



DURHAM JOHNSTON  
**COMPREHENSIVE SCHOOL**  
— DARE TO BE WISE —

# Year 13

## Curriculum Overview ***Half Term 5***

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.

| Subject                   | Awarding Body | Subject                        | Awarding Body | Subject                   | Awarding Body |
|---------------------------|---------------|--------------------------------|---------------|---------------------------|---------------|
| <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

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| <b>Topics / tasks:</b>        | <b>Component One - personal projects</b>   |
| <b>Content and skills:</b>    | Students are continuing to develop their coursework, completing work already started and reviewing and refining existing work. Focusing on developing the quality of their outcomes and presenting a coherent portfolio which covers the assessment criteria.  |
| <b>Assessment:</b>            | This term, students will continue to receive highly focused feedback/advice on their work. This will be regular feedback and students are encouraged to respond to their teacher's feedback. Covering the assessment criteria will be central to all feedback provided.  |
| <b>Stretch and challenge:</b> | Students are encouraged to work very independently and take creative risks. By looking at a wide range of artwork, students can broaden their knowledge, but also their own ideas. Looking at major art museum websites and searching for artists related to their theme/title, will enable students to expand and refine their ideas. |

# Biology

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| <b>Topics / tasks:</b>        | <b>Consolidation of work covered from AS biology and Modules 5 and 6</b>   |
| <b>Content and skills:</b>    | AS level biology content<br>Communication<br>Excretion<br>Hormonal communication<br>Neuronal communication<br>Photosynthesis<br>Respiration<br>Cellular control<br>Patterns of inheritance |
| <b>Assessment:</b>            | Assessment using past exam questions after each topic and 3 exam paper assessments   |
| <b>Stretch and challenge:</b> | <a href="http://www.senecalearning.com">www.senecalearning.com</a>   |

# Business

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| <b>Topics / tasks:</b>        | <b>The importance of consolidation of Year 12 (Themes 1 &amp; 2) work – recommendation 1 hour per Year 12 Theme per week + 1 hour per week Theme 3 consolidation. Use textbooks, class notes and revision guides (including Pearson booklets) for this.</b>  |
| <b>Content and skills:</b>    | <p>Re-enforcement / reminder of:</p> <ol style="list-style-type: none"> <li>1. The expected approach / standards.</li> <li>2. Exam board requirements &amp; assessment overview. 4+8+10+12+20 mark answer expectations</li> <li>3. <b>Content</b> + use of <b>context</b> + structure / <b>technique</b>. A synoptic approach to exam technique.</li> </ol> <p>Paper 3 – synoptic – researching the 2023 set industry: <b>The UK car market and businesses operating in this market</b></p>  |
| <b>Assessment:</b>            | <p>Q &amp; A in class.</p> <p>Making good use of plans to ATQ (answer the question)</p> <p>Past exam questions - exclusively time-constrained - building up in time covered.</p> <p>Full Paper 1 (Theme 1 (12) &amp; Theme 4 (13) mock</p> <p>Paper 3 mock – in the context of the 2023 exam</p> <p>Much more synoptic assessments (4 themes into 3 exams).</p>  |
| <b>Stretch and challenge:</b> | <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.</p> <p>Regularly reviewing / investigating news – seeing impact / response businesses / governments – BBC website good source.</p> <p>Access Teams regularly for up-to-date context to investigate.</p> <p>Past papers &amp; learning materials: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html</a></p> <p>Read: Harvard Business Review, Bloomberg Business Week and Forbes.</p> <p><a href="https://oxfordsummercourses.com/articles/inspiring-books-that-business-students-should-read/">https://oxfordsummercourses.com/articles/inspiring-books-that-business-students-should-read/</a></p> |

# Chemistry

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|-------------------------------|---|
| <b>Topics / tasks:</b>        | <b>Revision – Modules 1-6</b>   |
| <b>Content and skills:</b>    | Revision – Modules 1-6<br>Preparation with classes – review / discussions / past Q & A (& feedback)<br>Individual and group discussions / revision.   |
| <b>Assessment:</b>            | Paper 1 – Physical and Inorganic Chemistry<br>Paper 2 – Organic Chemistry<br>Paper 3 – Unified Chemistry  |
| <b>Stretch and challenge:</b> | Catch up assessments if required<br>Preparation for next steps<br><b><u>Revision Websites</u></b><br><a href="http://Physicsandmathstutor.com">Physicsandmathstutor.com</a><br><a href="http://Chemrevise.com">Chemrevise.com</a> |

