



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 12

## Curriculum Overview *Half Term 6*

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

This table shows which exam board the school uses for each qualification.

Click on the [exam board](#) to view the specification via their website.

Subject	Awarding Body	Subject	Awarding Body	Subject	Awarding Body
Art	<a href="#">Edexcel</a>	Ethics and Philosophy (RS)	<a href="#">OCR</a>	Media Studies	<a href="#">WJEC</a>
Biology	<a href="#">OCR</a>	French	<a href="#">AQA</a>	Music	<a href="#">AQA</a>
Business	<a href="#">Edexcel</a>	Geography	<a href="#">AQA</a>	Physical Education	<a href="#">AQA</a>
Chemistry	<a href="#">OCR</a>	German	<a href="#">AQA</a>	Physics	<a href="#">OCR</a>
Computer Science	<a href="#">AQA</a>	Government and Politics	<a href="#">AQA</a>	Psychology	<a href="#">AQA</a>
Economics	<a href="#">Edexcel</a>	History	<a href="#">OCR</a>	Sociology	<a href="#">AQA</a>
English Language	<a href="#">AQA</a>	Latin	<a href="#">OCR</a>	Spanish	<a href="#">AQA</a>
English Literature	<a href="#">AQA</a>	Maths	<a href="#">OCR</a>		

# Art

<b>Topics / tasks:</b>	<b>Component One- personal projects</b>
<b>Content and skills:</b>	Students will continue to develop their own personal projects, investigating the work of other artists, experimenting with materials and processes, exploring a wide range of references as part of developing their ideas. Working in sketchbooks and creating live outcomes will demonstrate the student's level of skill and knowledge. The more practice and effort made by the student, the greater the progress. By viewing the development of new sketchbooks pages, it is possible to monitor levels of progress at home. At this stage of the course, the personal projects should now be established and the students investigations aiming for a sophistication and depth we hope to see in a year 13 portfolio.
<b>Assessment:</b>	Students work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons.
<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

<b>Topics / tasks:</b>	<b>Module 6: Ecosystems, populations and sustainability (A level content)</b>
<b>Content and skills:</b>	Biotic and abiotic factors, biomass transfer through ecosystems, carbon and nitrogen cycles, succession, sampling techniques, population growth curves, predator-prey relationships, sustainable management of ecosystems including conservation and preservation.
<b>Assessment:</b>	Continual assessments using past exam questions
<b>Stretch and challenge:</b>	Variety of online courses available - guidance can be personalised to students. For example: <a href="http://www.futurelearn.com/courses/biochemistry">www.futurelearn.com/courses/biochemistry</a> or <a href="https://www.edx.org/course/subject/biology-life-sciences">https://www.edx.org/course/subject/biology-life-sciences</a>  Preparation for the intermediate biology olympiad - <a href="https://ukbiologycompetitions.org/intermediate-biology-olympiad/">https://ukbiologycompetitions.org/intermediate-biology-olympiad/</a> (scheduled for Tuesday 8 <sup>th</sup> June 3-4pm)

# Business

<b>Topics / tasks:</b>	<b>Embedding themes 1 &amp; 2</b> <b>Theme 3 – 3.6 Causes and effects of change &amp; Scenario planning</b> <b>Culture, Ethics, Assessing Competitiveness &amp; HR</b>
<b>Content and skills:</b>	<p>Embedding Themes 1 &amp; 2 into weekly consolidation routines. Highlighting the LINEAR nature of final assessments.          Detailing the (complex) links between Themes (4) and final papers          Differences between Year 12 (AS) and Year 13 (A) expectations – including assessments.</p> <p>Theme 3 and Full A level introduction - the higher requirements of full A level assessment - through past paper interrogation.</p> <ul style="list-style-type: none"> <li>• 3.6 introduction.</li> <li>• HR - depth beyond the specification, to facilitate access to marks on all papers. The strongest candidates recognised that it is through the workforce that any strategy is implemented (previous examiner report)</li> <li>• 3.5 - Assessing competitiveness - ratios</li> </ul>
<b>Assessment:</b>	<p>Q &amp; A in class. Terminology tests.          Past exam questions - including time-constrained.          Knowledge check questions at the end of each sub-section (students self-monitor).          AS exam (external or internal, depending on choice)</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.          Regularly reviewing / investigating news – seeing impact / response businesses – BBC website good source.          Access Teams regularly for up-to-date context to investigate.</p> <p><b>Wider Reading</b>          Management Theory and Practice GA Cole &amp; Phil Kelly          Corporate Strategy H Igor Ansoff          The Prince Niccolò Machiavelli          Our Iceberg is Melting John Kotter (also available here:  <a href="https://qualityfirst.ilite.co.za/pluginfile.php/1245/mod_resource/content/1/our-iceberg-is-melting.pdf">https://qualityfirst.ilite.co.za/pluginfile.php/1245/mod_resource/content/1/our-iceberg-is-melting.pdf</a>)</p>

