



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 13

## Curriculum Overview *Half Term 2*

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>Music</b>	AQA
<b>Biology</b>	OCR	<b>French</b>	AQA	<b>Physical Education</b>	AQA
<b>Business</b>	Edexcel	<b>Geography</b>	AQA	<b>Physics</b>	OCR
<b>Chemistry</b>	OCR	<b>German</b>	AQA	<b>Psychology</b>	AQA
<b>Computer Science</b>	OCR	<b>Government and Politics</b>	AQA	<b>Sociology</b>	AQA
<b>Economics</b>	Edexcel	<b>History</b>	OCR	<b>Spanish</b>	AQA
<b>English Language</b>	AQA	<b>Maths</b>	OCR		
<b>English Literature</b>	AQA	<b>Media Studies</b>	Eduqas		

# Art

<p><b>Topics / tasks:</b></p>	<p><b>Students will be continuing their Personal Investigation projects with guidance by 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></p>	
<p><b>Content and skills:</b></p>	<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>	
<p><b>Assessment:</b></p>	<p>Their practical work will be reviewed and commented on regularly by their class teachers.</p> <p>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. As there will not be an Externally Set Task next year, Assessment will be 100% coursework which includes the Personal Investigation and Related Study.</p> <p>Regular verbal feedback by class teachers and a program of written self-assessment as part of creating the portfolio.</p>
<p><b>Stretch and challenge:</b></p>	<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 5: 5.2.2 Respiration, 5.1.2 excretion, 5.1.4 hormones, Module 6: 6.1.1 Cellular control</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Glycolysis, Krebs cycle and oxidative phosphorylation</li><li>• Aerobic and anaerobic respiration</li><li>• Different respiratory substrates</li><li>• Kidney function including transplants and dialysis</li><li>• Structure and function of the adrenal gland</li><li>• Hormonal control of blood glucose and diabetes</li><li>• Mutations and control of gene expression</li></ul>
<b>Assessment:</b>	Assessment using continual past paper questions.
<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

<b>Topics / tasks:</b>	<b>The importance of consolidation of Year 12 (Themes 1 &amp; 2) work – recommendation 1 hour per Year 12 Theme per week</b> <b>Theme 3: Business Strategy</b> <b>Theme 4: Global Business</b>
<b>Content and skills:</b>	<p>3.3 Evidence based decision-making: time series analysis, decision trees and critical path analysis.</p> <p>3.6 Causes and effects of change</p> <p>4.1 Introduce Theme 4 (synoptic) approach</p> <p>4.1 Growing economies. International trade and business growth</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. Content + use of context + structure / technique. A synoptic approach to exam technique.</li> </ol>
<b>Assessment:</b>	<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 2 (Theme 2 (12) &amp; Theme 3 (13) mock</p> <p>Much more synoptic assessments (4 themes into 3 exams).</p> <p>Theme 4 table</p>
<b>Stretch and challenge:</b>	<p>Taking a topic and leading our 'what's in the news' insight / class discussion into contemporary issues - relevant to previously studied areas of the course e.g. Network Rail use of CPA, HBR / Forbes articles.</p> <p>Issa brother's acquisition of Asda for 36.8 billion – “Big Four” Tech companies – collusion?</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>• Lattice enthalpy</li><li>• Enthalpy changes in solution</li><li>• Factors affecting lattice enthalpy and hydration</li><li>• Entropy</li><li>• Free energy</li><li>• Redox equations</li><li>• Electrochemical cells</li><li>• The electrochemical series</li><li>• Storage and fuel cells</li></ul> <ul style="list-style-type: none"><li>• Bonding and structure of benzene</li><li>• Electrophilic substitution reactions of benzene</li><li>• The chemistry of phenol</li><li>• Disubstitution and directing groups</li><li>• Aromatic nitrogen compounds</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)</b> <b>Databases, Normalisation and SQL</b> <b>Abstract Data Types and Path-finding algorithms</b> <b>Assembly Instructions with LMC and Encryption</b> <b>Hashing and Hash tables</b>
<b>Content and skills:</b>	<p>Students will continue coding their projects whilst documenting the errors that occur along the way</p> <p>Students will revise the need for relational databases (as oppose to flat-file databases) and the uses of SQL when querying a database. Students will then understand the need for a set of standards for databases, as well as modern issues we face.</p> <p>Students will apply Abstract Data Types to relevant scenarios and trace examples of path-finding algorithms, including Dijkstra's algorithm and the A* algorithm</p> <p>Students will re-visit the terminology associated with Assembly programming and use Little Man Computer (LMC) to make programs</p> <p>Students will evaluate the effectiveness of using a hash table to query, update, and delete data from a database.</p>
<b>Assessment:</b>	Y12 Recap Test /60 Assessment of Y13 materials so far (Algorithms / OOP and Abstract Data Types) /52 Coursework development review Y13 mock feedback assessment (based on last half term's results)
<b>Stretch and challenge:</b>	<p>Study complex database services such as the Amazon RDS, and determine the need for multiple tables for larger problems <a href="https://aws.amazon.com/">https://aws.amazon.com/</a></p> <p>Try to implement your own version of the A* algorithm through code <a href="https://en.wikipedia.org/wiki/A*_search_algorithm">https://en.wikipedia.org/wiki/A*_search_algorithm</a></p> <p>Study the IBM Quantum computer and investigate how code is written for a quantum machine <a href="https://www.ibm.com/quantum-computing/">https://www.ibm.com/quantum-computing/</a></p>



