

Dear Parent/Guardian,

With the new academic year now underway, the Arts Faculty and I would like to welcome you and your returning student back Collyer's. We are excited to see them continuing their journey with us and building on the progress they have made.

This letter is being sent out to all students studying a subject within the Arts Faculty to communicate with you all the messages your student will have heard in their induction lessons. Our hope is that we can work together to ensure your student makes the most of the opportunities before them. Please click on the hyperlinks below to navigate directly to the subjects relevant to them.

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I hope your student enjoys the start to this year and all the academic challenges and successes it will no doubt bring.

Kind regards,

Laurie Huggett-Wilde

Director of Faculty – Arts

Art & Design (Triple)	Back
<p>As soon as students start their second year of study, they begin to focus on compiling their Portfolio for interview - this will be aimed at either an application for HE or securing employment. Students will opt to follow one of two pathways (arts or design) to support their progression plans. If students follow the arts pathway, they will be investigating Contemporary Arts Practice, whereas if a student has opted for the design pathway, they will be following the Graphic Illustration unit. Students will have the opportunity to attend a trip to London galleries and in addition, students following the Illustration Unit will have the chance of working with a Guest Illustrator. Each unit is designed to offer the students more independent thinking and control over their preferred style of working with the view that this will help them build a portfolio for interview, either as a university or employment applicant. Straight after half term, students spend a week creating a draft portfolio in readiness of a mock interview with a guest practitioner in December. Students will continue to be offered a choice of a second optional unit to take them beyond Christmas, varying from painting, printmaking, animation, public art or advertising and many more.</p>	
<p>This term students may notice that units become much more autonomous, and they will be encouraged to carry out visual and written research in a far more rigorous manner independently. Students who are applying to university are encouraged to attend Open Days in their own time. Students will be encouraged to visit galleries independently and take up trips as they arise. Visiting speakers will inspire them to understand the realities of working in the creative industries.</p>	
<p>Independent study this term: Students will work on exploratory tasks linked to the exploration criteria within their chosen assignment brief. Whilst most research is selected by the students themselves, they will be supported by one-to-one advice from teachers on a weekly basis. We will encourage them to use the studio facilities outside of lessons where the timetable allows while Friday will offer individually centred workshops on their developing practice.</p>	
<p>Pro-study this term: Students will need to be proactive in assessing their work as it progresses, so written annotation to reflect on progress outside the classroom is fundamental to success in the coursework. They will also enhance visual interest through research across many recommended arts-based websites.</p>	
<p>Next assessment(s):</p> <p>September 15th Unit 5 Assignment 1 A: Explore the functions of portfolios in the art and design sector</p> <p>October 24th Arts Pathway students: Unit 40 B Develop own contemporary fine art piece & C Reflect and review on success of own contemporary fine art piece</p> <p>October 24th Design Pathway students: Unit 24 B Apply graphic illustration materials, processes and techniques in response to a set brief & C Review and reflect on the materials, processes and techniques used to develop graphic illustration practice</p>	
<p>Further links:</p> <p>Workshops</p>	<p>Other reminders:</p> <p>Students should allow for print credit and the purchase of a hard case A2 portfolio with sleeves for HE interview.</p>

Contemporary Fine Art	Back
<p>The Autumn Term will see the students complete their coursework unit, worth 60% of the A Level with final EDUQAS submission January 31. During the first 3 weeks of the academic year, students complete their timed mock 15 hour Exam, based upon the photographic reference work taken during the summer holidays in their concertina sketchbooks. This will be spread across 3 weeks both lessons and homework with students keeping an accurate time sheet to allow them to understand the pace and skill level needed for the final exam in May. This allows the students another 7 months to develop their skills sufficiently to be successful in the final practical exam. Our SharePoint site includes all lessons, homework, and Pro Study assignments with exemplar examples. It also contains PowerPoints, videos, and visual aids used in class to support personal study. Additionally, it provides details of our wider Arts curriculum, competitions, and careers within the Arts. There is also a Boost section with further reading, videos, seminars, and conferences for students to enrich their studies in this subject.</p>	
<p>This term students may notice the continued rapid pace and increasing difficulty of A Level work. This term, coursework will focus on honing advanced practical skills, disciplined creativity, and efficient craft techniques. Emphasis will be placed on book craft skills for coursework and increasingly sophisticated outcomes. Students are expected to fully engage with each coursework task to refine and complete successful work which covers the required Assessment Objectives for high grades.</p>	
<p>Independent study this term: Students are required to complete weekly set assignments involving 5 hours of work set for coursework. Materials are available in the studios during Personal Study lessons, with a timetable of free rooms posted on each studio door. Students seeking to learn new processes or needing help with homework can attend workshops led by the Head of Art, also signposted on each studio door.</p>	
<p>Pro-study this term: For Pro-study this term, students must continue to write a 200-word blog entry each week based on a 4-minute Tate Shot video featuring contemporary artists discussing their work. This blog allows students to make personal judgments and observations without the constraints of specialist vocabulary used in formal critical analysis, fostering their creative metacognition and broadening their perception of what Fine Art can look like. Its is an essential contribution to the written content in their coursework.</p>	
<p>Next assessment(s): Mock Exam prep in sketchbook and 15 hour timed exam final outcome Sept 30. Final EDUQAS coursework submission, 60% of A Level- January 31st.</p>	
<p>Further links:</p> <p>Workshop timetable</p>	<p>Other reminders: Students will need to purchase their equipment bundle pack of £40 on My Progress Shop at the start of the year, see letter given to students with details. Adobe Photoshop accounts will be allocated to each student through their college email account.</p>

