



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 12

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.

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

Art

Topics/ tasks:	Component one continued, with the addition of a timed 15 hour mock exam outcome
Content and skills:	Students will continue developing their coursework portfolio, with everyone investigating different themes/topics; lessons will be based round individual tutoring. The addition of creating a timed 15hour outcome will form part of the mock exam, with all work created since the start of the term contributing to the mock exam assessment. Content and skills will depend on the individual project, with the focus being refining ideas, demonstrating greater skill in the selected area of study and placing work in a contextual setting.
Assessment:	Work will be assessed using the exam board criteria. The students have copies of this, and we have discussed together what the level of expectation is, and what is required in creating work that covers all the assessment criteria. Student will also continue to receive individual tutoring.
Stretch and challenge:	A-level art student are expected to work in a very independent way, creating work on a regular basis, taking creative risks and expanding their knowledge of art & design through reading and looking at artwork. Ask an art student who their influences are, or who they are inspired by, and they should be able to reel off a few names, with the ability to discuss their work.

Biology

Topics / tasks:	Module 3 - Transport in plants continued Module 4 - Disease and classification
Content and skills:	Mechanism of transpiration Xerophytes and hydrophytes Mechanism of translocation Pathogens in animals and plants Human defences and the immune system Classification hierarchy Statistical tests
Assessment:	Continual assessments using past exam questions
Stretch and challenge:	Variety of online courses available - guidance can be personalised to students. For example: www.futurelearn.com/courses/biochemistry or https://www.edx.org/course/subject/biology-life-sciences

Business Studies

Topics / tasks:	Theme 2: Managing Business Activities
Content and skills:	<p>2.1 Raising Finance: Sources and methods of finance, liability</p> <p>2.2 Financial Planning: Sales forecasting, sales revenue – cost = profit, break even analysis, budgets</p> <p>2.3 Managing Finance: Final Accounts, ratio analysis (profitability & liquidity)</p> <p>2.4 Resource Management: productivity, capacity utilisation, stock control & quality management</p> <p>2.5 External Influences: Economic influences, legislation and competition (STEEPLE C)</p> <ol style="list-style-type: none"> 1. The expected approach / standards. 2. Exam board requirements & assessment overview. 3. Content + use of context + structure / technique. 4. Revision techniques 5. 2+4+8+10+20 mark expectations 6. Developing and acting on ACTION PLANS for continued progress
Assessment:	<p>Q & A in class. Terminology tests.</p> <p>Past exam questions - including time-constrained.</p> <p>Knowledge check questions at the end of each sub-section (students self-monitor).</p> <p>Full mock exam – synoptic assessment</p>
Stretch and challenge:	<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 – BBC website good source.</p> <p>Access Teams regularly for up-to-date context to investigate.</p>

Chemistry

Topics / tasks:	MODULE 3: PERIODIC TABLE AND ENERGY MODULE 4: CORE ORGANIC CHEMISTRY AND ANALYSIS
Content and skills:	<ul style="list-style-type: none">• Reaction rates• Equilibrium• Halogenoalkanes• Organic Synthesis• Spectroscopy• (When students return to school, there will be a focus on completing experiments to supplement the theory covered so far)
Assessment:	End of topic tests for each section, past paper questions
Stretch and challenge:	Prepare for the Cambridge L6th Chemistry Challenge which happens in June: http://c3l6.org/

Computer Science

Topics / tasks:	Abstract Data Types (Stacks and Queues) Fundamentals of Databases (Normalisation and SQL) Fundamentals of Programming (Object-Oriented Programming Techniques)
Content and skills:	Students will study the operations needed in Stacks and Queues and their relevance in Computing Students will have time to prepare for a mock paper assessment Students will look at how Structured Query Language can be used to retrieve data from a normalised database Students will apply OOP principles to basic programs and understand the need for inheritance and polymorphism
Assessment:	Half-term programming project: "The Worst Code in The World" (graded assessment) Y12 Mock /70 MONSTER! OOP Challenge (Graded practical assessment) OOP Connect 4 Project Task (Graded assessment)
Stretch and challenge:	Continue completing problems from Project Euler Understand the use of a Stack in the complex Recursion programming technique. Study the different types of relationship in an Object-Oriented Paradigm.

