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Year 13 Curriculum Overview: Applied Science



Year 13 Curriculum Overview: Level 3 National Extended Certificate in Applied Science



Autumn Term

Topics/ content outline:

Unit:

- Science Investigation Skills

 1.Planning a scientific investigation

 2. Data collection, processing,

 analysis and interpretation
- analysis and interpretation.
 3.Drawing conclusions and
 evaluations.
- 4. Enzymes in action
- 5.Diffusion of molecules
- 6.Plants and their environments
- 7.Energy content of fuels 8.Electrical circuits

Powerful Knowledge (key concepts, skills)

- 1.Planning a scientific investigation
- 2. Data collection, processing, analysis and interpretation.
- 3.Drawing conclusions and evaluations.
- 4. Enzymes in action
- 5.Diffusion of molecules
- 6.Plants and their environments
- 7.Energy content of fuels
- 8.Electrical circuits

What will you be assessed on?

To complete the written task in Part B, learners will be provided with Part A. Part A will outline the method/materials used to generate results/observations from a practical investigation.

This unit will be assessed through a written task (Part B) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting, within a supervised assessment session timetabled by Pearson. The assessment fask will assess learners' ability to plan, record, process, analyse and evaluate scientific findings, using secondary information/data from scientific investigations related to the unit content.

How can you help at home?

Encourage the use of Showbie to access lesson resources. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to complete all homework on time.

Spring Term

Unit 8

Physiology of Human Body Systems

Learners will focus on the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.

- 1. Structure of the musculoskeletal system
- 2. Function of the musculoskeletal system
- Health matters and treatments related to the musculoskeletal system
- 4. Structure of the lymphatic system
- 5. Function of the lymphatic system
- 6. Function of the lymphatic system
- Health matters and treatments related to the lymphatic system
- 8. Structure of the digestive system
- 9. Function of the digestive system
- Health matters and treatments related to the digestive system

In this unit, you will focus on three body systems: musculoskeletal, lymphatic and digestive. You will submit reports for each assignment.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is: Learning aim: A (A.P1, A.P2, A.M1, A.D1) Learning aim: B (B.P3, B.P4, B.M2, B.D2) Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D3)

Encourage the use of Showbie to access lesson resources and attendance to all lessons to ensure you complete all the practical's required for each assignment. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to submit your coursework on time.

Year 13 Curriculum Overview: Art



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Year 13 Curriculum Overview: ART



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

COURSEWORK: Personal Investigation (practical **Autumn Term** portfolio) & Personal Study (art history essay)

Responding to a self-set brief (Personal Investigation). Development and refinement of ideas, skills and outcomes using the structure of "6 stages of a project".

COURSEWORK DEADLINE - End of January (60% of final arade)

Coursew ork is assessed against Edex cel assessment

AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine w ork by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as w ork progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- If visiting large cities, popinto the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renow ned artists.
- Sign your child up for life drawing classes locally.
- Watchart related programmes.
- Talk about their w ork and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus.
- Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their
- Proofreading written work to help pick up SPAG

EXTERNALLY SET ASSIGNMENT **Spring Term** London Galleries visit

Inspirational London Galleries visit – to support early ideas Responding to a given theme (exam paper)

The 6 stages of an A Level project:

Stage 1 - Initial ideas

Stage 2 - Inspirational artists

Stage 3 - Recording observations

Stage 4 - Planning

Stage 5 - Experimental trials

Coursew ork and mock exam w ork are assessed against Edex cel assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine w ork by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as w ork progresses. AO4: Present a personal and meaninaful response that realises intentions and demonstrates understanding of visual language.

As above.

This is the term to now scale back part-time work. Supporting emotionally and physically during the run-up to exam sessions

Stage 6 – Response 1

EXTERNALLY SET ASSIGNMENT **Summer Term** (exam)

Stage 6 - Final exam - Make final response over 3 days (15

Externally set assignment is assessed against Edex cel assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine w ork by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as w ork progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

As above:

Year 13 Curriculum Overview: Biology



Year 13 Curriculum Overview: Biology *subject to change



Topics/ content outline:

Decomposition, Nutrient

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

End of topic booklets assess factual

knowledge, written communication.

application, data handling + analysis,

How can you help at home?

Autumn Term

Cycles and Fertilisers Succession **Photosynthesis** Respiration Monohybrid Inheritance and Sex Linkage Gene Technology -Fingerprinting, Screening, Gene therapy + Seauencina Nervous System Stem Cells

Role of saprobionts + hydrolysis reactions in the break-down of detritus, and factors that affect the rate of decay. Events and importance of the nitrogen and phosphorous cycles.

Evaluation of the use of fertilisers to increase crop yields.

Light dependent and light independent stages of photosynthesis, + factors that affect the rate of photosynthesis, Steps in respiration to include: glycolysis, link reaction, Kreb's cycle, substrate and oxidative phosphorylation. Inheritance of one gene with dominant and recessive alleles, multiple alleles and co-dominance. Genetic crosses where the gene is only located on the X chromosome. Interpreting pedigrees.

Features of the genome, mutations and their consequences. Role of the genome project in determining the base sequence of DNA, its importance and issues.

Use of electrophoresis, probes, labelling and microarrays in screening for disease alleles.

Using gene therapy to enable the production of functional proteins to treat genetic diseases.

Features of the nervous system + structure of cells. Resting potential, action potentials, refractory periods and saltatory conduction.

Synaptic transmission and the effects of toxins and drugs.

Features of stem cells and their uses, including induced pluripotent stem cells and their advantages.

Skills: Detailed factual recall, written communication, application of knowledge, data handling + analysis,

evaluation, comprehension, practical competencies, synoptic essays

and evaluation through short and long answer questions Practical Competencies Ensure students complete all Assessment 1- Named Year 12 topics +

Decomposition, fertilisers, nutrient cycles, ecological techniques and population size, survival and response

Assessment 2 - Named year 12 topics + Gene Tech 1 and Nervous System

homework thoroughly, using their lesson notes to help.

Encourage them to make lists of auestions/problem areas to ask teachers about.

Ensure they use the checklists to methodically revise all topics.

Make revision a part of the regular

routine throughout the course i.e.

completing work and revision for

revise year 12 topics as well as

Prompt them to use the course

Spring Term

Population aenetics Speciation Recombinant Gene Technology Gene Machine Energy and Ecosystems Regulation of Transcription and Translation Gene Expression and Cancer Skeletal Muscle Contraction

Homeostasis

Frequency of alleles in a population + the application of the hardy Weinberg principle to determine frequency. How new species form through natural selection. Types of speciation (allopatric and sympatric) and genetic drift. Genetic Engineering to ransfer genes from one species to another so they product the protein product. To include the engineering of bacteria, plants and animals, and genetic markers to identify recombinants. The production of genes without a DNA template.

How energy is transferred along a food chain and dissipated.

The technique of calorimetry to determine energy levels within biomass.

How the expression of genes is switched on and off using transcription factors, gestrogen and iRNA.

Role of tumour suppressor genes and oncogenes in cancer.

Epigenetics + the role of methylation and acetylation in gene expression, including links to cancer + treatments. Structure of skeletal muscles + the sliding filament hypothesis of contraction. Roles of calcium ions + ATP.

Differences between Fast twitch and slow twitch muscle fibres linking to type of exercise.

Negative feedback and the importance of maintaining a constant internal environment.

Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies, synoptic essays

End of topic booklets assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer auestions

Practical Competencies

Mock Exam (Assessment 3):

Paper 1 - Any year 12 Topic Paper 2 - Any year 13 topic from the Autumn term, including ecology and survival and response work from the summer of year 12

vear 13 topics.

study guide for tips on how to learn Produce a timetable for increased revision for mock/external exams.

Control of Heart Rate Control of Blood Glucose Levels Kidneys and the Control of Water Potential Inheritance - Dihybrid, Epistasis and Autosomal Linkage

How heart rate is increased or decreased in response to changes in carbon dioxide levels and blood pressure. Detecting blood glucose levels and the roles of insulin, glucagon and adrenaline in returning levels to normal. Second messenger model to explain how binding to receptors leads to stimulation of events within cells. Structure of the kidney, ultrafiltration, selective reabsorption, counter-current multiplier mechanism and the production of a concentrated urine.

Role of the pituitary gland and ADH in the control of water potential.

Genetic inheritance of two genes located on different types of chromosomes, and how one gene can affect the expression of another in the phenotype.

Genetic inheritance of two genes located on the same chromosome and the role of crossing over in forming

Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies, synoptic essays

End of topic booklets assess factual knowledge, written communication, application, data handling + analysis and evaluation through short and long answer auestions

Practical Competencies

Essay Writing

Essay Writing

Assessment 4 - Any Spring term topic External Exams:

Paper 1 - Any Year 12 topic or practical Paper 2 - Any year 13 topic of practical

Paper 3 - Any topic or practical from either year + extended data handling Encourage them to practice planning for essays. Use recall first to identify topics, then checklists to see if there are others. Then, consider if there are topics on the list that they can't easily write about, these should be their focus for revision.