Dance		Back
What will they be doing in class? Students will be focusing on the Group Choreography Exam, which involves students choosing a stimulus from the set AQA exam paper. In addition, students will continue to work on their solo performance based on a practitioner and quartet. Students will also be revising the knowledge on Christopher Bruce's Rooster and covering Sidi Larbi Cherkaoui.		
Outside of lessons: To watch Rooster, Zero Degrees and Babel, write up class notes and start to create revision resources. There is also an opportunity to attend enrichment where there will be classes on PBT (progressing Ballet Technique), and audition for New Ground Dance Company. There is also a student led Dance Society.		
What should you expect to see them doing at home? Creating revision resources in preparation for the theory exam in May/June. Creating a choreography playlist to help them explore their creative ideas within lesson. Watch the professional works they have covered during their studies. Complete all work set on Teams Assignment.		
Pro-study this term: Students will be provided with a dance booklet with set tasks to be completed in alignment with their lessons. Work completed within Pro-Study will need to be submitted to Teams Assignment to ensure they are maintaining their independent learning.		
Next assessment(s): Mock solo performance		
Further links: Workshop timetable		Other reminders: Resources taught in lesson will be on SharePoint and Teams. Please feel free to email Head of Subject – Amy Coughlan ayc@collyers.ac.uk

Drama & Theatre Studies		Back
What will they be doing in class? One highlight is our Devised Practical Exam, which involves an essay, portfolio and performance. The examiner will be looking out for your body language and use of voice, as well as your skills in multi-rolling and ensemble work. We will also be spending time reflecting on our transfer exams and preparing for our Practical Exam 1 dress rehearsals. Additionally, we will be selecting scripts and forming groups for our upcoming Practical Exam 2.		
What will they be doing outside of lessons? During this term, students will engage in various academic activities outside the classroom. They will participate in ProStudy, an initiative that involves reading Arthur Miller's "The Crucible" in preparation for the upcoming term. Additionally, students will embark on a second residential trip, providing them with an opportunity to enhance their critical analysis skills through the completion of a live review. In terms of rehearsals, students will focus on learning their lines and incorporating teacher feedback into their group rehearsals. They will particularly emphasise their individual contributions to the exam and ensure alignment with the examiner's expectations.		
What should you expect to see them doing at home? This term, students will have coursework assignments that contribute to their overall A level mark. They will revise and improve their draft research essay and portfolio based on the feedback received in September. These final versions, which are due in November, are worth 40% of their grade. In addition to this, students will begin making initial notes on the play "The Crucible".		
Next Term's assessment(s): Mock Crucible Essays - covering all three parts of Written Exam 2.		
Further links:		Other reminders:

Workshops	<ul style="list-style-type: none"> •On SHAREPOINT the focus will be the resources under the YEAR TWO tab. •Please feel free to email the Head of Subject – Neil Kendall nk@collyers.ac.uk
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English Literature	Back
<p>This term in English Lit we will be consolidating our first-year content with two Induction Tests – one Othello debate essay and one Keats/Miller essay. These assessments will take place in the second week of learning, while week one will be used to revise content and practice essay technique. After that, students will be given feedback on their prose coursework drafts and begin their poetry coursework. The prose coursework should be completed independently outside the classroom, but students can request a one-to-one with their coursework teacher for any further guidance. The deadline to submit the final prose coursework is the 20th of October. Alongside coursework, students will also be studying the 2A Social and Political Protest module, which begins with the poetry of William Blake. After half-term, they will move on to the novel <i>Harvest</i> by Jim Crace. The deadline for the first draft of poetry coursework is December 2nd</p>	
<p>This term students may notice the focus on balancing the new content of the Protest module with revision of the 1A Tragedy module and the completion of coursework. While the delivery of content and the timing of deadlines have been carefully planned, it is a significant workload, and students will be encouraged and supported through organising their time. As always, students should speak to their teachers if they feel the course content is becoming tricky to manage.</p>	
<p>Independent study this term: should be focused on knowing the course texts intimately, so re-reading the passages discussed in class and turning annotations into notes is essential to overall success. Keeping familiar with first year content is also really important, so students should refamiliarize themselves with <i>Othello</i>, <i>Death of a Salesman</i>, and the poetry of John Keats by re-reading the texts, watching productions of the plays, and going over their notes.</p>	
<p>Pro-study this term: will reinforce the concept of wider reading to students, with a series of articles, videos and tasks that complement classroom activities. A lot of the content will be exam-focused, with peer-marking activities, attention to mark schemes and reading exemplar essays. All students should have received their Pro-Study booklets, for which they have been asked to pay £5. This payment can be made via MyProgress by going to Shop>Wares and choosing English 2A Literature ProStudy Student Workbooks. This payment is to cover printing costs, and we ask it is made by 30 September.</p>	
<p>Next assessment(s): Induction tests in week 2 of learning</p>	
<p>Further links:</p>	<p>Other reminders: Please remember to purchase the Pro-Study booklets via MyProgress - £5 for printing costs. Any subject queries can be directed to the Head of English – Paul Abbott – pja@collyers.ac.uk</p>