# Computer Science

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| <b>Topics / tasks:</b>        | <b>Recapture of Y13 topics (Stacks and Queues, Functional Programming)</b><br><b>Analysis of Skeleton Program</b><br><b>Mock assessments</b>  |
| <b>Content and skills:</b>    | Students will continue full revision of the course content, starting with topics such as Stacks and Queues, and Functional Programming<br>Students will revise topics from the start of Year 13, including Big-O notation and heuristic algorithms<br>Students will sit a Paper 2 mock assessment<br>Students will repeat an assessment based on the Skeleton Program |
| <b>Assessment:</b>            | Paper 2 mock /100<br>Paper 1 mock /100<br>Numerous key term assessments (ranging from 10 to 20 marks, twice a week)<br>Mini-assessments based on revision (ranging from 20 to 30 marks)   |
| <b>Stretch and challenge:</b> | Continue to use ISAAC Computer Science as an extra A-level web resource:<br><a href="http://isaaccomputerscience.org/">isaaccomputerscience.org/</a><br>Use the Seneca website as an additional resource for A-level revision:<br><a href="http://senecalearning.com/en-GB/">senecalearning.com/en-GB/</a>  |

# Economics

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| <b>Topics / tasks:</b>        | <b>Revision and consolidation of all material in preparation for assessments</b>  |
| <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> |   |

# English Language

| Topics / tasks:               | Paper 1: A Sections   | Paper 2: All Sections  |
|-------------------------------|---|--|
| <b>Content and skills:</b>    | <ul style="list-style-type: none"> <li>Exploring how language is shaped according to purpose, audience, genre, context and mode.</li> <li>Compare and explore how text producers create representations and are used to enact relationships between writers, speakers and audiences or between participants within a text.</li> <li><i>Revision of how children acquire the English Language. This will include a study of phonological, lexical, pragmatic and grammatical development regarding language acquisition.</i></li> <li><i>Evaluate different theories, views and approaches as to how children acquire the English Language and learn to read and write.</i></li> <li>Practising writing evaluative essays by examining exemplars and producing their own paragraphs/essays.</li> </ul> | <ul style="list-style-type: none"> <li>Revise and recap their understanding of how sociolect, gender, accent, dialect, occupation, ethnicity and social class impact language use.</li> <li>Revise and evaluate different theories, approaches and views on language change, global language, gender, sociolect, occupation, accent and dialect.</li> <li>Develop an understanding of the structure of the whole of paper 2, including the assessment objectives.</li> <li>Practising writing essays and opinion pieces by examining exemplars and producing their own.</li> </ul> |
| <b>Assessment:</b>            | <ul style="list-style-type: none"> <li>Questions/essays for Paper 1 Section A</li> <li>Questions/essays for Paper 1 Section B (CLA)</li> </ul>  | <ul style="list-style-type: none"> <li>Past paper questions/essays for Paper 2</li> </ul>  |
| <b>Stretch and challenge:</b> | <ul style="list-style-type: none"> <li>Read 'A/AS English Language for AQA' (Cambridge)</li> <li>As well as revision, completing additional exam papers, and reading recommended so far, pupils will be encouraged to follow the EngLang blob on twitter. This offers a wealth of up-to-date examples pupils could read about, further research and include in essays.</li> </ul>   | <ul style="list-style-type: none"> <li>Read 'A/AS English Language for AQA' (Cambridge)</li> <li>As well as revision, completing additional exam papers, and reading recommended so far, pupils will be encouraged to follow the EngLang blob on twitter. This offers a wealth of up-to-date examples pupils could read about, further research and include in essays.</li> </ul>  |

# English Literature

| Topics / tasks:               | Revision: Paper One  | Revision: Paper Two   |
|-------------------------------|--|---|
| <b>Content and skills:</b>    | <ul style="list-style-type: none"> <li>Revising the whole of Paper 1: <i>Othello</i>, Unseen Poetry and <i>The Great Gatsby</i>/pre-1900 poetry.</li> <li>Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>                               | <ul style="list-style-type: none"> <li>Revising the whole of Paper 2: <i>Skirrid Hill</i>, Unseen Prose and <i>A Streetcar Named Desire</i>/ <i>The Color Purple</i>.</li> <li>Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>   |
| <b>Assessment:</b>            | Paper One  | Paper Two   |
| <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> | <p>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></p> <p>Reviews of <i>Skirrid Hill</i> such as <a href="#">Parting of the ways (and other dislocations)   Books   The Guardian</a></p> <p>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></p> |

