

# Walthamstow Academy – Year 13 Curriculum Experience



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Welcome to the Curriculum Experience for Year 13!

In this Curriculum Experience you can look at everything you'll be studying this academic year for the subjects you study: all the topics you'll be learning about and the knowledge and skills you will gain, in preparation for your final examinations at the end of this academic year. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments and PPEs. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

If you have any questions about anything in this document, you can ask your subject teacher, your form tutor or your Head of Year.

Term	ART Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 13 Art Curriculum Overview:</b> Our art curriculum aims to develop our students into curious artist designers, who are critical thinkers and confident communicators through visual, written and linguistic forms. Year 13 is the culmination of this where we support students to create a portfolio of work which meets the AQA A-level criteria and allows students to fully express themselves as artist designers.</p>			
<p><b>Year 13</b> <b>HT1+2</b> Art, craft and design</p>	<p><b>Unit 1 coursework component</b> Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• Contextual investigation</li> <li>• Oral presentations</li> <li>• Written essay component</li> </ul> <p>Individual coursework project</p>	<p>Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in January after a 10 hour period of independent working in exam conditions (mock exam).</p>	<p>These will be identified and given to students individually by their teachers depending on the themes and content of their independent project.</p>
<p><b>Year 11</b> <b>HT3,4+5</b> Art, craft and design</p>	<p><b>Unit Title: Unit 2 exam component.</b> AQA our exam board, send out a list of exam titles in January. Students explore these and select which one best matches their strengths and interests, completing a full project from their chosen starting exam title.</p> <ul style="list-style-type: none"> <li>• Students are to investigate the titles given.</li> <li>• Select a title, explore and select relevant artists.</li> <li>• Gather and experiment with primary imagery. Develop your own body of work in response to the title.</li> </ul>	<p>This whole unit is an exam unit over a period of 10 weeks duration. Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in May after a 15 hour period of independent working in exam conditions.</p>	<p>These will be identified once the exam titles are released by our exam board AQA in January.</p>

Term	BIOLOGY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
	<p><b>Year 13 Curriculum Overview:</b>  <i>In Y13 Biology students build on their Y12 biology knowledge, practical skills and mathematic skills to develop a complete understanding and fluency of biology. At the end of the course, students are ready to continue their studies in biology or science related degree.</i></p>		
<p><b>Year 13 HT1</b></p>	<p><b>Energy transfer in and between organisms- photosynthesis</b>            In communities, the biological molecules produced by photosynthesis are consumed by other organisms, including animals, bacteria and fungi. Some of these are used as respiratory substrates by these consumers. Photosynthesis and respiration are not 100% efficient. The transfer of biomass and its stored chemical energy in a community from one organism to a consumer is also not 100% efficient.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The light-dependent reaction</li> <li>• The light-independent reaction</li> <li>• Identify factors that limit the rate of photosynthesis</li> </ul> <p><b>Respiration</b>            Respiration produces ATP.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Glycolysis</li> <li>• Link reaction and Krebs cycle</li> <li>• Oxidative phosphorylation</li> <li>• Anaerobic respiration</li> <li>•</li> </ul> <p><b>Energy and ecosystems</b>            In any ecosystem, plants synthesise organic compounds from atmospheric, or aquatic, carbon dioxide. Most of the sugars synthesised by plants are used by the plant as</p>		

	<p>respiratory substrates. The rest are used to make other groups of biological molecules. These biological molecules form the biomass of the plants.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Food chains and energy transfer</li> <li>• Energy transfer and productivity</li> <li>• Nutrient cycles</li> <li>• Use of natural and artificial fertilisers</li> <li>• Environmental issues concerning use of nitrogen-containing fertilisers</li> </ul>		
<p><b>Year 13 HT2</b></p>	<p><b>Organisms respond to changes in their environment- Response to stimuli</b>  A stimulus is a change in the internal or external environment. A receptor detects a stimulus. A coordinator formulates a suitable response to a stimulus. An effector produces a response. Receptors are specific to one type of stimulus. Nerve cells pass electrical impulses along their length. A nerve impulse is specific to a target cell only because it releases a chemical messenger directly onto it, producing a response that is usually rapid, short-lived and localised. In contrast, mammalian hormones stimulate their target cells via the blood system. They are specific to the tertiary structure of receptors on their target cells and produce responses that are usually slow, long-lasting and widespread. Plants control their response using hormone-like growth substances</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Survival and response</li> <li>• Plant growth factors</li> <li>• A reflex arc</li> <li>• Receptors</li> <li>• Control of heart rate</li> <li>• Nervous coordination and muscles</li> </ul> <p><b>Homeostasis</b>  Homeostasis in mammals involves physiological control systems that maintain the internal environment within restricted limits. The importance of maintaining a stable core temperature and stable blood pH in relation to enzyme activity. The importance of maintaining a stable blood glucose concentration in terms of availability of respiratory</p>		

	<p>substrate and of the water potential of blood. Negative feedback restores systems to their original level. The possession of separate mechanisms involving negative feedback controls departures in different directions from the original state, giving a greater degree of control.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Principles of homeostasis</li> <li>• Feedback mechanisms</li> <li>• Hormones and the regulation of blood glucose concentration</li> <li>• Diabetes and its control</li> <li>• Control of blood water potential</li> <li>• Role of nephron in osmoregulation</li> <li>• Role of hormones in osmoregulation</li> </ul>		
<p><b>Year 13 HT3</b></p>	<p><b>Genetics, populations, evolution and ecosystems- Inherited change</b></p> <p>The theory of evolution underpins modern Biology. All new species arise from an existing species. This results in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry can explain the similarities between all living organisms, such as common chemistry (eg all proteins made from the same 20 or so amino acids), physiological pathways (eg anaerobic respiration), cell structure, DNA as the genetic material and a ‘universal’ genetic code.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Inheritance</li> <li>• Probability and genetic crosses</li> <li>• Codominance and multiple alleles</li> <li>• Sex-linkage</li> <li>• Autosomal linkage</li> <li>• Epistasis</li> <li>• The chi-squared test</li> </ul> <p><b>Populations and evolution</b></p> <p>Individuals within a population of a species may show a wide range of variation in phenotype. This is due to genetic and environmental factors. The primary source of</p>		

	<p>genetic variation is mutation. Meiosis and the random fertilisation of gametes during sexual reproduction produce further genetic variation.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Population genetics</li> <li>• Variation in phenotype</li> <li>• Natural selection</li> <li>• Effects of different forms of selection on evolution</li> <li>• Isolation and speciation</li> </ul> <p><b>Populations in ecosystems</b></p> <p>Populations of different species form a community. A community and the non-living components of its environment together form an ecosystem. Ecosystems can range in size from the very small to the very large.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Populations in ecosystems</li> <li>• Variation in population size</li> <li>• Competition</li> <li>• Predation</li> <li>• Investigating populations</li> <li>• Succession</li> <li>• Conservation of habitats</li> </ul>		
<p><b>Year 13 HT4</b></p>	<p><b>The control of gene expression</b></p> <p>Cells are able to control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same coded genetic information, they translate only part of it. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. There are many factors that control the expression of genes and, thus, the phenotype of organisms. Some are external, environmental factors, others are internal factors. The expression of genes is not as simple as once thought, with epigenetic</p>		

	<p>regulation of transcription being increasingly recognised as important. Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. This has many medical and technological applications. Consideration of cellular control mechanisms underpins the content of this section. Students who have studied it should develop an understanding of the ways in which organisms and cells control their activities. This should lead to an appreciation of common ailments resulting from a breakdown of these control mechanisms and the use of DNA technology in the diagnosis and treatment of human diseases.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Gene mutations</li> <li>• Stem cells and totipotency</li> <li>• Regulation of transcription and translation</li> <li>• Epigenetic control of gene expression</li> <li>• Gene expression and cancer</li> <li>• Genome projects</li> </ul>		
<p><b>Year 13 HT5</b></p>	<p><b>Recombinant DNA technology</b> Recombinant DNA technology involves the transfer of fragments of DNA from one organism, or species, to another. Since the genetic code is universal, as are transcription and translation mechanisms, the transferred DNA can be translated within cells of the recipient (transgenic) organism.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Producing DNA fragments</li> <li>• Gene cloning- the use of vectors and the polymerase chain reaction</li> <li>• Locating genes, genetic screening, and counselling</li> <li>• Genetic fingerprinting</li> </ul>		



