



Carshalton High School for Girls
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Carshalton High School for Girls

Sixth Form Subject Information



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Contents

A Level Courses

	<i>Minimum Entry Requirements</i>
Art & Design: Fine Art	<i>6 in Art & Design</i>
Biology	<i>6 in Combined Science or 6 in Biology and 6 in Maths or English Lan</i>
Business	<i>5 in Business Studies and 5 English Language or 5 in Mathematics</i>
Chemistry	<i>6 in Combined Science or 6 in Chem and 6 in Maths or English Lan</i>
Computer Science	<i>6 in Computer Science</i>
Drama & Theatre Studies	<i>6 in Drama and a 4 in English Language</i>
Economics	<i>6 in Mathematics and 6 in Humanities or 6 in English</i>
English Literature	<i>6 in both English Literature & English Language</i>
Fashion & Textiles	<i>6 in either D&T, Art or Level 2 Merit in BTEC Fashion & Textiles</i>
Film Studies	<i>5 in English Language and/or 5 in GCSE Media if taken</i>
French	<i>5 in French</i>
Further Mathematics	<i>8 in Mathematics</i>
Geography	<i>6 in Geography and 5 in English Language and a 4 in Mathematics</i>
German	<i>5 in German</i>
History	<i>6 in History and either a 6 in English Language or Literature</i>
Law	<i>5 in English Language and a 5 in a Humanities subjects</i>
Mathematics	<i>7 in Mathematics, grade 6 allowed if entrance exam is passed</i>
Media	<i>5 in English Language or a 5 in GCSE Media Studies if taken</i>
Music	<i>5 in Music or a grade V in ABRSM theory</i>
Philosophy	<i>5 in Religious studies and a 5 in English Language or Literature</i>
Photography	<i>6 in Art, Photography or Media</i>
Physical Education	<i>6 in combined science and 6 In GCSE PE</i>
Physics	<i>6 in Combined Science or 6 in Physics and 6 in Maths or English Lan</i>
Politics	<i>6 in English Language and 6 in Citizenship/History</i>
Psychology	<i>5 in Combined Science, 4 in Mathematics and 5 English Language</i>
Religious Studies	<i>5 in any Humanities subject and a 5 in English Lan or Lit</i>
Sociology	<i>6 in English Language and 6 in Sociology</i>
Spanish	<i>5 in Spanish</i>

Vocational Courses

Business	<i>4 in English Language and 4 Mathematics</i>
Criminology	<i>5 in English Language and 4 Mathematics</i>
Dance	<i>4 in Dance, Drama or Music and 4 in English Language</i>
Health and Social Care	<i>4 in English Language</i>
Sport	<i>4 in PE, 4 in English and 4-4 in combined Science</i>

Art

What will students study in Art?

The Key Stage 5 curriculum encourages creativity, sustained investigation, analysis, experimentation, and practical making as a means of developing technical skills and fluency of expression. It guides learners through a programme of study which draws upon their experiences of the world and honours their personal interests while also developing imagination and critical and reflective thinking. A particular strength of the Key Stage 5 curriculum is its focus on teaching students to innovate, adapt and work independently. Students learn to think critically and analytically; they are supported to experiment and take risks and as a result most will progress and achieve far more in two years than they would have thought possible.

Course content and outline

YEAR 12

- A series of workshops aimed at introducing students to a new, more mature approach to working.
- Exploration of various themes and media, including a more in-depth understanding of the formal elements.
- Substantial guided learning about artists, artistic disciplines and movements; students develop their critical thinking and analytical skills and have the opportunity to study and learn from artists and movements that particularly interest them.
- Participation in workshops run by various galleries in London
- Working to complete a comprehensive themed project

YEAR 13

- Continue working on themed project
- Exam

What are the major assessments this year?

The Pearson A level in Art and Design is conceived as a two-year, linear qualification. Assessment incorporates three major elements: supporting studies, practical work, and a personal study.

Component 1: Personal Investigation, making up 60% of the qualification; this is internally assessed, and externally moderated.

Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 2000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18.

Component 2: Externally Set Assignment, making up the remaining 40% of the qualification; this is internally assessed and externally moderated.

Whom should I contact for further advice or information?

Curriculum Leader of Visual Arts, Mrs Shah, Head: msypko-shah@carshaltongirls.org.uk.

Biology

What will students study in Biology?

In the first year, students will study: Biological molecules, cells, how organisms exchange substance with their environment and genetic information, variation and relationships between organisms.

In the second year students will build on the content taught in the first year. Students will study Energy transfers in and between organisms, organisms response to changes in their internal and external environments, genetics, populations, evolutions and ecosystems and the control of gene expression.

There is a large practical component to A Level Biology and students will complete regular practical work throughout the course where their ability to follow complex instructions, risk assess, analyse, evaluate and research will be greatly enhanced.

What are the major assessments this year?

Students will sit in-school exams at the end of each term, as well less formal ongoing assessments within lessons.

External exams (A Level exams) will be sat at the end of the year 13 in the Summer Term.

What do assessments test?

The in-school assessments will assess the content that has been taught up till that point in the course.

The Final exams consist of three separate exams:

Paper 1 assesses content taught in the first year

Paper 2 assess content taught in the second year

Paper 3 assess content from both years

Whom should I contact for further advice or information?

Curriculum Leader of Biology, Mr Rahman: mrahman@carshaltongirls.org.uk.



Business

What will students study in Business A level at KS5?

In Year 12, students will start learning Business A level following the Edexcel syllabus. There will be two Themes running at the same time during the year, Theme 1 and Theme 2. While Theme 1 – Marketing and People, will focus on developing students' understanding of meeting customer needs, the market, marketing mix and strategy and managing people; Theme 2 – Managing Business Activities will delve into raising finance, financial planning, managing finance, resource management and external influences.

In Year 13, students will move onto the next two Themes to complete their A level studies. In Theme 3, students will build on their knowledge of resource management and external influences from Theme 2 by learning about how businesses grow, various decision-making techniques, assessing competitiveness and managing change in an organisation. Theme 4 is a continuation of Theme 1 and students develop an understanding of globalisation, global markets and business expansion, global industries and multinational corporations.

What are the major assessments at KS5?

In Year 12, students will have teacher assessments, which will come in the form of end of topic assessments as well as a mock exam at the end of Autumn term and end of year mock in the Summer term.

In Year 13, in addition to the teacher assessments that consist of end of topic as well as mock assessments in the Spring term, there will be three external examinations in May/June exam series. The external examinations will contribute to the overall A level grade as follows:

Paper 1: Marketing People and Global Businesses – 35% of the total qualification.

Paper 2: Business activities, decisions and strategy – 35% of the total qualification.

Paper 3: Investigating business in a competitive environment – 30% of total qualification.

Each exam paper is 2 hours in length and move from shorter written responses to essays.

What do assessments test?

Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued by the Exam Board in November of the previous year. The context will focus on a broad context, such as an industry or market in which businesses operate.

Whom should I contact for further advice or information?

Curriculum Leader of Business and Economics, Ms Sanda: bsanda@carshaltongirls.org.uk.

Chemistry

What will students study in Chemistry?

In the first year, students will study: Fundamentals in Chemistry – this module builds on a lot of content from GCSE and makes sure that the students are confident with their understanding of atomic structure as well as quantitative calculations; The Periodic table and energy – where students will develop their understanding of how the periodic table is arranged as well as using their knowledge to explain why certain chemical phenomenon happen, students also look at the energy required or released from a range of chemical reactions; Core Organic Chemistry where students will look at the basic concepts of organic chemistry before moving on to studying the chemistry of Alcohols and Halo-Alkenes as well as organic synthesis and analytical techniques.

In the second year students will build on the content taught in the first year. Students will study Physical Chemistry and transition elements – where students will look at reactions rates; acids, bases, and pH; equilibrium; redox reactions and transition elements. The final unit students will study Organic Chemistry and Analysis where students will study aromatic compounds and their properties along with more complex analytical techniques.

There is a large practical component to A Level Chemistry and students will complete regular practical work throughout the course where their ability to follow complex instructions, risk assess, analyse, evaluate and research will be greatly enhanced.

What are the major assessments this year?

Students will sit in-school exams at regular intervals throughout the year

External exams (A Level exams) will be sat at the end of the year 13 in the Summer Term

What do assessments test?

The in-school assessments will assess the content that has been taught up till that point in the course.

