



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 13

## Curriculum Overview

### *Half Term 3*

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.

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

# Art

<b>Topics / tasks:</b>	<b>Students will be continuing their Personal Investigation projects with guidance from their class teachers in their 2 double lessons. In the single lesson, students will focus on the Related Study element of their A Level coursework.</b>
<b>Content and skills:</b>	The ethos of the Personal Investigation is that the project being created is identified by the individual student in both theme, media and techniques. Whilst it is anticipated that students will work ever more independently, class teachers will continue to give guidance and support. This term there will be more emphasis on utilising the exploratory nature of their previous work to produce increasingly sophisticated and resolved artwork.
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• Their practical work will be reviewed and commented on regularly by their class teachers.</li><li>• 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.</li><li>• The Assessment Objectives (OCR exam board) will be referred to throughout the process.</li></ul> <p>Regular verbal feedback by class teachers and a program of written self-assessment as part of creating the portfolio.</p>
<b>Stretch and challenge:</b>	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. 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.

# Biology

<b>Topics / tasks:</b>	<b>Module 5 - Hormones and Nervous system    Module 6 - Cellular control and genetics</b>
<b>Content and skills:</b>	Hormonal control of blood glucose and diabetes Transmission of nerve impulses Mutations and control of gene expression Using genetic crosses to study inheritance
<b>Assessment:</b>	Assessment using past exam questions after each topic
<b>Stretch and challenge:</b>	Preparing for the British Biology Olympiad. ( <a href="https://www.ukbiologycompetitions.org/british-biology-olympiad/syllabus/">https://www.ukbiologycompetitions.org/british-biology-olympiad/syllabus/</a> )

# Business Studies

<p><b>Topics / tasks:</b></p>	<p><b>The importance of consolidation of Year 12 (Themes 1 &amp; 2) work – recommendation 1 hour per Year 12 Theme per week + 1 hour per week Theme 3 consolidation.</b></p> <p><b>Use PEARSON booklets for this – back up with revision guides</b></p> <p><b>Theme 4: Global Business</b></p>
<p><b>Content and skills:</b></p>	<p>4.1.3-5 Factors increasing globalisation, protectionism &amp; trading blocs</p> <p>4.2.4-5 Joint ventures, global competitiveness</p> <p>4.3 Global Marketing: marketing, niche markets, cultural &amp; social factors</p> <p>4.4 Global industries and companies (MNCs) – impact, ethics of and controlling MNCs</p> <p>Re-enforcement / reminder of:</p> <ol style="list-style-type: none"> <li>1. The expected approach / standards.</li> <li>2. Exam board requirements &amp; assessment overview. 4+8+10+12+20 mark answer expectations</li> <li>3. <b>Content</b> + use of <b>context</b> + structure / <b>technique</b>. A synoptic approach to exam technique.</li> </ol> <p>Paper 3 – synoptic – researching the 2021 set industry: <b>Fast food / takeaway and restaurant industry</b></p>
<p><b>Assessment:</b></p>	<p>Q &amp; A in class.</p> <p>Making good use of plans to ATQ (answer the question)</p> <p>Past exam questions - exclusively time-constrained - building up in time covered.</p> <p>Full Paper 1 (Theme 1 (12) &amp; Theme 4 (13) mock</p> <p>Full Paper 3 mock – in the context of the 2021 exam</p> <p>Much more synoptic assessments (4 themes into 3 exams).</p> <p>Theme 4 table</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.</p> <p>Regularly reviewing / investigating news – seeing impact / response businesses / governments – BBC website good source.</p> <p>Access Teams regularly for up-to-date context to investigate.</p>

# Chemistry

<b>Topics / tasks:</b>	<b>MODULE 5: PHYSICAL CHEMISTRY AND TRANSITION ELEMENTS</b> <b>MODULE 6: ORGANIC CHEMISTRY AND ANALYSIS</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Buffers</li><li>• pH curves and titrations</li><li>• The Arrhenius equation</li><li>• Aldehydes and Ketones</li><li>• Reactions of Carbonyls</li><li>• Carboxylic acids</li><li>• Acyl Chlorides</li><li>• Esters</li><li>• Spectroscopy</li></ul>
<b>Assessment:</b>	End of topic tests for each section, past paper questions.
<b>Stretch and challenge:</b>	Students can prepare for the RSC Olympiad which happens in January: <a href="https://edu.rsc.org/resources/chemistry-olympiad-past-papers/1641.article">https://edu.rsc.org/resources/chemistry-olympiad-past-papers/1641.article</a>