Term	BTEC BUSINESS Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 13 BTEC Business Curriculum Overview:</b></p> <p><i>In Year 13 students study mostly optional Units and complete their re-sits of External Assessments. Students are required to produce a Marketing Plan based on a Case Study. Students also plan and stage a Business Event which develops their Organisational and Management Skills. Finally they gain an International perspective on Business by assessing the viability of a chosen Business in locating abroad.</i></p>			
<p><b>Year 13 HT1</b></p>	<p><b>Unit Title: Developing a Marketing Campaign</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Developing the Rationale</li> <li>• Principles of Marketing</li> <li>• The Role of Marketing</li> <li>• Influences on Marketing Activity</li> <li>• Using information to develop Marketing Campaign</li> <li>• Purpose of Market Research</li> <li>• Market Research Methods</li> </ul> <p>Students learn how to develop a Rationale for a Marketing Campaign. They develop research and problem solving skills in identifying the aims and purposes of their Marketing Campaign.</p>	<p><b>Formative Assessment</b> Practice Past Papers</p> <p><b>Summative Assessment</b> 3hr Supervised Externally Marked Task in January</p>	<p>BTEC National Textbook</p> <p>Research on-line Marketing Campaigns</p> <p>Pearson Exam Website</p> <p>Pearson BTEC National Revision Guide</p>
<p><b>Year 13 HT2</b></p>	<p><b>Unit Title: Developing a Marketing Campaign</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Planning and Developing a Marketing Campaign</li> <li>• Marketing Campaign Activity</li> <li>• Marketing Mix</li> <li>• The Marketing Campaign</li> <li>• Appropriateness of Marketing Campaign</li> </ul> <p>Students develop their research skills by undertaking extensive Market research for their Marketing Campaign. The Unit culminates in them writing a Marketing Campaign in their external assessment based on a pre-release Case Study</p>	<p><b>Formative Assessment</b> Practice Past Papers</p> <p><b>Summative Assessment</b> 3hr Supervised Externally Marked Task in January</p>	<p>BTEC National Textbook</p> <p>Pearson BTEC National Revision Guide</p>

<p><b>Year 13 HT3</b></p>	<p><b>Unit Title: International Business</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Explore the International Context for Business Operations</li> <li>• Investigate the International Economic Environment in which Business operates</li> <li>• Investigate the External Factors that influence Businesses</li> <li>• Investigate the Cultural Factors that influence International Businesses</li> <li>• Examine the Strategic and Operational Approaches to Developing International Trade</li> </ul> <p>Students investigate the opportunities and barriers to trading Internationally. This encourages students to consider working in the International job market. Their evaluative and decision making skills are developed by deciding which countries their chosen Businesses should operate in.</p>	<p>3 Assignments based on Learning Aims A,B,C,D &amp; E</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC National Textbook</p> <p><a href="http://www.britishchambers.org.uk/business/international-trade">www.britishchambers.org.uk/business/international-trade</a></p> <p><a href="http://www.britishchambers.org.uk/business/international-trade">http://www.britishchambers.org.uk/business/international-trade</a></p> <p><a href="http://www.wto.org">www.wto.org</a></p> <p><a href="http://www.wto.org/www.gov.uk/government/organisations/uk-export-finance">http://www.wto.org/www.gov.uk/government/organisations/uk-export-finance</a></p>
<p><b>Year 13 HT4</b></p>	<p><b>Unit Title: Managing a Business Event</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Explore the Role of an Event Organiser</li> <li>• Investigate the feasibility of a Proposed Event</li> <li>• Develop a Detailed Plan for a Business, or Social Enterprise Event</li> <li>• Factors to be considered including Budget, Resources and Contingency Planning</li> <li>• Stage and Manage a Business or Social Enterprise Event</li> <li>• Reflect on the running of the Event and Evaluate Own Skills Development</li> </ul> <p>Student develop a wide range of transferable skills in Time Management, Leadership, Organisation, communication skills in organising a Business event at the Academy. After producing a detailed plan they have to manage the event successfully keeping a log/diary.</p>	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC National Textbook</p> <p><a href="http://www.simplypsychology.org/likert-scale.html">www.simplypsychology.org/likert-scale.html</a></p> <p><a href="http://www.simplypsychology.org/likert-scale.html">http://www.simplypsychology.org/likert-scale.html</a></p> <p><a href="http://www.snapsurveys.com/blog/at-titude-surveys-the-likert-scale-and-semantic-differentials/">www.snapsurveys.com/blog/at-titude-surveys-the-likert-scale-and-semantic-differentials/</a></p>
<p><b>Year 13 HT5</b></p>	<p><b>Unit Title: Portfolio Building</b></p> <p>Students complete all outstanding work by Pearson Deadline and organise their work in to an Organised Portfolio of Evidence. They also use the Pearson on-line Grade Calculator to predict final grade based on their Portfolio of evidence</p>		

Term	A LEVEL BUSINESS Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 13 A Level Business Curriculum Overview:</b>			

*The second year of A level study sees the focus shift from function to strategy and crucially how businesses must plan for growth, change and the presence of risk. They also investigate the global nature of business today. In an increasingly connected world, markets are now globalised bringing with them enormous gains in terms of scale and reduced costs of production. But they also face a multitude of ethical and moral dimensions that may eventually threaten the sustainability of businesses if they fail to deliver on corporate social responsibility.*

<p><b>Year 13 HT1</b></p>	<p><b>Theme 3: Business decisions and strategy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The development of corporate objectives and a critical appraisal of mission statements/corporate aims</li> <li>• Development of strategy using Ansoff’s Matrix and Porter’s Strategic Matrix</li> <li>• The impact of strategic and tactical decisions on the resources of a business</li> <li>• Using tools such as SWOT, PESTLE and Porter’s Five Forces to assess the impact of external influences on business</li> </ul> <p><b>Theme 4: Global business</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The growth rate of the UK economy compared to emerging economies</li> <li>• The implications of growth for trade and employment</li> <li>• Indicators of economic growth: GDP, literacy, health, HDI</li> <li>• Exports and imports between countries, flows of FDI and the link to business growth</li> </ul>	<p><b>Reading comprehension activities:</b> <b>Identifying corporate strategy through business behaviour</b></p> <p><b>Individual research assignment:</b> <b>Fact finding economic data for a broad range of markets</b></p>	<p><b>Reading:</b> <b>The Economist – search for articles and features on economic development</b></p>
<p><b>Year 13 HT2</b></p>	<p><b>Theme 3: Business decisions and strategy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Growth; market share, market power, economies of scale and increased profitability</li> <li>• The problems associated with growth: diseconomies of scale, overtrading</li> <li>• Mergers and acquisitions for growth</li> <li>• Reasons for staying small: differentiation, development of Unique Selling Points, flexibility in responding to customer needs</li> </ul> <p><b>Theme 4: Global business</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Factors contributing to increased globalisation</li> </ul>	<p><b>PPE 1 – November 2022</b> <b>2 x 90 minute papers in Themes 1 &amp; 4 and 2 &amp; 3</b></p>	

	<ul style="list-style-type: none"> <li>• Protectionism: tariffs, quotas, domestic subsidies and legislation</li> <li>• The expansion of trading blocs and their impact on business</li> </ul>		
<b>Year 13 HT3</b>	<p><b>Theme 3: Business decisions and strategy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Decision making techniques including: quantitative sales forecasting, methods of investment appraisal, decision trees and critical path analysis (CPA)</li> <li>• Corporate influences on timescales</li> <li>• The impact of corporate culture</li> <li>• The role of stakeholder and the potential for conflict</li> </ul> <p><b>Theme 4: Global business</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Conditions that prompt trade: push and pull factors</li> <li>• Extending the product life cycle by selling in multiple markets and assessing a country as a market</li> <li>• Assessing a country as a possible production location</li> <li>• Global mergers and joint ventures</li> <li>• Achieving global competitive through exchange rate fluctuation, cost competitiveness, differentiation</li> <li>• The impact of skills shortages on international competitiveness</li> </ul>	<p><b>Quantitative skills assessment: Investment appraisal techniques, decision trees and CPA</b></p>	<p><b>Reading: The Economist – search for articles and features about global M&amp;A activity</b></p>
<b>Year 13 HT4</b>	<p><b>Theme 3: Business decisions and strategy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Business ethics: balancing objectives and corporate social responsibility</li> <li>• Interpretation of financial statements (Statement of comprehensive income and Statement of financial position)</li> <li>• Ratio analysis to measure gearing, return on investment (ROCE) and to aid decision making</li> <li>• Measuring the effectiveness of human resources and methods to improve productivity, retention, staff turnover and absenteeism</li> </ul> <p><b>Theme 4: Global business</b></p>	<p><b>Quantitative skills assessment: Ratio analysis of financial statements</b></p> <p><b>PPE 2 – March 2023 2 x 120 minute papers in Themes 1 &amp; 4 and 2 &amp; 3</b></p>	

	<p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Global marketing strategy and global localisation; global niche markets</li> <li>• The impact on business of culture, tastes, language, unintended meanings, inappropriate translations/branding/promotion</li> </ul>		
<p><b>Year 13 HT5</b></p>	<p><b>Theme 3: Business decisions and strategy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Managing change; the effects on culture, structure and overcoming resistance to change</li> <li>• Scenario planning to reduce risk</li> <li>• Mitigation of risk by planning for business continuity and succession planning</li> </ul> <p><b>Theme 4: Global business</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The growing impact of Multinational Corporations (MNCs) on local labour forces, wages, job/wealth creation, the local community and the environment</li> <li>• Impact of MNCs on FDI flows, balance of payments, technology and skills transfer, consumer, business culture and tax revenues</li> <li>• Global ethical considerations</li> <li>• Controlling MNCs through political influence, legislation, pressure groups and the use of social media</li> </ul>	<p><b>Paper 3 preparation and practice</b></p>	