The final exams consist of three separate exams:

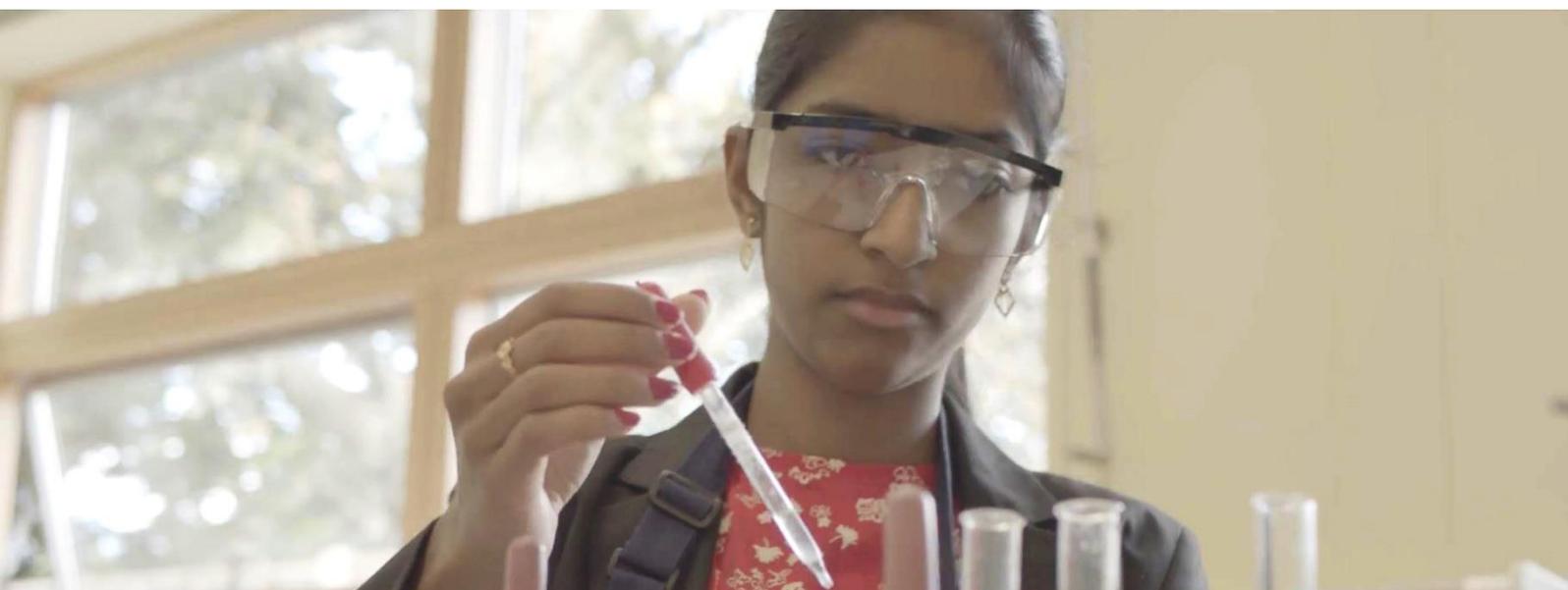
Paper 1 assesses content taught in the first year

Paper 2 assess content taught in the second year

Paper 3 assess content from both years

Whom should I contact for further advice or information?

Curriculum Leader of Chemistry, Mr Lewis: blewis@carshaltongirls.org.uk.



Computer Science

What will students study in Computer Science?

Sixth form students will start their A-Level course. The course offered is the AQA A-Level in Computer Science, specification 7517. The course covers fundamentals of programming including the concept of data type, including primitive data types and complex data structures, following and writing algorithms, methods of capturing, selecting, exchanging and managing data to produce information for a particular purpose.

In addition, students will develop the following skills; problem solving, design, write and test programs to either a specification or to solve a problem, articulate how a program works, arguing for its correctness and efficiency using logical reasoning, test data, and user feedback, use abstraction effectively and to appropriately structure programs into modular parts with clear well documented interfaces to model selected aspects of the external world in a program and apply computing-related mathematics.

What are the major assessments this year?

Students will be assessed at the end of each unit of study, this will usually be half termly, although units do vary in length so some may be assessed after a term. Students will also sit practice examinations in accordance with the whole school assessment calendar.

At the end of Year 13:

Paper 1: theoretical knowledge of Computer Science
40% of A-level

Paper 2: subject content of Computer Science
40% of A-level

NEA- non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve a practical problem.
20% of A-level

What do assessments test?

Assessments target three Assessment Objectives set out in the exam board specification. AO1: Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation. AO2: Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms. AO3: Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions. Assessments will test application of knowledge, understanding and skills through a variety of multiple choice, short sentence answers and long answers as well as practical programming skills.

Whom should I contact for further advice or information?

Curriculum Leader of Computer Science, Mr Ahmad: sahmad@carshaltongirls.org.uk.



Drama

What will students study in Drama?

In Year 12, students will deepen the level with which they make connections between dramatic theory and practice. This will be exemplified within the devised unit in which they will create a devised performance in a response to a play extract and the methodology of the theatre company Frantic Assembly. Students will also explore the Section B and Section C written exam texts.

In Year 13, students will attend a production of a play and put together a set of preparation notes to support their evaluation in Section A of the written exam. Students will also develop their ability to perform or design scripted drama. Finally, students will develop their ability to interpret and realise the performance texts *That Face* and *Woyzeck*.

What are the major assessments this year?

COMPONENT 1: DEVSING - PRACTICAL PERFORMANCE AND WRITTEN COURSEWORK (40%).

Students devise an original piece of theatre using one key extract from a performance text and a theatrical practitioner as a stimulus.

COMPONENT 2: SCRIPTED PERFORMANCE - ASSESSED BY VISITING EXAMINER (20%)

Students prepare and perform a key extract from a performance text as a group. Students also perform either a monologue or a duologue of a key extract from a second, different performance text.

COMPONENT 3: WRITTEN EXAMINATION - 2 HOURS AND 30 MINUTES ON SET TEXTS AND LIVE PERFORMANCE (40%):

Section A - Live Theatre Evaluation question.

Section B - Page to stage- practical exploration and study of a complete play text – students will be examined on their response to an extract of the play in examination conditions.

Section C - Interpreting a Performance Text- practical exploration and interpretation of another complete play text in light of a chosen practitioner and thinking about how the text could be reimagined for a contemporary audience.

What do assessments test?

Devised performance – This is testing a student's ability to apply theatrical skills to realise artistic intentions in live performance (AO2)

Devising portfolio – This tests a student's ability to create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice (AO1) and their ability to analyse their own work and the work of others (AO4)

Scripted performance - This is testing a student's ability to apply theatrical skills to realise artistic intentions in live performance (AO2)

Written exam:

Section A – Live Theatre Evaluation - Tests a student's ability to analyse the work of others (AO4)

Section B – Page to Stage (*That Face* by Polly Stenham) This is testing a student's ability to demonstrate knowledge of how drama and theatre is developed and performed (AO3)

Section C- Interpreting a Performance Text (*Woyzeck* by Georg Buchner / Practitioner: Brecht)

This is testing a student's ability to demonstrate knowledge of how drama and theatre is developed and performed (AO3)

Whom should I contact for further advice or information?

Curriculum Leader of Drama, Mr Rogers: drogers@carshaltongirls.org.uk.

Economics

What will students study in Economics?

During the two years, students will study topics that range from traditional topics such as demand and supply, interest rates, exchange rates and economic policy to more dynamic topics, which will include the impact of globalisation on international trade, how behavioural economics draws upon consumer psychology to influence consumption decisions and how government and law-makers influence business judgements on their investments, the impact of economic shocks on the UK or world economics, how science can help improve the productivity of resources available and how we can attempt to predict the future trends by analysing current and historical data and information.

We will be following the AQA A level Economics syllabus and will study the essential theories in microeconomic and macroeconomic fields.

Microeconomics explore the economy on an individual business or an industry level; looking at concepts such as demand and supply for a product, how businesses can respond to economic changes, monopolies and causes of market failure.

We will look at the national and international economies in the macroeconomics section, which will include theories and topics in relation to unemployment and immigration, economic growth and trade/budget deficits, monetary, fiscal and supply-side policies. It also considers the trade-offs that governments face as they try to resolve problems such as the financial crisis of 2008, dealing with the aftermath of Brexit or the response to the Covid-19 pandemic.

