



Birmingham Ormiston Academy  
**imagine everything**

# **YEAR 12**

# **CURRICULUM**

# **BOOKLET**

Dear Parents/Carers

Welcome to Birmingham Ormiston Academy's Year 12 Curriculum Booklet which outlines the content of all courses studied by our current Year 12 students.

I hope you will find the booklet interesting and informative.

The purpose of the booklet is to:

- explain the structure of each qualification and how each course will be assessed;
- inform parents and Year 12 students of the key units covered in each qualification, along with key assessment dates.

At Birmingham Ormiston Academy we provide all Post-16 students with a curriculum that is tailored to their individual needs and which leads to a range of possibilities after Post-16 education.

At the beginning of Year 12, students chose one of BOA's specialist pathways that combine practical learning and forms of assessment based on applied knowledge and understanding of the relevant subject, and will work towards achieving a BTEC Level 3 Extended Diploma.

I would like to wish all students every success during their first year at BOA and as they prepare for their futures.

Best wishes



**Chris Mitchell**  
Vice Principal

**Disclaimer:** As the academic year progresses, slight changes or amendments to the curriculum outlines and assessment plans, as outlined in this booklet, may occur. Should there be any amendments, we will contact you and publish the latest version of the curriculum booklet on BOA's website.



# KEY INFORMATION

## **The Post-16 Curriculum at BOA**

### **What subjects are offered in Years 12 and 13?**

The Post-16 curriculum at BOA combines a specialist pathway course and up to two additional A' Level option subjects.

### **Qualifications**

#### **(BTEC Level 3 National Extended Diploma)**

The BTEC is a specialist vocational qualification highly valued by industry and higher education. It encourages and stimulates students' achievement through practical learning and forms of assessment based on applied knowledge and understanding of the relevant subject area. BTEC courses provide considerable opportunities for teamwork and in-depth study based on specialist activities. Since September 2016, the majority of BTEC National Level 3 qualifications have included both internally assessed units and externally assessed units.

Vocational courses that underpin the specialist pathways at BOA provide experiences and education relevant to working life. You will develop your knowledge, understanding and skills across a broad vocational area, and will also gain experience of work in that area. BTEC courses are assessed mainly through evidence collated in portfolios but externally-marked assessments also contribute significantly.

The BTEC Level 3 National Extended Diploma is equivalent to three A' level qualifications.

Students receive 14 hours of timetabled lessons for the BTEC qualification, as well as extra-curricular activities and rehearsal time. Student will also be directed to complete a number of independent learning tasks ahead of their weekly lessons (see below).

### **Independent Learning**

All qualifications at Post-16 require students to complete independent learning tasks in support of the lesson activities and associated assessments. Independent learning tasks should be completed during 'free periods' and also from home. Students will be guided to carry out 5 hours of independent learning for their BTEC Level 3 qualification per week, with tasks set in advance of the week's lessons.

The specialist pathways on offer at BOA in 2023 are as follows:

#### **Creative Arts**

- BTEC Level 3 National Extended Diploma in Art & Design

#### **Digital Arts**

- BTEC Level 3 National Extended Diploma in Creative Digital Media Production: Games Design and New Media

#### **Performing Arts**

- BTEC Level 3 National Extended Diploma in Performing Arts: Acting
- BTEC Level 3 National Extended Diploma in Performing Arts: Dance
- BTEC Level 3 National Extended Diploma in Music
- BTEC Level 3 National Extended Diploma in Music Technology
- BTEC Level 3 National Extended Diploma in Performing Arts: Musical Theatre

## **Additional subjects:**

### **A' Levels**

#### **(General Certificate of Education: Advanced Level)**

A' Level courses are offered in addition to the BTEC Level 3 National Extended Diploma. As a result, students who opt to take an A' Level qualification are – in effect – studying an equivalent of either four or five A' Level subjects.

A' Level subjects are delivered on 5 hours of timetabled lessons per week, as well as up to 5 hours of independent learning activities.

At BOA, we offer a small range of A' Level subjects that Post-16 students can opt to take in addition to their BTEC qualification. BOA offers the following A' Level subjects:

<b>Subject and Examination Board</b>	
A' Level Geography (AQA)	A' Level English Literature (OCR)
A' Level Maths (Pearson Edexcel)	A' Level History (AQA)
	A' Level Media Studies (EDUQAS)

## **The Compulsory Subjects:**

### **GCSE retake examinations in GCSE English and GCSE Mathematics**

#### **(General Certificate of Secondary Education)**

The Department for Education expects students to achieve a 'standard pass' or 'good pass' in both GCSE English Language and GCSE Mathematics, and we passionately believe that students should want to pass these subjects. Institutions of Higher Education and employers place great value on these subjects, and it is important for all to be literate and numerate. Students receive 3 hours of timetabled lessons per GCSE retake subject over the course of each academic week, as well as independent learning activities.

**GCSE English Language** (*AQA GCSE English Language: Specification 8700*) and **GCSE Mathematics** (*Pearson Edexcel GCSE Mathematics: Specification 1MA1*)

Students who do not achieve a *standard* pass (Grade 4) in GCSE English (Language or Literature) and/or GCSE Mathematics are required to re-sit the subject in years 12 and 13 until they gain a Grade 4 or above.

## Assessment by Subject

The subject descriptions in the following table indicate the methods of assessment for all subjects on offer at BOA:

Subject	Assessed by external assessors	Internal assessment
<b>BTEC</b>		
BTEC Level 3 National Extended Diploma in Art & Design	40%	60%
BTEC Level 3 National Extended Diploma in Creative Digital Media Production: Games Design & New Media	40%	60%
BTEC Level 3 National Extended Diploma in Music	40%	60%
BTEC Level 3 National Extended Diploma in Music Technology	40%	60%
BTEC Level 3 National Extended Diploma in Performing Arts: Acting	40%	60%
BTEC Level 3 National Extended Diploma in Performing Arts: Dance	40%	60%
BTEC Level 3 National Extended Diploma in Performing Arts: Musical Theatre	40%	60%
<b>A' Level</b>		
A' Level English Literature	80%	20%
A' Level Geography	80%	20%
A' Level History	80%	20%
A' Level Mathematics	100%	-
A' Level Media Studies	70%	30%
<b>GCSE (Retake)</b>		
GCSE English Language	100%	-
GCSE Mathematics	100%	-

## The Post 16 Curriculum – in brief:

The table below condenses the information provided throughout this booklet and provides a clear overview of the curriculum offer at Key Stage 5 along with details of qualifications and time allocation per subject:

### Compulsory Timetable – Pathway and Personal Development:

Subject	Qualification	Time allocation
BTEC National Level 3 Extended Diploma	Equivalent of 3 A' Levels	14 hours per week
Personal Development Time & Tutorials	Non-exam	1.5 hours per week (Currently reduced due to covid-19 restrictions)
<b>Total:</b>		<b>15.5 hours per week</b>

### Additional Subjects:

Subject	Qualification	Time allocation
Additional Subjects (A' Levels) – Option 1	A' Level	5 hours per week
Additional Subjects (A' Levels) – Option 2	A' Level	5 hours per week
GCSE English Language (retake)	GCSE	3 hours per week
GCSE Mathematics (retake)	GCSE	3 hours per week
<b>Total:</b>		<b>From 3 to 10 hours per week</b>



# **PATHWAY SUBJECTS**

## BTEC Level 3 Extended Diploma in Performing Arts (Acting Pathway)

Students on the Acting Pathway in Year 12 will be entered for BTEC National Level 3 Extended Diploma in Performing Arts (RQF). The qualification is assessed through externally assessed units alongside centre-based controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further information can be found at <https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>

Year 12 BTEC Pathway Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<b>Unit 21: Improvisation</b> <ul style="list-style-type: none"><li>This unit will allow students to evaluate the potential of improvisation to create drama and apply the skills in practical workshops. Students will also review their progress in a written response that presents an ongoing review of their experience and contributions.</li></ul>	<b>Assignment Brief hand out:</b> 09/2023  <b>Submission:</b> 11/2023
<b>Unit 26: Physical Theatre</b> <ul style="list-style-type: none"><li>Students will develop physical theatre techniques, using the body and voice, by actively participating in workshops and rehearsals and then in a performance to communicate meaning to an audience.</li><li>By researching and watching different performances, students will develop an understanding of the diversity of this performance genre and the practitioners that have influenced the development of physical theatre.</li><li>As the work develops students will submit evaluative reports that that reflect on, and evaluate, their progress.</li></ul>	<b>Assignment Brief hand out:</b> 09/2023  <b>Submission:</b> 11/2023
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Unit / Topic	Assessment Dates
<b>Unit 2: Developing Skills and Techniques for Live Performance</b> <ul style="list-style-type: none"><li>Students will start this unit during the last couple of weeks of Term 1 and continue through to Term 2.</li><li>This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles.</li></ul>	<b>Assignment Brief hand out:</b> 11/2023  <b>Submission:</b> 01/2024
<b>Mock Unit 3: Group Performance Workshop</b> <ul style="list-style-type: none"><li>Students will gain a clear understanding of what is expected of them for their externally assessed unit 3.</li></ul>	