Term	CHEMISTRY Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
	<p><b>Year 13 Chemistry Curriculum Overview:</b> <i>In Y13 Chemistry students build on their Y12 chemistry knowledge, practical skills and mathematic skills to develop a complete understanding and fluency of chemistry. At the end of the course, students are ready to continue their studies in chemistry or science related degree.</i></p>		<p><b>Royal Society of Chemistry</b> <b>Chemistry Olympiads</b></p>

<p><i>The topics we teach in Year 13 are:</i></p> <ul style="list-style-type: none"> <li>- <i>Physical Chemistry – Thermodynamics, Acids and Bases, Electrode potentials, Rate equations, Equilibrium constant Kp</i></li> <li>- <i>Inorganic Chemistry – Period 3 Oxides, Transition Metals, Reactions of Aqueous ions in solution</i></li> <li>- <i>Organic Chemistry – Optical Isomerism, Aldehydes, Ketones, Carboxylic Acids, Esters, Amines, Aromatics, Organic Analysis</i></li> </ul>		<p><b>Playerfm/Chemistry podcasts</b></p> <p><b>Oxford Chemistry reading list</b></p>
<p><b>Year 13 HT1</b></p>	<p><b>Acids and Bases</b> Students will learn how acids and bases are important in domestic, environmental, and industrial contexts. They will understand how acidity in aqueous solutions is caused by hydrogen ions and a logarithmic scale, pH, as been devised to measure acidity. They will appreciate how buffer solutions can be made from partially neutralised weak acids, resist changes in pH and find many important industrial and biological applications.</p> <ul style="list-style-type: none"> <li>• Bronsted-Lowry acid-base equilibria in aqueous solution</li> <li>• Definition and determination of pH</li> <li>• The ionic product of water, Kw</li> <li>• Weak acids and bases, Ka for weak acids</li> <li>• pH curves, titrations and indicators</li> <li>• Buffer action</li> <li>• RP: Investigate how pH changes when a weak acid reacts with a strong base</li> <li>• RP: Investigate how pH changes when a strong acid reacts with a weak base</li> </ul> <p><b>Equilibrium constant, Kp for homogeneous systems</b> Students will further study equilibria and consider how the mathematical expression for the equilibrium constant Kp enables us to calculate how an equilibrium yield will be influenced by the partial pressures of reactants and products and the consequences of this on reactions in industry.</p> <p><b>Aldehydes and Ketones</b> Students learn how to construct mechanisms to show the addition reactions of aldehydes and ketones.</p> <p><b>Carboxylic acids and esters</b> Students learn how carboxylic acids are weak acids, and the reactions of them with alcohols in the presence of an acid catalyst give an ester. Students also learn how to identify esters and the uses of products of reactions of carboxylic acids in industry, food and fuels.</p>	<p><b>Acids and Bases Test</b></p> <p><b>Equilibrium constant Test</b></p> <p><b>Organic Test</b></p>
<p><b>Year 13 HT2</b></p>	<p><b>Electrode Potentials and Electrochemical cells</b> Students will learn redox reactions take place in electrochemical cells where electrons are transferred from the reducing agent to the oxidising agent indirectly via an external circuit. A potential difference is created that can drive an electric current to do work.</p>	<p><b>PPE 1 (Paper 1)</b></p>

	<p>Students will appreciate the applications of electrochemical cells commercially as a portable supply of electricity to power electronic devices, and on a larger scale to power vehicles</p> <ul style="list-style-type: none"> <li>• Electrode potentials and cells</li> <li>• Commercial applications of electrochemical cells</li> <li>• RP: Measuring the EMF of an electrochemical cell</li> </ul> <p><b>Properties of Period 3 elements and their oxides</b></p> <p>The reactions of Period 3 elements with oxygen are considered. Students will learn the trends of melting points of the oxides in terms of structure and bonding, in addition to the reactions of these oxides with water and the types of products they produce.</p> <p><b>Acylation</b></p> <p>Students learn the structures of acid anhydrides, acyl chlorides and amides. As well as the industrial advantages of ethanoic anhydride over ethanoyl chloride in the manufacture of the drug aspirin</p> <ul style="list-style-type: none"> <li>- RP: Preparation of a pure organic solid and test its purity</li> <li>- RP: Preparation of a pure organic liquid</li> </ul> <p><b>Aromatic Chemistry</b></p> <p>Aromatic Chemistry takes benzene as an example of this type of molecule and students look at the structure of the benzene ring and its substitution reactions. Students should be able to use thermochemical evidence from enthalpies of hydrogenation to account for this extra stability and explain why substitution reactions occur in preference to addition reactions</p> <p><b>Rate equations</b></p> <p>In rate equations, the mathematical relationship between rate of reaction and concentration gives information about the mechanism of a reaction that may occur in several steps.</p> <ul style="list-style-type: none"> <li>• Rate equations</li> <li>• Determination of rate equation</li> <li>• RP: Measuring the rate of reaction by initial rate method</li> <li>• RP: Measuring the rate of reaction by continuous monitoring method</li> </ul>	<p><b>PPE 1 (Paper 2)</b> <b>PPE 1 (Paper 3)</b></p> <p><b>Electrode potentials Assessment</b></p> <p><b>Period 3 Oxides Assessment</b></p> <p><b>Acylation and Aromatics Assessment</b></p> <p><b>Rate equations Assessment</b></p>	
<p><b>Year 13</b> <b>HT3</b></p>	<p><b>Transition metals</b></p> <p>Students will learn how the 3d block consists of the most useful metals in industry and everyday life. The characteristics of these elements will be studied in much detail and students will be to explain the importance of these properties linked to their</p>	<p><b>Transition metals Assessment</b></p> <p><b>Organic Assessment</b></p>	



usefulness. In addition to understanding and drawing the shape of complex ions and building upon knowledge of stereoisomerism.

- General properties of transition metals
- Substitution reactions
- Shapes of complex ions
- Formation of coloured ions
- Variable oxidation states
- Catalysts

#### **Electrophilic Substitution**

Students should be able to outline the electrophilic mechanisms of nitration and acylation reactions. Students will appreciate how nitration is an important step in synthesis.

#### **Amines**

Students learn how amines are compounds based on ammonia where hydrogen atoms have been replaced by alkyl or aryl groups. This unit also includes their reactions as nucleophiles

- Preparation
- Base properties
- Nucleophilic properties

#### **Polymers**

Students learn the study of polymers is extended to include condensation polymers. The formation of condensation polymers is studied, together with their properties, uses and problems associated with the reuse or disposal of them

- Condensation Polymers
- Biodegradability and disposal of polymers

#### **Amino Acids**

Students learn how amino acids, proteins and DNA are molecules of life. In this unit the structure and bonding in these molecules and the way they interact is studied. This unit has cross-curricular links with A Level Biology.

- Amino acids
- Proteins
- Enzymes
- DNA
- Action of anti-cancer drugs

<p><b>Year 13 HT4</b></p>	<p><b>Reactions of ions in aqueous solution</b> Students will build upon knowledge obtained in transition metals and now look deeply at the reactions of transition metals in aqueous solution. They will understand how these ions can be identified by test-tube reactions in the laboratory. They will also be able to explain the acidity of the ions produced</p> <ul style="list-style-type: none"> <li>• RP: Carry out simple test-tube reactions to identify transition metal ions in aqueous solution</li> </ul> <p><b>Organic Synthesis</b> Students will be able to explain why chemists aim to design processes that do not require a solvent and that use non-hazardous materials; in addition to explain why they aim to design a production with fewer methods and steps to ensure a high percentage atom economy. And to use reactions in this specification to devise a synthesis map for organic compounds; linking everything they have learned in organic chemistry.</p> <p><b>Nuclear magnetic resonance spectroscopy</b> Students will have an appreciation that scientists have developed a range of analytical techniques which together enable the structures of new compounds. In addition to understanding how to use NMR spectra to determine the structure and how chemical shifts depend on the molecular environment and use proton and carbon NMR respectively.</p> <p><b>Chromatography</b> Students will learn how chromatography provides an important method of separating and identifying components in a mixture. Different types of chromatography are used depending on the composition of mixture to be separated</p> <ul style="list-style-type: none"> <li>• RP: Separation of species by thin-layer chromatography</li> </ul>	<p><b>PPE 2 (Paper 1)</b> <b>PPE 2 (Paper 2)</b> <b>PPE 2 (Paper 3)</b></p> <p><b>Reactions of aqueous solution Assessment</b></p> <p><b>Organic Synthesis Assessment</b></p> <p><b>NMR Assessment</b></p>	
<p><b>Year 13 HT5</b></p>	<p><b>Revision</b> Students will use this term to revise and prepare for their A-Level exams</p>	<p><b>A-Level Chemistry Paper 1 (2 hours)</b> <b>A-Level Chemistry Paper 2 (2 hours)</b> <b>A-Level Chemistry Paper 3 (90 mins)</b></p>	

Term	COMPUTING Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 13	<b>COMPUTING Curriculum Overview:</b> <i>What will year 13s study and learn this academic year? Why this/ why now?</i>		
Year 13 HT1	Unit Title:	<u>End-of-Topic Test:</u>	PG Online Resources Course Textbook

