



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 12

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 |
|---------------------------|----------------------|--------------------------------|----------------------|---------------------------|----------------------|
| 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

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| Topics / tasks: | Component One- personal projects |
| Content and skills: | 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. |
| Assessment: | 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. |
| Stretch and challenge: | 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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| Topics / tasks: | Module 4 - Disease, Classification and Biodiversity |
| Content and skills: | Classification (natural selection and statistical tests) and Diseases (immune system and vaccination, medicines) Biodiversity (sampling, Simpson's index, polymorphic gene loci, factors affecting biodiversity) |
| 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 www.edx.org/course/subject/biology-life-sciences Preparation for the Intermediate Biology Olympiad - ukbiologycompetitions.org/intermediate-biology-olympiad/ |

Business

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| Topics / tasks: | Theme 2: Managing Business Activities Exam preparation/consolidation of themes/topics |
| Content and skills: | <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. Past exam questions - including time-constrained. Knowledge check questions at the end of each sub-section (students self-monitor). 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. Regularly reviewing / investigating news – seeing impact / response businesses – BBC website good source. Access Teams regularly for up-to-date context to investigate.</p> |

Chemistry

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| Topics / tasks: | Module 3: Periodic Table and Energy Module 4: Core Organic Chemistry and Analysis |
| Content and skills: | <ul style="list-style-type: none">• Equilibrium• Organic Synthesis• Spectroscopy• Revision of year 1 material including completing practical (PAG) tasks |
| 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

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| Topics / tasks: | Fundamentals of Programming (Object-Oriented Programming Techniques) System Life Cycle (SDLC) Revision of Networks and The Internet Fundamentals of Programming (using forms and interfaces to create visual programs) |
| Content and skills: | Students will apply OOP principles to improve an already existing program to acknowledge the benefits of OOP Students will look at different methodologies and strategies to create programs using the SDLC Students will revise topics from paper 1, starting with Networks, HTML and Hardware Devices Students will learn the basics of interface programming (creating visual programs) |
| Assessment: | Y12 Assessment of Networks + The Internet /40 MONSTER! OOP Challenge (Graded practical assessment) Connect 4 OOP Assessment (Graded practical assessment) Hardware Devices Quiz /15 Paper 2 mock assessment /70 |
| Stretch and challenge: | Learn the basics of interface programming by following this library of YouTube videos: www.youtube.com/watch?v=nif7ViGaNrs Follow a step-by-step tutorial of Object-Oriented Programming to understand the need for the 4 degrees of class-relationship (Inheritance, Association, Aggregation, Composition) www.codeproject.com/Articles/8825/Object-Oriented-Programming-In-VB-NET |

Economics

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| Topics / tasks: | <ul style="list-style-type: none">• Consolidate: Demand-side policies, Supply-side policies, Conflicts and trade-offs between objectives and policies• Sizes and types of firms• Business growth• Demergers |
| Content and skills: | 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. |
| Assessment: | Past Paper Questions. MCQ. |
| Stretch and challenge: | Use of textbook. Online material - follow @econdj on Twitter, stay up to date with current affairs - Financial Times, The Economist, The Guardian, BBC. Wider reading - see reading list. |

English Language

| Topics / tasks: | Paper 1: Language, the individual and society (Section A: meanings and representations) NEA: Language in Action | Paper 2: Language Diversity Section A: Language and Gender |
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| Content and skills: | <ul style="list-style-type: none"> • Understand how to improve through detailed feedback on the mock examination. • Study a range of opinion based texts and explore how meaning is conveyed. • Produce one piece of opinionated original writing. • 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"> • Understand how to improve through detailed feedback on the mock examination for Paper 2 Section A. • 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. • Explore how texts are produced to convey views and opinions about language issues. |
| 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> . |
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| Content and skills: | <ul style="list-style-type: none"> • Continue to explore possible texts to use in the Non Assessment Examination (coursework) • Continue to explore a range of genres such as tragedy and the Gothic. • Continue to 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> (1hr) |
| 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 www.swansea.ac.uk/media/Owen-Sheers,-Skirrid-Hill-(Seren).pdf |

Ethics and Philosophy

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| Topics / tasks: | Philosophy - Ethics - Christian Thought. |
| Content and skills: | Revision and assessment over six weeks of this half term. |
| Assessment: | 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. |
| Stretch and challenge: | |

