has the power? politics and immigration.
 - 3) Year 12 themes re-visited and broadened.
- PLUS
- 4) Study of a novel and further work on the film studied in year 12.
- Additionally, students undertake an individual research project which forms part of their preparation for the speaking exam.

How to do well in the subject at A Level

In addition to attending all lessons and French Language Assistant sessions, students who succeed well at French A Level usually undertake most of the following:

- Extra reading to maintain awareness of the language and to extend repertoire of vocabulary and grammar.
- Volunteering as an assistant in classes lower down the school.
- Listening to and watching French online as often as possible.
- Making revision posters and using space at home to make living displays so that language is as visible as possible.
- Aiming to speak French 100% of the time in class.
- Having an enquiring mind and the willingness to research things which may be more challenging, such as grammar.
- Being organised with class and homework.
- Feeling unafraid of making mistakes.
- Seeking partners in France to exchange with (even if just by emailing each other) to gain further practice in the language.

Support available

- Teachers and the French Language Assistant will give support and advice in each lesson.
- Starting after the mock exams, intervention lessons will be offered to ensure success at target grade as much as possible.
- Trips and visits both overseas and in London to conferences where experts provide further advice and resources.

How parents can help support

- Encourage your son/daughter to teach you some French.
- Check they do their homework and that they are carrying out remedial work on homework to act on the teacher's advice and feedback.
- Encourage them to read, watch and listen to French using the internet, newspapers or French friends/family!
- Ensure they are organised with their filing of work.
- If possible, allow them to take part in any trip/visit being offered.

Helpful websites or resources

www.tf1.fr

www.fr2.fr

www.yahoo.fr

www.bfmtv.com

www.lefigaro.fr

www.presseocean.fr

www.francaisfacile.com

The above are websites on which news and news clips can be accessed easily.

Additionally, many of these also have apps which can be downloaded and accessed via a smartphone.

Audio lingua – this is a website containing sound files which can be downloaded. These are recordings by young French people on topics relevant to French A Level.

www.languagesonline.org.uk – a useful revision website to catch up on grammar with online activities to self-assess.

Additionally, access will be given to Kerboodle, the online support website for the course we follow and which contains all the listening tasks as well as extra online activities which can be used to further understanding and which give immediate feedback. They can be done repeatedly until you feel your confidence and knowledge have improved.



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Spanish	
Class and homework expectations		
<p>100% attendance, including at the lessons with the Spanish Language Assistant.</p> <p>File divided into the topic areas, notepaper, and equipment.</p> <p>Homework to be completed for each lesson (5 per week)</p> <p>Extra research and reading to deepen understanding of Spanish and to broaden the range of language.</p>		
Scheme of Work		
Year 12	<p>2 main topic areas:</p> <p>Aspects of Hispanic society: Current Trends</p> <ul style="list-style-type: none"> - Traditional and modern values - Cyberspace and technology - Sexual equality <p>Artistic culture in the Hispanic world</p> <ul style="list-style-type: none"> - The influence of celebrity idols - Regional identity in Spain - Cultural Heritage <p>1 Film study</p> <ul style="list-style-type: none"> - Volver by Pedro Almodóvar 	Year 13
		<p>2 main topic areas:</p> <p>Multiculturalism in Hispanic society</p> <ul style="list-style-type: none"> - Immigration - Racism - Integration <p>Aspects of political life in the Hispanic world</p> <ul style="list-style-type: none"> - Today's youth, tomorrow's citizens - Monarchies and dictatorships - Popular movements <p>1 Literature text</p> <ul style="list-style-type: none"> - La casa de Bernarda Alba by Federico García Lorca
Assessment Objectives		
<p>The learning and teaching of A Level Spanish should encourage candidates to:</p> <ul style="list-style-type: none"> • develop an interest in, and enthusiasm for, language learning • develop understanding of the language in a variety of contexts and genres • communicate confidently, clearly and effectively in the language for a range of purposes • develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken • consider their study of the language in a broader context. <p>AS and A level specifications in Spanish should enable students to:</p> <ul style="list-style-type: none"> • derive enjoyment and benefit from language learning • acquire knowledge, skills and understanding for practical use, further study and/or employment • communicate with speakers of the language • take their place in a multilingual global society. <p>AS and A level specifications should also:</p> <ul style="list-style-type: none"> • provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject. <p>In addition, A level specifications in Spanish should:</p> <ul style="list-style-type: none"> • provide a sufficient basis for the further study of languages at degree level or equivalent. <p>The Assessment Objectives are common to AS and A Level:</p> <p>The assessment units will assess the following Assessment Objectives in the context of content and skills:</p> <p>AO1 Understand and respond, in speech and writing, to spoken language.</p> <p>AO2 Understand and respond, in speech and writing, to written language.</p> <p>AO3 Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.</p> <p>Quality of Written Communication</p> <p>In GCE specifications which require candidates to produce written material in English, candidates must:</p>		

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Assessment

In addition to regular assessments using specific aspects of an exam paper throughout the course (e.g.: practice reading questions or parts of the oral exam), students of both AS and A2 Spanish will have a full mock exam in January.

Public exams take place in May/June and comprise:

AS Spanish: Internally-conducted oral exam in May (30% of AS). Listening, Reading, Writing exam (45% of AS). Writing exam (25% of AS).

A2 Spanish: Internally-conducted oral exam in May (30% of A2). Listening, Reading, Writing exam (50% of A2). Writing exam (20% of A2)

How to do well in the subject at A Level

In addition to attending all lessons and Spanish Language Assistant sessions, students who succeed well at Spanish A Level usually undertake most of the following:

- Extra reading to maintain awareness of the language and to extend repertoire of vocabulary and grammar.
- Volunteering as an assistant in classes lower down the school.
- Listening to and watching Spanish online as often as possible.
- Making revision posters and using space at home to make living displays so that language is as visible as possible.
- Aiming to speak Spanish 100% of the time with the Spanish Language Assistant.
- Having an enquiring mind and the willingness to research things which may be more challenging, such as grammar.
- Being organised with class and homework.
- Feeling unafraid of making mistakes.
- Seeking partners in Spain to exchange with (even if just by emailing each other) to gain further practice in the language.

Support available

- Teachers and the Spanish Language Assistant will give support and advice in each lesson.
- Starting after the mock exams, intervention lessons will be offered to ensure success at target grade as much as possible.
- Trips and visits both overseas and in London to conferences where experts provide further advice and resources.

How parents can help support

- Encourage your son/daughter to teach you some Spanish.
- Check they do their homework and that they are carrying out remedial work on homework to act on the teacher's advice and feedback.
- Encourage them to read, watch and listen to Spanish using the internet, newspapers or Spanish friends/family!
- Ensure they are organised with their filing of work.
- If possible, allow them to take part in any trip/visit being offered.

Helpful websites or resources

www.elpais.com

www.elmundo.es

www.bbcmundo.com

www.yahoo.es

The above are websites on which news and news clips can be accessed easily.

www.audio-lingua.eu

Audio lingua – this is a website containing sound files which can be downloaded. These are recordings by young Spanish people on topics relevant to Spanish A Level.

www.languagesonline.org.uk – a useful revision website to catch up on grammar with online activities to self-assess.

Additionally, access will be given to Kerboodle, the online support website for the course we follow and which contains all the listening tasks as well as extra online activities which can be used to further understanding and which give immediate feedback. They can be done repeatedly until you feel your confidence and knowledge have improve



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Music		
Class and homework expectations			
Students should bring the following items to each lesson			
Folder including		Equipment/stationary	
<ul style="list-style-type: none"> • Theory Booklet (if required) • Composition Planner(s) • Coursework Mark Schemes • Relevant set work booklet • Specification checklist • Recording of their performance (alternate Mondays) 		<ul style="list-style-type: none"> • Pens • Ruler • Pencil • Rubber • Paper (lined and manuscript) • USB 	
Scheme of Work			
Year 12		Year 13	
<ul style="list-style-type: none"> • Unit 1 –Performing (coursework) <ul style="list-style-type: none"> ○ Prepare for 2 mini recitals across the year • Unit 2 – Composition (coursework) <ul style="list-style-type: none"> ○ Short skill development compositions assessed throughout the year ○ Practice compositional skills tasks • Unit 3 – Appraising <ul style="list-style-type: none"> ○ Study 12 set works across 6 Areas of study (2 per half term) ○ Practice transcription, essay and unfamiliar listening skills 		<ul style="list-style-type: none"> • Unit 1 – Performing (coursework) <ul style="list-style-type: none"> ○ Prepare for 8-minute recital in March • Unit 2 – Composition (coursework) <ul style="list-style-type: none"> ○ One free composition with commentary completed before the Christmas break. ○ One compositional skills task to be completed in 10 controlled hours across spring and Summer terms • Unit 3 – Appraising <ul style="list-style-type: none"> ○ Study 6 more set works across 6 Areas of study. ○ Revise the 12 set works from Year 12 ○ Continue to practice transcription, essay and unfamiliar listening skills 	
Assessment Objectives			
AO1: Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context (Performing)	AO2: Create and develop musical ideas with technical and expressive control and coherence (Composing)	AO3: Demonstrate and apply musical knowledge (Appraising)	AO4: Use analytical and appraising skills to make evaluative and critical judgements about music (Appraising)
Assessment			

- Unit 1 Coursework – 30% of overall grade – Perform for a minimum of 8 minutes on an instrument of your choice. Performance can be solo or ensemble and a standard level of difficulty is assessed as Grade 7.
- Unit 2 Controlled Assessment– 30% of overall grade – One free composition worth 40 marks. One compositional skills controlled assessment which will be released in the Spring of Year 13 and is worth 20 marks. Combined they must last at least 6 minutes.
- Unit 3 Coursework (Year 12) – 40% of overall AS grade – Exam lasting 2 hours, consisting of 3 listening questions on set works, one transcribing question, one essay on an unfamiliar piece of music and one essay analysing the musical elements in a set work.

How to do well in the subject at A Level

- Attend all lessons and catch up with any work missed on SMHW and by seeing your teacher
- Keep your terminology glossaries and coursework feedback sheets up to date and revisit them regularly
- Listen to the set works pieces
- Listen to a wide repertoire of music (all styles) to prepare for the aural perception section of the examination.
- Practice past paper questions
- Always apply key terms in essays
- Back up every statement with a detailed example from the music you have studied
- Set out clear paragraphs in an organised structure
- Practice on your instrument every day. Attend all instrumental lessons.

Support available

- Music Department is open every lunchtime and after school for A Level students
- Music timetabled lessons continue right up until the exam, even during study leave
- Students can approach the Music staff anytime to organise one to one help
- Students can find lesson resources on SMHW

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing home learning
- Check that they are rehearsing for their performance recital every day
- Ensure that they are receiving instrumental/vocal tuition and that they are attending these lessons
- Ensure they are listening to the set works and music of a wide range of styles
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

Students should all have access to ear training website www.thetamusic.com

In addition, the following websites may contain useful information:

www.musictheory.net

<http://www.soundjunction.org>

<http://www.dsokids.com/>

<https://www.youtube.com/> - playlists of all set works and revision videos



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Physical Education	
Class and homework expectations		
Students should bring the following items to each lesson :-		
<ul style="list-style-type: none"> • Full section of work relevant to subject area teacher within syllabus • Any notes completed set for each lesson • Subject specification • Textbook 	<p style="text-align: center;">Equipment/stationary</p> <ul style="list-style-type: none"> • Pens • Ruler • Pencil • Paper 	
Note : Kit should be available for all physiology lessons		
Scheme of Work		
<p>Year 12</p> <p>Section A – Applied physiology</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Exercise physiology • Biomechanics <p>Section B – Skill acquisition and sports psychology</p> <ul style="list-style-type: none"> • Skill acquisition • Sport psychology <p>Section C – Sport and society and technology in sport</p> <ul style="list-style-type: none"> • Sport and society • Technology in sport <p>NEA : Non examined assessment</p>	<p>Year 13</p> <p>Further Development of</p> <p>Section A – Applied physiology</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Exercise physiology • Biomechanics <p>Section B – Skill acquisition and sports psychology</p> <ul style="list-style-type: none"> • Skill acquisition • Sport psychology <p>Section C – Sport and society and technology in sport</p> <ul style="list-style-type: none"> • Sport and society • Technology in sport <p>NEA : Non examined assessment</p>	
Assessment Objectives		
<p>AO1 Demonstrate knowledge and understanding of factors that underpin performance and involvement in physical activity and sport (20-25%)</p> <p>AO2 Apply knowledge and understanding of factors that underpin performance and involvement in physical activity and sport (20-25%)</p> <p>AO3 Analyse and evaluate factors that underpin performance and involvement in physical activity and sport (20-25%)</p> <p>AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport (15%) Analyse and evaluate performance (15%)</p>		

Assessment
<p>A Level</p> <p>Paper 1: Factors affecting participation in physical activity and sport</p> <p>Section A : Applied anatomy and physiology Section B : Skill acquisition Section C : Sport and society 35% of A level</p> <p>Paper 2 : Factors affecting optimal performance in physical activity and sport Section A : Exercise physiology and biomechanics Section B : Sport psychology Section C : Sport and society and technology in sport</p> <p>35% of A level Non Exam Assessment : Practical assessment plus written analysis of performance</p> <p>30% of A level</p>
How to do well in the subject at A Level
<ul style="list-style-type: none"> • Attend all lessons and catch up with any work missed • Complete note taking as and when requested and have notes ready for checking in lessons • Keep a well ordered and organised file and bring a working file to all lessons • Practise past paper questions in all topic areas • Learn what is required from command words – explain, identify, describe • Ensure that practical performance is provided on DVD by end of Autumn Term Year 12 this can be further updated as performance improves up until end of Spring Term Year 13 • Ensure that DVD is showing student at highest performance standard • Ensure that student is participating in their chosen sport at club level outside school hours • Read previous examiners reports • Buy PE AQA revision guide
Support available
<ul style="list-style-type: none"> • PE staff on hand and available at all times for mentoring and support • Individually allocated student mentor • High quality camcorders and tripods available to borrow for DVD evidence • One on one support for A Level coursework for each student • Revision materials available in run up to exam
How parents can help support
<ul style="list-style-type: none"> • Ensure DVD evidence is supplied by Christmas Year 12 (this may be upgraded later in Year 13) • Help your son/daughter organise their work folders • If you have any concerns about their work please contact Ms Paine (Head of PE) • Check with them about their progress, what grades are they getting for tests, homework etc., • Attend any available parents consultation evenings and information evenings • Support / encourage / supervise your son/daughter when revising for exams
Helpful websites or resources
<ul style="list-style-type: none"> • www.aqa.co.uk • www.youtube.com • PE Review • Peak Performance • www.quizlet.com



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Philosophy and Ethics (Religious Studies)	
Class and homework expectations		
<p>Students should bring the following items to each lesson</p> <p>Folder including</p> <ul style="list-style-type: none"> • Course overview/RAG checklist • Sample/Past papers overview sheets • Assessment Objectives Levels of Response • Notes relevant to section of course • Specification checklist 	<p>Textbooks (Y12 & 13) – as supplied by school</p> <p>Revision books (Y13) – supplied by school</p> <p>Equipment/stationary</p> <ul style="list-style-type: none"> • Pens • Ruler • Pencil • Paper/exercise book 	
Scheme of Work		
<p>Year 12 (Advanced Level Qualification)</p> <p>Component 1: <i>Philosophy of religion and ethics</i></p> <p>Section A: Philosophy of Religion (Mrs Thomas)</p> <ul style="list-style-type: none"> • Arguments for the existence of God. • Evil & suffering. • Religious experience. <p>Section B: Ethics and Religion (Mr Walcott)</p> <ul style="list-style-type: none"> • Ethical theories. • Issues of human life and death. • Issues of animal life and death. <p>Component 2: Study of religion (Christianity) (Mr Burchell)</p> <ul style="list-style-type: none"> • Sources of Wisdom and authority • God/gods/ultimate reality • Life after death. • Key moral principles • Religious identity. 	<p>Year 13 (Advanced Level Qualification)</p> <p>Component 1: <i>Philosophy of religion and ethics</i></p> <p>Section A: Philosophy of Religion (Y12 content plus...)</p> <ul style="list-style-type: none"> • Religious language. • Miracles. • Self and life after death <p>Section B: Ethics and Religion (Y12 content plus...)</p> <ul style="list-style-type: none"> • Introduction to meta ethics • Free will and moral responsibility. • Conscience. • Bentham and Kant. <p>Component 2: Study of religion and dialogues (Year 12 content plus...)</p> <p>Section A: Study of religion (Christianity)</p> <ul style="list-style-type: none"> • Good conduct & key moral principles. • Religion, gender & sexuality. • Religion and science. • Religion & secularism. • Religion & religious pluralism. <p>Section B: The dialogue between the philosophy of religion and religion.</p>	

	Section C: The dialogue between ethical studies and religion.
Assessment Objectives	
<p>Assessment Objective 1 (AO1): Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> religious, philosophical and/or ethical thought and teaching influence of beliefs, teachings and practices on individuals, communities and societies cause and significance of similarities and differences in belief, teaching and practice approaches to the study of religion and belief. 	<p>Assessment Objective 2 (AO2): Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p> <p>Advanced Level Qualification:</p> <ul style="list-style-type: none"> AO1 = 40% AO2 = 60%
Assessment	
<p>Advanced Level (End of Year 13):</p> <p>Component 1: Written exam - 3 hours, 100 marks = 50% of Advanced Level Section A: Philosophy of Religion – two compulsory two part questions (AO1 10 marks and AO2 15 marks x2) Total 50 Section B: Ethics - two compulsory two part questions (AO1 10 marks and AO2 15 marks x2) Total 50</p> <p>Component 2: Written exam – 3 hours, 100 marks = 50% of Advanced Level Section A: Study of Religion - two compulsory two part questions (AO1 10 marks and AO2 15 marks x2) = 50 Section B: The dialogue between philosophy of religion and religion – one unstructured synoptic question from a choice of two (25 marks) Section C: The dialogue between ethical studies and religion – one unstructured synoptic question from a choice of two (25 marks)</p>	
How to do well in the subject in Year 12 and 13	
<ul style="list-style-type: none"> Attend all lessons and catch up with any work missed by seeing your teacher Keep your assessment record up to date and respond to feedback given by your teacher Keep up to date with the news and any moral/religious/ethical issues relating to your course Make effective use of past papers, mark schemes, podcasts and exemplar material on the AQA website Know all key terms Make sure that you have appropriate case studies and examples that relate to the course content Make reference to Assessment Objectives and Level Descriptors when preparing written responses Set out paragraphs in an organised structure Make explicit reference to scholars/philosophers/theologians and schools of thought in your responses Ensure that AO2 responses use critical analysis and reach a reasoned conclusion Prepare answers for the 'synoptic' questions that draw upon all elements of your course 	
Support available	
<ul style="list-style-type: none"> Personal copies of text books for duration of the course (Publication pending) Informal 'Drop-in' support available most days after school in the Social Sciences Office Range of books/materials in Sixth Form Library Revision/Intervention classes will be scheduled in the run up to the exam 	

- Make the most of additional opportunities to attend conferences or other events as advertised by your teacher.

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Talk to them about relevant moral/ethical issues that appear in the news
- Discuss with them any letter you receive about opportunities or issues relating to the course

Helpful websites or resources

www.aqa.org.uk

www.rsrevision.com

www.revisionworld.com

www.philosophersnet.com

www.thatreligioustudieswebsite.com



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Photography		
Class and homework expectations			
Students should bring the following items to each lesson:			
A2 journal including		Equipment/stationary	
<ul style="list-style-type: none"> • Assessment grid • Marking and feedback sheets • Assessment Objective checklist of tasks 		<ul style="list-style-type: none"> • Journal • Film • Photographic Paper • Glue sticks 	
Scheme of Work			
Year 12 – Component 1 (Coursework 60%)		Year 13 - Component 1 (Coursework 60%) – Finished in December (Year 13). Component 2 - Exam Paper – Externally Set (40%), Starts January, Year 13.	
<p>Autumn Term 1 - Introductory skills – Darkroom and Digital</p> <p>Assessed outcomes - Photogram, Photoshoot: still life, Film processing, Contact sheet, Print, Toning / split toning, Hand colouring, light painting. Studio photoshoot, Lighting / Flash. How to: print screen, annotate, research, analyse.</p> <p>Autumn Term 2 - Workshops and Genres / skill development.</p> <p>Assessed outcomes: Digital workshops exploring artists / techniques / Genres: Fabric, Light, Glass / mirrors, portraits, candid, street, false perspective, selective colour, long exposure, movement, Photography genres: Documentary, fashion, photojournalism, still life, landscape, nature, close up, Artist selection: explore ideas for personal project.</p> <p>Spring Term 1 - Start personal project interpretations</p> <p>Assessed outcomes - Chose personal project title and 5 artists you like that link. Interpretations – 1 week on each exploring techniques and subject matter. Mind map ideas for development. Write a plan with 10 ideas at least. Photoshoots</p> <p>Spring Term 2 - Personal project, Development begins</p> <p>Assessed outcomes: 1 week of experimentation on each idea. 10 images per idea with print screen to record processes used. Review and refine ideas throughout making amendments where needed to ideas.</p>		<p>Autumn Term 1 – Personal project and ESSAY</p> <p>Assessed outcomes - development of personal project inclusion of darkroom work to support AO2. final essay drafting 1000- 3000 words to discuss progress of personal project.</p> <p>Autumn Term 2 - Personal project and ESSAY</p> <p>Assessed outcomes: Development of personal project towards final outcomes. Final essay due by Christmas.</p> <p>Spring Term 1 - Exam unit begins 1st FEB.</p> <p>Assessed outcomes - Introduction Trip, Research on 5 photographers linked to exam theme, Interpretations Print screens, Link page.</p> <p>Spring Term 2 - Exam unit</p> <p>Assessed outcomes: Development of ideas 100 images, Print screens, Final images and annotations, Evaluation.</p> <p>Summer Term 1 - Final 15-hour exam - 3 days (final images to be completed in exam). DEADLINE, Work saved to USB and printed at end of exam. To hand in next day.</p>	

<p>Summer Term 1 - Personal project and ESSAY Assessed outcomes: Assessed outcomes: Continue development of 10 ideas. Mind map ideas after this (midway point). Further development of ideas. Start essay – draft 1 – 1000 words minimum due by end of July discussing progress so far.</p> <p>Summer Term 2 – Personal project and ESSAY Assessed outcomes: Further development of personal project. Bring in new artists to add fresh starting points. Complete essay draft 1.</p>	
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Assessment Objectives

<p>AO1 – Artist research and idea development</p> <p>Students must be able to research and discuss the work of artists and make links with their own art practice. They should also be able to show evidence of developing their own ideas in response to the theme set.</p>	<p>AO2 – Experimentation and refinement</p> <p>Students must be able to explore a range of media and processes for their work. This means they should show evidence of working with new skills and materials and refine their studies to show that they reviewing their progress.</p>	<p>AO3 – Technical skill and Recording from sources</p> <p>Students must develop work which shows their technical skill across a range of mediums. They should also make sure that any research or recording from sources (drawings, photos...) is relevant to their theme and development of ideas.</p>	<p>AO4 – Final outcomes</p> <p>Students should produce a final outcome in the timed period set for the AS/A2 course. The final piece should demonstrate links to work produced in their journal as well as showing their skill level. Large outcomes such as mock up pieces and timed task pieces will also be used to support the development of final outcomes.</p>
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Assessment

Year 12 - Component 1 (Coursework 60%)

- Assessment Objective 1: Development of artist’s analysis and style – 25%
- Assessment Objective 2: Refinement of ideas and experimentation – 25%
- Assessment Objective 3: Record, skills and techniques – 25%
- Assessment Objective 4: Personal and meaningful response led by investigations – 25%

Year 13 - Component 1 (Continued) – Finished in December (Year 13). Component 2 - Exam Paper – Externally Set (40%), Starts January, Year 13.

- Assessment Objective 1: Development of artist’s analysis and style – 25%
- Assessment Objective 2: Refinement of ideas and experimentation – 25%
- Assessment Objective 3: Record, skills and techniques – 25%
- Assessment Objective 4: Personal and meaningful response led by investigations – 25%

How to do well in the subject at A Level

- Attend all lessons and catch up with any work missed by seeing your teacher.
- Use the feedback recorded on your KS5 tracker to address areas to develop from marking and feedback.
- Use the journal review sheets from tutorials to develop your art practice.
- Students must keep up to date with art exhibitions and visit galleries to apply theory to their art practice.
- Practice new skills and techniques to show development by refining studies.
- Student should use key terms to analyse their own work and that of others’.

Support available

- Intervention sessions based on target grades
- Journal support drop in sessions on Monday 3:30pm in S311
- A Level Booster sessions will be scheduled in the run up to the exam.

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework

- Talk to them about ideas for their theme.
- Encourage them to talk through the development of their artwork by going through their journals and discussing how they have explored the theme with research and art work.
- Remind them about the support sessions available and encourage them to use the opportunity to improve their work.

Helpful websites or resources

www.studentartguide.com

www.pinterest.co.uk

www.edexcel.co.uk

www.juliastubbs.co.uk

<http://www.timeout.com/london> (to see which exhibitions are on)



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Physics	
Class and homework expectations		
<p>Students should bring the following items to each lesson:</p> <ul style="list-style-type: none"> • equipment/stationery (scientific calculator, black/blue pen, green pen, highlighters, ruler, pencil, paper, textbook) • Daily folder containing - <ul style="list-style-type: none"> – formulae and data booklet – personal learning checklists – all the class work, homework and notes for the units that they are currently working on with each teacher 		
Scheme of Work		
Year 12 <ul style="list-style-type: none"> • Measurements and their Errors • Particles • Quantum Phenomena • Radiation • Waves • Mechanics • Materials • Electricity 	Year 13 <ul style="list-style-type: none"> • Further mechanics • Fields and their effects • Nuclear physics • Radioactivity • Thermal physics • Option unit – Turning points in physics 	
Assessment Objectives		
AO1 – Knowledge & Understanding Candidates should be able to: <ul style="list-style-type: none"> • Recognise, recall and show understanding of knowledge science • Select organise and communicate relevant information in a variety of forms 	AO2 – Application of knowledge & understanding Candidates should be able to: <ul style="list-style-type: none"> • Analyse and evaluate processes • Apply knowledge and processes in unfamiliar situations • Assess the validity, reliability and credibility of scientific information 	AO3 – How Science Works Candidates should be able to: <ul style="list-style-type: none"> • Demonstrate and describe ethical, safe and skilful practical techniques & processes, selecting appropriate and qualitative and quantitative methods • Make, record and communicate reliable and valid observations with appropriate precision and accuracy • Analyse, interpret explain and evaluate the methodology, results and impact of their own and other’s experimental and investigative activities in a variety of ways

Assessment
<p>Year 12 (UCAS Examinations, Year 12 Summer Term):</p> <ul style="list-style-type: none"> • Paper 1 – 50% of the overall grade – 70 marks split over 6 or 7 structured questions including calculations, and one extended response question on all topics • Paper 2 - 50% of the overall grade – 20 marks on practical skills and data analysis, 20 marks on any topic as structured short and long questions, and 30 multiple choice questions on all topics. <p>Year 13 (A-level examinations, Year 13 Summer Term):</p> <ul style="list-style-type: none"> • Paper 1 – 34% of overall A Level grade – 25 multiple choice questions & 60 marks on structured questions including calculations, and extended response questions on year 12 topics and further mechanics • Paper 2 – 34% of overall A Level grade – 25 multiple choice questions & 60 marks on structured questions including calculations and extended response questions on year 13 topics (except further mechanics) • Paper 3 – 32% of overall A Level grade – 45 marks on practical and data analysis skills and 30 marks on structured questions including calculations and extended response questions on option unit <p>Practical Endorsement – students will carry out 12 core practical activities during the two-year course, which will be written-up in a lab book and internally assessed. This will appear as a pass or fail on their A Level certificate.</p> <p>In addition to the summative assessments listed above, students will take end of topic and progress tests at regular intervals.</p>
How to do well in the subject at A Level
<ul style="list-style-type: none"> • Attend all lessons and catch-up any work missed • Keep folder organised and up to date • Respond to the feedback provided by your teacher (feedback tasks and tests) • Spend a minimum of 5 hours per week studying physics. The time should be spent on: <ul style="list-style-type: none"> – Completing homework (on time) – Learning all key terms and definitions (use flashcards) – Practising key mathematical skills regularly – Practising past examination questions – Using Seneca learning, textbooks and websites to support your studies • Keeping Personal Learning Checklists up to date and using them to inform revision
Support available
<ul style="list-style-type: none"> • Analysis of the January mock examinations will identify areas that require improvement – teachers will provide specific support materials/plan lessons to support the development of these areas • Exam questions and model answers will be provided regularly • Students should see their teacher for help if needed
How parents can help support
<ul style="list-style-type: none"> • Please help your son or daughter to organise their folder and keep it up to date • Check that they are doing homework and studying independently as described above • Discuss with them any letters that you receive about their progress
Helpful websites or resources
<p>www.aqa.org.uk www.phet.coloradu.edu www.antonine-education.co.uk Revision guides can be purchased from Student Reception</p>



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Physics	
Class and homework expectations		
Students should bring the following items to each lesson:		
<ul style="list-style-type: none"> • equipment/stationery (scientific calculator, black/blue pen, green pen, highlighters, ruler, pencil, paper, textbook) • Daily folder containing - <ul style="list-style-type: none"> – formulae and data booklet – personal learning checklists – all the class work, homework and notes for the units that they are currently working on with each teacher 		
Scheme of Work		
Year 12	Year 13	
<ul style="list-style-type: none"> • Measurements and their Errors • Particles • Quantum Phenomena • Radiation • Waves • Mechanics • Materials • Electricity 	<ul style="list-style-type: none"> • Further mechanics • Fields and their effects • Nuclear physics • Radioactivity • Thermal physics • Option unit – Turning points in physics 	
Assessment Objectives		
AO1 – Knowledge & Understanding Candidates should be able to: <ul style="list-style-type: none"> • Recognise, recall and show understanding of knowledge science • Select organise and communicate relevant information in a variety of forms 	AO2 – Application of knowledge & understanding Candidates should be able to: <ul style="list-style-type: none"> • Analyse and evaluate processes • Apply knowledge and processes in unfamiliar situations • Assess the validity, reliability and credibility of scientific information 	AO3 – How Science Works Candidates should be able to: <ul style="list-style-type: none"> • Demonstrate and describe ethical, safe and skilful practical techniques & processes, selecting appropriate and qualitative and quantitative methods • Make, record and communicate reliable and valid observations with appropriate precision and accuracy • Analyse, interpret explain and evaluate the methodology, results and impact of their own and other’s experimental and investigative activities in a variety of ways

Assessment

Year 12 (UCAS Examinations, Year 12 Summer Term):

- Paper 1 – 50% of the overall grade – 70 marks split over 6 or 7 structured questions including calculations, and one extended response question on all topics
- Paper 2 - 50% of the overall grade – 20 marks on practical skills and data analysis, 20 marks on any topic as structured short and long questions, and 30 multiple choice questions on all topics.

Year 13 (A-level examinations, Year 13 Summer Term):

- Paper 1 – 34% of overall A Level grade – 25 multiple choice questions & 60 marks on structured questions including calculations, and extended response questions on year 12 topics and further mechanics
- Paper 2 – 34% of overall A Level grade – 25 multiple choice questions & 60 marks on structured questions including calculations and extended response questions on year 13 topics (except further mechanics)
- Paper 3 – 32% of overall A Level grade – 45 marks on practical and data analysis skills and 30 marks on structured questions including calculations and extended response questions on option unit

Practical Endorsement – students will carry out 12 core practical activities during the two-year course, which will be written-up in a lab book and internally assessed. This will appear as a pass or fail on their A Level certificate.

In addition to the summative assessments listed above, students will take end of topic and progress tests at regular intervals.

How to do well in the subject at A Level

- Attend all lessons and catch-up any work missed
- Keep folder organised and up to date
- Respond to the feedback provided by your teacher (feedback tasks and tests)
- Spend a minimum of 5 hours per week studying physics. The time should be spent on:
 - Completing homework (on time)
 - Learning all key terms and definitions (use flashcards)
 - Practising key mathematical skills regularly
 - Practising past examination questions
 - Using Seneca learning, textbooks and websites to support your studies
- Keeping Personal Learning Checklists up to date and using them to inform revision

Support available

- Analysis of the January mock examinations will identify areas that require improvement – teachers will provide specific support materials/plan lessons to support the development of these areas
- Exam questions and model answers will be provided regularly
- Students should see their teacher for help if needed

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework and studying independently as described above
- Discuss with them any letters that you receive about their progress

Helpful websites or resources

www.aqa.org.uk

www.phet.coloradu.edu

www.antonine-education.co.uk

Revision guides can be purchased from Student Reception



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

Subject	Sociology	
Class and homework expectations		
Students should bring the following items to each lesson		
Large ring binder folder including <ul style="list-style-type: none"> • Topic booklet • Specification checklist • Notes/work from previous lessons • Up-to-date glossary • Home learning, ready to review • Assessments and record sheet 	Equipment/stationary <ul style="list-style-type: none"> • Pens • Highlighters • Paper/exercise book 	
Scheme of Work		
Year 12	Year 13	
Education with Methods in Context Topics in Sociology: Families and Households	Crime and Deviance and Theory and Methods Topics in Sociology: Beliefs in Society	
Assessment Objectives		
Assessment Objective 1 (AO1): <i>Demonstrate knowledge and understanding</i> of sociological theories, concepts, evidence, and research methods	Assessment Objective 2 (AO2): <i>Apply</i> sociological theories, concepts, evidence and research methods to a range of issues	Assessment Objective 3 (AO3): <i>Analyse and evaluate</i> sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> • Present arguments • Make judgements • Draw conclusions
Assessment		
A Level		
<p>Paper 1: Education with Theory and Methods 80 marks, 2 hour written exam, 33.3% of A-Level Education: short answer and extended writing 50 marks Methods in Context: extended writing 20 marks Theory and Methods: extended writing 10 marks</p> <p>Paper 2: Topics in Sociology 80 marks, 2 hour written exam, 33.3% of A-Level Section A: Extended writing 40 marks Section B: extended writing 40 marks</p> <p>Paper 3: Crime and Deviance with Theory and Methods 80 marks, 2 hour written exam, 33.3% of A-Level Crime and Deviance: short answer and extended writing 50 marks Theory and Methods: extended writing 30 marks</p>		

How to do well in the subject at A Level

- **Take a keen interest in social issues.** A general awareness of what is happening socially and politically can help to motivate you throughout the course. Try to look at quality newspapers at least once per week. You can access these in the library and online.
- **Be willing to debate and engage in group work.** Good quality discussion helps to improve your evaluation skills as well as developing confidence in your own ability to express yourself.
- **Study for at least four hours a week outside of lessons.** Attending lessons is by no means enough to achieve success. There is a large amount of content, theories, studies and concepts you need to have a solid grasp of and it is necessary for you to revise every week to prepare for your final exams.
- **Time yourself when attempting exam questions.** Poor time management can often lead a loss of marks even after thorough revision.
- **Use the PEEEL (Point, Explain, Evidence, Evaluate, Link) for all paragraphs.** Ensure that your essay is well balanced and answers the question directly. Use teacher feedback and model essays to correct your work.
- **Organise your notes and work carefully.** From the start, you will need to get a wide ring binder file and keep all your work in order. Then you should bring this file with you to all lessons, otherwise you will not be coming prepared to the class and may not be able to do the work planned for that lesson.
- **Catch up on work you have missed if you are absent.** If you have missed a class, it is ***your*** responsibility to find out what work you have missed. If you do not do this, you may well find questions appearing in your exams which cover work done in class when you were absent!

Support available

- Supervised study.
- Intervention classes.
- In-class interventions and supporting homework.
- Resources packs.

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Talk to them about social issues in the news
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

Websites:

<http://www.aqa.org.uk/subjects/sociology/as-and-a-level>

www.sociology.org.uk

www.guardian.co.uk

www.bbc.co.uk

Books:

Webb et al. 'AS level Sociology'

Chapman et al. 'Sociology for AS Level'

Haralambos and Holborn 'Sociology: Themes and Perspectives' (7th edition)

Giddens, 'Sociology ~ introductory readings'