



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 13

## Curriculum Overview

### *Half Term 1*

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 13, 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 13 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.

# Art

<b>Topics / tasks:</b>	<p><b>Students will be continuing their Personal Investigation projects with guidance by their class teachers in their 2 double lessons.</b></p> <p><b>In the single lesson, students will focus on the Related Study element of their A Level coursework.</b></p>	
<b>Content and skills:</b>	<p>This will depend on the nature of projects being created and the individual student's strengths and interests, with guidance by the class teacher.</p>	
<b>Assessment:</b>	<p>Their practical work will be reviewed and commented on regularly by their class teachers. Technical skills will be assessed in conjunction with the imaginative and creative element of their work, as a higher level of fluency in being able to articulate their ideas using visual language is to be expected at A Level. This will also be expected where written language is used.</p>	<p>The Assessment Objectives (OCR exam board) will be referred to throughout the process.</p>
	<p>Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.</p>	
<b>Stretch and challenge:</b>	<p>Extending their work through a greater degree of sophistication including the creative content of their work and the exploration of techniques, materials and processes being used.</p>	<p>Students will be expected to gather independent research for their Related Study which will also inform their Personal Investigations. This could include further 'reading' around their chosen subject to provide a wider context and more in depth understanding of their ideas. A higher level of critical thinking will be evident in their annotation and extended analysis.</p>

# Biology

<b>Topics / tasks:</b>	<b>Module 6 - Ecosystems and Populations and Sustainability, Photosynthesis.</b> <b>Module 5: Homeostasis.</b>	
<b>Content and skills:</b>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Ecosystems, energy transfer, succession, carbon and nitrogen cycles</li><li>• Population growth curves and competition</li><li>• Conservation and preservation of ecosystems</li><li>• Photosynthesis</li><li>• Homeostasis</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Sampling using quadrats and transects.</li><li>• Researching conservation of a variety of ecosystems</li><li>• Chromatography of photosynthetic pigments</li></ul>
<b>Assessment:</b>	AS content assessment in the second week back in September. Assessment of Module 6 by continual past paper questions.	
<b>Stretch and challenge:</b>	Preparing for the British Biology Olympiad.	

# Business

<p><b>Topics / tasks:</b></p>	<p><b>1. The importance of consolidation of Year 12 (Themes 1 &amp; 2) work – recommendation 1 hour per Year 12 Theme per week.</b></p> <p><b>2. Q &amp; A / review remote learning work.</b></p> <p><b>3. Theme 3: Business Strategy.</b></p>
<p><b>Content and skills:</b></p>	<p>3.2 Organic v inorganic growth.            3.3 evidence based decision making: investment appraisal, time series analysis, decision trees, critical path analysis.            3.4 Interpretation of financial statements and ratio analysis.            Re-enforcement / reminder of:            1. The expected approach / standards.            2. Exam board requirements &amp; assessment overview.            3. Content + use of context + structure / technique. A more synoptic approach to exam technique.</p>
<p><b>Assessment:</b></p>	<p>Week 2 - assessment to cover remote learning work.            Q &amp; A in class.            Terminology tests.            Past exam questions - exclusively time-constrained - building up in time covered.            Much more synoptic assessments (4 themes into 3 exams).</p>
<p><b>Stretch and challenge:</b></p>	<p>Taking a topic and leading our 'what's in the news' insight / class discussion into contemporary issues - relevant to previously studied areas of the course e.g. Network Rail use of CPA, HBR / Forbes articles.</p>

# Chemistry

<b>Topics / tasks:</b>	<b>Module 5: Physical chemistry and transition elements</b>	
<b>Content and skills:</b>	<b>Module 5: Equilibria and Energetics</b> <ul style="list-style-type: none"><li>• Equilibria – <math>K_c</math> and <math>K_p</math></li><li>• Lattice Enthalpy, enthalpy changes in solution</li><li>• Entropy and free energy</li></ul>	<b>Module 5: Transition Elements and Electrode Potentials</b> <ul style="list-style-type: none"><li>• Transition elements – d-block elements, complex ions, stereoisomerism and ligand substitution</li><li>• Redox and qualitative analysis</li><li>• Redox titrations</li><li>• Electrode potentials – predictions from electrode potentials, storage and fuel cells</li></ul>
<b>Assessment:</b>	Topic tests for equilibria, lattice enthalpy and entropy, transition elements	
<b>Stretch and challenge:</b>	Preparation for the RSC Chemistry Olympiad	