# Computer Science

<b>Topics / tasks:</b>	<b>Coursework completion (Development and Evaluation)</b> <b>The stages of Compilation (lexical analysis and syntax analysis)</b> <b>Networking, The Internet and the PageRank algorithm</b> <b>Recapture of Y12 topics (Binary / Logic and Operating Systems)</b>
<b>Content and skills:</b>	Students will continue evidencing their code completion, as well as Evaluating the completed objectives Students will investigate the process a compiler takes when converting HLL code into machine code Students will revisit the types of Networks used on the Internet as well as investigate the need for the PageRank algorithm Students will revisit some of the earlier topics from Year 12, focusing this half term on Binary, Logic and Boolean Algebra, and Operating Systems.
<b>Assessment:</b>	Coursework development review for Implementation Coursework development review for Evaluation Assessment on Networks, The Internet, and Y12 topics /60 Floating Point Recap Assessment /30
<b>Stretch and challenge:</b>	<a href="#">Investigate the use of Backus-Naur Form and its relevance to Lexical/Syntax analysis</a> <a href="#">Understand how Google makes use of the PageRank algorithm</a>



# Economics

<b>Topics / tasks:</b>	<ul style="list-style-type: none"><li>• <b>Restrictions on free trade</b></li><li>• <b>Balance of payments</b></li><li>• <b>Exchange rates</b></li><li>• <b>International competitiveness</b></li><li>• <b>Absolute and relative poverty</b></li><li>• <b>Inequality</b></li><li>• <b>Measures of development</b></li><li>• <b>Factors influencing growth and development</b></li><li>• <b>Strategies influencing growth and development</b></li><li>• <b>Role of financial markets</b></li><li>• <b>Market failure in the financial sector</b></li></ul>
<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, The Economist, The Guardian, BBC. Wider reading - see reading list.

# English Language

Topics / tasks:	Paper 1: Language, the individual and society Section B: Child Language Acquisition	Paper 2: Language Diversity and Change Section A: Global Language and Occupation
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of how children learn to read and write. This literacy focussed unit will include a study of orthographical, phonological, lexical, pragmatic and grammatical development regarding literacy acquisition.</li> <li>• Evaluate different theories, views and approaches regarding how children learn to read and write.</li> <li>• Practise writing essays by examining exemplars and producing their own paragraphs/essays.</li> <li>• Develop an understanding of the structure of the Paper 1 examination, including the assessment objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of how occupation impacts language use.</li> <li>• Develop an understanding of Global English and discuss the impact of American English, Pidgin and Creole.</li> <li>• Evaluate different theories, approaches and views to Global Language and Language and Occupation.</li> <li>• Practise writing essays by examining exemplars and producing their own paragraphs/essays.</li> <li>• Develop an understanding of the structure of the Paper 2 examination, including the assessment objectives.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• In class essays</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• In class essays</li> </ul>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Read the literacy section in 'Language Development' (Cambridge Topics in English Language)</li> <li>• Read literacy related articles, such as: <a href="https://englishlangsfx.blogspot.com/search?q=literacy">https://englishlangsfx.blogspot.com/search?q=literacy</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read 'Attitudes to Language' (Cambridge topics in English Language)</li> <li>• Read 'Language Diversity and World Englishes' (Cambridge topics in English Language)</li> </ul>

# English Literature

Topics / tasks:	Paper 1 Section C: <i>Gatsby</i> /Poetry Anthology Non Examination Assessment (coursework)	Paper 2 Section C: <i>Comparing Oranges Are Not the Only Fruit</i> with one other text Section B: Unseen Prose
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Revising all of the Pre-1900 Poetry Anthology poems.</li> <li>• Revising <i>The Great Gatsby</i>.</li> <li>• Comparing how key themes of love are presented in the Pre-1900 Poetry Anthology and in <i>The Great Gatsby</i>.</li> <li>• Practising writing comparative essays by examining exemplars and producing their own paragraphs/essays.</li> <li>• Revising Unseen Poetry</li> <li>• Evaluating NEA Coursework first drafts.</li> <li>• Writing final NEA Coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue evaluating and improving <i>Oranges/ Skirrid Hill</i> essays.</li> <li>• Continue revising Unseen Prose by annotating aspects of structure, perspective, language etc</li> <li>• Exploring relevant contextual information in Unseen Prose.</li> <li>• Revising <i>A Streetcar Named Desire</i>.</li> <li>• Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>
<b>Assessment:</b>	Writing a Paper 1 exam (3 hrs)	Writing a Paper 2 Exam. (2.5 hours)
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Read other love poetry by writers such as Langston Hughes, Audre Lorde, etc.</li> <li>• Read critical materials about the pre-1900 poems, such as Carol Rumen's Poem of the Week articles.</li> <li>• Reading secondary material to establish strong debate in their independent NEA coursework such as from the British Library online collection: <a href="https://www.bl.uk/learning/online-resources">https://www.bl.uk/learning/online-resources</a></li> </ul>	<p>Reading widely prose texts from 1945 onwards that explore themes discussed such as political upheaval, isolation, gender and post-imperialism for example <i>Americanah</i> by Chimamanda Adichie and <i>Girl, Woman, Other</i> by Bernadine Evaristo.</p> <p>Reading secondary material about issues of 'modern times', for example: <a href="https://www.bl.uk/learning/online-resources">https://www.bl.uk/learning/online-resources</a></p>

