



Curriculum Summary 2018-19  
Year 12



LCA

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English Language	<ul style="list-style-type: none"> <li>• <b>To understand</b> and apply appropriate methods of language analysis, using associated terminology and sophisticated written expression.</li> <li>• <b>To understand</b> concepts and issues relevant to language use.</li> <li>• <b>To experience</b> texts from a range of different contexts</li> <li>• <b>To develop</b> the analysis and evaluation of how contextual factors and language features inform the construction of meaning.</li> <li>• <b>To develop</b> connections across texts, informed by linguistic concepts and methods.</li> <li>• <b>To develop</b> expertise and creativity in the use of English to communicate in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Features of speech and writing</li> <li>• Methods of language analysis: lexis, semantics, grammar, pragmatics, graphology, discourse, phonology</li> <li>• Textual meanings and representations</li> <li>• Language Change</li> <li>• Language and Social Groups</li> <li>• Language and Gender</li> <li>• Language and Occupations</li> <li>• Language and Ethnicity</li> <li>• Non-Examined Assessment: original writing and commentary</li> <li>• Evaluative essay writing</li> <li>• Writing to express a viewpoint</li> </ul>
	English Literature	<ul style="list-style-type: none"> <li>• <b>To understand</b> the role of critical theory in literary studies and how to use theory when formulating an argument</li> <li>• <b>To understand</b> the significance and influence of the contexts in which literary texts are written and received</li> <li>• <b>To understand</b> connections across literary texts</li> <li>• <b>To experience</b> a range of literary texts from a variety of genres</li> <li>• <b>To develop</b> informed, personal and creative responses to literary texts, using associated concepts and terminology and coherent, accurate written expression</li> <li>• <b>To develop</b> analysis of the ways in which meanings are shaped in literary texts</li> <li>• <b>To develop</b> a critical appreciation of interpretations of literary texts across time</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Tempest</i></li> <li>• Gothic close reading (a range of extracts from Gothic prose)</li> <li>• <i>Dracula</i></li> <li>• <i>A Doll's House</i></li> <li>• <i>Non-examined assessment: independent preparatory reading (prose, poetry and poetry)</i></li> </ul>

	<b>Media</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the theoretical framework of media</li> <li>• <b>To develop</b> knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts, and through the use of academic theories make judgements and draw conclusions.</li> <li>• <b>To develop</b> how to create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</li> <li>• <b>To experience</b> a range of media texts published on a variety of platforms.</li> </ul>	<p>Unit 1 Texts:</p> <ul style="list-style-type: none"> <li>• Assassin’s Creed HD Liberation</li> <li>• Straight Outta Compton</li> <li>• I, Daniel Blake</li> <li>• Water Aid and other set advertisements</li> <li>• The Times and The Daily Mirror</li> <li>• Woman’s Hour</li> <li>• Music Video</li> <li>• Unseen media texts</li> </ul> <p>Non-Examined Component:</p> <ul style="list-style-type: none"> <li>• A media product PLUS a linked digital convergent text</li> </ul>
Technology, Enterprise & Sport	<b>Computing</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> systems’ security, encryption, computer game development and the principle of computing</li> <li>• <b>To experience</b> practical and theoretical computer activity</li> <li>• <b>To develop</b> high level computing skills which enable access to advanced computing studies in higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Computer Science.</li> <li>• Computer Games Development.</li> </ul>
	<b>DT</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how design influences everyday products through the development of new and smart materials and industrial manufacturing processes.</li> <li>• <b>To experience</b> an extensive range of design and practical skills using knowledge and understanding of materials through a variety of live project briefs.</li> <li>• <b>To develop</b> links with industry and to form a client/designer relationship during the completion of the NEA.</li> </ul>	<p>Students deepen the GCSE knowledge, experience and expertise of design, materials and manufacturing techniques through the following current projects:</p> <ul style="list-style-type: none"> <li>• Novelty utensil holder</li> <li>• Packaging product</li> <li>• Alexa Dot sculptural product</li> <li>• Celebration award/trophy</li> </ul> <p>The NEA commences during the latter part of Y12 and is continued in Y13. Each student designs and produces a working prototype in conjunction with an external client.</p> <p>The theoretical content is delivered through practical and class</p>