While on this course, students will get to think about their views on issues such as political debates, how blunt economic policy tools can be and how well that fits with their personal beliefs and ethical stance and they will review how economic theories and methods can help us understand the challenges we face such as climate change, inequality and racism.

What are the major assessments this year?

In **Year 12**, students will sit a mock assessment at the end of Autumn term and an end of year mock in the Summer term.

In **Year 13**, students will sit a mock assessment in the Autumn and Spring terms as well as their final exams in the Summer term. Students will sit through 3 papers, which will each be worth 80 marks taking 90 minutes to complete.

Paper 1 Markets and market failure (microeconomic issues). A section of data response questions, and a section of essay questions.

Paper 2 The National and international economy (macroeconomic issues). Same question structure as paper 1

Paper 3 Economic principles and issues (a synoptic paper which can test any part of the A level). A section of multiple choice questions followed by a section of case study questions.

What do assessments test?

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

- AO1: Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.
- AO2: Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues.
- AO3: Analyse issues within economics, showing an understanding of their impact on economic agents.
- AO4: Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues.

Whom should I contact for further advice or information?

Curriculum Leader of Business and Economics, Ms Sanda: bsanda@carshaltongirls.org.uk.

English Literature

What will students study in English at KS5?

At A Level, students have two teachers, each preparing them for two separate sides of the course: Love Through the Ages (a thematic study of the literature of love from 16th century to present day) and Modern Times (a synchronic study of 20th century literature) following the AQA syllabus. In addition, A Level scholars will undertake an independent coursework study (NEA) comparing a text of their choice to 'Frankenstein'. English Literature develops reading for meaning skills. To demonstrate blossoming scholarship students will be instructed and coached on how to write like an academic. As they read with increasing insight, rigour and appreciation, they produce sophisticated work that analyses and comments on the art of 'meaning-making', with instruction on unseen prose and poetry analysis as well as the set texts. English teachers want students to become independent critical thinkers. Lessons will take shape in formats that are familiar but also some which, to begin with, will be unfamiliar: seminars with vigorous, high-level discussions; lectures which develop listening and note-taking skills; tutorials of 1:1 dialogue with teachers about coursework. There will even be opportunities to make presentations to peers of independent studies. All students contribute to a digital wider reading blog, sharing reviews and musings and also keep a personal Lit Log journal to record close reading of set texts. It is a source of pride to us, as a department, that our English scholars go on to university (whichever subject they choose) well prepared for the variety of learning formats they will experience.

In Year 12, Othello, A Streetcar Named Desire, The Great Gatsby, Unseen poetry skills, Love Through the Ages anthology (14 pre-1914 poems), The Handmaid's Tale, Unseen prose skills are the units set for study.

In Year 13, the Frankenstein NEA coursework study and Feminine Gospels are the final components to complete the A Level English Literature course before an extensive revision programme begins in March.

What are the major assessments this year?

Every fortnight during ACU timetabled lessons, there will be timed essays using exam-style questions, bringing together components into the complex set required for exams. There are three termly summative assessments in Y12 and two in Y13 which are regarded as mocks.

What do assessments test?

Students will be assessed regularly and informally in tasks that break down smaller component skills during lessons. The ACU assessments are regarded as formative assessments, used to gauge gaps in knowledge which will be addressed in forthcoming lessons. Termly assessments will address all the assessment objectives of the exams.

Whom should I contact for further advice or information?

Curriculum Leader of English, Mrs Bhatt: nbhatt@carshaltongirls.org.uk.

Fashion & Textiles

The Key Stage 5 Fashion and Textiles curriculum encourages creativity, sustained investigation, analysis, experimentation, and practical making as a means of developing technical skills and valuing individual expression. Textile Design encompasses a very broad range of materials, techniques and processes, including a growing number of interdisciplinary approaches. The range is increasing as new materials and technologies emerge. Students learn to think analytically; they are supported to experiment and take risks and as a result most will progress and achieve far more in two years than they would have thought possible.

Course content and outline

YEAR 12

A series of workshops aimed at introducing students to a new, more mature and independent approach to working.

Exploration of various themes and textiles media including materials which previously may not have been considered a textile.

Guided learning about artists, artistic disciplines and movements; students develop their analytical skills and have the opportunity to study and learn from artists and movements that interest them.

Participation in workshops run by various galleries in London

Working to complete a comprehensive themed project

YEAR 13

Continue working on themed project

Exam

What are the major assessments this year?

The Eduqas Art and Design: Textile's course is a two-year, linear qualification.

Assessment incorporates three major elements: supporting studies, practical work, and a personal study.

Component 1: Personal Investigation, making up 60% (120 marks) of the qualification; this is internally assessed, and externally moderated.

Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through both practical, annotated development work as well as critical written communication showing contextual research and understanding in a minimum 1000 words.

Component 2: Externally Set Assignment, make up the remaining 40% (80 marks) of the qualification; this is internally assessed and externally moderated. Students are issued the questions from the 1st February of their final assessment year and may choose from one of 12 starting points.

What do assessments test?

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Whom should I contact for further advice or information?

Curriculum Leader of Design and Technology, Mrs Pearce: bpearce@carshaltongirls.org.uk.

Film Studies

What will students study in Film Studies?

In Years 12 and 13 students will have nine periods of Film Studies a fortnight.

Year 12:

Students will be introduced to the skills and terminology that they will need to analyse films. They will also be introduced to practical production skills. They will complete units including:

- American Film 1930-1990
- American Film since 2005
- British Film Since 1995
- Silent Cinema

They will study set films about which they will be examined in their final A Level exams in Year 13. They will also learn how to plan a short film, write a screenplay, shot list and storyboard and how to film and edit. They will use this knowledge to produce a practice short film and will complete research and planning work in preparation for their final coursework production in Year 13, working to briefs set by the exam board.

Year 13:

Students will study the following topics in Year 13, to prepare them for Paper 2 of their A Level Film Studies exam:

- Global Film;
- Documentary;
- Experimental Film 1960-2000.

Additionally, students will produce their final short film for the production component of the course. A significant period of time in the spring term will be devoted to revision and exam preparation.

What are the major assessments this year?

Students will be assessed at the end of each unit of study, this will usually be half termly, although units do vary in length so some may be assessed after a term. Students will also sit practice examinations in accordance with the whole school assessment calendar.

What do assessments test?

The majority of assessments will test students' ability to analyse films in extended pieces of writing. Students will also be assessed on their practical production work.

Whom should I contact for further advice or information?

Curriculum Leader of Media, Mr M Nott: mnott@carshaltongirls.org.uk.

French

What will students study in French this year?

We follow the AQA syllabus (7692). The content is divided into four areas of interest: Aspects of Francophone society, Artistic culture in the Francophone world, Multiculturalism in Francophone society, Aspects of political life in Francophone society. Although we follow the AQA textbooks and have the Kerboodle online resource, the A-Level course is based on current affairs, and therefore we work with present-day news, videos, documentaries, interviews or any document that can enhance the topics we are covering. This ensures an up to date, very rich and enjoyable curriculum.

During the first term of the A Level course, we dedicate a lot of attention to grammar. The grammar at A Level is considerably more demanding than in previous years which is the reason why we put an emphasis on it in the early stages.

We will also be studying a film and a book (to be chosen together).

Finally, each student will be researching a topic of their choice, but related to the subject, in preparation for the A Level speaking exam. This topic is chosen in agreement with the subject teacher.

What are the major assessments this year?

Students will be tested at the end of each unit and at the end of each term. We will cover six units at the end of each year.

The A Level exam consists of 3 papers:

Paper 1: Listening, reading and writing. It is 2 hours 30 minutes long. It is 50% of the final grade, with 100 marks. Material will include complex factual and abstract content and questions will target main points, gist and detail. There are also two translations.

Paper 2: Writing. It is 2 hours long, with 80 marks in total and 20% of the final grade. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied. Students are advised to write approximately 300 words per essay.

Paper 3: Speaking. 21–23 minutes (including 5 minutes preparation time). It is 30% of the final grade, with 60 marks in total. There is a discussion based on a stimulus card (5–6 minutes); a 2-minute presentation, and a discussion (9–10 minutes) of individual research project. It will be conducted by the teacher but marked by an AQA examiner.

What do assessments test?

Paper 1 assesses: Aspects of Francophone society, Artistic culture in the Francophone world, Multiculturalism in Francophone society, Aspects of political life in Francophone society, and Grammar.

