



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.

Exam Boards

Please use the table if you wish to know which exam board the school uses for each qualification.

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

Art

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| Topics / tasks: | <p>Students will be continuing their Personal Investigation projects with guidance by their class teachers in their 2 double lessons.</p> <p>In the single lesson, students will focus on the Related Study element of their A Level coursework.</p> | |
| Content and skills: | <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> | |
| Assessment: | <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> | |
| Stretch and challenge: | <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

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| Topics / tasks: | Module 6 – Photosynthesis and respiration. Module 5: Homeostasis and excretion. | |
| Content and skills: | Knowledge <ul style="list-style-type: none">• Photosynthesis• Respiration• Homeostasis, negative feedback and temperature regulation• Role of the liver and kidney in excretion | Skills <ul style="list-style-type: none">• Investigating photosynthesis and respiration using a variety of different methods• Chromatography of photosynthetic pigments |
| Assessment: | AS content assessment in September. Assessment of Module 6 from summer term and topics taught this term by continual past paper questions. Mock in November. | |
| Stretch and challenge: | Preparing for the British Biology Olympiad in February. | |

Business

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| <p>Topics / tasks:</p> | <p>The importance of consolidation of Year 12 (Themes 1 & 2) work – recommendation 1 hour per Year 12 Theme per week. Q & A / review 3.1 & 3.2. Theme 3: Business Strategy.</p> |
| <p>Content and skills:</p> | <p>3.1.4 Impact of external influences 3.3 evidence based decision making: investment appraisal, time series analysis, decision trees and critical path analysis. 3.4 Interpretation of financial statements and ratio analysis.</p> <p>Re-enforcement / reminder of: The expected approach / standards. Exam board requirements & assessment overview. Content + use of context + structure / technique. A more synoptic approach to exam technique.</p> |
| <p>Assessment:</p> | <p>Q & 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>Stretch and challenge:</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

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

Computer Science

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| Topics / tasks: | Coursework completion (Design) Object-Oriented Programming Recap Stacks and Queues, Graphs and Trees Big-O Notation |
| Content and skills: | Students will complete the Design section of the coursework and also start begin 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 |
| Assessment: | Coursework Review Big O and Algorithms assessment Y12 Recap assessment |
| Stretch and challenge: | 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

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| Topics / tasks: | 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. |
| Content and skills: | Use of basic and advanced economic terminology, mastering chains of reasoning, application of economic knowledge to different situations, quantitative and qualitative economic analysis and evaluation of case study material. |
| Assessment: | Past Paper Questions. |
| Stretch and challenge: | 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

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

English Literature

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| Topics / tasks: | Paper 1: Love Through the Ages Section A: <i>Othello</i> NEA: Independent Critical Study (coursework) | Paper 2: Texts in Context Section C: Comparing <i>Oranges Are Not the Only Fruit</i> with either <i>Skirrid Hill</i> or <i>A Streetcar Named Desire</i>. |
| Content and skills: | <ul style="list-style-type: none"> • Developing understanding of the aspects of love explored in <i>Othello</i> such as jealousy, duty, etc. • Exploring the dramatic methods used by Shakespeare to present the relationships in the text. • Continuing to evaluating how far contextual factors affect the portrayal of love for example social conventions, attitudes to race, etc. • Practising writing essays by examining exemplars and producing their own paragraphs/essays. • Evaluate first drafts of NEA (coursework) and work upon targets identified. | <ul style="list-style-type: none"> • Exploring the context of <i>Oranges Are Not the Only Fruit</i> such as the biblical allusions, LGBTQ+ issues, etc. • Analysing the narrative methods used by Jeanette Winterson to structure the text and develop layers of meaning. • Evaluating how far <i>Oranges Are Not the Only Fruit</i> is affected by 'Modern Times' themes such as isolation, gender issues, etc. • Comparing <i>Oranges Are Not the Only Fruit</i> to <i>Skirrid Hill</i>. • Practising writing essays by examining exemplars and producing their own paragraphs/essays. |
| Assessment: | Writing a full Section A: <i>Othello</i> ; exam (1hr) First full draft of NEA (coursework) | Writing a full Section C: Comparing <i>Oranges Are Not the Only Fruit</i> with <i>Skirrid Hill</i> exam. (1hr) |
| Stretch and challenge: | 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. |

French

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| Topics / tasks: | <ol style="list-style-type: none">1. The topic of diversity (les aspects positifs d'une société diverse)2. The topic of contemporary politics3. Short stories by Maupassant - Boule de Suif et autres contes de la guerre4. Their IRP (individual research project) |
| Content and skills: | <ol style="list-style-type: none">1. Learning specific vocabulary, practising speaking about the topic, reading and listening tasks on the topic.2. Understanding the historical setting of the stories; analysing key characters |
| Assessment: | <ol style="list-style-type: none">1. Vocabulary tests, extended writing on the topics, grammar exercises.2. Short character study of Boule de Suif or another main character |
| Stretch and challenge: | <ol style="list-style-type: none">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.2. Researching the author Maupassant |