# Computer Science

<b>Topics / tasks:</b>	<b>Coursework completion (Analysis and Design)</b> <b>Object-Oriented Programming Recap</b> <b>Stacks and Queues, Graphs and Trees</b> <b>Big-O Notation</b>
<b>Content and skills:</b>	Students will complete the first 2 sections of the coursework and also start coding their project Students will apply OOP principles and learn the "good practice" techniques when using it Students will understand the need for Abstract Data Types in programming and apply these to real programming scenarios Students will measure the time complexity of algorithms and compare them using Big-O Notation
<b>Assessment:</b>	Coursework Review Big O and Algorithms assessment Y12 Recap assessment
<b>Stretch and challenge:</b>	OOP: Look into "Association Aggregation" and "Composition Aggregation" and its importance to OOP modelling Look into the A* algorithm and its application to Graph models Investigate the million dollar "P = NP" problem, and its relevance to intractable problems

# Economics

<b>Topics / tasks:</b>	<b>Sizes and types of firms, Business growth, Demergers, Business objectives, Revenue, Costs, Economies and diseconomies of scale, Normal profits, supernormal profits and losses, Efficiency, Perfect competition, Monopolistic competition, Oligopoly, Monopoly, Monopsony, Contestability, Demand for Labour, Supply of Labour, Wage determination in competitive and non-competitive markets.</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.
<b>Stretch and challenge:</b>	Use of textbook. Online material - follow @econdj on Twitter, stay up to date with current affairs - Financial Times, guardian, BBC. Wider reading - see reading list.



# English Language

<b>Topics / tasks:</b>	<b>Paper 1: Language, the individual and society</b> <b>Section A: Meanings and Representations</b> <b>Section B: Child Language Acquisition</b>	<b>Paper 2: Language diversity and change</b> <b>Section A: Language Change</b>
<b>Non-exam assessment: Language in Action</b>		
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>Revising the Paper 1 (Section A) component of the course covered last year. This includes studying a range of texts and exploring how meaning is conveyed through language choices.</li> <li>Developing an understanding of how children acquire the English Language. This will include a study of phonological, lexical, pragmatic and grammatical development regarding speech acquisition.</li> <li>Evaluate different theories, views and approaches as to how children acquire the English Language.</li> <li>Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how language has changed from 1700 onwards. This includes an examination of phonological, lexical, grammatical and orthographical change.</li> <li>Evaluating different theories, approaches and views to language change.</li> <li>Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> <li></li> </ul>
Exploring and analysing language data independently and developing and reflecting upon their own writing expertise		
<b>Assessment:</b>	Writing a full Paper One exam (180 minutes)	Section A essays
Marking and grading of their investigation (10%)		
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>Read 'Language Development' (Cambridge Topics in English Language)</li> <li>Conduct personal research on a case study, such as Genie Wiley.</li> <li>Read newspapers</li> <li>Read 'How Language Works' (David Crystal, Penguin Books)</li> </ul>	<ul style="list-style-type: none"> <li>Read 'Language Change' (Cambridge Topics in English Language)</li> <li>Research topics and attitudes on 'EngLangBlog'.</li> <li>Read 'How Language Works' (David Crystal, Penguin Books)</li> </ul>
<ul style="list-style-type: none"> <li>Conduct personal research into their personal investigation area.</li> </ul>		

# English Literature

<b>Topics / tasks:</b>	<b>Paper 1: Love Through the Ages Section A: 'Othello'</b>	<b>Paper 2: Texts in Context Section C: Comparing 'Oranges Are Not the Only Fruit' with either 'Skirrid Hill' or 'A Streetcar Named Desire'.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Developing understanding of the aspects of love explored in 'Othello' such as jealousy, duty, etc.</li> <li>• Exploring the dramatic methods used by Shakespeare to present the relationships in the text.</li> <li>• Continuing to evaluating how far contextual factors affect the portrayal of love for example social conventions, attitudes to race, etc.</li> <li>• Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the context of 'Oranges Are Not the Only Fruit' such as the biblical allusions, LGBTQ+ issues, etc.</li> <li>• Analysing the narrative methods used by Jeanette Winterson to structure the text and develop layers of meaning.</li> <li>• Evaluating how far 'Oranges Are Not the Only Fruit' is affected by 'Modern Times' themes such as isolation, gender issues, etc.</li> <li>• Comparing 'Oranges Are Not the Only Fruit' to 'Skirrid Hill.</li> <li>• Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>
<b>Assessment:</b>	Writing a full Section A: 'Othello; exam (1hr)	Writing a full Section C: Comparing 'Oranges Are Not the Only Fruit' with 'Skirrid Hill' exam. (1hr)
<b>Stretch and challenge:</b>	Reading other Shakespearean tragedies such as 'Hamlet' and 'Antony and Cleopatra'. Reading critical materials such as AC Bradley's 'Shakespearean Tragedies'.	Reading other works by Jeanette Winterson such as 'Why Be Happy When You Could Be Normal?' Reading critical materials about 'Oranges Are Not the Only Fruit' and other literature from 1945 onwards.