Paper 2 assesses: The understanding of one text (to be decided together) and one film (to be decided together). Grammar is also assessed.

Paper 3 assesses: The oral skills based on the individual research project, as well as the general cultural understanding.

Whom should I contact for further advice or information?

Curriculum Leader of French, Mrs Lane: mlane@carshaltongirls.org.uk.

Further Maths

What will students be studying in the sixth form?

We begin year 12 with the concept of imaginary numbers. Students are introduced to the idea that there is a whole set of numbers separate to the number line that they have worked with for all of their time learning mathematics so far, and learn what their purpose is, how we can use them to solve problems, and how to represent them graphically. Students learn Core Pure Mathematics and Further Pure Mathematics which deepens their understanding of A level Maths and prepares them fully for university level Mathematics. Students will also study Decision mathematics in both Year 12 and 13.

What do we expect of the students in the classroom?

Students will be expected to bring in their calculator – we recommend the Casio fx-991EX – to every lesson. They should actively listen in class, take notes and most importantly if there is a problem with any of the material that they ask for assistance. A level Maths and Further Maths move at pace, and each lesson builds on the last, so it is essential to make sure that they understand everything we cover in class. We are available after school for help and support if needed.

What homework are they set?

A Level Maths and Further Maths students will be expected to continue with their classwork at home for 1 hour for every hour they are in class. This will mainly focus on students completing exercises started in class, practising skills and problem solving, or completing an online Section Test.

What are the major assessments this year?

Alongside the main school assessment calendar, we assess students at the end of each half term. These assessments are in the student handbook and will be based on topics taught so far. These will build up a picture of each student's performance and understanding of topics, and will help inform our predictions of how they will do in the final exam. At the end of Year 13 they will sit their final A Level examinations.

Whom should I contact for further advice and information?

Curriculum Leader of Maths, Mrs Foley: cfoley@carshaltongirls.org.uk.



Geography

What will students study in Geography at Key Stage 5?

At A Level Geography, students will have an increased focus on the interaction between people and the environment. They will develop their understanding of physical systems, but also the way that they interact with human activity, and how they are reliant on other processes with which they are interdependent.

In Year 12, students study three concurrent units. This helps to build the synopsis across the specification and builds in the skills required for their NEAs. **Water and Carbon Cycles** focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.

Year 12 Geography students also study **Contemporary Urban Environments**, which focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. This unit examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for Geography students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability.

The third unit for Year 12 is **Changing Places**, where students will focus on their and other peoples' engagement with places, their experience of them and the qualities they accord to them, all of which are of fundamental importance in their lives. Students will be able to acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

In Year 13, our Geographer's will study three further units. **Hazards** focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. In **Global Systems and Global Governance** students will focus on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. The final unit **Glacial Systems and Landscapes** focuses on glaciated landscapes. These are dynamic environments in which landscapes continue to develop through contemporary processes, but which mainly reflect former climatic conditions associated with the Pleistocene era.

What are the major assessments this year?

Pre-unit assessments are set on MSForms to inform teacher planning of each unit's lessons. They will identify the prior knowledge students should have and provide a basis for bridging work to close any gaps to enable full access to the A Level content. Assessments also build on these skills, from single exam questions, to mini exam paper Mid-Unit Assessments, culminating in full unit examination End of Unit Assessments. Cumulative End of Term Assessments also allow students opportunities to develop key geographical knowledge, understanding, evaluation and skills.

What do assessments test?

Assessment structure is taught and built on across Year 12 and 13. Each unit of work will build on the knowledge and understanding, application and skills assessment objectives assessed. Assessment questions range from short 4 mark paragraphs, through 6 mark analysis of resources and application of knowledge linked to stimulus material, through to longer prose 9 and 20 mark essays.

Whom should I contact for further advice or information?

Curriculum Leader of Geography, Mrs Stangroom: sstangroom@carshaltongirls.org.uk.

German

What will students study in German this year?

We follow the AQA syllabus (7662). The approach is a focus on how German-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of German-speaking countries. In the second year, further aspects of the social background are covered, alongside the German political landscape, both in relation to Germany itself and its place in Europe. Although we follow the AQA textbooks and have the Kerboodle online resource, the A-Level course is based on current affairs, and therefore we work with present-day news, videos, documentaries, interviews or any document that can enhance the topics we are covering. This ensures an up to date, very rich and enjoyable curriculum.

During the first term of the A Level course, we dedicate a lot of attention to grammar. The grammar at A Level is considerably more demanding than in previous years which is the reason why we put an emphasis on it in the early stages.

We will also be studying a film and a book (to be chosen together).

Finally, each student will be researching a topic of their choice, but related to the subject, in preparation for the A Level speaking exam. This topic is chosen in agreement with the subject teacher.

What are the major assessments this year?

Students will be tested at the end of each unit and at the end of each term. We will cover six units at the end of each year.

The A Level exam consists of 3 papers:

Paper 1: Listening, reading and writing. It is 2 hours 30 minutes long. It is 50% of the final grade, with 100 marks. Material will include complex factual and abstract content and questions will target main points, gist and detail. There are also two translations.

Paper 2: Writing. It is 2 hours long, with 80 marks in total and 20% of the final grade. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied. Students are advised to write approximately 300 words per essay.

Paper 3: Speaking. 21–23 minutes (including 5 minutes preparation time). It is 30% of the final grade, with 60 marks in total. There is a discussion based on a stimulus card (5–6 minutes); a 2-minute presentation, and a discussion (9–10 minutes) of individual research project. It will be conducted by the teacher but marked by an AQA examiner.

What do assessments test?

Paper 1 assesses: Aspects of German-speaking society, artistic culture in the German-speaking world, multiculturalism in German-speaking society, aspects of political life in German-speaking society and Grammar.

Paper 2 assesses: One text and one film from the list set in the specification and grammar.

Paper 3 assesses: An individual research project and one of four themes (Aspects of German-speaking society or Artistic culture in the German-speaking world or Multiculturalism in German-speaking society or Aspects of political life in German-speaking society)

Whom should I contact for further advice or information?

Curriculum Leader of Modern Foreign Languages, Mr Castro: Jcastro@carshaltongirls.org.uk.

History

What will students be studying in History this year?

Sixth Form historians study three discrete units of work concurrently. Unit 1 focuses on the Early Tudors, England 1485-1547, while Unit 2 focuses on Russia, 1894-1941. Unit 3 is a thematic study which focuses on Civil Rights in the USA, 1865-1992.

In their study of England 1485-1547, students will begin by investigating the government and foreign policy of Henry VII. They will then go on to study the reign of Henry VIII and the role of Wolsey. Students will also consider the process of religious change and opposition after 1529. As part of this unit of work, students will also complete a depth enquiry of a mid-Tudor crisis between 1547-1558, focusing on the stability of the monarchy, religious change or rebellion and unrest.

In their study of Russia, 1894-1941, students will study the 1905, February 1917 and October 1917 revolutions, which includes the fall of Nicholas II, the last Tsar of Russia and the creation of the world's first communist state. This is then followed by a study of Stalin's rise to power and the impact of his policies on the Russian people. The focus of this unit is on the issue of significance and students will be required to evaluate the significance of key people, including Rasputin, Lenin and Trotsky, and events, such as the First World War and the introduction of the NEP.

Finally, in their study of Civil Rights in the USA, 1865-1992, students will study four key American civil rights movements: African Americans, Native American Indians, the Trade Union movement and the Women's Rights movement. As part of their study, they will investigate a range of interpretations on the degree of progress made during 1875-1895, the impact of the New Deal and the impact of Malcolm X and the Black Power movement.

During Year 13, students will also complete a further unit of work called a topic-based essay. This is a piece of coursework which is based on one of their other units of study. As part of the process of producing this, students will receive mentoring and guidance from one of their A-Level History teachers.

Students in Year 12 and Year 13 have nine History lessons per fortnight and this time is divided equally among their three units of study. They continue to follow an enquiry-based approach. This means that learning is organised through rigorous and engaging investigative enquiries, such as 'Why did the Provisional Government fail?' Based around historical concepts of cause and consequence, interpretations, evidence, significance and change, these enquiries are tailored towards the required content set out in the exam specification and mirror the approach which is so central to the historian's craft and support the development of students' skills of historical reasoning.

What are the major assessments this year?