Geography

| Topics / tasks: | Hazards | Global Systems and Global Governance |
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| <p>Content and skills:</p> | <p>Students will learn about the differences between a disaster, hazard and risk and examples of geophysical, atmospheric and hydrological hazards.</p> <p>Students will learn how and why the magnitude and frequency of hazard trends has changed over time and the correlation between vulnerability, hazard exposure and capacity to cope/adapt. They will examine why people live in hazardous places around the world, the factors that affect peoples' perception of hazard risk and the reasons why people respond in different ways to hazards.</p> <p>Students will learn how natural hazards are managed and the stages and usefulness of Park Response Model and the Hazard Management Cycle. Students will examine the structure of the earth and assess the evidence for plate tectonic theory and different theories of plate movement.</p> | <p>Students will learn about the dimensions of globalisation including social, political, economic and cultural globalisation. They will examine the different factors and catalysts of globalisation and how the patterns of production and consumption have changed over time.</p> <p>Students will learn about flows of labour, capital, materials and products. They will then examine a range of trade blocks and assess the pros and cons of membership.</p> <p>Students will examine global systems and inequality.</p> |
| <p>Assessment:</p> | <p>Year 13 Geography mock exam paper (assessing the 'Coastal Systems and Landscapes', Contemporary Urban Environments' and 'Changing Places' topics).</p> <p>A range of exam questions and tests including multiple choice, 4 mark, 6 mark, 9 mark 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>Stretch and challenge:</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' http://popularvolcanics.weebly.com/episodes etc.</p> <p>Go to the AQA A level Geography website and download past copies of A level paper 1 and paper 2, practise exam questions and check answers using the mark schemes.</p> | |

German

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| Topics / tasks: | <ol style="list-style-type: none">1. The topic of Immigration2. The topic of Germany and the European Union3. The literature text "Der Besuch der alten Dame"4. Their IRP (individual research project)5. Grammar |
| Content and skills: | <p>Students will be consolidating their knowledge of areas taught in Year 12 German and moving on to the A level German course.</p> <p>Students will study the topics of Immigration and Germany and the European Union.</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 A Level essay about the literature book "Der Besuch der alten Dame".</p> |
| Assessment: | Demonstrating their knowledge in vocabulary and grammar tests as well as an assessment in writing. |
| Stretch and challenge: | Learning more advanced vocabulary, practicing German grammar, complete in depth research on the IRP and write additional essays on the literature book topic. |

History

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| Topics / tasks: | Civil Rights in the USA, 1865-1992: African American civil rights | A topic of their choice related to 20th century British history |
| Content and skills: | <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> |
| Assessment: | <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> |
| Stretch and challenge: | <p>Reading (general): Hugh Brogan, <i>The Penguin History of the USA</i> Andrew Reynolds, <i>America: Empire of Liberty</i></p> <p>Reading (African American Civil Rights): 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>Reading:</p> <p>Once a topic has been chosen, students can ask teachers for recommendations related to their chosen field.</p> |

Maths

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

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 |
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| Content and skills: | <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"> • Section A: Television in the Global Age – studying No Burqas Behind Bars and revising The Jinx. • Section C: Media in the Online Age – studying Attitude and Zoella <p>Students will be taught how to answer questions on their set texts for 4 main areas : Language, Representation, Audience and Industry.</p> | | <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"> • Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way • Debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing • Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. |
| Assessment: | <p>Timed exam questions for each set text. Mock exam next half – term. Ongoing class tests/Teams quizzes on key theorists and terminology.</p> | | |
| Stretch and challenge: | <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

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| Topics / tasks: | <ul style="list-style-type: none">• <u>History & Analysis</u> – Romantic Piano (Chopin)• <u>History & Analysis</u> – Art Music (Shostakovich)• <u>History & Analysis</u> – Review of Baroque & Jazz• <u>Composition</u> – Free composition and advanced harmonic techniques• <u>Performance</u> – Refining recital programme |
| Content and skills: | <ul style="list-style-type: none">• Continuing to develop aural perception skills• Assimilating advanced harmonic techniques into chorales and free composition• Refining performance technique |
| Assessment: | <ul style="list-style-type: none">• 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 |
| Stretch and challenge: | <ul style="list-style-type: none">• Regular exam-style listening questions• Longer passages of written prose analysis• 4-part harmony exercises• Performance reviews |

