



Aylesford School

Year 12 Curriculum Information 2024-25

A Reference Booklet for Parents and Carers

Sixth Form Team Contacts:

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To Parents, Carers and Students,

A warm welcome to Aylesford Sixth Form. We are delighted that you are considering our Sixth Form for your post 16 studies and I hope that you enjoy the different events that we put on to enable you to make an informed choice about the next chapter of your education journey. Sixth Form is arguably one of the most important stepping stones in our young peoples lives. It sets them up for life after school and encourages them to be confident, independent young adults who thrive in the community and have high expectations and aspirations of themselves.



Our sixth form has a small community feel to it, students are not just numbers on a page here, and we make it our mission to get to know every single one of our young people, not just by name, but what their interests are and what makes them tick. This harbours strong professional relationships between staff and students, and ultimately aids in their success. Year on year we are able to tailor our curriculum to the needs of our students– if we have the specialism and students want a particular subject of interest– then we put that subject on. This makes us different from all other sixth forms where churning out results is their main aim. Of course academic success is high on our agenda, we wouldn't get the results we do without this, but this doesn't come if students aren't happy and healthy. The support we provide our young people is something we pride ourselves on in sixth form, student wellbeing is of utmost importance to us and definitely enhances students experiences and overall success. We also have a newly refurbished sixth form area which comprises of an Independent Learning Zone, Community Zone and Reward Zone, all of which enhance the learning experience of students and promote independence and academic success. We are immensely proud of our students and the community of the Sixth Form, working together to ensure all students achieve their full potential and are able to pursue their personal goals.

Not only do our Sixth Form students study the courses which they have chosen to do, they also study an extensive Personal Development programme which comprises of health and wellbeing, relationships and sex education and living in the wider world. They also have the option to complete the Extended Project Qualification (EPQ) and to become part of the Student Leadership Team. Students are also encouraged to attend our termly trips which encourage culture capital and team building, complete work experience and other extra curricular activities, guest speakers and careers opportunities .Each of these experiences contribute to our overall aim of Sixth Form– to equip our young people and prepare them for adult life, instil independence and promote positive wellbeing and for them to have high aspirations which raise their ambitions, which in turn promotes educational excellence and releases potential.

We hope that you will find this booklet valuable, it contains an overview of our Sixth Form curriculum, a summary of each course on offer and our hope is that it will guide you through, what can be an overwhelming time as a year 11 parent/carers or student trying to navigate their way through their next steps.

We look forward to working with you.

**A CHARACTER
SIXTH FORM
FOR ALL**

AYLESFORD SCHOOL

Pastoral Support:

Hi, I'm Mrs Severn, my role is designed to support our students in regards to their wellbeing and independent study. This is a varied role in which I support their education, attendance, empowerment, nurturing and mentoring pupils and overall welfare including health needs and medical health care plans. Pastoral care is at the forefront because we want to deliver safe and supportive environments for our students.



I have an open-door policy where I build positive and productive relationships with our students, I participate in meetings with parents and professionals where required and can support in referring students who are struggling with their wellbeing to outside agencies such as Early help and school counselling. I liaise with teaching staff on behalf of students and parents to ascertain what students should be doing for independent study or any concerns that may arise. Pastoral Support is about students achieving their full potential, happiness and preparing them for their futures.

Student Leadership:

Student leadership and having a voice is an integral part of campaigning for change, Mr Neeve is the driving force behind this. Many changes have occurred at Aylesford already because of student voice and this is something which we are keen to continue. Joining the student leadership team is prestigious and you will need to apply for the position and face an interview with the Sixth Form Leadership Team. Being part of the student leadership team develops resilience, character, courage and confidence– all exceptional qualities that Universities and employers look for. You will be highly regarded as a role model in and around school, and you will work closely with the younger Character and Curriculum Ambassadors in years 7-10. If this is an opportunity which you'd like to pursue– please speak to Mr Neeve.



Careers Education, Information, Advice & Guidance (CEIAG):

We are very lucky to have Mr Doggett, who is employed by the school to deliver careers education, information and guidance. Mr Doggett organises a plethora of opportunities for all Sixth Form students, including guest speakers, careers fairs, assemblies and trips to name but a few. We want all our students to make informed choices about their futures and have high aspirations and a good understanding about the world of work and all other options that are available for life after Aylesford. Mr Doggett works closely with all Sixth Form students– including preparing students for interviews, CV writing, University Applications and Personal Statement Writing and Apprenticeship Applications. Mr Doggett does this by meeting with all students on a one to one basis and creating a career plan, which can be adapted and changed to suit the needs of our students.



Year 12 Curriculum at Aylesford:

There are 15 hours of qualification lessons per week on student timetables and we currently use a 1 week timetable model. This means that all student lessons will be the same every day, each week. Students will usually choose to study 3-4 A Levels. Students can also study different pathways in Sixth Form (grade depending), this can be just traditional A Levels, just Vocational courses, or a mixture of the two. Below is a list of what subjects are on offer for year 12, and how many hours a week they will have of these subjects.

A Levels

| Subjects | Number of lessons per week |
|--------------------|----------------------------|
| Art | 5 |
| English Literature | 5 |
| Economics | 5 |
| History | 5 |
| Photography | 5 |

As Levels (worth half an A Level)

| Subjects | Number of lessons per week |
|------------|----------------------------|
| Core Maths | 3 |
| EPQ | 3 |
| Sociology | 3 |

Vocational Subjects

| Subjects | Number of lessons per week |
|----------------------|----------------------------|
| Business | 5 |
| Catering | 5 |
| Criminology | 5 |
| Health & Social Care | 5 |
| Music | 5 |
| Psychology | 5 |
| Sport | 5 |

Student Enrichment

| Subjects | Number of lessons per week |
|----------------------|----------------------------|
| Character Education | 2 |
| Mentor Time | 1 hours 45 Mins |
| Independent Learning | 3+ |



NB– Depending on uptake and timetabling for next year these could be subject to change.



Course Title: A-Level Fine Art

Examination Board: OCR

| Intent | Implement | Impact |
|--|---|---|
| To develop young artists who question the world around them, take inspiration from their imagination, ideas and observations, and are confident to be expressive and resilient when creating their own artwork. They will thrive on having the opportunity for creative freedom and develop as assured independent learners. | Students will carry out a series of specialist workshops using acrylic and oil paint, ink and bleach, pastels and life drawing with mixed media. They will put together a portfolio of research, ideas and experimentation working from observation and secondary source images on a variety of scales and surfaces. Emphasis will be placed on idea development and choosing media, techniques and processes which best realise their ideas. They will also develop their skills into confident final outcomes | The course will prepare students for future study (Foundation or Degree Level) in various Art & Design specialisms, leading to a career in a range of Art & Design based areas. The Creative Sector accounts for over 2.4 million jobs in the UK in 2024 in fields as varied as architecture, design, fashion, crafts, theatre, advertising, interior design, graphic design and photography. |

Course Content

The course includes two units which will be presented in a sketchbook with supporting largescale pieces of work
Component 1: Personal Investigation & Related Study

You will have free choice of a starting point/ theme from which you will develop a body of work over the two years. The course will commence with ideas gathering and you will produce a series of observational studies based on your chosen theme. This will be followed by the development of ideas through research, analysis and media experimentation (working to your strengths) from observation and from your imagination and taking inspiration from artists and other contextual sources. Ideas will then be developed through sketchbook planning into a final outcome; demonstrating a high level of skill and independent thought. The final outcome could be a painting/ drawing/ mixed media piece/ sculpture/ installation. There will be the opportunity for a gallery visit and life drawing as part of the course. The coursework unit will also be supported by a piece of written work linking to your Personal Investigation (1000 words minimum).

