

Year 12 & 13 Subject Assessment Domains

Art, Craft & Design and Fine Art

Both of these subjects are 100% Portfolio - This will be based on coursework completed throughout students personal investigation. Students are not expected to complete any more new terminal assessment.

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<i>Unit 1: Personal Investigation</i>	AQA A Level Fine Art 7202 AQA A Level Art, Craft and Design 7201 https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design	https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/changes-for-2021

Biology

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<i>Cell structure</i>		2.1.1
Biological molecules		2.1.2
Nucleotides and nucleic acids		2.1.3
Enzymes		2.1.4
Biological membranes		2.1.5
Cell division, cell diversity and cellular organisation		2.1.6
Exchange surfaces		3.1.1
Transport in animals		3.1.2
Communicable diseases, disease prevention and the immune system	Everything apart from 4.1.1 c, i-n	4.1.1

BTEC Business (Ext Cert)

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Unit 1 Exploring Businesses	Please click here for further information regarding Unit 1	Unit 1 Please select the hyperlink above for further information.
Unit 2 Developing a Marketing Campaign	Please click here for further information regarding Unit 2	Unit 2 Please select the hyperlink above for further information.
Unit 3 Personal and Business Finance	Please click here for further information regarding Unit 3	Unit 3 Please select the hyperlink above for further information.
Unit 14 Investigating Customer Services	Please click here for further information regarding Unit 14	Unit 14 Please select the hyperlink above for further information.

BTEC Health and Social Care

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Unit 1 Human Lifespan Development	Please click here for further information regarding Unit 1	Unit 1 Please select the hyperlink above for further information.
Unit 2 Working in Health and Social Care	Please click here for further information regarding Unit 2	Unit 2 Please select the hyperlink above for further information.
Unit 5 Meeting Individuals Care and Support Needs	Please click here for further information regarding Unit 5	Unit 5 Please select the hyperlink above for further information.
Unit 12 Supporting Individuals with Additional Needs	Please click here for further information regarding Unit 12	Unit 12 Please select the hyperlink above for further information.

BTEC Perf Arts (Ext Cert)

Area of course covered	Greater detail if possible or where to find it
<i>Unit 2 - Developing skills and techniques for live performance</i>	<i>Google Classroom. This unit has been moderated and passed by the SV</i>
Unit 3 - Group Performance workshop	Google Classroom This unit was cancelled March 2020 and students were given a grade by Pearsons to link to the grade they were given for Unit 2
Unit 1 - Investigating Practitioner's work	This exam was cancelled but students are currently doing a 'mock' version of the exam and is stored in Classroom
Optional unit - Acting Styles or Jazz Dance	This unit can be dropped, but we are still doing this unit and will be finished by next week. The work is stored in Google Classroom

BTEC Science (Ext Cert)

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Unit 1 Periodicity and properties of elements	The Chemistry of the Periodic Table including atomic structure, how the Periodic Table is arranged, trends in properties across Periods and down groups	Unit 1 External Exam - WLA Science - Google Drive Page 4
Unit 1 Structure and function of cells and tissues	The Biology of cells, cell structures and tissues including shape, function of parts, adaptation and organisation	Unit 1 External Exam - WLA Science - Google Drive Page 37
Unit 1 Waves in communication	GCSE studies of wave phenomena are extended through a development of knowledge of the characteristics, properties, and applications of travelling waves and stationary waves. Topics treated include refraction, diffraction, superposition and interference.	Unit 1 External Exam - WLA Science - Google Drive Page 57
Unit 3 Investigation Skills	The skills of planning, observing, analysis and evaluation	Specifications - WLA Science - Google Drive Page 47

BTEC Sport (Ext Cert)