Year 13 Curriculum Overview: Business



Year 13 Curriculum Overview: Business



Topics/ content outline: Theme 3 - Business decisions & strategy 3.1 Business objectives & strategy 3.4 Influences on business decisions 3.2 Business growth Theme 4 - Global business 4.2 Global markets and business expansion 4.4 Global industries and companies 4.1 Globalisation

Powerful Knowledge (key concepts, skills)

Corporate objectives Conditions that prompt trade Corporate influences Assessment of a country as a Shareholders vs stakeholders market Corporate culture Assessment of a country as a Business ethics production location Theories of corporate strategy Global mergers or joint SWOT analysis ventures Impact of external influences Global competitiveness Growth Cultural and social issues Mergers and takeovers The impact of MNCs Organic growth Ethics Reasons for staying small Controlling MNCs Quantitative sales forecasting Growing economies

Investment appraisal International trade and growth
Decision trees Factors contributing to
Critical Path Analysis increased globalisation
Protectionism
Trading blocs
Ratio A nalysis Marketing
Human Resources Niche markets

What will you be assessed on?

End of unit tests - Theme 3
Common Assessment 1 - 3.1 Business objectives and strategy 3.4 Influences on business decisions
Common Assessment 2 - 3.2 Business growth

End of unit Tests - Theme 4 Common Assessment 1 - 4.2 Global markets & business expansion

Common Assessment 2 – 4.4 Global industries and companies

How can you help at home?

- Encourage students to read and stay up-to-date with business in the real world
- Help students revise for the end of unit tests
 Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions

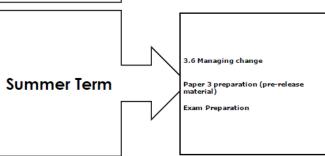


Mock exam - Paper 1 - Theme 1&4 Paper 2 - Theme 2&3

End of unit tests – Theme 3 Common Assessment 3 – 3.3 Decision-making techniques & 3.5 Assessing competitiveness

End of unit Tests – Theme 4 Common Assessment 3 – 4.1 Globalisation & 4.3 Global marketing

- Encourage students to read and stay up-todate with business in the real world
- Help students revise for the end of unit tests
- Checkshowbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
- Use showbie to access past papers



Causes and effects of change Key factors in change Scenario planning Pre-release

A -level exams

Paper 1 – Theme 1 & 4 Paper 2 – Theme 2 & 3 Paper 3 – All themes based on a pre-released industry

- Encourage students to read and stay up-todate with business in the real world
- Help students revise for the end of unit tests
- Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
- Use showbie to access past papers



Year 13 <u>A'Level</u> year 2 Curriculum Overview: Chemistry (AQA)



Autumn Term

Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

- 3.1.8 Thermodynamics (continued) 3.1.9 Rate of reaction
- 3.1.10 Equilibrium constant Kp for homogeneous systems
- 3.1.11 Electrode potentials and
- electrochemical cells.
- 3.3.7 Optical isomerism 3.3.8 Aldehydes and ketones
- 3.3.9 Carboxylic acids and derivatives
- 3.3.10 Aromatic chemistry
- 3.3.11 Amines
- 3.3.12 Polymers

- Calculation of Gibb's free energy change and entropy change in reactions
- The mathematical relationship between rate of reaction and concentration. Use of practical measurements to calculate rates of reaction.
- Calculations of the effect of partial pressure on equilibrium yield using Kp
- Redox reactions in electrochemical cells including commercial applications.
- Stereoisomerism in compounds with asymmetric carbon atoms.
- Nucleophilic attack on carbonyl containing compounds
- Formation and uses of Esters. Fats, oils and biodiesel. Acylation reactions – addition-elimination mechanism.
- The structure of benzene and its substitution reactions.
- Preparation of amines, Amines and bases and nucleophiles.
- Condensation polymerisation with a focus on Terylene, Nylon and Keylar.

Students will sit an assessment on Thermodynamics and NMR early in the

In the second half of the term there will be assessments on Equilibria and organic content covered.

Required practical 7, 8 and 10 will also be carried out. The difficulty of the course content increases in year 13. Consolidation of lesson content is essential. Students should continue to practise exam questions and to seek help from the chemistry department If they are struggling with any particular concepts.

It is important that students are confident in the year 12 content as this will form the foundation upon which year 13 concepts are built.

Topics/ content outline:

3.1.12 Acids and bases

- 3.3.13 Amino acids, proteins and DNA
- 3.3.14 Organic synthesis
- 3.3.16 Chromatography
- 3.2.5 Transition metals
- 3.2.6 Reactions of ions in aqueous solutions

Powerful Knowledge (key concepts, skills)

- Definition of pH, calculation of pKa, pH curves, titrations and indicators and buffers.
- Acidic and basic properties of amino acids. Bonding and structure of proteins and DNA. Cisplatin as an example of anti-cancer druss.
- Formation of new organic substances by multi-step synthesis via reaction mechanisms across the specification.
- Chromatography as a tool for the separation and identification of organic substances.

 Properties and uses of transition metals. Complexes, oxidation
- states and ligand substitution reactions.
- Reactions of transition metals in solutions and use of test tube reactions for identification.

What will you be assessed on?

Students will sit 2 Mock examinations covering all content to date

Required practical 9 and 12 will also be carried out

How can you help at home?

The difficulty of the course content increases in year 13. Consolidation of lesson content is essential. Students should continue to practise exam questions and to seek help from the chemistry department If they are struggling with any particular concepts.

It is important that students are confident in the year 12 content as this will form the foundation upon which year 13 concepts are built. Post mock exams, students should have a good idea of the areas on which they need to focus. They should also have found the revision strategies which work best for them

Topics/ content outline:

3.2.5 Transition metals (cont.) 3.2.6 Reactions of ions in aqueous

Revision – The course content will be completed ahead of the beginning of the external exam series.

Powerful Knowledge (key concepts, skills)

- Properties and uses of transition metals. Complexes, oxidation states and ligand substitution reactions.
- Reactions of transition metals in solutions and use of test tube reactions for identification.
- This allows time for revision, consolidation and exam question practice prior to study leave.

What will you be assessed on?

Final external examinations will be undertaken in May/June consisting of 3 papers.

Required practical 11 will also be carried out. There will be the opportunity to complete any outstanding required practicals for the CPAC accreditation.

How can you help at home?

Revision should be ongoing. Encourage students to follow a timetable and to continue to seek help where needed.

Summer Term

Spring Term

Year 13 Curriculum Overview: A-Level Computer Science



Year 13

Curriculum Overview: A-Level Computer Science



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

and RISC processors) 2. Input, output and storage 3. Software Development 4. Application Generation Part 2 (Stages of compilation) **Autumn Term** 5. System Analysis 7. Modes of addressing memory 8. Encryption

1. Computer System Part 2 (CISC

- 6. Object-oriented languages
- 10. Coursework preparation

Define, explain and give examples of:

- Structure and function of different processors
- Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation)
- Modes of addressing memory (immediate, direct, indirect and
- Object-oriented languages, understanding of classes, objects, methods, attributes, inheritance, encapsulation & polymorphism.
- Run length encoding, dictionary coding, lossless compression

Demonstrate:

- Analysis of coursework scenario
- Develop prototype, iterative development / testing

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-9 (Autum Term) via practice exam *questions* Topic 10 (Autum Term) via practical exercises Encourage your child to:

Recall key concepts from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Work through the Year 13 project every day (a minimum of 7 hours per week)

Review and complete the revision Year 12 CS revision plan.



Recap and revision of:

- 1. Networking Part 2
- 2. Data structures
- Binary Manipulation Part 2
- 4. Computation thinking
- 5. Little Man Computer
- 6. Web Technologies Part 2
- 7. Boolean Algebra Part 2

Coursework preparation:

Define, explain and give examples of:

- Packet and circuit switching.
- Characteristics of networks, protocols and standards.
- PageRank algorithm.
- Server and client side processing.
- Representation and normalisation of floating point numbers in binary
- Floating point arithmetic, positive and negative numbers, addition and subtraction.
- Bitwise manipulation and masks: shifts, combining with AND, OR, and XOR
- Demonstrate the design of prototype, testing and evolution.

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-9 (Autum Term) via practice exam

Topics 1-7 (Spring Term) via practice exam **auestions**

Topic 10 (Autum Term) via practical exercises Topic 8 (Spring Term) via practical exercises

Encourage your child to:

Recall key concepts from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Work through the Year 13 project every day (a minimum of 7 hours per week)

Review and complete the revision Year 12 CS revision plan.

Summer Term

Ethical and moral issues

- 2. Computing related legislation
- 3. Algorithmic complexity 4. Preparation for the external examination.

Define, explain and give examples of:

- Measures and methods to determine the efficiency of different algorithms, Big O notation (constant, linear, polynomial, exponential and logarithmic complexity).
- Comparison of the complexity of algorithms.
- Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of
- Standard algorithms (bubble sort, insertion sort, merge sort, quick sort, Dijkstra's shortest path algorithm, A* algorithm, binary search and linear search).