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			based learning and includes topics such as materials, processes and techniques, digital technologies, health and safety and current legislation.
	<b>PE</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> physiology, anatomy, fitness training and sports development</li> <li>• <b>To experience</b> competitive sports, leisure sports and exercise.</li> <li>• <b>To develop</b> an analytical understanding of sport in the context of performance and its role in society</li> </ul>	<p>We offer an hour of Physical Activity to Year 12 students which includes leisure options and competitive sport to allow all students to access an exercise option.</p> <p>Academic PE is delivered through the BTEC Sport Extended Certificate:</p> <ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> <li>• Fitness Testing Assignments</li> </ul>
	<b>Economics</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the nature of economics, it's theoretical underpinnings and how market works</li> <li>• <b>To experience</b> the application of economic theory to a wide range of contemporary and historical issues</li> <li>• <b>To develop</b> skills of economic analysis and communication</li> </ul>	Students will be introduced to the nature of economics, how markets work and why they fail. Students will also consider the role of government and the UK economy.
	<b>Business</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the contemporary context of local and global business issues and the knowledge base from which entrepreneurs operate</li> <li>• <b>To experience</b> the passion and persistence required for entrepreneurial success through entrepreneurial opportunities</li> <li>• <b>To develop</b> skills of analysis and communication within a business setting</li> </ul>	<p>Business Opportunities and Functions:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Marketing</li> <li>• Accounting</li> <li>• Human Resources</li> <li>• Operations Management</li> </ul>
<b>Science</b>	<b>Biology</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the skills and knowledge necessary for a successful future career</li> <li>• <b>To experience</b> and stimulate enthusiasm and build on concepts and skills developed at GCSE</li> <li>• <b>To develop</b> students into scientists who are capable of</li> </ul>	<ul style="list-style-type: none"> <li>• Biological molecules</li> <li>• Nucleic acids</li> <li>• DNA Genes and Protein Synthesis</li> <li>• Genetic diversity</li> <li>• Biodiversity</li> </ul>

		investigating questions, analysing data and presenting their findings using scientific literacy skills	<ul style="list-style-type: none"> <li>• Cell Structure</li> <li>• Transport across membranes</li> <li>• Cell recognition and immunity</li> <li>• Exchange</li> <li>• Mass transport</li> <li>• Populations and evolution</li> <li>• Populations and ecosystems</li> </ul>
	<b>Chemistry</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the language, methodology and concepts of chemistry</li> <li>• <b>To experience</b> an appreciation of the importance of chemistry in the world around us and a balanced view of chemistry in our society</li> <li>• <b>To develop</b> sound practical skills including laboratory safety</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Amount of Substance</li> <li>• Bonding</li> <li>• Energetics</li> <li>• Kinetics</li> <li>• Equilibria</li> <li>• Periodicity</li> <li>• Group 2&amp;7</li> <li>• Introduction organic chemistry</li> <li>• Alkanes and halogenalkanes</li> <li>• Alkenes and alcohols</li> <li>• Organic analysis</li> <li>• Nomenclature and isomerism</li> </ul>
	<b>Physics</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b>, consolidate and embed recently acquired mathematical skills for analysis</li> <li>• <b>To experience</b>, learn and develop investigative laboratory skills</li> <li>• <b>To develop</b> problem solving skills by applying new and existing ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Measurements and their errors</li> <li>• Particle physics and radiation</li> <li>• Waves</li> <li>• Mechanics and materials</li> <li>• Electricity</li> </ul>
<b>Expressive Arts</b>	<b>Art</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to show evidence of mature, comprehensive art responses and interpretations which are consistently informed by very good understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Markmaking</li> <li>• Critical studies</li> </ul>

		<p>associated purposes, meanings and contexts in order to develop their portfolios for creative careers and university interviews. Perceptive and rigorous visual and written critical analysis and evaluation will be applied to highly relevant contextual sources and clearly evident through their independent research. Students will understand how to include the perceptive and rigorous use of appropriate specialist vocabulary.</p> <ul style="list-style-type: none"> <li>• <b>To experience</b> an ability to record observations, experiences, ideas, insights and relevant intentions within the context of thorough, coherent research and enquiry which will document their own very individual responses to personal and creative investigations through the use of sketchbook research critical analysis portfolio boards and final creative conclusions.</li> <li>• <b>To develop</b> an ability to record observations, experiences, ideas and insights relevant intentions within the context of thorough and coherent research and enquiry in a highly imaginative, personal and meaningful responses presented, with intentions realised in a perceptive and coherent way sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook presentation</li> <li>• Painting</li> <li>• Mark making and facial features in preparation for 3 week portrait test</li> <li>• Gallery visits</li> <li>• Careers in the arts – visiting artists</li> <li>• Mixed media</li> <li>• Textile and fashion design</li> <li>• Graphics</li> <li>• Art and current affairs – group work</li> <li>• Group presentation and discussion</li> <li>• Photography for purpose</li> <li>• Drawing for purpose</li> <li>• Creating a portfolio / investigative boards and experiments</li> <li>• Storyboards</li> </ul> <p>These workshops are used as a starting point to develop students' individual extended personal investigation (completed in Y13).</p>
	<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the importance of music in modern life, how it is composed, developed, appraised and interpreted.</li> <li>• <b>To experience</b> a wide range of musical genres from different cultures, traditions, times and experiences.</li> <li>• <b>To develop</b> confidence through creative musical performance, skills at expressive composition and the tools to develop the whole musician.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing skills are continually developed in collaboration with private instrumental/vocal teachers. A half-termly performance is recorded and formatively marked using exam criteria.</li> <li>• Advanced composing skills are developed and honed into individual styles of writing through free, expressive composition.</li> <li>• Appraising skills are developed through study of set works from the A Level Anthology. The order of study differs from year to year to suit the pupils on the course. Advanced analysis, listening skills and essay writing are studied, practiced</li> </ul>