# French

<b>Topics / tasks:</b>	<ol style="list-style-type: none"><li>1. The topic of diversity (les aspects positifs d'une société diverse)</li><li>2. The topic of contemporary politics</li><li>3. Short stories by Maupassant -Boule de Suif et autres contes de la guerre</li><li>4. Their IRP (individual research project)</li></ol>
<b>Content and skills:</b>	<ol style="list-style-type: none"><li>1. Learning specific vocabulary, practising speaking about the topic, reading and listening tasks on the topic.</li><li>2. Understanding the historical setting of the stories; analysing key characters</li></ol>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Vocabulary tests, extended writing on the topics, grammar exercises.</li><li>2. Short character study of Boule de Suif or another main character</li></ol>
<b>Stretch and challenge:</b>	<ol style="list-style-type: none"><li>1. Reading more on the topics; looking at the positive aspects of diversity in French speaking countries and changes in the political system in the fifth republic.</li><li>2. Researching the author Maupassant</li></ol>

# Geography

Topics / tasks:	Hazards	Global Systems and Global Governance
<p><b>Content and skills:</b></p>	<ul style="list-style-type: none"> <li>• The differences between a disaster, hazard and risk and examples of geophysical, atmospheric and hydrological hazards.</li> <li>• Changes in hazard trends over time (both magnitude and frequency).</li> <li>• The correlation between vulnerability, hazard exposure and capacity to cope/adapt.</li> <li>• The areas and groups most vulnerable within countries during a natural disaster and how the socio-economic impact of hazards varies within different countries.</li> <li>• How far economic development can reduce the impact on vulnerable groups.</li> <li>• Why people live in hazardous places around the world.</li> <li>• The factors that affect people's perception of hazard risk and the reasons why people respond in different ways to hazards.</li> <li>• The management of natural hazards.</li> <li>• The key stages and usefulness of Park Response Model and the Hazard Management Cycle.</li> <li>• The structure of the earth and the key components of each layer.</li> <li>• The evidence for plate tectonic theory and different theories of plate movement.</li> <li>• The role of tectonic activity in the formation of a range of distinctive landscapes.</li> <li>• The different factors which influence the effects of and risk from a volcanic eruption.</li> </ul>	<ul style="list-style-type: none"> <li>• Dimensions of globalisation including social, political, economic and cultural globalisation.</li> <li>• The factors and catalysts of globalisation.</li> <li>• The patterns of production and consumption over time.</li> <li>• Flows of labour, capital, materials and products.</li> <li>• Trade blocs and the pros and cons of membership.</li> <li>• Global systems and inequality.</li> </ul>
<p><b>Assessment:</b></p>	<p>Completing a range of multiple choice and knowledge recall tests on key concepts.</p> <p>Completing a range of A level practice questions throughout the half term.</p>	<p>Students will be assessed using a mixture of types of exam question including verbal presentations, 4 mark questions, 6 marks questions and 20 mark essays. There will be opportunity for peer and self-assessment using mark schemes as well as formal teacher assessment.</p>
<p><b>Stretch and challenge:</b></p>	<p>Reading widely around the topic using the guide provided at the start of the year e.g. Flipboard magazines, Geographical magazines, Wider World magazines, World Economic Forum Website, BBC News, The Economist, Popular volcanics' <a href="http://popularvolcanics.weebly.com/episodes">http://popularvolcanics.weebly.com/episodes</a></p> <p>Go to the AQA A level Geography website and download past copies of A level paper 1, practice exam questions and check answers using the mark schemes.</p>	<p>Reading widely around the topic using the guide provided at the start of the year.</p> <p>Go to the AQA A level Geography website and download past copies of A level paper 2, practice exam questions and check answers using the mark schemes.</p>