<ul style="list-style-type: none"> <li>They will be given a mock scenario in order to practise for Unit 3 later in the year.</li> </ul> <b>Unit 1: Investigating Practitioners Work</b> <ul style="list-style-type: none"> <li>You will investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</li> <li>You will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements.</li> <li>You will be given a brief and 4 weeks to prepare, then assessed under supervised conditions.</li> </ul>	<b>Brief Hand Out Date:</b> 03/2024  <b>Examination Date:</b> 05/2024
<b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Unit 3: Group Performance Workshop</b> <ul style="list-style-type: none"> <li>This will be a unit that approaches a performance from stimuli supplied by Pearson/BTEC. There are 3 written Milestones in controlled conditions based around the student's development of a dramatic piece in response to the stimulus provided.</li> <li>There is a performance then of the work completed up to that point and Q&amp;A with an audience.</li> <li>There is a further written milestone in controlled conditions.</li> </ul>	<b>Brief Hand out Date:</b> 01/2024 <b>Examination Date:</b> 03 and 04/2024
<b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
Unit 3 and Unit 19 Continue  <b>Unit 5: Individual Performance Commission</b> <ul style="list-style-type: none"> <li>In this unit students will respond to a brief set by the exam board and create work to a commission stimulus.</li> <li>You will create your own solo performance of between 5-8 minutes in length and you will be encouraged to use skills such as singing, dancing, playing an instrument, writing poetry, etc.</li> </ul>	<b>External Assessments for Unit 3: Dates TBD</b> <b>Assignment Brief hand out:</b> 03/2024 <b>Submission:</b> 05/2024
<b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Units 1 and 3 will be completed this term.</b> <b>Unit 18: Interpreting Classical Text for Performance</b> <ul style="list-style-type: none"> <li>In this unit you will investigate three areas of classical theatre such as ancient Greek, Restoration and Elizabethan. You will submit a report evidencing your understanding of these forms of theatre.</li> <li>You will be cast in, and rehearse a classical text for performance in the Old Rep Theatre.</li> </ul> <b>Unit 4: Performing Arts in The Community</b> <ul style="list-style-type: none"> <li>This unit will allow you to research and evaluate what makes good community performance from investigating professional community</li> </ul>	<b>Assignment Brief hand out:</b> 04/2024 <b>Submission:</b> 07/2024  <b>Assignment Brief hand out:</b>

arts companies and apply this to a project organised across in an area of the community such as a school or other environment. <ul style="list-style-type: none"> <li>You will also evaluate your progress in ongoing milestone written response documents.</li> </ul>	04/2024 <b>Submission:</b> 07/2024
<b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
Units 18 and 4 will be completed this term.	

## BTEC Level 3 Extended Diploma in Creative Digital Media Production (GDNM Pathway)

Students in Year 12 will be entered for BTEC Level 3 Extended Diploma in Creative Digital Media Production. The qualification is assessed through external examinations and controlled assessment. Below are details of the specific units and topics they will be covering throughout this academic year.

Further information can be found at: <https://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.html>

Year 12 BTEC Pathway Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<b>Induction project – Summer brief presentations</b> Students will showcase their work from the set task over the summer preparatory to beginning the induction project.	11/09/2023
<b>Assignment 1: Unit 32: Concept Art &amp; Unit 33: 2D animation</b> Students will explore video game concept art before developing assets for a 2D game, in particular building the necessary skills to become a 2D animator. Skills include illustration, silhouetting, colour theory, art style design and more.	<b><u>Assignment set:</u></b> 02/12/23 <b><u>Deadline:</u></b> 22/02/23
<b>Assignment 2: Unit 4: Pre-Production &amp; Mock of external assessments Unit 3: Digital Media Skills</b> Students will delve into video game project management wherein they will produce planning portfolio for a 2D video game. They will dive into research, pitch presentation techniques, producing video game proposals and creative treatments.	<b><u>Assignment set:</u></b> 09/10/23 <b><u>Deadline:</u></b> 16/01/23
<b>Unit 1: Media Representations (External Assessment Preparation)</b> Learners will study and consider how different media representations are constructed by media producers to create meaning, messages and values.	<b><u>Preliminary Exam Date:</u></b> 09/10/23

<b>Term 2 – 6<sup>th</sup> November – 21<sup>st</sup> December 2023</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Assignment 1: Unit 32: Concept Art &amp; Unit 33: 2D animation</b> Students will explore video game concept art before developing assets for a 2D game, in particular building the necessary skills to become a 2D animator. Skills include illustration, silhouetting, colour theory, art style design and more.	<b><u>Assignment set:</u></b> 02/10/23 <b><u>Deadline:</u></b> 22/12/23
<b>Assignment 2: Unit 4: Pre-Production &amp; Mock of external assessments Unit 3: Digital Media Skills</b> Students will delve into video game project management wherein they will produce planning portfolio for a 2D video game. They will dive into research, pitch presentation techniques, producing video game proposals and creative treatments.	<b><u>Assignment set:</u></b> 09/10/23 <b><u>Deadline:</u></b> 16/01/24
<b>Unit 1: Media Representations (External Assessment Preparation)</b> Learners will study and consider how different media representations are constructed by media producers to create meaning, messages and values.	<b><u>Preliminary Exam Date:</u></b> 03/06/24
<b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Unit 3: Digital Media Skills (External Assessment)</b> Learners look at the creative digital media technical skills required to produce a product to a prescribed brief. They will then produce this content under a controlled assessment.	<b><u>Brief Release:</u></b> 26/02/24 <b><u>Examination Window:</u></b> 26/02/24 - 22/03/24
<b>Unit 8: Responding to Commissioning Brief (External Assessment)</b> Learners will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. They will work within the requirements and constraints of the client's specifications and consider your response in terms of ethos, format, budget, platform and duration.	<b><u>Brief Release:</u></b> 26/02/24 <b><u>Examination Window:</u></b> 26/02/24 - 22/03/24
<b>Unit 1: Media Representations (External Assessment Preparation)</b> Learners will study and consider how different media representations are constructed by media producers to create meaning, messages and values.	<b><u>Preliminary Exam Date:</u></b> 03/06/24
<b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Unit 3: Digital Media Skills (External Assessment)</b> Learners look at the creative digital media technical skills required to produce a product to a prescribed brief. They will then produce this content under a controlled assessment.	<b><u>Brief Release:</u></b> 26/02/24 <b><u>Examination Window:</u></b> 26/02/24 - 22/03/24

<p><b>Unit 8: Responding to Commissioning Brief (External Assessment)</b> Learners will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. They will work within the requirements and constraints of the client's specifications and consider your response in terms of ethos, format, budget, platform and duration.</p> <p><b>Unit 1: Media Representations (External Assessment Preparation)</b> Learners will study and consider how different media representations are constructed by media producers to create meaning, messages and values.</p>	<p><b><u>Brief Release:</u></b> 26/02/24 <b><u>Examination Window:</u></b> 26/02/24 - 22/03/24</p> <p><b><u>Preliminary Exam Date:</u></b> 03/06/24</p>
<p align="center"><b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b></p>	
<p><b>Unit / Topic</b></p>	<p><b>Assessment Dates</b></p>
<p><b>Unit 8: Responding to Commissioning Brief (External Assessment)</b> Learners will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. They will work within the requirements and constraints of the client's specifications and consider your response in terms of ethos, format, budget, platform and duration.</p> <p><b>Unit 1: Media Representations (External Assessment Preparation)</b> Learners will study and consider how different media representations are constructed by media producers to create meaning, messages and values.</p> <p><b>Assignment 3: Unit: 40: 3D Modelling</b> Students will develop their practical skills in 3D game design – creating character and object models across professional software. These models will then be utilised as part of a 3D animation and level design produced at the start of Year 13.</p>	<p><b><u>Brief Release:</u></b> 26/02/24 <b><u>Examination Window:</u></b> 26/02/24 - 22/03/24</p> <p><b><u>Preliminary Exam Date:</u></b> 03/06/24</p> <p><b><u>Assignment set:</u></b> 08/04/24 <b><u>Deadline:</u></b> 16/06/24</p>
<p align="center"><b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b></p>	
<p><b>Unit / Topic</b></p>	<p><b>Assessment Dates</b></p>
<p><b>Unit 1: Media Representations (External Assessment Preparation)</b> Learners will study and consider how different media representations are constructed by media producers to create meaning, messages and values.</p> <p><b>Assignment 3: Unit: 40: 3D Modelling</b> Students will develop their practical skills in 3D game design – creating character and object models across professional software. These models will then be utilised as part of a 3D animation and level design produced at the start of Year 13.</p>	<p><b><u>Preliminary Exam Date:</u></b> 03/06/24</p> <p><b><u>Assignment set:</u></b> 08/04/24 <b><u>Deadline:</u></b> 16/06/24</p>

## BTEC Level 3 Extended Diploma in Performing Arts (Dance Pathway)

Students on the Dance Pathway in Year 12 will be entered for BTEC National Level 3 Extended Diploma in Performing Arts (Dance Specification 2016 - RQF). The qualification is assessed through externally assessed units alongside centre-based controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further information can be found at <https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>

Year 12 Pathway Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment dates
<p><b>Unit 1: Investigating Practitioners</b>  <i>This will be an initial introduction into how to analyse dance, watching key works and developing evaluative writing skills.</i></p> <p><b>Unit 2: Developing Skills for Performance</b>  <b>Unit 8: Classical Ballet Technique</b>  <b>Unit 10: Jazz Dance Technique</b>  <b>Unit 11: Street Dance Technique</b>  <b>Unit 12: Contemporary Dance Technique</b>  <i>These units will focus on developing your skills in the above styles, through practical lessons and initial technique assessments. You will also be completing a project studying the skills needed to be a professional performer, case study, looking at training routes and discussing interrelated roles in the industry.</i></p> <p><b>Unit 3: Performance Workshop/Choreography</b>  <i>These lessons will be focusing on developing your initial choreographic skills through solo and group tasks responding to a stimulus. You will also be reflecting on your practice through small written reflections.</i></p>	<p>Unit 10 Jazz Dance</p> <p>Learning Aim A            Research and comparison written submission</p> <p>27/10/2023</p>
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Unit / Topic	Assessment Dates
<p><b>Unit 1: Investigating Practitioners</b>  <i>In these lessons, you will be starting to look at the three professional artists studied for the Unit, which are Matthew Bourne, Bob Fosse and Alvin Ailey. You will be looking at the context in which the works were set in, and analysing the artists influences on the professional works.</i></p>	