Economics

Topics / tasks:	<ul style="list-style-type: none"> • Causes of growth • Output gaps • Trade (business) cycle • The impact of economic growth 	<ul style="list-style-type: none"> • Possible macroeconomic objectives • Demand-side policies • Supply-side policies • Conflicts and trade-offs between objectives and policies
Content and skills:	<p>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.</p>	
Assessment:	<p>Past Paper Questions. MCQ.</p>	
Stretch and challenge:	<p>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.</p>	

English Language

Topics / tasks:	Paper 1: Language, the individual and society (Section A: meanings and representations) NEA: Language in Action	Paper 2: Language Diversity and Change Section A: Language Diversity Section B: Language Change
Content and skills:	<ul style="list-style-type: none"> • Study a range of opinion based texts and explore how meaning is conveyed. • 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. • Produce one piece of opinionated original writing and one accompanying commentary. • Produce one commentary to consider and evaluate the style model, the writing process and the effectiveness of the final piece of original writing. 	<ul style="list-style-type: none"> • Develop an understanding of how different social groups use language. This will include a recap of previous units and a study of language and gender. • Evaluate different theories, approaches and views to language and gender. • Practise writing essays by examining exemplars and producing their own paragraphs/essays. • Study a range of texts that convey attitudes to all of the above topics studied. • Explore how texts are produced to convey views and opinions about language issues. • Practise writing opinion pieces and essays by examining exemplars and producing their own paragraphs/essays. • Develop an understanding of the structure of the whole of the Paper 2 examination, including the assessment objectives.
Assessment:	<ul style="list-style-type: none"> • Produce one piece of original writing • Produce one commentary 	<ul style="list-style-type: none"> • Past paper questions/essays
Stretch and challenge:	<ul style="list-style-type: none"> • Read 'Text Analysis and Representation' (Cambridge topics in English Language) • Read 'The English Language' (David Crystal) • Research word classes and political leanings of different publications. 	<ul style="list-style-type: none"> • Read 'Language and Gender' (Cambridge topics in English Language) • Read 'Attitudes to Language' (Cambridge topics in English Language) • Read 'The English Language' (David Crystal)

English Literature

Topics / tasks:	Non Examination Assessment (coursework)	Paper 2 Section A: <i>Skirrid Hill</i> .
Content and skills:	<ul style="list-style-type: none"> • Explore possible texts to use in the Non Assessment Examination (coursework) • Explore a range of genres such as tragedy and the Gothic. • Examine exemplar NEAs for perceptive comparisons; insightful analysis of writers' methods and engagement with literary, social and historical contexts. 	<ul style="list-style-type: none"> • 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. • Honing essay writing skills, by dissecting exemplars and practising writing paragraphs.
Assessment:	Planning of NEA.	Writing a full Section A: <i>Skirrid Hill</i> (1 hr)
Stretch and challenge:	Read a wide range of pre-1900 texts such as <i>The Picture of Dorian Gray</i> and <i>The Mill on the Floss</i> to prepare for NEA (coursework).	Read secondary material about the life and writing of Owen Sheers such as https://www.swansea.ac.uk/media/Owen-Sheers,-Skirrid-Hill-(Seren).pdf