# Chemistry

<b>Topics / tasks:</b>	<b>Module 6: Organic Chemistry, Synthesis and Analysis</b> <b>Module 5: Physical Chemistry</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Carbonyls, Carboxylic Acids and Esters</li><li>• Practical techniques in Organic Synthesis</li> <li>• Equilibrium</li></ul>
<b>Assessment:</b>	End of topic tests for each section, past paper questions. Mock exam to cover all AS Chemistry content.
<b>Stretch and challenge:</b>	Prepare for the <a href="#">Royal Society Chemistry Olympiad which takes place in year 13.</a> Take part in the C3L6 competition in June (Cambridge Chemistry Challenge for Lower Sixth)

# Computer Science

<b>Topics / tasks:</b>	<b>Y12 Mock</b> <b>Fundamentals of Programming (Event-driven programming techniques)</b> <b>Revision of Data Representation (Floating Point)</b> <b>Revision of Algorithms (Searching and Sorting)</b> <b>Theory Of Computation</b> <b>Non-Exam Assessment introduction</b>
<b>Content and skills:</b>	Students will use an event-driven paradigm to create interface programs (using buttons / text boxes etc.) Students will revisit the concept of Floating Point Notation and how it can be used to store greater / smaller numbers using less bits. Students will revisit Searching and Sorting algorithms and study their time and space complexity in greater depth Students will decide on a coding project for their Non-Exam Assessment
<b>Assessment:</b>	Event-driven Connect 4 Assessment (Graded practical assessment) NEA Analysis section /10 Assessment of Normalisation SQL, Floating Point and the Internet /50 NEA Design first draft (to be assessed after Summer)
<b>Stretch and challenge:</b>	Learn the basics of interface programming by following this library of YouTube videos: <a href="https://www.youtube.com/watch?v=nif7ViGaNrs">https://www.youtube.com/watch?v=nif7ViGaNrs</a> Watch this introduction to "Big-O" notation and how it decides the complexity of algorithms, then decide what "complexity" each sorting algorithm must have: <a href="https://www.youtube.com/watch?v=D6xkbGLQesk">https://www.youtube.com/watch?v=D6xkbGLQesk</a>

# Economics

<b>Topics / tasks:</b>	<b>3.1.1 Sizes and types of firms</b> <b>3.1.2 Business growth</b> <b>3.1.3 Demergers</b> <b>3.2.1 Business objectives</b>	<b>3.3.1 Revenue</b> <b>3.3.2 Costs</b> <b>3.3.3 Economies and diseconomies of scale</b> <b>3.3.4 Normal profits, supernormal profits and losses</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>	Use of textbook. Online material - stay up to date with current affairs - Financial Times, The Economist, The Guardian, BBC. See the super curricular sheet for wider reading, documentaries, podcasts.	