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Unit 1: Anatomy and Physiology	<i>BTEC Nationals Sport Student Book 1 + Activebook</i> <i>Publisher: Pearson</i> <i>Author: Adam Gledhill, Richard Taylor, Louise Sutton, Matthew Fleet, Chris Manley, Alex Sergison, Chris Lydon</i> <i>ISBN: 9781292134000</i>	Page 27 https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446938096_BTEC_Nat_ExtCert_Sport_SPEC.pdf
Unit 2: Fitness Training and Programming for Health, Sport and Well-being	BTEC Nationals Sport Student Book 1 + Activebook Publisher: Pearson Author: Adam Gledhill, Richard Taylor, Louise Sutton, Matthew Fleet, Chris Manley, Alex Sergison, Chris Lydon ISBN: 9781292134000	Page 37 https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446938096_BTEC_Nat_ExtCert_Sport_SPEC.pdf
Unit 3: Professional Development in the Sports Industry	BTEC Nationals Sport Student Book 1 + Activebook Publisher: Pearson Author: Adam Gledhill, Richard Taylor, Louise Sutton, Matthew Fleet, Chris Manley, Alex Sergison, Chris Lydon ISBN: 9781292134000	Page 46 https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446938096_BTEC_Nat_ExtCert_Sport_SPEC.pdf
Unit 5: Application of Fitness Testing	BTEC Nationals Sport Student Book 1 + Activebook Publisher: Pearson Author: Adam Gledhill, Richard Taylor, Louise Sutton, Matthew Fleet, Chris Manley, Alex Sergison, Chris Lydon ISBN: 9781292134000	Page 67 https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446938096_BTEC_Nat_ExtCert_Sport_SPEC.pdf

Chemistry

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<i>Topic</i>	https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/specification-at-a-glance	
3.1.1 Atomic structure		3.1.1 Page 10
3.1.2 Amount of substance		3.1.2 Page 12
3.1.3 Bonding		3.1.3 Page 15
3.1.4 Energetics		3.1.4 Page 18
3.1.5 Kinetics		3.1.5 Page 19
3.1.7 Oxidation, reduction and redox equations		3.1.7 Page 23
3.1.12 Acids and bases		3.1.12 Page 31
3.3.1 Introduction to organic chemistry		3.3.1 Page 44
3.3.2 Alkanes		3.3.2 Page 46
3.3.3 Halogenoalkanes		3.3.3 Page 47

3.3.4 Alkenes		3.3.4 Page 48
3.3.5 Alcohols		3.3.5 Page 50
3.3.6 Organic analysis		3.3.6 Page 52
3.3.7 Optical isomerism		3.3.7 Page 53
3.3.8 Aldehydes and ketones		3.3.8 Page 54
3.3.10 Aromatic chemistry		3.3.10 Page 56
3.3.12 Polymers		3.3.12 Page 58
3.3.13 Amino acids, proteins and DNA		3.3.13 Page 59

English Language

Area of course covered	Greater detail if possible or where to find it
English Language Paper 1 Section A	<p>Students have studied:</p> <ul style="list-style-type: none">• phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed• graphology: the visual aspects of textual design and appearance• lexis and semantics: the vocabulary of English, including social and historical variation• grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level• pragmatics: the contextual aspects of language use• discourse: extended stretches of communication occurring in different genres, modes and contexts. <p>This section covers AO1, AO3 and AO4.</p>
English Language Paper 1 Section B: Children's Language Development (spoken language only)	<p>Students have studied:</p> <ul style="list-style-type: none">• the functions of children's language• phonological, pragmatic, lexical, semantic and grammatical development• different genres of speech• spoken mode of communication• theories and research about language development. <p>This section covers AO1 and AO2.</p>
English Language Paper 2: Language change, language and gender, language and region, World Englishes, language and social groups, language and occupation.	<p>Students have studied a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none">• texts using different sociolects (to include social and occupational groups, and gender)• texts using different dialects (to include regional and national varieties of English within the British Isles)• texts that use language to represent the different groups above

	<ul style="list-style-type: none"> • written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics). <p>When analysing texts and data, students have explored:</p> <ul style="list-style-type: none"> • how language varies because of personal, social and geographical contexts • why language varies, developing critical knowledge and understanding of different views and explanations • how identity is constructed • how language is used to enact relationships • attitudes to language diversity. <p>This paper covers AO1, AO2, AO3.</p>
NEA: Investigation	<p>Students have explored and analysed language data independently and developed and reflected upon their own writing expertise.</p> <p>Students choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest.</p> <p>In preparation for this, students needed to study how to:</p> <ul style="list-style-type: none"> • identify an appropriate investigation topic and research questions • select and apply a methodology for data collection and analysis • work in greater depth and with greater range • transcribe spoken data where appropriate • use language concepts and ideas • evaluate and draw conclusions on the findings of the investigation • present findings in an appropriate and accessible way • reference reading materials correctly • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis. <p>This covers AO1, AO2 and AO3.</p>