	<p>Students will recap SLR's 1-6 from Yr12 as it nicely dovetails into SLR7 where Students will investigate several Programming Languages. In SLR9, they will also learn about different Compression, Encryption and Hashing techniques, appreciating their advantages and disadvantages and likely scenarios where to use them.</p> <ul style="list-style-type: none"> <li>• SLR1 - 6 recap</li> <li>• SLR7 Types of Programming Language</li> <li>• SLR9 Compression, Encryption and Hashing</li> <li>• <b>Project:</b> Definition and Analysis</li> </ul>	<p>SLR7 Types of Programming Language – Wk6 SLR9 Compression, Encryption and Hashing – Wk7</p>	<p><b>Craig &amp; Dave Videos</b> <b>Quizlet</b> <b>Isaac Computer Science</b></p>
<p><b>Year 13</b> <b>HT2</b></p>	<p><b>Unit Title:</b> Students will learn about Databases, Networks and Web Technologies that synergise around the representation of data, and their transmission and storage.</p> <ul style="list-style-type: none"> <li>• SLR10 Databases</li> <li>• SLR11 Networks</li> <li>• SLR12 Web Technologies</li> <li>• SLR13 Data Types</li> <li>• <b>Project:</b> Design and Development</li> </ul>	<p><b>PPE Assessment</b></p>	<p><b>PG Online Resources</b> <b>Course Textbook</b> <b>Craig &amp; Dave Videos</b> <b>Quizlet</b> <b>Isaac Computer Science</b></p>
<p><b>Year 13</b> <b>HT3</b></p>	<p><b>Unit Title:</b> Students will further develop their understanding of Boolean Algebra and revisit SLR's 16 Computer Related Legislation &amp; 17 Ethical, Moral and Cultural Issues.</p> <ul style="list-style-type: none"> <li>• SLR15 Boolean Algebra</li> <li>• SLR 16 &amp; 17 Recap</li> <li>• <b>Project:</b> Development</li> </ul>	<p><u>End-of-Topic Test:</u> SLR14 Data Structures - Wk17</p>	<p><b>PG Online Resources</b> <b>Course Textbook</b> <b>Craig &amp; Dave Videos</b> <b>Quizlet</b> <b>Isaac Computer Science</b></p>
<p><b>Year 13</b> <b>HT4</b></p>	<p><b>Unit Title:</b> Students will revise SLR's 18-23 and be introduced to Computational Methods (efficient algorithms) that achieve a variety of tasks.</p> <ul style="list-style-type: none"> <li>• SLR18 – 23 Recap</li> <li>• SLR24 Computational Methods</li> <li>• <b>Project:</b> Development</li> </ul>	<p><u>End-of-Topic Test:</u> SLR24 Computational Methods – Wk26</p>	<p><b>PG Online Resources</b> <b>Course Textbook</b> <b>Craig &amp; Dave Videos</b> <b>Quizlet</b> <b>Isaac Computer Science</b></p>
<p><b>Year 13</b> <b>HT5</b></p>	<p><b>Unit Title:</b> Students will recap SLR25 and will code the efficient algorithms of SLR24.</p> <ul style="list-style-type: none"> <li>• SLR25 Recap</li> </ul>	<p><u>End-of-Topic Test:</u> SLR26 Algorithms – Wk32</p>	<p><b>PG Online Resources</b> <b>Course Textbook</b> <b>Craig &amp; Dave Videos</b></p>

	<ul style="list-style-type: none"> <li>• SLR26 Algorithms</li> <li>• <b>Project:</b> Evaluation</li> </ul>		<b>Quizlet</b> <b>Isaac Computer Science</b>
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<b>Term</b>	<b>ECONOMICS Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
	<p><b>Year 13 Economics Curriculum Overview:</b>  <i>In Year 13 students deepen their understanding of the economic decision making of individuals, firms and governments. They explore in detail the theory of the firm and its diagrammatic analysis to identify efficiencies, surpluses, welfare losses and how markets are increasingly dynamic because of technological change. They explore the labour market, its imperfections, interventions and outcomes for employers and workers. In macroeconomics they learn about the role of financial markets and their potential for fuelling economic growth and welfare creation, but also how their mismanagement can lead to widespread economic collapse. Finally they consider economic growth and development globally, considering the case for and against free trade, why more free trade does not occur and the how international cooperation aims to create sustainable and fair growth for everyone.</i></p>		

<p><b>Year 13 HT1</b></p>	<p><b>Unit Title: Individuals, firms, markets and market failure</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Consumer behaviour, utility theory and the importance of the margin when making choices</li> <li>• Behavioural economic theory and its uses in shaping economic policy</li> <li>• The law of diminishing returns and return to scale and the shape(s) of the long-run average cost curve</li> <li>• Technological change; it's impact on production, efficiency and the breaking-down of existing markets/creation of new markets</li> <li>• Market structures that exist between the extremes of perfect competition and monopoly i.e. monopolistic competition and oligopoly</li> </ul>	<p><b>In-class assessment</b></p>	
<p><b>Year 13 HT2</b></p>	<p><b>Unit Title: Individuals, firms, markets and market failure</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The conditions necessary for price discrimination, its forms and a diagrammatic analysis of each degree of price discrimination</li> <li>• The dynamics of competition and creative destruction</li> <li>• Static and dynamic efficiencies</li> <li>• Consumer and producer surplus and their link to price discrimination and the deadweight welfare losses associated with monopoly power</li> <li>• The labour market; labour demand and marginal productivity theory</li> <li>• Labour supply</li> <li>• The determination of wage rates in perfectly competitive and monopsony labour markets and those impacted by the presence of trade unions</li> <li>• The National Living Wage, forms of labour discrimination</li> </ul>	<p><b>PPEs</b> <b>2 x 90 minute papers</b> <b>Paper 1 – Microeconomics</b> <b>Paper 2 – Macroeconomics</b></p>	
<p><b>Year 13 HT3</b></p>	<p><b>Unit Title: Individuals, firms, markets and market failure</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Measures of inequality: the Lorenz curve and Gini coefficient, benefits and costs of more equal and more unequal distributions</li> </ul>	<p><b>Labour market exam style essay questions in class</b></p>	

	<ul style="list-style-type: none"> <li>Government policies to alleviate poverty</li> </ul> <p><b>Unit Title: The national and international economy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Financial markets; debt and equity, money markets, capital markets and foreign exchange markets</li> <li>The inverse relationship between market interest rates and bond prices</li> <li>The role of commercial and investment banks in the economy</li> <li>The importance of maintaining stability and liquidity in commercial banks</li> <li>How banks create credit</li> <li>The role of central banks in monetary policy</li> <li>Regulation of the financial system, moral hazard and systemic risk</li> </ul>		
<b>Year 13 HT4</b>	<p><b>Unit Title: The national and international economy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Fiscal policy, government borrowing and the significance of national debt</li> <li>Free market v interventionist supply-side policies</li> <li>Globalisation</li> <li>Trade, the model of comparative and absolute advantage and how specialisation and trade can increase total output</li> </ul>		<b>Complete a deep dive investigation into the macroeconomic history, performance and challenges faced by a developing economy of your choice</b>
<b>Year 13 HT5</b>	<p><b>Unit Title: The national and international economy</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>The costs of international trade</li> <li>The UK's pattern of trade and recent changes in it</li> <li>Protectionism and trading blocs/customs unions</li> <li>Economic growth and development around the world: barriers to growth and development and policies to promote it</li> <li>The role of aid</li> </ul>	<b>Paper 3 practice and preparation</b>	

Half Term	ENGLISH LITERATURE Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 13 English Literature Curriculum Overview:</b>			
<b>Year 13 HT1</b>	<b>Unit Title: Critical Commentary of UNSEEN passage</b> <i>Students will learn about/ develop skills of:</i> <ul style="list-style-type: none"> <li>Identifying Types &amp; Features of Dystopia [AO1]</li> <li>Making links between Unseen Passage &amp; Contextual Influences [AO3]</li> </ul>	This unit is continuously assessed through Classwork Practise Passages, IS tasks and HWK using an Order of Enquiry Model	<b>Component 02 – Unseen Passage Wider Reading</b> Brave New Worlds Volume 1 and 2 Collections of Dystopian Short Stories