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-9 (Autum Term) via exam questions

Topics 1-7 (Spring Term) via exam questions Topics 1-2 (Summer Term) via exam auestions

Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises

All of H406 Exam 1 via the Year 12 Mock Exam

Encourage your child to:

Recall key concepts from lessons

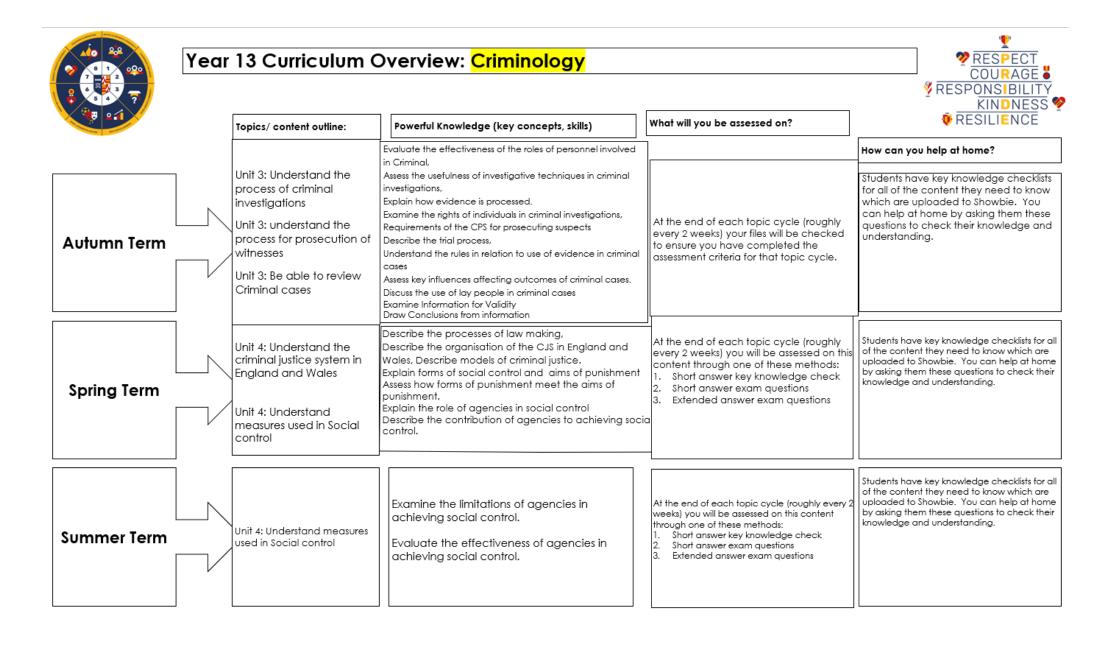
Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Work through the Year 13 project every day (a minimum of 7 hours per week)

Review and complete the revision Year 12 CS revision plan.

Year 13 Curriculum Overview: Criminology



Year 13 Curriculum Overview: Design Technology – Product Design



Year 13 Curriculum Overview: Design & Technology; Product Design



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

NEA and focused examination questions

- 1. Conduct specific project research
- 2. Research materials performance
- 3. Product Disassembly
- 1. Ideation
- 5. 2nd/3rd iteration concepts
- 6. Client and user feedback
- . Product development
- 8. Core Design methods and processes
- 9. Core- Design Theory
- 10. Core- Technology and cultural changes
- 11. Core- Design Processes

- Developing expertise in project management for the A level NEA
- Opportunity to demonstrate advanced understanding and insight in 3D construction methods and associated materials technology
- Work with nearing commercial standards and practice of sketching, drawing and CAD skills
- Extending Core Knowledge and examination skills

- NEA on going monitoring, peer and self assessment AO2 & 3
- Specific more challenging examination questions practicing extended mark questions
- ½ termly examination questions 40mins

Encourage active reading - Design & Technology Product Design by Ian Granger

Resources for projects and examination Core materials are stored in Showbie.

Monitor and encourage a proactive approach to the NEA schedule

If asked, become a client for projects, answer questions and supporting the design process.

Spring Term

NEA and focused examination questions

- 1. Prototype development
- 2. CAD modelling
- 3. Planning Manufacture
- 1. Manufacturing the prototype
- 6. Manufacturing the prototype 6. Core- Critical analysis and evaluation
- 7. Core- Selecting tools, equipment and processes
- 8. Core- Accuracy in design and manufacture
- 9. Core National and international standards
- 10. Maths in Product Design

- Demonstrate the discipline of industry Workshop Health and Safety
- Expertly manufacturing with hand and machine tools
- Master high level communication skill in compleing the NEA digital portfolio
- Supporting deeper Core Knowledge and examination

Reflection upon Time Management and overall success

Complete formal documentation for AQA assessment

- NEA on going monitoring, peer and self assessment AO3
- Exploring and practicing past examination
- 1/2 termly examination questions 40mins

Continue support with resources for projects and examination. Core materials are stored in Showbie.

Persist in encouraging reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.

Encourage active revision activities to promote long term recall for exam questions.

Summer Term

- 1. Prototype Evaluation
- 2. Project NEA Evaluation
- 3. NEA DIRT
- 4. Finishing and Finalising NEA 5. NEA candidate declaration
- 6. Core- Responsible Design
- 7. Core- Maths in Product Design
- 8. Core- Design for manufacture and
- project management 9. Break down of past papers and likely
- 10. Final examination preparation and review for success
- Supporting deeper examination strategies and skills in preparation for the final papers

Master independent revision and recall of Product

of final project portfolio

Design curriculum

- NEA finalisation for final A level assessment
- Rehearsal of examination questions and feedback

Continue support with resources for the final examinations. Core materials are stored in Showbie.

Encourage active revision activities to promote long term recall for exam questions.

Year 13 Curriculum Overview: Drama & Theatre Studies



Year 13 Curriculum Overview: Drama & Theatre Studies



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term Component 1:
 Devising, Exploration
 of Styles of Theatre
 Component 3:

Component 3:
 Theatre Makers in
 Practice Section C
 Set Text

 Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext

+ Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.

Writing detailed: descriptions, analyses & evaluations.

- Your Group Work Skills
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and

design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies as a deviser and director.

- Your understanding of how to interpret script as a performer, designer & director.
- Component 3 Section C Set Text Question responses.
 Component 1 Process & Research Portfolios.
- Questioning understanding of different texts, styles & practitioners.
- Discussing live theatre seen.
- Reading and discussing meaning communicated in written responses.

Spring Term

- Component 2: Text in Performance.
- 2. Component 3:
 Theatre Makers in Practice:
 Section A Live Theatre Section B Set Text
 Section C Set Text

 Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting

+ <u>Script Interpretation Skills</u>: who, what, where, when & why understanding context, subtext + <u>Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</u>

Writing detailed: descriptions, analyses & evaluations

- Your Group Work Skills
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and

design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies.

- Your understanding of how to interpret script as a performer, designer & director.

Component 3 Section A Live Theatre responses.
Component 3 Section B & C SetText Questions.
Component 2 Performance Intentions.

- Discussing Performance and Design concepts for Set Text.
- Discussing the purpose of theatre.
- Watching a range of live and diaital performances.
- Reading in cue lines to help with line learning.

Summer Term Component 3:
 Theatre Makers in
 Practice:
 Section A Live Theatre
 Section B Set Text

Section C Set Text

Script Interpretation Skills: who, what, where, when & why understanding context, subtext + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.

Writing detailed: descriptions, analyses & evaluations.

- Your understanding of how to apply your interpretation of script as a performer, designer & director.
- Your ability to write about applying a range of acting skills, spatial skills and
- design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies.
- Component 3 Section A Live Theatre responses.
 Component 3 Section B & C Set Text Questions.
- Testing knowledge of the Performer, Designer & Director Concepts for Set Texts.
- Testing ability to apply Live Theatre moments to controversial statements.
- Reviewing written responses and targets to address.

Year 13 Curriculum Overview: Economics



Year 13 Curriculum Overview: Economics



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Microeconomics

3.1 Business objectives: 3.2 Costs & economies of scale; 3.3 Revenue & profit: 4.1 Perfect competition: 4.2 Monopoly; 4.3 Monopolistic competition; 4.4 Oligopoly; 4.5 Contestable markets

Macroeconomics

2.8 The Phillips Curve; 3.1 Fiscal policy; 3.2 Monetary Policy; 2.7 Income distribution & welfare; 4.3 Globalisation: 4.4 Trade policies & negotiations

Maximisation objectives; Non-maximising objectives; Costs; Diminishing returns: Economies of scale: Diseconomies of scale: Revenue; Profit & loss; Normal & supernormal profit; Perfect competition; Monopoly; Dynamic efficiency; X-inefficiency; monopolistic competition; Oligopoly; Non-price competition; Interdependence; Collusion; Product differentiation; Contestable markets.

Natural rate of unemployment; Short-run and long-run Phillips Curve; Types of taxation; Money supply; Quantitative easing; Inequality; Absolute & relative poverty; Gini coefficient; Lorenz curve; International competitiveness; Absolute & comparative advantage: Terms of trade: Marshall-Lerner & the J-curve: Protectionism; Economic integration; Free trade areas,; Customs unions; Monetary unions; Economic unions.

End of unit tests - Microeconomics

- Common Assessment 1
- Common Assessment 2

End of unit Tests – Macroeconomics

- Common Assessment 1
- Common Assessment 2

Encourage students to read and stay up to date with Economic news in the real world.

Help students revise for the end of unit assessments.

Check Showbie to identify key resources that can help to further understanding – such as knowledge checkers, and revision strategies.

Use Showbie to access past papers.

Spring Term

Microeconomics

- 5.1 Demand for labour
- 5.2 Supply of labour
- 5.3 The interaction of labour markets

Macroeconomics

- 5.1 Money & interest rates
- 5.2 The financial sector
- 5.3 Financial regulation

Derived demand for labour; Factors affecting the demand for labour; Factors affecting wage elasticity of demand for labour; Productivity & unit labour costs; Factors affecting the supply of labour; Factors affecting the wage elasticity of the supply of labour; Short run and long run supply of labour; Economic rent & transfer earnings; Wage differentials; Monopsony; Trade union;

Bilateral monopoly.