French

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| Topics / tasks: | <ol style="list-style-type: none">1. Bénévolat2. Cinéma3. No et Moi literary text |
| Content and skills: | <ol style="list-style-type: none">1. Students will continue their study of the voluntary work topic started at the end of Term 2. They will learn topic relevant vocabulary and will work on all 4 skills.2. Students will continue their study of the cinema topic, started at the end of Term 2, 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.3. Students will complete their study of the literary text No et Moi. They will write further essays on the text. |
| Assessment: | <ol style="list-style-type: none">1. Students will complete vocabulary and grammar tests as well as short résumés of listening and reading texts.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.3. Students will complete essays in controlled conditions. |
| Stretch and challenge: | <ol style="list-style-type: none">1. Students should ensure they are able to use a wide range of vocabulary and grammatical structures on this topic. They could also research a French based charitable organisation.2. Students can watch Francophone films following their presentation on different films, directors, actors and form an opinion on the artists' work.3. Students can read more widely about themes portrayed in the text. |

Geography

| Topics / tasks: | Review, Consolidation and Assessment | Fieldwork and Geographical Skills |
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| Content and skills: | Students will review and be assessed on AS level content. | Students will continue with the fieldwork and geographical skills topic in preparation for their Non-Examined Assessment (NEA), focusing on methodology, data presentation and analysis, how to conclude and evaluate fieldwork. |
| Assessment: | Written assessments with different question types that will be demonstrated in class to the students ahead of time. | N/A |
| Stretch and challenge: | Students can use the following website to support their revision: <ul style="list-style-type: none"> • Cool Geography: www.coolgeography.co.uk/ • Geographical Association – Geography Education Online: geographyeducationonline.org/ | Royal Geographical Society: NEA Guide www.rgs.org/schools/teaching-resources/a-student-guide-to-the-a-level-independent-investi/ |

German

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| Topics / tasks: | AS Unit 3: Fashion, Music And Television AS Unit 5: Art And Architecture (Continued) AS Unit 6: The Cultural Life In Berlin AS Speaking: Units 1 - 6 |
| Content and skills: | <p>Students will study AS Unit 3: aspects of German-speaking society, fashion, music and television.</p> <p>Students will study AS Unit 5: artistic culture in the German-speaking world, art and architecture. (continued)</p> <p>Students will study AS Unit 6: artistic culture in the German-speaking world, the cultural life in Berlin.</p> <p>Students will be developing their listening, speaking, reading, writing, grammar, translation and summarising skills.</p> <p>Students will learn new vocabulary and grammar.</p> <p>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.</p> <p>Students will practise speaking skills.</p> |
| Assessment: | In class, there will be weekly vocabulary and/ or grammar tests and assessment of listening, speaking, reading and writing skills. |
| Stretch and challenge: | <p>Students can learn more vocabulary on the topics fashion, music and television, art and architecture as well as the cultural life in Berlin.</p> <p>Students can conduct further research of AS Unit 1 – 6.</p> |

History

| Topics / tasks: | The Rise of Napoleon | Britain from 1960-1980 |
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| Content and skills: | <p>For the French history module, students will be studying the solidification of Napoleon's Empire, consolidating their work on the rule of Napoleon up to 1807. After that, they will be moving on to study reasons for Napoleon's declining power and influence in the latter part of his reign: the importance of Britain and the Continental System; the assorted coalitions that fought Napoleon and their significance; the consequences of his invasion of Russia; and, ultimately, his defeats in 1814, his exile to Elba, his return and the Hundred Days Campaign, and his defeat at Waterloo.</p> | <p>For the British module, students will be studying the 1960s and 70s, before beginning to look at the rise of Margaret Thatcher. Along with the social, political, economic and cultural shifts of the period, students will also study the defining moments of the period, such as Britain joining the EEC and the industrial unrest that ultimately culminated in the 'Winter of Discontent'.</p> |
| Assessment: | <p>Following the mock exams completed in the week prior to Easter, 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> | |
| Stretch and challenge: | <p>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. Mike Duncan's <i>Revolutions</i> podcast (series three) provides an excellent narrative overview of the period and remains highly recommended. <i>The Very Short Introduction to Napoleon</i> by David A Bell and <i>The Very Short Introduction to the Napoleonic Wars</i> by Mike Rapport would also prove useful.</p> | <p><i>Seasons in the Sun</i> by Dominic Sandbrook would be an excellent companion to the material covered in class. <i>White Heat and State of Emergency</i>, also by Sandbrook, would prove useful too. There is plenty of material covering the 1980s in particular as preparation for the final part of our course, with <i>Thatcher's Britain</i> by Richard Vinen also coming very highly recommended. <i>Bang! A History of Britain in the 1980s</i> by Graham Stewart and <i>No Such Thing As Society</i> by Andy McSmith are also worth a look. If you want to read about what it's like to be drunk in the House of Commons, Kenneth Clark's <i>Diaries: In Power</i> would be a valuable aide to your studies.</p> |