# English Language

Topics / tasks:	<b>Paper 1: Language, the individual and society (Section A: meanings and representations)</b> <b>NEA: Language in Action</b>	<b>Paper 2: Language Diversity</b> <b>Section A: Global Language</b> <b>Section C: writing an opinion piece on a Paper 2 topic.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Study a range of opinion based texts and explore how meaning is conveyed.</li> <li>• Produce one piece of opinionated original writing.</li> <li>• Produce one commentary to consider and evaluate the style model, the writing process and the effectiveness of the final piece of original writing.</li> <li>• Understand how to improve through detailed feedback on in class examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the history of the spread of English around the globe.</li> <li>• Explore, discuss and evaluate different theories, approaches and views on English as a global language</li> <li>• Practise writing essays by examining exemplars and producing their own paragraphs/essays.</li> <li>• Explore how texts are produced to convey views and opinions about global language.</li> <li>• Write an opinion piece about global language.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Produce one piece of original writing</li> <li>• Produce one commentary</li> <li>• Internal examination (one question from Paper 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper questions/essays</li> <li>• Internal examination (one question from Paper 2)</li> </ul>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• (Cambridge topics in English Language)</li> <li>• Read 'The English Language' (David Crystal)</li> <li>• Research word classes and political leanings of different publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Read 'Language variety and World Englishes' (Cambridge Topics in English Language)</li> <li>• Read 'Attitudes to Language' (Cambridge topics in English Language)</li> <li>• Read 'The English Language' (David Crystal)</li> </ul>

# English Literature

Topics / tasks:	Non Examination Assessment (coursework)	Paper 2 Section A: <i>Skirrid Hill</i> .
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Begin planning and writing Non Examination Assessment (Coursework)</li> <li>• Continue to examine exemplar NEAs for perceptive comparisons; insightful analysis of writers' methods and engagement with literary, social and historical contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue examining themes of literature from 1945 onwards, such as separation and relationships in the collection of poems <i>Skirrid Hill</i> by Owen Sheers.</li> <li>• Honing essay writing skills, by dissecting exemplars and practising writing paragraphs.</li> </ul>
<b>Assessment:</b>	Produce first 2 sides of NEA.	Writing a full Section A: <i>Skirrid Hill</i> (1hr)
<b>Stretch and challenge:</b>	Research the contexts of your chosen texts. You could use some of the following websites: <a href="https://www.jstor.org/">https://www.jstor.org/</a> <a href="http://podcasts.ox.ac.uk/open/search?openterms=english">http://podcasts.ox.ac.uk/open/search?openterms=english</a> <a href="https://www.bl.uk/learning/online-resources#">https://www.bl.uk/learning/online-resources#</a>	Read secondary material about the life and writing of Owen Sheers such as <a href="https://www.swansea.ac.uk/media/Owen-Sheers,-Skirrid-Hill-(Seren).pdf">https://www.swansea.ac.uk/media/Owen-Sheers,-Skirrid-Hill-(Seren).pdf</a>

# Ethics and Philosophy (RS)

<b>Topics / tasks:</b>	<b>OCR Religious Studies</b>
<b>Content and skills:</b>	Revision and assessment over six weeks of this half term, covering all aspects of the AS content.
<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 AS Level work.
<b>Stretch and challenge:</b>	OCR website and the RE folder on Teams contain a wealth of resources for extension and practice questions. <a href="https://www.ocr.org.uk/images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf">https://www.ocr.org.uk/images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf</a>

# French

<b>Topics / tasks:</b>	<b>1. Le Bénévolat</b> <b>2. Cinéma+IRP</b> <b>3. Literature</b>
<b>Content and skills:</b>	<p>1. Students will finish their study of the charity topic. They will learn topic relevant vocabulary and will work using all 4 skills: listening, speaking, reading and writing. They will revise grammar particularly those areas which were most challenging in the mock examination.</p> <p>2. Students will finish their study of the cinema topic and focus on the aspect they found challenging in their mock examination. They will learn topic relevant vocabulary and will work using all 4 skills: listening, speaking, reading and writing. They will then be introduced to the A2 IRP (Individual research project) used for their A2 speaking examination, and research on the topic of their choice.</p> <p>3. Students will start their study of the context and historical setting of the literary text studied in year 13: Boule de Suif et autres contes de la guerre by Maupassant</p>
<b>Assessment:</b>	<p>1. Formal assessment in June</p> <p>2. Vocabulary test, grammar practice, writing résumés and answer to questions from the topic of cinema. Speaking practice where individual advice is given to improve development of answers, pronunciation, intonation, fluency and accuracy.</p> <p>3. Formal assessment in June.</p>
<b>Stretch and challenge:</b>	<p>1. Students can research different charities and volunteering opportunities in France.</p> <p>2. Students will have to start thinking of the topic for their IRP and do some research on it in French.</p> <p>3. Students can research Maupassant and read some of his short stories.</p>