Component 2: Externally Set Task

You will respond to one starting point from the exam paper; developing your skills and knowledge through a wide range of experimental techniques and processes; whilst using contextual references as inspiration for further ideas. A supervised time of 15 hours will be given to producing a final outcome which brings together your ideas referenced in your sketchbook work.

Assessment

Component 1: Personal Investigation & Related Study (60% of total A-Level) – 120 marks
Component 2: Externally Set Task (40% of total A-Level) – 80 marks

Skills that will be developed

- Drawing and painting skills
- Experimentation with alternative Fine Art media, e.g. collage, printmaking, ink and bleach
- Life drawing and portraiture
- Research, analysis, appreciation of Art and essay writing
- Idea development
- Opportunities to work with 3D media – sculpture/ installation or Textiles
- Basic photography with digital image manipulation through Photoshop

Lead Teacher – Mrs Holmes/ Miss Young

Course Title: BTEC National Extended Certificate Business

Examination Board: Pearson

| Intent | Implement | Impact |
|---|--|--|
| <p>One of the aims of the course is to give students an in depth understanding of how a business organisation is impacted by both internal and external factors.</p> <p>They will also gain financial literacy in terms of managing their own finances and how a business organises their financial resources.</p> <p>Finally, they will develop the skills and knowledge needed to write their own a marketing plan and run a recruitment and selection process.</p> | <p>Students are taught business theories such as SWOT analysis and Porters 5 forces and then these are applied to businesses of their choice through detailed investigations.</p> <p>Theories are also used to develop marketing and recruitment and selection campaigns</p> | <p>Students are able to use the knowledge and skills developed in a variety of ways.</p> <p>There are many courses available at university or college where you can choose whether to carry on learning business in general or specialise in specific business areas such as sports marketing or accountancy.</p> <p>Apprenticeships or degree apprenticeships where students learn on the job and at the same time complete a qualification are another option.</p> <p>The skills used during the recruitment campaign prepare students for real life interviews.</p> |

Course Content

Unit 1 – Exploring Business. Students investigate how chosen contrasting business are organised and how they are influenced by and communicate with a range of stakeholders. They also examine how internal and external factors impact a business and make judgements on the reasons for a business's success.

Unit 2 – Develop a marketing campaign. Marketing theories which include market research, advertising, promotion and pricing are covered. This knowledge is then used to write a marketing campaign to a set budget.

Unit 3 – Personal and business finance. This focuses on both personal and business finance. Topics include savings, investments, insurance, profit and loss accounts, balance sheets, ratio analysis and break even.

Unit 8 – Recruitment and Selection. This looks at how businesses recruit and select the ideal candidate for their vacant positions. It takes in, interview technique, recruitment documentation and the importance of employer branding.

Assessment

Year 12

Unit 1 – Coursework – pass, merit and distinction tasks

Unit 3 – Personal and Business Finance exam

Year 13

Unit 2 – Developing a marketing campaign – written under timed conditions

Unit 8 Coursework investigation and functional tasks – devising recruitment documentation and conducting a job interview and being interviewed,

Skills that will be developed

Analysing and evaluating business performance

Financial literacy

Writing a marketing campaign under time and budgetary constraints

Interviewing skills

Lead Teacher

Mr N Baker

Course Title: Level 3 Professional Cookery

Examination Board: City & Guilds

| Intent | Implement | Impact |
|---|--|---|
| The aim of this course is to take learners who have a good knowledge of food and cookery and turn them in to budding professional chefs by developing a love for ingredients and service. This course will also act as a very strong foundation to get in to almost any hospitality and catering job role and will give students an upper hand during the selection and interview process. Undertaking this qualification gives you proof of professional cooking skills, and thus an increased opportunity for employment. | The course is split between theory work and practical work although the synoptic assignment which is the practical component of the course accounts for 70% of the final grade where the exam is 30%. Where possible, skills are taught in a practical manner allowing students as much hands-on practice as possible. | Hospitality & Catering is the UK's largest sector bringing in over £40 billion in 2023 and employing over 1.5 million people. Students at Aylesford are at the heart of the department and successful learners of this post 16 course have gone on to work in prestigious places both locally and nationally. |

Course Content

The course is split in to 13 distinct units, each of which contributes to the course in its own way. This qualification is structured to enable you to work with a wide range of commodities in the preparation, cooking and presentation of dishes in a professional kitchen. Skills from each unit can be assessed in the synoptic assignment which is released annually with a different 5 course meal that students will have to plan, prepare and cook; combining all of the skills they learn during the course.

- **Legal and social responsibilities-** The aim of this unit is to provide learners with an understanding of food safety and health and safety practices required to meet legal requirements. They will learn the importance of these elements beyond the legal requirements to businesses, their customers and employees. Learners will also develop an understanding of the social responsibilities of professional chefs to provide menus that meet food preferences and special dietary requirements.
- **Financial control in the commercial kitchen-** learners to understand the importance of economic viability and the generation of profit in the professional kitchen. To maintain a successful business, a chef needs to work within a sound financial operation and be aware of the various ways in which financial performance can be measured. Issues of purchasing, costing, pricing and profitability are explored in context, enabling learners to clearly identify the importance and relevance of financial control to the chef's role in a professional kitchen.
- **Soups and sauces-** develop an understanding of different types of stocks, soups and sauces, and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn about the commodities used to enhance stocks, soups and sauces and how they are used to enhance other dishes.
- **Fruit and veg-** provide learners with a sound, rounded experience in preparing and cooking fruit and vegetable dishes. They will learn about different types of fruit and vegetables and how to recognise their quality points. The unit provides learners with the opportunity to develop skills to prepare and cook fruit and vegetables. They will understand how fruit and vegetables can be the focus of a dish or used to enhance a dish and apply their skills for different situations.
- **Meat and offal-** develop an understanding of different cuts and joints of meat and offal, and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn how to use sauces, dressings and accompaniments to enhance meat and offal dishes to meet requirements.
- **Poultry-** develop an understanding of different types of poultry and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn how to use coatings, flavourings and stuffings to enhance poultry dishes to meet requirements.
- **Fish and shellfish-** develop an understanding of different types of fish and shellfish, and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn how to use sauces and dressings to enhance fish and shellfish dishes to meet requirements.
- **Rice, pasta and grains-** develop the necessary skills knowledge and understanding of the principles in preparing and farinaceous dishes to dish specifications. Farinaceous dishes are those that contain rice, pasta, grains and gnocchi. The unit also develop skills, knowledge and understanding of the use of eggs and egg dishes. An emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking farinaceous dishes.
- **Desserts and puddings-** learn the difference between desserts and puddings and when it is appropriate for them to be served. Learners will develop knowledge of the specialist equipment and commodities used in different desserts and puddings and the most appropriate storage methods.
- **Pastry products-** understand the processes behind the production of pastes and paste products. It is important for learners to understand the commodities used in the production of pastes and how they affect textures, flavours and qualities that are sought across the variety of pastes.
- **Biscuits, cakes and sponges-** know different types of biscuit, cakes and sponges and some of the techniques used to produce them. They will understand the effects of different types of commodities on biscuits, cakes and sponges. They will learn how to produce fillings and develop finishing techniques required to produce quality biscuits, cakes and sponges.