			and tested at regular intervals.
<b>Maths</b>	<b>Maths</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.</li> <li>• <b>To experience</b> understand coherence and progression in mathematics and how different areas of mathematics are connected.</li> <li>• <b>To develop</b> mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra and functions</li> <li>• Coordinate geometry</li> <li>• Further algebra</li> <li>• Trigonometry</li> <li>• Vectors</li> <li>• Differentiation</li> <li>• Integration</li> <li>• Exponentials and logs</li> <li>• Statistical sampling</li> <li>• Data presentation and interpretation</li> <li>• Probability</li> <li>• Statistical distributions</li> <li>• Statistical hypothesis testing</li> <li>• Quantities and units in mechanics</li> <li>• Kinematics (constant acceleration)</li> <li>• Forces and Newton's laws</li> <li>• Kinematics (variable acceleration)</li> </ul>
	<b>Further Maths</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.</li> <li>• <b>To experience</b> a range of mathematical skills and techniques beyond the A Level specification.</li> <li>• <b>To develop</b> their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy and to recognise when mathematics can be used to analyse and solve a problem in context</li> </ul>	<ul style="list-style-type: none"> <li>• Proof</li> <li>• Complex numbers</li> <li>• Matrices</li> <li>• Differential equations</li> <li>• Algorithms and graph theory</li> <li>• Algorithms on graphs</li> <li>• Critical path analysis</li> <li>• Linear Programming</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>To understand</b> about matters central to the society and</li> </ul>	Being a young person in Spanish-speaking society:

<b>Languages</b>	<b>Spanish</b>	<p>culture, past and present, of the countries/communities where the language is spoken</p> <ul style="list-style-type: none"> <li>• <b>To experience</b> and enhance valuable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment</li> <li>• <b>To develop</b> pupils' capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries/communities where the language is spoken</li> </ul>	<ul style="list-style-type: none"> <li>• Families and citizenship: changing family structures; the changing nature of marriage and partnership; being a good citizen</li> <li>• Youth trends and personal identity: trends in fashion; how young people respond to modern technology; relationships with others and peer pressure</li> <li>• Education and employment opportunities the education system and student issues; work and travel opportunities and the changing work scene.</li> </ul> <p>Understanding the Spanish-speaking world:</p> <ul style="list-style-type: none"> <li>• Regional culture and heritage in Spain, Spanish-speaking countries and communities: festivals; customs and traditions; historical sites; museums and galleries</li> <li>• Media, art, film and music in the Spanish-speaking world: trends in media and art, film and music in the lives of young people</li> </ul>
	<b>Classical Civilisation</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the attitudes of ancient societies as revealed by their literature and cultural artefacts</li> <li>• <b>To experience</b> a wide range of literature, philosophy, and artefacts, which reveal and explore ancient ideas</li> <li>• <b>To develop</b> analytical skills to enable us to respond to ancient texts and the written skills to create an argument</li> </ul>	<p>The World of the Hero: Pupils will study Homer's Iliad as well as Virgil's Aeneid. Pupils develop an increasingly sophisticated level of knowledge and understanding of epic poetry, the way in which the poems were composed, and the religious, cultural and social values and beliefs of each society.</p> <p>The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and provide ample opportunities to explore and reflect on the values of ancient Greek society</p> <p>Culture and the arts (Greek Theatre): The drama produced in the ancient Greek theatre forms some of</p>