<p><b>Unit 2: Developing Skills for Performance</b>  <b>Unit 8: Classical Ballet Technique</b>  <b>Unit 10: Jazz Dance Technique</b>  <b>Unit 11: Street Dance Technique</b>  <b>Unit 12: Contemporary Dance Technique</b></p> <p><i>These units will focus on developing your skills in the above styles, through practical lessons and initial technique assessments. You will be completing a Technique Reflection document, which will track your progress in all styles. You will be working towards assessment pieces in all lessons, to demonstrate your skill development, and this will be assessed in a practical performance week.</i></p> <p><b>Unit 3: Performance Workshop/Choreography</b>  <i>You will be undertaking a mock assessment of the Unit 3 External exam. This will involve a given stimulus to create a 5-10-minute dance performance in groups. You will also be completing reflective milestones to track your choreographic journey.</i></p>	<p>Unit 2 Learning Aim A</p> <p>'Being a performer' written assignment</p> <p>15/12/2023</p> <p>Dance Technique Units Performance Week Beginning 11/12/2023</p> <p>Unit 3 Mock Assessment: Technique/Choreography Assessment Week commencing 11/12/2023</p>
<p align="center"><b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b></p>	
Unit / Topic	Assessment Dates
<p><b>Unit 1: Investigating Practitioners</b>  <i>In these lessons, you will start to analyse 3 professional works in detail, examining factors such as movement, lighting, costume and sound. You will be comparing the works to each other, to encourage a more detailed analytical approach.</i></p> <p><b>Unit 8: Classical Ballet Technique</b>  <b>Unit 10: Jazz Dance Technique</b>  <b>Unit 11: Street Dance Technique</b>  <b>Unit 12: Contemporary Dance Technique</b></p> <p><i>In your technique lessons, you will start to learn about the origins of the style and how it has developed through time. You will complete practical investigation into the impact key practitioners have had on the style. Additionally, you will be learning set assessment exercises in each style to demonstrate your developing physical and interpretative skills.</i></p> <p><b>Unit 3: Performance Workshop/Choreography</b></p>	<p>Unit 12 Contemporary</p> <p>Learning Aim A Research and comparison written submission</p> <p>09/02/2024</p>

<p><i>You will receive the exam paper for the Unit from the exam board. In these lessons, you will be undertaking initial exploration into the brief and starting to create your assessment piece. You will be assessed on your choreographic skills, as well as your creative response to research and ideas.</i></p>	<p>Unit 3 Milestone 1 Exam – w/c 22/01/2024</p> <p>Milestone 2 Exam w/c 05/02/2024</p>
<p><b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b></p>	
Unit / Topic	Assessment Dates
<p><b>Unit 1: Investigating Practitioners</b> <i>In these lessons, the official exam paper will be launched that includes a theme to respond to. You will gather your research you have conducted and start to form insightful analytical opinions on the practitioners and their work.</i></p> <p><b>Unit 8: Classical Ballet Technique</b> <b>Unit 10: Jazz Dance Technique</b> <b>Unit 11: Street Dance Technique</b> <b>Unit 12: Contemporary Dance Technique</b> <i>This term will be your final assessment in these units, through a performance to the year group. You will also complete your technique reflection document to finalise your targets and evaluate your overall progress.</i></p> <p><b>Unit 3: Performance Workshop/Choreography</b> <i>In these lessons, you will be continuing your initial exploration into the brief and creating your assessment piece. You will be assessed on your choreographic skills, as well as your creative response to research and ideas.</i></p>	<p>Unit 8, 10, 11, 12</p> <p>Practitioner assessments w/c 04/03/2024</p> <p>Unit 3 Milestone 3 Exam – w/c 04/03/2024</p> <p>Unit 3 Performance Exam 19&amp; 20/03/2024</p>





## BTEC Level 3 Extended Diploma in Music

Students on the Music Pathway in Year 12 will be entered for BTEC National Level 3 Extended Diploma in Music. The qualification is assessed through externally assessed units alongside centre-based controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further information can be found at: <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music/2017/Specification/btec-l3-nat-found-dip-and-ext-dip-in-music-spec.pdf>

Year 12 BTEC Pathway Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<p><b>Introductory Project:</b> Pupils will complete a composition or performance-based project introducing them to the BOA learning environment.</p> <p><b>Logic &amp; DAW Skills Development:</b> During this unit pupils will gain an introduction to Logic production software and the associated production techniques. Pupils will cover a range of skills from basic audio session set up through to advanced application of plug-ins, FX mixing and mastering processes.</p> <p><b>Solo &amp; Ensemble Performance Skill Development:</b> During this unit learners analyse examples of existing performances and audit their own skillset. Over a series of rehearsal sessions with a technical focus, learners develop their skills within these areas.</p> <p><b>C7 – Introduction to The Music Industry Part 1:</b> During this unit pupils will begin to look at the music business covering job roles, publishing, recording deals &amp; contracts, live music events and royalties.</p> <p><b>Music Theory in Practice:</b> This theory-based unit covers keys, time signatures, scales, circle of fifths, rhythm &amp; musical elements.</p> <p><b>Music &amp; Music Technology Collaboration Part 1:</b> During this unit, learners will collaborate with the Music Technology cohort as ‘session musicians’ to create an original piece of music.</p>	<p>End of Week 1</p> <p>End of Term Assessment</p> <p>End of Term Assessment</p> <p>Assessment During Term 2</p> <p>End of Term Assessment</p> <p>Formative Assessment Points.</p>
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Unit / Topic	Assessment Dates
<p><b>Logic &amp; DAW Skills Development Part 2 – Introducing Notation &amp; Sequencing.</b> During the second part of the module, learners will further develop their technical production skills and combine these with the use of traditional notation to craft musical products.</p> <p><b>Module A1 &amp; Showcase Event.</b> Learners develop their collaborative performance skills working in small ensembles to craft a repertoire of musical material to be performed at the terms showcase event. Alongside this, learners must log the creative process behind their material outlining personal and technical skill development.</p>	<p>End of Term Assessment.</p> <p>End of Term Assessment.</p> <p>Assessment in Term 3.</p> <p>End of Term Assessment.</p>

<p><b>C7 – Introduction to The Music Industry Part 2 (Turning Points).</b> During this unit, learners will explore the Technological turning points that have shaped the modern-day music industry.</p> <p><b>Music &amp; Music Technology Collaboration Part 2:</b> During this unit, learners will complete their collaborative composition, working alongside ‘Producers’ from the Music Technology pathway. This project develops not only musical skills, but project management or collaborative skills.</p>	
<p align="center"><b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b></p>	
Unit / Topic	Assessment Dates
<p><b>Module A3 - ‘The History of Pop Music’.</b> During this unit, learners will study the progression of ‘Pop Music’ and the associated pioneers.</p> <p><b>Practical Exploration of ‘Music Through the Ages’.</b> During this unit learners will explore the key musical milestones, pioneers and musical genres from the 1950’s to present day. Pupils will analyse the musical characteristics of each genre and aim to replicate each in a practical context. Pupils will also submit written articles to accompany practical exploration into genres.</p> <p><b>C7 – Introduction to The Music Industry Part 3 (Creative Networks).</b> During this term, learners explore job roles and the associated networks within the music industry. Learners will investigate two areas and craft an article presenting their findings.</p> <p><b>Developing Skills as a Solo Performer.</b> During this unit, learners will focus on their aspirations as a solo musician and begin to refine their professional practice.</p>	<p>End of Term Assessment.</p> <p>End of Term Assessment.</p> <p>End of Term Assessment.</p> <p>End of Term Assessment.</p>
<p align="center"><b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b></p>	
Unit / Topic	Assessment Dates
<p><b>Arrangement &amp; Orchestration.</b> Learners develop their abilities to arrange and orchestrate music using a mixture of Logic Pro X and Sibelius, they will then submit two pieces of arranged or orchestrated music and a written document displaying their understanding.</p> <p><b>Style &amp; Genre Studies.</b> Following on from their study of music through the ages, learners will develop their understanding of popular musical styles and genres through practical and theoretical exploration.</p> <p><b>C7 – Introduction to the Music Industry Part 4 (Looking Back, Looking Forward).</b> During this term, pupils will investigate the current challenges faced by musicians and professionals within the music industry. Learners will propose resolutions to current problems and predict the state of the music industry in 10 years’ time.</p> <p><b>Professional Rehearsal.</b> As learners begin to think about their forthcoming showcase event, the concept of ‘professional rehearsal’ is studied.</p>	<p>End of Term Assessment.</p> <p>End of Term Assessment.</p> <p>End of Term Assessment.</p> <p>End of Term Assessment.</p>
<p align="center"><b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b></p>	
Unit / Topic	Assessment Dates
<p><b>Module A2 – Creating Original Musical Material Part 1.</b> During this unit, learners will be creating original musical material in response to a project brief. The material will include one solo composition, one collaborative track and one ‘rework’. Part 1 will further explore composition technique and DAW processes.</p> <p><b>Unit 18 – Music &amp; Music Technology Collaboration Part 1.</b> During this project, learners will collaborate with the Music Technology pupils to form ‘Production</p>	<p>Assessment in Term 6.</p> <p>Assessment in Term 6.</p> <p>Assessment in Term 6.</p>

<p>Teams'. With the combination of 'Artist' and 'Producers', learners will create original musical material.</p> <p><b>Showcase Preparation.</b> During this unit, learners will prepare the material to be performed at the forthcoming showcase event.</p> <p><b>Skills Assessment &amp; Showreel.</b> During this unit, learners will assess their current</p>	End of Term Assessment.
<p><b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b></p>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b>Module A2 – Creating Original Musical Material Part 2.</b> During part 2, learners will craft their responses to the musical brief provided &amp; complete a 'log' of the technical and creative process.</p> <p><b>Unit 18 – Music &amp; Music Technology Collaboration Part 2.</b> During part 2, learners will record, mix and master their collaborative material to commercial standard and create promotional material to market their product.</p> <p><b>Music Technology in Performance.</b> During this unit, learners will explore the use of technology within the live music from backing tracks, performing to 'click' and programming synths/FX.</p> <p><b>Showcase Event.</b> Learners will perform a mixture of original and cover material in solo and group context.</p>	<p>End of Term Assessment.</p> <p>End of Term Assessment.</p> <p>End of Term Assessment.</p> <p>End of Term Showcase Event.</p>

## BTEC Level 3 Extended Diploma in Performing Arts (Musical Theatre Pathway)

Students on the Musical Theatre Pathway in Year 12 will be entered for BTEC National Level 3 Extended Diploma in Performing Arts: Performance – Musical Theatre (Specification 2016 - RQF). The qualification is assessed through centre-based controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further information can be found at:

<http://qualifications.pearson.com/content/demo/en/qualifications/btec-nationals/performing-arts-2016.html>

Year 12 BTEC Pathway Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<p><b><u>Unit 1: Industry Practitioners</u></b> <u>In this unit you will:</u> <b>AO1</b> Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners <b>AO2</b> Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners <b>AO3</b> Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire <b>AO4</b> Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements In these sessions, you will be studying professional Musical Theatre repertoire and understanding how to analyse, research and critically evaluate. You will be working on key writing skills such as forming an argument, researching and referencing, and expanding your knowledge of industry practitioners.</p> <p><b><u>Unit 2 and 27: Musical Theatre Skills</u></b> <u>In this unit you will:</u> <b>A</b> Understand the role and skills of a performer, and key features of musical theatre performance <b>B</b> Develop performance skills and techniques in musical theatre for live performance <b>C</b> Apply musical theatre performance skills and technique to a performance <b>D</b> Review and reflect on development of skills and techniques for live performance. Throughout your singing, acting and dance classes, you will start to build on key skills that will support you working towards a musical theatre performance. You will be getting feedback on each discipline, to refine and develop your existing skills.</p>	<p>Unit 2 and 27 Learning Aim A: 10/2023</p>

<p>You will also work towards a research report that analyses and reflects on current Musical Theatre repertoire, as well as discussing what it takes to be a Musical Theatre performer.</p> <p><b><u>Unit 3: Group Performance Workshop</u></b></p> <p><u>In this unit you will:</u></p> <p><b>AO1</b> Understand how to interpret and respond to stimulus for a group performance</p> <p><b>AO2</b> Develop and realise creative ideas for a group performance in response to stimulus</p> <p><b>AO3</b> Apply personal management and collaborative skills to a group performance workshop process</p> <p><b>AO4</b> Apply performance skills to communicate creative intentions during performance workshop</p> <p><b>AO5</b> Review and reflect on the effectiveness of the working process and the workshop performance</p> <p>In these sessions, you will learn devising skills to create your own piece of performance material. You will work both individually and collaboratively, to understand how to form original and exciting performance work.</p>	
<p align="center"><b>Term 2 – 6<sup>th</sup> November – 21<sup>st</sup> December 2023</b></p>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b><u>Unit 1: Industry Practitioners</u></b></p> <p>In these sessions, you will apply your writing skills learnt last term to assessment tasks. You will study Activity 1 of the unit, which requires you to research the background and context of 3 key Musical Theatre practitioners. You will apply your knowledge to an extended written submission, discussing both the practitioners and their work.</p> <p><b><u>Unit 2 and 27: Musical Theatre Skills</u></b></p> <p>In these sessions, you will be working towards an extended extract of an allocated musical. You will develop and apply your skills in acting, singing and dance, and be assessed on these in a final performance. You will also reflect on your development in these disciplines, tracking your progress and setting targets.</p> <p><b><u>Unit 3: Group Performance Workshop</u></b></p> <p>In these sessions, you will apply your devising skills to create a short piece in a group based on a given stimulus. This will inform a mock assessment of the unit, in which you will get feedback prior to the official exam launch in January.</p>	<p>Unit 2 and 27 Practical Assessment Learning Aim D: 12/2023</p>
<p align="center"><b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b></p>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b><u>Unit 1: Industry Practitioners</u></b></p> <p>In these sessions, you will study Activity 2 of the unit, which requires you to analyse a piece of professional repertoire. You will discuss elements of the piece such as costume, lighting, movement, props, staging and special effects, characterisation, and analyse how they are used to showcase the creative intention. You will apply this to an extended piece of writing to form a mock assessment of Activity 2.</p>	<p>Unit 3: Dates to be set by BTEC as it is an external unit.</p>

<p><b><u>Unit 3: Group Performance Workshop</u></b> In these sessions, you will be given the Exam Paper as set by BTEC. This will give you a set stimulus to respond to. In groups, you will start working on an extended piece between 10-20 minutes, in which you can apply your acting, singing and dance skills in a creative way.</p> <p>You will also sit Milestones, which are written logs reflecting on your research and practical development towards your piece.</p> <p><b><u>Unit 22 and 23: From Rehearsal to Stage</u></b></p> <p>In these units you will:</p> <p>22A Understand the four components of <b>movement</b> in performance 22B Develop movement skills for performance 22C Apply movement skills to a performance 22D Review personal development and own performance.</p> <p>23A Understand the key features of <b>singing techniques</b> for performance 23B Develop vocal skills and singing techniques for a performance 23C Apply vocal skills and singing techniques to a performance 23D Review personal development and own performance.</p> <p>In your singing and dance sessions, you will work on your fundamental skills. You will learn about the key features of movement in performance, such as Action Space Dynamics and Relationships, as well as singing techniques such as use of breath, sound, articulation and posture.</p>	
<p align="center"><b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b></p>	
<p><b>Unit / Topic</b></p>	<p><b>Assessment Dates</b></p>
<p><b><u>Unit 1: Industry Practitioners</u></b> In these sessions, you will study Activity 3 of the unit, which requires you to form an argument about the repertoire you have studied and propose their suitability for a performance festival. You will use the knowledge you have gained so far to form your argument. You will apply this to an extended piece of writing to form a mock assessment of Activity 3.</p> <p>The pre-release for the exam will also be launched in this term, in which you will find out a theme. You will then form your research around this theme and apply your knowledge of the practitioners to it. You will continue your research and preparatory work to assist you with the final exam.</p> <p><b><u>Unit 3: Group Performance Workshop</u></b> In these sessions, you will continue your work on your extended piece between 10-20 minutes, in which you can apply your acting, singing and dance skills in a creative way. You will also sit Milestones, which are written logs reflecting on your research and practical development towards your piece.</p>	<p>Unit 22 Learning Aim A – 03/2024</p>

<p><b><u>Unit 22 and 23: From Rehearsal to Stage</u></b></p> <p>In your singing and dance sessions, you will continue to work on your fundamental skills. You will start to apply your knowledge of movement and singing techniques to form an extended piece of writing, which will discuss the different components and how they enhance us as a Musical Theatre performer.</p>	
<p><b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b></p>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b><u>Unit 1: Industry Practitioners</u></b></p> <p>In this term, you will sit your final exam. This is a 3-hour written response, under exam conditions, in which you are able to take in preparatory notes and research. You will respond to Activity 1, 2 and 3, discussing your industry practitioners and their work. This is then externally marked, and you will receive your results on results day in August.</p> <p><b><u>Unit 3: Group Performance Workshop</u></b></p> <p>In this term, you will perform your final response of 10-20 minutes. You will also complete a final evaluation, reflecting on your rehearsal process and final piece. This is then sent off to be externally marked, and you will receive your results on results day in August.</p> <p><b><u>Unit 22 and 23: From Rehearsal to Stage</u></b></p> <p>In these sessions, you will start to apply your skills in dance and singing towards your showcase material. This will be an extended piece of musical theatre material, in collaboration with your teacher. You will be performing in an end of year showcase, at the Old Rep Theatre in Birmingham.</p> <p>You will also be reflecting on the development of your skills in a showcase logbook.</p>	<p>Unit 1: Exam date TBC by BTEC Unit 23 Learning Aim A – 04/2024 Unit 3 Performance</p>
<p><b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b></p>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b><u>Unit 22 and 23: From Rehearsal to Stage</u></b></p> <p>In these sessions, you will continue to apply your skills in dance and singing towards your showcase material. This will be an extended piece of musical theatre material, in collaboration with your teacher. You will be performing in an end of year showcase, at the Old Rep Theatre in Birmingham.</p> <p>You will also be reflecting on the development of your skills in a showcase logbook.</p> <p><b><u>Unit 4 – Performing Arts in the Community</u></b></p> <p>In this unit you will:</p> <p>A Understand community performance and practice</p> <p>B Develop ideas for a community performance</p>	<p>Unit 22 and 23 Learning Aim D – 07/2024</p> <p>Unit 4 Learning Aim A and D – 07/2024</p>



C Apply skills to a community performance

D Review own development and final community performance.

In these sessions, you will learn about how the performing arts can enhance, entertain and provide experiences for the local community. You will explore key practitioners that target core community groups and themes. After this exploration, you will create an extended performance that looks at key target audiences to educate, entertain and inspire them to partake in performing arts activities. You will reflect on your skills during this process through a logbook also.

## BTEC Level 3 Extended Diploma in Music Technology

Students on the Music Technology Pathway in Year 13 will be entered for BTEC National Level 3 Extended Diploma in Music Technology. The qualification is assessed through externally assessed units alongside centre-based controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further Information can be found at: <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music-Technology/2016/specification-and-sample-assessments/BTEC-L3-Nat-Ext-Dip-in-Music-Technology-Spec.pdf>

Year 12 BTEC Pathway Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<p><b>Introductory Project:</b> Pupils will complete a composition or performance-based project introducing them to the BOA learning environment.</p> <p><b>Unit 02: Recording Studio Techniques Part 1:</b> Pupils will be introduced to the recording studio environment covering basic multi-track recording techniques, DAW's, Hardware &amp; Signal Flow, Microphone techniques, microphone types &amp; polar patterns. Pupils will craft a 'how to' introductory guide to the studio environment.</p> <p><b>Unit 03: Music for Sound &amp; Media:</b> During this unit, pupils will explore the uses of audio to picture, Foley and theme music. Learners will analyse advertisements, television shows, films and video game visuals that all feature audio production. Techniques to approaching creation of sound FX covered.</p> <p><b>Unit 08: Creative Synthesis &amp; Sampling:</b> During this unit students will analyse techniques and technology used within the world of synthesis.</p>	<p>Term 1, Week 2.</p> <p>Assignment Submissions in Term 2 + 3</p> <p>Assignment Submission in Term 2 + 3</p> <p>Assignment Submission in Term 2.</p>
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Unit / Topic	Assessment Dates
<p><b>Unit 02: Recording Studio Techniques Part 2:</b> During this part of the unit pupils will plan and conduct various multi-track recordings using the academy recording studio, applying techniques learned during term 1. Fully tracked instrumentals will be recorded, edited and submitted as pre-mixed files. A production log will be kept to document progress across each recording session.</p> <p><b>Unit 03: Music for Sound &amp; Media Part 2:</b> During this part of the unit, learners will develop sound and musical material for use in media products. Elements of this material must be formed by manipulating captured audio sources and utilising MIDI sequencing.</p>	<p>Assignment Submission (Part 1) End of Term. Part 2, End of Term 3</p> <p>End of Term Assignment Submission (Part 1). Part 2 in Term 3.</p> <p>End of Term Assessment.</p>