# Geography

<b>Topics / tasks:</b>	<b>Non-Examined Assessment (NEA)</b>
<b>Content and skills:</b>	Students will begin to prepare and plan for their NEA, which is an independent investigation into a topic on the geography specification. They will generate research questions or hypotheses, research and synthesis the current academic thinking and findings on their chosen area of study before developing a methodology to collect appropriate data to answer their questions. The students will develop a range of fieldwork skills to enable them to collect both primary data in the field and access secondary data sources remotely.
<b>Assessment:</b>	The NEA is a piece of coursework worth 20% of students final A level result and will not be formally assessed this term. Students will be assessed on previously taught content using a range of exam questions.
<b>Stretch and challenge:</b>	Students can access previous examples of NEA work on the AQA website: <a href="https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/assessment-resources?f.Resource+type%7C6=NEA+tasks">https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/assessment-resources?f.Resource+type%7C6=NEA+tasks</a> Students can also explore NEA advice and guidance, alongside fieldwork methods from these geography organisations: <a href="#">A student guide to the A Level independent investigation (Non-examined Assessment - NEA) - RGS</a> <a href="#">A Level Geography NEA: Everything you need to know   PMT Education</a> <a href="#">A level independent fieldwork investigation - Geographical Association</a> <a href="#">Fieldwork in schools - RGS</a> <a href="https://storymaps.arcgis.com/stories/118207f3c6cc49c49774ee3af7bba138">https://storymaps.arcgis.com/stories/118207f3c6cc49c49774ee3af7bba138</a>

# German

<b>Topics / tasks:</b>	<b>AS Unit 3: Fashion, Music and Television (Continued)</b> <b>AS Unit 6: The Cultural Life in Berlin (Continued)</b> <b>AS Speaking: Units 1 - 6</b>
<b>Content and skills:</b>	<p>Students will study AS UNIT 3: aspects of German-speaking society, fashion, music and television. (continued)</p> <p>Students will study AS UNIT 6: artistic culture in the German-speaking world, the cultural life in Berlin. (continued)</p> <p>Students will be developing their listening, speaking, reading, writing, grammar, translating and summarising skills.          Students will learn new vocabulary and grammar.          Students will reinforce their knowledge of regular and irregular verbs, the use of different tenses, German word order, and the use of sub-clauses as well as declensions.          Students will practise speaking skills.</p>
<b>Assessment:</b>	<p>In class, there will be weekly vocabulary and/ or grammar tests and assessment of listening, speaking, reading and writing skills.</p>
<b>Stretch and challenge:</b>	<p>Students can learn more vocabulary on the topics fashion, music and television, as well as the cultural life in Berlin.          Students can conduct further research of AS UNITS 1 – 6.</p>

# History

<b>Topics / tasks:</b>	<b>Civil Rights in the USA; Britain 1980-1997</b>
<b>Content and skills:</b>	<p>Students will be moving onto the third unit of the A-Level course- Civil Rights in the USA, 1865-1992. They will be studying how different groups in American society- African Americans, Native Americans, Women and Workers- lost and gained their civil rights over 127 years of American history. The first topic that students will study is the African American demographic. Students will investigate the ways in which African Americans fought for their civil rights in the USA following the end of the American Civil War. They will be learning to construct historical theses, examine and evaluate interpretations of key periods and demonstrate thematic change over time.</p> <p>Students will also continue their studies of British political history, looking in depth at the premierships of Thatcher, Major and the causes of the Labour landslide under Blair.</p>
<b>Assessment:</b>	<p>Planning and writing essays that cover change across and within the 127 year period of study; writing evaluative analyses of differing interpretations of key moments in the struggle for Civil Rights. In both parts of the course, students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, building arguments and evaluating different issues and events.</p>
<b>Stretch and challenge:</b>	<p>For a general introduction to modern US history, Hugh Brogan's <i>The Penguin History of the USA</i> and Andrew Reynolds' <i>America: Empire of Liberty</i> both come highly recommended. Whilst the focus of the course is upon US domestic policy, and wider understanding of US history, its development and the global context throughout the late nineteenth and twentieth century will prove invaluable. For specific reading on the civil rights of African Americans, Adam Fairclough's <i>A Better Day Coming</i> and C. Vann Woodward's <i>The Strange Career of Jim Crow</i> will be excellent starting points. For those with access to Netflix, a number of documentaries have been produced that provide an engaging introduction into several key points. <i>13<sup>th</sup></i>, a documentary about the abolition of slavery in the US and the prison-industrial complex, is an engaging and forthright watch. <i>Amend: The Fight for America</i> has recently been released which looks at the role the 14<sup>th</sup> Amendment has played in modern American history, and looks at the rights of African Americans, Women and LGBTQ+ people in the United States.</p> <p>For the British side of the course, <i>Thatcher's Britain</i> by Richard Vinen will be a valuable accompaniment to the course, as will Alastair Campbell's diaries <i>The Blair Years</i>. As always, Dominic Sandbrook's work remains useful, and <i>Who Dares Wins</i> will be a good read for those who want more depth on the early years of Thatcher. Alwyn Turner's <i>A Classless Society: Britain in the 1990s</i> will provide comprehensive coverage of the final decade of the course.</p>