English Language & Literature	Back
<p>This term in English Lang/Lit we will be introducing two new texts: <i>A Streetcar Named Desire</i> by Tennessee Williams, and our coursework text (one of <i>Prima Facie</i>, <i>Equus</i>, or <i>Oleanna</i>, depending on which coursework teacher you have). The coursework for Lang/Lit is an independent project where students will combine their literary text (the play studied in class) with a non-literary text to investigate a topic of their choosing. Students will be supported in their planning of the project and be given a series of deadlines to complete the different components.</p> <p>Importantly, we will also be consolidating 1A content in the first two weeks of the term. In the first week of learning, teachers will be revising <i>The Handmaid's Tale</i> and the Paris essay with students. In the second week, students will sit two 'Induction Tests' that assess 1A knowledge.</p>	
<p>This term students may notice the increase in linguistic focus from both of their teachers, and the different demands of the coursework, which is worth 20% of the A level. Students will also notice the continuing variability of the assessment objectives, with the 'Streetcar' essay having slightly different requirements and structure to the essays in first year.</p>	
<p>Independent study this term: should be focused on knowing the course texts intimately, so re-reading the passages discussed in class and turning annotations into notes is essential to overall success. Keeping familiar with first year content is also really important, so students should refamiliarize themselves with Atwood, Duffy and the Paris Anthology by re-reading the texts and going over their notes.</p>	
<p>Pro-study this term: will reinforce the concept of wider reading to students, with a series of articles, videos and tasks that complement classroom activities. All students should have received their Pro-Study booklets, for which they have been asked to pay £5. This payment can be made via MyProgress by going to Shop>Wares and choosing English 2A Language and Literature ProStudy Student Workbooks. This payment is to cover printing costs, and we ask it is made by September 30th.</p>	
<p>Next assessment(s): Induction Tests in week 2 of learning</p>	
<p>Further links:</p>	<p>Other reminders: Please remember to purchase the Pro-Study booklets via MyProgress - £5 for printing costs. Any subject queries can be directed to the Head of English – Paul Abbott – pja@collyers.ac.uk</p>

English AS	Back
<p>This term in AS English students will be introduced to the course. They will have two teachers, one focusing on grammar and the requirements for Paper One, the other looking at the topic of Language and Gender, which is a Paper Two module.</p>	
<p>This term students may notice a lot of linguistic content and a keen focus of exam technique. This is a 100% exam-based course, so there will be regular classroom activities to ensure students feel familiar with the assessment objectives and exam questions.</p>	
<p>Independent study this term: students will have access to a comprehensive textbook that covers linguistic terminology relevant to all modules. Learning and applying these terms to exam-style tasks is the best way to achieve well on the course.</p>	
<p>Pro-study this term: will focus on a series of quizzes that will assess how well students are learning and understanding features of Gendered Language and grammatical terms.</p>	
<p>Next assessment(s): Grammar Quiz and Gender Exam-Style question before October half-term</p>	
<p>Further links:</p>	<p>Other reminders:</p>

EPQ	Back
<p>We begin the term with a review of student's progress on EPQ over the summer holiday. In June, most EPQ students began lessons with a summer supervisor and our library team to start research and planning. We also enrolled a handful of students late in the summer term following transfer exam results. This term, the goal is to establish how students are progressing, initially by completing the Planning Review of the EPQ logbook after a one to one with their supervisor. It is up to students to use this feedback wisely, reflect on their progress, and to discuss this in their logbook. Library sessions will continue and are focused on developing the skills required for success on EPQ. By the end of this half term, students should be submitting their draft EPQ project to their supervisor for verbal feedback.</p>	
<p>This term students may notice that EPQ is quite unlike any of their other subjects. This is an independent project and as such, the EPQ supervisors' role is very different to that of a subject teacher. The supervisor will not have all the answers and students are expected to be more self-sufficient and resourceful than they may be used to. While this can be challenging for many, the course is organised in such a way as to support students whilst also allowing them ownership and the rewards that come with that.</p> <p>The pace this term is quick to allow submission of a good draft of their EPQ by October half term. This will maximise the quality of the feedback they receive ahead of the final report/artefact submission at Christmas. This can be especially challenging for students who enrolled on EPQ late, but every effort should be made to meet the deadline, to ease strain on the students further down the line.</p>	
<p>Independent study this term:</p> <p>Students should spend about 2 hours of independent study on their EPQ, outside of the lessons. This work will include research, report writing / artefact development and work on their logbooks. All EPQ assignments are set centrally on Teams, but students should manage their own projects and workload.</p>	
<p>Pro-study this term:</p> <p>As above.</p>	
<p>Next assessment(s): N/A – there are no assessments in EPQ</p>	
<p>Further links:</p> <p>Workshops are available every Wednesday at lunchtime and in A3 in B103. Dates are published on Teams.</p>	<p>Other reminders:</p> <p>Draft submission of artefact/report deadline: 24/10/2025</p> <p>Final submission of artefact/report: 17/12/2025</p>