# Ethics and Philosophy

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| <b>Topics / tasks:</b>        | <b>Philosophy - Ethics - Christian Thought.</b>   |
| <b>Content and skills:</b>    | Revision and assessment over six weeks of this half term  |
| <b>Assessment:</b>            | Students have a rolling programme of revision and assessment - essays to prepare for and write under timed conditions in each strand of their A Level work. |
| <b>Stretch and challenge:</b> |   |

# French

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|-------------------------------|---|
| <b>Topics / tasks:</b>        | <ol style="list-style-type: none"> <li>1. <b>“Comment traite-t-on les criminels?”</b></li> <li>2. <b>“La politique et l’immigration”</b></li> <li>3. <b>Boule de Suif et autres contes de la guerre</b></li> </ol>  |
| <b>Content and skills:</b>    | <ol style="list-style-type: none"> <li>1. Students will continue their study of the topic “Comment traite-t-on les criminels?”. We will then review all the topics covered in AS and A2. They will revise topic relevant vocabulary and will work using all 4 skills: listening, speaking, reading and writing.</li> <li>2. Students will continue to work on the unit on politics and immigration. We will then review the work we have done over the course of the year. As well as revising, we will keep on working on aspects of A2 grammar.</li> <li>3. Students will complete their study of Maupassant short stories.</li> </ol>  |
| <b>Assessment:</b>            | <ol style="list-style-type: none"> <li>1. Vocabulary test, grammar practice, translations, writing résumés and answer to questions from the different topics. We will use past papers to review the topics and practise exam technics. Speaking practice on cards and individual research projects where individual advice is given on pronunciation, intonation, fluency, accuracy.</li> <li>2. Students will continue to have vocabulary tests, complete reading comprehensions and listening exercises, and write résumés as well as essays on the topic. Students will also complete an end of unit test.</li> <li>3. Students will complete essays under controlled conditions.</li> </ol> |
| <b>Stretch and challenge:</b> | <ol style="list-style-type: none"> <li>1. and 2. Students need to revise vocabulary from last year topics, revisit the grammar structures they find challenging. In view of the questions asked by their peers on their IRP (individual research project), they need to research further on the main aspects they identified in their 2 minute presentation.</li> <li>3. Students can read further works by Maupassant.</li> </ol>  |

# Geography

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|-------------------------------|---|
| <b>Topics / tasks:</b>        | <b>Review, Consolidation and Assessment</b>   |
| <b>Content and skills:</b>    | Students will review and be assessed on the A level content covered to date.  |
| <b>Assessment:</b>            | Written assessments with different question types that will be demonstrated in class to the students ahead of time.   |
| <b>Stretch and challenge:</b> | <p>Students can use the following website to support their revision:</p> <ul style="list-style-type: none"><li>• Cool Geography: <a href="http://www.coolgeography.co.uk/">www.coolgeography.co.uk/</a></li><li>• Geographical Association – Geography Education Online: <a href="http://www.geographyeducationonline.org/">www.geographyeducationonline.org/</a></li></ul> |

# German

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|-------------------------------|---|
| <b>Topics / tasks:</b>        | <p><b>A2 Unit 2: Multiculturalism in the German-speaking Society: Integration (continued)</b><br/> <b>A2 Unit 3: Multiculturalism in the German-speaking Society: Racism</b></p> <p><b>A2 Writing: Literature Book “Der Besuch der alten Dame” (continued)</b><br/> <b>A2 Speaking: Individual Research Project (continued)</b></p> <p><b>A2 Unit 5: Aspects of Political Life in the German-speaking World: Politics and Young People (continued)</b><br/> <b>A2 Unit 6: Aspects of Political Life in the German-speaking World: The German Reunification and its Consequences</b></p>   |
| <b>Content and skills:</b>    | <p>Students will study A2 Unit 2: Multiculturalism in the German-speaking Society - Integration. (continued)<br/> Students will study A2 Unit 3: Multiculturalism in the German-speaking Society - Racism.<br/> Students will study A2 Unit 5: Aspects of Political Life in the German-speaking World: Politics and Young People. (continued)<br/> Students will study A2 Unit 6: Aspects of Political Life in the German-speaking World: The German Reunification and its Consequences.</p> <p>Students will study A2 Writing: Literature Book “Der Besuch der alten Dame” (continued)<br/> Students will study A2 Speaking: Individual Research Project (continued)</p> <p>Students will be developing their listening, speaking, reading, writing, grammar, translating 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.<br/> Students will prepare their IRP for the speaking exam and practise writing A2 essays about the literature book “Der Besuch der alten Dame”.</p> |
| <b>Assessment:</b>            | <p>In class, there will be vocabulary and grammar tests as well as assessment of listening, speaking, reading, translating, summarising and writing skills.<br/> Students will complete their A2 Speaking Exam (2nd – 12<sup>th</sup> May).</p>   |
| <b>Stretch and challenge:</b> | <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.<br/> Students can research the wider topic of “The Fall of the Berlin Wall”.</p>  |