<b>Unit 08: Creative Synthesis &amp; Sampling Part 2:</b> During term two of this unit, pupils will explore the process of audio sampling and the cultures/music associated with this audio manipulation technique. Pupils will carry out the production of music using sampling techniques.	
<b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Unit 02: Recording Studio Techniques part 3:</b> During the final term of this unit, pupils will refine their recording session material for submission and reflect on their professional practice.	End of Term Submission  End of Term Submission
<b>Unit 03: Music for Sound &amp; Media Part 3:</b> During the final term pupils will, select one of the smaller projects crafted in the previous term and develop it into a larger scale composition. Learners will evaluate the success of their composition against existing musical material.	Assignment Submission in Term 4.  Date TBC by Exam Board.
<b>Unit 17: Music Technology &amp; Musicianship:</b> Pupils explore applications of technology in live performance including vocal FX & processing, triggering and pedals.	
<b>Unit 05: Music Technology in Context (External Unit):</b> Learners analyse the development of technology within music and the impact it has had on creation and production.	
<b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2023</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Unit 13: Mixing &amp; Mastering Techniques:</b> During this unit, learners will explore the process of audio mixing and mastering covering basic techniques for session preparation. Learners will investigate session structure, reference mixes, basic audio editing approaches, EQ, Compression and FX plug-ins, pitch correction and outboard hardware.	Assessment in Term 5  End of Term Assessment.
<b>Unit 17: Music Technology &amp; Musicianship Part 2:</b> Pupils will apply use of technology within a live performance using 'Mainstage' and original backing tracks. Pupils will cover live looping & Ableton Live.	Date TBC by Exam Board  Date TBC by Exam Board.
<b>Unit 05: Music Technology in Context Part 2:</b> Learners will analyse musical material to interpret the influence of music technology on musical developments over time.	
<b>Unit 06: DAW Production (External Unit):</b> During this unit, learners will complete a DAW composition project in response to client brief issued by the exam board.	
<b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>

<p><b>Unit 13: Mixing &amp; Mastering Techniques Part 2:</b> During part two of this unit, learners will cover advanced editing &amp; comping techniques, processing FX, bussing, outboard routing and preparing a track for the mastering engineer. Learners will explore the Mastering process before applying skills to their own mixing and mastering projects.</p> <p><b>Unit 18: Working as part of a Production Team Part 1:</b> During this unit, learners will explore the concept of working in collaboration with other songwriters, producers and engineers to form a production collective. After exploring the processes behind crafting and releasing a commercial record, students will undertake a project to create, release and market a commercial record.</p> <p><b>Unit 15: Music Technology Investigation Project:</b> During this unit, pupils explore both the business and theoretical aspects of Music for visual productions.</p> <p><b>Summer Showcase Prep:</b> Pupils will prepare content to be performed during the year 12 summer showcase. Material will both solo and collaborative.</p>	<p>End of Term Assessment.</p> <p>Assignment Submission in Term 6.</p> <p>End of Term Assessment.</p> <p>Formative Assessment</p>
<p align="center"><b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b></p>	
<p><b>Unit / Topic</b></p> <p><b>Unit 18: Working as part of a Production Team Part 2:</b> During this unit, learners will focus primarily on the completion of the production project, crafting promotional material and licensing agreements. Tracks produced will be added to a compilation record, release on the lead up to the showcase event.</p> <p><b>Unit 09: Composing Music:</b> During this unit, learners will explore compositional techniques associated with varying styles of music.</p> <p><b>Showcase Event:</b> Pupils will continue to prepare content to be performed during the year 12 summer showcase. Material will both solo and collaborative with a focus around ‘Technology in Performance’.</p>	<p><b>Assessment Dates</b></p> <p>End of Term Assessment.</p> <p>End of Term Assessment. End of Term Showcase Event.</p>

## BTEC Level 3 Extended Diploma in Visual Art & Design

Students on the Visual Art and Design Pathway in Year 12 will be entered for BTEC National Level 3 Extended Diploma in Art & Design (Specification 2016 - RQF). The qualification is assessed through externally assessed units alongside centre-based controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further information can be found at <https://qualifications.pearsons.com/Our Qualifications/BTEC Nationals/Art & Design>

Year 12 BTEC Pathway Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<ul style="list-style-type: none"><li>• Introduction to the studios</li><li>• Introduction to the L3 programme</li><li>• Skills Audit</li><li>• <b>Introduction to Unit 2</b> - Learners develop skills in contextual research and visual analysis in order to critically analyse the work of others and improve own practice.</li><li>• Teaching and Learning phase. Focus on explaining the Assessment Objectives for this externally set and assessed unit.</li><li>• <b>AO1</b> – Be able to apply an effective investigation process to inform understanding of creative practitioners.</li><li>• <b>AO2</b> – Demonstrate the ability to visually analyse the work of creative practitioners.</li><li>• <b>AO3</b> – Demonstrate understanding of how contextual factors relate to creative practitioner's work.</li><li>• <b>AO4</b> – Communicate independent judgements demonstrating understanding of the work of creative practitioners.</li><li>• <b>Introduction Unit 3</b> – Learners will explore and experiment with the stages of the creative process to develop ideas and produce outcomes.</li><li>• <b>Learning Aim A</b> - Understand the stages and activities within the creative process.</li><li>• <b>Learning Aim B</b> - Experiment with the stages and activities within the creative process to develop own working practise.</li><li>• <b>Learning Aim C</b> - Apply stages and activities within the creative process to develop own art and design work.</li><li>• <b>Learning Aim D</b> - Review how use of the creative process developed own art and design practice.</li><li>• <b>Teaching and Learning phase</b></li><li>• <b>Introduction to Unit 4</b> – Introduction to the unit. Learners will explore and experiment with a range of Art and Design</li></ul>	Feedback provided throughout Teaching and Learning phase for Unit 2, 3, 4.

<p>materials, techniques and processes to develop their own visual language and creative process.</p> <ul style="list-style-type: none"> <li>• <b>Learning Aim A</b> – Understand how materials, techniques and processes are used by Art and Design practitioners.</li> <li>• <b>Learning Aim B</b> – Explore Art and Design materials, techniques and processes to develop practice.</li> <li>• <b>Learning Aim C</b> – Apply materials, techniques and processes to a brief.</li> <li>• <b>Learning Aim D</b> – Review own use of Art and Design materials, techniques and processes.</li> <li>• <b>Teaching and Learning phase</b></li> </ul>	
<b>Term 2 – 6<sup>th</sup> November – 21<sup>st</sup> December 2023</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<ul style="list-style-type: none"> <li>• <b>Teaching and Learning Phase for Unit 2 continues</b></li> <li>• <b>Brief hand out – Date TBC by Pearson</b></li> <li>• <b>Unit 3 and Unit 4 – Under brief</b> Brief hand out unit 3 – 13<sup>th</sup> November Brief hand out for unit 4 – 10<sup>th</sup> November</li> </ul>	N/A
<b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<ul style="list-style-type: none"> <li>• <b>Unit 2 External Unit to be sat – Date TBC by Pearson</b></li> <li>• <b>Hand in unit 3 – 15<sup>th</sup> January</b></li> <li>• <b>Hand in unit 4 – 5<sup>th</sup> February</b></li> <li>• <b>Unit 1</b> – Introduction to this externally set unit.</li> <li>• Teaching and Learning phase. Focus on explaining the Assessment Objectives for this externally set and assessed unit.</li> <li>• <b>AO1</b> - what understand how recording issues to communicate visually in the work of others.</li> <li>• <b>AO2</b> - Demonstrate understanding of visual communication through exploration and application of different methods of recording.</li> <li>• <b>AO3</b> - Demonstrate ability to record to communicate intentions.</li> <li>• <b>AO4</b> - Evaluate visual recording and communication skills.</li> <li>• <b>Teaching and Learning Phase</b></li> </ul>	<p><b>Feedback for units 3 the w/c 22/01/2024</b> <b>Resub date w/c 05/02/2024</b></p> <p>Feedback throughout T&amp;L phase for Units 1, 9 &amp; 17</p>
<b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b>	

Unit / Topic	Assessment Dates
<p><b>Introduction to unit 12: Fine Art materials, techniques and processes</b></p> <p><b>Learning aim A</b> – Explore 2D, 3D and digital materials, techniques and processes used to produce fine art work</p> <p><b>Learning aim B</b> – Apply fine art materials, techniques and processes to produce work for a brief</p> <p><b>Learning aim C</b> – Review and reflect on own use of fine art materials, techniques and processes</p> <ul style="list-style-type: none"> <li>• <b>Introduction to Unit 9</b> – Photographic materials, techniques and processes</li> <li>• <b>Learning Aim A</b> - Explore. Photographic materials, techniques and processes.</li> <li>• <b>Learning Aim B</b> - Apply photographic materials, techniques and processes to a brief.</li> <li>• <b>Learning Aim C</b> - Review use of photographic materials, techniques, and processes.</li> <li>• <b>Introduction to Unit 18</b> – Introduction to this unit</li> <li>• <b>Learning Aim A</b> - Explore the equipment, techniques and media used in the production of location photography</li> <li>• <b>Learning Aim B</b> – Produce photographic work on location to a set brief</li> <li>• <b>Learning Aim C</b> – Review the development and application of photographic work produced on location</li> <li>• <b>Teaching and Learning Phase for Units 9 and 17.</b></li> <li>• Unit 1 Teaching and Learning Phase</li> <li>• <b>Unit 1 – Under brief. Hand out/in dates, TBC by Pearson.</b></li> </ul>	<p><b>Feedback unit 4 approx. 26/02/2024</b></p> <p><b>Resubmit date approx. 11/03/2024</b></p> <p>Feedback on T&amp;L phase for unit 9, 12, 18</p>
<b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b>	
Unit / Topic	Assessment Dates
<ul style="list-style-type: none"> <li>• <b>Unit 1 external unit to be sat</b></li> <li>• <b>Unit 2 resits</b></li> </ul> <p><b>Brief hand out for unit 12 9<sup>th</sup> April</b></p> <p><b>Brief hand out for unit 9 and unit 18 – 24<sup>th</sup> April</b></p>	<p>Unit 1 Externally set <b>TBC</b></p>
<b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b>	
Unit / Topic	Assessment Dates