			<p>the most powerful literature of the ancient world, and has had a profound and wide-reaching influence on modern culture.</p> <p>To fully understand this cultural phenomenon requires study of not only the plays but the (religious and political) context in which their form and production developed. Therefore this topic involves the study of the physical theatre space used by the Greeks to stage their dramas, and also depictions of this staging in the visual/material record (particularly vase-paintings of theatrical scenes).</p> <p>This study of the production of Greek drama is coupled with an in-depth study of three plays (Sophocles' <i>Oedipus the King</i>, Euripides' <i>Bacchae</i> and Aristophanes' <i>Frogs</i>), all of which have proven to be enduring favourites. The themes and concepts explored by these plays are of significant relevance and interest as much to the modern audience as they were to that of the original performance.</p>
Humanities	Geography	<ul style="list-style-type: none"> <li>• <b>To understand</b> the relationship between the factors which create physical and human geography</li> <li>• <b>To experience</b> in extensive fieldwork and study a challenge to their own perceptions and stimulation of investigative and analytical skills</li> <li>• <b>To develop</b> a sophisticated geographical hermeneutical approach in their analysis and communication of geographical information and data</li> </ul>	<ul style="list-style-type: none"> <li>• Water and Carbon Cycles</li> <li>• Coastal systems and landscapes</li> <li>• Changing places</li> <li>• Contemporary urban environments</li> <li>• Four days compulsory fieldwork</li> </ul>
	History	<ul style="list-style-type: none"> <li>• <b>To understand</b> the significance of events, the role of individuals and the nature of change over time.</li> <li>• <b>To experience</b> in depth analysis of historical sources</li> <li>• <b>To develop</b> transferable skills of analysis, synthesis, and comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Russia, 1917-1928</li> <li>• Tudor England, 1485-1553</li> <li>• Introduction to British Democracy, 1832-1928</li> </ul>

	<p><b>Politics</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how collective decisions are made and how to participate in society's decisions</li> <li>• <b>To experience</b> the debates and discussions about policy which are current today</li> <li>• <b>To develop</b> the skills to compare political systems and their causation through knowledge of political theories and philosophies</li> </ul>	<ul style="list-style-type: none"> <li>• British Government and Politics</li> <li>• Government and Politics of the USA (comparative)</li> <li>• Political Ideas</li> </ul>
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**LC+**

Strand	Aims and Purpose / Intent	Content Summary
Games & Competitions	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• House Competitions – these will take place throughout the academic year during lunch periods. Those competitions will include: House Football, House Dodgeball, House Basketball, House Netball, House Diamond Cricket</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Archery</li> <li>• Badminton</li> <li>• Board games</li> <li>• Boxercise</li> <li>• Hockey</li> <li>• Netball</li> <li>• Rugby</li> <li>• Running</li> <li>• Squash</li> </ul>

Artistic Expression

- **To understand** how creativity and the arts enrich their lives and our works.
  - **To experience** a variety of creative and artistic expression both as a participant and audience.
  - **To develop** the confidence and skills to create and engage in creative expression both individually and as a part of a group.
- Expressive Arts Awards Evening - includes an Art Exhibition with artwork from Y6-13, Drama performances and Music pieces and recognition of pupils' achievements
- Music**
- Pupils are invited to try an instrument day and attend weekly peripatetic lessons.
  - Weekly choirs include: Voices (mixed choir Y7-13)
  - BPM (orchestra for Y7- 13) and a Guitar Club (Y7-13).
  - Performance at events such as Founders' Day, Carol Service, Speech Night in the Anglican Cathedral and Remembrance Sunday and Lent services in Mossley Hill Church.
  - Springtime event in the Palm House which celebrates the achievements of students across the Music Department and a High Achievers Concert.
  - Opportunity to travel with the Music Department on an annual Concert Tour in Europe (eg. in summer 2018 performing in cathedrals and music venues across Austria and Germany).
- Art**
- Saturday Workshops
  - Day placement in Create Workshop, Woollton
  - London visit - 4 day visit to the V and A, National Portrait Gallery, The Royal Academy, West End Show and the Design Museum. On previous trips we have seen exhibitions such as Alexander McQueen, The art of the Shoe, Picasso, Charles 1st and Ai Wei Wei
  - This year art students will be taking part in a five day trip to Florence
  - Pop up Art Gallery Liverpool One - artists have had their work exhibited in several spaces in Liverpool One .
  - Art club daily at lunchtime, and specialist workshops delivered by visiting artists who are professionals in the international field such as Rachel Taylor, One Man Art, Patrick Mc Dowell, Erin Marsh and Andy Dunlop from Travis.