# Latin

<b>Topics / tasks:</b>	<b>Cicero – Pro Cluentio; Virgil – Aeneid XII; moving towards A-level language</b>
<b>Content and skills:</b>	We will complete our study of the first prose and verse set texts; we will also move on to verse translation in our language work in addition to practising comprehension tasks and translation from English into Latin.
<b>Assessment:</b>	There will be regular vocabulary tests, as well as exam-style assessments on both set texts.
<b>Stretch and challenge:</b>	Read some of Ovid's Metamorphoses in translation – this is arguably the most influential Classical Latin text, in terms of the later European literary tradition, and it is often used as a source of passages to translate at A-level.

# Maths

<b>Topics / tasks:</b>	<b>Trigonometry: Radians, equations, angle formulae</b> <b>Functions: terminology, composite, inverse, modulus</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>	Summer assessment 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:	<b>Component 2 - Magazines &amp; Documentary</b> <b>Component 3 – NEA Production Coursework</b>	<b>Integration of the Theoretical Framework in Media Studies – including key theorists</b>
<b>Content and skills:</b>	<p><b>Students will study the following Component 2 Units and set texts this half-term</b></p> <ul style="list-style-type: none"> <li>• Magazine Industry – studying Language, Representation, Audiences and Industry in Vogue and The Big Issue</li> <li>• Film Study - studying Language, Representation, Audiences and Industry Texts studied – The Returned and Black Mirror</li> <li>• Component 3 – NEA - writing statement of aims, researching genres for independent production, learning editing techniques and camera work.</li> </ul>	<p><b>Students will be taught key Media terminology and theory this half-term</b></p> <ul style="list-style-type: none"> <li>• media language: how the media through their forms, codes, conventions and techniques communicate meanings</li> <li>• representation: how the media portray events, issues, individuals and social groups</li> <li>• Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.</li> <li>• media industry: studying industry aspects of set texts including production, distribution, marketing and regulation</li> </ul>
<b>Assessment:</b>	<p>Mock Exam questions on Component 2 texts studied this term and timed exam questions for each set text as completed. Ongoing class tests/Teams quizzes on key theorists and terminology</p>	
<b>Stretch and challenge:</b>	<p>Studying other examples of key Documentary and Magazine texts as suggested on the Media Studies Teams site.</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: An Introduction to Romantic Piano Music &amp; Chopin</b> <b>AOS5: Jazz: Metheny &amp; Simcock</b> <b>AOS7: An Introduction to Art Music</b> <b>Performance: A Level repertoire selection and practise</b> <b>Composition: Free Composition and 4-part Chorale Harmony</b>
<b>Content and skills:</b>	Contextual and historical information, and listening and analysis skills – Romantic Piano Music, Metheny, Simcock & 20 <sup>th</sup> C Art Music. Selecting repertoire and honing performance skills – looking ahead to devising a recital programme Adding alto and tenor parts to 4-part exercises, and study of Riemenschneider examples Continuation of Free Composition - extending and developing ideas
<b>Assessment:</b>	Regular exam-style listening questions and longer passages of written prose analysis Harmony exercises and free composition formative assessment and consultation Performance reviews – sample recordings
<b>Stretch and challenge:</b>	Undertake some further reading using online resources, or books from the department to deepen background/contextual knowledge Revisit previous content and written work, improving in response to teacher feedback