<ul style="list-style-type: none"> <li>• <b>Units 9 and 18 to be submitted on the 12<sup>th</sup> June</b></li> <li>• <b>Unit 12 to be submitted 17<sup>th</sup> June 2024</b></li> <li>• <b>Skills workshops</b></li> <li>• <b>Preparation for Year 13</b></li> </ul>	Units 9&17 due 12/06/2024 Feedback 19/06/2024 Resub 03/07/2024  Unit 12 due 17/06/2024 Feedback 24/06/2024 Resub 08/07/2024
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# **ADDITIONAL SUBJECTS**

## English Literature (A' Level)

Students in Year 12 will be entered for OCR A' Level English Literature (Specification H472). The qualification is assessed through two 2½ hour external examinations and a 'non-examined assessment' folder consisting of two pieces of written coursework, totalling approximately 3000 words. Below are details of the specific units and topics that students will be covering throughout this academic year. Students are taught by two teachers, each focusing on a different aspect of the specification content.

Further information can be found at:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015>

Year 13 A' Level Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<b>Component 1: Drama and Poetry pre-1900</b> Teacher 1: Comp 1, Section 2: Webster, <i>The Duchess of Malfi</i> and selected poems by Rossetti Teacher 2: Comp 1, Section 1: Shakespeare, <i>Hamlet</i>	w/b 25/09/2023: Comp 1, Section 1A ( <i>Hamlet</i> extract)  Form Quiz: w/b 09/10/2023
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Unit / Topic	Assessment Dates
<b>Component 1: Drama and Poetry pre-1900</b> Teacher 1: Comp 1, Section 2: Webster, <i>The Duchess of Malfi</i> and selected poems by Rossetti Teacher 2: Comp 1, Section 1: Shakespeare, <i>Hamlet</i>	w/b 13/11/2023: Comp 1, Section 1B ( <i>Hamlet</i> essay)  Form Quiz: w/b 04/12/2023
Term 3 – 8 <sup>th</sup> January – 9 <sup>th</sup> February 2024	
Unit / Topic	Assessment Dates
<b>Component 1: Drama and Poetry pre-1900</b> Teacher 1: Comp 1, Section 2: Webster, <i>The Duchess of Malfi</i> and selected poems by Rossetti Teacher 2: Comp 1, Section 1: Shakespeare, <i>Hamlet</i>	w/b 05/02/2024: Comp 1, Section 2 ( <i>The Duchess of Malfi</i> and Rossetti)  Form Quiz: w/b 15/01/2024
Term 4 – 19 <sup>th</sup> February – 22 <sup>nd</sup> March 2024	
Unit / Topic	Assessment Dates
<b>Component 2: Comparative and Contextual Study (The Gothic)</b>	w/b 18/03/2024:

Teacher 1: Comp 2, Task 2: Stoker, <i>Dracula</i> and Carter, <i>The Bloody Chamber and Other Stories</i> Teacher 2: Comp 2, Task 1: unseen Gothic extract	Comp 2, Task 1 (unseen Gothic extract)  Form Quiz: w/b 26/02/2024
<b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Component 2: Comparative and Contextual Study (The Gothic) / Component 3: NEA</b> Teacher 1: Comp 2, Task 2: Stoker, <i>Dracula</i> and Carter, <i>The Bloody Chamber and Other Stories</i> Teacher 2: Comp 3, Task 1: Williams, <i>A Streetcar Named Desire</i>	w/b 13/05/2024: Comp 3, Task 1 (draft)  Form Quiz: w/b 22/04/2024
<b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<b>Component 2: Comparative and Contextual Study (The Gothic)</b> Teacher 1: Comp 2, Task 2: Stoker, <i>Dracula</i> and Carter, <i>The Bloody Chamber and Other Stories</i> Teacher 2: Comp 2, Task 1: unseen Gothic extract	w/b 03/06/2024: Comp 1, Sections 1 & 2 (EOY exam)  w/b 01/07/2023: Comp 2, Task 2 ( <i>Dracula</i> and <i>The Bloody Chamber</i> )  Form Quiz: w/b 10/06/2024

## Geography (A' Level)

Students in Year 12 will be entered for AQA A-level Geography (7037). The qualification is assessed through external examinations and controlled assessment. Below are details of the specific units and topics they will be covering throughout this academic year.

Further information can be found at:

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/specification-at-a-glance>

13 A' Level Curriculum	
<b>Paper 1 – Physical geography – taught by Carmella Beschi</b> <b>Paper 2 – Human geography – taught by Matt Cox</b>	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<b>Component 2 human geography section C 'Population and the environment':</b> This section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.	Ongoing weekly assessments on the last lesson of the week. These will cover recent and prior learning  MID UNIT TEST - COASTS
<b>Component 1 physical geography section B 'Coasts':</b> This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and therefore the most up-to-date specification, resources, support and association with distinctive landscapes are readily observable	
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Unit / Topic	Assessment Dates
<b>Component 2 human geography section C 'Population and the environment':</b> This section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.	Ongoing weekly assessments on the last lesson of the week. These will cover recent and prior learning  END OF UNIT TEST - COASTS
<b>Component 1 physical geography section B 'Coasts':</b>	

This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and therefore the most up-to-date specification, resources, support and association with distinctive landscapes are readily observable	
<b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b>Component 2 human geography section C ‘Population and the environment’:</b></p> <p>This section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.</p> <p><b>Component 1 physical geography section A “Water and Carbon Cycles”</b></p> <p>This section of the specification focuses on the major stores of water and carbon at or near the Earth’s surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p>	<p>Ongoing weekly assessments on the last lesson of the week. These will cover recent and prior learning</p> <p>MID UNIT TEST - WATER AND CARBONCYCLES</p> <p>MID UNIT TEST – POPULATION AND THE ENVIRONMENT</p>
<b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b>Component 2 human geography section C ‘Population and the environment’:</b></p> <p>This section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.</p> <p><b>Component 1 physical geography section A “Water and Carbon Cycles”</b></p> <p>This section of the specification focuses on the major stores of water and carbon at or near the Earth’s surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p>	<p>Ongoing weekly assessments on the last lesson of the week. These will cover recent and prior learning</p>
<b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<p><b>Component 2 human geography section C ‘Population and the environment’:</b></p>	<p>Ongoing weekly assessments on the</p>

<p>This section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.</p> <p><b>Component 1 physical geography section C ‘Hazards’:</b></p> <p>This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy</p>	<p>last lesson of the week. These will cover recent and prior learning</p> <p>END OF UNIT TEST – POPULATION AND THE ENVIRONMENT</p>
<p><b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b></p>	
<p><b>Unit / Topic</b></p>	<p><b>Assessment Dates</b></p>
<p><b>Component 1 physical geography section C ‘Hazards’:</b></p> <p>This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy</p> <p><b>Component 3 Geographical Investigation non-examined assessment (NEA):</b></p> <p>As an independent investigation this NEA is worth 20% of the course and an opportunity for students to select an area of the specification that they are to conduct a feasible investigation into. This part of the course will be delivered through seminars and one-to-one meetings. Students are to construct and investigate before then: conducting preliminary research; conducting a variety of geographical methods; present and analyse data before reaching conclusions and evaluating their investigation overall.</p>	<p>Ongoing weekly assessments on the last lesson of the week. These will cover recent and prior learning</p> <p>END OF YEAR ASSESSMENTS FOR PHYSICAL AND HUMAN GEOGRAPHY</p>

## History (A' Level)

Students in Year 12 will be entered for AQA A' Level History (Specification 7042). The qualification is assessed through external examinations and controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further information can be found at: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

13 A' Level Curriculum		
<b>Component 1:</b> The Making of a Superpower: USA, 1865–1975 (2hrs p/w) –Ms Buttery <b>Component 2:</b> The English Revolution 1625-1660 (2hrs p/w) – Mr Paterson <b>Component 3:</b> Non-Examined Assessment (outside class + 2-3hrs p/half-term) – Mr Paterson/Ms Buttery		
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023		
Unit / Topic		Assessment Dates
<b>Component 1: The Making of a Superpower: USA, 1865–1975</b> <b>Part 1: The Era of Reconstruction and the Gilded Age, 1865– 1890</b> <ul style="list-style-type: none"> <li>The weaknesses of Federal Government: Johnson, Grant and the failure of Radical Reconstruction</li> </ul>	<b>Component 2: The English Revolution 1625-1660</b> <b>Part 1: The emergence of conflict and the end of consensus, 1625– 1629</b> <ul style="list-style-type: none"> <li>The legacy of James I: religious issues; relations between Crown and Parliament; relations with foreign powers</li> <li>Monarchy and Divine Right: the character and aims of Charles I; the Queen and the court; the King's advisers; ideas of royal authority</li> </ul>	Minimum one in-class assessment each for component 1 and 2
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023		
Unit / Topic		Assessment Dates
<b>Component 1: The Making of a Superpower: USA, 1865–1975</b> <b>Part 1: The Era of Reconstruction and the Gilded Age, 1865– 1890</b> <ul style="list-style-type: none"> <li>The politics of the Gilded Age and the era of weak presidents; political corruption</li> <li>Social, regional and ethnic divisions: divisions within and</li> </ul>	<b>Component 2: The English Revolution 1625-1660</b> <b>Part 1: The emergence of conflict and the end of consensus, 1625– 1629</b> <ul style="list-style-type: none"> <li>Challenges to the arbitrary government of Charles I: reactions against financial policies; conflict over Church; reactions against</li> </ul>	Minimum one in-class assessment each for component 1 and 2 USA Assessment w/c 06/11/2023 English Revolution Assessment w/c 13/11/2023