	<ul style="list-style-type: none"> <li>• Making links between Unseen Passage &amp; other Dystopian Texts</li> <li>• Placing Unseen passage in Dystopian Paradigm [AO1]</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Comparison of Task Two Set Texts [AO4]  <i>Never Let Me Go</i> by Kazuo Ishiguro and <i>Closer</i> by Patrick Marber</li> <li>• Writing Frame/Model for Coursework Task Two</li> </ul>		<p><b>Component 03 – Task One &amp; Task Two Wider Reading</b>  <b>Wider Knowledge</b>  All material from Year 12 will be needed in this term to complete Coursework</p>
Year 13 HT2	<p><b>Unit Title: Critical Commentary of UNSEEN passage</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Identifying Stylistic Features and Tropes [AO2]</li> <li>• Relate Style features to Dystopian Paradigm [AO1]</li> <li>• Consider different stylistic approaches to Dystopian Writing</li> </ul> <p><b>Unit Title: Pre 1900 Drama and Poetry Comparative Essay (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read <i>The Doll’s House</i> by Henrik Ibsen</li> <li>• Study of Victorian Context &amp; Genre Context [AO3]</li> </ul>	<p><b>November PPE 1 - Custom Exam Paper</b>  H472/02 Question 6 [30 marks]  Exam Style Statement Question  H472/02 Question 5 [30 marks]  Exam Style Unseen Passage</p> <p><b>Coursework Task One</b>  Final Version Due Date Jan 2024</p> <p><b>Coursework Task Two</b>  First Draft Due Date Jan 2024</p>	<p><b>Component 02 – Unseen Passage Wider Reading</b>  Brave New Worlds Volume 1 and 2  Collections of Dystopian Short Stories</p> <p><b>Component 01 – Pre 1900 Drama Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>The Doll’s House</i></p>
Year 13 HT3	<p><b>Unit Title: Interpretative Discussion of changing views of <i>The Tempest</i></b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Jacobean Context of the Play [AO3]</li> <li>• Changing Interpretations of the play through time [AO5]</li> <li>• Study of Theatrical Interpretations [AO5]</li> <li>• Study of Film Interpretations [AO5]</li> <li>• Literary Theories &amp; Types [AO5]  <i>Marxist/Feminist/Psychoanalytical/Historicist/Post-Colonial</i></li> </ul> <p><b>Unit Title: Pre 1900 Drama &amp; Poetry Comparative Essay</b>  <i>Students will learn about/ develop skills of:</i></p>	<p><b>Knowledge Recall Pop Quiz</b>  + This unit is continuously assessed through Classwork Practise Passages, IS tasks and HWK using an Order of Enquiry Model</p> <p><b>Coursework Task Two</b>  Second Draft Due Date March 2024</p>	<p><b>Component 01 – The Tempest Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>The Tempest</i>  <i>The King &amp; The Playwright</i> documentary  Prof James Shapiro  <b>Wider Knowledge</b></p>

	<ul style="list-style-type: none"> <li>• Study of Ibsen’s Language &amp; Style [AO2]</li> <li>• Study of Ibsen’s use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>		<p>Film Versions of <i>The Tempest</i>  <i>Forbidden Planet (1956)</i>  <i>The Tempest – Derek Jarman (1980)</i>  <i>The Tempest – Julie Taymor (2011)</i></p>
<p><b>Year 13 HT4</b></p>	<p><b>Unit Title: Critical Commentary of UNSEEN passage from <i>The Tempest</i></b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Identifying Stylistic Features and Tropes [AO2]</li> <li>• Identifying Stylistic Features and Tropes [AO1]</li> <li>• Relating Style &amp; Structure Features to Later Plays Paradigm</li> </ul> <p><b>Unit Title: Pre 1900 Drama and Poetry Comparative Essay (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read <i>OCR Poetry Anthology</i> by Christina Rossetti</li> <li>• Study of Victorian Context &amp; Genre Context [AO3]</li> <li>• Study of Rossetti’s Language &amp; Style [AO2]</li> <li>• Study of Rossetti’s use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><b>H472/Component 01</b>  In Class practise Exam Questions</p> <p><b>March PPE 2 - Custom Exam Paper</b>  H472/02 Question 6 [30 marks]  Exam Style Statement Question  H472/02 Question 5 [30 marks]  Exam Style Unseen Passage</p> <p><b>H472/Component 01</b>  In Class practise Exam Questions  Using Order of Enquiry Writing Frame</p>	<p><b>Component 01 – Pre 1900 Drama Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>Christina Rossetti</i></p>
<p><b>Year 13 HT5</b></p>	<p><b>Unit Title: Exam Preparation and Practice Papers</b></p>	<p><b>Coursework Task One</b>  Final Submission date May 2024</p> <p><b>Coursework Task Two</b>  Final Submission date May 2024</p>	

Term	GEOGRAPHY Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
	Year 13 Geography Curriculum Overview:		Revision notes for all topics: <a href="https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/">https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/</a>
Year 13	Non-Examined Assessment (NEA)	Coasts, Hazards and Water and Carbon – 2hr 30mins	Stratford urban fieldwork trip.

<p><b>HT1 and 2</b></p>	<p>Year 13 starts off with pupils completing the Non-Assessed Examination (NEA) and Population and the Environment. For the NEA pupils are required to carry out their own investigation into a geographical theme of their choosing covered in the specification. They will then devise questions, collect, and analyse data before drawing conclusions and evaluating their study.</p> <ul style="list-style-type: none"> <li>• Aims/hypotheses/sub-questions</li> <li>• Literature review – link to the geography</li> <li>• Locational context</li> <li>• Methodology + sampling</li> <li>• Data presentation, analysis and interpretation</li> <li>• Analysis: using statistical techniques to manipulate data</li> <li>• Interpretation and conclusion</li> <li>• Evaluation</li> <li>• Ethical considerations</li> </ul> <p><b>Population and the Environment</b></p> <p>This topic explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national, and international communities.</p>		<p><b>Epping Forest physical geography trip.</b></p> <p><b>Geographical Skills and Fieldwork Investigations support:</b></p> <p><a href="https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/fieldwork/">https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/fieldwork/</a></p>
<p><b>Year 13 HT3 and 4</b></p>	<p><b>Global Systems and Governance</b></p> <p>This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.</p> <p>Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate</p>		<p><b>Rotten (Netflix documentary on food trade) -</b></p> <p><a href="https://www.netflix.com/gb/title/80146284">https://www.netflix.com/gb/title/80146284</a></p> <p><b>Revision Website:</b></p> <p><a href="https://www.coolgeography.co.uk/advanced/global_systems.php">https://www.coolgeography.co.uk/advanced/global_systems.php</a></p>

	<p>many complex dimensions of contemporary world affairs and their own place in and perspective on them.</p> <ul style="list-style-type: none"> <li>• Globalisation – flows and factor</li> <li>• Global systems</li> <li>• Unequal flows of people, money, ideas and technology</li> <li>• Unequal Power Relations</li> <li>• International trade and access to markets</li> <li>• Trends in international trade and investment</li> <li>• Trading relationships</li> <li>• Differential access to markets</li> <li>• TNCs (Apple)</li> <li>• Trade in Coffee</li> <li>• Consequences of globalisation</li> <li>• Global governance</li> <li>• The ‘global commons’ and the Antarctica</li> </ul>		
<b>Year 13 HT5</b>	<b>Revision</b> – this is the half-term before the A level examinations. Pupils will use this time to revise knowledge and exam technique needed for the exam.		

<b>Term</b>	<b>HEALTH AND SOCIAL CARE Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
	<p><b>Year 12 Curriculum Overview:</b></p> <p><b>Unit 2 – Working in Health &amp; Social Care</b></p> <p><b>Unit 4 – Enquiries in Current Research exam</b></p> <p><b>Unit 7 – Safe Practise &amp; Principles in Health &amp; Social Care</b></p> <p><b>Unit 8 – Promoting Public Health exam</b></p> <p><b>Year 13 Curriculum overview:</b></p>		<p><b>Y12 not running this year</b> <b>(these units are for year 23/24)</b></p>

<b>Unit 1 Human lifespan development (HT1 HT2)</b> <b>Unit 5: Meeting individual care needs and support</b> <b>Unit 12: Supporting individuals with additional needs</b> <b>Unit 14: Physiological disorders (HT1 HT2)</b>		
<b>Year 13 HT1</b>	<p><b>Unit 1: Human lifespan development (exam)</b>  This unit will develop student knowledge and understanding of patterns of human growth and development. They will explore the key aspects of growth and development, and the experience of health and wellbeing. Students will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. They will learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, students will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. They will then go onto study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.</p> <p><b>Development through life stages:</b></p> <ul style="list-style-type: none"> <li>- Physical development of life stages</li> <li>- Intellectual development of life stages to include Piaget and Chomsky's theory</li> <li>- Emotional development to include: Bowlby, Schaffer &amp; Emerson, Rutter, Mary Ainsworth</li> <li>- Social development of life stages</li> </ul> <p><b>Unit 14: Physiological Disorders (coursework):</b></p> <ul style="list-style-type: none"> <li>- Definition, causes, signs and symptoms of 2 chosen physiological disorders</li> <li>- Analyse the changes in body systems of 2 chosen physiological disorders</li> <li>- Evaluate the impact of 2 chosen physiological disorders on health and wellbeing</li> <li>- Investigative and diagnostic testing for 2 chosen physiological disorders</li> </ul>	<p><a href="https://courses.lumenlearning.com/wm-lifespandevlopment/chapter/periods-of-human-development/">https://courses.lumenlearning.com/wm-lifespandevlopment/chapter/periods-of-human-development/</a></p> <p><a href="https://www.youtube.com/watch?v=QxBOQI7-U4Q">https://www.youtube.com/watch?v=QxBOQI7-U4Q</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episodes/b04gw89n/28-up-millennium-generation">https://www.bbc.co.uk/iplayer/episodes/b04gw89n/28-up-millennium-generation</a></p> <p><a href="https://www.youtube.com/watch?v=QTsewNrHUU">https://www.youtube.com/watch?v=QTsewNrHUU</a></p> <p><a href="https://www.youtube.com/watch?v=K0iip5SK9e0">https://www.youtube.com/watch?v=K0iip5SK9e0</a></p>
<b>Year 13 HT2</b>	<p><b>Nature Nurture debate:</b></p> <ul style="list-style-type: none"> <li>• Gesell Maturation theory (nature)</li> <li>• Bandura's social learning theory (nurture)</li> <li>• Stress diathesis model</li> <li>• Biological factors impacting health</li> </ul>	<p><a href="https://www.youtube.com/watch?v=wuhJ-GkRRQc">https://www.youtube.com/watch?v=wuhJ-GkRRQc</a></p> <p><a href="https://www.youtube.com/watch?v=CxGrdXP5cSo">https://www.youtube.com/watch?v=CxGrdXP5cSo</a></p>