# German

<b>Topics / tasks:</b>	<b>FTO:</b> <b>A2 GRAMMAR:</b> <b>A2 SPEAKING: IRP</b>	<b>JSW:</b> <b>A2 writing/essay: Exam Eaper 2: 7662</b> <b>Literature book “Der Besuch Der alten Dame”</b> <b>Theme 2: Unit 4 – Germany and the European Union</b>
<b>Content and skills:</b>	<p>Students will be consolidating their knowledge of areas taught in Year 12 German and moving on to the A2 German course:</p> <p>Theme 2, Unit 4.0: Germany and the European Union            Theme 2, Unit 4.1: The Role of Germany within Europe            Theme 2, Unit 4.2: Advantages and disadvantages of the EU for Germany            Theme 2, Unit 4.3: the impact of the EU expansion on Germany</p> <p>Students will be developing their listening, speaking, reading, writing, grammar, translation and summarising skills. Students will learn new vocabulary and grammar to support their speaking and writing skills. Students will reinforce their vocabulary and grammar knowledge. Students will prepare their IRP for the speaking exam and prepare to write an A2 essay about the literature book “Der Besuch der alten Dame”.</p>	
<b>Assessment:</b>	<p>Demonstrating their knowledge in vocabulary and grammar tests as well as an assessment in writing.</p>	
<b>Stretch and challenge:</b>	<p>Learning more advanced vocabulary, practicing German grammar, complete in depth research on the IRP and write additional essays on the literature book topic.</p>	

# History

<b>Topics / tasks:</b>	<b>Civil Rights in the USA, 1865-1992: African American civil rights</b>	<b>A topic of their choice related to 20<sup>th</sup> century British history</b>
<b>Content and skills:</b>	<p>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>Studying, researching and drafting a 4,000 word essay on a topic of their choosing, supported and guided by teaching staff.</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.</p>	<p>Engaging in academic supervision from staff.</p>
<b>Stretch and challenge:</b>	<p><b>Reading (general):</b>            Hugh Brogan, <i>The Penguin History of the USA</i>            Andrew Reynolds, <i>America: Empire of Liberty</i></p> <p><b>Reading (African American Civil Rights):</b>            Adam Fairclough, <i>A Better Day Coming</i>            C. Vann Woodward, <i>The Strange Career of Jim Crow</i>            Carson, Garrow et al., <i>Eyes on the Prize: Civil Rights Reader</i></p>	<p><b>Reading:</b></p> <p>Once a topic has been chosen, students can ask teachers for recommendations related to their chosen field.</p>

# Maths

<b>Topics / tasks:</b>	<b>Differentiation</b> <b>Sequences and series</b> <b>Trigonometry</b> <b>Statistical distributions</b> <b>Integration</b>
<b>Content and skills:</b>	Review and extension of AS topics. Applications and modelling. Examination technique Problem solving Self evaluation and study skills.
<b>Assessment:</b>	Trigonometry assessment. Weekly homework tasks.
<b>Stretch and challenge:</b>	

# Media Studies

Topics / tasks:	<b>Component 2 Set Texts and Exam Structure</b>		<b>Revision of key theorists : learning how to evaluate and apply theory to set texts</b>
<b>Content and skills:</b>	<p>Students will study the following Component 2 Units and set texts this half-term, as well as revising Component 1 set texts ready for mock exams.</p> <ul style="list-style-type: none"> <li>• Section A: Television in the Global Age – studying No Burqas Behind Bars and revising The Jinx.</li> <li>• Section C: Media in the Online Age – studying Attitude and Zoella</li> </ul> <p>Students will be taught how to answer questions on their set texts for 4 main areas : Language, Representation, Audience and Industry.</p>		<p><b>Students will be revising key media theories this half term and will be taught how to evaluate these specifically for Component 2 exam texts.</b></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>Timed exam questions for each set text. Mock exam next half – term. 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

<b>Topics / tasks:</b>	<ul style="list-style-type: none"><li>• <b><u>History &amp; Analysis</u></b> – Romantic Piano (Chopin)</li><li>• <b><u>History &amp; Analysis</u></b> – Art Music (Shostakovich)</li><li>• <b><u>History &amp; Analysis</u></b> – Review of Baroque &amp; Jazz</li><li>• <b><u>Composition</u></b> – Free composition and advanced harmonic techniques</li><li>• <b><u>Performance</u></b> – Refining recital programme</li></ul>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Continuing to develop aural perception skills</li><li>• Assimilating advanced harmonic techniques into chorales and free composition</li><li>• Refining performance technique</li></ul>
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• Undertake some further reading in the areas of 'Romantic Piano Music' and 'Art Music Since 1910'</li><li>• Revisit previous content and written work, improving in response to teacher feedback</li></ul>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Regular exam-style listening questions</li><li>• Longer passages of written prose analysis</li><li>• 4-part harmony exercises</li><li>• Performance reviews</li></ul>