- **Breads-** develop knowledge, skills and understanding of preparing, producing and finishing a range of fermented dough products.
- **Chocolate-** A sound, rounded experience in preparing and working with chocolate couverture and compound chocolate. They will learn to recognise the different types of couvertures, quality points, correct storage procedures, common faults and its wider use.

Assessment

Synoptic assignment- Production of a portfolio outlining a plan to produce a set (by exam board) 5 course meal pulling skills from all of the units they learn in year 12 & 13.

Written theory exam- Externally set, 2 hours 20 minutes covering content from 6 units.

Skills that will be developed

Practical cooking skills

Research Skills

Application to real scenarios

Costing dishes

Presentation skills

Lead Teacher

Mr B Edwards

benjamin.edwards@aylesford.kent.sch.uk

Course Title: Criminology

Examination Board: WJEC

| Intent | Implementation | Impact |
|---|--|--|
| <p>At Aylesford School my intent for Criminology is to give students an exciting and interesting experience that focuses learning through applied and vocational lens. To achieve our intent, we provide a rich, balanced and progressive curriculum which caters for the needs of all pupils through varied high-quality activities</p> <p>Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment.</p> | <p>I will use a range of teaching methods to ensure that all learners are able to access the curriculum as well as stretching the most able. Students will be encouraged to be organised independent learners and develop skills that will help them when they go on to further study or future careers. All students will have the opportunity to succeed through using a variety of learning styles, hands on activities and opportunities to meet with people working in the wider field of Criminology. Throughout the course I will be arranging visits to workplaces, inviting in visiting speakers and practical activities that aid learning. For example, I will be arranging visits to our local magistrates' court and Crown Court; to see the roles they play in the criminal trial process.</p> | <p>Through the study of Criminology at Aylesford School students will achieve their potential and acquire the skills required for a vocational context.</p> <p>Every effort will be made to make the teaching vocationally relevant with visits to workplaces such as a Maidstone Crown Court and the Houses of Parliament.</p> <p>Visiting speakers will be arranged where possible to extend learning and give practical opportunities based around workplace scenarios.</p> |

Course Content

Year 12 (Unit 1 and 2)

Learners will have to apply their understanding of the public perceptions of crime and campaigns for change studied and link these to criminological theories before examining how both are used to set policy.

Unit 1: Investigating types of crime, reasons for unreported crime, the effect of the media on public perception of crime and campaigns for change

Unit 2: Investigating theories of crime from a biological, individualistic and sociological perspective and how this impacts policy

Year 13 (Unit 3 and 4)

Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. They will then develop the skills required to evaluate the effectiveness of the Criminal Justice System and the process of social control in delivering policy in practice.

Unit 3: Evaluating the effectiveness of personnel involved in bringing a case to justice, investigating and evaluating investigative techniques, court processes and the prosecution of suspects, reviews of criminal cases especially miscarriages of justice and drawing conclusions from case files.

Unit 4: Evaluating the effectiveness of the process of social control in delivering policy in practice. Why do we tend to obey the law even when we do so against our own interests? What are the aims of punishment? What organisations in society control criminality? Are these processes of social control effective? s

Assessment

Unit 1 Changing Awareness of Crime (Internal Controlled Assessment*) 25%

Unit 2 Criminological Theories (External Exam) 25%

Unit 3 Crime Scene to Court Room (Internal Controlled Assessment*) 25%

Unit 4 Crime and Punishment (External Exam) 25%

***Although Unit's 1 and 3 are internally assessed, they will be externally moderated**

Skills that will be developed

- Independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation so important in the work place
- The fundamental ability to work alongside other professionals, in a professional environment
- The ability to apply learning in vocational contexts

Lead Teacher

Mr P Neeve

Course Title: Economics

Examination Board: AQA

| Intent | Implement | Impact |
|--|---|--|
| To give students an understanding of how the real world works. | Students are taught both micro and macro economics through looking at the theories that explain real life events such as the power of Amazon and the cost-of-living crisis. | Students will gain an in depth understanding of how their lives are shaped and impacted by economics and be able to analyse and evaluate economic decisions made by both governments and businesses. |

Course Content

Year 12

Microeconomics – how business decision making is underpinned by economic theory.

Key questions answered include,

Why does Amazon have the need to keep growing?
 Why is it more expensive to travel to London before 9am?
 How can the government get people to eat more healthily?

Year 13

Macroeconomics – how the UK economy works

Key questions answered include

Why can't the government just print more money to fund the NHS?
 Why are high interest rates a problem?
 What are the causes of unemployment.?

Assessment

Students take three papers

Microeconomics

Macroeconomics

Synoptic paper - which covers elements of both micro and macro economics

Skills that will be developed

The ability to analyse economic events and be able to put forward, justify and evaluate possible solutions

The ability to analyse data and reach relevant conclusions

Lead Teacher

Mr N Baker

Course Title: English Literature

Examination Board: Edexcel

| Intent | Implement | Impact |
|---|--|--|
| The aim of this A-Level is to establish a solid groundwork for analytical, explorative and investigative students in the world of English literature. We seek to allow those students who have shown a love for poetry, prose and performance the avenue to continue to deepen their enjoyment of the subjects. | Students will be taught primarily through the texts covered, utilising film productions, recorded and – where possible – live performances of each of the texts studied. Coursework is begun at the end of year 12, to be finished by Easter, in year 13. | This course serves as a fantastic foundation for all university degrees. There is a firm requirement (in both their Shakespeare and NEA modules) for students to utilise critical theory and secondary sources to support their arguments. |

Course Content

Students will study two plays, two novels and a menagerie of poetry over the two years:

Component 1: Drama: *Hamlet*

Students will study aspects of the form of drama via two plays – *Hamlet* and *A Streetcar Named Desire*. The central focus of the drama study is the literary text. Students will need to explore the use of literary and dramatic devices and the shaping of meanings in their chosen plays.