Ethics and Philosophy

Topics / tasks:	Philosophy of Religion — Existence of God Religious Ethics: Natural Law Developments in Christian Thought: Christian Moral Principles
Content and skills:	<p>Philosophy of Religion - Content: the teleological argument, challenges to arguments from observation and the ontological argument. Details of this arguments will include reference to Aquinas' Fifth Way, Paley, Hume's criticisms of these arguments for the existence of God from natural religion, the challenge of evolution, Anselm's ontological argument, Gaunilo's criticisms, Kant's criticisms. Religious Ethics – Content: Aquinas' natural law, with reference to <i>telos</i>, the four tiers of law and the precepts. The origins of the significant concept of <i>telos</i> in Aristotle and its religious development in the writing of Aquinas, what they are and how they are related. What these are and how they are related to the key precept (do good, avoid evil), five primary precepts (preservation of life, ordering of society, worship of God, education of children, reproduction) and the secondary precepts. Developments in Christian Thought – Content: The diversity of Christian moral reasoning and practices and sources of ethics, which includes the Bible as the only authority for Christian ethical practices Bible, Church and reason as the sources of Christian ethical practices love (agape) as the only Christian ethical principle which governs Christian practices. Students to seek understanding that if the Bible reveals God's will, then only biblical ethical commands must be followed. Christian ethics must be a combination of biblical teaching, Church teaching and human reason. Jesus' only command was to love and that human reason must decide how best to apply this. Skills 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>
Assessment:	<p>Two hour mock exam with one essay question from each subject area (Philosophy of Religion, Religious Ethics and Developments in Christian Thought). Subsequent essays throughout the term to check understanding and provide feedback for areas of development in subject content and essay writing skills.</p>
Stretch and challenge:	<p>Part Five of Hume's '<i>Dialogues of Natural Religion</i>' [Hume Dialogues Concerning Natural Religion.pdf (uc.edu)] Anselm's Proslogium Parts 2 and 3 [Internet History Sourcebooks (fordham.edu)] Aquinas' Summa Theologica I-II 93-95 [SUMMA THEOLOGIAE: Human law (Prima Secundae Partis, Q. 95) (newadvent.org)], Aristotle's Physics II 3 [Aristotle's Physics II (uh.edu)], Catechism of the Catholic Church 1954-1960 [Catechism of the Catholic Church - The moral law (vatican.va)], Stanford Encycloedia of Philosophy (2005 rev.2011) Aquinas' Moral, Political and Legal Philosophy [http://plato.stanford.edu/entries/aquinas-moral-political/] Exodus 20:1-17, Matthew 25:31-46, 1 Corinthians 13:1-7, Messer, N (2006) SCM Study Guide to Christian Ethics, SCM Press</p>

French

Topics / tasks:	1. Cybersociété
Content and skills:	<ol style="list-style-type: none">1. Students will continue their study of the new technologies topic. They will learn topic relevant vocabulary and will work using all 4 skills: listening, speaking, reading and writing,2. Students will continue their study of the music topic. They will learn topic relevant vocabulary and will work using all 4 skills: listening, speaking, reading and writing,3. Study of literary text.
Assessment:	<ol style="list-style-type: none">1. Weekly vocabulary and/or grammar tests and résumés of listening and reading texts based on the topic of new technologies.2. Vocabulary test, grammar practice, writing résumés and answer to questions from the topic of music. Speaking practice where individual advice are given when in breakout rooms during speaking sessions.3. Weekly task set including questions to answer and character summaries. Students are also doing essay plans in preparation for writing exam style essays.
Stretch and challenge:	<ol style="list-style-type: none">1. Students can investigate the spread of the Internet and how cybersecurity is handled in French speaking countries.2. Students can listen to Francophone songs following their presentation on different artists, look into the lyrics and form an opinion on the artists work.3. Students could read other works by the author of the set text, Delphine de Vigan.

Geography

Topics / tasks:	Geographical & Fieldwork Skills	Changing Places
Content and skills:	<p>The key stages in a fieldwork investigation, starting with planning a geographical enquiry, drawing up aims and objectives for the enquiry, planning research in the field and from secondary sources, using data sampling techniques and carrying out health and safety procedures.</p> <p>Collection of primary data in the field and secondary data sources.</p> <p>The role of big data and GIS (Geographic Information Systems).</p>	<p>The use of quantitative and qualitative sources to examine place characteristics and representations of place as well as the impact of different media on place meanings and perceptions.</p> <p>A local place study of Durham, exploring the developing character through photographs, art work, media, TV, film, poetry, song, maps, census data and demographics.</p> <p>A contrasting place study of Brick Lane, exploring the developing character through photographs, art work, media, TV, film, poetry, song, maps, census data and demographics.</p>
Assessment:	A knowledge test on geographical and fieldwork skills.	A knowledge test on changing places.
Stretch and challenge:	Go to the AQA A level Geography website and download past copies of AS level paper 2, practice exam questions and check answers using the mark schemes:	<p>Go to the AQA A level Geography website and download past copies of AS 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