NEA: Original Writing	<p>Students have studied a range of style models before selecting and analysing one style model in detail. Students have selected their own style model in consultation with their supervising teacher. Students have then used this research to inform their own piece of original writing.</p> <p>The commentary will allow the student to consider and evaluate the style model, the writing process and the effectiveness of the final piece of writing.</p> <p>The folder submitted should contain:</p> <ul style="list-style-type: none"> • a piece of original writing • an annotated style model • a reflective commentary • references (paper and web-based) <p>This covers AO1, AO2, AO3, AO4 and AO5.</p>
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Specification page number or link
https://filestore.aqa.org.uk/resources/english/specifications/AQA-7701-7702-SP-2015.PDF

English Literature

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<p>English Literature - Paper 1</p>	<p><i>Students have studied:</i></p> <p><i>Othello</i> <i>Skirrid Hill</i> <i>Gatsby</i></p> <ul style="list-style-type: none"> • <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</i> • <i>Analyse ways in which meanings are shaped in literary texts.</i> • <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</i> • <i>Explore connections across literary texts.</i> • <i>Explore literary texts informed by different interpretations</i> 	<p>https://filestore.aqa.org.uk/resources/english/specifications/AQA-7711-7712-SP-2015.PDF</p> <p><i>Pg 9 and 10</i></p>
<p>English Literature - Paper 2</p> <p>A Handmaid's Tale Streetcar Named Desire</p>	<p><i>Students have studied:</i></p> <p><i>A Handmaid's Tale</i> <i>Streetcar Named Desire</i></p> <ul style="list-style-type: none"> • <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</i> • <i>Analyse ways in which meanings are shaped in literary texts.</i> • <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</i> 	

	<ul style="list-style-type: none"> • Explore connections across literary texts. • Explore literary texts informed by different interpretations 	
<p>NEA</p> <p>Texts across time</p> <p>One extended essay (2500 words) and a bibliography</p>	<p><i>In Texts across time, students write a comparative critical study of two texts on a theme of their choice. Possible themes include, but are not limited to:</i></p> <ul style="list-style-type: none"> • <i>the struggle for identity</i> • <i>crime and punishment</i> • <i>minds under stress</i> • <i>nostalgia and the past</i> • <i>the Gothic</i> • <i>satire and dystopia</i> • <i>war and conflict</i> • <i>representations of race and ethnicity</i> • <i>representations of sexuality</i> • <i>representations of women</i> • <i>representations of men</i> • <i>representations of social class and culture.</i> <p><i>The following conditions apply to the texts chosen:</i></p> <ul style="list-style-type: none"> • <i>one text must have been written pre-1900</i> • <i>two different authors must be studied</i> • <i>set texts listed for the A-level exam components cannot be used for non-exam assessment, even if they will not be used in the exam</i> • <i>the essay is comparative and connective so equal attention must be paid to both texts</i> • <i>a poetry text could be either one longer narrative poem or a single authored collection of shorter poems. If using a collection of poetry, students must have studied the whole text and select at least two poems to write about in detail as examples of the wider collection</i> • <i>single authored collections of short stories are permissible. If using a collection of short stories, students must have studied the whole text and select at least two stories to write</i> 	<p>https://filestore.aqa.org.uk/resources/english/specifications/AQA-7711-7712-SP-2015.PDF</p> <p>Pages 21 - 28</p>

	<p><i>about in detail as examples of the wider collection</i></p> <ul style="list-style-type: none"><i>• texts chosen for study may include texts in translation that have been influential and significant in the development of literature in English. The translated text should be treated as the original writer's own words for assessment purposes. Therefore, schools and colleges should ensure that they use a version recognised by academia as being a high quality translation which supports the original author's writing appropriately.</i>	
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Extended Project

Due to the nature of the course EPQ students will be able to complete all elements of the course to support the awarding of centre assessed grades by the final deadline. Any students impacted on by COVID 19 will be reviewed on a case by case basis.