Teaching and wider reading should address the significance and influence of contextual factors and engage with different interpretations of *Hamlet*. Additionally, students' study of Shakespeare will be enhanced by engagement with critical writing. Teaching of this is supported by a series of critical essays within our *Shakespeare: A Critical Anthology – Tragedy*.

Learning Outcomes

Students are required to:

- Show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences
- Show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- Show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively
- Respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics
- Identify and explore how attitudes and values are expressed in texts
- Communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- Use literary critical concepts and terminology with understanding and discrimination
- Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

Component 2: Prose: *The Handmaid's Tale* & *Frankenstein*

Students will study aspects of prose via two thematically linked texts, being *The Handmaid's Tale* and *Frankenstein*, exploring the links and connections between their societies and the science within both. The contexts in which they were written and received will equally be explored and compared.

Learning Outcomes

Students are required to:

- Show knowledge and understanding of how genre features and conventions operate in prose fiction texts
- Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts

- Show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation
- Show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- Identify and explore how attitudes and values are expressed in texts
- Communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- Use literary critical concepts and terminology with understanding and discrimination
- Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

Component 3: Poetry

Students will study a selection of poems from two published poetry texts. They will consider the concerns and choices of modern-day poets in a selection of contemporary poems. Students will apply their knowledge of poetic form, content and meaning, and develop their skills in comparing an unseen poem with an example of studied poetry.

Students will also develop depth of knowledge about poetic style by studying a selection from the work of a single named poet, or a selection from within a literary period or movement. Literary study of the chosen set poems should be enhanced by study of the contexts in which they were written and received.

Learning Outcomes

Students are required to:

- Show knowledge and understanding of the function of genre features and conventions in poetry
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation of texts
- identify and explore how attitudes and values are expressed in texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Non-examination assessment

Non-examination assessment will be assessed via two texts. There are no prescribed texts but centres must select complete texts which may be drawn from poetry, drama, prose or literary non-fiction. Students must select different texts from those studied in Components 1, 2 and 3. The selected texts may be linked by theme, movement, author or period. Literary study of both texts should be enhanced by study of the links and connections between them, different interpretations and the contexts in which they were written and received. Students will apply their literary reading skills to two chosen texts. They will engage in wider reading, use independent reading skills and apply research and study skills to their chosen literature. Teachers and students are offered a free choice of two texts which should ideally reflect interests and preferences that have arisen as a result of the prescribed course and wider independent reading.

Learning outcomes

Students are required to:

- show knowledge and understanding of a variety of strategies for reading texts, including reading for detail of how writers use and adapt language, form and structure in texts
- show knowledge and understanding of ways to interpret and evaluate texts independently and in response to interpretations by different readers
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts

- show knowledge and understanding of the ways texts can be grouped and linked to inform interpretation
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources
- make connections and explore the relationships between texts

Assessment

Component 1: Drama – 30% of the total qualification

2 hours and 15 minutes

- Section A: Shakespeare One essay question from a choice of two on their studied text, incorporating ideas from wider critical reading.
- Section B: Other drama One essay question from a choice of two on their studied text.

Component 2: Prose – 20% of the total qualification

1 hour and 15 minutes

Written examination consisting of one section. Open book examination – clean copies of the prescribed prose texts to be taken into the examination. Students answer one comparative essay question from a choice of two on their studied theme.

Component 3: Poetry – 30% of the total qualification

2 hours and 15 minutes

Section A: Post-2000 Poetry One comparative essay question from a choice of two on an unseen modern poem written post-2000 and one named poem from the studied contemporary text (AO1, AO2, AO4 assessed). Section B: Specified Poetry Pre- or Post-1900 One essay question from a choice of two on their studied text.

Non-examination assessment (NEA) – 20% of the total qualification

Students produce one assignment. One extended comparative essay referring to two texts. Total advisory word count is 2500–3000 words.

Skills that will be developed

Transferable skills

Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills

- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Lead Teacher

Mr K Ormond-Neale (Head of English)

Course Title: BTEC Forensic and Criminal Investigation

Examination Board: Pearson.

| Intent | Implement | Impact |
|--|--|--|
| The aim of this Vocational course is to make Aylesford Science students, lifelong learners who are aware of the opportunities in a scientific work place and have a scientific understanding in everyday life. They will be inquisitive, independent and confident young people. | Students are taught in a variety of different ways, both theoretical and practical. Year 12 is exam and course work based, so examination skills are broken down and students look a variety of exam papers and questions to prepare them for the real thing. Whilst continuing their course studies Coursework is mainly done in year 13 and emphasis here is on command verbs and how to achieve the criteria. | Forensic Science is a unique study that open a variety of doors in the world of science. This course can still lead into other sectors in science due to the variety of units studied even leading in to sport for further studies. At Aylesford we want our science students to be fully equipped to keep moving in the science sector and open pathways by enhancing science skills. |

Course Content

Year 12

Unit 1 – Principles and Applications of Science

Scientists and technicians working in science and science-related organisations must have a good understanding of core science concepts. A strong grasp of these concepts will enable you to use and apply this knowledge and understanding in vocational contexts when studying other units within this specification. The topic areas covered in this unit include: animal and plant cells; tissues; atomic structure and bonding; chemical and physical properties of substances related to their uses; waves and their application in communications.

Unit 2 – Practical Scientific Procedures and Techniques

This unit introduces you to standard laboratory equipment and techniques, including titration, colorimetry, chromatography, calibration procedures and laboratory safety. Through the practical tasks in the unit, you will develop proficiency in the quantitative analytical techniques of titration and colorimetry, including learning to calculate the concentration of solutions. You will use measurement of temperature to study cooling curves and be introduced to paper and thin-layer chromatography (TLC). You will also have the opportunity to calibrate equipment and will be encouraged to be aware of the safety aspects of given laboratory procedures and techniques.

Unit 10 – Forensic Fire Investigation

In this unit, you will study how materials can ignite, burn and be extinguished, as well as the behaviour of fire itself. The unit explores the ways in which investigators can examine the remains of a fire and trace back, through the damage, to the point of origin, uncovering the evidence of what caused the incident and reconstructing the events. Fire investigators do not work alone. You will also examine the relationship of the fire investigator with different agencies and build an understanding of how they work together to extinguish a fire, treat casualties, make the site safe, and preserve and examine the evidence. The investigator's role doesn't end with the successful determination of the cause of a fire, as they can also be called to court as an expert witness. Learners will be expected to document their investigation and produce reports suitable for presentation in a court of law.

Year 13

Unit 3 – Science Investigation Skills

In this unit, you will develop the essential skills underpinning practical scientific investigations. As well as drawing on Unit 1 and Unit 2, these skills will be delivered through subject themes ranging from enzymes and diffusion to electrical circuits. The subject themes provide different contexts for the development of the investigative skills. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. Science investigative skills will help you in many scientific or enquiry-based learning courses in higher education, as well as prepare you for employment in a science-related industry.