Topics / tasks:	AS UNIT 2: THE DIGITAL WORLD IN GENERAL (continued) AS UNIT 3: FASHION, MUSIC AND TELEVISION AS UNIT 5: ART AND ARCHITECTURE FILM: DAS LEBEN DER ANDEREN AND STASI GERMANY (continued)
Content and skills:	Students will study AS UNIT 2: aspects of German-speaking society, the digital world in general. (continued) Students will study AS UNIT 3: aspects of German-speaking society, fashion, music and television. Students will study AS UNIT 5: artistic culture in the German-speaking world, art and architecture. Students will be developing their listening, speaking, reading, writing, grammar, translation 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 writing AS essays about the film "Das Leben der Anderen".
Assessment:	In class, there will be weekly vocabulary and/ or grammar tests and assessment of listening, speaking, reading and writing skills.
Stretch and challenge:	Students can learn more vocabulary on the topics fashion, music and television and art and architecture. Students can research the wider topic of "The Fall of the Berlin Wall".

History

Topics / tasks:	The Rise of Napoleon	Britain from 1960-1980
Content and skills:	For the French history module, students will be examining how and why Napoleon rose to fame: his successes and weaknesses as a military leader, his role in government prior to becoming Emperor, and the impact of his campaigns in Italy and Egypt. Students will also study the changes that Napoleon makes to France, and reach judgements about the extent to which Napoleon was a 'child of the Revolution'.	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. This is the part of the course where students write essays without primary source stimulus and need to be able to evaluate historians' interpretations in reaching their own informed and convincing historical arguments about post-war Britain.
Assessment:	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, building arguments and evaluating different issues and events.	
Stretch and challenge:	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 (https://www.bbc.co.uk/programmes/p08yd09s). Mike Duncan's <i>Revolutions</i> podcast (series three) provides an excellent narrative overview of the period.	For the British side, Year 12 should consult Paul Addison, Kevin Jefferys, Stephen Fielding, David Kynaston and Gordon Corrigan to deepen their understanding of the main issues related to British foreign policy and domestic affairs 1940-51. <i>Never Had It So Good</i> and <i>White Heat</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.

Latin

Topics / tasks:	Apuleius – Cupid & Psyche; Virgil – Aeneid XI; AS-level language practice
Content and skills:	Having completed our study of the new language features required for A-level, we will now be working on a verse set text in addition to the prose text, as well as continuing to practise translation from and into Latin.
Assessment:	Regular vocab tests and exam-style questions on both literature and language.
Stretch and challenge:	Read the Aeneid in translation – I recommend the Penguin Classics version by David West.

Maths

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

Media Studies

Topics / tasks:	Component 1 Set Texts and Exam Structure Introduction to Component 2 Documentary texts	Introduction to the Theoretical Framework in Media Studies – including key theorists
Content and skills:	<p>Students will study the following Component 1 Units and set texts this half-term</p> <ul style="list-style-type: none"> • Newspapers – studying Language, Representation, Audiences and Industry in The Times & The Mirror • Video Games Industry case study of Assassin's Creed • Revision of modules studied so far for Mock exams. • Documentary Study - studying Language, Representation, Audiences and Industry Texts studied – The Jinx and No Burqas Behind Bars 	<p>Students will be taught key Media terminology and theory this half-term</p> <ul style="list-style-type: none"> • Media language: how the media through their forms, codes, conventions and techniques communicate meanings • Representation: how the media portray events, issues, individuals and social groups • Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves. • Media theory: introduction to key theory linked to Media language and representation
Assessment:	<p>Mock Exams and timed exam questions for each set text and an Unseen text exam to assess their use of Media language and terminology. Ongoing class tests/Teams quizzes on key theorists and terminology</p>	
Stretch and challenge:	<p>Studying other examples of key texts in the advertising, marketing, newspaper and film genres 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

Topics / tasks:	AOS1: Listening Skills – Mozart Opera AOS1: Baroque Concerto: Listening & Essay Techniques AOS5: Jazz: Miles Davis Performance: Repertoire Review & Submission of recordings Composition: Chorales & Practice Composition
Content and skills:	Contextual and historical information, and listening and analysis skills – Mozart Opera, Baroque Concerto, Miles Davis Techniques of chord construction, voice leading and melodic shape – longer examples adding alto and tenor parts Selecting repertoire and honing performance skills
Assessment:	Regular exam-style listening questions and longer passages of written prose analysis Harmony exercises and a longer practice composition (NB – the practice composition is not possible if 'remote learning' continues) Performance reviews
Stretch and challenge:	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