French	Back
<p>This term in French, we will continue to study <i>No et Moi</i>, which we started in the summer term, focusing on analysing the characters, the themes, and the writer's techniques to prepare for essay writing. The topics of study this term will be: <i>Les aspects positifs d'une société diverse</i> (Unit 1), <i>Quelle vie pour les marginalisés?</i> (Unit 2), <i>Comment on traite les criminels</i> (Unit 3). We will discuss the benefits of living in a diverse society and the ways in which diversity can be promoted. We will examine different groups who are socially marginalised and measures to help them. Finally, we will discuss prison and its merits and problems and consider alternative forms of punishment. Each topic includes a strong focus on vocabulary building and grammar practice. Students will develop their understanding of those topics of study whilst learning exam techniques to improve the four skills (reading, listening, speaking, and writing). One lesson will be in the computer room to allow students to work on their listening skills, and there will also be one speaking lesson to discuss the topics of study and to prepare students for their individual projects.</p>	
<p>This term students may notice that they are expected to discuss topics and answer questions in French! The speed of delivery continues to be like in the first year, with a heavy focus on grammar and accuracy, and expectations will be high for the independent work to be completed on time. The amount of vocabulary to be learnt every week also increases and so does its complexity. At times, students will also carry out work in class under exam conditions.</p>	
<p>Independent study this term:</p> <p>Homework is set twice a week (on Mondays and Thursdays) on Teams. Students will be expected to correct their own work (corrections available for students on SharePoint), but the work will be checked by teachers at the beginning of the class and some of the students' work will be collected weekly. In addition, students will need to learn and review vocabulary regularly, ideally every other day.</p> <p>Students are strongly encouraged to immerse themselves in the language. Watching films in French (available to students on SharePoint) and listening to free podcasts such as InnerFrench regularly will greatly improve their listening skills.</p>	
<p>Pro-study this term:</p> <p>Pro-study is set on Teams every Friday and due the following Friday. The schedule and resources are on SharePoint. Students will be revising first year topics focusing on translation into French and into English.</p>	
<p>Next assessment(s):</p> <p>Weekly vocabulary and grammar tests. End of unit assessments will take place approximately every 3 weeks, Unit 1 being tested at the beginning of October. There will also be a speaking test in mid-October and at the beginning of December. Students will also complete 2 timed essays this term.</p>	
<p>Further links:</p> <p>Workshop timetable: Thursdays 1.20pm-2.05pm</p>	<p>Other reminders:</p> <p>Students will need to purchase the textbook and resources bundle via My Shop on My Progress by the end of September.</p> <p>Students will need to check Teams regularly.</p>

German	Back
<p>This term in German we will start with an induction week in which the students will predominantly recap the grammar from the first year. It is therefore vital that students ask for help if they are still unsure as we need to build on these foundation skills. We will be covering Immigration (Unit 1), Integration (Unit2) and Racism (Unit3). The students will discuss the reasons for migration, the advantages and disadvantages, how the German government promotes the integration of migrants and refugees; we will discuss the barriers to integration and experiences of migrants & refugees in Germany; we will discuss the victims of racism, the origin of racism and how people resist racism. Students will develop their first-year skills and in addition they will</p>	

<p>learn to speak accurately, talk about priorities, express obligation, translate the English gerund into German this term.</p> <p>The students will also be timetabled with a Translation workshop. This is for second years only to master translations into German and English. This course has been welcomed in the past and certainly improved their translation skills.</p>	
<p>This term students may notice that the lessons will now be conducted in German (or at least to 90%) but grammar lessons remain in English. Students are expected to discuss and answer in German! The students may notice that the speed of delivery continues like in the first year and expectations are high for work completed on time. Students will also carry out work in class under exam conditions.</p>	
<p>Independent study this term: It is highly expected of students to do individual research, to watch or read the news in German at least once a week and do some extra reading. Students should engage with the SharePoint site and use the resources given e.g. News, Films, extra Grammar etc.</p>	
<p>Pro-study this term: The schedule and material/documents are on the SharePoint site – students have 2 weeks to complete the document which consists of grammar and vocabulary from the first year, and some documents consist of grammar essays built on the second year’s topics.</p> <p>All the activities should give the students confidence in applying the grammar and understanding it.</p> <p>Every 2 weeks students should hand in a hardcopy and download the next one.</p>	
<p>Next assessment(s): There will be regular vocabulary tests and an end-of-unit grammar test.</p> <p>The first assessment (PR1) will take place the week commencing 13th October 2025.</p> <p>The second assessment (PR2) will take place the week commencing 8th December 2025.</p>	
<p>Further links:</p> <p>Workshops are set up for students to improve their skills and grammar</p>	<p>Other reminders: students should have bought the textbook for year 2 in the summer holidays.</p> <p>Students will need to purchase the Kerboodle booklet for £5.00 plus the vocabulary booklet for £1.60 (printing costs only) via our shop on MyProgress.</p> <p>There will be a German exchange again next year and if any A2 students are interested in going again then students need to confirm/commit to it by replying to the letter handed out on 8/9 September 2025. It is important to notice that the times will be different so that it does not interfere with your preparation for the A level exam. We will be going over to Germany in January, and the Germans will come to us in March 2026. I have also planned a Berlin trip which is based on 8 students, and I sincerely hope that all students can participate. The trip is planned for 28 November to 1 December 2025.</p>

Geography	Back
<p>This term in Geography, the main focus will be on students completing their NEA. Students should have collected all their data over the summer term and summer holidays. The first two weeks of term in lessons will be dedicated to working on the NEA with teacher support. The deadline for submission of the NEA is 8th December, so students are expected to work on it in their own time up until this point. After the first two weeks, students will move on to the Superpowers topic, which they will study up until the middle of October. This will include a test and a timed essay at the end of the topic. After that students will move on to looking at the Water</p>	