# Politics

<b>Topics / tasks:</b>	<b>3.2.1. Government and Politics of the USA</b>
<b>Content and skills:</b>	3.2.1.1. The Constitution of the USA 3.2.1.2. The Legislative 3.2.1.3 The Executive 3.2.1.4. The Judiciary
<b>Assessment:</b>	Written assignments
<b>Stretch and challenge:</b>	Reading a textbook or teacher notes; Reading a broadsheet newspaper (Guardian, Times, Telegraph, Independent); picking a book from the reading list handed out at the start of term; using <a href="http://www.parliament.uk/briefing-papers/">www.parliament.uk/briefing-papers/</a> or <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> to look for past papers to practice.

# Physics

<b>Topics / tasks:</b>	<b>Module 5: Newtonian world and astrophysics</b>		
<b>Content and skills:</b>	<b>Module 5.1 – Thermal physics</b> <ul style="list-style-type: none"><li>• Temperature</li><li>• Solid, liquid and gas</li><li>• Ideal gases</li></ul>	<b>Module 5.3 – Oscillations</b> <ul style="list-style-type: none"><li>• Simple harmonic oscillations</li><li>• Damping and resonance</li></ul>	<b>Module 5.4 – Gravitational fields</b> <ul style="list-style-type: none"><li>• Point and spherical masses</li><li>• Newton's law of gravitation</li><li>• Planetary orbits</li><li>• Gravitational potential and energy</li></ul>
<b>Assessment:</b>	Test on Modules 5.1 and 5.3. In-class assessment, homework assignments.		
<b>Stretch and challenge:</b>	Completing relevant exercises on Isaac Physics website.		

# Physical Education

<b>Topics / tasks:</b>	<b>Physiology, psychology and socio-cultural topics</b>
<b>Content and skills:</b>	<p>In socio-cultural lessons they will focus on elite sport and the personal qualities and external support required to achieve success.</p> <p>In psychology students will study information processing systems. This will include response time, memory models and decision making.</p> <p>In physiology students will examine energy systems, demands in relation to performance and developing ideas of advantages and disadvantages of each system.</p>
<b>Assessment:</b>	Everlearner checkpoint test and a long answer question on each area.
<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.

# Psychology

<b>Topics / tasks:</b>	<b>Topic 1 - Gender Topic 2 - Schizophrenia</b>
<b>Content and skills:</b>	<p><b>Topic 1 - Sex and gender.</b></p> <ul style="list-style-type: none"> <li>• Sex-role stereotypes.</li> <li>• Androgyny and measuring androgyny</li> <li>• The role of chromosomes and hormones</li> <li>• Atypical sex chromosome patterns</li> <li>• Cognitive explanations of gender</li> <li>• Freud's psychoanalytic theory of gender</li> <li>• Social learning theory of gender</li> <li>• The influence of culture &amp; media on gender roles</li> </ul> <p>Atypical gender development: gender identity disorder</p> <p><b>Topic 2 - Classification &amp; symptoms (positive &amp; negative) Diagnosis: reliability &amp; validity</b></p> <ul style="list-style-type: none"> <li>• Co morbidity, Gender, Culture bias, Symptom Overlap</li> <li>• Theories/Explanations: Biological (genetics, dopamine, neural correlates)</li> <li>• Psychological – Family dysfunction</li> <li>• Psychological – Cognitive theory inc. dysfunctional thought processes</li> </ul>
<b>Assessment:</b>	<p>Written assignments, multi choice questions and a mock assessment of Topic 1.</p>
<b>Stretch and challenge:</b>	<p>Using the text book: Chapters 6 &amp; 8</p>