In addition to their end of year exam, students will be set exam-style questions in their three units of work. For Year 13, the topic-based essay will form a considerable element of their final assessment, accounting for 20% of their overall grade.

What do the assessments test?

Assessments target three Assessment Objectives set out in the exam board specification. These are as follows: Using knowledge and understanding to analyse causation, consequence, change, continuity, similarity and difference (AO1), analysing and evaluating sources (AO2) and analysing and evaluating interpretations (AO3). Through these assessment objectives, students' factual knowledge is measured, alongside the development of their skills of historical reasoning.

Whom should I contact for further advice or information?

Curriculum Leader of History, Mr Godman: sgodman@carshaltongirls.org.uk.

Law

What will students study in Law this year?

We study AQA Law 7162- In Year 12 students will have nine periods of law over a two-week timetable. We begin the year by looking at the nature of law and the English legal system, this gives students an overview of law and how the legal system in the UK works. In the Autumn term, we look at criminal and civil law and explore the role that law plays in society. Students then go onto to study parliamentary law making. In the Spring and Summer terms students study Criminal law focusing on fatal offences against the person, non-fatal offences against the person, crimes against property and defences to criminal offences.

In Year 13 students continue to have nine periods of law over a two-week timetable- and we cover the final part of the A level Law course. In the Autumn term we will study Tort law, including negligence and occupier's liability. In the Spring term we look at Human rights focusing on the right to life, the right to liberty and security of person, the right to private and family life, right to freedom of expression and we conclude with the right to freedom of peaceful assembly. The summer term is an opportunity for us to revisit A level content, and prepare for the examinations.

What are the major assessments this year?

Students in Year 12 will sit mock exams in the Autumn, Spring and Summer terms. Students in Year 13 will sit 3 formal exams at end of Year 13. As well as being tested on past questions and papers in lesson.

What do assessments test?

Students will be tested on their subject knowledge for law, as well as their ability to apply knowledge and evaluate the issues in the law.

Whom should I contact for further advice or information?

Curriculum Leader of Law, Mrs J Burton: jburton@carshaltongirls.org.uk.



Maths

What will students be studying in Maths?

Year 12 begin their two year journey through A level Maths with a review of Higher Tier GCSE key skills in the Summer of Year 11. We provide students with a bridging programme and a set of Hegarty Maths links to essential skills for A level to enable them to fill any gaps in their GCSE knowledge. We follow a programme designed to deliver the A level Maths curriculum over two years, with a focus on building the skills and techniques essential for success as the year progresses. The topics and the times allocated to teaching them can be found on the Sixth Form pages of chsgmaths.com.

What do we expect of the students in the classroom?

Students will be expected to bring in their calculator – we recommend the Casio fx-991EX – to every lesson. They should actively listen in class, take notes and most importantly if there is a problem with any of the material that they ask for assistance. A level Maths and Further Maths move at pace, and each lesson builds on the last, so it is essential to make sure that they understand everything we cover in class. We are available after school for help and support if needed.

What homework are they set?

A Level Maths and Further Maths students will be expected to continue with their classwork at home for 1 hour for every hour they are in class. This will mainly focus on students completing exercises started in class, practising skills and problem-solving, or completing an online Section Test.

What are the major assessments this year?

Alongside the main school assessment calendar, we assess students at the end of each half-term. These assessments are in the student handbook and will be based on topics taught so far. These will build up a picture of each student's performance and understanding of topics, and will help inform our predictions of how they will do in the final exam. At the end of Year 13 they will sit their final A Level examinations.

Whom should I contact for further advice and information?

Curriculum Leader of Maths, Mrs Foley: cfoley@carshaltongirls.org.uk.



Media Studies

What will students study in Media Studies this year?

In Years 12 and 13 students will have nine periods of Media Studies a fortnight.

Year 12:

Students will be introduced to the analysis of media texts and practical skills. They will complete units on advertising, music video, newspapers, radio, video games and film promotion, studying set texts that they will be examined on in their final A Level exams in Year 13. They will learn how to use software to edit photos and construct print media texts, learn how to use online based website creation software and how to plan, film and edit video work. They will produce a practice coursework project where they will have to create print, online and moving image production pieces. They will start work researching and planning their final coursework project, working to briefs set by the exam board.

Year 13:

Students will study the following topics in Year 13 to prepare them for Paper 2 of their A Level Media Studies exam:

- Television in the Global Age
- Magazines
- Media in the Online Age

Additionally, students will produce their final production pieces for coursework and a significant period of time in the spring term will be devoted to revision and exam preparation.

What are the major assessments this year?

Students will be assessed at the end of each unit of study, this will usually be half termly, although units do vary in length so some may be assessed after a term. Students will also sit practice examinations in accordance with the whole school assessment calendar.

What do assessments test?

The majority of assessments will test students' ability to analyse pieces of media (media texts) in extended pieces of writing. Other assessments will test students' factual knowledge of different media industries and familiarity with key terminology. Students will also be assessed on their practical production work.

Whom should I contact for further advice or information?

Curriculum Leader of Media, Mr M Nott: mnott@carshaltongirls.org.uk.

Music

What will students study in Music this year?

For A Level Music students follow Eduqas A Level in Music. The course is split so that students can specialise in performance or composition so can play to their strengths as well as listening & appraising music. Students need to be a Grade 6 on their instrument when they start Year 13.

Year 12

Step up to A Level, The Western Classical Tradition, Musical theatre, Development of the Symphony over time (Debussy, Poulenc and Haydn), Free composition and solo recital. (The timings for these will differ depending on your child's specialism).

Year 13

Set brief composition, The Western Classical Tradition extended, Musical Theatre extended, Development of the Symphony extended.

Alongside the above topics, Students will glean knowledge in music theory and reading of notated music. They will also have the opportunities to perform in ensembles and individually, they will compose using Sibelius and SoundTrap. Students will all be listening and appraising music throughout all of the above topics and across a wide range of genres. They will gain a critical understanding of music throughout a variety of genres and time periods. Each topic has a workbook attached to it with knowledge organisers that students will find useful to help with their learning overall. Students will find a love for music and may wish to carry this on in further study. Students are expected to read and listen around their subject.

What are the major assessments this year?

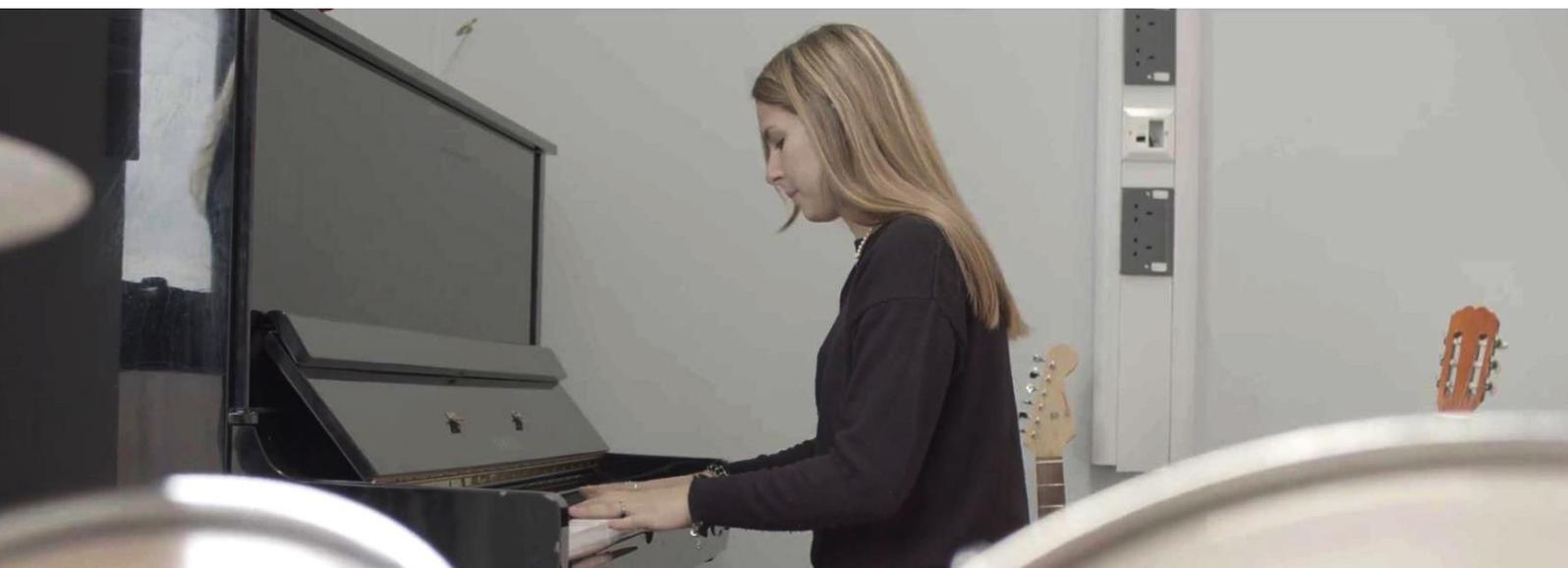
At the beginning of each topic, students will be required to complete a small online quiz to understand their knowledge of a topic which aids teacher planning. At the end of each topic, students will submit a practical assessment on either composition or performance (whichever the focus of the topic has been) and answer exam questions. Practical verbal feedback is given at the end of each assessment. Students will also complete listening and written assessments, in line with the school calendar at the end of each term and more ad-hoc within the curriculum.