Cycle, which will take them up to the beginning of December and will also include a timed essay. This term will finish with the Carbon Cycle, continuing after the Christmas break.	
This term students may notice their ability to work independently tested by the NEA! This is a really excellent opportunity to get some marks locked in prior to the summer exams, but it does require that students get organised and work hard outside of lessons. Teachers will support students as much as they can, but there are quite significant restrictions around the support we can give.	
Independent study this term: NEA is the focus for the most part, but students should also be trying to revisit and revise first year content when they can, especially the topics that we were studying this time last year – Tectonics and Globalisation.	
Pro-study this term: Working on the NEA, as well as weekly additional reading on the topics we are studying in lessons.	
Next assessment(s): NEA due on 8 th December Superpowers and Tectonics test – end of September Superpowers essay – mid October	
Further links:	Other reminders:

Graphic Communication	Back
The Autumn Term will see the students complete their coursework unit, worth 60% of the A Level with final EDUQAS submission January 31. During the first 3 weeks of the academic year, students complete their timed mock 15 hour Exam. This will be spread across 3 weeks both lessons and homework with students keeping an accurate time sheet to allow them to understand the pace and skill level needed for the final exam in May. This will be included in coursework. Our SharePoint site includes all lessons, homework, and Pro Study assignments with exemplar examples. It also contains PowerPoints, videos, and visual aids used in class to support personal study. Additionally, it provides details of our wider Arts curriculum, competitions, and careers within the Arts. There is also a Boost section with further reading, videos, seminars, and conferences for students to enrich their studies in this subject.	
This term students may notice the continued rapid pace and increasing difficulty of A Level work. This term, it is essential students focus on their practical organizational skills, time-keeping to master advanced practical skills, disciplined creativity, and efficient graphics techniques. Emphasis will be placed on the final project and demonstrating advanced graphics skills.	
Independent study this term: Students are required to complete weekly set assignments involving 5 hours of work set for coursework. Materials are available in the studios during Personal Study lessons, with a timetable of free rooms posted on each studio door. Students seeking to learn new processes or needing help with homework can attend workshops led by the Head of Art, also signposted on each studio door.	
Pro-study this term: For Pro-study this term, students must write their 200-word Graphics blog entry each week. This blog allows students to make personal judgments and observations without the constraints of	

specialist vocabulary used in formal critical analysis, fostering their creative metacognition and broadening their perception of what Graphics can look like. It is an essential contribution to the written content in their coursework.	
Next assessment(s): Mock Exam prep in sketchbook and 15 hour timed exam final outcome Sept 30. Final EDUQAS coursework submission, 60% of A Level- January 31 st .	
Further links: Workshops	Other reminders: Students will need to purchase their equipment bundle pack of £40 on My Progress Shop at the start of the year, see letter given to students with details. Adobe Photoshop accounts will be allocated to each student through their college email account.

History	Back
The primary focus of this term will be to complete the history coursework, started in June, that is worth 20% of the A-level qualification and due in the week before the Christmas break. Students will have the chance to have one draft marked, submitted on their first day back after the October half-term break. In addition, students begin their study of Paper 3: Protest, Agitation and Parliamentary Reform in Britain 1780-1928. This term they will study the two breadth topics, the Reform Acts and changes in political power; as well as two depth studies, radical reformers 1780-1819 and Chartism.	
This term students may notice an increase in pace compared to the first year as they balance drafting their coursework alongside studying for their Paper 3 exam. This will also require increased independence in their studies. A coursework workshop will run weekly (see schedule attached) to provide support.	
Independent study this term: Students are expected to follow a 50:50 model of learning where students match their lesson hours with independent study time, engaging with weekly reading, exam practice and pro study, as published on the schedule. The schedule will outline weekly deadlines to draft sections of the coursework exam.	
Pro-study this term: This is set weekly on the schedule and on Teams and prefaces the lessons. It consists of reading and note-taking from the Edexcel recommended textbook, Paper 3: Protest, Agitation and Parliamentary Reform in Britain, c.1780-1928.	
Next assessment(s): Students are assessed regularly. They have topic quizzes on Teams and in class. Students write exam-style paragraphs. The first two key assignments relate to coursework preparation where students will be judged on the quality of their essay planning and their reading log, called the 'resource record sheet,' both submitted on Teams. Students will then need to submit their draft coursework essay after the October half term. Students will also complete a timed exam essay in class on Chartism.	
Further links:	Other reminders:

Law	Back
This term in Law students will start the term with a review of their summer work (non-fatal offences) with a particular focus on essay writing, which is a new exam skill (A03). Students will then complete the remainder of the criminal law module (general defences and mental defences) before moving onto Paper 2 Tort Law which is also worth 75% of the whole A-Level. Students who are underperforming will be invited to join 1A lessons as they will be studying criminal law simultaneously.	