# Economics

<b>Topics / tasks:</b>	<b>Government intervention, the impact of government intervention. Globalisation, specialisation and trade, pattern of trade, terms of trade and trading blocs and the WTO.</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. Mock examination A Level Paper 1 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

Topics / tasks:	Paper 1: Language, the individual and society Section B: Child Language Acquisition	Paper 2: Language Diversity and Change Section A: Language Change
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Review the CLA speaking unit after the November mock examination. Set targets for development and look at exemplar essays.</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of how language has changed from 1700 onwards. This includes an examination of phonological, lexical, grammatical and orthographical change.</li> <li>• Evaluate different theories, approaches and views to language change.</li> <li>• Practise writing essays by examining exemplars and producing their own paragraphs/essays.</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 'Language Change' (Cambridge Topics in English Language)</li> <li>• Read 'Attitudes to Language' (Cambridge topics in English Language)</li> </ul>

# English Literature

Topics / tasks:	Paper 1 Section A: <i>Othello</i> Non Examination Assessment (coursework)	Paper 2 Section C: Comparing <i>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>• Developing understanding of the aspects of love explored in <i>Othello</i> 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 <i>Oranges Are Not the Only Fruit</i> 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 <i>Oranges Are Not the Only Fruit</i> is affected by 'Modern Times' themes such as isolation, gender issues, etc.</li> <li>• Comparing <i>Oranges Are Not the Only Fruit</i> to <i>Skirrid Hill</i>.</li> <li>• Practising writing essays by examining exemplars and producing their own paragraphs/essays.</li> </ul>
<b>Assessment:</b>	Writing a full Section A: <i>Othello</i> exam (1hr)	Writing a full Section C: Comparing <i>Oranges Are Not the Only Fruit</i> with <i>Skirrid Hill</i> exam. (1hr)
<b>Stretch and challenge:</b>	Reading other Shakespearean tragedies such as <i>Hamlet</i> and <i>Antony and Cleopatra</i> . Reading critical materials such as AC Bradley's <i>Shakespearean Tragedies</i> .	Reading other works by Jeanette Winterson such as <i>Why Be Happy When You Could Be Normal?</i> Reading critical materials about <i>Oranges Are Not the Only Fruit</i> and other literature from 1945 onwards.

# Ethics and Philosophy

<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) <b>SCM Study Guide to Christian Ethics</b> , SCM Press, Chapter 8. Phyllis Trible, P. (1984) <b>Texts of Terror</b> , Fortress Press, Introduction and Chapter 2. Wilcockson, M. (2010) <b>Social Ethics</b> , Hodder Education, Chapter 2 .

# French

<b>Topics / tasks:</b>	<b>Language work: 1. completing the work on “Les aspects positifs d’une société diverse” and starting the new topic of “Quelle vie pour les marginalisés”. 2. Continuing work on politics by studying strikes and the unions in France</b> <b>Literature: completing the study of Boule de Suif and moving on to a further story, Madame Sauvage. Speaking: working on their 2 minutes presentation for their IRP (Individual Research Project)</b>
<b>Content and skills:</b>	Language work: reading and listening comprehension skills and speaking skills. Literature: developing skills of writing critical essays in French by completing short summaries and character studies. Speaking: through their IRP work, being able to analyse and evaluate their topic in a discussion
<b>Assessment:</b>	Language work: homework and a Paper 1 (listening-reading-writing) on Units 1 and 4. Literature: writing an essay from a past paper on the year 12 set text, No et Moi.
<b>Stretch and challenge:</b>	Language work: reading in French around the topics, listening to the news in French. Literature: reading other Maupassant short stories