What do assessments test?

Practical assessments will test Students' skills in either performance or composition. The listening and written assessments will test Students' ability to identify features in music, key features of genres of music and music theory. These will by the end of the Summer term cover all the topics the Student has discovered that academic year.

Whom should I contact for further advice or information?

Curriculum Leader of Music, Miss Ogden: sogden@carshaltongirls.org.uk.



Philosophy

What will students be studying in Philosophy this year?

The Philosophy A Level course runs over two years, with students studying 50% of the course material in Year 12, and the remaining 50% in Year 13. The department follows the AQA specification which gives learners an invaluable opportunity to gain transferable skills for future careers and courses demanding analysis, evaluation and clarity of expression.

Students study for two papers – paper one in Epistemology and Moral Philosophy, and paper two in the Metaphysics of God. In paper one, students consider the origins of knowledge, the nature of knowledge, and the limits of human knowledge. We also evaluate normative ethical theories such as Utilitarianism, Kantian Ethics and Aristotelean Virtue. Students apply their knowledge of ethical theory to contemporary ethical questions such as ‘Can stealing ever be justified?’, ‘Is eating meat acceptable?’ and ‘Is it always right to tell the truth?’. In paper two, students explore the concept and nature of ‘God’, arguments relating to the existence of God, the problem of evil (i.e. can an all-powerful, all-loving God exist when there is evil and suffering in the world?), and questions of religious language, such as whether religious language statements have meaning. The final area of study focuses on the metaphysics of mind, and explores questions such as ‘What do we mean by ‘mind’?’, ‘Are our minds and bodies separate entities?’ and ‘Can we have knowledge of other people’s mental states?’.

Students in Year 12 and Year 13 have nine Philosophy lessons per fortnight and this time is divided equally among their two units of study. The course is aimed at those who are prepared for an open-minded exploration of the big questions, in particular philosophical and moral issues that affect the lives of humans today, as well as deeper philosophical questions about the nature of the universe and of humanity, and the existence or non-existence of God.

Philosophy A Level is for anyone to undertake, but students should be prepared to grapple with complex questions and to approach the course with maturity to often controversial issues. Those who wish to ask the impossible questions about life, the world and the universe, and explore some of the answers offered by the philosophers and scholars are likely to feel at home being challenged by, and challenging others, on this course.

What are the major assessments this year?

In addition to their end of year exam, students will be set exam-style questions in their two units of work. At the end of Year 13 students will sit two external papers: one in Epistemology and Moral Philosophy, and one in The Metaphysics of God. Each paper is three hours long and contains five questions in each section, ranging from three to twenty-five marks.

What do the assessments test?

Assessments target two Assessment Objectives set out in the exam board specification. Students are assessed on their ability to demonstrate knowledge and understanding of the core concepts and methods of Philosophy (AO1), and on their analysis and evaluation of philosophical arguments to form reasoned judgements (AO2).

Whom should I contact for further advice or information?

Curriculum Leader of Religious Studies, Mrs Collins: ecollins@carshaltongirls.org.uk.

Photography

What will students study in Photography this year?

The Key Stage 5 curriculum encourages creativity, sustained investigation, analysis, experimentation, and practical making as a means of developing technical skills and fluency of expression. It guides learners through a programme of study which draws upon their experiences of the world and honours their personal interests while also developing imagination and critical and reflective thinking. Students learn to think critically and analytically; they are supported to experiment and take risks and as a result most will progress and achieve far more in two years than they would have thought possible.

Course content and outline

YEAR 12

- A series of workshops aimed at introducing students to a new, more mature approach to working.
- Exploration of various themes and media, including a more in-depth understanding of the formal elements.
- Substantial guided learning about artists, artistic disciplines and movements; students develop their critical thinking and analytical skills and have the opportunity to study and learn from artists and movements that particularly interest them.
- Participation in workshops run by various galleries in London
- Working to complete a comprehensive themed project

YEAR 13

- Continue working on themed project
- Exam

What are the major assessments this year?

The Pearson A Level in Photography is conceived as a two-year, linear qualification. Assessment incorporates three major elements: supporting studies, practical work, and a personal study.

Component 1: Personal Investigation, making up 60% of the qualification; this is internally assessed, and externally moderated.

Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 2000 words. The personal study comprises 12% of the total qualification and is marked out of 18.

Component 2: Externally Set Assignment, making up the remaining 40% of the qualification; this is internally assessed and externally moderated.

What do assessments test?

- AO1: Develop ideas through sustained and focused investigations, informed by contextual sources and other references, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal, informed and meaningful response to the theme that realises intentions and, where appropriate, makes connections between visual and other elements.

Whom should I contact for further advice or information?

Curriculum Leader of Visual Arts, Mrs Shah: msypko-shah@carshaltongirls.org.uk.

Physical Education

What will students study in A Level PE this year?

A Level PE, students follow the Edexcel course.

The course is split 70% theory to 30% practical.

They will study three mandatory units:

- Component 1:** Scientific Principles of Physical Education
- Component 2:** Psychological and Social Principles of Physical Education
- Component 3:** Practical Performance
- Component 4:** Performance Analysis and Performance Development Programme

Learners will explore the following:

- Component 1:** Applied anatomy and physiology **and** Exercise physiology and applied movement analysis
- Component 2:** Skill acquisition, Sport psychology and Sport and society
- Component 3:** Skills performed in one physical activity as a player/performer **or** skills performed in one physical activity as a coach
- Component 4:** In the role of player/performer or coach analyse two components of a physical activity (one physiological component and either a tactical or technical component) **or** in the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme.

What are the major assessments this year?

At the beginning of each topic, Students will be asked to complete a small initial assessment to understand their knowledge of a topic to aid teacher planning. At the end of each unit of work students will be assessed on their knowledge and understanding through exam questions. Students will recomplete the initial assessment to assess learning from each unit.

Your child will also complete 3 written assessments in line with the school calendar at the end of each term.

What do assessments test?

The written assessment will test Students' knowledge and understanding of key theory concepts.

Whom should I contact for further advice or information?

Curriculum Leader of PE and Dance, Miss Golightly: rgolightly@carshaltongirls.org.uk.

Physics

What will students study in Physics this year?

Over the two year course you will learn:

Module 1 - development of practical skills in physics

Module 2 - foundations of physics

Module 3 - forces and motion

Module 4 - Electrons, waves and photons

Module 5 - Newtonian world and astrophysics

Module 6 - particles and medical physics

There is a large practical component to A Level Physics and students will complete regular practical work throughout the course where their ability to follow complex instructions, risk assess, analyse, evaluate and research will be greatly enhanced.

What are the major assessments this year?

Students will sit in-school exams at the end of each term, as well less formal ongoing assessments within lessons.

External exams (A Level exams) will be sat at the end of the year 13 in the Summer Term

What do assessments test?

The in-school assessments will assess the content that has been taught up till that point in the course.

The Final exams consist of three separate exams

Paper 1 assesses content taught in the first year

Paper 2 assess content taught in the second year

Paper 3 assess content from both years

Whom should I contact for further advice or information?

Curriculum Leader of Physics, Mrs Nawaid: lnawaid@carshaltongirls.org.uk.



Politics

What will students study in Politics?

In Year 12, students study the government and politics of the UK. The units examine both the systems of government and the different ways in which people participate in UK politics. Students are expected to develop knowledge of the government of the UK, focusing on the British constitution, the UK Parliament, the prime minister and cabinet, the judiciary and devolution. Students are also expected to develop knowledge of UK politics, covering democracy and participation, elections and referendums, political parties, pressure groups and the European Union.