Topics / tasks:	3.1.1. Governing the UK; 3.2.1. Government and Politics of the USA
Content and skills:	3.1.1.5 Devolution in the UK; 3.1.1.6 The European Union; 3.2.1.5 (US) The electoral process and direct democracy; 3.2.1.6 (US) Political parties 3.2.1.7 (US) Pressure groups
Assessment:	Written assignments
Stretch and challenge:	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 www.parliament.uk/briefing-papers/

Physics

Topics / tasks:	Module 3 – Forces and motion	Module 4 – Electrons, waves and photons
Content and skills:	<ul style="list-style-type: none">• Energy transfers, power and efficiency• Springs and Hooke's Law• Elastic potential energy• Deforming materials• Stress-strain, the Young modulus• Newton's laws of motion• Linear momentum• Impulse	<ul style="list-style-type: none">• The photon model• The photoelectric effect• Wave-particle duality
Assessment:	Short topic tests, in-class assessment, homework assignments, mock exams.	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Physical Education

Topics / tasks:	Physiology, psychology and socio-cultural topics.
Content and skills:	<p>In psychology students will examine social facilitation, group dynamics and goal setting.</p> <p>In physiology students will reinforce knowledge of energy systems and look at causes of fatigue and impact on recovery and application to performance.</p> <p>In socio-cultural topics students will examine the sociology of sport. They will understand the benefits to raising participation, and the barriers and solutions to improve opportunities for under-represented groups in sport. They will also examine the role of Sport England in grassroots sport.</p>
Assessment:	Everlearner checkpoint tests and long answer questions and exam style questions.
Stretch and challenge:	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

Topics / tasks:	Exam Theory & Non Examined Assessment (NEA)
Content and skills:	Exam Theory (see textbook) : 1.7: Digital Design & Manufacture 1.8 The requirements for product design and development NEA: Development of initial ideas into developed ideas in preparation for prototype manufacture.
Assessment:	Exam: (50% of final grade) Students will receive a timed assessment via teams accompanied by written and verbal feedback at the end of each unit . NEA (50% of final grade): Students are given formative feedback throughout the design process to complete their design portfolio.
Stretch and challenge:	Students have been provided with a text book of the course. This can be used to: <ul style="list-style-type: none">• Revise content already completed.• Read ahead into content that has yet to be covered.• Complete the independent revision tasks in each chapter.• Work on improving and completing NEA.

Psychology

Topics / tasks:	Social Influence and Attachment
Content and skills:	Minority Influence, Social Influence & Social Change. Stages of Attachment, animal studies, explanations of attachment, Ainsworth's strange situation, cultural variations, Romanian orphan studies and influence of early attachment on later relationships.
Assessment:	Written assignment, multi choice questionnaire, mock assessment
Stretch and challenge:	Further reading from textbook: Chapters 1 and 3

Sociology

Topics / tasks:	Methodology; Sociology of Education
Content and skills:	Sociology of education and methods (methods in context), Methodology
Assessment:	Written assignments
Stretch and challenge:	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 https://blogs.lse.ac.uk/

Spanish

Topics / tasks:	In line with the AQA Spanish AS course students will cover the remainder of Unit 2 on <i>El Ciberespacio</i> and begin Unit 3 on <i>La Igualdad de los Sexos</i>. They will also complete the second half of Unit 5 on <i>La Identidad Regional de España</i> and start Unit 6 on <i>El Patrimonio Cultural</i>. In addition, they will continue to analyse and critically examine aspects of the film <i>Volver</i>.
Content and skills:	In terms of grammar, students will be reviewing tenses including the present and present continuous, ser and estar, the future and conditional tenses, the present subjunctive and the perfect tense in the subjunctive. Moreover, they will be developing all four language skills with particular focus on writing summaries based on listening extracts, using expressions to give pros and cons, the use of idiomatic expressions with impersonal verbs and reading comprehension skills such as identifying correct sentences and completing gap fills.
Assessment:	Students will be assessed across all four skills on Unit 2, <i>El Ciberespacio</i> and Unit 4, <i>La Identidad regional de España</i> .
Stretch and challenge:	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 <i>Volver</i> and find out more about the two regions of Madrid and Castilla La Mancha in which the film is set.