# Geography

Topics / tasks:	Hazards	Global Systems & Global Governance
<b>Content and skills:</b>	The nature, distribution, causes, effects of and responses to seismic, volcanic, storm and wildfire hazards. In particular focusing on spatial and temporal variations and the role of human vulnerability in affecting the level of risk in contrasting case studies.	The nature and role of trade blocs, transnational corporations (TNCs) and global systems. Then focusing on inequality within global trade, the differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being, as well as examining fair trade and ethical investment.
<b>Assessment:</b>	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.	Completing a range of types of exam question including 4 mark questions, 6 marks questions and 20 mark essays.
<b>Stretch and challenge:</b>	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.  Reading widely around the topic using the guide provided at the start of the year as well as articles shared on Teams.	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.  Reading widely around the topic using the guide provided at the start of the year as well as articles shared on Teams.

# German

<p><b>Topics / tasks:</b></p>	<p><b>FTO: A2 GRAMMAR: ONGOING</b>  <b><u>THEME 1: UNIT 1 – MULTICULTURALISM IN THE GERMAN-SPEAKING SOCIETY: IMMIGRATION - ONGOING</u></b></p> <ul style="list-style-type: none"> <li>• Theme 1, unit 1.0: immigration</li> <li>• Theme 1, unit 1.1: reasons for immigration</li> <li>• Theme 1, unit 1.2: advantages and disadvantages of immigration</li> <li>• Theme 1, unit 1.3: issues affecting a country's migration policy</li> </ul>	<p><b>JSW: A2 WRITING/ESSAY: EXAM PAPER 2: 7662</b>  <b>LITERATURE BOOK “DER BESUCH DER ALTEN DAME”:          ONGOING</b>  <b>A2 SPEAKING: IRP: ONGOING</b>  <b><u>THEME 2: UNIT 4 – GERMANY AND THE EUROPEAN UNION</u></b></p> <ul style="list-style-type: none"> <li>• Unit 4.0: Germany and the European Union</li> <li>• Unit 4.1: The Role of Germany within Europe</li> <li>• Unit 4.2: Advantages and disadvantages of the EU for Germany</li> <li>• Unit 4.3: the impact of the EU expansion on Germany</li> </ul>
<p><b>Content and skills:</b></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 practice writing A2 essays about the literature book “Der Besuch der alten Dame”.</p>	
<p><b>Assessment:</b></p>	<p>Demonstrating their knowledge in vocabulary and grammar tests as well as an assessment in writing, listening, reading, translating and summarising.</p>	
<p><b>Stretch and challenge:</b></p>	<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>	

# Government and Politics

<b>Topics / tasks:</b>	<b>3.2.1. Government and Politics of the USA</b>
<b>Content and skills:</b>	3.2.1.3 The executive branch of government: President; 3.2.1.8 Civil rights; 3.2.2 Comparative politics
<b>Assessment:</b>	Written assignments and mock exam.
<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



# 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 20th century British history</b>
<b>Content and skills:</b>	<p>Students will continue to investigate the African American pursuit of Civil Rights, before moving on to study how women in the USA pursued their civil rights. There will be depth studies on the Gilded Age, New Deal and radical feminism. 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. Continued revision of British History from 1951-1997, focusing on British Foreign Policy.</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. There will also be a mock examination.</p>	<p>Engaging in academic supervision from staff. Essay writing on British Foreign Policy, 1951-1997.</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></p> <p><b>Reading (Women's Rights):</b> Doris Weatherford, <i>Victory for the Vote: The Fight for Women's Suffrage and the Century that Followed</i></p>	<p><b>Reading:</b></p> <p>Having chosen a topic for coursework, students can ask teachers for recommendations related to their field of study.</p>

# Maths

<b>Topics / tasks:</b>	<b>Numerical Methods</b> <b>Partial Fraction</b> <b>Proof</b> <b>Further differentiation</b> <b>Probability</b> <b>Forces</b> <b>Moments</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

<b>Topics / tasks:</b>	<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><b>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.</b></p> <ul style="list-style-type: none"> <li>• Section A: Television in the Global Age – revising No Burqas Behind Bars and revising The Jinx.</li> <li>• Section C: 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 writing statement of aims for NEA</li> </ul>	<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 in November 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: Brahms</b> <b>AOS7: Art Music: Reich</b> <b>Composition: Free Composition/Harmony</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/Harmony
<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