Unit 4 – Forensic Investigation Procedures in Practice

In this unit, you will develop an understanding of the importance of health and safety, and the need for objectivity and justification in your approach to identifying and analysing forensic evidence. You will investigate a simulated crime scene and demonstrate appropriate forensic procedures in collecting and packaging forensic evidence. The range of procedures, concepts and scientific practical skills developed throughout this unit will help you progress to a variety of courses in higher education in this sector.

Unit 12 – Forensic Photography

In this unit, you will learn about cameras and the photographic equipment that is needed to take high-quality digital photographs. You will develop an understanding of photographic techniques and learn the skills needed to produce photographs of crime scenes and individual pieces of evidence. You will learn how photographs can be enhanced using computer programs in order to give a record of events that can be presented in court.

Assessment

The assessment of BTEC Forensic and Criminal Investigation is split between examined units and coursework units. Exams are graded as a Pass, Merit, Distinction or Distinction*. Students will sit their exams at two different sittings during year 12 and year 13. The first sitting is in January and the second in May/June (should it be required). Students should be aiming to achieve at least a Merit in all of their exams to give them the best chance to get a Distinction overall. Students will complete assessments after each LO to test their knowledge, skills and understanding.

Unit 1 – Principles and Applications of Science (Externally Assessed written Exam Unit) This unit is assessed through 3 40-minute examinations.

Unit 3 – Science Investigation Skills (Externally Assessed written Exam Unit) This unit is assessed through a single 2 hour and 15 minute examination. The exam is divided into a 45 minute preparation stage and a 90 minute written exam.

Skills that will be developed

Extended writing
Academic research
Practical scientific skills
Evidence collection and analysis

Lead Teacher

Mr Dawkins



Course Title: Health and Social Care

Examination Board: OCR

| Intent | Implement | Impact |
|---|--|---|
| The aim of this Vocational course is to make Aylesford Health and Social Care students, lifelong learners who are aware of the H&SC sectors and who want to be a part of that in the wider community. They will be inquisitive, independent and confident young people. | Students are taught in a variety of different ways, both theoretical and practical. Year 12 is very exam heavy, so examination skills are broken down and students look a variety of exam papers and questions to prepare them for the real thing. Coursework is mainly done in year 13 and emphasis here is on command verbs and how to achieve the criteria. | Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Approximately 3 million people are currently employed in the sector. It is our duty at Aylesford school to ensure that our young people are fully equipped to join these growing sectors that we cannot be without. |

Course Content

Students will study 6 components over the 2 years:

Year 12

Unit 2- Equality, Diversity and Rights in Health and Social Care (Externally Assessed written Exam Unit) This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.

Unit 3- Health, Safety and Security in Health and Social Care (Externally Assessed written Exam Unit) This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support.

You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

Unit 13- Sexual Health and Reproduction in Health and Social Care (Internally Assessed coursework Unit)

Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing.

The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a new born? What needs does a new born have and how does this differ to a one-year-old? All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child. On successful completion you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

Year 13

Unit 4- Anatomy and Physiology for Health and Social Care (Externally Assessed Written Exam Unit) This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the

systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.

Unfortunately, things do go wrong and each system has well-known diseases and disorders. Also, as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. Some of these will simply be inconvenient; others will be lifechangers. You will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.

Unit 10- Nutrition for Health and Social Care (Internally Assessed coursework Unit) This unit introduces nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.

Unit 1- Building Relationships and Communication in Health and Social Care (Internally Assessed coursework Unit) This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector; whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.

Assessment

Exams are graded as a Pass, Merit, Distinction or Distinction*. Students will sit their A-level exams at two different sittings during year 12 and year 13. The first sitting is in January and the second in May/June (should it be required). Students should be aiming to achieve at least a Merit in all of these exams to be giving them the best chance to get a Distinction overall. Students will complete assessments after each LO to test their knowledge, skills and understanding.

Unit 2- Equality, Diversity and Rights in Health and Social Care (Externally Assessed written Exam Unit) This exam paper is out of 60 Marks and is 1 hour 30 minutes in duration.

Unit 3- Health, Safety and Security in Health and Social Care (Externally Assessed written Exam Unit) This exam paper is out of 60 Marks and is 1 hour 30 minutes in duration.

Unit 4- Anatomy and Physiology for Health and Social Care (Externally Assessed Written Exam Unit) This exam paper is out of 100 marks and is 2 hours in duration.

The coursework/internally assessed units mentioned above will face a moderation where a member of the exam board will attend the school and scrutinise the work to ensure that all criteria has been met.

Skills that will be developed

Extended Writing
Research and citation
Application to settings in Health, Social Care and Early Years settings
Command Verbs such as- Analysis, Evaluation, Justification, and Comparison.

Lead Teacher

Mrs Dighton

Course Title: History

Examination Board: Edexcel

| Intent | Implement | Impact |
|--|--|--|
| <p>The History A-Level qualification has been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time.</p> <p>The qualification will help students gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics (Civil Rights, Anglo Saxons and Crusades as well as the coursework of students' choosing) will provide them with the knowledge and skills they require to succeed as A-level historians.</p> | <p>Students are taught are taught with clear enquiry questions where they are encouraged to develop their own interpretations and opinions.</p> <p>In Year 12 alongside content and skills lessons, students will also undertake one scholarship lesson a week where they can consider historical interpretations and develop valuable skills of analysis in preparation for their coursework and exams.</p> <p>In Year 13 students develop their essay writing skills alongside content revision to develop their examination techniques.</p> | <p>History pupils at Aylesford develop their own sense of who they are in the world. By gaining knowledge of a wide variety of past individuals and events across history and the world, students will be able to more clearly understand the world they live in today. The skills developed are transferable into many future university and career opportunities for instance in Law, Media, Politics, Public Services and The Military.</p> |

Course Content

Year 12

Paper 3: Civil Rights and race relations in the USA, 1850-2009

This paper comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore developments that have shaped contemporary America and remain a fundamental issue in US society: the changing pattern of race relations between black and white Americans, both in terms of civil rights and also broader social and cultural changes over a period that began with millions of black Americans in slavery and ended with Barack Obama as President.

Paper 2: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106

This paper comprises a study in depth of England and Normandy from the death of Earl Godwin in 1053, through the reigns of William I and William II to the re-establishment of the AngloNorman Kingdom by Henry I in 1107. These were dramatic years of change for England and would shape the course of its history for generations. Students will gain an in-depth understanding of the nature and extent of change in government, society and the church, and of the English people's resistance to changes

Year 13

Coursework

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians. The

coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.

Paper 1: The Crusades c1095-1204

This paper comprises a study in breadth of the early crusading movement from the late eleventh to the early thirteenth century. It has continued relevance as, even today, the crusades exercise a powerful influence in many countries of the Near East, and their legacy continues to shape relations with Europe and the world. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant period: 1095–1192. This paper also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: reasons for the failure of the Fourth Crusade.