between North, South and West; the position of African-Americans	foreign policy and the role of Buckingham	
<ul style="list-style-type: none"><li>Economic growth and the rise of corporations: railways; oil; developments in agriculture; urbanisation</li></ul>	<ul style="list-style-type: none"><li>Parliamentary radicalism; personalities and policies of parliamentary opposition to the King; the Petition of Right; the dissolution of Parliament and the King's commitment Personal Rule</li></ul>	
Term 3 – 8 <sup>th</sup> January – 9 <sup>th</sup> February 2024		
Unit / Topic		Assessment Dates
<b>Making of a Superpower: USA, 1865–1975</b> <b>Part 1: The Era of Reconstruction and the Gilded Age, 1865– 1890</b> <ul style="list-style-type: none"><li>Laissez-faire dominance and consequences; the impact of the ending of the frontier</li><li>The limits of foreign engagement and continuation of isolationism: the continuation of the Monroe Doctrine; territorial consolidation (Alaska) and tensions over Canada</li></ul> <b>Part 2: Populism, Progressivism and Imperialism, 1890– 1920</b> <ul style="list-style-type: none"><li>Political tensions and divisions: the reaction against Big Business at national and state level<ul style="list-style-type: none"><li>The ideas and influence of Bryan, Roosevelt and Taft; Populism, Progressivism and Wilson's New Freedom</li></ul></li></ul>	<b>Component 2: The English Revolution 1625-1660</b> <b>Part 2: An experiment in Absolutism, 1629– 1640</b> <ul style="list-style-type: none"><li>Charles I's Personal Rule: his chief ministers; methods of government; financial policies and the reaction against them</li><li>Religious issues: Laud and Arminianism in England and Scotland; the growth of opposition from Puritans.</li><li>Political issues: the role of Wentworth; policies in Ireland and England; the reactions against the Crown; demands for the recall of Parliament</li></ul>	Minimum one in-class assessment each for component 1 and 2
	<b>Component 3: Non-Examined Assessment</b>	
Term 4 – 19 <sup>th</sup> February – 22 <sup>nd</sup> March 2024		
Unit / Topic		Assessment Dates



<p><b>Component 1: The Making of a Superpower: USA, 1865–1975</b>  <b>Part 2: Populism, Progressivism and Imperialism, 1890– 1920</b></p> <ul style="list-style-type: none"> <li>• The ideas and influence of Bryan, Roosevelt and Taft; Populism, Progressivism and Wilson’s New Freedom</li> <li>• Foreign affairs: imperialism; engagement in international affairs; Spain and the Philippines; the Panama Canal; the First World War, neutrality and entry</li> </ul>	<p><b>Component 2: The English Revolution 1625-1660</b>  <b>Part 2: An experiment in Absolutism, 1629– 1640</b></p> <ul style="list-style-type: none"> <li>• Radicalism, dissent and the approach of war: the spread of religious radicalism; the Scottish Covenant and the Bishops' War; the Pacification of Berwick; the second Bishops' War.</li> </ul>	<p>Minimum one in-class assessment each for component 1 and 2</p> <p>End of unit exams in USA w/c 04/03/2024  End of unit exams in English Revolution w/c 04/03/2024</p>
	<p><b>Component 3: Non-Examined Assessment</b></p>	

**Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024**

<b>Unit / Topic</b>		<b>Assessment Dates</b>
<p><b>Component 1: The Making of a Superpower: USA, 1865–1975</b>  <b>Part 2: Populism, Progressivism and Imperialism, 1890– 1920</b></p> <ul style="list-style-type: none"> <li>• Economic change and developments: the rise of US dominance as an economic and industrial power and the consequences of this.</li> <li>• Social developments: mass immigration and urbanisation and their consequences; the position of African-Americans</li> </ul> <p><b>Part 2: Populism, Progressivism and Imperialism, 1890– 1920</b></p> <ul style="list-style-type: none"> <li>• The USA by 1920: economic power; social and ethnic divisions; political reaction and renewed isolationism</li> </ul> <p><b>Part 3: Crisis and the Rise of World Power, 1920– 1945</b></p> <ul style="list-style-type: none"> <li>• Domestic politics: Harding, Coolidge and Republican conservatism;</li> </ul>	<p><b>Component 2: The English Revolution 1625-1660</b>  <b>Part 2: An experiment in Absolutism, 1629– 1640</b></p> <ul style="list-style-type: none"> <li>• Radicalism, dissent and the approach of war: the spread of religious radicalism; the Scottish Covenant and the Bishops' War; the Pacification of Berwick; the second Bishops' War.</li> </ul> <p><b>Component 2: The English Revolution 1625-1660</b>  <b>Part 3: The crisis of Parliament and the outbreak of the First Civil War, 1640–1642</b></p> <ul style="list-style-type: none"> <li>• The Political Nation 1640: the recall of Parliament; the strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition</li> <li>• Pym and the development of parliamentary radicalism: Pym’s personality and aims; the Grand Remonstrance; the London mob; popular radicalism</li> </ul>	<p>Minimum one in-class assessment each for component 1 and 2</p>

	<b>Component 3: Non-Examined Assessment</b>	
<b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b>		
<b>Unit / Topic</b>		<b>Assessment Dates</b>
<b>Component 1: The Making of a Superpower: USA, 1865–1975</b>	<b>Component 2: The English Revolution 1625-1660</b>	Minimum one in-class assessment each for component 1 and 2
<b>Component 3: Non-Examined Assessment</b> <ul style="list-style-type: none"> <li>• Introductory lessons to prepare students for their coursework – developing understanding of historiography and research skills.</li> <li>• Topic selection and presentation</li> <li>• Begin extended writing of NEA over summer.</li> </ul>		English Revolution End of Year w/c 03/06/2024 End of year exam in USA w/c 03/06/2024

## Mathematics (A' Level)

Students in Year 12 will be entered for Edexcel A' Level Mathematics (9MA0). The qualification is assessed through external examinations and controlled assessment. Below are details of the specific units and topics they will be covering throughout this academic year.

Further information can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Year 12 A' Level Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Unit / Topic	Assessment Dates
<b>Pure</b> <ol style="list-style-type: none"> <li><b>Algebraic Expressions:</b> Index notation, surds, expanding brackets &amp; factorisation</li> <li><b>Quadratics:</b> Solving quadratic equations, function notation, understanding the discriminant, modelling</li> <li><b>Simultaneous Equations:</b> Linear and quadratic simultaneous equations, inequality regions, linear and quadratic inequalities</li> <li><b>Graphs:</b> Cubic, quartic, reciprocal, transformations of graphs</li> <li><b>Straight Line Graphs:</b> Equations of parallel and perpendicular lines</li> <li><b>Circles:</b> Equations of circles, midpoints, tangents &amp; chords</li> <li><b>Vectors:</b> Representing vectors, position vectors, magnitude and direction.</li> </ol>	Baseline Diagnostic Assessment W.C. 11/09/2023 Algebraic Expressions & Quadratics assessment W.C. 02/10/2023  Equations and Inequalities & Graphs & Transformations assessment W.C. 16/10/2023
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Unit / Topic	Assessment Dates
<b>Pure</b> <ol style="list-style-type: none"> <li><b>Algebraic Methods:</b> Solving algebraic fractions, factorising into triple brackets, factor theorem &amp; proof</li> <li><b>Binomial Expansion:</b> Factorial notation, Pascal's Triangle, Solving Binomial Problems</li> <li><b>Trigonometry Review:</b> GCSE rules, transforming trigonometric graphs</li> </ol> <b>Applied</b> <ol style="list-style-type: none"> <li><b>Data Collection:</b> Sampling, types of data and the Large Data Set.</li> <li><b>Measures of Location and Spread:</b> Interquartile range, standard deviation, variance, interpolation and coding</li> <li><b>Modelling in Mechanics:</b> Constructing a modelling, mechanics terminology and introduction to vectors</li> <li><b>Constant Acceleration:</b> Displacement-time and velocity-time graphs, constant acceleration formulae, applications of gravity</li> <li><b>Representations of Data:</b> Outliers, cumulative frequency, histograms, comparisons of data,</li> </ol>	Snapshot 1 assessment W.C. 06/11/2023  Straight Lines & Circles assessment W.C. 13/11/2023  Vectors assessment W.C. 27/11/2023  Data Collection & Measures of Location and Spread assessment W.C. 04/12/2023  Algebraic Methods & Binomial Expansion assessment W.C. 11/12/2023

Term 3 – 8 <sup>th</sup> January – 9 <sup>th</sup> February 2024	
Unit / Topic	Assessment Dates
<b>Pure</b> <ol style="list-style-type: none"> <li><b>Trigonometry Equations:</b> Trigonometric identities, solving trigonometric equations</li> <li><b>Differentiation:</b> Gradients of curves, stationary points, gradients of tangents and normal, modelling</li> </ol>	Constant Acceleration assessment W.C. 15/01/2024  Trigonometry Equations assessment W.C. 22/01/2024
<b>Applied</b> <ol style="list-style-type: none"> <li><b>Correlation:</b> Applications of Linear Regression</li> <li><b>Forces and Motion:</b> Forces as vectors, forces and acceleration</li> </ol>	Representations of Data & Correlation assessment W.C. 29/01/2024  Snapshot assessment W.C. 05/02/2024
Term 4 – 19 <sup>th</sup> February – 22 <sup>nd</sup> March 2024	
Unit / Topic	Assessment Dates
<b>Pure</b> <ol style="list-style-type: none"> <li><b>Integration:</b> Indefinite and definite integrals, areas under curves, areas between curves and lines</li> <li><b>Exponentials and Logarithms:</b> Modelling of the <math>e^x</math> graph</li> </ol>	Differentiation assessment W.C. 11/03/2024
<b>Applied</b> <ol style="list-style-type: none"> <li><b>Forces and Motion:</b> Forces as vectors, forces and acceleration</li> <li><b>Probability:</b> Venn diagrams, proof of independence</li> <li><b>Statistical Distributions:</b> Probability distributions, binomial distribution, cumulative probability distribution</li> </ol>	
Term 5 – 8 <sup>th</sup> April – 24 <sup>th</sup> May 2024	
Unit / Topic	Assessment Dates
<b>Pure</b> <ol style="list-style-type: none"> <li><b>Exponentials and Logarithms:</b> The rules of logarithms, solving equations with logarithms, modelling logarithmic variables with a linear equation</li> </ol>	Forces and Motion assessment W.C. 08/04/2024  Integration assessment W.C. 15/04/2024
<b>Applied</b> <ol style="list-style-type: none"> <li><b>Hypothesis Testing:</b> Mechanics of a hypothesis test, finding critical values in a one and two tailed test</li> <li><b>Variable Acceleration:</b> Using differentiation and integration to solve acceleration, velocity, and displacement problems</li> </ol>	Probability & Statistical Distributions assessment W.C. 22/04/2024
<b>Commencement of Year 2 Material</b>	Exponentials and Logarithms assessment W.C. 06/05/2024