<p>This term students may notice the continued rapid pace of teaching and learning. There will be more demands made of students in the second year with some mock exams forming their progress review data. Expectations remain high and it is therefore essential that students carry through the discipline and skills learnt from the first year.</p>	
<p>Independent study this term: Due to the vast amount of factual content being delivered and at speed, it is very important that students remain proactive in both their current learning and revision. As a reminder, after each lesson, students should review and condense class notes and make revision materials as they work through the topics. Students should also practice writing answers to past exam questions. It is vital that students continuously review prior learning. As a minimum, students should be conducting at least 6 hours of independent study per week.</p>	
<p>Pro-study this term is set on TEAMS twice a week. Directed pro-study will vary depending upon what is being studied. The pro-study will be checked in class, and it will form the basis of the lesson. Therefore, it is important that students complete this work in full and to a good standard.</p>	
<p>Next assessment(s)</p> <p>Student assessments will take various forms and may include a combination of year 1 and year 2 learning.</p> <p>All assessments are carried out in timed exam conditions</p> <ul style="list-style-type: none"> • Weekly knowledge tests • Key Assessments: 5th September / 6th October / 10th November / 24th November / 8th December • Mock exams: Paper 1 w/c 17th November 	
<p>Further links:</p>	<p>Other reminders:</p> <p>Students pay £30.00 for year 2 workbooks and other materials in MyProgress Shop</p>

Music	Back
<p>This term in A level Music, we will continue preparing for each of the three units for the A level.</p> <p>For Performance, recital programmes need to be finalised and the form completed. It is essential that you are having regular lessons and also doing daily practice on your instrument. There are two lunchtime concerts this term. For Composition we start by planning a composition, then moving onto working on it with regular 1-1 sessions. A draft is due in by Christmas. Weekly chorales will be set for the Bach chorale exam. These will be set in class and finished for homework. For the Exam we continue working through the set works, completing Pop & Jazz and then moving on to Fusions. Set work summary sheets should be completed for each work to help with work in lessons.</p>	
<p>This term students may notice the course may feel similar in delivery to Year 1 but the expectation of individual work to help with understanding is higher. There will also be an expectation that work covered in Year 1 is remembered, though there will be time later in the year for revision of set works. There are some new work assessment procedures in place such as the video diary which will be assessed to give students a better understanding of how they are doing in performance.</p>	
<p>Independent study this term: Daily practice is required on your instrument, working on your recital programme. Individual work can be undertaken for composition in the Macs in the library or at home. Completing the set work summary sheets is the bare minimum of independent study, but for top marks you should be doing the wider listening for the set works. Playing through 2 chorales a week would also be beneficial.</p>	

Pro-study this term: This is mainly cantered around the set works covered with plenty of resources to read through and explore. Students can access notation software on Macs to complete their composition and Bach Chorale exercises during this time as well.	
Next assessment(s): In addition to regular harmony and written exercises: Lunchtime concert on 3 rd October. Video Diary 1 and Initial draft composition due in by 25 th October Video diary 2 and complete draft composition due in by Christmas	
Further links: Course Overview (only accessible by students)	Other reminders: Composition workshops at 08:40 on Monday and Wednesday in the library, by prior arrangement. Christmas concert 4 th December

Music Practitioners	Back
<p>This term in Music Practitioners we will start and finish Unit 318: Listening to Music – both Performing AND Technology Pathway students.</p> <p>We will also start preparing for the big (four tasks instead of two) <u>externally</u> assessed Unit 387E: Rehearsal Skills & Live Music Performance (Performing Pathway students only) and Unit 388E: Live Sound Recording & Sound Reinforcement (Performing Pathway students only).</p> <p>The Second Year Music Practitioners Workbook covers most of the content needed for the whole year on p1-7 and FAQs can be found in the Music Practitioners Course Information booklet (links accessible to students only)</p>	
<p>This term students may notice there is a greater emphasis on the November gigs as this will be the final opportunity for students to develop key skills for preparing, being part of a live performance and reflecting that they will be assessed on for the external unit.</p> <p>We will talk about the controlled conditions during the external assessment and mentally prepare for how they be different to the rest of the year as the same restrictions will apply as GCSE, A Levels, and other exams i.e., no phones, internet, watches, feedback from the teacher etc.</p> <p><u>Technology Pathway students will be enrolled on the live sound engineering enrichment course on Wednesdays in the classroom 15:10-16:15 for 6 weeks.</u> This is ESSENTIAL time to develop the practical skills needed to do the external Unit 388E e.g. using a mixing desk, connecting speakers, mic choice & placement, DI choice and application, H&S etc.</p>	
<p>Independent study this term: ALL students will need to make use of the classroom to keep on top of any Unit 318: Listening to Music or Music work they may have to do to meet deadlines. The times when the classroom is available are on a poster by the classroom door and shared in the class's Teams group.</p> <p>Performing Pathway students only will need to be preparing for rehearsals as described in class and the Live Music Performance Support SharePoint page. When the rehearsal rooms are available and bands have been created, Performance Pathway students only will need to organise, book and attend ONE rehearsal per week in college as part of the exam board's guided learning hours for the course.</p> <p>Technology Pathway students only will need to organise, book and attend ONE tech team meeting per week in groups of 2-4 to practice setting up and using the college's live sound equipment in college as part of the exam board's guided learning hours for the course</p>	
<p>Pro-study this term: This focuses on the skills needed to do the first Unit – 318: Listening to Music and developing key listening, analysing, reflecting and presenting while using the mark scheme, support resources</p>	

and exemplar work to guide you. Work done outside of lessons as described above and in Pro Study will need to be recorded in the [Second Year Music Practitioners Workbook](#) p9-12. (links only accessible by students)

Next assessment(s): All upcoming assessment details can be found in the student's Music Practitioners Teams group. There will be assessments throughout the year on skills needed for each course unit. One unit will be completed this term – Unit 318: Listening to Music – both Performing AND Technology Pathway students.