Functions and characteristics of money; Creation and supply of money; Narrow and broad money; Fisher equation of exchange; The determination of interest rates; The role of the financial sector: Harrod-Domar model: Microfinance: Purpose & methods of financial regulation; The role and functions of a central bank.

Mock exam

Paper 1 -Microeconomics Paper 2 – Macroeconomics

End of unit tests - Microeconomics

Common Assessment 3

End of unit Tests – Macroeconomics

Common Assessment 3

Encourage students to read and stay up to date with Economic news in the real world.

Help students revise for the end of unit assessments.

Check Showbie to identify key resources that can help to further understanding – such as knowledge checkers, and revision strategies.

Use Showbie to access past papers.

Summer Term

Revision of all Y12 & Y13 microeconomics and macroeconomics

Exam preparation

Develop skills in planning and answering exam questions.

Writing effective evaluations in economics.

Build familiarity and confidence in approaching paper 3 -Themes in Economics.

A-level exams

- Paper 1 Microeconomics
- Paper 2 Macroeconomics
- Paper 3 Themes in Economics

Encourage students to read and stay up to date with Economic news in the real world.

Help students revise for the end of unit assessments.

Check Showbie to identify key resources that can help to further understanding – such as knowledge checkers, and revision strategies.

Use Showbie to access past papers.

Year 13

Term	Microeconomics	Macroeconomics	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints(where relevant)	Careers' Links
Autumn Term 1	Business Objectives Costs and economies of scale Revenue and profit Perfect competition Monopoly	The current macro economy and the economic cycle Recap of circular flow and the multiplier The Phillips Curve Fiscal policy: direct & indirect taxes Monetary policy: money supply	Maximisation objectives: profit, sales revenue, sales volume, growth and utility Non-maximising objectives: profit satisficing, social welfare, corporate social responsibility (CSR) The principal-agent problem Fixed costs Variable costs Total costs Average costs Marginal costs The law of diminishing returns Internal and external economies of scale Diseconomies of scale Minimum efficient scale Total, average and marginal revenue Profit/loss Accounting, normal and supernormal profit The characteristics of perfect competition The characteristics of monopoly Dynamic efficiency X-inefficiency The short-run Phillips Curve The long-run Phillips Curve	Common assessment 1-Micro Common assessment 1-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor

Autumn Term 2	Monopolistic	Income distribution	Non-accelerating inflation rate of unemployment (NAIRU) Direct taxes Indirect taxes Money supply Bank of England Monetary Policy Committee Quantitative Easing The characteristics of	Common assessment 2-Micro	Economist
	Competition Oligopoly Contestable markets	and welfare Globalisation Trade policies and negotiations	monopolistic competition Short run monopolistic competition; supernormal profit/loss Long run monopolistic competition; normal profits Equilibrium price and output for a firm in monopolistic competition Characteristics of oligopoly Non-price competition Interdependence Types of collusion Product differentiation Concentration ratios The characteristics of a contestable market Productive & allocative efficiency in contestable markets Income and wealth; distribution and inequality Absolute and relative poverty Gini coefficients Lorenz curve International competitiveness Absolute and comparative advantage	Common assessment 2-Macro	Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor
			Terms of trade Marshall-Lerner condition and J-curve		

Protectionism	l l
Economic integration	
Free trade areas	
Customs unions	
Monetary unions	
Economic unions	
World Trade Organisation	

Year 13 Curriculum Overview: English Literature



Year 13 Curriculum Overview: ENGLISH LITERATURE



Autumn Term

Spring Term

Topics/ content outline:

Elements of Political/Social Protest Writing:

- . Induction to PSPW genre
- How to tackle an unseen extract
- The Handmaid's Tale by Margaret Atwood
- . Harvest by Jim Crace

Powerful Knowledge (key concepts, skills)

The powerful v the powerless
Power of the state
Courage of the individual
Resistance
Authority Figures
Control, conspiracy and corruption
Freedom

What will you be assessed on?

- An essay responding to an unseen extract, testing your interpretation, analysis skills and ability to exploration the presentation of aspects of the genre
- Essays responding to a critical viewpoint about aspects of the genre within 'The Handmaid's Tale'
- Essays responding to a critical viewpoint about aspects of the genre within 'Harvest'

How can you help at home?

- Read widely within the genre of political, social protest to develop your understanding of conventions, using the wider reading list as a guide
- Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes

Protest Writing:

The poetry of William Blake
 Harvest by Jim Crace

Elements of Political/Social

- 3. Revision for Paper 2 Section
- Revision for Paper 2 Section
 C questions
- Revision of Paper 1 texts

The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures

Control, conspiracy and corruption

Freedom

Essays responding to a critical viewpoint about aspects of the genre within the poetry of William Blake

- Essays exploring an aspect of the genre across two texts of their choice.
- Harvest Lit Chart on Showbie
- The Handmaid's Tale Lit Charton Showbie
 Re-read set texts from year 12

Summer Term Elements of Political/Social Protest Writing: 1. Revision of all aspects of the

The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom Iragic hero Iragic villain Iragic victims Iragic women The tragic fall Blindness and ignorance Fale Pride

Suffering

Exams will test you on:

- An extract response to 'Othello'
- A response to a critical viewpoint about 'Othello'
- Explore how aspects of tragedy are presented in
- 'Death of a Salesman' and Keats' poetry
- A response to an unseen extract
- An essay responding to a critical viewpoint in either 'The Handmaid's Tale, Harvest of Blake's
- Explore how aspects of PSPW are presented in two texts of your choice
- Use a range of revision strategies to explore the presentation of key characters and themes, in relation to aspects of the genre, and learn key quotes
- Practise exam questions in timed conditions

Year 13 Curriculum Overview: French



Year 13 Curriculum Overview: FRENCH



Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Exampro revision exercises diverse society Revision of present, future and conditional tenses 2. Tolerance and respect of diversity Join both teacher Showbie group Pronunciation and past papers questions 3. Promoting diversity Keep an eve on ClassCharts for all Comprehension strategies 4. The French political system ■ Short writing tasks The Passive homework and assessment Political engagement amongst young Revision of the subjunctive (translations/comprehensi information **Autumn Term** Exampro revision activities 6. The future of political engagement Support with student organisation Weekly sessions with the French Assistant (FLA) ons etc) 7. Introduction and preparation for the Support with guiding revision tasks Independent Research Project (IRP) Photocard /speaking booklets Vocab tests set (flashcards, mind maps, quizzing) 8. Start novel 'No et Moi' (Delhphine de 1.Different aroups who are socially marginalised ☐ Revision of the perfect and imperfect tenses 2. Measures to help those who are socially marginalised. ☐ The Pluperfect tense ☐ Speaking mock 1 (January) Join both teacher Showbie group Contrasting attitudes to those ☐ Using synonyms ☐ Speaking mock 2 (March tbc) who are socially marginalised Keep an eye on ClassCharts for all ☐ Translation both ways 4. The role of unions ☐ Paper 1 (listening, reading and homework and assessment information Spring Term ☐ Subject and object pronouns 5.Strikes and protests and the Support with student organisation writing_mock different methods of protesting ☐ Relative and demonstrative pronouns Support with guiding revision tasks set ☐ Paper 3 (writing) mock 6. Attitudes to strikes and different ☐ Weekly sessions with the FLA methods of protesting. (flashcards, mind maps, quizzing) ■ Vocab tests ☐ Photocards and speaking booklets 7. No et Moi 8.IRP ☐ Writing presentation The past historic tense 1.Attitudes to crime Si clauses 2.Prison – merits and problems 3. Alternative forms of punishment Revision of infinitive constructions Exampro revision exercises and Join both teacher Showbie group 4. History if immigration General tense revision and using combined past papers questions Keep an eye on ClassCharts for all homework and 5.Immigrtion issues in the tenses Short writing tasks assessment information **Summer Term** francophone world Exampro revision activities / new revision Support with student organisation 6.Political parties and immigration (translations/comprehension etc) folder Support with guiding revision tasks set 7.Immigration from the standpoint Real exams May/June (flashcards, mind maps, quizzing) of immigrants FLA 9.No et Moi 10. Revision techniques

Year 13 Curriculum Overview: Geography



Year 13 Curriculum Overview: Geography



Water and carbon Cycles

Hazards

Global

Systems and

Global

Governance

Topics/content outline:

iter and carbon cycles as natural systems inputs, outputs, stores, flows and dynamic

equilibrium

water cycle

- Size of stores
- Processes driving change Basin basins and processes
- Rood hydrographs carbon cycle
- Size of stores
- Factors driving change
- Changes overtime
- Carbon budget ter, carbon climate and life on earth
- Relationship between water and carbon cycles
- Human intervention

Powerful Knowledge (key concepts, skills)

Global stores and distribution (water and carbon cycles) – lithosphere, hydrosphere, cryosphere and almosphere.

Factors driving change (water cycle) – evaporation, condensation, clouds, precipitation, cryospheric processes.

orainage basin – stores and flows.