# Ethics and Philosophy

<b>Topics / tasks:</b>	<b>Philosophy of Religion: Religious Language</b> <b>Religious Ethics: Sexual Ethics</b> <b>Developments in Christian Thought: Liberation theology/Marxism</b>
<b>Content and skills:</b>	<p><b>Philosophy of Religion</b> - Content: the argument that theological language is best approached by negation, the understanding of religious language in terms of analogy, with reference to Aquinas's analogy of attribution and analogy of proper proportion. Referencing understanding of the language of religious expression in terms of symbol through Tillich's view of theological language as almost entirely symbolic. <b>Religious Ethics</b> – Content: consideration of the following areas of sexual ethics: premarital and extramarital sex; homosexuality. The influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics. Seeking an application of the following theories to these areas of sexual ethics: natural law; situation ethics; Kantian ethics; and the various forms of utilitarianism.</p> <p><b>Developments in Christian Thought</b> – Content: The relationship of liberation theology and Marx, including: Marx's teaching on alienation and exploitation liberation theology's use of Marx to analyse social sin, liberation theology's teaching on the 'preferential option for the poor'. <b>Skills</b> 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>
<b>Assessment:</b>	Essays from each strand throughout the term to check understanding and provide feedback for areas of development in subject content and essay writing skills. Essays based upon revision material.
<b>Stretch and challenge:</b>	Ayer, A. J. (2001) Language, Truth and Logic, Dover Publications, Swinburne, R. (1997) 'God-talk is not evidently nonsense' in Davies, B. (2000) Philosophy of Religion: a guide and anthology, Oxford University Press, Internet Encyclopaedia of Philosophy Religious Language [ <a href="http://www.iep.utm.edu/rel-lang/">http://www.iep.utm.edu/rel-lang/</a> ]. Pope Paul VI (1968) Humanae Vitae [ <a href="http://www.vatican.va/humanae_vitae/vita/humanae_vitae_25_07_1968.html">Humanae Vitae (July 25, 1968)</a> ], Church of England House of Bishops (1991) Issues in Human Sexuality, London: Church House Publishing, Mill, J.S. (1859) On Liberty, Chapter 1 [ <a href="http://www.gutenberg.org/files/10411/10411-h/10411-h.htm">The Project Gutenberg eBook of On Liberty, by John Stuart Mill.</a> ]. Boff, L. and Boff, C. (1987) Introducing Liberation Theology, Burns and Oates, Gutierrez, G. (1974/2000) A Theology of Liberation, SCM Press, Chapter 4, Congregation of the Doctrine of the Faith (1984) Instruction on Certain Aspects of the 'Theology of Liberation', Wilcockson, M. (2011) Christian Theology, Hodder Education, Chapter 7.

# French

<b>Topics / tasks:</b>	<ol style="list-style-type: none"><li>1. Students will continue their work on “les marginalisés” (Unit 2).</li><li>2. Students will finish Unit 5 on Political power and start Unit 6 on Immigration.</li><li>3. Literature: Boule de Suif by Maupassant</li></ol>
<b>Content and skills:</b>	<ol style="list-style-type: none"><li>1. Students will learn specific vocabulary on the topic, discuss the issues of marginalisation in French speaking countries.</li><li>2. We will discuss different attitudes towards strikes and protests and discuss some of the political issues around immigration in francophone countries.</li><li>3. Students will study further stories from the selection: La mère sauvage and Un Duel</li></ol>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Students will practise translations on the topic, will write their view on some aspects of the topic, and complete reading, listening, résumés and speaking activities.</li><li>2. Students will complete a test on unit 5 and complete regular vocabulary</li><li>3. Students answer sets of questions each week and will complete short summaries.</li></ol>
<b>Stretch and challenge:</b>	<ol style="list-style-type: none"><li>1. Students can compare marginalisation in France, and other francophone countries with the situation in England.</li><li>2. Students can research the recent “gilets jaunes” movement and look into the recent racial tensions in metropolitan France.</li><li>3. Students can read further works by Maupassant</li></ol>