# Physics

Topics / tasks:	Module 5 – Newtonian world and astrophysics	Module 6 – Particles and medical physics
<b>Content and skills:</b>	<p><u>Gravitational Fields</u></p> <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> <p><u>Stars</u></p> <ul style="list-style-type: none"> <li>• Objects in the universe</li> <li>• The life cycle of stars</li> <li>• The Hertzsprung-Russell diagram</li> <li>• Energy levels in atoms</li> <li>• Spectra</li> <li>• Analysing starlight</li> <li>• Stellar luminosity</li> </ul> <p><u>Cosmology</u></p> <ul style="list-style-type: none"> <li>• Astronomical distances</li> <li>• The Doppler effect</li> <li>• Hubble's law</li> <li>• The Big Bang theory</li> <li>• Evolution of the universe</li> </ul>	<p><u>Capacitance</u></p> <ul style="list-style-type: none"> <li>• Capacitors in circuits</li> <li>• Energy stored by capacitors</li> <li>• Discharging and charging capacitors</li> <li>• Uses of capacitors</li> </ul> <p><u>Electric fields</u></p> <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>
<b>Assessment:</b>	Test in November covering all Module 5 topics taught so far. 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 psychology students will understand how sports performers use information from the environment to facilitate movement. They will explain how sporting information is stored and used in the memory. Students will understand the influences that determine how decisions are made.</p> <p>In physiology students will examine fluid mechanics. They should understand dynamic fluid force and relate these concepts to drag and lift.</p> <p>In socio-cultural topics students will examine deviance in sport, focussing on violence on and off the pitch and drugs in sport. They will also consider the link between sport and the law.</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>Topic 3 - Forensic Psychology Topic 4 - Issues &amp; Debates</b>
<b>Content and skills:</b>	Topic 3 - Offender Profiling, Biological explanations of offending behaviour, Psychological explanations of offending behaviour and dealing with offender behaviour. Topic 4 - Gender & culture in psychology, Freewill and determinism, Nature-nurture debate, Holism and reductionism, Idiographic and nomothetic approaches and Ethical implications of research.
<b>Assessment:</b>	Written assignments, multi choice questions and mock assessment in November of a number of AS and A level topics to date.
<b>Stretch and challenge:</b>	Using the text book: Chapters 12 & 4

# Sociology

<b>Topics / tasks:</b>	<b>Sociology of Crime and Deviance</b>
<b>Content and skills:</b>	Theories of Crime and Deviance; Social distribution of Crime; Globalisation and Crime, State Crime and Green Crime; Punishment, Victims and the CJS.
<b>Assessment:</b>	Written assignments and mock exam.
<b>Stretch and challenge:</b>	Use the textbook and read relevant sections; Read a broadsheet newspaper to find social commentary on these issues; Listening to 'Thinking allowed' on BBC Radio 4 and using their archive; Looking at 'TED' talks that are relevant to sociology; Looking at LSE blogs on social political commentary <a href="https://blogs.lse.ac.uk/">https://blogs.lse.ac.uk/</a>



# Spanish

<b>Topics / tasks:</b>	<b>Begin to read the Spanish play 'Las bicicletas son para el verano' devoting one lesson and one homework each week. The remaining 2 lessons will be language lessons revising &amp; consolidating grammar from Year 12 and learning new content. Students will examine the positive and negative aspects of immigration and learn more about immigration in the Spanish speaking world and the problems illegal migrants might face.</b>
<b>Content and skills:</b>	Learn how to use dictionaries and translators to support their learning. Learn about loan words and synonyms. They will revise the present tense and imperfect and preterite tenses going back to basics if needed and then focus on compound tenses.
<b>Assessment:</b>	Preparing answers to sample questions which will allow them to talk confidently about the language topics covered. Students will be given cards to prepare for speaking lessons using examples from past papers. Feedback will be given orally in speaking lessons. Listening & summaries will be set in class and marked by their class teacher/or peers and reading comprehensions and translation will be set as homework tasks. Formal assessment will take the form of a November exam and will test all skill areas
<b>Stretch and challenge:</b>	Reading ahead and preparing the text & watching Spanish films recommended for A level study. In addition, they must read about the historical events around the time of the film & play studied. Students should have an awareness of current affairs and build up a dossier of relevant documents relating to the yr13 topics. (Immigration/Racism/integration/young people/youth unemployment/society/dictatorship in Spain & Latin America/the Monarchy /protests & strikes& Trade unions.)