	<ul style="list-style-type: none"> <li>• Environmental factors impacting health</li> <li>• Social/economic factors impact health</li> <li>• Cultural factors impacting health</li> <li>• Holmes-Rahe scale and application</li> </ul> <p><b>Ageing:</b></p> <ul style="list-style-type: none"> <li>• Physical changes of ageing</li> <li>• Intellectual/emotional and social changes of ageing</li> <li>• Ageing population and impact on economy</li> <li>• Theories of ageing: Social disengagement theory and Activity theory</li> </ul> <p><b>Unit 14: Physiological disorders (coursework):</b></p> <ul style="list-style-type: none"> <li>- Treatment options for 2 chosen disorders</li> <li>- Evaluation of treatment options of 2 chosen disorders</li> <li>- Creating a care plan for case study</li> <li>- Reviewing care plan for case study</li> <li>- Evaluating care plan for case study</li> </ul>		<p><a href="https://www.youtube.com/watch?v=gGnl8dqEoPQ">https://www.youtube.com/watch?v=gGnl8dqEoPQ</a></p> <p><a href="https://www.youtube.com/watch?v=y-5VLHcTDSQ">https://www.youtube.com/watch?v=y-5VLHcTDSQ</a></p> <p><a href="https://www.youtube.com/watch?v=miYcqwhNObg">https://www.youtube.com/watch?v=miYcqwhNObg</a></p> <p><a href="https://www.youtube.com/watch?v=yPGwA7t6bpl">https://www.youtube.com/watch?v=yPGwA7t6bpl</a></p>
<p><b>Year 13 HT3</b></p>	<ul style="list-style-type: none"> <li>• <b>Unit 5 Meeting individual care needs and support (coursework):</b></li> </ul> <p>All content should be taught and related to the case study given by Pearson.</p> <ul style="list-style-type: none"> <li>- Importance of Equality and Diversity for individuals with additional needs</li> <li>- Explain the skills and attributes necessary for professionals</li> <li>- Analyse the impact of discrimination</li> <li>- Assess the different methods used by professionals when building relationships and establishing trust.</li> <li>- Ethical principles in care</li> <li>- Analyse how to use an ethical approach</li> </ul>		<p><a href="https://www.youtube.com/watch?v=6PGcsdD54vA">https://www.youtube.com/watch?v=6PGcsdD54vA</a></p> <p><a href="https://www.youtube.com/watch?v=E9ID-L65uoo">https://www.youtube.com/watch?v=E9ID-L65uoo</a></p>
<p><b>Year 13 HT4</b></p>	<ul style="list-style-type: none"> <li>• <b>Unit 5 Meeting individual care needs and support (coursework):</b></li> </ul> <ul style="list-style-type: none"> <li>- Strategies and communication techniques used to overcome barriers</li> <li>- Explain the benefits of promoting personalisation when overcoming barriers</li> <li>- Assess strategies and communication techniques used to overcome barriers.</li> <li>- How different agencies are involved in care</li> <li>- Multidisciplinary team and roles and responsibilities</li> <li>- Managing information between professionals.</li> <li>-</li> </ul>		<p><a href="https://www.youtube.com/watch?v=-Rv7WgSs3Qc">https://www.youtube.com/watch?v=-Rv7WgSs3Qc</a></p> <p><a href="https://www.youtube.com/watch?v=BGkl49lIA2l">https://www.youtube.com/watch?v=BGkl49lIA2l</a></p>

	<p><b>Unit 12: Supporting individuals with additional needs (coursework):</b> All content should be related to 2 case studies from Pearson</p> <ul style="list-style-type: none"> <li>- Diagnostic procedures to determine additional needs</li> <li>- Assess requirement's for both individuals with additional needs</li> <li>- Evaluate the significance to individuals, families, and society of a diagnosis of additional needs</li> </ul>		<a href="https://www.youtube.com/watch?v=SpkFTNx02hw">https://www.youtube.com/watch?v=SpkFTNx02hw</a>
<p><b>Year 13 HT5</b></p>	<p><b>Unit 12: Supporting individuals with additional needs (coursework):</b> All content should be related to 2 case studies from Pearson</p> <ul style="list-style-type: none"> <li>- How disability is viewed as a social construct</li> <li>- How health and social care workers support individuals with overcoming barriers</li> <li>- Assess the impact of challenges to daily living</li> <li>- Investigate current practice with respect to provision for individuals with additional needs.</li> </ul>		<a href="https://www.youtube.com/watch?v=s-KLxderIRY">https://www.youtube.com/watch?v=s-KLxderIRY</a>  <a href="https://www.youtube.com/watch?v=7hm_W5j71T0">https://www.youtube.com/watch?v=7hm_W5j71T0</a>  <a href="https://www.youtube.com/watch?v=GJqLMNr7hIQ">https://www.youtube.com/watch?v=GJqLMNr7hIQ</a>
<p><b>Year 13 HT6</b></p>	<ul style="list-style-type: none"> <li>• <b>Completed the course and on study leave</b></li> </ul>		

Term	HISTORY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 13 Curriculum Overview:</b>			
	<ul style="list-style-type: none"> <li>- In y13 students will also study and carryout research for their Paper 4 Coursework focusing on the Historical controversy about whether Germany was responsible for causing WWI. This coursework is focused on students developing the high level skill of analysing and evaluating 3 Historians' views and why they differ about what was the main cause of WWI. The coursework study and research is carried out in y13 because it is very challenging and therefore, students have been developing their capacity to read and understand Historians' works. Students have covered this topic at a high level in y9 but of course not sufficiently high enough for A level. Students have also been introduced to the key History skill of analysing and evaluating Historians' interpretations throughout ks3 and answering an Interpretation question as the main part of their GCSE Paper 3 depth study throughout ks4.</li> <li>- Finally, in y13 students study their Paper 1, Section C Interpretation question, analysing and evaluating different Historians' views about the Historical controversy about whether Thatcher's economic policies transformed the British economy between 1979-97. Students study this unit for Paper 1 last because at this point students have developed very high level skills of analysing and evaluating Historians' interpretations for their coursework study. Students also have developed</li> </ul>		



relevant subject knowledge of the consensus economic policies and trade unionism militancy that developed between 1951-79. Therefore, students have a high level understanding of Thatcher’s New Right arguments against post war consensus policies.

- Students also study this Paper 1, Section C topic last because students will also have just completed their Paper 2 KT4 Unit in which they study the period of Reagan’s presidential campaign and presidency in which he introduces his New Right economic policies. These Paper 2 lessons are scaffolded with subject knowledge in which students learn that similar economic policies were being introduced in Britain by Thatcher and the New Right and this will be the focus of their final Paper 1 Section C Interpretation question. Therefore, students have high level skills of analysing and evaluating Interpretation questions as well as having a very good understanding of the New Rights economic policies and their political challenge to the post war economic policies which increased the role of the government and government expenditure.