# Geography

Topics / tasks:	Hazards	Global Systems & Global Governance
<p><b>Content and skills:</b></p>	<p>The nature of wildfires and conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impact and human responses as evidenced by a recent wild fire event.</p> <p>Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.</p> <p>Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p>	<p>Trading relationships and differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being.</p> <p>The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates.</p> <p>Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets and impacts on students' and other people's lives across the globe.</p> <p>The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</p>
<p><b>Assessment:</b></p>	<p>Completing exam style questions that test the ability to interpret and analyse a range of figures as well questions that require the ability to accurately apply detailed knowledge to assess geographical issues and concepts.</p>	<p>Completing exam style questions that test the ability to interpret and analyse a range of figures as well questions that require the ability to accurately apply detailed knowledge to assess geographical issues and concepts.</p>
<p><b>Stretch and challenge:</b></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 as well as articles shared on Teams.</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> <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

<b>Topics / tasks:</b>	<b>A2 UNIT 3: MULTICULTURALISM IN THE GERMAN-SPEAKING-SOCIETY: RACISM</b> <b>A2 SPEAKING: INDIVIDUAL RESEARCH PROJECT</b>  <b>A2 UNIT 6: ASPECTS OF POLITICAL LIFE IN THE GERMAN-SPEAKING WORLD: THE REUNIFICATION AND ITS CONSEQUENCES</b> <b>A2 WRITING: THE LITERATURE BOOK - DER BESUCH DER ALTEN DAME</b>
<b>Content and skills:</b>	Students will study A2 UNIT 3: multiculturalism in the German-speaking-society - racism.  Students will study A2 UNIT 6: the reunification and its consequences. Students will study the historical background of the fall of the Berlin Wall.  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 practice writing A2 essays about the literature book "Der Besuch der alten Dame".
<b>Assessment:</b>	In class, there will be vocabulary tests and assessment of listening, speaking, reading, translating, summarising and writing skills.
<b>Stretch and challenge:</b>	Students can learn further advanced vocabulary and practice German grammar. Students can complete in depth research on the IRP and write additional essays on the literature book topic. Students can research the wider topic of "The Fall of the Berlin Wall".

# History

<b>Topics / tasks:</b>	<b>The Pursuit of Native American Civil Rights</b>
<b>Content and skills:</b>	<p>Students will be studying the history of Native Americans in US society between 1865-1992, covering key events from the Plains Wars, the impact of the Dawes Act, the World Wars and the New Deal, through to the development of Red Power radicalism in the 1960s and 1970s and the issues facing Native communities in the 1980s/early 90s.</p> <p>Students will also continue to work on their coursework, whilst also revisiting parts of the British history course that were covered during lockdown, particularly from the 1960s onwards.</p>
<b>Assessment:</b>	<p>Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, building arguments and evaluating different issues and events over time. Students will complete their coursework.</p>
<b>Stretch and challenge:</b>	<p>For the US History course, <i>Bury My Heart At Wounded Knee</i> by Dee Brown comes very highly recommended, and is considered a classic for a reason. Many histories of the Native Americans end in the early 20<sup>th</sup> century as assimilation becomes a <i>fait accompli</i> for many Native tribes; however, there are numerous general histories of America which will help to provide a broader context to the events studied in class.</p> <p>For the British side, <i>White Heat</i>, <i>State of Emergency</i>, <i>Seasons in the Sun</i> and <i>Who Dares Wins</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.</p> <p>Once students have completed the American course, they will be revisiting the French Revolution and Rule of Napoleon in class. For those wishing to make a head start on this, 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 (<a href="https://www.bbc.co.uk/programmes/p08yd09s">https://www.bbc.co.uk/programmes/p08yd09s</a>). Mike Duncan's <i>Revolutions</i> podcast (series three) provides an excellent narrative overview of the period.</p>