Flood hydrographs – seasonal variations

Changes over time to the water cycle – farming, land use, water abstraction

Factors driving change (carbon cycle) – photosynthesis, respiration decomposition, combustion, carbon sequestration

Changes over time to the carbon cycle - natural variation and human impact

hazard. The Park model. The Hazard Management Cycle.

The nature of tropical storms and their underlying causes.

Impacts and short and long-term responses

A recent example to illustrate impacts and responses

Case Study: Local scale to illustrate nature and analyse how the character reflects presence of impacts and responses

Nature, conditions favouring and causes of wild fires

For volcanic, seismic, storm hazards and fires in nature

Earth structure. Plate tectonic theory, plate movement, destructive, constructive and conservative plate margins. Characteristic processes:

seismicity and vulcanicity and associated landforms. Magma plumes.

he nature of vulcanicity and seismicity and its relation to plate tectonics,

Spatial distribution, magnitude, frequency, regularity and predictability

Carbon budget

Feedback systems (water and carbon cycles)

forms of hazard.

Mitigation of climate change

What will you be assessed on?

Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

The concept of hazards

- Nature, forms and potential impacts,
- Hazard perception
- Characteristic human responses and their relationship to hazard
- The Park Model and Hazard Management Cycle
- Earth structure
- Plate tectonic theory of crustal evolution
- Plate margins, process and associated landforms including magma plumes

/olcanic/Seismic/Storm hazards/Fires in Nature Nature, Forms, Impacts, Responses

- Impacts and human responses of a recent event Case Studies
- Multi-hazardous environment beyond the UK
- Hazard on a local scale

Hazard perception. Characteristic human responses and their relationship to

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark avestions.

Regular knowledge checks

Use course checklists to monitor your own progress Challenge yourself to read around the subject, using the

Follow news stories regarding volcanic eruptions, seismic

Watch any documentaries about the relevant hazards/

Watch 'Before the Flood' documentary to give an insight

into the impact that the use of fossil fuels is having on the planet and what future implications this might have

Recap on classwork to consolidate key concepts and

events, tropical storms and wildfires from around the

Follow news stories about climate change

Follow news stories about Antarctica

Keep folders and notes organised

climate change

Classwork

Follow @IGSgeog on twitter

resources on Showbie Use the practice questions and mark schemes on

How can you help at home?

Use the intervention strategies available in the A-level revision on Showbie

Globalisation

- Dimensions and factors of globalisation
- **Global Systems**
- Interdependence
- Unequal flows of people, money, ideas and technology
- Unequal power relations
- nternational trade and access to markets Volumes and natterns of trade
- Trading relationships and trading blocs
- Differential access to markets The nature and role of TNCs

World Trade in a food commodity or manufactured product

- Global Governance Agencies (UN) in the post-1945 era
- Interactions between the local, regional, national and
- international and global scales The 'global commons'
- Antarctica
- Globalisation Critique

Economies of scale Global financial systems Trade agreements and trading blocs Fair Trade

of hazard events.

and analyse nature risks responses

Supply chains Specialisation

NGO: Remittance and repatriation of profits

Inequalities, Conflict and injustices

Power relations Global institutions - IMF WTO World Bank

Antarctic Treaty, IWC and UNEP Imports and exports

Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark avestions.

- Local areas to see the management of water/ changes in river flow throughout the year
- Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK -https://www.visitbr.adford.com/thedms.aspx?dms=3&ven ue=2180332

Discussions

- Past natural hazards or ones that happen whilst studying A-Level Geography
 Have family/relatives noticed a change in their lifetime
- regarding the use of fossil fuels and the impact that has had regarding foreign policy and change to more renewable energy sources.
- Global trade

Year 13 Curriculum Overview: History



Year 13 Curriculum Overview: History



Unit 1: Britain Challenge and Transformation. c.1851-1914

Topics/ content outline:

- Britain 1914-1928 including the impact of the First World War. changing fortunes of the political parties, economic problems and the Irish revolution.
- Britain 1929-39 including national government and economic crisis
- Britain 1939-64 including impact of the Second World War. changing political fortunes. economic prosperity and social

- This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions How alid democracy and political organisations develop in Britain? How important were ideas and ideologies?
 - How and with what effects did the economy develop?
 - How and with what effects did society and social policy develop?
 - How and why aid Britain's relationship with Ireland change?
 - How important was the role of key individuals and groups and how were they affected by developments

More detail about this unit can be found here: https://www.aaja.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/la-challenge-and-transformation-britain-c18511964

The Directory and Napoleon's rise to pow er, including the Thermidorian reaction, the Directory, military campaians aboard and Napoleon's rise to

Napoleon's impact on Europe, including expansion and empire control and challenge, and

Powerful Knowledge (key concepts, skills)

The examination paper for this component is designed to test tudents' ability in relation to AO1 and AO3. There are two ections to the paper.

historians (AO3)

n Section At here will be a compulsory question which tests students' ability to analyse and evaluate the views of

What will you be assessed on?

n Section B, three questions will be set of which students answerone. Et her question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before ompleting a mock exam at the end of the year

How can you help at home?

There are a wide variety of book written about this period in British history. Reading anything relating to the first half of the 20th century in Britain will help to develop student's sense of

W at chithe BBC documentary The Making of Modern Britain by

Unit 2: France in Revolution. c.1774-1795

- Napoleon's impact on France including political, social, economic and social changes
- Napoleon's defeat

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, h constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here: https://www.aga.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815

ne examination paper for this component is designed to test tudents' ability in relation to AO1 and AO2. There are two sections to the examination paper

n Section At here will be a compulsory question testing students' ability to analyse and evaluate the value of primary ources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

There are a wide variety of book written about the French Revolution and Napoleon. Reading anything relating to the French Revolution will help to develop student's sense of period and widersubject knowledge

W at chithe BBC documentary Napoleon by Andrew Roberts

Unit 3: Non-Examined Assessment

The purpose of the Historical Investigation is to enable students to develop the skills, know ledge and historical understanding acquired through the study of the examined components of the specification Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective
- acquire an understanding of the nature of historical study organise and communicate their knowledge and

understanding in a piece of sustained writing

Students must complete a Historical Investigation. This tests AO1, AO2 and AO3. The Historical Investigation must:

- be independently researched and written by the studer take the form of a question in the context of
- approximately 100 years that does not duplicate conter within option chosen for Components 1 and 2
- be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit o 4500 words
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this. he Historical Investigation carries 40 marks.

Year 13 Curriculum Overview: BTEC Level 3 Information Technology



Year 13

Curriculum Overview: BTEC Level 3 Information Technology

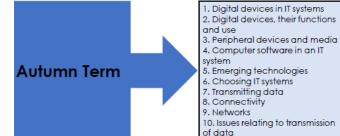


Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?



- Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes.
- Apply knowledge and understanding of information technology terms, standards, concepts and processes
- Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-10 (Autum Term) via homework

Encourage your child to:

Recall key concepts from lessons

Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos

Review and complete the revision Year 13 Unit 1 revision plan.

Spring Term

Summer Term

- 1. Operating online
- 2. Online systems & communities
- 3. Protecting data and information
- Impact of IT systems
 Moral, Legal and ethical issues community building
- 6. Data gathering and analysis
- 7. Building queries & forms 8. Database testing
- Evaluatina databases
- 10. Preparation for Unit 2 exam.

Being able to:

Being able to:

- Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems.
- Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems.
- Describe the stages in the decision making process
- Describe the spreadsheet features used to support data modelling
- Demonstrate using data modelling to consider alternatives

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-10 (Autum Term) via homework Topics 1-5(Spring Term) via homework

A presentation or report evaluating the role of data modelling in the decision-making process.

Encourage your child to:

Recall key concepts from lessons

Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos

Review and complete the revision Year 13 Unit 1 revision plan.

- Evaluation of a social media plan
 Evaluation of a social media
- Evaluation of a social medicampaign.
- Creating accounts and profiles
 Implementation of online
 community building
- 5. Data gathering and analysis
- Digital devices in IT systems
 Digital devices, their functions
 and use.

Being able to:

- Evaluating models, documenting and justifying your decisions
- Produce a functional specification, spreadsheet model design and be able to review and refine data model designs
- Developed a data model solution, testing the data model Solution, review and refining the data model solution

Your ability to design and develop a data model to fulfil identified client requirements.

Your ability to design a functional specification, design documentation, spreadsheet development and testing logs.

A report that evaluates the effectiveness of the alternatives considered, and suggests ways in which the alternatives could be improved if the task were to be repeated. Encourage your child to:

Recall key concepts from lessons

Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos

Review and complete the revision Year 13 Unit 1 revision plan.

Year 13 Curriculum Overview: Media Studies



Year 13 Curriculum Overview: Media Studies



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Products
Coursework: Study scripts and create a script for Unit 21 TV
Drama
9% of Qualification

Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.) 16% of Qualification

Unit 20: Advertising Media

Coursework: Create advertising

media for TV drama (posters,

Trailers, radio etc.)

Unit 2: Pre-production and

Planning

Exam: 2 Hours

25% of qualification

Unit 22: Scripting for media

LO1 Understand scripted elements for a range of media products

LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief

LO3 Be able to produce the script for a media product, in response to a client brief

UNIT 22: Pass, Merit and Distinction Completed by October

UNIT 20: Pass Tasks Completed by December

Exam Board Unit Booklet

UNIT 22

UNIT 20

Student Checklists
UNIT 22 Marksheet

UNIT 20 Marksheet

LO1 Know how existing advertising campaigns embed advertisements across a range of media products

LO2 Be able to plan a cross media advertising campaign to a client brief

LO3 Be able to produce the planned media components

Unit 2: You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create preproduction documents in relation to client requirements and how to plan projects to meet these needs.