# Politics

<b>Topics / tasks:</b>	<b>3.2.1. Government and Politics of the USA</b>
<b>Content and skills:</b>	3.2.1.5 Electoral process and US democracy; 3.2.1.6 US political parties; 3.2.1.7 US pressure groups; 3.2.1.2 The Legislative of the US; 3.2.1.4 The judiciary of the US; 3.2.1.3. The Executive of the US; 3.2.1.8 Civil Rights in the US
<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>

# Physics

Topics / tasks:	Module 5 – Thermal Physics, Ideal Gases	Module 5 – Circular Motion, Oscillations
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Temperature</li> <li>• Solids, liquids and gases</li> <li>• Internal energy</li> <li>• Specific heat capacity</li> <li>• Specific latent heat</li> <li>• Kinetic theory of gases</li> <li>• Gas laws</li> </ul>	<ul style="list-style-type: none"> <li>• Angular velocity and the radian</li> <li>• Centripetal acceleration</li> <li>• Exploring centripetal forces</li> <li>• Simple harmonic motion</li> </ul>
<b>Assessment:</b>	In-class assessment, Practical Assessment Group (PAG) tasks	
<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 (Paper 2).</b>
<b>Content and skills:</b>	<p>In physiology students will continue to examine Newton's Analogues and key topics including angular momentum, impulse and projectiles. They will also start looking at fluid dynamics focussing on Bernoulli's principle.</p> <p>In psychology students will begin to investigate how sports performers use information from the environment to facilitate movement. Pupils will explore the process of decision making.</p> <p>In socio- cultural lessons students will continue to look at the elite performance pathway focussing on the role of UK Sport. They will also look at ethics in sport in relation to elite performer conduct.</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.

# Psychology

<b>Topics / tasks:</b>	<b>Mock assessment/Issues &amp; Debates</b>
<b>Content and skills:</b>	Week 1 of this half term will be to finish coursework project then Yr. 12 mock assessments in week 2. In week 3 we will begin a new topic – Issues & Debates. This includes Freewill/Determinism, Nature/Nurture, Reductionism/Holism, Ideographic/Nomothetic, Culture & Gender bias and Socially Sensitive Research.
<b>Assessment:</b>	Written assignments
<b>Stretch and challenge:</b>	Extra reading in textbook

# Sociology

<b>Topics / tasks:</b>	<b>Sociology of Global Development</b>
<b>Content and skills:</b>	Sociology of Global Development, theories, general introduction, globalisation; Trade and Aid; Aspects of development; War and Conflict; Industrialisation, Urbanisation and the Environment;
<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>	<b>In line with the AQA Spanish AS course, students will complete Unit 3 on La igualdad de los sexos and Unit 6 on on El Patrimonio Cultural. In addition, they will continue to analyse and critically examine aspects of the film “Volver”.</b>
<b>Content and skills:</b>	In terms of grammar, students will be learning how to use indefinite adjectives and pronouns and demonstrative and possessive adjectives, as well as the following tenses: the preterite tense and pluperfect tense, the future perfect, conditional perfect and the present and imperfect subjunctive mood. In terms of skills, they will be developing listening and reading comprehension skills, essay skills, translation skills, listening for gist and detail and recognising suffixes.
<b>Assessment:</b>	Students will be assessed across all four skills via internal examination. Speaking skills will be practised through conversation lessons weekly. Grammar and vocabulary tests will also take place to check understanding before students move on to the A2 course.
<b>Stretch and challenge:</b>	Students can extend their knowledge by researching in more depth the cultural heritage of Spain and Hispanic Countries and by seeking out online articles and statistics on gender issues and gender equality relating to the Hispanic world. Students should also re-watch the film “Volver” and revise the content covered on the <i>themes</i> of the film and the <i>characters and relationships</i> with each other. Use of Kerboodle interactive materials will help them to prepare for A2. Keeping up to date with current affairs and politics in the Spanish speaking world will also provide students with ideas for beginning the Independent Research Project in Y13.