<p><b>Year 13 HT1</b></p>	<p><b>Unit Title: The USA, 1955–92: conformity and challenge: Theme 3 Social and political change, 1973–80</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Changing popular culture: business interests in sports; the fragmentation of popular music; contradictions in film and TV, including the depiction of political and social tensions and a return to escapism; developments in news media.</li> <li>• The crisis of political leadership: the impact of Watergate on politics and the presidency; Ford, Carter and a new style of leadership; growing political disillusion, including the impact of the Iranian hostage crisis; the political impact of environmentalism.</li> <li>• The impact of economic change on society: the effects of inflation on family incomes; the growth of homelessness; the oil crisis and the end of cheap energy; the impact of foreign competition; the response of the government.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>• Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together</li> </ul> <p><b>Unit Title: COURSEWORK: Historical Controversy: Explain why Historian’s disagree about the main cause of World War One</b></p> <p><b>Students will learn about:</b></p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: Comparing 2 Sources</b></p>	<p><b>All the President’s Men: Hollywood film about the Watergate scandal:</b></p> <p><a href="https://www.youtube.com/watch?v=5InyOk-Mcao">https://www.youtube.com/watch?v=5InyOk-Mcao</a></p>
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	<ul style="list-style-type: none"> <li>• Students given all the sources, research materials and mark scheme.</li> <li>• Background to German foreign policy 1815-1890</li> <li>• Wilhelm II's departure from Bismarkian foreign policy, 1890</li> <li>• Weltpolitik, 1894 and the role of foreign minister von Bulow</li> <li>• The development of the Triple Alliance and the Triple Entente</li> <li>• The Moroccan Crises, 1908 and 1911</li> <li>• The Balkans Crises, 1908 and 1912-13</li> <li>• The assassination of Franz Ferdinand and the July Crisis, June and July 1914</li> <li>• Aggressive foreign policy and diplomacy during the July Crisis and mobilisation</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing Germany foreign policy 1815-1894</li> <li>• Research the above topics using research materials and historians' sources</li> </ul>		<p><b>Students provided with a wide range of resources and documentaries for their coursework</b></p>
<p><b>Year 13 HT2</b></p>	<p><b>Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 1 Reform of parliament</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Changes in the franchise, c1780–1928: the franchise c1780 and its significance for representation of the people; pressures for change and reasons for resistance (key developments: the Representation of the People Acts of 1832, 1867, 1884, 1918 and 1928).</li> <li>• Reform and redistribution, c1780–1928: the problems of representation c1780; the failure of Pitt's proposals; reasons for resistance to, and key changes brought by, reform (key developments: Representation of the People Acts 1832–1928, Redistribution Act 1885, the Ballot Act 1872, the Corrupt Practices Act 1883); the extent of change by 1928.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate the reasons for franchise reform and electoral reforms between 1815-1928. Explain whether the main factor for change was extra-Parliamentary pressure or political rivalry between the 2 main political parties, or a combination of both</li> </ul> <p><b>Unit Title: COURSEWORK: Historical Controversy: Explain why Historian's disagree about the main cause of World War One</b></p> <p><b>Students will learn about:</b></p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: Political Rivalry was the main reason for Parliamentary reform in the period 1815-1928'.</b></p> <p><b>How far do you agree? (20)</b></p>	<p><b>Blackadder sitcom satirising elections in the 18<sup>th</sup> C. BBC Iplayer</b></p>

	<ul style="list-style-type: none"> <li>• Teacher will review subject knowledge that students' find challenging</li> <li>• Teacher will provide examples and models about how to compare historians' views using own knowledge context</li> <li>• Teacher will show structure required for comparisons</li> <li>• Teacher will explain how to reference their work</li> </ul>		
<p><b>Year 13 HT3</b></p>	<p><b>Unit Title: The USA, 1955–92: conformity and challenge: 4 Republican dominance and its opponents, 1981–92</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• New directions in economic policy: the impact of Reagan's policies on workers and the family; the trade and budget deficit; the significance of Bush's decision to raise taxes.</li> <li>• The Religious Right and its critics: the promotion of traditional values; campaigns against abortion and homosexuality; Nancy Reagan's 'Just Say No' campaign; the growth of bitter political divisions and their significance.</li> <li>• Cultural challenge: trends in youth culture; the impact of technology on popular culture; the growth of cable television and the influence of MTV; the impact of the AIDS crisis; controversial social issues in film and television.</li> <li>• Social change: the changing status of ethnic minorities; the impact of black American success in politics, business, sport and popular culture; the extent of racial tolerance and integration by 1992; the impact of women in politics and the workplace; the changing status of women by 1992.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>• Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> <b>Q: Comparing 2 sources (Reagan and the New Rightt)</b></p>	<p><b>PBS Reagan and the New Right documentary:</b> <a href="https://www.youtube.com/watch?v=oUEPiX3HbBg">https://www.youtube.com/watch?v=oUEPiX3HbBg</a></p>

	<p><b>Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 3 Contagious Diseases Acts and the campaign for their repeal, 1862–86</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Reasons why the Contagious Diseases Acts were introduced, including the committee established in 1862 to look into extent of venereal disease in the armed forces.</li> <li>• The Acts’ impact on prostitutes and ordinary women.</li> <li>• The roles of Josephine Butler and Elizabeth Wolstenholme and the significance of Ladies’ Association for the Repeal of the Contagious Diseases Act; reasons for the Acts’ repeal.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>• Analysing and evaluating utility of a contemporary source’s content and provenance using contextual own knowledge.</li> </ul> <p><b>Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 4 The Women’s Social and Political Union, 1903–14</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• reasons for, and impact of, increased militancy after 1908.</li> <li>• The roles of Emily Davison and Christabel, Emmeline and Sylvia Pankhurst; extent of the WSPU’s success by 1914.</li> <li>• Government attitudes to female suffrage and WSPU; reasons for the failure of the Women’s Suffrage bill 1909, the Conciliation Committee and the Conciliation bills 1910 and 1911, and the Government Franchise bill 1913.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>• Analysing and evaluating utility of a contemporary source’s content and provenance using contextual own knowledge.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: Josephine Butler’s leadership was the main reason for the repeal of the Contagious Diseases Act’. How far do you agree? (20)</b></p>	<p><b>‘Suffragettes’ Movie:</b>  <a href="https://www.amazon.co.uk/Suffragette-Anne-Marie-Duff/dp/B01BHFHMU2">https://www.amazon.co.uk/Suffragette-Anne-Marie-Duff/dp/B01BHFHMU2</a></p>
<p><b>Year 13 HT4</b></p>	<p><b>Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 1 Radical reformers, c1790–1819</b></p>	<p><b>Formative assessment:</b></p>	

	<p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Aims, tactics and impact of extra-parliamentary protest: the London Corresponding Society, 1792–93, the Spa Fields meetings, 1816, the Pentridge Rising, 1817, and Peterloo, 1819; extent of success by 1819.</li> <li>• Government responses: the trial of the leaders of the London Corresponding Society and suspension of Habeas Corpus, 1794, the Treason Act and Seditious Meetings Act 1795, the Gagging Acts 1817 and the Six Acts 1819.</li> <li>• The influence of Tom Paine and the Rights of Man, John Cartwright and the Hampden Clubs, William Cobbett and the Political Register; the role of Henry Hunt as a radical orator.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>• Analysing and evaluating utility of a contemporary source’s content and provenance using contextual own knowledge.</li> </ul> <p><b>Unit Title: Paper 1, Option 1H: Britain transformed, 1918–97:</b>  <b>Historical interpretations: What impact did Thatcher’s governments (1979–90) have on Britain, 1979–97?</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• The effect of Thatcher’s economic policies.</li> <li>• The extent to which state intervention and the public sector were ‘rolled-back’.</li> <li>• The extent of political and social division within Britain.</li> <li>• The effect of Thatcherism on politics and party development.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating the different views of 2 Historian’s about the success of Thatcher’s economic policies during her term in office between 1979-90 and successive governments between 1990-97</li> </ul>	<p>- Key questions and hinge questions designed into all lessons</p> <p>- Source analysis tasks</p> <p>- Source inference tasks</p> <p>- Teacher questioning</p> <p><b>Summative assessment:</b>  <b>Q: Source Q (Extra-Parliamentary Pressure) (20)</b></p> <p><b>Formative assessment:</b></p> <p>- Key questions and hinge questions designed into all lessons</p> <p>- Interpretation analysis tasks</p> <p>- Teacher questioning</p> <p><b>Q: Interpretation Q (20)</b></p>	<p><b>Watch ‘Peterloo’ the Movie:</b>  <a href="https://www.youtube.com/watch?v=LPU8GgZm2M">https://www.youtube.com/watch?v=LPU8GgZm2M</a></p> <p><b>The Peterloo Massacre Drama:</b>  <a href="https://www.youtube.com/watch?v=-BYK_1xH8wU">https://www.youtube.com/watch?v=-BYK_1xH8wU</a></p> <p><b>Thatcher: A Very British Revolution:</b>  BBC Series that tells you everything you need to understand for this Section C Interpretation Unit:  <a href="https://www.bbc.co.uk/programmes/m0005brf/episodes/guide">https://www.bbc.co.uk/programmes/m0005brf/episodes/guide</a></p> <p><b>Thatcher and Reagan BBC documentary:</b>  <a href="https://www.bbc.co.uk/iplayer/episode/m0016dvvf/thatcher-reagan-a-very-special-relationship-series-1-episode-2">https://www.bbc.co.uk/iplayer/episode/m0016dvvf/thatcher-reagan-a-very-special-relationship-series-1-episode-2</a></p>
<p><b>Year 13</b>  <b>HT5</b></p>	<p><b>Unit Title: REVISION</b></p>	<p><b>Formative assessment:</b></p> <p>- Key questions and hinge questions designed into all lessons</p>	

		<ul style="list-style-type: none"><li>- Interpretation analysis tasks</li><li>- Source analysis tasks</li><li>- Source inference tasks</li><li>- Teacher questioning</li></ul> <p><b>Summative assessment:</b> <b>A range of past papers</b></p>	
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Term	MATHS Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>
<b>Year 13 Maths Curriculum Overview:</b> Maths A Level exam has 2 Pure exams of 100 marks each and 1 exam of Applied for 100 marks		
<b>Year 13 HT1</b>	In Pure Maths, students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Proof</li> <li>• Algebraic and Partial Fractions</li> <li>• Functions and modelling</li> </ul> In Applied Maths, students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Regression and Correlation</li> <li>• Probability</li> </ul>	End of topics tests for 1 hour after every topic
<b>Year 13 HT2</b>	In Pure Maths, students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Sequences and Series</li> <li>• The Binomial Theorem</li> <li>• Trigonometry</li> </ul> In Applied Maths, students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• The Normal Distribution</li> </ul>	End of topics tests for 1 hour after every topic
<b>Year 13 HT3</b>	In Pure Maths, students will learn about <ul style="list-style-type: none"> <li>• Parametric Equations</li> <li>• Differentiation</li> <li>• Numerical Methods</li> </ul> In Applied Maths, students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Moments: Force's turning effect</li> <li>• Forces and Friction</li> </ul>	End of topics tests for 1 hour after every topic
<b>Year 13 HT4</b>	In Pure Maths, students will learn about <ul style="list-style-type: none"> <li>• Integration</li> <li>• Vectors</li> </ul>	End of topics tests for 1 hour after every topic