Geography

Area of course covered
Paper 1 Hazards
Paper 1 Coastal environments
Paper 2 Global systems, global governance
Paper 2 Changing places
Paper 2 Contemporary urban environments

History

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Origins of the Cold War	<ul style="list-style-type: none">• Oxford AQA History text - The Cold War c1945-1991• Specification website: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042	<ul style="list-style-type: none">• https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042
Development of the Cold War (developing tensions)		
The USA's involvement in Europe		
Conflict over Germany 1947-49		
US containment and action in Asia 1949-1955		
The Korean War 1950-1953		
Increasing Cold War tensions		
Alliances and Shifts		
Khrushchev and East-West relations 1955-1960		
Cold War rivalries 1955-1963		
Confrontation between the superpowers (Cuba)		
Vietnamisation and extension of the war into Laos and Cambodia		
Detente and development in Africa and the Americas		

Pitt as PM - including the administrative and economic reforms of the 1780s	<ul style="list-style-type: none"> • Oxford AQA History text - Industrialisation and the People: Britain, c.1783–1885 • Specification website: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 	<ul style="list-style-type: none"> • Specification website: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042
Economic position of Britain in the 1780s and 90s - Industrialisation		
Social condition of England in 1780s and 90s - the emergence of the Middle Classes		
Political condition of England in 1780s and 90s - including the Franchise		
Pitt in power during the French Wars including repressive measures		
Ireland - including Wolfe Tone and the Act of Union		
Wars with France from 1801 to 1812		
Liverpool and his government - Repression and reform		
Growth of protest - Luddites to Peterloo		
Conditions in the factories and New Lanark		
Impact of industrialisation after 1812 - social and economic		
The fight for Catholic Emancipation including O'Connell		
Peel's penal reforms		

Maths

From the Pearson books, we have taught these topics in school without impact. Students have access to these via Activeteach

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Pure	https://www.amazon.co.uk/dp/129218339X	All content
Statistics	https://www.amazon.co.uk/dp/1292232536	All content
Mechanics	https://www.amazon.co.uk/dp/1292232536	All content

Maths Core

This refers to the textbook <https://www.amazon.co.uk/dp/0198365934>

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Paper 1: Analysis of data	Whole chapter - year 12 and year 13	
Paper 1: Personal Finance	Year 12: Only tax and national insurance Year 13: All, excluding APR, inflation, saving and investments	
Paper 1: Modelling and estimation	Whole chapter - year 12 and year 13	
Paper 2: Critical analysis	Whole chapter - year 12 and year 13	
Paper 2: Critical path analysis	Whole chapter - year 12 and year 13	
Paper 2: Expectation	Year 12 and year 13: All, excluding 'Expected value'	

Maths Further

From the Pearson books, we have taught these topics in school without impact. Students have access to these via Activeteach

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Core Pure 1	https://www.amazon.co.uk/dp/1292183330	All content
Further Mechanics 1	https://www.amazon.co.uk/dp/1292183314	All content marked as AS
Decision 1	https://www.amazon.co.uk/dp/1292183292	All content marked as AS

Physics

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Measurements and their errors	<i>The skills associated with taking measurements and assessing the uncertainty in these measurements. Found in specification</i>	<i>AS and A-level Physics Specification Specifications for first teaching in 2015 (aqa.org.uk)</i> Page 10
Particles and radiation	This section introduces students both to the fundamental properties of matter, and to electromagnetic radiation and quantum phenomena.	https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF Page 12
Waves	GCSE studies of wave phenomena are extended through a development of knowledge of the characteristics, properties, and applications of travelling waves and stationary waves. Topics treated include refraction, diffraction, superposition and interference.	https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF Page 17
Mechanics and materials	Vectors and their treatment are introduced followed by development of the student's knowledge and understanding of forces, energy and momentum. The section continues with a study of materials considered in terms of their bulk properties and tensile strength.	https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF Page 21
Electricity	This section builds on and develops earlier study of these phenomena from GCSE. It provides opportunities for the development of practical skills at an early stage in the course and lays the groundwork for later study of the many electrical applications that are important to society.	https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF Page 27
Further Mechanics	The earlier study of mechanics is further advanced through a consideration of circular motion and simple harmonic motion (the harmonic oscillator).	https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF Page 30

Astrophysics	Fundamental physical principles are applied to the study and interpretation of the Universe. Students gain deeper insight into the behaviour of objects at great distances from Earth and discover the ways in which information from these objects can be gathered.	https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF pAGE 45
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Sociology