In Year 13, students study the government and politics of the USA. The main purpose of this section of the course is twofold: firstly to provide students with an in-depth study of US government and Politics and secondly to enable students to make comparisons between the British and American political systems. Students study the mechanics of the US system of government, starting with the US Constitution and then studying the three branches of government. This is followed by a study of elections, political parties, pressure groups and civil rights.

Over both years, students will study the major political ideologies of: liberalism, socialism and conservatism, in addition to a focus on an optional ideology of feminism. The main purpose of this section of the course is to provide students with a sound, ideological framework for their parallel studies of government and politics in the UK and USA, consistent with the synoptic aims of the specification. Each of the three 'core' political ideologies cited in the specification – liberalism, socialism and conservatism should take into account the effect they have upon political developments in other countries.

What are the major assessments this year?

In addition to their end of term exams, students will be set exam-style questions in their three units of work. Students will complete routine knowledge tests to ensure they are able to recall and retrieve knowledge from previous units of work.

What do the assessments test?

Assessments target three Assessment Objectives set out in the exam board specification. These are as follows: Demonstrating knowledge and understanding of political institutions, processes, concepts, theories and issues (AO1) Analysing aspects of politics and political information, including in relation to parallels, connections, similarities and differences (AO2) Evaluating aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions (AO3)

Whom should I contact for further advice or information?

Curriculum Leader of Politics, Miss N Winders: nwinders@carshaltongirls.org.uk.

Psychology

What will students study in Psychology this year?

Year 12

No prior subject knowledge is required. In Unit 1, students will be introduced to the main schools of Psychological thought. Namely, the Psychodynamic, Behavioural, Biological, Cognitive and Positive approaches. They will learn the core assumptions of each approach, as well as classical evidence and therapeutic strategies.

Year 13

We will cover key topics, such as Crime, Schizophrenia and Bullying behaviour. Advanced study techniques will also be embedded in this year.

What are the major assessments this year?

Year 12

A range of mock exams will be taken at three points in the year

Year 13

Mock exams that cover year 1 and 2 of the course will be undertaken

What do assessments test?

All assessments are directly tied to final exam assessment objectives, such as describing knowledge, evaluating theory and dealing with applied questions.

Whom should I contact for further advice or information?

Curriculum Leader of Psychology, Mr Gowar: mgowar@carshaltongirls.org.uk.



Religious Studies

What will students be studying in Religious Studies this year?

The Religious Studies A Level course runs over two years, with students studying 50% of the course material in Year 12, and the remaining 50% in Year 13. The department follows the Oxford, Cambridge and RSA (OCR) specification which gives learners an invaluable opportunity to gain transferable skills for future careers and courses demanding analysis, evaluation and clarity of expression.

Students study for three papers – one in Philosophy, one in Ethics and one in Developments in Christian Thought. In Year 12, we consider the origins of Western philosophy from Greek rationalism (Plato and Aristotle) to Hebrew monotheism, we evaluate the classical arguments for the existence of God and consider the major challenges to belief in God. In Year 13, we debate the meaning of language, the nature of human experience, the possibility of miracles, the plausibility of belief in God, and the nature of life after death. In Ethics, the ethical theories of Aristotle, Kant, Bentham and Mill, Aquinas and Fletcher form the background to the study of contemporary issues, sexuality, cloning, abortion, euthanasia, economics and environmental ethics. The A Level course also considers the impact of Christianity on contemporary philosophical and ethical debate through the synoptic Developments Unit.

Students in Year 12 and Year 13 have nine Religious Studies lessons per fortnight and this time is divided equally among their three units of study. The course is aimed at those who are prepared for an open-minded exploration of the big questions, in particular the medical, legal and moral issues that affect the lives of humans today, as well as deeper philosophical questions about the nature of the universe and of humanity, and the existence or non-existence of God. The big issues in such areas as legal ethics, medical ethics and the environment as well as sex and relationships provide the opportunity to explore how we know what has been traditionally seen as right and wrong and how we apply these ideas in practice. The big questions like “if there’s a God why doesn’t (s)he prove it?” in addition to euthanasia, cloning, IVF and social justice, are investigated through the writings of the philosophers and scholars, always requiring Students to evaluate for themselves the relative strengths and weaknesses of the contrasting evidence.

Religious Studies A Level is for anyone to undertake and previous knowledge from GCSE, whilst helpful, is not a requirement. An open mind to often controversial and complex issues is required, as is the understanding that we are required more often than not to discover the questions and a number of solutions, but not a definitive answer. Those who wish to ask the impossible questions about life, the world and the universe and explore some of the answers offered by the philosophers and scholars are likely to feel at home being challenged by, and challenging others, on this course.

What are the major assessments this year?

In addition to their end of year exam, students will be set exam-style questions in their three units of work. At the end of Year 13 students will sit three external papers: one in Philosophy, one in Ethics, and one in Developments in Christian Thought. Each paper is two hours long and contains three essay questions, worth forty marks each.

What do the assessments test?

Assessments target two Assessment Objectives set out in the exam board specification. Students are assessed on their ability to demonstrate knowledge and understanding of religious belief, including the influence of beliefs, teachings and practices on individuals (AO1), and on their analysis and evaluation of aspects of religion and belief (AO2).

Whom should I contact for further advice or information?

Curriculum Leader of Religious Studies, Mrs Collins: ecollins@carshaltongirls.org.uk.

Sociology

What will students study in Sociology this year?

In Year 12, students study the topic of education, with a particular focus on applying sociological research methods to the study of education. The purpose of this unit is to develop knowledge of the roles and functions of the education system from a variety of sociological perspectives. Students also study the topic of families and households, investigating the nature of childhood, changing patterns of marriage and divorce, and gender roles within the family in contemporary society.

In Year 13, students study the media, exploring media representations of age, social class, ethnicity, gender, sexuality and disability, as well as the processes of selection and presentation of the content of the news. The final topic is Crime and Deviance. Students analyse methods of crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

What are the major assessments this year?

In addition to their end of term exams, students will be set exam-style questions in their four units of work. Students will complete routine knowledge tests to ensure they are able to recall and retrieve knowledge from previous units of work.

What do the assessments test?

Assessments target three Assessment Objectives set out in the exam board specification. These are as follows: Demonstration of knowledge and understanding of: sociological theories, concepts and evidence, sociological research methods (AO1) Application of sociological theories, concepts, evidence and research methods to a range of issues (AO2) Analysis and evaluation of sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements and draw conclusions (AO3)

Whom should I contact for further advice or information?

Curriculum Leader of Sociology, Miss N Winders: nwinders@carshaltongirls.org.uk.



Spanish

What will students study in Spanish this year?

We follow the AQA syllabus (7692). The content is divided into four areas of interest: Aspects of Hispanic society, Artistic culture in the Hispanic world, Multiculturalism in Hispanic society, Aspects of political life in Hispanic society. Although we follow the OUP textbooks and have the Kerboodle online resource, the A Level course is based on current affairs, and therefore we work with present-day news, videos, documentaries, interviews or any document that can enhance the topics we are covering. This ensures an up to date, very rich and enjoyable curriculum.

During the first term of the A Level course, we dedicate a lot of attention to grammar. The grammar at A Level is considerably more demanding than in previous years which is the reason why we put an emphasis on it in the early stages.

We will also be studying a film and a book. The film that we have chosen is *El Laberinto del Fauno* (Pan's Labyrinth) and the book is *Como Agua para Chocolate*.

Finally, each student will be researching a topic of their choice, but related to the subject, in preparation for the A Level speaking exam. This topic is chosen in agreement with the subject teacher.

What are the major assessments this year?

Students will be tested at the end of each unit and at the end of each term. We will cover six units at the end of each year.

The A Level exam consists of 3 papers:

- Paper 1: Listening, reading and writing. It is 2 hours 30 minutes long. It is 50% of the final grade, with 100 marks. Material will include complex factual and abstract content and questions will target main points, gist and detail. There are also two translations.
- Paper 2: Writing. It is 2 hours long, with 80 marks in total and 20% of the final grade. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied. Students are advised to write approximately 300 words per essay.
- Paper 3: Speaking. 21–23 minutes (including 5 minutes preparation time). It is 30% of the final grade, with 60 marks in total. There is a discussion based on a stimulus card (5–6 minutes); a 2-minute presentation, and a discussion (9–10 minutes) of individual research project. It will be conducted by the teacher but marked by an AQA examiner.