Assessment

External exams will be sat at the end of Year 13. Students will be completing assessments in class to test their knowledge, skills and understanding.

Paper 1: The Crusades c1095-1204 The examination lasts 2 hours 15 minutes and is marked out of 60. Students answer three questions: one from Section A, one from Section B and one from Section C.

Paper 2: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106 The examination lasts 1 hour 30 minutes and is marked out of 40. Students answer two questions: one from Section A and one from Section B.

Paper 3: Civil Rights and race relations in the USA, 1850-2009

The examination lasts 2 hours 15 minutes and is marked out of 60. Students answer three questions: one from Section A, one from Section B and one from Section C.

Coursework: Students carry out an independently-researched enquiry requiring them to analyse and evaluate historical interpretations and to organise and communicate the findings. The assignment is based on problem or issue that has generated disagreement among historians. The assignment is marked out of 40.

Skills that will be developed

Extended Writing

Independent research

Evaluating Historical Sources and Interpretations

Lead Teacher

Mr Duke

Course Title: Mathematics

Examination Board: Edexcel

| Intent | Implement | Impact |
|---|---|--|
| The aim of the Mathematics A-level course is to develop students into lifelong learners who can problem solve and apply their mathematical thinking to everyday problems. | Students are taught using a variety of theoretical and practical tasks to explore the mathematical concepts. Topics are broken down to allow students to gain confidence and then linked together to support problem solving. Exam style questions are used at regular intervals to prepare for the final summer exams. | A-level mathematics is now the most popular A-level in England and maths careers are some of the most highly paid careers available. It is our job to ensure students are fully equipped to join this diverse sector of the economy with excellent career prospects. |

Course Content

Students will study 3 main components over two years which include pure mathematics, statistics and mechanics. All 3 main components are taught throughout year 12 and year 13.

Pure mathematics topics:

1. Proof
2. Algebra and functions
3. Coordinate geometry in the (x,y) plane
4. Sequences and series
5. Trigonometry
6. Exponentials and logarithms
7. Differentiation
8. Integration
9. Numerical methods
10. Vectors

Statistics topics:

1. Statistical sampling
2. Data presentation and interpretation
3. Probability
4. Statistical distributions
5. Statistical hypothesis testing

Mechanics topics:

1. Quantities and units in mechanics
2. Kinematics
3. Forces and Newton's laws
4. Moments

Assessment

Exams are graded using the A*-F system. Students will sit their A-level exams at the end of year 13 in the summer. Students should be aiming to achieve at least a grade C on each paper. Students will complete assessments at various stages of their learning to test their knowledge, skills and understanding.

Paper 1: Pure Mathematics. This exam paper is out of 100 marks and is 2 hours in duration. It accounts for 33.33% of the overall grade. This paper may contain questions on any topics from the Pure Mathematics content.

Paper 2: Pure Mathematics. This exam paper is out of 100 marks and is 2 hours in duration. It accounts for 33.33% of the overall grade. This paper may contain questions on any topics from the Pure Mathematics.

Paper 3: Applied Mathematics. This exam paper is out of 100 marks and is 2 hours in duration. It accounts for 33.33% of the overall grade. This paper will contain questions on topics from the Statistics content in Section A and Mechanics content in section B.

Calculators may be used, and are encouraged, in all assessments.

The booklet *Mathematical Formulae and Statistical Tables* will be provided for use in the summer exams.

There is no coursework element to this course.

Skills that will be developed

- Understand mathematics and its processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the work of work and situations in society in general.
- Reason logically and recognise incorrect reasoning.
- Recognise when mathematics can be used to analyse and solve a problem in context.
- Make deductions and inferences and draw conclusions by using mathematical reasoning.
- Use technology such as calculators and computers effectively and recognise when their use may be inappropriate.
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Lead Teacher

Miss Keyes

Course Title:
Pearson BTEC Level 3 National Extended Certificate in Music Performance

Examination Board: Pearson/BTEC

| Intent | Implement | Impact |
|--|--|--|
| The course enables students to develop their skills acquired at Level 2 to apply them to a range of real-world music industry scenarios. Students will be well prepared and confident young people and able to perform to an audience. | Through a use of the wide range of resources in the music department, students will be studying the theoretical and practical elements of the music industry whilst also composing and performing their own music. | Students will be equipped to apply for a wide range of roles within the music industry. Students can also go on to further study at university or in an apprenticeship, or even create their own musical enterprise to create a career for themselves. |

Course Content:
Key
 Unit assessed externally

 M

Mandatory units

 O

Optional units

| Unit (number and title) | Unit size (GLH) | Certificate (100 GLH) | Extended Certificate (360 GLH) |
|---|-----------------|-----------------------|--------------------------------|
| 1 Practical Music Theory and Harmony | 90 | | M |
| 2 Professional Practice in the Music Industry | 90 | | M |
| 3 Ensemble Music Performance | 120 | M | M |
| 4 Composing Music | 60 | O | O |
| 5 Music Performance Session Styles | 60 | O | O |
| 6 Solo Performance | 60 | O | O |
| 7 Improvising Music | 60 | O | O |

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes. The styles of external assessment used for qualifications in the music performance suite are:

- Performance – learners prepare for assessment over an extended window and demonstrate skills that generate some non-written evidence
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess, you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in Section 6. In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate instruments and techniques.

Skills that will be developed All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.
- teamwork
- project work
- presentation
- analytical skills
- creative development.

Lead Teacher

Mr J Hawkes

Course Title: Performing Arts - Level 3 Extended Certificate (2016)

Examination Board: OCR

| Intent | Implement | Impact |
|---|---|---|
| <p>The aim of this Vocational course is to make Aylesford Performing Arts students, lifelong learners and prepare them for pursuing a career in the arts. They will be inquisitive, independent and confident young people.</p> | <p>Students are taught in a variety of different ways, both theoretical and practical. All students will study a variety of performing art mediums, including Music and Drama. A Dance pathway may also be chosen. Artists will be required to create and perform live performance.</p> | <p>Contribution of the arts to society and the economy The government estimates that creative industries generated £126bn in gross value added to the economy and employed 2.4 million people in 2022. A range of research is also examining the way in which creative industries and the arts can positively impact wellbeing, for example through public health interventions. In June 2023, the government published a 'Creative industries sector vision' which included a commitment to an additional £77mn in funding. House of Lords library Published Friday, 26 January, 2024</p> |

Course Content

Music, Drama, and/or Dance

Compulsory Units

300 GLH

- **Prepare to work in the performing arts sector**
Unit 01 - 120 GLH, Externally Assessed
- **Proposal for a commissioning brief**
Unit 02 - 60 GLH, Externally Assessed
- **Influential performance practice**
Unit 03 - 60 GLH, Externally Assessed
- **Combined arts**
Unit 04 - 60 GLH, Internally Assessed

One Optional Unit (from the below list)