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Education	<p>Class differences in achievement (internal and external factors)</p> <p>Ethnic differences in achievement (internal and external factors)</p> <p>Gender differences in education</p> <p>The gender gap in achievement (internal and external factors)</p> <p>Gender and subject choice</p> <p>The role of education in society (functionalism, neoliberalism and the New Right, Marxism)</p> <p>Educational policy and inequality (policy pre 1988, Marketisation, Coalition policies 2010, privatisation)</p>	<p>https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF</p> <p>P13 -14</p>
Methods and methods in context	<p>Choosing a research method</p> <p>Education: the research context</p> <p>Experiments and using experiments in education</p> <p>Questionnaires and using questionnaires in education</p> <p>Interviews and using interviews in education</p> <p>Participant observation and using participant observation in education</p> <p>Secondary sources and using secondary sources in education</p>	<p>https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF</p> <p>p14</p>
Families and Households	<p>Couples, the domestic division of labour, resources and decision making, domestic violence</p> <p>Childhood, childhood as a social construct, the future of childhood, the position of children</p> <p>Theories of the family, functionalism, marxism, feminism, personal life perspective</p> <p>Demography, Birth and death rates, ageing population, migration</p> <p>Changing family patterns, divorce, partnerships, parents and children, ethnic differences, the extended family today.</p>	<p>https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF</p> <p>p14-15</p>

Crime and Deviance	<p>Functionalist, strain and subcultural theories, Durkheim, Merton, Cohen, Cloward and Ohlin</p> <p>Interactionism and labelling theory</p> <p>Class power and crime, class differences, marxism, critical criminology, crimes of the powerful.</p> <p>Realist theories of crime</p> <p>Ethnicity and criminalisation</p> <p>Media representations of crime, media as a cause of crime, moral panics</p>	<p>https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF</p> <p>p17</p>
Beliefs in society	<p>Theories of religion, functionalism, Marxism, Feminism</p> <p>Religion and social change, Weber, Bruce, Gramsci</p> <p>Secularisation in Britain</p> <p>Secularisation in America</p> <p>Religion, renewal and choice, new forms of religion, religious market theory, secularisation and security</p> <p>Organisations, movements and members, types of religious organisation,, the growth of religious movements, religiosity and social groups</p>	<p>https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF</p> <p>p16</p>

Spanish

Area of course covered Papers 1 and 3 will be based on content from the following four themes	Greater detail if possible or where to find it	Specification page number or link
<p><i>Theme 1: La evolución de la sociedad española</i></p>	<ul style="list-style-type: none"> • <i>El cambio en la estructura familiar</i> <i>-La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.</i> <ul style="list-style-type: none"> • <i>El mundo laboral</i> <i>La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género</i> • <i>El mundo laboral</i> <i>El impacto económico; las oportunidades que ofrece el turismo; el impacto socioambiental.</i> 	<p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf</p>
<p>Theme 2: La cultura política y artística en el mundo hispanohablante</p>	<ul style="list-style-type: none"> • La música Los cambios y las tendencias; el impacto de la música en la cultura contemporánea. • Los medios de comunicación La televisión y las telenovelas: los medios de comunicación escritos y en internet; el impacto en la sociedad y la política. • Los festivales y las tradiciones Los festivales, las fiestas, las costumbres y las tradiciones. 	<p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf</p>
<p>Theme 3: La inmigración y la sociedad multicultural española</p>	<p>Theme 3 is set in the context of Spain only. This theme covers social issues and trends.</p> <ul style="list-style-type: none"> • El impacto positivo de la inmigración en la sociedad Española Las aportaciones de los inmigrantes en la economía y la cultura. • Enfrentando los desafíos de la inmigración y la integración en España Las medidas adoptadas por las comunidades locales; la marginación y el aislamiento desde el punto de vista de los inmigrantes. • La reacción social y pública hacia la inmigración en España El enfoque político hacia la inmigración; la opinión pública 	<p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf</p>

Theme 4: La dictadura franquista y la transición a la democracia	<ul style="list-style-type: none"> • La Guerra Civil y el ascenso de Franco (1936-1939) La Guerra Civil y el ascenso de Franco, los republicanos contra los nacionalistas; las divisiones en la sociedad. • La dictadura franquista La vida cotidiana bajo la dictadura franquista: la opresión política, la censura, las divisiones en la sociedad. • La transición de la dictadura a la democracia El papel del Rey Juan Carlos en la transición; el Gobierno de Suárez; el golpe de Estado de 1981. 	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf
Paper 1 - Listening, Reading and Translation	Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Spanish into English. Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to Spain and Spanish-speaking countries and are drawn from the four themes	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf
Paper 2 -Como agua para chocolate- study of a novel	Written response to works	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf
Paper 2 - Volver - study of a film	Written response to works	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf
Independent research project	Independent research project - non examined assessment	
Grammar	Students at A Level are expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the examination, students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf

Tech/Product Design

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
NEA - 50%	<p>NEA - Coursework will be assessed up to but not including the evaluation of the students work. This will include:</p> <p>AO1: Identify, investigate and outline design possibilities to address needs and wants. AO2: Design and make prototypes that are fit for purpose.</p> <p>AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology.</p> <p>AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles.</p> <p>Theory book pages: 313-318, 350-63</p>	47-61
Maths for DT	<p>Theory book pages: 346-359 https://drive.google.com/drive/folders/1qXO6uxDNVkEUI-9qXescE_553SfytEk?usp=sharing</p>	P73
Unit 1 - Performance of papers and boards	<p>Theory book pages: 4-7, 10, 19-21, https://drive.google.com/drive/folders/18w6PhjDxNpoPW1pvUbwC-b1yMZ_VjRno?usp=sharing</p>	P10-11, P12
Unit 2 - Performance characteristics of polymers	<p>Theory book pages: 4-7, 9-10, 21-22, 29-34, 80, 159-160, 278, 307, https://drive.google.com/drive/folders/1rQVnE0RPW6O6ubkFTa-BTF4QvvPTeF9Y?usp=sharing</p>	P10-11, P13, P16-P19
Unit 3 - Performance characteristics of woods	<p>Theory book pages: 4-7, 8-9, 22-26, 35-37, 42, 77-78, 95-96, 220-21</p>	P10-11, P13-14

	https://drive.google.com/drive/folders/1dgh9-vQzh83RXvYVWHBSNhFCUhGPtV_H?usp=sharing	
Unit 4 - Performance characteristics of metals	Theory book pages: 4-7, 12-17, 26-29, https://drive.google.com/drive/folders/1cSTXLtWn5spWZ3cy3wYcXeZdGfGhCP3L?usp=sharing	P10-11, P15-16
Unit 5 - Composite, smart and modern materials	Theory book pages: 4-7, 10-11, 35-38, 167, 221-222, https://drive.google.com/drive/folders/1ORG10eYJ9w4gAMCLYit_HSLhQpu2Yx7p?usp=sharing	P10-11, P20
Unit 8 - processing and working with woods	Theory book pages: 4-7, 72-82, 81-82, 267 https://drive.google.com/drive/folders/1Atn5oglhNKC_QBCZ9ZFcwhE5bpvnjWpl?usp=sharing	P10-11, P24-25
Unit 9 - Processing and working with metals	Theory book pages: 4-7, 54-72, 84, 266, https://drive.google.com/drive/folders/1oUcagT_NXlinc9IRGP-8yNlwM_V1kGpj?usp=sharing	P10-11, P23-24
Unit 11 - Product Design considerations	Theory book pages: 105, 110-13, 125-168, 217-231, 260-280, 307, https://drive.google.com/drive/folders/1RgCmPDQuJIWI1iqMK38Ba0INw6q8BgCL?usp=sharing	P32-36
Unit 12 - Product design and developments	Theory book pages: 102-3, 118, 140-146, 170-188, 191-92, 243-57, 308-39 361-62, https://drive.google.com/drive/folders/162RmlBxuJbgyunyZDpygFtQtC5TJi40C?usp=sharing	P36-37

English Language (GCSE)

Area of course covered	Greater detail if possible or where to find it
<p>Language Paper 2: Writers' Viewpoints and Perspectives</p> <p><i>Section A: Reading</i></p> <p><i>Section B: Writing</i></p>	<p>Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF</p> <p>Skills covered in the paper are:</p> <p>AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO5 Content and Organisation: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 Technical Accuracy: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

Maths (GCSE)

Area of course covered	Greater detail if possible or where to find it
<p>Staff have delivered all the appropriate content to their classes as we would in any other year. This means that students that are targeting a grade 6 will have covered all the foundation content and the higher content that is accessible to them but not all higher content.</p>	<p>The PPE assessment in November was set on the assumption that all students had finished the course based on time spent in lessons.</p> <p>The assessment after Easter will only have content that has been communicated to staff and students and therefore we can guarantee that it has been delivered in school.</p>