What do assessments test?

Paper 1 assesses: Aspects of Hispanic society, Artistic culture in the Hispanic world, Multiculturalism in Hispanic society, Aspects of political life in Hispanic society, and Grammar.

Paper 2 assesses: The understanding of one text (in our school this is *Como Agua Para Chocolate*) and one film (*El Laberinto del Fauno*). Grammar is also assessed.

Paper 3 assesses: The oral skills based on the individual research project, as well as the general cultural understanding.

Whom should I contact for further advice or information?

Curriculum Leader of Modern Foreign Languages, Mr Castro: jcastro@carshaltongirls.org.uk.

Business BTEC

What will students study in Business BTEC at KS5?

BTEC Business is a National Extended Certificate qualification at Level 3, following Pearson Edexcel syllabus. In this two-year qualification, students will work towards achieving a Distinction, Merit or Pass level by completing 4 units. The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects.

Students will complete 3 mandatory units and 1 optional unit that we will be selecting. Two of the mandatory units will be completed in Year 12, which are Unit 1 Exploring Business and Unit 3 Personal and Business Finance. In Year 13, students will complete Unit 2 Developing a Marketing Campaign and the optional unit, Unit 8 Recruitment and Selection Process.

What are the major assessments at KS5?

In Year 12 – Unit 1 is an internally assessed and 100% coursework-based assessment. Throughout the year, students will have several deadlines to meet as they will have several assignments to complete in order to achieve their overall grade for this unit. Unit 3 is an externally assessed and examination-based unit, which means that students will be sitting a 2 hour exam in May/June of Year 12 externally.

In Year 13 – Unit 2 will be externally marked and conducted under supervised conditions. Learners will carry out research based on a pre-released brief and then sit a supervised assessment in a single three-hour session timetabled by Pearson in Dec/Jan exam series. Unit 8 will be an internally assessed and 100% coursework-based assessment, for which students will have to complete several assignments with various deadlines throughout the second half of the academic year.

What do assessments test?

Unit 1 Exploring Business coursework will assess the learners on identifying the features of different businesses and analysing what makes them successful, investigating how businesses are organised, examining the environment in which businesses operate, examining business markets and investigating the role and contribution of innovation and enterprise to business success.

Unit 2 Developing a Marketing Campaign assess learners' ability to demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions, to analyse marketing information and data, to demonstrate the ability to interpret the potential impact and influence on marketing campaigns and evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances.

Unit 3 Personal and Business Finance assess students' understanding of how to manage their personal finances, learn about financial organisations, different types of bank accounts, insurances and managing debt. It also assesses the learners' appreciation of business finance concepts such as costs, revenues, profit/loss, break even and raising finance.

Unit 8 Recruitment and Selection Process assesses the learners on how they can differentiate between job roles and functions, personnel management in a business, recruitment and selection processes, how the learners can demonstrate these skills and ensure that they are ready for the world of work.

Whom should I contact for further advice or information?

Curriculum Leader of Business and Economics, Ms Sanda: bsanda@carshaltongirls.org.uk.

Criminology

Level 3 Diploma in Criminology

What will students study in Criminology this year?

Criminology students study four units across the course. Unit 1 and 2 are completed in Year 12 and Unit 3 and 4 are completed in Year 13.

Unit 1 focuses on a changing awareness of crime, where learners are expected to plan a campaign for change relating to crime. Students study a variety of methods used by agencies to raise awareness of crime so it can be tackled effectively.

Unit 2 requires learners to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set social policy.

Unit 3 develops the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Lastly, Unit 4 focuses on the criminal justice system in England and Wales and how it operates to achieve social control. Students will evaluate the effectiveness of the process of social control in delivering policy in different contexts.

What are the major assessments this year?

Students will complete a controlled internal assessment in Year 12, worth one quarter of their final grade. Students will also take an external examination in the summer of their first year. Year 13 students follow the same structure, taking one internal assessment and one external examination in their final year of the course.

What do the assessments test?

Students are provided with assessment criteria for each unit. The internal controlled assessments test the students' ability to meet each assessment criteria in relation to a brief.

The external examinations include short and extended answer questions based around three scenarios. These questions are also based around specific assessment criteria and require students to describe, analyse and evaluate criminological theories and methods of social control.

Whom should I contact for further advice or information?

Curriculum Leader of Criminology, Miss N Winders: nwinders@carshaltongirls.org.uk.



Dance

BTEC Level 3 National Extended Certificate in Performing Arts

What will students study in BTEC Dance this year?

Students follow the Pearson Edexcel course. They will study three mandatory units:

- Unit 1:** **Investigating Practitioners' Work.** Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.
- Unit 2:** **Developing Skills and Techniques for Live Performance.** Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.
- Unit 3:** **Group Performance Workshop.** Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.

There is one optional unit which has been designed to support choices in progression to dance courses in higher education, and to link with relevant occupational areas. At CHSG this is:

- Unit 12:** **Contemporary Dance Technique.** Learners develop their knowledge, skills and techniques with an emphasis on practical development, application and performance skills.

Learners will demonstrate the following:

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology

Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Year 12: Unit 2 and Unit 3

Year 13: Unit 1 and Unit 12

What are the major assessments this year?

Students will complete a range of written and practical coursework to support their final grade for each unit. Some written aspects will be completed in controlled conditions. Unit 1 and Unit 3 are externally assessed units and Unit 2 and Unit 12 are internally assessed units.

What do assessments test?

The assessments will test students' knowledge, understanding and application of the key concepts of each unit.

Whom should I contact for further advice or information?

Deputy Curriculum Leader of PE/Dance, Miss K Johnson: kjohnson@carshaltongirls.org.uk.

Health & Social Care

Level 3 BTEC Course

What will students' study in Health and Social Care this year?

The work covered in Health and Social care is a combination of coursework and exam-based assessments. We offer the extended certificate, equivalent to one A Level and the National Diploma, equivalent to two A Levels.

What are the major assessments this year?

Students will take two external examinations in January and May of their first year. Year 13 students follow the same structure, taking three internal assessment and one external examination in their final year of the course.

What do the assessments test?

Extended Certificate: The course is made up of four units, over two years, two of which are external exams, one in Year 12 and one in Year 13. Students will also complete course work for which you will receive a grade of either Distinction, Merit or Pass level in each assignment. These grades convert into UCAS points for entry into University. The BTEC Health and Social Care is well regarded for entry into university.

Diploma: The course is made up of 8 units, three of which are external exams, two in Year 12 and one Year 13. You will also complete assignments for which you will receive a grade of either Distinction, Merit or Pass level in each assignment. These grades convert into UCAS points for entry into University. The BTEC National Diploma in Health and Social Care is well regarded for entry into university.

Students are provided with an assessment brief for internally assessed units. The internal controlled assessments test the students' ability to meet each assessment criteria outlined on the assignment brief.

Whom should I contact for further advice or information?

Curriculum Leader of Health & Social Care, Mrs Norman: bnorman@carshaltongirls.org.uk.

Sport

BTEC Sport

What will students study in BTEC Sport this year?

Students follow the Edexcel course.

They will study three mandatory units:

Unit 1: Anatomy and Physiology.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being.

Unit 3: Professional Development in the Sports Industry.

There is one optional unit which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

Optional units:

- Sports leadership
- Application of fitness testing
- Sports Psychology
- Practical Sports Performance

Learners will explore the following:

- How the skeletal, muscular, cardiovascular, and respiratory systems function and the fundamentals of the energy systems.
- Client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

The knowledge and skills required for different career pathways in the sports industry. They will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Year 12: Unit 1 and Unit 3

Year 13: Unit 2 and one optional unit

What are the major assessments this year?

At the beginning of each topic, Students will be asked to complete a small initial assessment to understand their knowledge of a topic to aid teacher planning. At the end of each unit of work students will be assessed on their knowledge and understanding through exam questions. Students will re-complete the initial assessment to assess learning from each unit.

Your child will also complete 3 written assessments in line with the school calendar at the end of each term.

What do assessments test?

The written assessment will test Students' knowledge and understanding of key theory concepts.

Whom should I contact for further advice or information?

Curriculum Leader of PE and Dance, Miss Golightly: rgolightly@carshaltongirls.org.uk.

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