# History

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|-------------------------------|--|
| <b>Topics / tasks:</b>        | <b>Revision and Assessment</b>   |
| <b>Content and skills:</b>    | Students will be revisiting and revising their work on the three sections of the course that they've been studying in the past two years- Britain, 1930-1997; The French Revolution; and Civil Rights in the USA. There will be a rolling programme of revision of content, revision of exam technique, and formal assessment in the classroom.  |
| <b>Assessment:</b>            | Students will complete questions on a regular (likely weekly) basis. Content and question types that may appear in the assessment will be revised and clarified with the students in the lessons prior to the formal assessments.  |
| <b>Stretch and challenge:</b> | <p>The key for our students in the coming half term will be using their time wisely and consolidating existing knowledge as far as possible.</p> <p>Revisiting different aspects of the course to reflect upon the whole will prove to be the most useful thing to do here. For the Civil Rights course, <i>Amend: The Fight for America</i> has recently been released on Netflix, and covers the development of the rights of African Americans and Women in particular. <i>Eyes on the Prize</i>, a documentary series that focuses in great depth upon the African American Civil Rights Movement of the 50s and 60s, is also available to view on YouTube. <i>Modern Day Warriors</i>, a documentary produced by NARF, covers the final third of the Native American component.</p> <p>For the British course, overviews of the whole period- particularly Andrew Marr's <i>History of Modern Britain</i> book and series- will prove very effective. There are more biographies on Churchill than scholarship really demands, but all will prove useful to reacquaint students with his life from 1930 to his death.</p> <p>I cannot recommend highly enough Mike Duncan's <i>Revolutions</i> podcast as a revision tool for the French Revolution content. It covers everything that has been covered in class in depth and ties together key themes and ideas with languid ease.</p> <p>If students wish to deepen their understanding of any particular aspects further, they should speak to their class teacher who will be able to point them in the direction of good resources, particularly books, which will allow students to deepen their knowledge further.</p> |

# Latin

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|-------------------------------|---|
| <b>Topics / tasks:</b>        | <b>Revision of all topics</b>   |
| <b>Content and skills:</b>    | Practising A-level style questions, especially analysis and essays for literature. Building confidence with translation and other language questions. |
| <b>Assessment:</b>            | Practice exam questions for all papers.   |
| <b>Stretch and challenge:</b> | Read about the first century BC, as context for all authors; read Homer's Iliad and the whole of the Aeneid in translation.                           |

# Maths

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|-------------------------------|---|
| <b>Topics / tasks:</b>        | <b>Consolidation, review and assessment</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.<br>Internal assessment will take place over half term 5  |
| <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 and 2 revision for mock exams  | Revision of key theorists : learning how to evaluate and apply theory to set texts  |
|-------------------------------|--|---|
| <b>Content and skills:</b>    | <p>Students will continue revising all Component 1 and 2 texts ready for mock exams and assessments</p> <ul style="list-style-type: none"> <li>• Component 1 – Revision of all Component 1 texts: Newspapers, Film Industry, Games Industry, Music Videos, Advertising, Radio</li> <li>• Component 2 – Revision of all units: Magazines, Documentaries and Online Media</li> <li>• Exam technique and essay writing revision in preparation for mock exams</li> <li>• Revision of theorists and key terminology</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> |
| <b>Assessment:</b>            | <p>Mock exams tbc. Timed exam questions for each set text.<br/>Ongoing class tests/Teams quizzes on key theorists and terminology.</p>   |   |
| <b>Stretch and challenge:</b> | <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