	<p>In Applied Maths, students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Applications of kinematics Projectiles</li> <li>• Application of forces</li> <li>• Further Kinematics</li> </ul>	
<p><b>Year 13</b> <b>HT5</b></p>	<p>Revision Program</p>	<p>Past paper practice</p>



Term	MEDIA Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 13 Media Curriculum Overview:</b> <i>What will year 13s study and learn this academic year? Why this/ why now?</i>			
<b>Year 13 HT1</b>	<b>Unit Title: Component 3 Cross-Media Products</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Learners create an individual cross-media production on a range of platforms for an intended audience, applying their knowledge and understanding of media language and representation.</li> <li>The genre/style and intended audience will be specified in the brief.</li> </ul> Introduction to Year 13: <ul style="list-style-type: none"> <li>Revision of year 12 knowledge and Component 1</li> <li>Introduction to Component 2 and contexts of television programming.</li> </ul>	<b>Ongoing coursework based assessment and feedback</b>  <b>September in class assessments</b>	<b>Film Production Club</b>  <b>Publishing Club</b>  <b>The Guardian Media Supplement</b>  <b>Book – Inside Black Mirror – Arnopp, Jones, Brooker</b>
<b>Year 13 HT2</b>	<b>Unit Title: In Depth Study of a Television Programme</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>An in-depth study of a television programme, covering all aspects of the theoretical framework including audiences, representations, media language and industries and contexts – Black Mirror and The Returned</li> </ul>	<b>Analysis of television programming from in-depth study</b>	<b>Film Production Club</b>  <b>Publishing Club</b>  <b>Book – Inside Black Mirror – Arnopp, Jones, Brooker</b>
<b>Year 13 HT3</b>	<b>Unit Title: In Depth Study of a Magazine</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>An in-depth study of a magazine, covering all aspects of the theoretical framework including audiences, representations, media language and industries and context – Vogue and The Big Issue</li> </ul>	<b>PPE on Component 2 Section A and B</b>	<b>Film Production Club</b>  <b>Publishing Club</b>
<b>Year 13 HT4</b>	<b>Unit Title: Online, Social and Participatory Media</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>An in-depth study of online, social and participatory media, covering all aspects of the theoretical framework including audiences, representations, media language and industries and context – Gal-Dem and Attitude</li> </ul>	<b>Exam style questions on Component 2 Section C</b>	<b>Film Production Club</b>  <b>Publishing Club</b>

			<b>Book – Music Madness: Questioning Music and Music Videos</b>
<b>Year 13 HT5</b>	<b>Unit Title: Revision and Exam Prep</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Revise content from across the two years in preparation for the exam.</li> </ul>	<b>Practice exam questions on both Component 1 and 2</b>	<b>Film Production Club</b>  <b>Publishing Club</b>

Term	PHYSICS Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 13 Physics Curriculum Overview:</b>  <i>In Y13 Physics students build on their Y12 physics knowledge, practical skills and mathematic skills to develop a complete understanding and fluency of physics. At the end of the course, students are ready to continue their studies in physics or science related degree.</i></p>			
<p><b>Year 13 HT1</b></p>	<p><b>Thermal Physics</b>  Building on Y12 mechanics, further mechanics allows the thermal properties of materials, the properties and nature of ideal gases, and the molecular kinetic theory to be studied in depth.  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Thermal energy transfer</li> <li>• Ideal gases</li> <li>• Molecular kinetic theory model</li> </ul> <p><b>Fields and their consequences – Gravitational fields.</b>  The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this unification. Many ideas from mechanics and electricity from earlier in the course support this and are further developed. Practical applications considered include: planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors, and electromagnetic induction. These topics have considerable impact on modern society.  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Fields</li> <li>• Gravitational fields</li> <li>• Gravitational field strength</li> <li>• Gravitational potential</li> <li>• Orbits of planets and satellites</li> </ul>	<p><b>Ch.19 - Thermal Physics assessment</b></p> <p><b>Ch.21 - Gravitation fields assessment</b></p>	
<p><b>Year 13 HT2</b></p>	<p><b>Thermal Physics</b>  Building on Y12 mechanics, further mechanics allows the thermal properties of materials, the properties and nature of ideal gases, and the molecular kinetic theory to be studied in depth.  Students will learn about/ develop skills of:</p>	<p><b>Ch.20 - Gasses assessment</b></p> <p><b>Ch.22 - Electric fields</b></p>	

	<ul style="list-style-type: none"> <li>• Thermal energy transfer</li> <li>• Ideal gases</li> <li>• Molecular kinetic theory model</li> </ul> <p><b>Fields and their consequences – Electric fields</b></p> <p>The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this unification. Many ideas from mechanics and electricity from earlier in the course support this and are further developed. Practical applications considered include: planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors, and electromagnetic induction. These topics have considerable impact on modern society.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Coulomb's law</li> <li>• Electric field strength</li> <li>• Electric potential</li> </ul>		
<p><b>Year 13 HT3</b></p>	<p><b>Nuclear Physics – Radioactivity</b></p> <p>This section builds on the work of Particles and radiation to link the properties of the nucleus to the production of nuclear power through the characteristics of the nucleus, the properties of unstable nuclei, and the link between energy and mass. Students should become aware of the physics that underpins nuclear energy production and also of the impact that it can have on society</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Rutherford scattering</li> <li>• <math>\alpha</math>, <math>\beta</math> and <math>\gamma</math> radiation</li> <li>• Radioactive decay</li> </ul> <p><b>Fields and their consequences – Capacitance</b></p> <p>The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this unification. Many ideas from mechanics and electricity from earlier in the course support this and are further developed. Practical applications considered include: planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors, and electromagnetic induction. These topics have considerable impact on modern society.</p> <p>Students will learn about/ develop skills of:</p>	<p><b>Ch.26 - Radioactivity assessment</b></p> <p><b>Ch.23 - Capacitors assessment</b></p>	

	<ul style="list-style-type: none"> <li>• Capacitance</li> <li>• Parallel plate capacitor</li> <li>• Energy stored by a capacitor</li> <li>• Capacitor charge and discharge</li> </ul>		
Year 13 HT4	<p><b>Nuclear Physics – Nuclear energy</b> This section builds on the work of Particles and radiation to link the properties of the nucleus to the production of nuclear power through the characteristics of the nucleus, the properties of unstable nuclei, and the link between energy and mass. Students should become aware of the physics that underpins nuclear energy production and also of the impact that it can have on society</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Nuclear instability</li> <li>• Nuclear radius</li> <li>• Mass and energy</li> <li>• Induced fission and safety issues</li> </ul> <p><b>Fields and their consequences – Magnetic Fields and Electromagnetic Induction</b> The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this unification. Many ideas from mechanics and electricity from earlier in the course support this and are further developed. Practical applications considered include: planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors, and electromagnetic induction. These topics have considerable impact on modern society.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Magnetic flux density</li> <li>• Moving charges in a magnetic field</li> <li>• Magnetic flux and flux linkage</li> <li>• Electromagnetic induction</li> <li>• Alternating currents</li> <li>• The operation of a transformer</li> </ul>	<p><b>Ch.27 - Nuclear energy assessment</b></p> <p><b>Ch.24 - Magnetic fields assessment</b></p> <p><b>Ch.25 - Electromagnetic induction assessment</b></p>	
Year 13 HT5	<b>Turning points in physics:</b>	<b>Turning points in physics assessment.</b>	

Turning points in physics is intended to enable key concepts and developments in physics to be studied in greater depth than in the core content. Students will be able to appreciate, from historical and conceptual viewpoints, the significance of major paradigm shifts for the subject in the perspectives of experimentation and understanding. Many present-day technological industries are the consequence of these key developments and the topics in the option illustrate how unforeseen technologies can develop from new discoveries.

Students will learn about/ develop skills of:

- The discovery of the electron
- Wave-particle duality
- Special relativity

		(assessment title, duration and approx date)	(Places to visit; wider reading; clubs to join)
<b>Year 13 Psychology Curriculum Overview:</b> What will year 13s study and learn this academic year? Why this/ why now?			
<b>Year 13 HT1</b>	<b>Unit Title: Approaches – referring to the summer work completed.</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Learning approaches: i) the behaviourist approach ii) social learning theory and Bandura’s research APFCC.</li> <li>The cognitive approach: the study of internal mental processes. The emergence of cognitive neuroscience.</li> <li>The biological approach: the influence of genes, biological structures, and neurochemistry on behaviour</li> <li>Humanist &amp; