

WESTCLIFF HIGH SCHOOL FOR BOYS



SIXTH FORM CURRICULUM

CONTENTS

ART	3
BIOLOGY YEAR 12	5
BIOLOGY YEAR 13	6
CHEMISTRY	7
COMPUTER SCIENCE	9
DESIGN AND TECHNOLOGY	10
ECONOMICS	12
ENGLISH LITERATURE	14
FRENCH	17
FURTHER MATHEMATICS	20
GEOGRAPHY	21
GEOLOGY	23
GERMAN	25
HISTORY YEAR 12	28
HISTORY YEAR 13	30
MATHEMATICS	32
MUSIC	34
PHYSICAL EDUCATION	35
PHYSICS	37
POLITICS	38
PSHEE	40
PSYCHOLOGY	41
RELIGIOUS STUDIES	43
SPANISH	44

ART

INTENT

The aims for KS5 study of ART at WHSB are as follows:

- Students should be introduced to various experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media.
- Students should explore the use of drawing for different purposes, using various methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.
- Students should explore relevant images, artefacts, and resources relating to a range of art, craft, and design from the past and recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.
- Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

Students are required to work in **one or more** areas of Fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture
- ceramics
- installation
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography.

Skills and techniques

- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
- awareness of intended audience or purpose for their chosen area(s) of Fine art
- understanding of the conventions of figurative/representational and abstract/non- representational imagery or genres
- appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing,
- photo silkscreen and lithography
- understanding of pictorial space, composition, rhythm, scale and structure
- appreciation of colour, line, tone, texture, shape and form.

Knowledge and understanding

Students must show knowledge and understanding of:

- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within Fine art
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to Fine art
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Fine art.

IMPLEMENTATION

Component 1:

The portfolio content will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used. Each student must select and present a portfolio representative of their course of study. The portfolio must include both: 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will allow students to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources that are not their own and provide proof of drawing activity and written annotation. Work selected for the portfolio should be presented in an appropriate format. It could include mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.

Component 2:

Component 2 Externally-set question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Introductory period – from 1 February. Following receipt of the paper, students should consider the starting points and select one. Preparatory work should be presented in a suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Supervised time – 10 hours Following the preparatory period, students must complete 10 hours of unaided, supervised time. The first 3 hours of the supervised time must be consecutive. In the 10 hours, students must produce a finished outcome or a series of related finished products, informed by their preparatory work. Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.

IMPACT

Impact	Evidence
Students will create highly developed work with confidence, using skills and techniques fluently.	Sketchbook and outcomes
Students create and develop Artwork influenced by others', they will have evidence of artist analysis and having been influenced through the production of their own artwork.	Artist Analysis
Students will be able to record with exceptional skill	Drawing and photos
Students will be able to realise their intentions	Larger outcomes/installations

BIOLOGY YEAR 12

INTENT

The study of Biology in Year 12 allows students to appreciate biochemistry and how many of the molecules studied are involved in whole-body systems. The course also allows students to enjoy the relationships between organisms and how organisms respond to their environment and influence change within their bodies. The purpose of the course is to inspire students, nurture a passion for biology and lay the groundwork for further study in courses like biological sciences and medicine at university.

IMPLEMENTATION

Subject specialists teach students in a ten lesson fortnightly cycle. The topics that are taught include:

1. Biological molecules include the study of carbohydrates, lipids, proteins, ATP, ions and water.
2. Cells include the study of prokaryotic and eukaryotic cells and their cell structures.
3. Organisms exchange substances with their environment, which involves studying gas exchange in humans, insects, and fish. Also explored is the role of haemoglobin in binding and releasing oxygen, the structure and function of the heart and the circulatory system.
4. Genetic information, variation and relationships between organisms involve studying DNA and how genes code for proteins. Genetic variation produced by mutation and meiosis is examined, and the different forms of natural selection and classification.
5. Energy transfers in and between organisms involving the study of biomass and gross/net primary production and how production is affected by farming practices.
6. Organisms respond to changes in their internal and external environments involving the study of the role of IAA in plant responses, the role of receptors detecting changes occurring inside and outside of the body and how impulses are created and how these impulses pass across the synaptic cleft.

Homework is set from topic-specific workbooks, which consist of exam questions focused on the different aspects of each topic and also on the differing styles of examination questions.

Students are also required to undertake six required practicals in Year 12, which are used to determine if students have developed the necessary practical skills over their A-Level to meet the criteria in respect of each of the Common Practical Assessment Criteria (CPAC) for their course. Practical are therefore assessed based upon the skills demonstrated during the investigation itself and in respect of write-ups set as homework.

At the end of each topic, students complete an end-of-topic test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. In June, students will sit an internal end-of-year examination.

IMPACT

By the end of Year 12, we expect most of our students to be achieving a grade B or above. They will have gained a firm grounding in biochemistry, molecular biology and human biology, which they will explore further in Year 13. In addition, at this stage, students should have built up a range of practical skills that they will develop further in Year 13 and the ability to analyse data effectively.

BIOLOGY YEAR 13

INTENT

The Year 13 course further develops students' understanding of genetics when studying the topics of inheritance, gene expression, cancer, and gene technologies. Students will also develop their knowledge of biochemistry when learning the energy transfer topics of photosynthesis and respiration. The human biology aspect of A-Level will be further developed by studying the issues of homeostasis and muscles. Students will also have an opportunity to develop their understanding of ecology with the study of populations. In addition, pupils will develop their practical skills and ability to analyse and evaluate data.

IMPLEMENTATION

Two subject specialists teach students in mixed ability classes. Students have ten lessons in a fortnightly cycle, with each teacher having five lessons. The topics that are taught include

1. Energy transfer which includes photosynthesis and respiration
2. Homeostasis covers the hormonal regulation of blood sugar and water levels.
3. Populations in ecosystems include the effect of biotic and abiotic factors, sampling of people and succession.
4. Inheritance covering monohybrid and dihybrid crosses and crosses involving sex-linkage, Hardy–Weinberg principle
5. Evolution leading to speciation involving the study of sources of genetic variation, natural selection and speciation
6. Muscles involving the study of muscle structure and the role of actin, myosin, calcium ions and ATP in myofibril contraction
7. Gene expression involves the study of the regulation of transcription and translation with transcription factors and RNA interference.
8. Gene technologies, including the study of gene probes and DNA fingerprinting

Students are also required to undertake six required practicals in Year 13, which are used to determine if students have developed the necessary practical skills over the duration of their A-Level.

Homework is set from topic-specific workbooks, which consist of exam questions focused on the different aspects of each topic and also on the different styles of questions.

At the end of each topic, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. During the academic year, pupils will be required to sit a Trial exam consisting of 3 papers, each of sixty minutes duration.

IMPACT

By the end of Year 13, we expect most of our students to be obtaining at least a grade B, with a significant number achieving a grade A and A*. They will have understood the basics of biochemistry, molecular biology and human biology, which will act as a firm grounding for those undertaking further study at university for degrees in Biology and related healthcare degrees. In addition, students should be competent in a range of practical skills and data analysis at this stage.

CHEMISTRY

INTENT

The A Level course is linear and follows the Pearson Edexcel Level 3 Advanced GCE in Chemistry (9CH0) Specification. The A-Level course was reformed in 2015 and first certification in 2017. Although the AQA Chemistry Specification is studied at GCSE, there is no hindrance in this regard in studying Edexcel's A-Level qualification.

The Pearson Edexcel Level 3 Advanced GCE in Chemistry consists of three externally examined papers and the Science Practical Endorsement. Students are expected to carry out the 16 (minimum 12) core practical experiments identified within the specification. At the end of Upper Sixth, students must complete all assessments in May/June in any single year.

The course is demanding, but ultimately the department wishes for students to meet the aims and objectives as outlined within the specification, such as developing:

1. essential knowledge and understanding of different areas of the subject and how they relate to each other.
2. a deep appreciation of the skills, knowledge and understanding of scientific methods
3. competence and confidence in a variety of practical, mathematical and problem-solving skills
4. their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
5. an understanding of how society makes decisions about scientific issues and how the sciences
6. contribute to the success of the economy and society.

Following on from GCSE, the course aims to develop students' understanding of critical aspects of chemistry studied in previous years, such as Practical skills, Atomic Structure and the Periodic Table, Structure and Bond, Redox, and Energetics, Rates, Chemical Equilibria, Chemical analysis and Mathematical skills.

Throughout the course, students should develop transferable skills post Higher Education. The specification highlights these as cognitive and interpersonal skills.

IMPLEMENTATION

In the Sixth Form, students studying Chemistry are taught by subject specialist teachers for a total of 10 lessons a fortnight. Students have two teachers, which therefore means five lessons a fortnight pertaining to each teacher. The course is divided into two to target the topics covered in Papers 1 and 2. Teachers 1 and 2 teach topics that relate primarily to the content assessed in Paper 1 and 2, respectively. Paper 3 assesses all content covered by both, and so the content studied with one teacher also supports the other.

There is an increased demand for skills and knowledge when transitioning from GCSE level; those who have completed Higher Award GCSE Specifications have an easier transition. All students are issued with a range of materials at the beginning of Lower Sixth and are very well resourced to support their learning. Upon beginning the course, students receive the Edexcel A Level Chemistry Student Book 1 [ISBN 978-1447991168] and Calculations in AS / A Level Chemistry textbook [ISBN 978-0582411272]. Nearing the completion of the Lower Sixth, students then receive the Edexcel A Level Chemistry Student Book 2 [ISBN 978-1-447-991175]. Students also receive a copy of the specification detailing what is required for each topic; students should pay special attention to underlined content, teachers will check this content, and the quality of notes will be judged. Throughout the course, students also receive topic course booklets containing exam questions, worksheets, and supporting theory. In lessons, teachers will use a combination of these materials, and if unused, there is an expectation that students can then use these materials in their independent study time. Students are also provided with a lab book that details the core practical experiments. Over the A-Level course, to pass the valuable component, teachers

assess students using standard practical assessment criteria (CPAC); students will evidence and record their work within lab books provided. The Chemistry department encourages all students to learn from their practical experiments to acquire the necessary skills required to be judged as competent by the end of the course. If competency is not obtained, a student can still receive an A-Level grade and pass Chemistry. However, passing the practical component is often a pre-requisite for most University Courses and could jeopardise University offers if competency is not achieved.

Students are regularly assessed throughout the course. Students receive a closed-book in-class assessment following the completion of each topic. After each core practical, students complete a closed-book in-class assessment that targets specific exam questions relating to the practical completed. This assessment is "open-book" and encourages students to use their notes and consult the textbook for additional support. Students peer assess the practical assessments and engage in critical review to provide feedback to each other. In addition, throughout the course, students are also assessed through an assignment utilising Microsoft Teams. A multiple-choice Microsoft Form is issued to students as an assessed homework and can be completed at home electronically. All assessments use examination questions that match the specification for Edexcel. Students can track their scores using the assessment tracker sheet provided; students are encouraged to keep this up to date.

All students have been added to an A-Level Microsoft Teams group where students have access to a range of additional resources such as worksheets, teacher PowerPoint presentations and answers to the textbook questions. The Chemistry Department also voluntarily offers a support session that runs weekly after school on Tuesday. This session could also be used to provide extension support and is not necessarily just for struggling students.

Students receive a range of homework that utilise course materials; owing to the vast content within the specification, students are strongly encouraged to undertake independent work and self-mark where necessary. The teacher from extensive class assessments provides support and feedback.

IMPACT

Students will receive a variety of assessments throughout the course in the form of closed-book topic assessments, open-book practical assessments and multiple-choice assignments. In addition to the topic assessments, students will have received an End of Lower Sixth Examination by the end of the Upper Sixth, which primarily formulates the UCAS predicted grade, an Upper Sixth Formative Examination, and a Trial Examination. After each reporting cycle, any students that are identified as needing support will be spoken to.

The School's aspirational A-Level target is for 25% of students to obtain an A*, 50% A*-A and 82% A*-B and an average of 110 UCAS points (using the old tariff whereby A* = 140, A = 120, B = 100, C = 80).

In 2019, the average A-Level UCAS points in Chemistry from a cohort of 53 candidates was 101.89, 9% obtained an A*, 47% A*-A and 68% A*-B.

Compared nationally, in 2019, 9% obtained A*, 32% A*-A, 54% A*-B.

The strongest results (within the last five years) were in 2017, the average A-Level UCAS points in Chemistry from a cohort of 56 candidates was 109.29, 20% obtained an A*, 52% A*-A and 80% A*-B.

COMPUTER SCIENCE

INTENT

The course aims to add depth to students' prior understanding of programming principles and the hardware underlining computers and their impact on modern society. All pupils should learn the essential principles of object-oriented programming in a written programming language with room to explore a language of their choice. They should extend their understanding of binary to include principles such as multiplication and floating-point numbers in binary. Students should develop strong independent programming skills through a complex, unique project in a high-level programming language.

IMPLEMENTATION

The course is taught by specialist Computer Science teachers, ten lessons per fortnight, and is structured around the following topics:

Year 12 Teacher A – Processors and other hardware, Boolean algebra and binary-based mathematics, networks and development methodologies. Key algorithms

Year 12 Teacher B – programming concepts including data structures, graphs and queues and trees. Object-oriented techniques practical coding of critical algorithms.

Year 13 Teacher A – Database normalisation to 3rd normalised form. Memory management and operating systems. Comparison of algorithms. Legal, Moral and Ethical topics. Project work and examination style questions.

Year 13 Teacher B – Project work. HTML, CSS and JavaScript, along with search engine principles. Stages of compilation and preparation for examination style questions.

A mix of short and long class tests and a wide range of programming tasks form the basis of topic assessments. Modified past paper questions will form the primary source of these tests with online programming tasks and multiple-choice quiz questions used for homework and regular checking of understanding.

IMPACT

At the end of the course, pupils will be equipped to tackle undergraduate Computer Science studies. They will process the core knowledge along with problem-solving skills, mathematical skills to access associated concepts. By the end of year 13, we expect pupils to have sufficient skills to confidently attempt all questions, including those of the highest level and have adequate programming skills to program complex solutions, including graphical user interfaces. The expectation is that all students should be aiming to achieve a grade between B and A* inclusive with additional support having been put in place for any identified as potentially achieving below this.

DESIGN AND TECHNOLOGY

Advanced Level Design and Technology: Product Design

INTENT

Students that have chosen to take the subject at Advanced Level will have already developed a strong interest in design and manufacturing. Upon beginning the course, there is an expectation that they will intend to study the subject or associated disciplines at university. The course is designed around the same principles as our GCSE. There are many opportunities for students to investigate, design and create exciting solutions to contextual problems. Students will have much freedom to experiment with ideas, and they are encouraged to take risks with their plans. Students will foster a deep understanding of subject knowledge and apply technical aptitude with confidence and purpose in creating prototypes.

The department follows the AQA examination board specification. It is separated into two core areas:

- Technical principles
- Designing and making principles

An examination assesses students for each of the core principles shown above, worth 50% of the final grade, and a piece of Non-Examination Assessment, also weighted at 50%. Whilst we promote practical investigation as a critical part of the course, theoretical comprehension remains at the heart of our curriculum. The main difference from GCSE is the degree of independence that is bestowed upon our students. We tirelessly demand accountability and expect students to take responsibility for their progress. This not only builds resilience but also prepares our students for what they can expect when they ready beyond Advanced Level.

IMPLEMENTATION

The course itself follows a similar structure to the GCSE programme. Students have ten lessons over the course of two weeks. Typically, six of these are used for practical investigation in preparing for and completing Non-Examination Assessment. The other four are reserved wholly for theory study.

In Year 12, pupils undertake several mini-projects to enrich problem-solving skills. Projects include:

- The mini-golf club – a contextual engineering project, whereby students will learn how to fabricate metal parts for a mini golf club and plastic forming a putting green.
- The chair project – a woodworking project involving a range of hand tools and machining to build on skills from Middle School. Pupils will study the work of well-known designers and/or inspire their designs.
- Architectural Pavilion – a modelling project with a contextual theme. Students are briefed on designing a new pavilion for the school, using CAD and scale modelling to create a solution.
- Real-life problems – a designing project for students to explore user needs, wants and requirements in a real-life contextual situation. This project is aimed at developing investigating, technical drawing and CAD skills.

These projects are taught from September through to June, at which point students will begin their Non-Examination Assessment. Students will work through each objective of their NEA until Easter in Year 13. All work is assessed at regular intervals, with a focus on feedback for improvement.

For theory lessons, students will study Paper 1 in Year 12 and Paper 2 in Year 13. Systemic testing takes place at the end of every two units of study, with eight tests conducted in total. All examination content is covered by December of Year 13, in time for Trial Examinations in January and leaving time to revisit and revise content for actual examinations.

IMPACT

Students are directed to produce their notes for theory study, which must be documented in an A4 binder, separated by chapter. Sketchbooks will be used to record any planning details for manufacture, alongside any sketching and technical drawings. Students will be expected to act as designers, using sketchbooks as a diary of their thoughts and ideas. They will demonstrate technical competency and accuracy in all written and drawing work. As an Advanced Level Design and Technology student, students should be instinctive, not reactive. When they leave Westcliff High for Boys, students will have a full range of traditional and modern design and making skills and appreciate how they relate to industry.

ECONOMICS

INTENT

To enable students to:

- develop an interest in, and enthusiasm for, the subject
- appreciate the contribution of economics to the understanding of the broader economic and social environment
- develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think like an economist
- understand that economic behaviour can be studied from a range of perspectives
- develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life

IMPLEMENTATION

- Each experienced A-Level teacher takes responsibility for their class in the delivery of the specification.
- The timetable is allocated to allow continuity of teachers across the two-year course where possible.
- Teachers follow the Specification/SOW in order of the specification.
- Each teacher has different teaching styles, which are supported and encouraged within the Department.
- Formal/informal observation, sharing of pedagogy via chat, departmental meetings, and email allow the Department to learn from each other continually.
- Therefore, teaching (and learning) of the specification is continuously evolving, adding new materials, methods, and styles that may complement or replace current materials over time.
- Students are instructed to maintain the “pace of learning” to build knowledge progressively. “Learn today what is taught today” is the best advice an A-Level pupil can follow if they are to be able to progress understanding and skills to their best individual outcomes.
- Assessments are set every two weeks to promote regular learning. Each class will take a test on the same topics but not the same questions. Records of assessments are kept centrally (Teams Department File)
- Students are encouraged to read widely as well as watch and listen to relevant TV/Radio programmes. This is important to make links between the subject and its real-world context and importance.
- Students should keep a separate folder to show evidence of more extensive reading. Folders should be reviewed by a teacher once per half term with a record of the quality of materials/notes presented.

IMPACT

Impact is measured in various ways:

External exam results

- A Level Economics results at WHSB are outstanding. The Department has exceeded the School A*AB Target each year for the past 14 years.

A Level enrolment

- The number of students opting to study A-Level Economics has expanded each year for the past five years. In 2021/22, 160 students are studying A level Economics reflecting the level of interest and enjoyment generated at GCSE level and the interest in taking A Level Economics at WHSB from external candidates.

Economics as a University Choice

- A significant proportion of A-Level Economics students study Economics or an Economics related course at 3rd level.

Extracurricular participation

- The Economics Society is well attended each week. Each Thursday at 1.00 PM, 30 – 40 students attend the Society participating in student-led lectures, discussion and external speakers.
- A large number (30) A-Level students act as Subject Mentors to Year 11 pupils, developing analysis and evaluation skills.

ENGLISH LITERATURE

INTENT

To develop students' knowledge of the literary timeline in relation to established critical theory and introduce academic, critical appraisal of both literature and said critical theories. Students' academic voice and writing style will also be developed by dovetailing the following skills:

1. Inference: the understanding of implicit meanings of language and targeted evidence selection
2. Analysis: Detailed examination of authorial intent and methodology
3. Identification of Contextual Factors: Socio-historic and socio-politic influences on the creation of
4. Literature and the creation of literary interpretation (where appropriate).
5. Intertextuality: Develop students' ability to make comparisons between texts across time and form.
6. Evaluation: Assess and critique established opinions and analyses of Literature

Students will be able to write fluidly in exam conditions for both taught and unseen texts and be able to write with academic aplomb in extended analytic writing for a duration of 2000 – 2500 words.

IMPLEMENTATION

Students will study a text over several half terms for a total of **10 lessons** a fortnight. Students shall be guided by **two subject specialists** who each teach half of the course. Students are issued with an exercise book for each course component, which will be bound with a target sheet and the mark scheme.

YEAR 12:

Love Through the Ages

Examination Texts:

- Fitzgerald – *The Great Gatsby*
- Pre-1900 Poetry – *Wyatt through to Hardy*
- Shakespeare – *Othello*
- Unseen Poetry

Wider Reading:

- Hari Kunzru, *White Tears*
- Eley Williams, *Attrib. and Other Stories*
- Gwendoline Riley, *First Love*
- Omar El Akkad, *American War*.

With exposure to:

- Achebe – *Things Fall Apart*
- Austen – *Emma, Northanger Abbey, Mansfield Park*
- Bronte – *Wuthering Heights*
- Conrad – *Heart of Darkness, Radical Tale of Terror*
- Dickens - *A Christmas Carol, Hard Times*
- Eliot – *Middlemarch, Silas Marner*
- Fielding – *Tom Jones*
- Flaubert – *Madame Bovary*

YEAR 13:

Texts in Shared Contexts: Modern Times

Examination Texts:

- Atwood – *The Handmaid's Tale*
- Williams – *Cat on a Hot Tin Roof*
- Duffy – *Feminine Gospels*
- Unseen Prose

Wider Reading:

- Psychoanalysis; Marxism; New Historicism; Queer
- Theory and Gender studies; Semiotics and Structuralism

With exposure to:

- Forster – *A Room with A View, Where Angels Fear to Tread*
- Grassic Gibbon – *A Scot's Quair, Gray Granite*
- Joyce – *Ulysses*
- Lawrence – *Women in Love*
- Proust – *In Search of Lost Time*
- Scott – *Heart of Midlothian*
- Shelley – *Frankenstein*
- Sparks – *The Prime of Miss Jean Brodie*
- Swift – *Gulliver's Travels*
- Welsh – *Trainspotting*
- Woolf - *Mrs Dalloway, To The Lighthouse*

These texts are used to develop students' analytical and evaluative reading skills. Speaking and listening skills such as debate and present are also embedded throughout the learning of each text, which will be taught for a total of 12 weeks in selective ability classes. Activities will be varied and targeted to benefit the needs of each student.

Students have three homework tasks a week. The main piece set is where students are expected to submit a critical appreciation of up to 500 words on WHSB English's learning platform, Inklings. The remaining two homework tasks should be dedicated to more comprehensive and essential reading.

IMPACT

Students will be assessed on these critical skills, four times half-termly (twice for each course component), and given an assessment objectives skills-based target to work on moving forward into the next half term.

By the end of Year 12, we expect pupils to be attaining at least a Level 4 (refer to grade descriptors). Any student identified as needing further support will be provided with additional support (in the form of mentoring, support clubs and targeted in-class activities to ensure maximum academic development of each student). Our current average grade is A.

KS5 SUGGESTED WIDER READING

WHSB would recommend that any student studying literature read across the literary timeline, focusing on exposing themselves to prose, plays, and poetry. For those looking for a springboard, the following texts have been selected to complement the texts we study; plays may be watched as an alternative to reading.

In readiness for ***Othello***:

Jonson – *Volpone or The Alchemist*

Kyd – *The Spanish Tragedy*

Marlowe - everything really; it's all stunning. *Tamburlaine* and *Dr Faustus* are the most central. Read both texts of *Faustus* for maximum impact.

Middleton – *The Revenger's Tragedy*

Webster – *The White Devil or The Duchess of Malfi*

In readiness for ***The Great Gatsby***:

Hemingway – *The Sun Also Rises*

Morrison – *Jazz*

Wharton – *The Age of Innocence or The Custom of the Country*

Wilde – *A Woman of No Importance*

In readiness for ***Cat on a Hot Tin Roof***:

Chekov – *Uncle Vanya*

Coward – *Private Lives*

Ibsen – *Rosmersholm*

Mansfield – *'Bliss' and other Short Stories*

In readiness for ***The Handmaid's Tale***:

Atwood – *The Testaments*

Hamid – *The Reluctant Fundamentalist*

Hawthorne – *The Scarlet Letter*

Ishiguro – *Never Let Me Go*

NB: It is not expected that a student reads all of these before commencing literary study at WHSB.



Follow us @WHSB_English

FRENCH

INTENT

Global awareness and being an effective communicator are critical aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows students to develop these skills and learn to be empathetic, understanding other cultures whilst gaining a greater understanding of their language through the study of grammar and translation. Consequently, the School places great importance on the learning of Modern Foreign Languages.

At WHSB, we have designed an A-Level French curriculum that encompasses these aims. Our A-Level curriculum aims to build on pupils' knowledge from Lower and Middle School to prepare students for the A-Levels at the end of the two-year course. They will continue to expand their knowledge of the French language while consolidating their knowledge from the years before. They will practise A-Level style Speaking and Writing tasks. During the year, they will consolidate their understanding of the French language and Francophone culture. They will also be introduced to a literary text and a film in the Target language. Topics to be covered: Being a young person in French-speaking society, Diversity and difference, Understanding the French-speaking world and France 1940-50: The Occupation and post-war years. Learners will be exposed to authentic written and spoken material in French.

Students will now be expected to undertake an Independent Research Project and a related discussion (IPR) at A-level. The department intends to develop the student's research skills in French. They must demonstrate the ability to research a topic of individual interest relating to the countries or areas where French is spoken. They must identify a key question, select relevant French information from various authentic sources, and convey their findings in the target language.

Another new skill is responding critically and analytically to questions based on a literary text and a film. The works reflect cultural and literary elements in the countries and areas where French is a spoken language. Students will develop a detailed understanding of the book and film; they will acquire the skills to appreciate and analyse the works, demonstrating a critical appreciation of the concepts and issues covered. Ultimately, they will be able to respond critically and analytically in writing to the works in French.

Over the course of the year, students will become increasingly able to understand, speak and write in French on the various topics outlined above. Students will be able to respond to stimulus material both in writing and speaking confidently. They will similarly need to read and listen to discussions and articles and then respond to questions in the target language.

IMPLEMENTATION

Students are taught Modern Foreign Languages in mixed ability groups by two specialist teachers. Students have ten lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have weekly conversation classes with a Foreign Language Assistant from October to May. In these supplementary lessons, the students may work independently with the Language Assistant or in groups of two or three.

In French, teaching is structured into discrete units: these are listed above. These units correspond to the chapters in the textbook, which cover grammar and vocabulary necessary for the A-Level course. Similarly, teachers will provide bespoke materials which are relevant to the course.

Lessons should now be taught almost exclusively in French to create maximum exposure for students. There will be a balance of the classes' four skills of listening, speaking, reading, and writing. Students are guided through various exercises from the textbook and from tailor-made resources to help them achieve greater proficiency.

For the reading and listening skills, students will be exposed to a variety of texts and articles. Students will be asked to identify chunks of language, synonyms and answer comprehension questions in French

in the style of the A-Level exam. Teachers may alternate these two skills in lessons.

Speaking practice will take place in every lesson. Students will be given discussion points and stimulus materials of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their ideas to the whole class to improve understanding for all students. Often, this will take the form of a theme-based discussion, one of the critical A-level skills. Students are given 5 minutes of preparation followed by 5-6 minutes of discussion based on a stimulus card comprised of an image, a short text and a point for consideration. The stimulus material will be in French and based upon any of the sub-themes mentioned above. In addition to the in-class discussion, the theme-based debate will take place during the Language Assistant lessons.

Students will also have two formal opportunities to practise an IRP on a topic separate from what they will research for their final examination. These will occur during the End of Year 12 Examination period and the Trial Examination period.

For Writing, a film and a literary text have been chosen from the prescribed list. During lessons, students will develop a detailed understanding of the works. They will acquire the skills to appreciate and analyse the texts and demonstrate a critical appreciation of the concepts and issues covered. The department will also develop their essay writing skills. In their analysis, students will examine the characters, the themes and the socio-historical context of the works. For the film, students also will learn about film techniques and their role in the movie. Writing will be carried out partly in lessons where students will practise essay writing by first writing short passages like introductions, main points and conclusions, and at home, where they will be asked to write whole essays regularly. The teacher will assess these. They will also be exposed to exam-style writing tasks during the End of Year 12 and Trial Examination periods.

Additionally, students will practise translation from French into English and English into French on the various themes they are studying throughout their course as this forms part of their A-Level Reading and Listening Examination.

Over the two-year course, there will be one formative assessment (Year 13) and two significant summative assessments (full papers for the End of Year 12 Examination and the Year 13 Trial Examination). Marks from these assessments contribute towards the grade awarded at each reporting phase. In the Trial Examination, students will be required to sit full A-Level papers (Component 1,2 and 3) based on the full specification (although the students will not have finished the course at this point). They will also have two speaking examinations. In both, they will be required to prepare a theme-based discussion and complete an Independent Research Project (and the subsequent discussion). The results of all these assessments will be used to identify skills that need to be strengthened for individual students.

In addition to formal lessons, students continue to be encouraged to participate in competitions and extracurricular activities in Languages. A-Level students who show great aptitude for languages are encouraged to take on responsibility within the department as Language Mentors.

IMPACT

JCQ descriptor for Grade A at Advanced Level (2021)

TRANSLATION	READING	WRITING
<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • successfully translate most parts of a passage from the assessed language into English, with only minor omissions and a generally high degree of accuracy. • successfully translate most parts of a passage from English into the assessed language, with only minor omissions and a generally high degree of accuracy. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • show a good understanding of written language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • show a good understanding of a range of written texts, including factual and literary texts for study and research. • summarise written language well. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • develop ideas and express and justify points of view effectively. • show a good ability to structure responses coherently. • offer predominantly relevant, detailed information with good critical analysis addressing the requirements of tasks. • make effective use of a wide range of vocabulary and a variety of complex structures as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way.
SPEAKING	LISTENING	OVERALL
<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • develop their ideas and express and justify points of view effectively. • offer predominantly relevant information and good analysis and evaluation, addressing the requirements of tasks. • respond readily, spontaneously and fluently, taking the initiative to interact effectively. • demonstrate mostly accurate pronunciation and intonation. • make effective use of a wide range of vocabulary and a variety of complex structures, as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • show a good understanding of spoken language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • summarise spoken language well. 	<p>Overall performance at grade A typically shows:</p> <ul style="list-style-type: none"> • consistently good, in-depth and detailed comprehension of the assessed language. • consistently clear and in-depth knowledge and understanding of the society and culture of the assessed language countries or communities. • high levels of critical analysis. • clear, coherent, and articulate language which meets the requirements of the tasks given. • the ability to translate with a high degree of accuracy from and into the assessed language.

To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.

FURTHER MATHEMATICS

Entrance requirements: GCSE grade 8 or 9 in Mathematics

INTENT

Further Mathematics is an excellent choice for those students who love using their mathematical prowess to solve problems. This course aims to foster that enthusiasm and empowers students to apply a wider variety of techniques. It takes all the Mathematics studied previously to a higher level, not just making the topics harder but also introducing new and exciting ideas. Students studying Further Mathematics will get to experience one of the true beauties of the subject; the relationships between all aspects of Mathematics. As students get more and more engrossed in the subject, learning more complex elements, they will begin to see the true scope of what Mathematics is capable of and how it applies to various topics.

IMPLEMENTATION

The Edexcel Advanced GCE in Further Mathematics consists of four externally examined papers. Each paper is 1 hour and 30 minutes written examination 25% of the qualification 75 marks.

Paper 1 and Paper 2: Core Pure Mathematics 1 and Core Pure Mathematics 2

Both papers may contain questions on topics from Core Pure content 1 or 2. With this in mind, whilst we cover mainly Core Pure 1 in the first year, we teach all content in a more fluid way that allows students to appreciate the interconnectivity of the units. Content overview: Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations. This Common Core is compulsory for all Further Mathematicians across the country.

Papers 3 and 4 are options and, therefore, different for different schools. At WHSB, students study Further Pure Mathematics 1, which will suit the mathematicians wanting to explore a mathematics-related degree at university with the content covered: Vector product, Conic sections, Inequalities, Taylor series, Methods in Calculus and Further Differential Equations and Further Mechanics 1 which suit those that enjoy the application of mathematics and will aid Engineers and Physicists, these applications include Momentum, Impulse, Elastic collisions including oblique impact, Work, Energy, Power and Elastic Springs and Strings. These tools will enable students to predict the outcomes of impacts and motion by considering the mathematical modelling of these situations.

At WHSB, students will be assessed through homework and tests that cover the content broken down into individual units allowing them to fully understand strengths and weaknesses that can be addressed using the support systems available. A help club runs twice per week at lunchtime, at which students can discuss problems with homework and classwork. A teacher will be available, as will able mathematicians from Year 13.

Extension: In Year 13, Students sit a Senior Mathematics Challenge to showcase their problem-solving skills with a chance to compete nationally. The Senior Mentoring Scheme runs throughout Year 12 and 13, and students can opt-in to this, taking monthly problems and discussing them in groups of students and with teachers once a week.

IMPACT

The expectation is that, because of the amount of consolidation in the course, students are expected to obtain an A or A* in standard A-level and B to A* grades in Further Mathematics. Any student who is not on course for these grades will be identified and helped to achieve their best with guidance from their teacher and mentor where needed.

GEOGRAPHY

INTENT

At the Sixth Form level, high-quality geography education should inspire curiosity and fascination about the world and the challenges it faces and be engaging and relevant to today's geographers. The Edexcel Geography A Level is suited to the philosophy of WHSB as it employs a contemporary issues-based approach, enabling students to explore, interrogate and evaluate current geographical questions such as the consequences of globalisation, responses to hazards, water insecurity and climate change. The content allows students to develop an in-depth understanding of physical and human geography and become critical, reflective and independent learners. There is a mix of physical and human geography topics. The content builds on the understanding developed at KS4, avoiding unnecessary repetition while also ensuring that students new to topics are appropriately supported. The key aim is to ensure pupils are sufficiently knowledgeable and skilled to take - and achieve highly in - public examinations in the A-Level Geography course by the end of Year 13 and prepare students for their chosen pathway.

At A-Level, Geography subject content is demanding in all aspects of the course. Yet, topics need to be taught and learned to build student skills, understanding, knowledge and confidence, demanding a slower progression through the course at the start of Year 12. However, pupils will develop the ability to research, collect, interrogate and use appropriate geographical evidence (including statistical techniques) to evaluate a range of opinions on important issues throughout the course.

IMPLEMENTATION

At A-Level, subject specialists teach students in option groups in designated geography rooms for ten 50-minute periods per fortnight. In Year 12, teaching is structured into four topic areas with some areas of overlap (with equal teaching time dedicated to physical and human geography): globalisation; the water cycle and water insecurity; glaciated landscapes and change; and diverse places. In addition, students complete a series of tasks in preparation for the non-examination assessment. A four-day residential fieldwork trip is organised for the spring term, and students collect the data required to produce their independent investigation report. In Year 13, students study four topic areas:

- the carbon cycle and energy security
- superpowers
- tectonic processes and hazards
- health, human rights and intervention

In addition, pupils are prepared for the Paper 3 examination, a synoptic assessment that includes an issue evaluation exercise using unseen materials.

The topic content is designed to extend beyond the course's minimum requirements and take account of the WHSB Learner Profile and develop students' independent learning skills. Tasks are recorded in two exercise books (dedicated to Paper 1 Physical geography and Paper 2 Human geography) and used as a revision tool for end of unit tests and the final examination. The primary textbook resources are 'Geography for Edexcel' Books 1 and 2, supplemented by 'Geography. Edexcel A Level' Books 1 and 2.

The course and individual lessons are designed to be challenging and differentiated and use varied activities to maximise engagement in the learning process. A recurring feature is extended geographical writing (tailored mainly to the demands of the 12 and 20 mark exam questions) and developing the requisite knowledge, skills and understanding to evaluate geographical issues. Graphical and data analysis skills are integral to pupils developing their understanding. A mix of independent learning, paired work and group tasks mean pupils develop resilience, work collaboratively and support each other.

Application of knowledge and understanding for evaluation is developed with the acquisition of factual knowledge in line with the weighting of the three assessment objectives outlined in the Edexcel specification. Common assessments take place across the five terms of study, in addition to Formative

Tests and Trial Examinations. There is further assessment of a variety of activities. For example, students complete exam-style practice questions (as assignments and under timed conditions), give whole-class presentations (such as on intergovernmental organisations) and conduct guided research (such as on relict glaciated landscapes and the impact of resource exploitation on indigenous groups).

IMPACT

At A-Level, students develop as geographers across the full range of skills, understanding and knowledge of places, patterns and processes, and mastery of high-level geographical, enquiry and evaluation skills as critical geographers. By the end of Year 13, nearly all pupils will achieve Grades A*-B in the A-Level examinations, the majority at the top two grades. Upon completing this two-year course, pupils will have the skills and experience to progress onto higher education, training or employment.

GEOLOGY

INTENT

At the Sixth Form level, the WJEC Eduqas A-Level in Geology is best suited to the curriculum intent of WHSB, placing problem-solving at the heart of learning. The curriculum also ensures that students who start the course without having studied GCSE Geology can develop requisite foundation knowledge and skills as early as possible, with additional support sessions provided as required. Learners are encouraged to respond to geological information in familiar and novel situations in the laboratory and the field. Through the course, students will develop through critical practice the skills, knowledge and understanding of scientific methods as applied in geology through a practical endorsement and develop competence in using and evaluating a range of quantitative and qualitative skills (including applying geo-located field data and mathematical and problem-solving skills). The course lends itself to various teaching and learning styles and aims to offer learners of all abilities an enjoyable and positive learning experience. Practical work within the specification is vitally important in developing a conceptual understanding of many topics, and it enhances the knowledge and enjoyment of geology. In this way, teaching aims to ensure pupils are sufficiently knowledgeable and skilled to take - and achieve highly in - public examinations in the A-Level Geology course by the end of Year 13 and prepare students for their chosen pathway.

IMPLEMENTATION

At A-Level, subject specialists teach students in option groups in a designated geology room for ten 50-minute periods per fortnight. In Year 12, teaching is structured into seven topic areas: elements minerals and rocks, Earth structure and global tectonics, surface and internal processes of the rock cycle, time and change, metamorphism, rock-forming processes, and rock deformation. In addition, a seven-day field trip is organised for the summer term, and students collect the data required to complete their specified practical portfolio. This is carried out on the Isle of Arran, Scotland. In Year 13, students study six topic areas: past life and past climates, Earth materials and natural resources, geohazards, geohazards, geological map applications, and the geological evolution of Britain. The topics in the second year are very much the application of work learned in the first year. GCSE Geology helps in this respect as this specification builds on the knowledge, understanding and skills established at GCSE. Many external students have joined the course over many years, without a GCSE in Geology, and achieved top grades in the subject and decided to pursue a degree in geology or a related subject. The topic content is designed to extend beyond the minimum requirements of the course, and this is illustrated in the high standards achieved in practical work known as specified practicals, carried out in Year 12 and the fieldwork on the Isle of Arran. The practicals are designed to develop students' independent learning skills and reinforce the theory taught in class.

Specified practicals are recorded in folders and with detailed feedback, which is moderated by the examination board. The primary textbook resource is the OCR A level textbook, but students are stretched and challenged with several texts to aid more comprehensive reading and develop independent skills: "Essentials of Geology"; "Geoscience"; "Geological Science"; and "The Geology of Britain". The course and individual lessons are designed to be challenging and differentiated and use varied activities to maximise engagement in the learning process. The students will need to develop competence and confidence in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located field data and investigative, mathematical and problem-solving skills) and applying them as an integral part of their geological studies. Graphical and data analysis skills are essential to pupils developing their understanding. A maths guidance booklet is closely followed in the teaching of the A-Level to ensure skills are understood. A mix of independent learning paired with work and group tasks means pupils develop resilience, work collaboratively and support each other. Paired work is essential in specified practical work in Year 12.

Application of knowledge and understanding for evaluation is developed with the acquisition of factual knowledge in line with the weighting of the three assessment objectives outlined in the WJEC Eduqas

specification. Common assessments take place across the five terms of study, in addition to Formative Tests and Trial Examinations. There is further assessment of a variety of activities. For example, students complete exam-style practice questions (as assignments and under timed conditions) and give whole-class presentations (such as plate tectonic volcanism and earthquakes, different types of exceptional preservation through geological history and sedimentary environments and their associated processes and landforms).

IMPACT

At A-Level, students develop as geologists across the full range of skills, developing initiative in thought and problem-solving. By the end of Year 13, nearly all pupils will achieve Grades A*-B in the A-Level examinations, the majority at the top two grades. Upon completing this two-year course, pupils will have the skills and experience to progress onto higher education, training or employment.

GERMAN

INTENT Global awareness and being an effective communicator are vital aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows students to develop these skills and learn to be empathetic, understanding other cultures whilst gaining a greater understanding of their language through the study of grammar and translation. Consequently, the School places great importance on the learning of Modern Foreign Languages. Choosing a language at A-level is greatly encouraged, and there is a steady take-up each year.

At WHSB, we have designed an A-Level German curriculum, which encompasses these aims. Our A-Level curriculum aims to build on students' knowledge from Lower and Middle School to prepare students for the A-Levels at the end of the two-year course. They will continue to expand their understanding of the German language whilst at the same time consolidating their knowledge from the years before. They will put their knowledge into practice in A-Level style speaking and writing tasks. During the year, they will learn about the culture in German-speaking countries and be introduced to a literary text and a film in the Target language. Topics to be covered: Being a young person in German-speaking society, Diversity and difference, Understanding the German-speaking world and The Making of Modern Germany: 1989 onwards. Learners will be exposed to authentic written and spoken material in German.

Students will now be expected to undertake an Independent Research Project and a related discussion (IPR) at A-level. The department intends to develop the students' research skills in German. They must demonstrate the ability to conduct individual research on a topic of personal interest relating to the countries or communities where German is spoken. They must identify a key question, select relevant German information from various authentic sources, and convey their findings in the Target language.

Another new skill is responding critically and analytically to questions based on a literary text and a film. The works reflect cultural and literary elements in the countries and areas where German is a spoken language. In doing so, students will develop a detailed understanding of the book and film. They will acquire the skills to appreciate and analyse the works, demonstrating a critical appreciation of the concepts and issues covered. Ultimately, they will be able to respond critically and analytically in writing to the works in German.

Over the course of the year, students will become increasingly able to understand, speak and write in German on the various topic areas outlined above. Students will be able to respond to stimulus material both in writing and speaking confidently. They will similarly need to read and listen to discussions and articles and then respond to questions in the target language.

IMPLEMENTATION

Students are taught Modern Foreign Languages in mixed ability groups by two or three specialist teachers. Students have ten lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have weekly conversation classes with a Foreign Language Assistant from October to May. In these supplementary lessons, the pupils may work independently with the Language Assistant or in groups of two or three.

In German, teaching is structured into discrete units: these are listed above. These units correspond to the chapters in the textbook, which also cover grammar and vocabulary necessary for the A-Level course. Similarly, teachers will provide bespoke materials, which are relevant to the course.

Lessons should now be taught almost exclusively in German to create maximum exposure for students. There will be a balance of the four skills of listening, speaking, reading, and writing within the classes. Students are guided through various exercises from the textbook and from tailor-made resources to help them achieve greater proficiency.

For the reading and listening skills, students will be exposed to a variety of texts and articles. Students will be asked to identify chunks of language, synonyms and answer comprehension questions in German

in the style of the A-Level exam. Teachers may alternate these two skills in lessons.

Speaking practice will take place in every lesson. Students will be given discussion points and stimulus materials of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their ideas to the whole class to improve understanding for all pupils. Often, this will take the form of a theme-based discussion, one of the critical A-Level skills. Students are given 5 minutes of preparation followed by 5-6 minutes of discussion based on a stimulus card comprised of an image, a short text, and a point for consideration. The stimulus material will be in German and based upon any of the sub-themes as mentioned earlier. In addition to the in-class discussion, a theme-based conversation will take place during the Language Assistant lessons.

Students will also have two formal opportunities to practice an IRP on a topic separate from what they will research for their final examination. These will occur during the End of Year 12 Examination period and the Trial Examination period.

For writing, a film and a literary text have been chosen from the prescribed list. During lessons, students will develop a detailed understanding of the works. They will acquire the skills to appreciate and analyse the texts and demonstrate a critical appreciation of the concepts and issues covered. The department will also develop their essay writing skills. In their analysis, students will examine the characters, the themes and the socio-historical context of the works. For the film, students also will learn about film techniques and their role in the film. Writing will be carried out partly in lessons where students will practise essay writing by first writing short passages like introductions, main points and conclusions, and at home, where they will be asked to write whole essays regularly. The teacher will assess these. They will also be exposed to exam-style writing tasks during the End of Year 12 and Trial Examination Periods.

Additionally, students will practise translation from German into English and English into German on the various themes they are studying throughout their course as this forms part of their A-Level Reading and Listening Examination.

Over the two-year course, there will be one formative assessment (Year 13) and two significant summative assessments (full papers for the End of Year 12 Examination and the Year 13 Trial Examination). Marks from these assessments contribute towards the grade awarded at each reporting phase. In the Trial Examination, students will be required to sit full A-Level papers (Component 1,2 and 3) based on the full specification (although students will not have finished the course at this point). They will also have two speaking examinations. In both, they will be required to prepare a theme-based discussion and complete an Independent Research Project (and the subsequent discussion). The results of all these assessments will be used to identify skills that need to be strengthened for individual students.

In addition to formal lessons, students continue to be encouraged to participate in competitions and extracurricular activities in Languages. A-Level pupils who show great aptitude for languages are encouraged to take on responsibility within the department as Language Mentors.

IMPACT

JCQ descriptor for Grade A at A Level (2021)

TRANSLATION	READING	WRITING
<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • successfully translate most parts of a passage from the assessed language into English, with only minor omissions and a generally high degree of accuracy. • successfully translate most parts of a passage from English into the assessed language, with only minor omissions and a generally high degree of accuracy. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • show a good understanding of written language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • show a good understanding of a range of written texts, including factual and literary texts for study and research. • summarise written language well. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • develop ideas and express and justify points of view effectively. • show a good ability to structure responses coherently. • offer predominantly relevant, detailed information with good critical analysis addressing the requirements of tasks. • make effective use of a wide range of vocabulary and a variety of complex structures as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way.
SPEAKING	LISTENING	OVERALL
<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • develop their ideas and express and justify points of view effectively. • offer predominantly relevant information and good analysis and evaluation, addressing the requirements of tasks. • respond readily, spontaneously and fluently, taking the initiative to interact effectively. • demonstrate mostly accurate pronunciation and intonation. • make effective use of a wide range of vocabulary and a variety of complex structures, as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • show a good understanding of spoken language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • summarise spoken language well. 	<p>Overall performance at grade A typically shows:</p> <ul style="list-style-type: none"> • consistently good, in-depth and detailed comprehension of the assessed language. • consistently clear and in-depth knowledge and understanding of the society and culture of the assessed language countries or communities. • high levels of critical analysis. • clear, coherent, and articulate language which meets the requirements of the tasks given. • the ability to translate with a high degree of accuracy from and into the assessed language.

To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.

HISTORY YEAR 12

INTENT

By the end of Year 12, each student will be confident about the start they have made on their A-Level course. They will have a strong level of knowledge, at a standard relevant to an advanced level of study, on the material covered in Unit 1 (Stuarts) and Unit 2 (Russia), covering all the specified content set out in the Edexcel A Level specification for these Units. Students will have refresher courses in their core historical skills, such as extended writing and source/interpretation evaluation. They will begin using these skills to an advanced level in analysing second-order concepts, handling sources, and reviewing interpretations. Each student will have started to build on writing styles developed in KS3 and KS4 to start forming extended and effective written answers to the essay and document questions faced at A-Level. They will take the paragraph writing skills developed at GCSE and understand how these are developed into A-Level essays, fusing three or four developed paragraphs to form an A-Level style essay. Each student will have been introduced to the A-Level NEA and understand the requirements of this unit of study, together with an early knowledge at an advanced level of the specified topic (currently the Holocaust). Each student will also have chosen at least three texts and a question for their NEA to be prepared fully for the challenges of this aspect of their A-Level course in Year 13.

Each student will also have had the opportunity to visit a site of international historical interest on an organised History trip (likely to be a lengthy overseas trip) and to extend their knowledge of the subject by leading a History Society and reading more comprehensive historical material, as well as participating in other extracurricular opportunities such as lectures and writing articles.

IMPLEMENTATION

Our approach to learning holds the teacher to be a knowledge holder, the model of high-quality academic skills and a facilitator for learning and skill development. We usually adopt an inquiry-based approach to planning education programmes, setting big investigative questions and encouraging collaborative working both by students and teachers in departmental team planning and delivery. We are reflective in our practice and encourage our students to be the same, for example, through assessment review.

Our curriculum is planned tightly for the academic year through a carefully organised Year 12 Scheme of Work (SoW), with built-in differentiation and resources developed to supplement and augment the SoW. The SoW connects lessons so that both knowledge and skills are progressed and developed throughout the course. Students will, for example, practise a skill, peer assess this exercise, receive teacher feedback, review their performance against feedback and then be given further opportunities to improve on this skill. In Year 12, these tasks will focus very strongly on handling a range of knowledge in significant depth appropriate to an advanced level of study, analysing their knowledge against core concepts, and deploying the key historical skill of reconstructing History through documents, with a particular focus on the use of multiple sources together. Written tasks also provide teachers with further opportunities to promote good literacy through feedback, for example, the appropriate use of key historical terms. Our teachers are fully qualified subject specialists, usually with significant academic experience and appropriate teaching experience for advanced level students, working across ten 50 minute sessions per fortnight, which provides plenty of opportunities to develop knowledge and skills to a meaningful degree at an advanced level. Teaching will include explaining key topics and skills, modelling those skills in our practice, scaffolding to help pupils master critical skills and regular practice.

Students are assessed throughout the year in cohort-wide essay tasks that examine each knowledge and skill development phase. There is also a formative element to our assessment, with students reviewing their own and other pupils' answers to identify areas for improvement and the final summer exam leading to the production of an Examiner's Report, detailing general and student-specific areas for improvement. This enables students to prepare for the next stage of the curriculum by auditing their command of the knowledge aspects of the course and their ability to apply each skill in extended writing, which will be built on in the final year of Advanced Level study. This assessment and testing process also enables our teachers to review the effectiveness of lessons and adapt these for future use.

Where there is a need for remote provision, we make active use of Microsoft Teams. The Year 12 teaching cohort is allocated a specific team. Resources are added to this Teams page, which also provides the opportunity for further discussion and online lectures and presentations. Where students are absent from school through self-isolation, we use the meeting function on Teams to offer remote training and access to learning.

We seek to overcome barriers to learning by identifying those students with a background of disadvantage, a record of high/low attainment and potential language barriers on our departmental spreadsheets and monitoring their results as standalone groups, in addition to our monitoring of the wider cohort.

IMPACT

The Impact of our teaching is evaluated through careful assessment of students' work, both individually, as a class and across the entire year group cohort. Assessment of individual work enables us to understand the effectiveness of our delivery with individual students and assess the extent of further need. Assessment of whole-class work enables us to understand the effectiveness of our delivery with each class and evaluate future patterns of teaching and strategies for that class. All assessment results are entered into a spreadsheet. This allows for comparison between teachers and analysis of the whole cohort against previous cohorts, assessing the extent of the success achieved with each cohort and across disadvantaged groups within the cohort. At the end of each School year, an Examination paper is framed to determine the extent to which our objectives have been successfully implemented, assessing critical parts of the course and all students in the cohort. These Examination results form the basis of an annual review of progress and performance by the cohort in preparation for delivering this course to the successive cohort and planning any required remedial work for the departing cohort in their final school year. Essays and examinations are also used carefully in developing reports and allocating a UCAS predicted grade.

Lesson observations and, where possible, student voice exercises enable line managers to evaluate the effectiveness of individual teachers as holders of knowledge and facilitators of learning and skill development. Feedback from these sessions is used constructively to assess and further improve the quality of learning in classrooms.

Departmental meetings offer a further opportunity for all colleagues to be part of the Departmental review of how far our strategies for teaching and learning are succeeding in their objectives. These critical conversations form an integral part of reviewing the implementation of our approach against our original intent and discussing how each lesson or assessment, resourced at the Departmental level, can be improved upon and better incorporated into planning.

HISTORY YEAR 13

INTENT

By the end of Year 13, each student will have completed the A-Level course to the best of their potential. They will have submitted NEA reflecting their very best ability, their strength in writing organised responses and their grasp of interpretations. Each student will have covered the specified content for all three taught Units to an advanced level of study. A programme of revision will have supported their learning of the critical material in these topics. By this point, each student will have a broad knowledge of British and World History across a wide timescale and considerable knowledge in-depth on specialist subjects such as Revolutions, German History and the Holocaust. Each student's writing and analytical skills will be highly polished, and they will be fully prepared, in skills terms, to write effective responses to all second-order, source-based and interpretation questions at the very best level of their potential and a strong advanced level standard. Each student will be fully equipped to attain their target grade in History, and they will have the required skills to start a study of the subject at the Undergraduate level if they choose to. Above all, they will have a passion for and interest in History that will encourage them to consider pursuing History, or a related subject, to a degree level.

Each student will also have the opportunity to visit a site of international historical interest on an organised History trip (likely to be a lengthy overseas trip) and to extend their knowledge of the subject by leading a History Society and reading more comprehensive historical material, as well as other extracurricular opportunities such as lectures and article writing.

IMPLEMENTATION

Our approach to learning holds the teacher to be a knowledge holder, the model of high-quality academic skills and a facilitator for learning and skill development. We usually adopt an inquiry-based approach to planning education programmes, setting big investigative questions and encouraging collaborative working both by students and teachers in departmental team planning and delivery. We are reflective in our practice and encourage our students to be the same, for example, through assessment review.

Our curriculum is planned tightly for the academic year through a carefully organised Year 13 Scheme of Work (SoW), with built-in differentiation and resources developed to supplement and augment the SoW. The SoW connects lessons so that both knowledge and skills are progressed and developed throughout the course. Students will, for example, practise a skill, peer assess this exercise, receive teacher feedback, review their performance against feedback and then be given further opportunities to improve on this skill. In Year 13, these tasks will focus very strongly on taking knowledge levels to the examination level through active learning and revision and taking essential historical skills to their highest possible level, both in the analysis of documents and the evaluation of reconstructions. There will also be considerable focus on completing written analysis under the pressure of time in preparation for the stresses of the summer examination. Throughout the year, these written tasks also provide teachers with further opportunities to promote good literacy through feedback, for example, the appropriate use of key historical terms. Our teachers are fully qualified subject specialists, usually with significant academic experience and appropriate teaching experience for advanced level students, working across ten 50 minute sessions per fortnight, which provides plenty of opportunities to develop knowledge and skills to a meaningful degree at an advanced level. Teaching will include explaining key topics and skills, modelling those skills in our practice, scaffolding to help pupils master critical skills and regular practice.

Students are assessed throughout the year in cohort-wide essay tasks that examine each knowledge and skill development phase. There is also a formative element to our assessment, with students reviewing both their own and other pupils' answers to identify areas for improvement and the mid-year trial examination leading to the production of an Examiner's Report, detailing general and student-specific areas for improvement. This enables students to prepare for the final stage of study by auditing their command of the knowledge aspects of the course and their ability to apply each skill in extended writing, which will be built on in the final term of Advanced Level study. This assessment and testing process also enables our teachers to review the effectiveness of lessons and adapt these for future use.

Where there is a need for remote provision, we make active use of Microsoft Teams. The Year 13 teaching cohort is allocated a specific Team, and resources are added to this Teams page, which also provides the opportunity for further discussion and online lectures and presentations. Where students are absent from school through self-isolation, we use the meeting function on Teams to offer remote training and access to learning.

We seek to overcome barriers to learning by identifying those students with a background of disadvantage, a record of high/low attainment and potential language barriers on our departmental spreadsheets and monitoring their results as standalone groups, in addition to our monitoring of the wider cohort.

IMPACT

Ultimately, the impact of our teaching at this point of the students' career is principally measured by their Examination outcomes at A-Level in the public examinations. We consider these outcomes very carefully at the individual student level (grade achieved in relation to predicted grade, University required grade and relative to other subjects) and a whole cohort level. This analysis is absolutely core to our planning for Years 12 and 13 in future school years and the following cohorts to come through our hands.

Throughout the year and in advance of Results Day, the impact of our teaching is evaluated through careful Assessment of students' work, both individually, as a class and across the entire year group cohort. Assessment of individual work enables us to understand the effectiveness of our delivery with individual students and assess the extent of further need. Assessment of whole-class work enables us to understand the effectiveness of our delivery with each class and evaluate future patterns of teaching and strategies for that class. All assessment results are entered into a spreadsheet. This allows for comparison between teachers and analysis of the whole cohort against previous cohorts, assessing the extent of the success achieved with each cohort and across disadvantaged groups within the cohort.

Midway through the School year, a Trial Examination paper is framed that enables us to determine the extent to which our objectives have been successfully implemented, assessing critical parts of the course and all students in the cohort. These Examination results form the basis of planning for any required remedial work for the cohort or individual students in the final stages of their school career. Essays and examinations are also used carefully in the development of Reports and reviewing the UCAS predicted grade where necessary.

Lesson observations and, where possible, student voice exercises enable line managers to evaluate the effectiveness of individual teachers as holders of knowledge and facilitators of learning and skill development. Feedback from these sessions is used constructively to assess and further improve the quality of learning in classrooms.

Departmental meetings offer a further opportunity for all colleagues to be part of the Departmental review of how far our strategies for teaching and learning are succeeding in their objectives. These critical conversations form an integral part of reviewing the implementation of our approach against our original intent and discussing how each lesson or Assessment, resourced at the Departmental level, can be improved upon and better incorporated into planning.

MATHEMATICS

INTENT

Higher-level Mathematics is becoming more beneficial in a world that is technologically dependant. Alongside teaching students the necessary building blocks for many other subjects such as Physics, Engineering, and Economics, we also aim to develop the students' ability to think and tackle problems logically and systematically. These thinking and study skills will produce highly effective learners in all subjects, not just great Mathematicians. We intend that students can explore some of the more significant concepts of mathematics, such as calculus and trigonometry, in a way that fosters enthusiasm and enjoyment. Consequently, students quickly build confidence in a subject where many find the transition a considerable jump and feel ready to take on the rigorous nature of this syllabus and the challenge it provides. We aim to develop pupils' logic, reasoning and analytical skills and ensure the correct presentation of mathematical solutions. Students should finish the course ready for Higher Level Education in Mathematics or an affiliated course.

IMPLEMENTATION

Students are taught ten lessons a fortnight, by subject specialists, in mixed groups, where Further Mathematicians are also taught alongside Mathematics students. The ten lessons are split 6 for Pure and 4 for Applied to reflect the heavier examination weighting, 66.6%, of Pure and the challenge many students face with Applied, especially the mechanics components. Teaching is structured to cover all the examined content but in an order that best suits our pupils. The Pure 1 content looks to consolidate GCSE knowledge and provide a secure foundation for Pure 2, which expands on the content taught in Pure 1. The Applied content gives students a foundation in both mechanics and statistics. This provides the basis for further study in higher education.

In Pure, students will learn Proof; Algebra and Functions; Coordinate Geometry in the (x,y) plane; Sequences and Series; Trigonometry; Differentiation; Integration: Exponentials and Logarithms; Vectors and Numerical Methods. In Applied, students will be learning about Statistical sampling, Data presentation and Interpretation, Probability, Statistical Distributions and Statistical Hypothesis testing, Quantities and units in mechanics, Kinematics, Forces and Newton's laws and moments. These topics run alongside the four Pearson textbooks, which are used both within and outside of the classroom and feature skill-based and problem-solving type questions as well as previous examination questions. Exercises will be set from the textbook and supplemented with further practice questions using DrFrostmaths and Physicsandmathstutor. Predominantly these will be exam-style questions, but not exclusively. At the end of each unit, pupils complete a formative assessed homework and a summative end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of Year 12, pupils will be required to sit trial examinations to assess their progress so far and then again in the January of year 13.

In addition to the standard curriculum, students will participate in the Senior Mathematics Challenge, in which they can showcase their problem-solving skills with a chance to compete nationally. The Senior Mentoring Scheme runs throughout Year 12, and 13 and students can opt into this, taking monthly problems and discussing them in groups of students and with teachers once a week. WHSB usually offers the following enrichment for Sixth Form mathematicians: STEP/MAT club, Project Euler, UKMT Senior Team Mathematics Challenge, Architecture Day, talks from visiting mathematicians, visits to London Universities for Mathematics lectures, a national Cipher Challenge and a national Engineering Challenge.

IMPACT

All students should attain at least a C grade or above. We would expect those students who achieved GCSE grade 9 to reach A* or A, grade 8 a B and grade 7 a C. This is a rough guide, and pupils will be held accountable for their target grades. Across the two years, those failing to make appropriate progress will be supported by their teachers with extra work and sessions where required and encouraged to attend a Mathematics help club that runs twice per week at lunchtimes. Here students can discuss problems with homework and classwork, and a teacher will be present, as will able mathematicians from Year 13. Attendance could be compulsory for those who need more robust support.

MUSIC

INTENT

The aims for KS5 study of Music at WHSB are as follows:

- Students engage actively in the process of musical study
- Students develop performance and composition skills to demonstrate understanding of musical elements, style, expression and convention
- Students appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology

IMPLEMENTATION

Component 1:

- Students are all offered free, individual music tuition on their chosen instrument
- Students are taught rehearsal exercises with the aim of making their individual practise more efficient and useful
- Students are guided through the assessment criteria using a mixture of formative and summative assessment
- Students are encouraged to consider the stylistic implications of their choice of piece, and the necessary conventions associated with that style

Component 2:

- Students learn to compose in four parts in the style of J.S Bach
- Students complete exercises focussing on developing their ability to manipulate a range of elements
- Students are provided various briefs, encouraging them to compose in different styles and for different applied contexts
- Students peer and self-assess their compositions

Component 3:

- Students extend their vocabulary of musical techniques and apply those techniques to specific styles
- Students follow the chronology of the Classical and Romantic eras, the music of the turn of the twentieth century, and the development of popular music, understanding how and why the styles changed through analysis and evaluation tasks
- Students analyse micro and macro musical structures, using knowledge of a range of elements to justify their assertions
- Students complete aural exercises including interval and cadence recognition

IMPACT

Impact	Evidence
Students perform with accuracy, technical control and expression	Performance recordings
Students create and develop musical ideas, demonstrating technical and expressive control of the musical elements	Composition assessments
Students complete aural and visual analysis tasks, evaluating and examining the effect of context in extended writing tasks	Regular listening and essay-writing assessments

PHYSICAL EDUCATION

INTENT

That the students can successfully perform in their A-Level Physical Education examination, we also want students to appreciate sport from various positions, which could lead them to careers in the field of sport, be that from a marketing, medical or performance perspective. To give themselves the best opportunity to maximise performance, the students will;

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

This specification has been designed to allow learners to appreciate physical education in a wide range of contexts. The specification is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Learners will understand how the various theoretical concepts impact their performance through the integration of theory and practice.

IMPLEMENTATION

The Eduqas GCE Physical Education Course is taught by two teachers and divided into five areas of study. These areas of study are taught over nine fifty-minute lessons per fortnight. The delivery is purely theoretical, with occasional practical lessons to reinforce and deliver theoretical concepts. A variety of pedagogical approaches are used to provide particular elements of the course. The delivery of each teacher is naturally slightly different, the consequence being that students are taught a variety of concepts through a multitude of different pedagogical approaches.

1. Exercise physiology, training and performance
2. Movement analysis, technology and biomechanics
3. Sport psychology
4. Skill acquisition
5. Sport and society

There is a Non-Examination Assessment (NEA) that makes up 30% of the GCE A Level. This is further subdivided into two equally weighted 15% components. One is the practical performance which is scored out of 45 marks. The second is a piece of coursework based on the student improving the sporting performance in their chosen sport and is scored out of 45 marks. No allocated lessons are used to improve their sporting performance.

The School offers extracurricular sport on a Wednesday afternoon. The expectation is that if their sport is one of the sports that the School competes in, they use this as an opportunity to be continually assessed across the two-year programme.

Some lessons are allocated to the coursework element as these are sequenced within the Scheme of Work to provide an opportunity for application to the concepts being taught.

IMPACT

Students are assessed through a range of assessments; these occur approximately every Half Term. These results are then recorded to track progress across the two-year course. The NEA is assessed by the teachers and then verified through a moderation process on behalf of Eduqas. At the end of the course, the outcome will determine the level of impact that the course has made on that pupil. A further measure of influence is whether students utilise this qualification for their next destination. Whether that is directly in the field of sport, either academically or through employment, or indirectly using their A-Level Physical Education qualification to reach their next destination.

PHYSICS

INTENT

The course aims to develop students' interest in and enthusiasm for physics. Students should develop essential knowledge and understanding of different areas of physics and how they relate to each other and develop competence and confidence in a variety of practical, mathematical and problem-solving skills. Students should be able to use theories, models and ideas to create scientific explanations. Students should develop strong practical skills and be able to work competently in a laboratory setting.

IMPLEMENTATION

The course is taught by specialist Physics teachers, ten lessons per fortnight, and is structured around the following topics:

- Year 12 Teacher 1: matter and radiation, quarks and leptons, and quantum phenomena; electric current and direct current circuits; work, energy and power, and materials; circular motion and simple harmonic motion
- Year 12 Teacher 2: mechanics: kinematics, dynamics and statics; waves and optics; thermal physics and gases
- Year 13 Teacher 1: gravitational fields and electric fields; capacitors; magnetic fields and electromagnetic induction; practical skills
- Year 13 Teacher 2: radioactivity and nuclear energy; the discovery of the electron, wave-particle duality and special relativity

Each student is issued with a textbook that covers the content of the course. They bring these with them to lessons and use them for homework and private study outside classes.

Short class tests form the basis of our end-of-topic assessments. Questions from the textbook are used to gauge pupil understanding as the course progresses. Isaac Physics is used for homework and regular checking of performance. Required practicals are written up and assessed. All practicals are used to determine competency 3-5, half of the practicals being used to assess competency 1 and the other half being used to assess competency 2.

Supplementary practicals are frequently used to support learning, as are simulations and animations from VPLab and PhET.

The department has strong links with Isaac Physics and uses many resources to support learning. Resources are shared with students via MS Teams, including presentations and notes, additional question materials and past papers.

IMPACT

At the end of the course, students will be equipped to tackle undergraduate Physics or Engineering. They will possess problem-solving skills, mathematical skills, investigative skills and evaluation skills to access associated concepts. By the end of Year 13, we expect our students to be obtaining at least a Grade B. In 2019, 48% scored a Grade A or higher, 75% achieved a B or higher.

POLITICS

INTENT

The Department intends to introduce A level Politics students to the broad themes and concepts involved in politics and government in both the UK and US. Politics shapes all of our lives and impacts every citizen. Politics consists of many ideas, many of which link together and can be examined and compared. Students will discover that Politics is a contested field, not least with different ideological frameworks, and can be studied from various perspectives. Therefore, the student of Politics should develop an enquiring, thoughtful and critical approach to information. The examination focuses heavily upon extended writing and, thus, promotes analytical and evaluative writing skills in presenting an argument. Together these represent life-long skills of thinking and presentation which should equip students well for university and broader careers.

IMPLEMENTATION

Teaching is delivered through a single staff member for each class who has extensive experience and subject knowledge.

Textbooks are kept as up-to-date as allowed by publishers' schedules; typically, books are renewed every two years (for example, the current UK and US textbooks were published in 2021 and include both Brexit and the December 2019 General Election and the 2020 US Presidential Election). A separate book is provided to support the Ideologies component.

Extensive use is made of external resources – notably Prechewedpolitics and Politics Review Magazine – which enable students to access up-to-date information. Students are additionally encouraged to make use of other online resources.

Each year group is allowed to visit the Palace of Westminster (COVID-19 regulations permitting), and the Department arranges external speakers whenever possible.

Politics is a constantly changing and evolving topic. The course structure as delivered focuses on UK Politics in Year 12, followed by Ideologies and then US and Comparative Politics in Year 13. This allows for conceptual building blocks to be established early in UK Politics, then UK Government, whilst Comparative Politics provides a natural opportunity to revise UK material in the second year after the intensive study of US Politics and Government. The choice of Feminism as our Non-Core Ideology is intended to present our students with a challenging topic which follows a historical pattern of development by introducing topics such as identity politics, intersectionality and transgender issues.

Assessment is primarily based upon exam-style questions. There are regular “quizzes” to encourage students to stay abreast of current affairs.

IMPACT

Impact is assessed primarily by two means, external examination results and progression to studying Politics at university.

In recent years, the Department's A level results have been excellent, with top students being rewarded with A* grades. Our 4-Year Average (2018-21) reads: A* 23%; A 40%; B 27%; C 6%; D 1% and E 2%.

Historically, Politics or Politics and International Relations is one of the most popular university destinations for students at WHSB. We anticipate at least half of the cohort studying a course related to Politics at university. Many of the rest do Economics, law, or History in which political knowledge and understanding are often a valuable component.

However, it is also true that many of our students develop what will become a broader interest in politics. They have become active in politics at university, local or national level and even continue to attend academic lectures or follow them online.

PSHEE

INTENT

PSHEE (Personal, Social, Health and Economic Education) in Key Stage 5 will be taught during form time, through the School assembly programme, in some Breadth Studies lessons and on enrichment days. We aim to inspire and challenge students with a comprehensive, coherent and worthwhile course of study. Students will develop as rounded individuals and contributors to society, the economy and the environment. We will explore the challenges and opportunities that spiritual, moral, social, cultural, political and economic issues pose in contemporary society. This will include helping pupils to understand their rights and responsibilities as citizens of Britain.

The PSHEE/Citizenship programme will be tailored to our particular circumstances. The student will continue to address the issues of personal responsibility, development of character, decision making, British Values, Prevent and Radicalisation, legally protected characteristics under the equalities act, healthy lifestyles, financial capability and relationships with others both as individuals and as members of a cohesive community.

In PSHEE lessons, students explore topics considered important for their personal development, safety, and economic well-being. The School aims to support parents and carers in encouraging pupils to live healthy, responsible and productive lives. The PSHEE curriculum is aligned with the Learner Profile, explicitly linking each topic with the distinct ethos and values of WHSB. Students are given opportunities to explore and clarify their attitudes and values, enabling them to apply these to situations that may be encountered now and in the future.

IMPLEMENTATION

The content of School assemblies, form periods, enrichment days, charity events, fundraising and some Breadth Studies lessons will also provide a stimulus for further discussion and understanding of the Spiritual, Moral, Social and Cultural dimensions. Other opportunities include pupil mentoring and involvement in School Council and student committees.

Some Breadth Studies lessons also address PSHEE topics such as:

Binge Drinking, British Government, Cloning, Multiculturalism, obesity, stress, addiction, prejudice, discrimination, respect, culture and Legally Protected Characteristics under the Equalities Act.

These characteristics are introduced at the start of the year, and a copy is given to students to be referred to throughout all topics. They will be of particular use when discussing multiculturalism, prejudice, discrimination and respect.

IMPACT

Impact is measured and assessed through discussion, student presentations, participation and Pupil Voice. Progress and attainment in PSHEE are not judged in terms of grades or passing, or failing. Pupils themselves should reflect on whether they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning in PSHE education will compare where a student is at the end of a class or series of lessons against where they were before the class (s). Other feedback on the impact of PSHEE lessons may be gathered in Pupil Voice exercises, quizzes, or questionnaires, as appropriate.

PSYCHOLOGY

INTENT

To introduce students to the field of Psychology and prepare them for Higher Education. Students are learning to approach a topic from different perspectives and evaluate theories and the research evidence those theories are based upon. Students analyse the methodology used by psychologists during an investigation and the techniques used for data handling and statistical analysis. The AQA course includes an introduction to research and theories within many areas of psychology, including cognitive, developmental, social, clinical, and biological approaches.

Skill-building is emphasised throughout the course with a focus on examination skills:

- *A01: demonstrate knowledge & understanding of scientific ideas, processes, techniques and procedures*
- *A02: apply knowledge & understanding of scientific ideas, processes, techniques and procedures: in a theoretical context; in a practical context; when handling data.*
- *A03: analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements & reach conclusions; develop and refine practical design & procedures.*

IMPLEMENTATION

Students will study Psychology over two years with a total of 10 lessons a fortnight. There are 11 topic areas covered and a stronger emphasis on Research Methods as it makes up 25% of the marks across all three examinations, 10% of which is dedicated to mathematical skills. Each topic (apart from Research Methods) is covered in 20-24 lessons. The order in which topics are taught is carefully designed so that students can begin with more Introductory topics (Social Influence) and topics that lay a foundation for future understanding and skills in Psychology (Research Methods and Approaches). The course structure is outlined below, although this can be adapted to meet the needs of particular cohorts (e.g. remote learning; more/less able).

Year 1	
Induction skills: introduction to Research Methods; Speak like a Psychologist (3 lessons)	September
Social Influence	September/October
Research methods part 1	October/November
Approaches	December
Attachment	January/February
Psychopathology	February/March
Memory	March/April
Research Methods (part 2)	April/May
End of Year 12 Internal examinations	
Year 2	
Biopsychology	June/July

Issues and debates	September
Relationships	October/November
Addiction	November/December
Schizophrenia	January/February (+trial exams)

All assessments are designed to build evaluation and analytical skills. There is a strong emphasis on writing style, and the 'burger' or PEEL structure is embedded to improve evaluation writing. Students are also encouraged to debate in lessons and use research evidence to support their arguments. The textbook contains recall and application style questions. Required practical work occurs during the course, giving students an appreciation of the experiments that underpin scientific theory. Homework is set from AQA past paper questions and the textbook. At the end of each topic, pupils complete an End-of-topic test consisting of 24-marks conducted under timed conditions. This assessment will replicate one Section of the A-level examinations. These tests and other assessments provide an insight into the pupil's progress throughout the year and contribute to the grades awarded at each reporting phase. At the end of Year 12, pupils will sit an Internal Examination. In Year 13, pupils will sit a Formative Examination in the Autumn Term and Trial Examinations in the Spring Term. Students are encouraged to be lifelong learners and possess intellectual curiosity through completing additional reading and joining the Psychology Society.

IMPACT

By the end of Year 12, we expect our students to be attaining at least a B and a Level 3 grade descriptor. As Psychology is a new subject for most pupils, the skills required for A*/A grades can take some time to develop. By the end of Year 13, results are expected to be 82% A*-B in line with the School Development Plan. At the end of a phase report, targeted interventions are aimed at pupils who fall behind, such as seating plans, folder checks, mentoring, and re-submitting work that falls below their target. In preparation for Higher Education, they are encouraged to become independent learners capable of distilling information and critically analysing the quality and authorship of resources.

RELIGIOUS STUDIES

INTENT

Students study the Religious Studies OCR examination specification:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

IMPLEMENTATION

At A-Level, pupils are taught in a class in the option blocks. Pupils have ten Religious Studies lessons in a fortnightly cycle (split seven with the Head of department and three with another subjects specialist) taught in well-resourced classrooms. There are three separate papers studied.

In the Philosophy of religion, learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of critical thinkers, illustrated in issues or debates in the philosophy of religion.

Religion and ethics are characterised by the study of ethical language and thought, exploring key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance, namely euthanasia, business ethics, and sexual ethics.

Developments in religious thought provide an opportunity for the systematic study of one religious tradition. This will include exploring religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central is how religious traditions have developed over time and spiritual responses to challenges and significant contemporary social issues.

IMPACT

By the end of the Upper Sixth, we expect most pupils to be attaining grades A* to B at A Level as per the School's targets. To achieve grades A* to B in Religious Studies, A-Level students will be able to write essays which:

- Show an excellent demonstration of analysis and evaluation;
- Respond with a confident and insightful critical analysis and detailed evaluation of the issue;
- Where views are skilfully and clearly stated, coherently developed and justified;
- Accurate and precise use of technical terms and vocabulary;
- Include an extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation.

SPANISH

INTENT

Global awareness and being an effective communicator are critical aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills and learn to be empathetic, understanding other cultures whilst gaining a greater understanding of their language through the study of grammar and translation. Consequently, the School places great importance on learning Modern Foreign Languages, with pupils studying at least one language at GCSE and a considerable number choosing to study two languages.

At WHSB, we have designed an A-Level Spanish curriculum that encompasses these aims. Our A-Level curriculum aims to build on pupils' knowledge from Lower and Middle School to prepare students for the A-Levels at the end of the two-year course. They will continue to expand their knowledge of the Spanish language while consolidating their knowledge from the years before. Furthermore, they will practise A-Level style speaking and writing tasks. They will consolidate their understanding of the Spanish language and culture during the year from Spain and Spanish-speaking countries. Students will also be introduced to a literary text and a film in the Target language. Topics to be covered: Aspects of Hispanic Society: current trends, Artistic culture in the Hispanic World; Multiculturalism in Hispanic Society; and Aspects of political life in Hispanic Society. Learners will be exposed to authentic written and spoken material in Spanish.

Students will now be expected to undertake an Individual Research Project and a related discussion (IPR) at A-Level. The department intends to develop the student's research skills in Spanish. They must demonstrate the ability to conduct individual research on a topic of particular interest relating to the countries or communities where Spanish is spoken. They must identify a key question and select relevant Spanish information from various authentic sources and convey their findings in the Target language.

Another new skill is responding critically and analytically to questions based on a literary text and a film. The works reflect cultural and literary elements in the countries and areas where Spanish is a spoken language. In doing so, students will develop a detailed understanding of the book and film. They will acquire the skills to appreciate and analyse the works, demonstrating a critical appreciation of the concepts and issues covered. Ultimately, they will be able to respond critically and analytically in writing to the works in Spanish.

Over the course of the year, students will become increasingly able to understand, speak and write in Spanish on the various topics outlined above. Students will be able to respond to stimulus material both in writing and speaking confidently. They will similarly need to read and listen to discussions and articles and then respond to questions in the target language.

IMPLEMENTATION

At A-Level, Students are taught Modern Foreign Languages in mixed ability groups by three specialist teachers. Students have ten lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have weekly conversation classes with a Foreign Language Assistant from October to May. In these supplementary lessons, the pupils may work independently with the Language Assistant or in groups of two or three.

In Spanish, teaching is structured into discrete units: these are listed above. These units correspond to the chapters in the textbook, which cover grammar and vocabulary necessary for the A-Level course. Similarly, teachers will provide bespoke materials which are relevant to the course.

Lessons should now be taught almost exclusively in Spanish to create maximum exposure for students. There will be a balance of the four skills of listening, speaking, reading, and writing within the classes. Students are guided through various exercises from the textbook and tailor-made resources to help them achieve greater proficiency.

For the reading and listening skills, students will be exposed to a variety of texts and articles. Students

will be asked to identify chunks of language, synonyms and answer comprehension questions in Spanish in the style of the A-Level exam. Teachers may alternate these two skills in lessons.

Speaking practice will take place in every lesson. Students will be given discussion points and stimulus materials of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their ideas to the whole class to improve understanding for all students. Often, this will take the form of a theme-based discussion, one of the critical A-level skills. Students are given 5 minutes of preparation followed by 5-6 minutes of discussion based on a stimulus card comprised of an image, a short text and a point for consideration. The stimulus material will be in Spanish and based upon any of the sub-themes mentioned above. In addition to the in-class discussion, a theme-based conversation will take place during the Language Assistant lessons.

Students will also have two formal opportunities to practise an IRP on a topic separate from what they will research for their final examination. These will occur during the End of Year 12 Examination period and then during the Trial Examination period in Year 13.

For Translation, students will translate passages from Spanish into English and from English into Spanish on the topics covered over the two years. In addition, they will find translation passages on the film and book that they study. The length of the passages is usually similar in size to the texts that appear in the examination. However, students can sometimes be asked to translate longer passages as part of a class exercise, often as a pair or group exercise, which is corrected during the same lesson.

For Writing, students write for a variety of purposes the topic areas which they are learning. Writing will mainly be carried out in class for teachers to assess students' abilities. In class, students will not be able to use electronic help to write their texts. Homework tasks will be set regularly and sometimes include presentations on research for the topics they are learning. In addition to writing on the topics covered for the listening, reading, translations and stimulus cards, students develop essay writing skills for the film and literature.

Over the two-year course, there will be one formative assessment (Year 13) and two significant summative assessments (full papers for the End of Year 12 Examination and the Year 13 Trial Examination). Marks from these assessments contribute towards the grade awarded at each reporting phase. In the Trial Examination, students will be required to sit full A-Level papers (Component 1,2 and 3) based on the full specification (although the students will not have finished the course at this point). They will also have two speaking examinations. In both, they will be required to prepare a theme-based discussion and complete an IRP (and the subsequent discussion). The results of all these assessments will be used to identify skills that need to be strengthened for individual students.

In addition to formal lessons, students continue to be encouraged to participate in competitions and extracurricular activities in Languages. A-Level students who show great aptitude for languages are encouraged to take on responsibility within the department as Language Prefects.

IMPACT

JCQ descriptor for Grade A at A Level (2021)

TRANSLATION	READING	WRITING
<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • successfully translate most parts of a passage from the assessed language into English, with only minor omissions and a generally high degree of accuracy. • successfully translate most parts of a passage from English into the assessed language, with only minor omissions and a generally high degree of accuracy. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • show a good understanding of written language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • show a good understanding of a range of written texts, including factual and literary texts for study and research. • summarise written language well. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • develop ideas and express and justify points of view effectively. • show a good ability to structure responses coherently. • offer predominantly relevant, detailed information with good critical analysis addressing the requirements of tasks. • make effective use of a wide range of vocabulary and a variety of complex structures as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way.
SPEAKING	LISTENING	OVERALL
<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • develop their ideas and express and justify points of view effectively. • offer predominantly relevant information and good analysis and evaluation, addressing the requirements of tasks. • respond readily, spontaneously and fluently, taking the initiative to interact effectively. • demonstrate mostly accurate pronunciation and intonation. • make effective use of a wide range of vocabulary and a variety of complex structures, as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way. 	<p>To achieve grade A, candidates will be able to:</p> <ul style="list-style-type: none"> • show a good understanding of spoken language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • summarise spoken language well. 	<p>Overall performance at grade A typically shows:</p> <ul style="list-style-type: none"> • consistently good, in-depth and detailed comprehension of the assessed language. • consistently clear and in-depth knowledge and understanding of the society and culture of the assessed language countries or communities. • high levels of critical analysis. • clear, coherent, and articulate language which meets the requirements of the tasks given. • the ability to translate with a high degree of accuracy from and into the assessed language.

To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.