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| <b>Topics / tasks:</b>        | <b>AOS1: Revision &amp; Exam Skills</b><br><b>AOS5 &amp; AOS7: Essay Practice and Exam Skills</b><br><b>Composition: Preparing Submission</b><br><b>Performance: Preparing Submission</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<br>Developing essay technique and aural perception skills for set topics<br>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)<br>Longer passages of written prose analysis – for 10-mark answers in Sections A and B, and Section C essay<br>Final submission of composition and performance                                 |
| <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<br>Revisit previous content and written work, improving in response to teacher feedback  |

# Politics

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|-------------------------------|--|
| <b>Topics / tasks:</b>        | <b>Revision and assessment</b>                 |
| <b>Content and skills:</b>    | UK Politics, US Politics, Ideologies           |
| <b>Assessment:</b>            | Written Assignments                            |
| <b>Stretch and challenge:</b> | Read textbook and notes to prepare effectively |

# Physics

| Topics / tasks:        | Revision and assessments   |
|------------------------|--|
| Content and skills:    | <p>Preparation with classes – review / discussions / past paper Q &amp; A (&amp; feedback)<br/>Individual and group discussions / revision.</p> <p>Modules 1, 2, 3 (Forces and Motion)<br/>Modules 1, 2, 4 (Electrons, Waves and Photons)<br/>Modules 1, 2, 5 (Newtonian World and Astrophysics)<br/>Modules 1, 2, 6 (Particles and Medical Physics)<br/>Modules 1-6 (Unified Physics)</p> <p>Catch up for assessed practicals – pupils completing missed work due to absences</p> |
| Assessment:            | Practice questions from past papers in test conditions   |
| Stretch and challenge: | <a href="https://www.physicsandmathstutor.com">Physicsandmathstutor.com</a>  |

# Physical Education

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|-------------------------------|--|
| <b>Topics / tasks:</b>        | <b>Revision of Paper 1 and Paper 2</b>   |
| <b>Content and skills:</b>    | Revision of physiology, psychology and socio-cultural issues for both Paper 1 and Paper 2.<br>Completion of NEA, including the collection of practical performance |
| <b>Assessment:</b>            | Everlearner assessments and past papers.   |
| <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

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| <b>Topics / tasks:</b>        | <b>Revision and Final submission of NEA</b>   |
| <b>Content and skills:</b>    | Paper 1: Technical principles (30% final grade)<br>Paper 2: Designing and Making principles (20% of final grade)  |
| <b>Assessment:</b>            | Students have recently completed a mock exam of paper 2 with Feedback given.<br>Revision Exam questions will be set and marked in class primarily for paper 1 and Paper 2<br>NEA marks will be sent off to exam board for moderation (50% of final grade) |
| <b>Stretch and challenge:</b> | Further reading from textbook and revision assignments set on teams.  |

# Psychology

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| <b>Topics / tasks:</b>        | <b>Revision and assessment</b>   |
| <b>Content and skills:</b>    | Topics: Approaches, Research Methods, Biopsychology, Social Influence and Psychopathology. |
| <b>Assessment:</b>            | Written assignments  |
| <b>Stretch and challenge:</b> | Further reading from textbook  |

# Sociology

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|-------------------------------|--|
| <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 textbook and notes to prepare for assessments                              |

# Spanish

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| <b>Topics / tasks:</b>        | <ol style="list-style-type: none"><li>1. Complete and consolidate the topic of Multiculturalism in Hispanic Society. (La Convivencia)</li><li>2. Complete and consolidate the topic of Political Life in the Spanish speaking world. (Los movimientos populares)</li><li>3. Complete study of the play “La Casa de Bernarda Alba” by Fernando Fernán-Gómez.</li><li>4. Complete development of the Independent Research Project.</li><li>5. Revision of all topics covered in Y12 and Y13.</li></ol> |
| <b>Content and skills:</b>    | Use of <i>if</i> clauses + pluperfect subjunctive, developing and using a wider vocabulary.<br>Use of <i>if</i> clauses + imperfect subjunctive, varying sentence structure to enhance speaking.<br>Use of the passive voice, inferring meaning from listening and reading.  |
| <b>Assessment:</b>            | Kerboodle end of unit 3 and unit 6 assessments in listening, reading & speaking to be used as practice assessments.<br>Past essays on “La Casa de Bernarda Alba” and “Volver” to be used as practice assessments.<br>A Level Speaking Assessment to take place on Wednesday 10 <sup>th</sup> May.  |
| <b>Stretch and challenge:</b> | Reading ahead in the literature.<br>Listening to Spanish news and current affairs.<br>Using Kerboodle interactive to consolidate grammar and vocabulary.   |