# Religious Education

<b>Topics / tasks:</b>	<b>Philosophy - Christian understanding of the nature of God. Ethics - Meta Ethics. Christian Thought - Gender and Society, Gender and Theology.</b>
<b>Content and skills:</b>	<p><b>Philosophy</b> - Learners should have the opportunity to discuss issues related to developments in the understanding of the nature of God and the different possibilities presented by the key thinkers, including: whether or not it is possible, or necessary, to resolve the apparent conflicts between divine attributes; whether Boethius, Anselm or Swinburne provides the most useful understanding of the relationship between divinity and time; whether or not any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will; whether the attributes should be understood as subject to the limits of logical possibility or of divine self-limitation. <b>Ethics</b> - Learners should have the opportunity to discuss issues related to meta-ethics, including: whether or not what is meant by the word 'good' is the defining question in the study of ethics, whether or not ethical terms such as good, bad, right and wrong: have an objective factual basis that makes them true or false in describing something reflect only what is in the mind of the person using such terms; can be said to be meaningful or meaningless; whether or not, from a common sense approach, people just know within themselves what is good, bad, right and wrong.</p> <p><b>Christian Thought</b> - Learners should have the opportunity to discuss issues related to Christian responses to changing views of gender and gender roles, including: whether or not official Christian teaching should resist current secular views of gender; whether or not secular views of gender equality have undermined Christian gender roles; whether or not motherhood is liberating or restricting; whether or not the idea of family is entirely culturally determined. Learners should have the opportunity to discuss issues related to God, gender and feminist theology, including: a comparison of Ruether's and Daly's feminist theologies; sexism and patriarchy in Christianity, as it has developed in the mainstream Churches; whether Christianity can be changed or should be abandoned; whether or not Christianity is essentially sexist; whether or not a male saviour can save women; whether or not only women can develop a genuine spirituality; whether or not the Christian God can be presented in female terms.</p>
<b>Assessment:</b>	Students have essays to prepare for each strand of their A Level work.
<b>Stretch and challenge:</b>	Philosophy - Vardy, P. (1999) <b>The Puzzle of God</b> , Harper Collins, Section 4 Macquarrie, J. (1966) <b>Principles of Christian Theology</b> , SCM Press, Chapter 11. Ethics - Moore, G.E. (1903) <b>Principia Ethica</b> , Chapter II • Ayer, A.J. (1936) <b>Language, Truth and Logic</b> , London: Victor Gollancz, Chapter 6 • Mackie, J.L. (1977) <b>Ethics: Inventing Right and Wrong</b> , London: Penguin Books, Part 1.3. Christian Thought - Tong, R. (2013) <b>Feminist Thought</b> , Routledge, Chapter 1 • McGrath, A. E. (2010 5th Edition) <b>Christian Theology</b> , Wiley-Blackwell, pages 88–89, 336–337 Messer, N. (2006) SCM <b>Study Guide to Christian Ethics</b> , SCM Press, Chapter 8. Phyllis Tribble, P. (1984) <b>Texts of Terror</b> , Fortress Press, Introduction and Chapter 2. Wilcockson, M. (2010) <b>Social Ethics</b> , Hodder Education, Chapter 2 .

# Sociology

<b>Topics / tasks:</b>	<b>Sociology of Global Development</b>
<b>Content and skills:</b>	Theories of global development, Globalisation, Trade and Aid, Industrialisation, Urbanisation, Environment; Agencies of development, War and conflict, Education, Health, Employment, Demographic Change, Gender
<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>	<p><b>Presenting their findings based upon research on a variety of topics studied following AS internal exams.</b></p> <p><b>Multiculturalism</b></p> <p><b>Aspects of Political life in the Hispanic World</b></p>
<b>Content and skills:</b>	<p>They will present to the class about their opinions and ideas about the film studied in year 12, the Spanish Civil War and dictatorship &amp; research on the play-wright Fernando Fernan- Gomez. Students will present ideas about the prologue of the play and the synopsis. The students will then begin the new yr13 topics within the broad topic of Multiculturalism including immigration, racism &amp; integration</p> <p>They will concurrently be studying Aspects of political life in the Hispanic world, discussing the importance of politics to young people, unemployment and societal ideals.</p> <p>Oral fluency and spontaneity. Students will learn how to present confidently on a variety of topics and themes, and this will build confidence for IRP &amp; speaking exam and be good revision of year12 topics for speaking cards and essay content.</p>
<b>Assessment:</b>	<p>Speaking questions &amp; speaking cards in general lessons and speaking lessons.</p> <p>They will be graded on oral fluency, accuracy &amp; spontaneity. They will be given grammar &amp; translation&amp; summary tasks and be graded according to A2 Criteria. 2 essays will be given at the end of the half term to revise film study &amp; as an introduction to the play.</p>
<b>Stretch and challenge:</b>	<p>Reading ahead in the literature.</p> <p>Listening to Spanish news and current affairs.</p> <p>Using Kerboodle interactive to consolidate grammar and vocabulary</p> <p>Making essay plans for film studied in year12 to be used for revision at the end of Year 13.</p>