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		<ul style="list-style-type: none"> <li>• Art on Canvas art club - pupils can develop their own paintings</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Two performances a year: pupils from Y7 – 13 produce a musical together and one which tends to be a smaller group of pupils who performed for example a Greek Tragedy (Summer Term 2018).</li> <li>• YULA Drama sessions also run on Saturdays and pupils can take part in the Liverpool Festival of Drama as well as taking LAMDA exams.</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Classical Greek Drama</li> <li>• Corps of Drums</li> <li>• Debating</li> <li>• Fashion Accessories Design</li> <li>• Film Club etc</li> <li>• Latin AS Level</li> <li>• LC Dance Dynamic</li> <li>• LC Radio/TV Station</li> <li>• Sixth Form newsletter</li> <li>• Spanish Film Club</li> </ul>
<p>Spiritual Formation</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapel – once per week (and provision for reflection for pupils who do not wish to attend a Christian Chapel service)</li> <li>• Thought for the day</li> <li>• Opportunity to serve as chapel stewards</li> <li>• Founders Day service &amp; Christmas Carol service in Cathedral</li> <li>• Lent Term Service at Mossley Hill Parish Church</li> <li>• Voluntary Christian Union</li> <li>• Voluntary Sixth Form Bible Study</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Yoga</li> </ul>

<p>PSHE</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Study Skills- organisation</li> <li>• British values and discrimination</li> <li>• Mental health- Dealing with stress and support available</li> <li>• Sexualities- safety, protection and bullying</li> <li>• Body image and disorders</li> <li>• Sexual Health and consent</li> <li>• STIs and sexual health</li> <li>• EPQ Qualification</li> <li>• Managing money</li> <li>• Student Finance</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Current Affairs</li> <li>• Driving Test Theory</li> <li>• Car Maintenance</li> <li>• Gardening</li> </ul>
<p>Careers &amp; STEM</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a</li> </ul>	<ul style="list-style-type: none"> <li>• Morrisby Online- Careers Website- testing- Option package</li> <li>• Employer Masterclasses</li> <li>• Individual career interviews with an advisor</li> </ul> <p><b>Other Events</b></p> <ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Young Enterprise</li> <li>• Medic Mentor National Health weekend</li> <li>• Engineering your future</li> <li>• Applied Arts, Media, News and Creative Writing Subject Conference</li> <li>• Mathematics and Film and Photography Subject Conference</li> <li>• Law and Criminology lectures- Hope University</li> <li>• The Young Doctor Programme Masterclass</li> <li>• Oxbridge Student Conference</li> <li>• Trip to Liverpool Crown Courts</li> </ul>

	<p>positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</p>	<ul style="list-style-type: none"> <li>• International Business festival- Creative Industries</li> <li>• STEM Masterclass –University of Liverpool</li> <li>• International Business festival- Emerging Technologies</li> <li>• Mock Interviews</li> <li>• UCAS Fair</li> <li>• International University Fair- 28 European and Global Institutions in attendance</li> <li>• Links with Liverpool and Queens University</li> <li>• Links with Oxbridge College- St Peter’s – Interview Practice and residential visit</li> <li>• BMAT, LNAT UKCAT preparation</li> <li>• Fortnightly meeting with the Principal for the Oxbridge potentials</li> <li>• Weekly dedicated Tutor meeting for UCAS</li> <li>• UCAS and EPQ Day</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Current Affairs</li> <li>• Driving test theory and car maintenance</li> <li>• Gardening</li> <li>• Preparing food for university</li> <li>• In search of solutions</li> <li>• Physiology</li> </ul>
<p><b>Charity &amp; Service</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> <li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li> <li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li> </ul>	<ul style="list-style-type: none"> <li>• Charity events – including stalls at the Christmas market</li> <li>• Visits to local Care Home – including musical performances / art presentations</li> <li>• Grandparents day – when the school invite grandparents to a coffee morning and a mini tour of the school</li> <li>• Collections for the foodbank at Whitechapel</li> <li>• Assemblies and workshops for Shelter (a homeless charity )</li> <li>• Each House collects for a nominated local charity eg Claire House</li> </ul>



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Year 12



		<ul style="list-style-type: none"> <li>• Jeans for Genes day – a charity close to the College’s heart as one of the original founders of the charity is a former pupil of the College</li> </ul>
<p>Leadership Education</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li> <li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li> <li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership Course</li> <li>• Senior Cadet Instructor Course</li> <li>• Adventurous training course and qualifications</li> <li>• Method of Instruction (MOI) qualification</li> <li>• Leadership as Senior Non-Commissioned Officer. Planning and delivering training to junior CCF cadets</li> <li>• Duke of Edinburgh Gold</li> <li>• BTEC Level 2 Diploma in Teamwork and Personal Development in the Community</li> <li>• School Council representative</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• CCF – Army</li> </ul>