Latin

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| Topics / tasks: | Apuleius – Cupid & Psyche; Virgil – Aeneid XI; AS-level language practice |
| Content and skills: | We will continue working through the prose and verse set texts, in addition to practising comprehension tasks and translation from and into Latin. |
| Assessment: | There will be regular vocabulary tests on the AS word list, as well as exam-style assessments on both set texts. |
| Stretch and challenge: | Read about Roman politics/history first century BC – this is the back drop to Virgil's work and relevant to our Y13 prose text, Cicero's Phillippics. The Imperium trilogy by Robert Harris might be a good way in! |

Maths

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| Topics / tasks: | Consolidation, review and exam 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

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| Topics / tasks: | Component 2 Set Texts -Magazine Industry and 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 2 Units and set texts this half-term</p> <ul style="list-style-type: none"> • Magazine Industry – studying Language, Representation, Audiences and Industry in Vogue and The Big Issue • Documentary Study - studying Language, Representation, Audiences and Industry Texts studied – The Jinx and No Burqas Behind Bars • How to answer Component 2 essay questions – focus on exam techniques and structure | <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 industry: studying industry aspects of set texts including production, distribution, marketing and regulation |
| Assessment: | <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> | |
| Stretch and challenge: | <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

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| Topics / tasks: | AOS1: Exam Skills – 10 mark questions, short answer questions AOS5: Jazz: Metheny & Simcock Performance: A Level planning Composition: 4-part Chorales & Practice Composition |
| Content and skills: | Contextual and historical information, and listening and analysis skills – Mozart Opera, Baroque Concerto, Metheny, Simcock Techniques of chord construction, voice leading and melodic shape – longer examples adding alto and tenor parts and free composition exercises Selecting repertoire and honing performance skills – looking ahead to devising a recital programme |
| Assessment: | Regular exam-style listening questions and longer passages of written prose analysis Harmony exercises and free composition exercises Performance reviews – sample recordings |
| 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

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| Topics / tasks: | 3.2.1. Government and Politics of the USA |
| Content and skills: | 3.2.1.5 Electoral process and US democracy; 3.2.1.6 US political parties; 3.2.1.7 US pressure groups; 3.2.1.1 The US constitution General Introduction to US politics |
| 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 |
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| Content and skills: | Revision through practical tasks: <ul style="list-style-type: none">• Determining the acceleration of free-fall• Determining terminal velocity in a fluid• Investigating the effect of initial speed on stopping distance• Investigating the force-extension characteristics of polythene | Revision through practical tasks: <ul style="list-style-type: none">• Determining the resistivity of a metal• Investigating resistance• Using an oscilloscope to determine frequency• Determining the wavelength of light using double slits and diffraction gratings• Determining the Planck constant using LEDs |
| Assessment: | In-class assessment, Practical Assessment Group (PAG) tasks | |
| Stretch and challenge: | Completing relevant exercises on Isaac Physics website. | |

Physical Education

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| Topics / tasks: | Revision of AS content and A Level paper 1 content. |
| Content and skills: | Revision of physiology, psychology and socio-cultural issues for both AS and Paper 1. Completion of NEA, including the collection of practical performance |
| Assessment: | Everlearner assessments and past papers. |
| 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

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| Topics / tasks: | Exam Theory & Non Examined Assessment (NEA) |
| Content and skills: | Exam Theory (see textbook) : 1.10 Protecting Design & Intellectual property & 1.11 Design for Manufacturing , Maintenance, Repair and Disposal. Mock exam: Feedback from recent Mock exam in lesson. NEA: Early prototyping in the workshop for coursework. |
| 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

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| Topics / tasks: | Attachment |
| Content and skills: | Introduction to Attachment, stages of Attachment, animal studies, explanations of attachment (learning theory & Bowlby), Ainsworth's strange situation, cultural variations, Bowlby's theory of maternal deprivation, 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: Chapter 3 |

Sociology

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| Topics / tasks: | Methodology; Sociology of Global Development |
| Content and skills: | Sociology of Global Development, theories, general introduction, globalisation; 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

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| Topics / tasks: | In line with the AQA Spanish AS course students will cover 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. |
| Content and skills: | 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 perfect 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. |
| Assessment: | Students will be assessed across all four skills. |
| 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 Volver and revise the content covered on the <i>themes</i> of the film and the <i>characters and relationships</i> with each other. |