- Unit 318: Listening to Music (Performing Pathway students only) and Unit 381: Using Dynamic Processors (Technology Pathway students only):
 - Task 1: 1st submission = 10th October 16:30
 - Task 2: 1st submission = 24th October 16:30
 - Unit 3: 18/381 Final Submission (both Tasks) = 14th November 16:30

The externally assessed units start this term. Both Pathways' work is based around the *same* live music events to the *same* brief:

- Unit 387E: Rehearsal Skills & Live Music Performance (Performing Pathway students only) and Unit 388E: Live Sound Recording & Sound Reinforcement (Performing Pathway students only):
 - 10 hours of preparation time commences in lesson time = 1st December
 - Controlled conditions commence in lesson time = 5th January 2026

Further links:

[Workshop timetable](#)

Other reminders: Students should have completed the [summer work](#) by now and must have the latest update of Teams app on their phone with notifications turned on.

Philosophy

[Back](#)

This term in Philosophy, students will have two lessons of work with James and two with Nick, except E block where both sides of the course will be taught by James. With James, the students will begin their studies in Metaphysics of Mind. They will be studying Dualism, starting with substance Dualism, including the arguments in favour and possible responses to these. The students will move on to later consider Property Dualism and the issues with Dualism. With Nick the students will be starting the Metaphysics of God course, a perennial student favourite, including several famous arguments such as the paradox of the stone, the debate around God and free will, and the Euthyphro dilemma. After half term they will be studying the Problem of Evil and the famous Design Argument in favour of God's existence.

This term students may notice that there is, in places, an increased level of difficulty and rigour in the second-year work. Particularly in Metaphysics of God, the examiners require the students to have close reference to the logical form of the arguments presented. In the metaphysics of mind, some of the subject matter can be quite abstract and some of the concepts involved can be rather subtle. Consolidation of understanding outside the lesson will be necessary, and students should seek workshop help if they are finding the topics difficult.

Independent study this term: Students should also regularly consolidate their notes and practice their revision on a weekly basis. They may also consider viewing and attempting past paper questions after they have been briefed on question content by the teachers.

Pro-study this term: Students should keep up with the required reading, accessible online in the freely provided textbook. Students should be watching the Massolit video lectures. Details on both are available on the schemes of work. There will also be practice questions set on Teams during the term. For Metaphysics of God, there is some required advance preparation required each week. Tasks will often be set in lessons which need some time to be completed in Pro Study time.

Next assessment(s): Before the end of the half term, students will sit 5 exam questions in timed conditions. Full details, including what to revise, will be given well in advance of the assessments.

Further links:

Other reminders:

Workshop timetable	All students need to purchase the required revision guide “My Revision Notes: AQA A-level Philosophy Paper 2 Metaphysics of God and Metaphysics of mind” as discussed in class.
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Photography	Back
<p>This term in A Level Photography students must have completed summer work and ensure their essay is also complete. The focus is on developing their Personal Investigation project (worth 60% of final A level grade). Students will look at themes of ‘Mood and Atmosphere’, ‘Combining Images’ and ‘Text & Image’ which they will incorporate into their own project work. Students will experiment with a wide range of photographic techniques and have access to the photographic studio and darkroom. Students must research, analyse, plan, sketch and carry out photoshoots relevant to their theme. In December the focus will be on developing personal and meaningful final pieces, carrying out final photoshoots in late December and early January. Final hand in for this Personal Investigation component will be end of January 2026.</p>	
<p>This term students may notice that the course is fast paced with a new photoshoot being completed each week. Project work is more autonomous with students being encouraged to carry out practical and written work in a far more rigorous and sophisticated manner. Work will be marked using the assessment criteria for the Personal Investigation component which can be found on subject SharePoint site>Personal Investigation (Year2)>Course documents (EDUQAS).</p>	
<p>Independent study this term: each week students are expected to update their sketchbooks (digital or traditional physical), with work completed in class and independently. Photoshoots must be completed in the college studios, at home or on location. Students should be planning and completing a new shoot week for their Personal Investigation projects.</p>	
<p>Pro-study this term: Students must organise their sketchbook and plan photography study/photoshoot time within their weekly timetable. Each week complete focused research or read and include a relevant 'Article of the Month' in their sketchbook from our archive, add notes, thoughts and comments, or listen to a photography podcast, try a new technique, visit an online (or in person) exhibition writing up thoughts and experiences in their sketchbook. All resources and links can be found on the Pro Study page of the A Level Photography SharePoint site.</p> <p>Pro Study and project developments will be shared in class each week.</p>	
<p>Next assessment(s): Bi-weekly assessments will be set via Teams assignments, with the deadline set each Friday at 5pm. Students must upload sketchbooks including the completed relevant work. All work completed must be included in the Personal Investigation sketchbook, this component is worth 60% of final A level grade. Students must use teacher feedback to develop and improve work as the term progresses.</p>	
Further links:	Other reminders: Resources are under the Personal Investigation (Year 2) tab on the A Level Photography SharePoint site for students to access.