UNIT 20: Merit and Distinction Tasks Completed by February

UNIT 2: Pre-Production and Planning 2hr Exam MAY Exam Board Unit Booklet

UNIT 20

UNIT 2

Student Checklists
UNIT 20 Marksheet

Summer Term

Spring Term

Updating any Coursework Units for any re-submissions

Year 13 Curriculum Overview: Metaphysics of God – unit 3



Year 13 Curriculum Overview: UNIT 3: Metaphysics of God



Autumn Term 1. The concept and nature of God 2. Arguments relating to the existence of

God

Powerful Knowledge (key concepts, skills)

- God's attributes
- 2. Arguments for the incoherence of God's attributes
- Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses
- Teleological Arguments (Hume, Paley and Swinburne) with issues and responses
- Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses

What will you be assessed on?

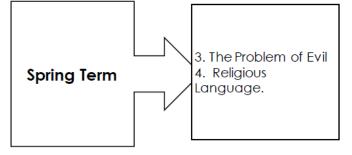
A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Formand knowledge organisers all used to test knowledge and understanding.

How can you help at home?

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
 Use the course companions to delve deeper
- Use the course companions to delive deepe into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Assess whether God's attributes can be resolved alongside the issue of evil.
- 2. Assess responses and further issues
- 1. Assess whether religions language is meaningful
- Cognitivism and non-cognitivism
- Logical positivism with issues and responses
- The University debate with issues and responses

A range of formative and summative assessments following the AQA Philosophy and ethics examcriteria.

Separate examskills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoff Form and knowledge organisers all used to test knowledge and understanding.

- Test and key terminology from this unit
 Go through knowledge organisers and
- check understanding
 3. Use the course companions to delve
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Year 13 Curriculum Overview: Metaphysics of Mind – unit 4



Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



Autumn Term 1. What do we mean by mind? 2. Substance Dualism 3. Property Dualism 4. Issues with Dualism

Powerful Knowledge (key concepts, skills)

- Indivisibility argument for Substance Dualism with issues and responses
- Conceivability argument for Substance Dualism with issues and responses
- Mary/Knowledge argument for Property Dualism with issues and responses
- Philosophical argument for Property Dualism with issues and responses
- Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism

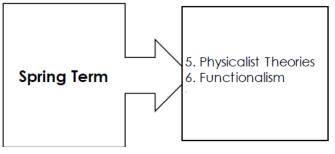
What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

How can you help at home?

- Test and key terminology from this unit
 Go through knowledge organisers and
 check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Hard and soft behaviourism as an argument for physicalism with issues and responses
- Mind Brain Identity theory as an argument for physicalism with issues and responses
- Eliminative Materialism as an argument for physicalism with issues and responses
- Functionalism as a way of arguing mutiplly realisability with issues and responses

A range of formative and summative assessments following the AQA Philosophy and ethics examcriteria.

Separate examskills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Formand

knowledge organisers all used to test

knowledge and understanding.

- Test and key terminology from this unit
 Gotthrough knowledge organisers and
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: MUSIC



Autumn Term

Topics/content outline:

Features of the Romantic period
 (Area of Study A)

- 2. Poulenc Trio (year 13 set w ork AoSE)- an introduction using MAD TI SHIRT
- 3. Composing skills-moving on from Year 12, Western Classical skills and looking at the brief composition
 4. Musical Theatre (Area of Study C)
 5. Performance deadlines shared and rehearsals set with accompanist (where needed).

Powerful Knowledge (key concepts, skills)

- Revision of Year content. Timeline with key features so far. Revision of Beethov en as transitional composer between Classical and Romantic. Rise of programmatic and Nationalistic writing in the Romantic period. Berlioz, Liszt and Dv orak.
- Annotation of Poulenc Score using strategies deployed in Year 12
- Western Classical composition and writing to a brief
- 4, Claude Michel Schonberg (AoS C)
- 5. Finalising performances and responding to feedback.

What will you be assessed on?

Performance of at least 5 minutes of repertoire in first half term to the class. Public performance opportunity of recital repertoire.

Refining Year 12 Composition, responding to final targets. If taking the composition pathway, students will begin work on year 13 composition.

Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre.

How can you help at home?

https://www.youtube.com/watch?v=akOJdL

<u>Yd4</u>

Poulenc Trio- AoSE

Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience. Regular key vocab testing.

Spring Term

Romantic Symphonies continued
 Poulenc Trio analysis
 Composing – brief

composition

- Musical Theatre (Area of Study C)
- 5. Performing-final preparation reading for examiner visit.
- . Rimsky-Korsakov, Tchaikovsky, Richard Strauss, Brahms, Bruckner and Mahler
- Further analysis of Poulenc (AoSE) set work
- 3. Composition-responding to bespoke targets
- 4. Andrew Lloyd-Webber and Stephen Schwartz
- Performing-preparing for final recital and visiting examiner.

Performance of full recital repertoire in first half term to the class.

Visiting examiner visit (date tbc) as final performance assessment.

Composition – submitting working work in line with two periods.

in line with targets set. FINAL submission.
Comparison tasks/essays on Symphony
repertoire so far to consolidate Y 12 work.
Annotation and analysis tasks on Poulenc
and Musical Theatre

https://www.youtube.com/watch?v=akOJdLl

Poulenc Trio- AoSE

Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take ev ery opportunity to perform in front of an audience.

Regular key v ocab testing.

Summer Term

- 1.NEA administration and paperwork
- 2. Revision and final exam preparation
- Revision and consolidation work on Haydn 104/Poulenc Trio and the development of the symphony so far to support the final A Level exam.
- Revision and consolidation work on
 Musical Theatre material to support the final
 A Level exam.

Visiting examiner visit (date tbc) as final performance assessment – if this did not take place before Easter.

COMPONENT 1

A Level paper COMPONENT 3

Regular testing of key vocab and features of all Areas of Study and the set works.

Year 13 Curriculum Overview: PE Paper 1



Year 13 Curriculum Overview: A LEVEL PE Paper 1



Support in completion of homework and revision

Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? links etc AO1 Demonstrate knowledge and Support students accessing resources on understanding of the factors that underpin .ATP and energy transfer. performance and involvement in physical activity 2. Energy systems and ATP resynthesis. Check Classobarts 1.1.c Energy For and sport. 3.Atp resynthesis during exercise of differing intensities Note questions – to consolidate knowledge Exercise. and durations (see resource file) Autumn Term AO2 Apply knowledge and understanding of the Recall and retention – Starter activities (see 4.The recovery process. factors that underpin performance and resource file) 5.Exercise at altitude. involvement in physical activity and sport. 1.3 Biomechanics. Exam questions (see resource file) 6.Exercise in the heat. Green pen answers using mark schemes on 7.Linear motion. AO3 Analyse and evaluate the factors that Showbie 8.Angular motion. underpin performance and involvement in Support in completion of homework and physical activity and sport. PowerPoint presentations, YouTube video AO1 Demonstrate knowledge and Support students accessing resources on understanding of the factors that underpin Showbie. performance and involvement in physical activity Check Classcharts. and sport Note questions – to consolidate 1...Fluid mechanics. 1.3 Biomechanics Spring Term AO2 Apply knowledge and understanding of the knowledge (see resource file) factors that underpin performance and Recall and retention - Starter activities Projectile motion. involvement in physical activity and sport. (see resource file) Exam questions (see resource file) AO3 Analyse and evaluate the factors that Green pen answers using mark schemes underpin performance and involvement in physical activity and sport. Support in completion of homework and PowerPoint presentations, YouTube video links AO1 Demonstrate knowledge and understanding of the factors that underpin .Consolidation of Year 12 and 13 content. Support students accessing resources on performance and involvement in physical activity 2.Exam technique, identification and and sport. Check Classcharts. understanding of command words. Note questions – to consolidate knowledge **Summer Term** REVISION AO2 Apply knowledge and understanding of the 3. Personalised revision programme based on past (see resource file) factors that underpin performance and Recall and retention – Starter activities (see exam papers and self-reflection. involvement in physical activity and sport. resource file) 4. Timed practice exams and self-reflection using Exam questions (see resource file) AO3 Analyse and evaluate the factors that mark schemes and model answers. Green pen answers using mark schemes on underpin performance and involvement in

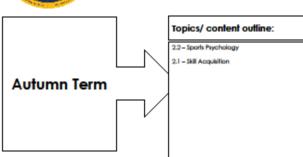
physical activity and sport.

Year 13 Curriculum Overview: PE Paper 2



Year 13 Paper 2 Curriculum Overview:





Powerful Knowledge (key concepts, skills)

- 8.1 Attribution
- 8.2 Confidence and self-efficacy in sports performance
- 8.3 Leadership in sport
- 8.4 Stress management to optimise performance
- 9.1 Memory models

What will you be assessed on?

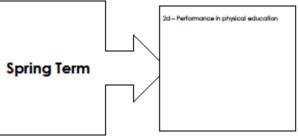
AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

How can you help at home?

- PowerPoint presentations, YouTube video links etc.
- Note questions to consolidate knowledge (see resource file)
- Recall and retention Starter activities (see resource file)
- 4. Exam questions (see resource file)
- Green pen answers using mark schemes on Showbie.



EAPI Prepeation

- 2. Section 1 -Evaluative of performance
- Section 2 Development plan
- 4. Section 3 Application
- Independent time in lessons to make notes and improve knowledge and understanding.
- Mock Exam preparation
- Synoptic assessment

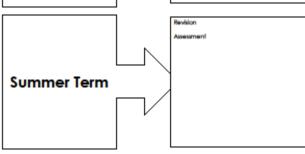
AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

- AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

PowerPoint presentations, YouTube video links etc

Note questions – to consolidate knowledge (see resource file) Recall and retention – Starter activities (see

resource file)
Exam questions (see resource file)
Green pen answers using mark schemes on
Showbie.



1. REVISIO

- Go through year 13 content
- . Exam technique
- Past paper questions
- S PEVISION
- Personalised revision based on topic areas highlighted from the student's past exam papers and student self-reflection using revision checklist
- 7. REVISIO
- Timed practice exams and self-reflection using mark schemes and model answers.

AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

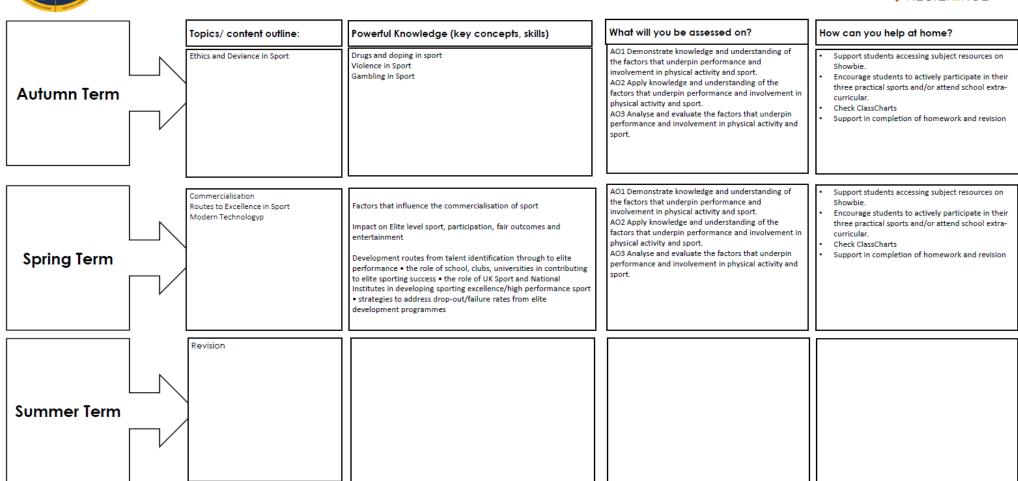
- PowerPoint presentations, YouTube video links etc
- Note questions to consolidate knowledge (see resource file)
- Recall and retention Starter activities (see resource file)
- Exam questions (see resource file)
- Green pen answers using mark schemes on Showbie.

Year 13 Curriculum Overview: A Level PE Paper 3



Year 13 Curriculum Overview: A level PE Paper 3





Year 13 Curriculum Overview: Sports Leaders (Year 2)



Year 13 Curriculum Overview: Sports leadership (Year 2)



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

1.Recap the basic expectations of IGS leadership, allocated IGS clubs and recap the skills and behaviours needed for effective, inclusive leadership

- 2. Know different types of sports/physical activity event and the associated pros/cons
- 3. Understand how to make sport/physical activity sessions inclusive to the needs of participants
- 4. Lead an inclusive sports/physical

Understand how to make sport/physical activity sessions inclusive to the needs of participants

Understand how to gather, collate and organise sporting results

Task 3.2 - Making sport/physical activity sessions inclusive. Complete the task worksheet

Task 5.2 - Plan, lead and evaluate an inclusive sports and physical activity event

Task 5.3 - Event Leadership Log inclusive sports/physical activity

Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.

Question students what the pros/cons are for the different types of tournament and event structures.

Spring Term

1. Unit 6 practical leadership: Be able to plan inclusive sport/physical activity sessions for a range of participant groups

The six session plans must Include examples of how a given session has been made inclusive for the participant group(s).

Possible participant groups Children

- Older people
- Disabled people
- · Women and girls
- · Minority ethnic groups
- Deaf people

Task 6.1 - Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups. Complete six sessions

IGS prescripbe 2 strands of activity and give 1 personal choice.

- Children (IGS feeder primaries): 4 hours Min Children with a variety of learning needs (Green meadows primary, IGS SRP): 4 hours min

Assist students in gaining placements within the Ilkley and local community for their personal choice strand.

Discuss and question how their experiences shaped their leadership style and instruction delivery and why

Summer Term

Any necessary mop-up of LER tasks or theory hours for those behind, to be completed during Y13 study leave with an early may deadline

Personal choice (Any other in the community): 4

Year 13 Curriculum Overview: Photography



Year 13 Curriculum Overview: PHOTOGRAPHY



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term 2. Edex

practical project: The Personal Investigation

Edexcel A level component 1
essay: The Personal Study

Edex cel A level Component 1

Being able to identify own artistic strengths and weaknesses, developing and addressing these Analysis and research

Technical and creative vocabulary

Responding effectively to feedback.

Developing a problem or brief set by self

Conceptualthinking

Technical camera and editing skills led by chosen area of study

Research, development and writing of formal academic essav

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing ideas

AO3: Planning and research photography

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.

Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcastse.g. Sky Arts Masters of Photography

Proofreading written work to help pick up SPAG errors

Spring Term

- Completion of Edexcel A level Component 1
- Edex cel A Level Component 2: The externally Set Assignment
- 3. London Galleries Visit

Developing a problem or brief set by the exam board Responding effectively to feedback.

Analysis and research

Technical and creative vocabulary

Conceptualthinking

Technical camera and editing skills led by chosen area of study

Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student

Decision making and bringing a body of work to an effective conclusion

Completed Personal Investigation and The Personal Study using the following Assessment Objectives set by Edexcel

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing ideas

AO3: Planning and research photography

AO4: Realisation of final piece and the project journey

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.

Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcastse.g. Sky Arts Masters of Photography

Proofreading written work to help pick up SPAG errors

Summer Term

Edex cel A Level Component 2
 The externally Set Assignment
 Final preparations and exam
 sessions

Working under exam conditions to create a final piece in 15 hours.

Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student

Decision making and bringing a body of work to an effective conclusion

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.

Proofreading written work to help pick up SPAG

Proofreading written work to help pick up SPAG errors

Supporting emotionally and physically during the run-up to exam sessions

Year 13 Curriculum Overview: Physics



Year 13 Curriculum Overview: Physics



Topics/ content outline:

Electric Fields

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Circular Motion & Gravity
Periodic Motion inc. Simple
Harmonic Motion

Capacitors
Electromagnetism

Forces between charges. Electric field strength & potential. Uniform & radial fields.

Circular motion & centripetal force. Simple harmonic motion. Forced vibrations and resonance.

Gravitational fields and potential. Orbits of planets and satellites. Escape velocity.

Parallel plate capacitors. Equations re capacitance, area, PD, electric permittivity.

Internal energy, specific heat capacity & latent heat capacity. Ideal gases and equations modelling their behaviour. Brownian Motion.

Electric Fields Circular Motion & Gravity Periodic Motion Capacitors

- Question students to test their recall of the
- Encourage students to turn superglossaries into fact cards
- Encourage students to use fact cards properly
- Encourage students to use practice topic questions, or work on them together

Links, topic questions etc are available in the Showbie class "Physics ALL Y12".

Spring Term

Electromagnetism Thermal Physics Nuclear Physics Astrophysics

Thermal Physics

Magnetic fields. The motor effect. Faraday & Lenz's laws of electromagnetic induction. Alternating currents and transformers.

Radioactivity, Rutherford scattering, Nuclear radiations. Exponential decay. N-Z plot & how N:Z ratios determine decay paths. Investigating the nuclear structure. Massenergy equivalence. Nuclear reactors & induced fission. Y12 Topics & Electric Fields Circular Motion & Gravity Periodic Motion Capacitors Electromagnetism Thermal Physics Question students to test their recall of the topics

- Encourage students to turn superglossaries into fact cards
- Encourage students to use fact cards properly
- Encourage students to use practice topic auestions, or work on them together

Links, topic questions etc are available in the Showbie class "Physics ALL Y12".

Astrophysics
Revision of all Y12 & Y13 topics

Telescopes: Optical & radio telescopes. Classification of stars by luminosity. Absolute magnitude. Black-body radiation. The Hertzsprung-Russell diagram. Supernovae, neutron stars & black holes.

Cosmology: Doppler effect and red shift. Hubble's law. Quasars. Detection of exoplanets.

All topics.

- Question students to test their recall of the topics
- Encourage students to turn superglossaries into fact cards
- Encourage students to use fact cards properly
- Encourage students to use practice topic questions, or work on them together

Links, topic questions etc are available in the Showbie class "Physics ALL Y12".

Year 13 Curriculum Overview: Politics



Year 13 Curriculum Overview: Politics



Autumn Term Topics/ content outline: Comparative Politics – US option 1. The US Constitution and federalism 4 US Supreme Court and civil rights 3. Powers of the president Core i deologies (unit 1) Socialism

Powerful Knowledge (key concepts, skills)

Comparative Politics Socialism Bipartisanship Checks and balances Fraternity Codified/ uncodified Collectivism Enumerated Powers Marxism Federalism Keynesian Separation of the powers economics Executive Order Imperial/Imperilled Informal powers Unified Government

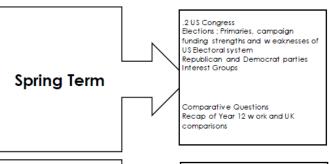
What will you be assessed on?

Common Assessment 1a – Constitution and Federalism (1.1 - 1.4) Common Assessment 2a Supreme Court (4.1-4.6) Common Assessment 1b US presidency (3.1-3.4)

How can you help at home?

•Encourage students to read and stay up-todate with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

 Use showbie to engage with the concepts and concepts we are working on at that time



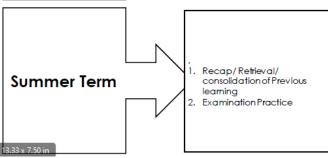
Factions 5 8 1 Congress Invisible primary Congressional caucuses PACS Divided Government Party system Fillib uster Policy Group Gridlock Incumbency Religious Right Mid terms Oversiaht Comparative Theories Partisanship - structural, cultural and rational

Mock Examination in January

Comparative Practice Questions on all Topics

 Encourage students to read and stay up-todate with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

•Use showbie to engage with the concepts and concepts we are working on at that time



Examination Practice and revision

A'Level Final Exam

Paper 1 UK Politics and Core Political Ideas Paper 2 UK Government and Non Core Political Ideas

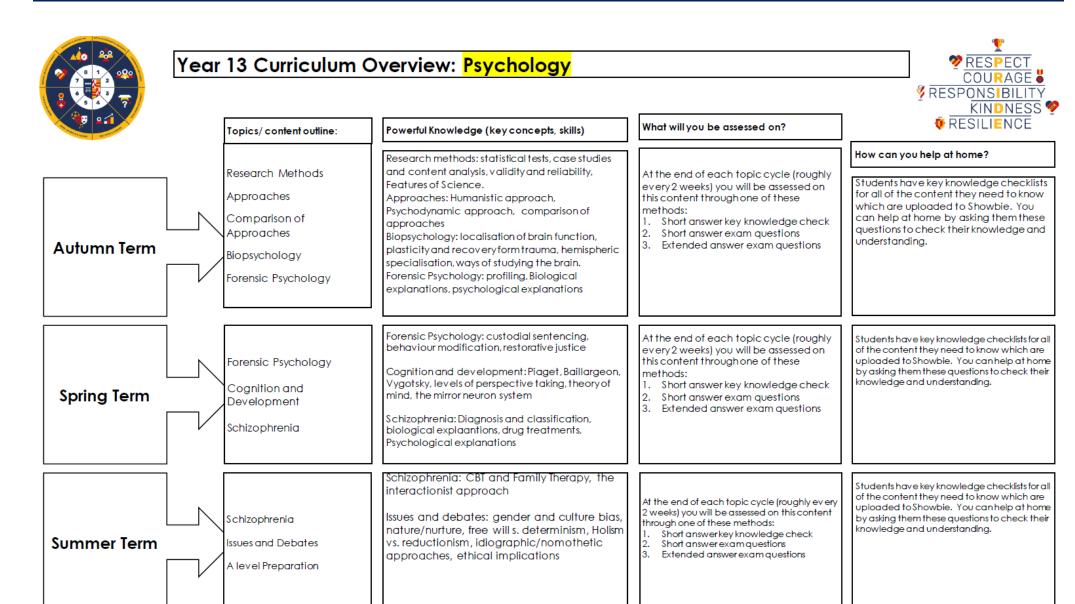
Paper 3 Comparative Politics

 Encourage students to read and stay up-todate with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

•Use showbie to access past papers and revision resources

 Use showbie to engage with the concepts and concepts we are working on at that time

Year 13 Curriculum Overview: Psychology



Year 13 Curriculum Overview: A Level Sociology



Year 13 Curriculum Overview: A level Sociology



Autumn Term 1. Theory of Religion 2. Religion and Social Change 3. Secularisation debate 4. Religion, Renew all and Choice 5. Theories of Crime and Deviance 6. Gender and Crime 7. Ethnicity and Crime

Powerful Knowledge (key concepts, skills)

- Marxist, Functionalist and Feminist views on the role of religion.
- Is religion a conservative force or a force for change?
- New religious movements new age movements.
- Functionalist, strain and subcultural theories of crime.

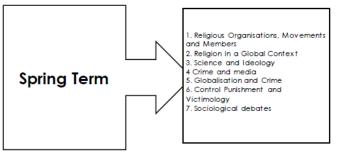
 Marxist, Labelling Theory and Realist views on crime.
- Patterns, trends and explanations for gender differences in
- Patterns, trends and explanations for ethnic differences in crime.

What will you be assessed on?

- Short Questions 4 and 6 mark exam
- Quick Cycle test
- Google forms.
- 10 mark longer exam questions.
- 20 and 30 mark longer exam essay
- Analysing item Qs finding the 'hooks'
- Using PEEEL paragraphs

How can you help at home?

- Practise ex am questions using the AQA w ebsite https://www.aqa.org.uk/subjects/sociology/asand-a-level/sociology-7191-7192/assessmentresources
- Access and use the Tutor2u resources https://www.tutor2u.net/sociology
- Access and use the A level Sociology Revision Folder on Show bie.
- Use Revise Sociology https://revisesociology.com
- Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/

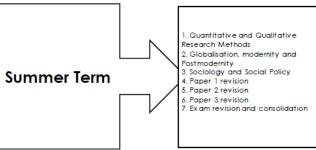


- Church, Denominations, Sects and Cults.
- Fundamentalism and religion the power and significance of religion around the world.

 Is Science the new religion? Is science and religion an open
- or closed belief system?
- The influence of the media in creating moral panics w hat impact does the media have on crime rates?
- International and transnational crime the impact of globalisation on crime.
- How dowe control and punish people?
- What is victimology? How are criminals and victims asocial construction?
- Is Sociology scientific, objective and value free? Or is Sociology subjective and value laden?

- Short Questions 4 and 6 mark exam questions.
- Quick Cycle test
- Google forms.
- 10 mark longer exam questions.
- 20 and 30 mark longer exam essay
 questions
- Analysing item Qs finding the 'hooks'
- Using PEEEL paragraphs

- Practise ex am questions using the AQA website https://www.aqa.org.uk/subjects/sociology/asand-a-level/sociology-7191-7192/assessmentresources
- Access and use the Tutor2u resources https://www.tutor2u.net/sociology
- Access and use the A level Sociology Revision Folder on Show bie.
- Use Revise Sociology
- https://revisesociology.com/
- Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/



- Practical Ethical and Theoretical factors when conducting sociological research.
- Sociology and globalisation.
- Postmodernity and risk society.
- The impact of sociological research on social policies.
- How to answ er exam questions.

- Short Questions 4 and 6 mark exam auestions.
- Quick Cycle test
- Google forms.
- 10 mark longer exam questions.
- 20 and 30 mark longer exam essay auestions.
- Analysing item Qs finding the 'hooks'
- Using PEEEL paragraphs

- Practise ex am questions using the AQA website https://www.aqa.org.uk/subjects/sociology/asand-a-level/sociology-7191-7192/assessmentresources
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Year 13 Curriculum Overview: Spanish



Year 13 Curriculum Overview: SPANISH



Topics/content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Positive and negative aspects of immigration 1. Immigration in the Problems for illegal migrants Join teacher Showbie group Spanish-speaking Recap of the present tense Keep an eye on ClassCharts for all Revision of the imperfect and preterite tenses homework and assessment information world. □ Paper 1 (L/R/W) Use of compound tenses Encourage further reading to improve Racism Describing racist and xenophobic attitudes Paper 2 covering essay on film cultural capital, reading **Autumn Term** 3. Integration of Understand legislation and combating racism books/magazines/ newspapers in □ Paper 3 (Stimulus card + IRP) different cultures. Recap of the conditional and future tenses Spanish Volver - feminine 12. Understand cultural integration and issues Encourage listening to Spanish music/ surrounding it podcasts/radio, watching Spanish solidarity (film) 13. Quotations, themes, essay skills TV/films 14. Research skills for IRP Quotations, themes, key scenes and essay La Casa de Bernarda Alba – literature 2. Understanding politics, unemployment and 2. Young people today, the type of society young people want to live in in the Hispanic world □ Paper 1 (L/R/W) citizens of tomorrow. Understanding the impact of the civil war, Spring Term political movements ☐ Paper 2 As above Franco's dictatorship in the Hispanic world. □ Paper 3 (Stimulus card + IRP) 4. Understanding changing attitudes towards Monarchies and monarchies, republics and dictatorships dictatorships Use of present, perfect and imperfect subiunctive Imperative commands Passive voice If-clauses + pluperfect / imperfect subj. Analysing the effectiveness of protests and 1. Social protests and campaigns in the Mock speaking with Foreign Understanding the power of trade unions **Summer Term** Spanish world. 5. Understanding the 15M movement in Spain Lanavaae Assistant As above 2. Recap of Volver and the mothers of La Plaza de Mayo in □ Actual A-level exams Argentina 3. Revision 6. Essay writing skills Speaking skills