60 GLH needed

- **Current issues in performing arts**
Unit 05 - 60 GLH, Internally Assessed
- **Improvisation**
Unit 06 - 60 GLH, Internally Assessed
- **Health and fitness for performance**
Unit 07 - 60 GLH, Internally Assessed

- **Performing repertoire**
Unit 08 - 60 GLH, Internally Assessed

Assessment

Report writing
Essay writing
Practical performance
Workshop Practice
Devising/Composition/Choreography (depending on the chosen pathway)
Research and Portfolio Writing

Skills that will be developed

Performance - Acting, Musicianship, Dancing.
Creating – Devising, Directing, Composing, Choreographing. (depending on the chosen pathway)
Reflection - Analysing and Evaluating

Lead Teacher

Mr Hawkes & Mrs Davies

Course Title: A-Level Photography

Examination Board: OCR

| Intent | Implement | Impact |
|---|--|---|
| To develop an inquisitive visual awareness of the world around you, to understand how to view and capture everyday life, experiences and ideas through digital photography, and to become a confident photographer. Students will develop as independent learners, understand how to problem solve, whilst using creative freedom and self-expression to realise their ideas. | Students will complete a series of introductory workshops to develop competency in exploiting the capabilities of a digital camera, setting up a studio backdrop with creative lighting, and understand how to take advantage of Adobe Photoshop and hand rendering to edit their images. They will use the knowledge and skills they acquire to develop a Personal Investigation on a theme of their choice, as well as developing skills in essay writing. There will also be the opportunity to explore film alongside photography for those who have an interest in this area. | The course will equip students with the skills, knowledge and creative imagination they need to not only take high quality photographs, but pursue a career or future study (Degree Level) in Photography or Design related specialisms. The Creative Sector accounts for over 2.4 million jobs in the UK in 2024, and Photography (along with TV, film and radio) accounts for the second highest contribution to the UK economy at 20.8 billion pounds. |

Course Content

The course includes two units which can be presented through one of the following formats:

Sketchbook/ digital presentation/ design sheets

Component 1: Personal Investigation & Related Study

This component starts with a series of workshops where you will develop your skills in using a digital camera (DSLR) and acquire a range of photographic and photo-manipulation techniques. You will then use these skills as a starting point to develop a portfolio of work which shows exploration of ideas, evidence of research skills and experimentation whilst working to your chosen theme/ starting point. You will be expected to take a personal approach to the project which could be linked to an experience, interest, memory or view/ opinion. Your ideas will be realised through a series of photo shoots, which will lead to a final outcome; combining your thoughts with experimentation. Film/ moving image can support your photography, for those who demonstrate an interest. The coursework unit will also be supported by a piece of written work which links to your Personal Investigation (1000 words minimum). A gallery visit will also support this component.

Component 2: Externally Set Task

You will respond to one starting point from the exam paper; developing your skills and knowledge through a wide range of experimental techniques and processes; whilst using contextual references as inspiration for further ideas. A supervised time of 15 hours will be given to producing a final outcome which brings together your ideas referenced in your development work. Final outcomes can include a film/ installation/ series of images/ photographic sculpture.

Assessment

Component 1: Personal Investigation & Related Study (60% of total A-Level) – 120 marks

Component 2: Externally Set Task (40% of total A-Level) – 80 marks

Skills that will be developed

- Understanding the functions of a DSLR (using manual, AV and TV modes)
- Research, analysis and appreciation of reference images
- Idea development
- Experimentation through creative photography (coloured gels/ framing/ photographing through items/ distortion/ re-photography etc.)
- Editing – digital (Photoshop) and hand rendering
- Studio backdrop and lighting setup
- Developing short films

Lead Teacher - Miss Young

Course Title: Psychology

Examination Board: BTEC Pearson

| Intent | Implement | Impact |
|--|--|---|
| <p>The aim of Psychology is for students to receive a vigorous, inclusive, and challenging curriculum, based inside a warm and welcoming environment. For students to work alongside a committed Psychology educator who seeks to prepare them for their next stage of education, and personal wellbeing. For students to study Psychology across a two-year period, developing their abilities to reaching their full potential in the ever-changing world of psychology.</p> | <p>Psychology is the scientific study of mind and behaviour. The Applied Psychology BTEC Level 3 Extended Certificate offers you thorough understanding in applying the principles and theories of psychology. Psychology at Aylesford is for post-16 learners wanting to continue their education through applied learning, and who aim to progress to higher education and/or employment, possibly in psychology. Below is a breakdown of years 1 & 2 of Psychology.</p> | <p>By the end of the two-year long course, students will have been introduced to a multitude of topics within psychology, preparing them for university and/or work. They will be able to create and deliver presentations, including presenting their own research, and they will be able to medically locate areas of the brain identifying areas of control over human movements and thought processes. They will explore the careers that psychology can lead them into, and they will meet many professionals who will deliver speeches about how psychology is a fundamental component within their line of work.</p> |

Course Content

Year 1 of Psychology

The first year of Psychology consists of multiple modules surrounding key assumptions of psychology and an introduction into research from the worlds leading psychologists & psychiatrists. The course prepares students to view psychology in 4 different approaches; Social approach, cognitive approach, biological approach, learning approach. Once students have developed their understandings of the 4 approaches of psychology, they will then be able to apply key approaches to human psychology surrounding aggression, sex & gender, and consumer behaviour. Students will later embark on their own experiments.

Students in year 1 will complete one exam and one coursework unit. Learners will be given the exciting opportunity to present their research and findings in Aylesford's conference room at the end of their first year, mirroring how psychological research is presented in the real world. Students will have built up the confidence and courage to present in this formal environment during their first year of Psychology from previous small group presentations and individual presentations. Presenting and public speaking is a nerve-wracking experience, which the Psychology department recognise, and we work at the student's pace to facilitate their learning journey of presentational skills, getting them ready for the world of work and/or university. We work with the student to combat any fears of presenting research, and focus on the student mastering these skills early on to prepare them for reaching their full potential.

Year 2 of Psychology

The second year of psychology entails one exam and one coursework unit. The exam is based on topics including stress, behavioural addiction (gambling & shopping), physiological activation (alcohol & smoking), theories of persuasion, and treatment & management of stress and addiction. In these lessons, the students embark on a learning journey of understanding individuals who have faced many challenges in life. We discuss openly what happens to the brain during addiction, the behaviour presented whilst “addicted”, and we watch many documentaries listening to the real-life stories of others who have faced challenges combatting their addictions. Students will learn Psychopathology (mental disorders), and complete coursework based on modern and historical concepts of psychopathology in society. They will later examine causes, different types and characteristics of mental disorders. They will finish the year exploring professional approaches to the treatment of mental disorder, creating a portfolio surrounding a mental disorder of their own choice.

Future Learners

As a psychology student, you will enter a classroom which facilitates open minded attitudes, numerous debates, and an environment dedicated to developing your skills- ones that are required for the world of work & higher education. It's tough but so rewarding!