<ol style="list-style-type: none"> <li><b>1. Proof &amp; Algebraic Fractions:</b> Understanding the different styles and applications of proof, partial fractions, algebraic division</li> <li><b>2. Functions:</b> Inverse functions, introduction to modulus concept, compound functions, understanding the application of domain and range.</li> </ol>	Variable Acceleration assessment W.C. 13/05/2024
<b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b>	
<b>Unit / Topic</b>	<b>Assessment Dates</b>
<ol style="list-style-type: none"> <li><b>1. Functions:</b> Transformations of graphs, solving modulus functions</li> <li><b>2. Sequences and Series:</b> Arithmetic series, geometric series, inductive sequences, calculating the sums of sequences and the sum to infinity.</li> <li><b>3. Binomial Expansion:</b> Using partial fractions to solve binomial problems, using the binomial expansion formula</li> <li><b>4. Radians:</b> Converting between degrees and radians, applying radians to arc length, sector area and trigonometric equations</li> </ol>	End of Year Assessment Week: W.C. 03/06/2024  Hypothesis Testing assessment W.C. 10/06/2024  Proof & Algebraic Fractions assessment W.C. 17/06/2024  Functions assessment W.C. 01/07/2024  Sequences and Series assessment W.C. 08/07/2024

## Media Studies (A' Level)

Students in Year 12 will be entered for EDUQAS A Level Media Studies. The qualification is assessed through two external examinations and one controlled assessment. Below are details of the specific units and topics that students will be covering throughout this academic year.

Further information can be found at: [www.eduqas.co.uk/qualifications/media-studies/as-a-level/](http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/)

Year 13 A' Level Curriculum	
Term 1 – 4 <sup>th</sup> September – 27 <sup>th</sup> October 2023	
Component One / Advertising and Marketing	Assessment Dates
<p>Key Units:</p> <ul style="list-style-type: none"> <li>• Introduction of key content for study of set media texts, including media language, representations and audiences.</li> <li>• Introduction of contexts and how these can affect the use of media language, representations and audiences, including historical, social, cultural, economic and political.</li> <li>• Introduction to theoretical understanding for media language, including semiotics (Roland Barthes) and binary oppositions (Claude Levi-Strauss).</li> <li>• Introduction to theoretical understanding for representations, including stereotypes and hierarchies (Stuart Hall), feminist theories (Liesbet Van Zoonen and bell hooks) and post-colonial theory (Paul Gilroy).</li> <li>• Introduction to theoretical understanding for audiences, including audience positioning (Stuart Hall) and cultivating messages (George Gerbner).</li> <li>• Study of set texts and unseen texts for comparison for key content, contexts and theoretical understanding.</li> </ul> <p><b>Set Texts:</b> Tide Washing Powder advertisement (1950s), Kiss of the Vampire film poster (1960s) and Tokyo Paralympics Advert (2020s).</p>	Ongoing in-class and independent study assessment of key content, contexts and theoretical understanding.
Term 2 – 6 <sup>th</sup> November – 21 <sup>st</sup> December 2023	
Component One / Newspapers (Media Language and Representations)	Assessment Dates
<p>Key Units:</p> <ul style="list-style-type: none"> <li>• Introduction of key content for study of set media texts, including media language and representations.</li> <li>• Introduction of contexts and how these can affect the use of media language and representations, including historical, social, cultural, economic and political.</li> <li>• Re-introduction to media language and representation theories (previously studied for advertising and marketing).</li> <li>• Study of set texts and unseen texts for comparison for key content, contexts and theoretical understanding.</li> </ul> <p><b>Set Texts:</b> Daily Mirror and The Times - set pages for media language and representations.</p>	Ongoing in-class and independent study assessment of key content, contexts and theoretical understanding.
Component One / Radio (Media Industry and Audiences)	Assessment Dates

<p>Key Units:</p> <ul style="list-style-type: none"> <li>• Introduction of key content for study of set media texts with a focus on media industry and audiences.</li> <li>• Introduction of contexts and how these can affect the impact of a media industry and audience consumption, including historical, social, cultural, economic and political.</li> <li>• Introduction to theoretical understanding for media industry, including cultural industries (David Hesmondhalgh), profit and power (James Curran and Jean Seaton) and regulation (Sonia Livingstone and Peter Lunt). Re-introduction to audience theoretical concepts (last taught for advertising and marketing).</li> <li>• Study of set texts for key content, contexts and theoretical understanding.</li> </ul> <p><b>Set Texts:</b> Woman's Hour (Radio 4) - official website and at least two episodes.</p>	<p>Ongoing in-class and independent study assessment of key content, contexts and theoretical understanding.</p>
<p><b>Term 3 – 8<sup>th</sup> January – 9<sup>th</sup> February 2024</b></p>	
<p><b>Component One / Newspapers (Media Industry and Audiences)</b></p>	<p><b>Assessment Dates</b></p>
<p>Key Units:</p> <ul style="list-style-type: none"> <li>• Introduction of key content for study of set media texts, including media industry and audiences.</li> <li>• Introduction of contexts and how these can affect the media industry and targeting of audiences, including historical, social, cultural, economic and political.</li> <li>• Re-introduction to media industry and audience theories (previously studied for advertising and marketing and radio).</li> <li>• Study of set texts and unseen texts for comparison for key content, contexts and theoretical understanding.</li> </ul> <p><b>Set Texts:</b> Daily Mirror and The Times - a full print edition and official website pages for both newspapers.</p>	<p>Ongoing in-class and independent study assessment of key content, contexts and theoretical understanding.</p>
<p><b>Component One / Music Videos (Media Language and Representations)</b></p>	<p><b>Assessment Dates</b></p>
<p>Key Units:</p> <ul style="list-style-type: none"> <li>• Introduction of key content for study of set media texts, including media language and representations.</li> <li>• Introduction of contexts and how these can affect the use of media language and representations.</li> <li>• Re-introduction to media language and representation theories (previously studied for advertising and marketing and newspapers).</li> <li>• Study of set texts and unseen texts for comparison for key content, contexts and theoretical understanding.</li> </ul> <p><b>Set Texts:</b> Janelle Monáe – Turntables and Vance Joy – Riptide.</p>	<p>Ongoing in-class and independent study assessment of key content, contexts and theoretical understanding.</p>
<p><b>Term 4 – 19<sup>th</sup> February – 22<sup>nd</sup> March 2024</b></p>	
<p><b>Component One / Video Games (Media Industry and Audiences)</b></p>	<p><b>Assessment Dates</b></p>
<p>Key Units:</p> <ul style="list-style-type: none"> <li>• Introduction of key content for study of set media texts with a focus on media industry and audiences.</li> <li>• Introduction of contexts and how these can affect the impact of a media industry and audience consumption, including historical, social, cultural, economic and political.</li> </ul>	<p>Ongoing in-class and independent study assessment of key content, contexts and theoretical understanding.</p>

<ul style="list-style-type: none"> <li>Re-introduction to media industry and audience theories (previously studied for the newspaper and film topics). New theories for audiences include fandoms (Henry Jenkins), audience effect theory (Albert Bandura) and active audiences (Clay Shirky).</li> <li>Study of set texts for key content, contexts and theoretical understanding. <b>Set Texts:</b> Assassin's Creed franchise, in-depth study of Assassin's Creed Valhalla, official website and other marketing materials.</li> </ul>	
<b>Component One / Film (Media Industry)</b>	<b>Assessment Dates</b>
<p>Key Units:</p> <ul style="list-style-type: none"> <li>Introduction of key content for study of set media texts with a focus on media industry.</li> <li>Introduction of contexts and how these can affect the impact of a media industry, including historical, social, cultural, economic and political.</li> <li>Re-introduction to media industry theories (previously studied for the radio and newspaper topics).</li> <li>Study of set texts for key content, contexts and theoretical understanding. <b>Set Texts:</b> Black Panther and I, Daniel Blake – film clips, trailer, poster, official websites and social media.</li> </ul>	Ongoing in-class and independent study assessment of key content, contexts and theoretical understanding.
<b>Term 5 – 8<sup>th</sup> April – 24<sup>th</sup> May 2024</b>	
<b>Component Three / Research and Planning</b>	<b>Assessment Dates</b>
<p>Key Units</p> <ul style="list-style-type: none"> <li>Introduction to set brief for controlled assessment (Component Three). Choice of briefs include TV production, magazine production, film promotion and music promotion. All briefs include a main task (task one) and a joint "cross-media" task (task two) - both tasks must be clearly related to one another.</li> <li>Research and planning activities for chosen brief, including analysis of existing products, audience research and layout designs/plans.</li> </ul>	w/b 20/05/2024 – submission of research and planning activities.
<b>Term 6 – 3<sup>rd</sup> June – 19<sup>th</sup> July 2024</b>	
<b>Component Three / Production</b>	<b>Assessment Dates</b>
<p>Key Units</p> <ul style="list-style-type: none"> <li>Production of media products for chosen brief, including filming or photography, layout editing (for print products), video editing (for video or online products), text design and colour schemes.</li> </ul>	w/b 17/07/2024 – submission of first draft (final piece to be submitted in Year 13).