Politics	Back
<p>In the first term in the second year of Politics we focus on US Politics & Political ideas such as conservatism and socialism. The course is taught in 2 sides, with KDC teaching US Politics while NBP teaches the political ideas unit. This term we are establishing a foundation for understanding US Politics by studying how Americans participate in a democracy by examining parties, Interest Groups. We will also be examining conservatism in depth which will consolidate the learning of the students on liberalism which was studied before the summer break. After half-term we will move to studying the US electoral system, the US Congress and conservatism for the political ideas unit.</p>	

<p>This term students may notice that there is a substantial amount of ‘flipped learning’ – work that it is essential to complete in advance of lessons, generally due to be uploaded by the start of the week. This will require students to be organised, independent and mindful of deadlines, to ensure that they get the most out of lessons. Students should also keep up with events and news from current US politics.</p>	
<p>Independent study this term: There will be extension reading that those aiming for high grades should attempt. Students are encouraged to follow current affairs (for example through checking BBC News) to help familiarise themselves with political concepts, issues, personalities and examples, particularly US examples. Independent study will be set on Teams assignments and will be expected to be uploaded by the first Politics lesson of the week.</p>	
<p>Pro-study this term: Students will be set 2 pieces of US Politics pro-study each week (1 after each lesson) and will also be expected to note one PowerPoint with flipped learning tasks ready for their Political ideas lessons. All work is on the schedules (see below) and should be uploaded to Teams by 8.30am of the start of the following week.</p>	
<p>Next assessments: Students recently sat their first assessments of the academic year and will receive feedback on these in the coming weeks. Their next assessment will be on conservatism in mid-October before a US elections assessment in early November.</p>	
<p>Further links: Politics workshops take place on Thursday lunchtimes</p>	<p>Other reminders: Booklets are £8 for the year.</p>

Spanish	Back
<p>This term in Spanish, in the first few weeks, we are revising the topics and grammar covered in the first year before moving on to new topics, such as <i>Immigration, Racism, Multicultural Society</i>, which will involve learning new vocabulary and grammar. We will also continue to work on the novel <i>Como agua para chocolate</i> and improve essay writing. Speaking lessons have started on 16th September.</p>	
<p>This term students may notice a similar speed of content delivery, to last year. More Spanish will be used in the class. Students are expected to complete their work to a high standard in time in class and at home.</p>	
<p>Independent study this term: Students will have to complete weekly tasks: some to be checked in class and some to hand in to be check by the teacher. Students are encouraged to read and listen to the news in Spanish: examples given in the induction booklet. Examiners tend set question-based news items. Students must continue to work on their chosen topic for their IRP (Individual research Project) by researching further information on the aspect they would like to discuss during the Speaking exam.</p>	
<p>Pro-study this term: Pro-study will combine 1A revision tasks for Paper 1, consolidate content for Paper 2 (film and novel) and gather facts for Paper 3. 1A revision tasks will be self-marked and handed it with proof that the self-marking has taken place.</p>	
<p>Next assessment(s): Once the induction period finishes there is a Paper1 and essay on the novel to assess how strong a foundation students have and to identify gaps in the grammar and their skills. Afterwards, there will be weekly vocabulary tests and an end-of-unit test (approximately every 3 weeks).</p>	
<p>Further links: Workshop timetable: Thursday lunchtime</p>	<p>Other reminders: Bring headphones compatible with college computers, which support a 3.5 mm round jack.</p>

Textiles	Back
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The Autumn Term will see the students complete the majority of their coursework unit, worth 60% of the A Level with final EDUQAS submission January 31. During the first 3 weeks of the academic year, students complete their timed mock 15 hour Exam. Students have this Autumn Term to research, design and make their Year 2 coursework Final Major Piece (FMP). Our SharePoint site includes all lessons, homework, and Pro Study assignments with exemplar examples. It also contains PowerPoints, videos, and visual aids used in class to support personal study. Additionally, it provides details of our wider Arts curriculum, competitions, and careers within the Arts. There is also a Boost section with further reading, videos, seminars, and conferences for students to enrich their studies in this subject.

This term students may notice the continued rapid pace and increasing difficulty of A Level work. This term, it is essential students focus on their practical organizational skills, time-keeping to master advanced practical skills, disciplined creativity, and efficient craft techniques. Emphasis will be placed on the final piece for coursework and its documentation in the sketchbook .

Independent study this term: Students are required to complete weekly set assignments involving 5 hours of work set for coursework. Materials are available in the studios during Personal Study lessons, with a timetable of free rooms posted on each studio door. Students seeking to learn new processes or needing help with homework can attend workshops led by the Head of Art, also signposted on each studio door.

Pro-study this term: For Pro-study this term, students must continue to write their 200-word Textiles blog entry each week. This blog allows students to make personal judgments and observations without the constraints of specialist vocabulary used in formal critical analysis, fostering their creative metacognition and broadening their perception of what Textiles can look like. It is an essential contribution to the written content in their coursework. It is an essential contribution to the written content in their coursework.

Next assessment(s): Final EDUQAS coursework submission, 60% of A Level- January 31st.

Further links:

[Workshop timetable](#)

Other reminders: Students will need to purchase their equipment bundle pack of £40 on My Progress Shop at the start of the year, see letter given to students with details. Adobe Photoshop accounts will be allocated to each student through their college email account.