Politics

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| Topics / tasks: | 3.2.1. Government and Politics of the USA |
| Content and skills: | 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 |
| Assessment: | Written assignments |
| Stretch and challenge: | Reading a textbook or teacher notes; Reading a broadsheet newspaper (Guardian, Times, Telegraph, Independent); picking a book from the reading list handed out at the start of term; using www.parliament.uk/briefing-papers/ or www.aqa.org.uk to look for past papers to practice. |

Physics

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| Topics / tasks: | Module 5: Newtonian world and astrophysics | | | |
| Content and skills: | Module 5.1 – Thermal physics <ul style="list-style-type: none"> • Kinetic theory of gases • Gas laws | Module 5.3 – Oscillations <ul style="list-style-type: none"> • Simple harmonic oscillations • Damping and resonance | Module 5.4 – Gravitational fields <ul style="list-style-type: none"> • Point and spherical masses • Newton's law of gravitation • Planetary orbits • Gravitational potential and energy | Module 5.5 – Astrophysics and cosmology <ul style="list-style-type: none"> • Object in the universe • Life cycle of stars • Hertzsprung-Russell diagram |
| Assessment: | Test on Modules 5.1 and 5.3. In-class assessment, homework assignments. | | | |
| Stretch and challenge: | Completing relevant exercises on Isaac Physics website. | | | |

Physical Education

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| Topics / tasks: | Physiology, psychology and socio-cultural topics |
| Content and skills: | <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> |
| Assessment: | Everlearner checkpoint test and a long answer question on each area. |
| Stretch and challenge: | Use PE journals and internet sources to read beyond set A level text books. Also keep up-to-date with current sporting issues. |

Psychology

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

Religious Education

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| Topics / tasks: | Philosophy - Christian understanding of the nature of God. Ethics - Meta Ethics. Christian Thought - Gender and Society, Gender and Theology. |
| Content and skills: | <p>Philosophy - 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. Ethics - 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>Christian Thought - 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> |
| Assessment: | Students have essays to prepare for each strand of their A Level work. |
| Stretch and challenge: | Philosophy - Vardy, P. (1999) <i>The Puzzle of God</i> , Harper Collins, Section 4 Macquarrie, J. (1966) <i>Principles of Christian Theology</i> , SCM Press, Chapter 11. Ethics - Moore, G.E. (1903) <i>Principia Ethica</i> , Chapter II • Ayer, A.J. (1936) <i>Language, Truth and Logic</i> , London: Victor Gollancz, Chapter 6 • Mackie, J.L. (1977) <i>Ethics: Inventing Right and Wrong</i> , London: Penguin Books, Part 1.3. Christian Thought - Tong, R. (2013) <i>Feminist Thought</i> , Routledge, Chapter 1 • McGrath, A. E. (2010 5th Edition) <i>Christian Theology</i> , Wiley-Blackwell, pages 88–89, 336–337 Messer, N. (2006) <i>SCM Study Guide to Christian Ethics</i> , SCM Press, Chapter 8. Phyllis Trible, P. (1984) <i>Texts of Terror</i> , Fortress Press, Introduction and Chapter 2. Wilcockson, M. (2010) <i>Social Ethics</i> , Hodder Education, Chapter 2 . |

Sociology

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| Topics / tasks: | Sociology of Global Development |
| Content and skills: | Theories of global development, Globalisation, Trade and Aid, Industrialisation, Urbanisation, Environment; Agencies of development, War and conflict, Education, Health, Employment, Demographic Change, Gender |
| Assessment: | Written assignments |
| Stretch and challenge: | Use the textbook and read relevant sections; Read a broadsheet newspaper to find social commentary on these issues; Listening to 'Thinking allowed' on BBC Radio 4 and using their archive; Looking at 'TED' talks that are relevant to sociology; Looking at LSE blogs on social political commentary https://blogs.lse.ac.uk/ |

Spanish

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| <p>Topics / tasks:</p> | <ol style="list-style-type: none"> 1. The topic of Multiculturalism 2. The topic of Political life in the Hispanic World 3. Presenting their findings based upon research on a variety of topics studied following AS internal exams. 4. Study of play “La Casa de Bernarda Alba” by Fernando Fernan-Gomez |
| <p>Content and skills:</p> | <p>Students will present to the class about their opinions and ideas about the film studied in year 12, the Spanish Civil War and dictatorship & 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 yr 13 topics within the broad topic of Multiculturalism including immigration, racism & 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>Students will work on 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 & speaking exam and be good revision of year12 topics for speaking cards and essay content.</p> |
| <p>Assessment:</p> | <p>Speaking questions & speaking cards in general lessons and speaking lessons.</p> <p>They will be graded on oral fluency, accuracy & spontaneity. They will be given grammar & translation& 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 & as an introduction to the play.</p> |
| <p>Stretch and challenge:</p> | <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> |