To study psychology at sixth-form, you need to be organised, motivated, and dedicated to a challenging subject which surrounds important topics such as mental health, brain autonomy, and human behaviour. You need to have an open mind to discussing challenging themes surrounding difficult topics such as unethical historical experiments, abuse, and mental disorders.

Students who take psychology at Aylesford will be given the opportunity to create their own psychological experiments in their first year of study based on any topic of choice (before you ask, no, there will not be any harmful electronic devices or re-creations of unethical procedures performed previously in historical psychology).

You need to be an individual who is open to developing both personal and professional skills and most importantly, meeting deadlines. Less formally, you will naturally become part of the psychology family- whereby students state that once they enter the classroom they feel at ease and their shoulders drop (they relax). We have many “pranks”, (psychology experiments of course), we listen to a diverse background of experiences of childhood, and we work incredibly closely with criminology (Mrs White teaches both subjects). We discuss the psychology behind criminal behaviour, and what makes an individual turn to a life of crime/murder/deviancy.

Finally, and most importantly Psychology supports mental health & wellbeing profoundly, with your best interests in mind. Even when the classroom door is closed, it is always open; meaning you are always welcome to pop in for a chat. This is something you will always hear during years 12 & 13, with dedicated staff here to support you outside of the classroom as well as inside it. There is no judgment, and the psychology environment is educational beyond the curriculum, understanding of all, and inclusive.

Assessment

The course is graded as Pass, Merit, Distinction or Distinction*

Year 12 assessment includes one externally marked exam and one coursework unit which is internally marked.

Exam: Unit 1 Psychological approaches and applications

Coursework: Unit 2: Research methods and conducting own research experiments

Year 13 assessment includes one externally marked exam and one coursework unit which is internally marked.

Exam: Unit 3 – Health Psychology

Coursework: Psychopathology coursework with research into own choice of mental disorder

Skills that will be developed

Research skills

Presentation skills

Essay writing

Holding interviews and analysing data

Mental health understanding

Application to real world settings surrounding ethical considerations and guidelines

Lead Teacher

Mrs Louise White

Course Title: AS Sociology 7191

Examination Board: AQA

| Intent | Implement | Impact |
|---|--|---|
| <p>Studying sociology gives students the opportunity to delve deeper into society and understand how it functions through critically examining ways of life.</p> <p>The sociology curriculum is aiming to create young sociologists who evaluate society around them, whilst also allowing them to gain an appreciation of how and why society works in the way that it does.</p> | <p>The teaching and learning approaches for AS Level Year 12 Sociology will include a combination of lectures, discussions, group work, independent research, and practical activities. Students will be encouraged to engage in critical thinking, debate, and analysis of sociological theories, concepts, and real-world case studies</p> | <p>Studying A-level Sociology encourages students to question norms, understand diverse perspectives, and engage with current social issues.</p> <p>It is beneficial for careers in fields like law, education, social work, and politics, providing a solid foundation for understanding human interactions and the factors that shape society. Sociology at Aylesford prepares students to enter the multifaceted world around them as well-rounded citizens conscious of the world they live in.</p> |

Course Content

3.1.1 Education

Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

3.2.1 Research Methods

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

3.2.2.2 Families and Households

Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Assessment

Paper 1: Education with Methods in Context

What's assessed

- Compulsory content 3.1.1, 3.1.2
- Assessed
- 1 hour 30 minutes written exam
- 60 marks
- 50% of AS level

Questions

- Education: short answer and extended writing, 40 marks
- Methods in Context: extended writing, 20 marks

Paper 2: Research Methods and Topics in Sociology

What's assessed

- Section A: compulsory content 3.2.1 (Research Methods)
- Section B: one from 3.2.2 Topics in Sociology (Families)

Assessed

- 1 hour 30 minutes written exam
- 60 marks
- 50% of AS level

Questions

- Section A: short answer and extended writing, 20 marks
- Section B: short answer and extended writing, 40 marks

Skills that will be developed

The course aims to foster critical thinking, analytical skills, and a sociological imagination that enables students to explore and understand the social world around them.

Lead Teacher:

Mrs L A Baker

Course Title: BTEC National Extended Certificate in Level 3 Sport

Examination Board: Pearson

| Intent | Implement | Impact |
|--|---|--|
| <p>The principal aim of the BTEC course is to provide students with a good academic course, which builds upon the knowledge and understanding developed at KS4, while ensuring students are prepared for a life in sport or university when they leave.</p> <p>The course provides a broad range of topics which helps to build the students understanding on the body systems and how they are affected by exercise. At KSS leadership is also developed through the leadership unit which requires them to plan and prepare lessons for the younger students. As part of the course students build upon their knowledge on health and fitness and relate this to different case studies. A final unit concentrate on careers and enables students to research and apply for potential jobs in the sports sector.</p> | <p>The course is delivered in two parts:</p> <ul style="list-style-type: none"> Exam Content Coursework Content <p>Teachers follow the curriculum map and scheme of work designed by BTEC. Teachers use the assessment plan and tracking sheets to set deadlines for the work. Students are required to meet the deadlines outlined on the assessment plan.</p> <ul style="list-style-type: none"> Lessons are taught both practically and theoretically Coursework is marked once and returned to students to improve. | <p>The course is designed to have the following impact for our students:</p> <ul style="list-style-type: none"> Improved understanding of the importance of health and fitness Increased numbers of students engaging in health and fitness both in and out of school Students making better lifestyle choices Students are able to train and improve fitness both safely and effectively Students become more confident and independent when analysing the best ways to improve physical fitness and practical performance. Students have a greater understanding on how the body systems work and are impacted by exercise. Students have broader idea of careers in sport and the skills needed to apply and be successful in the sports sector. Improved confidence in leadership skills and the ability to speak in front of others. To support students into BTEC NATIONAL which follows similar topics covered by BTEC |

Course Content:

Over the two years, students will study four units for the Extended Certificate:

- Unit 1 – Exam (33%) – Physiology and Anatomy
- Unit 2 – Exam (33%) – Fitness Training and Programming
- Unit 3 – Careers in sport (17%)– Professional Development in Sport
- Unit 4 – Coursework (17%)– Sports Leadership

Assessment

Exams are graded as a Pass, Merit, Distinction or Distinction*. Students will sit their A-level exams at two different sittings during year 12 and year 13. The first sitting is in January and the second in May/June (should it be required). Students should be aiming to achieve at least a Merit in all of their exams to be giving them the best chance to get a Distinction overall. Students will complete assessments after each LO to test their knowledge, skills and understanding

- Unit 1 and 2 are Externally Examined.
- Unit 3 and 4 are Internally Assessment Coursework Content.

Skills that will be developed

- Application of knowledge to Sport and Physical Exercises.
- Extended Writing
- Research and citation
- Command Verbs such as- Analysis, Evaluation, Justification, and Comparison.
- Confidence in Leadership

Lead Teacher:

Mr T Axford and Mrs S Crisp

Please enjoy some of the stunning work of our Art and Photography students at Aylesford:

