



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 13

## Curriculum Overview

### *Half Term 4*

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 12, students spend 5 hours per week on each of their subjects. They also attend lessons in Preparation for Higher Education on a rotational basis.

The information for each subject is categorised as follows:

**Topics / tasks:** This is the overview of the topics Year 12 students will be covering this half term.

**Content and skills:** This explains what areas students will be looking at, and the skills they will be developing during the half term.

**Assessment:** This explains how students will be assessed on their understanding of this topic.

**Stretch and challenge:** This gives suggestions of how students can explore this area in more detail if they wish.

## Exam Boards

Please use the table if you wish to know which exam board the school uses for each qualification.

<b>Subject</b>	<b>Awarding Body</b>	<b>Subject</b>	<b>Awarding Body</b>	<b>Subject</b>	<b>Awarding Body</b>
<b>Art</b>	OCR	<b>Ethics and Philosophy</b>	OCR	<b>Media Studies</b>	Eduqas
<b>Biology</b>	OCR	<b>French</b>	AQA	<b>Music</b>	AQA
<b>Business</b>	Edexcel	<b>Geography</b>	AQA	<b>Physical Education</b>	AQA
<b>Chemistry</b>	OCR	<b>German</b>	AQA	<b>Physics</b>	OCR
<b>Computer Science</b>	AQA	<b>Government and Politics</b>	AQA	<b>Product Design</b>	AQA
<b>Economics</b>	Edexcel	<b>History</b>	OCR	<b>Psychology</b>	AQA
<b>English Language</b>	AQA	<b>Latin</b>	OCR	<b>Sociology</b>	AQA
<b>English Literature</b>	AQA	<b>Maths</b>	OCR	<b>Spanish</b>	AQA

# Art

<b>Topics / tasks:</b>	<b>Students will be continuing their Personal Investigation projects with guidance from their class teachers in their 2 double lessons. In the single lesson, students will focus on the Related Study element of their A Level coursework.</b>
<b>Content and skills:</b>	The ethos of the Personal Investigation is that the project being created is identified by the individual student in both theme, media and techniques. Whilst it is anticipated that students will work ever more independently, class teachers will continue to give guidance and support. This term there will be more emphasis on utilising the exploratory nature of their previous work to produce increasingly sophisticated and resolved artwork.
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• Their practical work will be reviewed and commented on regularly by their class teachers.</li><li>• Technical skills will be assessed in conjunction with the imaginative and creative element of their work, as a higher level of fluency in being able to articulate their ideas using visual language is to be expected at A Level. This will also be expected where written language is used.</li><li>• The Assessment Objectives (OCR exam board) will be referred to throughout the process. Regular verbal feedback by class teachers and a program of written self-assessment as part of creating the portfolio.</li></ul>
<b>Stretch and challenge:</b>	Extending their work through a greater degree of sophistication including the creative content of their work and the exploration of techniques, materials and processes being used. Students will be expected to gather independent research for their Related Study which will also inform their Personal Investigations. This could include further 'reading' around their chosen subject to provide a wider context and more in depth understanding of their ideas. A higher level of critical thinking will be evident in their annotation and extended analysis.

# Biology

<b>Topics / tasks:</b>	<b>Module 5 - Nervous system continued    Module 6 - Genetics continued</b>
<b>Content and skills:</b>	Role of the autonomic and somatic nervous system Structure and function of brain Hormonal and nervous control of heart rate Structure and function of muscle Using genetic crosses to study inheritance and Chi squared test Population genetics and Hardy Weinberg principle Speciation Artificial selection Gene manipulation techniques
<b>Assessment:</b>	Assessment using past exam questions after each topic
<b>Stretch and challenge:</b>	The British Biology Olympiad form 8 <sup>th</sup> – 15 <sup>th</sup> March ( <a href="https://www.ukbiologycompetitions.org/british-biology-olympiad/syllabus/">https://www.ukbiologycompetitions.org/british-biology-olympiad/syllabus/</a> )

# Business

<p><b>Topics / tasks:</b></p>	<p><b>The importance of consolidation of Year 12 (Themes 1 &amp; 2) work – recommendation at least 1 hour per Year 12 Theme per week + 1 hour per week Theme 3 consolidation. Use textbooks, handouts, Pearson booklets and revision guides</b></p> <p><b>Theme 4: Global Business</b></p>
<p><b>Content and skills:</b></p>	<p>4.1.3-5 Factors increasing globalisation, protectionism &amp; trading blocs            4.2.4-5 Joint ventures, global competitiveness            4.3 Global Marketing: marketing, niche markets, cultural &amp; social factors            4.4 Global industries and companies (MNCs) – impact, ethics of and controlling MNCs            Re-enforcement / reminder of:            1. The expected approach / standards.            2. Exam board requirements &amp; assessment overview. 4+8+10+12+20 mark answer expectations            3. <b>Content</b> + use of <b>context</b> + structure / <b>technique</b>. A synoptic approach to exam technique.            Paper 3 – synoptic – researching the 2023 set industry: <b>UK car market and businesses operating in this market</b></p>
<p><b>Assessment:</b></p>	<p>Q &amp; A in class.            Making good use of plans to ATQ (answer the question)            Past exam questions - exclusively time-constrained - building up in time covered.            Full Paper 1 (Theme 1 (12) &amp; Theme 4 (13) mock            Full Paper 3 mock – in the context of the 2023 exam            Much more synoptic assessments (4 themes into 3 exams).            Theme 4 table</p>
<p><b>Stretch and challenge:</b></p>	<p>Taking a topic and leading our 'what's in the news' insight / class discussion into contemporary issues - relevant to previously studied areas of the course.            Regularly reviewing / investigating news – seeing impact / response businesses / governments – BBC website good source.            Access Teams regularly for up-to-date context to investigate.</p>

# Chemistry

<b>Topics / tasks:</b>	<b>Module 5: Physical Chemistry and Transition Elements</b> <b>Module 6: Organic Chemistry and Analysis</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Acid and base calculations</li><li>• Buffers</li><li>• pH curves and titrations</li><li>• Rates of reaction</li><li>• The Arrhenius equation</li><li>• Equilibria</li><li>• Spectroscopy</li></ul>
<b>Assessment:</b>	End of topic tests for each section, past paper questions. Year 13 Mock.
<b>Stretch and challenge:</b>	Students can complete the Chemistry sections of the University of Cambridge Natural Sciences Admissions tests – they are multiple choice questions which will support the work covered in the A-level course. <a href="https://www.physicsandmathstutor.com/admissions/nsaa/">https://www.physicsandmathstutor.com/admissions/nsaa/</a>

# Computer Science

<b>Topics / tasks:</b>	<b>Coursework completion (Final draft and completion)</b> <b>Recapture of Y12 topics (Ethics, Internet and Big Data)</b> <b>Analysis of the Skeleton Program</b> <b>Mock assessment</b>
<b>Content and skills:</b>	Students will finalise their coursework documentation, taking time to ensure the Evaluation section is complete Students will begin full revision of the course content, starting with Year 12 topics such as Ethics, The Internet and Big Data Students will have lessons focusing on the AQA Skeleton Program, predicting possible questions and editing the program to achieve certain tasks Students will sit a Paper 1 mock assessment
<b>Assessment:</b>	Coursework review (final submission) /75 Paper 1 mock /100 Numerous key term assessments (ranging from 10 to 20 marks)
<b>Stretch and challenge:</b>	Use ISAAC Computer Science as an extra A-level web resource: <a href="https://isaacomputerscience.org/">https://isaacomputerscience.org/</a> Use the Seneca website as an additional resource for A-level revision: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>



# Economics

<b>Topics / tasks:</b>	<ul style="list-style-type: none"><li>• <b>Role of financial markets</b></li><li>• <b>Market failure in the financial sector</b></li><li>• <b>Role of central banks</b></li><li>• <b>Public expenditure</b></li><li>• <b>Taxation</b></li><li>• <b>Public sector finances</b></li><li>• <b>Macroeconomic policies in a global context</b></li></ul>
<b>Content and skills:</b>	Use of basic and advanced economic terminology, mastering chains of reasoning, application of economic knowledge to different situations, quantitative and qualitative economic analysis and evaluation of case study material.
<b>Assessment:</b>	Past Paper Questions. MCQ.
<b>Stretch and challenge:</b>	Use of textbook. Online material - follow @econDJ on Twitter, stay up to date with current affairs - Financial Times, The Economist, The Guardian, BBC. Wider reading - see reading list.

# English Language

Topics / tasks:	<b>Paper 1: Language, the individual and society</b> <b>Section A: Meanings and Representations</b> <b>Section B: Child Language Acquisition</b>	<b>Paper 2: Language Diversity and Change</b> <b>Section A: Diversity and Change</b> <b>Section B: Language Discourses</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Explore how language is: shaped according to audience, purpose, genre and mode; shaped according to context; used to construct meanings and representations and used to enact relationships between writers, speakers and audiences or between participants within a text.</li> <li>• Revise and recap their understanding of how children learn to speak, read and write.</li> <li>• Evaluate different theories, views and approaches regarding how children learn to read, speak and write.</li> <li>• Practise writing essays by examining exemplars and producing their own paragraphs/essays.</li> <li>• Develop an understanding of the structure of the whole of the Paper 1 examination, including the assessment objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and recap their understanding of how gender, sociolect, accent and dialect, ethnicity, occupation and social class impact language use.</li> <li>• Revise and evaluate different theories, approaches and views to global language, language change, gender, sociolect, accent and dialect, language and occupation, social class and ethnicity.</li> <li>• Study a range of texts that convey attitudes to all of the above topics studied.</li> <li>• Explore how texts are produced to convey views and opinions about language issues.</li> <li>• Practise writing editorials and essays by examining exemplars and producing their own paragraphs/essays.</li> <li>• Develop an understanding of the structure of the whole of the Paper 2 examination, including the assessment objectives.</li> </ul>
<b>Assessment:</b>	Past paper questions/essays	Past paper questions/essays
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Read 'Language Development' (Cambridge Topics in English Language)</li> <li>• Read 'Text Analysis and Representation' (Cambridge topics in English Language)</li> <li>• Complete terminology revision on Seneca.</li> <li>• Research word classes and political leanings of different publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Read 'Attitudes to Language' (Cambridge topics in English Language)</li> <li>• Read 'Language Diversity and World Englishes' (Cambridge topics in English Language)</li> <li>• Read 'Language and Gender' (Cambridge topics in English Language)</li> </ul>

# English Literature

Topics / tasks:	Revision of all of Paper One	Revision of all of Paper Two
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>Revising themes of love through the ages in Unseen Poetry.</li> <li>Revising presentations of love in <i>Othello</i>.</li> <li>Continue revising connections between <i>The Great Gatsby</i> the pre-1900 Poetry Anthology.</li> <li>Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>	<ul style="list-style-type: none"> <li>Continue revising Unseen Prose by annotating aspects of structure, perspective, language etc</li> <li>Exploring relevant contextual information in Unseen Prose.</li> <li>Revising <i>A Streetcar Named Desire</i>, <i>The Color Purple</i> and <i>Skirrid Hill</i>.</li> <li>Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>
<b>Assessment:</b>	Writing a Paper 1 exam (3 hrs)	Writing a Paper 2 Exam. (2.5 hours)
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>Podcasts about <i>Othello</i> such as <a href="#">Othello   University of Oxford Podcasts - Audio and Video Lectures</a></li> <li>Podcasts about <i>The Great Gatsby</i> such as <a href="#">BBC Radio 4 - In Our Time, The Great Gatsby</a></li> </ul>	<ul style="list-style-type: none"> <li>Reading secondary material about issues of 'modern times', for example: <a href="http://www.bl.uk/learning/online-resources">www.bl.uk/learning/online-resources</a></li> <li>Reviews of <i>Skirrid Hill</i> such as <a href="#">Parting of the ways (and other dislocations)   Books   The Guardian</a></li> <li>Podcast about the life and context of Tennessee Williams: <a href="http://www.bbc.co.uk/programmes/b00p8dkb">www.bbc.co.uk/programmes/b00p8dkb</a></li> </ul>

# Ethics and Philosophy

<b>Topics / tasks:</b>	<b>Philosophy of Religion: Religious Language</b> <b>Religious Ethics: Sexual Ethics</b> <b>Developments in Christian Thought: Liberation theology/Marxism</b>
<b>Content and skills:</b>	<p><b>Philosophy of Religion</b> - Content: the argument that theological language is best approached by negation, the understanding of religious language in terms of analogy, with reference to Aquinas's analogy of attribution and analogy of proper proportion. Referencing understanding of the language of religious expression in terms of symbol through Tillich's view of theological language as almost entirely symbolic. <b>Religious Ethics</b> – Content: consideration of the following areas of sexual ethics: premarital and extramarital sex; homosexuality. The influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics. Seeking an application of the following theories to these areas of sexual ethics: natural law; situation ethics; Kantian ethics; and the various forms of utilitarianism.</p> <p><b>Developments in Christian Thought</b> – Content: The relationship of liberation theology and Marx, including: Marx's teaching on alienation and exploitation liberation theology's use of Marx to analyse social sin, liberation theology's teaching on the 'preferential option for the poor'. <b>Skills</b> Essay writing, note taking and synthesis of knowledge. AO1: Seeks demonstration of knowledge and understanding in response to the material being discussed; selecting and deploying relevant information through accurate and precise use of technical terms; showing an extensive use of scholarly and academic approaches. AO2: Critical analysis, insight and engagement with the material being taught; developing clear and successful arguments; skilful demonstration and coherently developed justification of arguments; well-developed and sustained, skilful line of reasoning, which is coherent, relevant and logically structured.</p>
<b>Assessment:</b>	Essays from each strand throughout the term to check understanding and provide feedback for areas of development in subject content and essay writing skills. Essays based upon revision material.
<b>Stretch and challenge:</b>	Ayer, A. J. (2001) Language, Truth and Logic, Dover Publications, Swinburne, R. (1997) 'God-talk is not evidently nonsense' in Davies, B. (2000) Philosophy of Religion: a guide and anthology, Oxford University Press, Internet Encyclopaedia of Philosophy Religious Language [ <a href="http://www.iep.utm.edu/rel-lang/">http://www.iep.utm.edu/rel-lang/</a> ]. Pope Paul VI (1968) Humanae Vitae [ <a href="#">Humanae Vitae (July 25, 1968)</a>   <a href="#">Paul VI (vatican.va)</a> ], Church of England House of Bishops (1991) Issues in Human Sexuality, London: Church House Publishing, Mill, J.S. (1859) On Liberty, Chapter 1 [ <a href="#">The Project Gutenberg eBook of On Liberty, by John Stuart Mill.</a> ]. Boff, L. and Boff, C. (1987) Introducing Liberation Theology, Burns and Oates, Gutierrez, G. (1974/2000) A Theology of Liberation, SCM Press, Chapter 4, Congregation of the Doctrine of the Faith (1984) Instruction on Certain Aspects of the 'Theology of Liberation', Wilcockson, M. (2011) Christian Theology, Hodder Education, Chapter 7.

# French

<b>Topics / tasks:</b>	<ol style="list-style-type: none"><li>1. <b>Comment traite-t-on les criminels?</b></li><li>2. <b>Les syndicats et les mouvements de grève.</b></li><li>3. <b>Literature: Boule de Suif by Maupassant</b></li></ol>
<b>Content and skills:</b>	<ol style="list-style-type: none"><li>1. Students will start their study of the topic "Comment traite-t-on les criminels?". They will learn topic relevant vocabulary and will work using all 4 skills: listening, speaking, reading and writing,</li><li>2. Students will study trade unions and France's so-called "strike culture".</li><li>3. Students will study further stories from the selection: Un Duel plus a story of their choice, which they will evaluate and present to the class.</li></ol>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Vocabulary test, grammar practice, writing résumés and answer to questions from the topic. Speaking practice on cards and individual research projects where individual advice is given when in breakout rooms during speaking sessions.</li><li>2. Students will complete weekly listening tests and résumés. In addition, they will write at least one essay.</li><li>3. Students answer sets of questions each week on the text and will complete short summaries. They will also write an essay.</li></ol>
<b>Stretch and challenge:</b>	<ol style="list-style-type: none"><li>1. Students need to revise vocabulary from last year topics, revisit the grammar structures they find challenging. On the topic of "Comment traite-t-on les criminels?", they can research the differences between francophone countries and England in terms of alternatives to imprisonment and sentences.</li><li>2. Alongside revising vocabulary and recapping on grammar, students should keep abreast of French news regarding strike movements in France.</li><li>3. Students can read further works by Maupassant or other literature from the FrancoPrussian war.</li></ol>

# Geography

Topics / tasks:	Water and Carbon Cycles	Global Systems & Global Governance
<p><b>Content and skills:</b></p>	<p>Systems in physical geography. Global distribution and size of major stores of water and carbon. Processes and factors driving change in the magnitude of these stores over time and space. Changes in the water and carbon cycles over time including natural variation and human impact. The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere.</p> <p>The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.</p> <p>Case study of a tropical rainforest and a river catchment(s) at a local scale.</p>	<p>The protection and global governance of Antarctica.</p>
<p><b>Assessment:</b></p>	<p>A knowledge test on water and carbon cycles.</p>	<p>A knowledge test on global systems and global governance.</p>
<p><b>Stretch and challenge:</b></p>	<p>Go to the AQA A level Geography website and download past copies of A level paper 1, practice exam questions and check answers using the mark schemes.</p> <p>Reading widely around the topic using the guide provided at the start of the year as well as articles shared on Teams.</p>	<p>Go to the AQA A level Geography website and download past copies of A level paper 2, practice exam questions and check answers using the mark schemes.</p> <p>Reading widely around the topic using the guide provided at the start of the year as well as articles shared on Teams.</p>

# German

<p><b>Topics / tasks:</b></p>	<p><b>A2 Unit 2: Multiculturalism in German-Speaking-Society: Integration (Continued)</b>  <b>A2 Unit 3: Multiculturalism in German-Speaking-Society: Racism</b></p> <p><b>A2 Unit 5: Aspects of Political Life In The German-Speaking World: Politics And Young People</b></p> <p><b>A2 Writing: The Literature Book - Der Besuch Der Alten Dame</b>  <b>A2 Speaking: Individual Research Project</b></p>
<p><b>Content and skills:</b></p>	<p>Students will study A2 UNIT 2: multiculturalism in the German-speaking-society – integration.          Students will study A2 UNIT 3: multiculturalism in the German-speaking-society – racism.</p> <p>Students will study A2 UNIT 5: politics and young people.</p> <p>Students will be developing their listening, speaking, reading, writing, grammar, translation and summarising skills.</p> <p>Students will learn new vocabulary and grammar to support their speaking and writing skills. Students will reinforce their vocabulary and grammar knowledge. Students will prepare their IRP for the speaking exam and practice writing A2 essays about the literature book “Der Besuch der alten Dame”.</p>
<p><b>Assessment:</b></p>	<p>In class, there will be vocabulary and/ or grammar tests and assessment of listening, speaking, reading, translating, summarising and writing skills. There will also be formal mock exams in Listening, Reading, Translating, Writing and Speaking.</p>
<p><b>Stretch and challenge:</b></p>	<p>Students can learn further advanced vocabulary and practise German grammar. Students can complete in depth research on the IRP and write additional essays on the literature book topic.          Students can research the wider topic of “The Fall of the Berlin Wall”.</p>

# History

<b>Topics / tasks:</b>	<b>Trade Unions and the Working Classes in the USA</b>
<b>Content and skills:</b>	<p>Students will be studying the history of Trade Unions, organised labour and the working classes in the USA. The course will cover the period 1865-1992, looking at the economic impact of the Civil War, the 'robber barons' and the government's attempts to prevent monopolies, through to the impact of the World Wars and the New Deal. Students will then study the reasons for the declining influence of unions in American life following the 1960s, with depth studies on Cesar Chavez and the PATCO Strike.</p> <p>Students will also continue to revise British content that was covered during the first lockdown last spring. For the British module, we will be covering the immediate post-war period of Labour's landslide in 1945, Conservative dominance 1951-64 through to the period of social transformation in the 1960s, joining the EEC and industrial unrest of the 1970s, culminating with Mrs Thatcher's election as PM in 1979.</p>
<b>Assessment:</b>	<p>Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, building arguments and evaluating different issues and events over time. Students will complete their coursework.</p>
<b>Stretch and challenge:</b>	<p>For the US History course, <i>Bury My Heart At Wounded Knee</i> by Dee Brown comes very highly recommended, and is considered a classic for a reason. Many histories of the Native Americans end in the early 20<sup>th</sup> century as assimilation becomes a <i>fait accompli</i> for many Native tribes; however, there are numerous general histories of America which will help to provide a broader context to the events studied in class.</p> <p>For the British side, <i>White Heat</i>, <i>State of Emergency</i>, <i>Seasons in the Sun</i> and <i>Who Dares Wins</i> by Dominic Sandbrook are a good accompaniment to the upcoming material, as is Andrew Marr's <i>A History of Modern Britain</i>. The accompanying documentary series to Marr's book also provides an excellent overview of how British society changed during the twentieth century.</p> <p>Once students have completed the American course, they will be revisiting the French Revolution and Rule of Napoleon in class. For those wishing to make a head start on this, there is a wealth of literature about Napoleon. <i>Napoleon the Great</i> by Andrew Roberts is a comprehensive, detailed and enjoyable read by an author clearly infatuated with his subject. A recent episode of the Radio 4 series 'You're Dead to Me' is a light-hearted and worthwhile listen about Napoleon's early years (<a href="https://www.bbc.co.uk/programmes/p08yd09s">https://www.bbc.co.uk/programmes/p08yd09s</a>). Mike Duncan's <i>Revolutions</i> podcast (series three) provides an excellent narrative overview of the period.</p>



# Latin

<b>Topics / tasks:</b>	<b>Verse unseen translation &amp; A-level language work</b>	<b>Set texts: Cicero, pro Cluentio &amp; Virgil, Aeneid XII, plus revision of Cicero &amp; Catullus texts from Y12</b>
<b>Content and skills:</b>	Latin verse vocabulary, translation of unseen prose and verse, plus practising A-level style comprehension questions.	Revising the texts as a whole, considering themes to discuss in essay questions and literary features, plus developing a more confident understanding of the historical context of the works.
<b>Assessment:</b>	Exam-style language questions, in addition to regular vocabulary tests. There will also be a mock exam.	Exam-style questions, including translation and analysis of the texts.
<b>Stretch and challenge:</b>	Using online resources such as Quizlet to consolidate vocabulary knowledge.	Read about the first century BC, as context for these authors; read Homer's Iliad and the whole of the Aeneid in translation.

# Maths

<b>Topics / tasks:</b>	<b>Consolidation, review and examination practice</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem solving skills</li></ul>
<b>Assessment:</b>	Practice examination questions and papers. Weekly homework tasks
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li><li>• Further reading and research</li></ul>

# Media Studies

Topics / tasks:	Component 1 Revision and Completing Component 3 Coursework	Revision of key theorists : learning how to evaluate and apply theory to set texts
<p><b>Content and skills:</b></p>	<p>Students will continue completing Component 3 Coursework this half-term, as well as revising Component 1 and 2 set texts ready for mock exams.</p> <ul style="list-style-type: none"> <li>• Component 1 – Revision of Component 1 texts</li> <li>• Exam technique and essay writing revision in preparation for mock exams</li> <li>• Revision of theorists and key terminology</li> <li>• Component 3 NEA Coursework – students will be completing Documentaries and producing Print Based texts for NEA assessment.</li> <li>• Component 2 Mocks revision and exam technique</li> </ul>	<p>Students will be revising key media theories this half term and will be taught how to evaluate these specifically for Component 2 exam texts.</p> <ul style="list-style-type: none"> <li>• Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way</li> <li>• Debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing</li> <li>• Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>
<p><b>Assessment:</b></p>	<p>Timed exam questions for each set text. Completed NEA coursework submitted to exam board. Ongoing class tests/Teams quizzes on key theorists and terminology. Component 1 and 2 full mock exams in class.</p>	
<p><b>Stretch and challenge:</b></p>	<p>Use the Media Studies Teams Component 2 section to access further exam questions, exemplar responses and extra reading links for each set text.</p>	<p>Use the Media Studies Teams Key Theorist section to watch the videos for every theorist studied and follow the links suggested for further reading.</p>

# Music

<b>Topics / tasks:</b>	<b>AOS1: Review all work in set topics</b> <b>AOS7: Art Music: Macmillan</b> <b>Composition: Preparing Submission</b> <b>Performance: Recording Repertoire</b>
<b>Content and skills:</b>	Reviewing and revising the key features of the set topic, composers and works – Baroque Concerto, Mozart Opera, Romantic Piano Music Exploring cultural context of set topics/composers – Macmillan – Art Music since 1910 Continuing to develop aural perception skills Final stages of coursework submissions (performance and composition)
<b>Assessment:</b>	Regular exam-style listening questions – taken from all sections of the exam (A and B) Longer passages of written prose analysis – for 10-mark answers in Sections A and B, and Section C essay Formative assessment of evolving Free Composition and Recital (NB – work on Free Composition not possible if 'remote learning' continues)
<b>Stretch and challenge:</b>	Undertake some further reading in the areas of 'Jazz' and 'Art Music since 1910' to provide background and context for Section C essay Revisit previous content and written work, improving in response to teacher feedback

# Politics

<b>Topics / tasks:</b>	<b>3.3.1. Ideologies, After this will be revision – students have completed the whole course</b>
<b>Content and skills:</b>	3.3.1.4 Anarchism, Revision of past papers, revising topics previously covered.
<b>Assessment:</b>	Written assignments
<b>Stretch and challenge:</b>	Reading a textbook or teacher notes; Reading a broadsheet newspaper (Guardian, Times, Telegraph, Independent); picking a book from the reading list handed out at the start of term; using <a href="http://www.parliament.uk/briefing-papers/">www.parliament.uk/briefing-papers/</a> or <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> to look for past papers to practice

# Physics

<b>Topics / tasks:</b>	<b>Module 6 – Particles and medical physics</b>			
<b>Content and skills:</b>	<u>Particle Physics</u> <ul style="list-style-type: none"> <li>• Quarks</li> <li>• Beta decay</li> </ul>	<u>Radioactivity</u> <ul style="list-style-type: none"> <li>• Nuclear decay equations Half-life and activity</li> <li>• Radioactive decay calculations</li> <li>• Modelling radioactive decay</li> <li>• Radioactive dating</li> </ul>	<u>Nuclear Physics</u> <ul style="list-style-type: none"> <li>• Einstein's mass-energy equation Binding energy</li> <li>• Nuclear fission</li> <li>• Nuclear fusion</li> </ul>	<u>Medical Imaging</u> <ul style="list-style-type: none"> <li>• The gamma camera PET scans</li> <li>• Ultrasound</li> <li>• Acoustic impedance</li> <li>• Doppler imaging</li> </ul>
<b>Assessment:</b>	In-class assessment, homework assignments. Topic tests.			
<b>Stretch and challenge:</b>	Completing relevant exercises on Isaac Physics website.			

# Physical Education

<b>Topics / tasks:</b>	<b>Physiology, psychology and socio-cultural topics.</b>
<b>Content and skills:</b>	<p>In psychology students will conclude work on group dynamics in sport and models of leadership and how that affects performance. They will also begin revision of key topics.</p> <p>In physiology students will examine the role of technology in sport including sport analytics, equipment and facilities and drug detection.</p> <p>In socio-cultural topics students will understand and explain the positive and negative impact of commercialisation, sponsorship and the media in relation to the performer, coach, official, audience and sport.</p>
<b>Assessment:</b>	Everlearner checkpoint tests and long answer questions and exam style questions.
<b>Stretch and challenge:</b>	Use PE journals and internet sources to read beyond set A level text books. Also keep up to date with current sporting issues in relation to topics covered.

# Product Design

<b>Topics / tasks:</b>	<b>Research Methods</b>
<b>Content and skills:</b>	Reliability, Validity, Statistical tests (inc: Mann Whitney, Wilcoxon, t-tests, Spearman's, Pearsons's & Chi Square), Probability and significance, reporting psychological investigations and features of a science.
<b>Assessment:</b>	Written assignment, multi choice questionnaire and mock assessment
<b>Stretch and challenge:</b>	Further reading from textbook: Chapter 3



# Psychology

<b>Topics / tasks:</b>	<b>Research Methods</b>
<b>Content and skills:</b>	Reliability, Validity, Statistical tests (inc: Mann Whitney, Wilcoxon, t-tests, Spearman's, Pearsons's & Chi Square), Probability and significance, reporting psychological investigations and features of a science.
<b>Assessment:</b>	Written assignment, multi choice questionnaire and mock assessment
<b>Stretch and challenge:</b>	Further reading from textbook: Chapter 3

# Sociology

<b>Topics / tasks:</b>	<b>Revision for exam</b>
<b>Content and skills:</b>	Students will look at all covered topics in sociology as a program of revision
<b>Assessment:</b>	Written assignments
<b>Stretch and challenge:</b>	Use the textbook and read relevant sections; Read a broadsheet newspaper to find social commentary on these issues; Listening to 'Thinking allowed' on BBC Radio 4 and using their archive; Looking at 'TED' talks that are relevant to sociology; Looking at LSE blogs on social political commentary <a href="https://blogs.lse.ac.uk/">https://blogs.lse.ac.uk/</a>

# Spanish

<b>Topics / tasks:</b>	<ol style="list-style-type: none"><li>1. <b>The topic of Multiculturalism in Hispanic Society. (La Convivencia)</b></li><li>2. <b>The topic of Political Life in the Spanish speaking world. (Los movimientos populares)</b></li><li>3. <b>Study of the play “La Casa de Bernarda Alba” by Fernando Fernán-Gómez.</b></li><li>4. <b>Development of the Independent Research Project.</b></li></ol>
<b>Content and skills:</b>	<p>Form and use of prepositions, use of language for describing change. Use of pronouns, varying sentence structure to enhance writing. Use of adverbs, structuring and argument. Use of <i>if</i> clauses + pluperfect subjunctive, developing and using a wider vocabulary. Use of <i>if</i> clauses + imperfect subjunctive, varying sentence structure to enhance speaking. Use of the passive voice, inferring meaning from listening and reading.</p>
<b>Assessment:</b>	Mock exams in March covering Papers 1, 2 & 3. Full A-level style examination.
<b>Stretch and challenge:</b>	<p>Reading ahead in the literature. Listening to Spanish news and current affairs. Using Kerboodle interactive to consolidate grammar and vocabulary.</p>