# Maths

<b>Topics / tasks:</b>	<b>Numerical Methods</b> <b>Further differentiation</b> <b>Forces</b> <b>Moments</b> <b>Partial Fractions</b> <b>Proof</b> <b>Probability</b> <b>Transformations of Function</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>	Mock examination. 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:	Component 2 Set Texts and Exam Structure	Revision of key theorists : learning how to evaluate and apply theory to set texts
<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>• Component 1 – Late Night Women's Hour – studying Audiences and Industry factors for this text.</li> <li>• Section C: Revision of Component 2 texts -Media in the Online Age – revising Attitude and Zoella</li> <li>• Section C: Magazines – studying The Big Issue &amp; Vogue</li> <li>• Component 3 NEA Coursework – students will be editing Documentaries and producing Print Based texts for NEA assessment.</li> </ul>	<p>Students will be revising key media theories this half term and will be taught how to evaluate these specifically for Component 2 exam texts.</p> <ul style="list-style-type: none"> <li>• use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way</li> <li>• debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>
<b>Assessment:</b>	<p>Timed exam questions for each set text. Completed NEA coursework submitted to exam board. 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>	<b>AOS1: Romantic Piano Music: Grieg</b> <b>AOS7: Art Music: Messiaen</b> <b>Composition: Free Composition</b> <b>Performance: Preparing Submission</b>
<b>Content and skills:</b>	Continuing to develop aural perception skills Exploring cultural context of set topics/composers Assimilating advanced harmonic techniques free composition
<b>Assessment:</b>	Regular exam-style listening questions Longer passages of written prose analysis Formative assessment of evolving Free Composition
<b>Stretch and challenge:</b>	Undertake some further reading in the areas of 'Romantic Piano Music' and 'Art Music Since 1910' Revisit previous content and written work, improving in response to teacher feedback

# Politics

<b>Topics / tasks:</b>	<b>3.3.1. Ideologies</b>
<b>Content and skills:</b>	3.3.1.1 Liberalism; 3.3.1.2 Socialism; 3.3.1.3 Conservatism; 3.3.1.4 Anarchism
<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 6 – Particles and medical physics</b>			
<b>Content and skills:</b>	<u>Electric fields</u> <ul style="list-style-type: none"> <li>• Coulombs law</li> <li>• Uniform electric fields and capacitance</li> <li>• Charged particles in uniform electric fields</li> <li>• Electric potential and energy</li> </ul>	<u>Magnetic fields</u> <ul style="list-style-type: none"> <li>• The motor effect</li> <li>• Charged particles in magnetic fields</li> <li>• Electromagnetic induction</li> <li>• Faraday's Law and Lenz's Law</li> <li>• Transformers</li> </ul>	<u>Particle Physics</u> <ul style="list-style-type: none"> <li>• The alpha particle scattering experiment</li> <li>• The nucleus</li> <li>• Antiparticles, hadrons and leptons</li> </ul>	<u>Medical Imaging</u> <ul style="list-style-type: none"> <li>• X-rays</li> <li>• Interaction of X-rays with matter</li> <li>• CAT scans</li> </ul>
<b>Assessment:</b>	In-class assessment, homework assignments. Topic tests.			
<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 psychology students will continue their work on Schmidt's schema theory. They will also study group dynamics in sport and models of leadership and how that affects performance.</p> <p>In physiology students will examine theories of angular momentum, Newton's analogues and conservation of angular momentum and their application to sporting performance.</p> <p>In socio-cultural topics students will conclude their work on deviance in sport, considering the link between sport and the law. They will examine the positive and negative impact of commercialisation in sport.</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>Research Methods</b>
<b>Content and skills:</b>	Recap AS Research Methods, probability, significance, level of measurement, stats tests & features of science
<b>Assessment:</b>	3 x homework assignment, 1 x mock assessment
<b>Stretch and challenge:</b>	Text book Chapter 3

# Sociology

<b>Topics / tasks:</b>	<b>Sociology of Crime and Deviance, Theory and Methods</b>
<b>Content and skills:</b>	Theories of Crime; Social distribution of Crime; State, Green crime and media; Globalisation and Crime; Punishment; CJS; Victimology
<b>Assessment:</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>
<b>Stretch and challenge:</b>	written assignments



# Spanish

<b>Topics / tasks:</b>	<b>Racism in Spanish speaking world &amp; Spanish literature and the Spanish civil war</b>
<b>Content and skills:</b>	Students will look at racist and xenophobic attitudes in the Spanish-speaking world and how to combat racist attitudes and the legislation in place to protect people. They will continue to read 'Las Bicicletas son para el Verano' and study themes and characterisation and practise essay writing.
<b>Assessment:</b>	In class, students will be asked to perform vocab and structure recall in all 4-skill areas, focusing particularly on listening following recent mock exam. They will prepare to speak spontaneously and carry out research for their Individual research projects.
<b>Stretch and challenge:</b>	Students will be set additional listening & reading and literature tasks to work on independently on exam technique to perfect Listening and reading summaries to improve accuracy and essay writing skills.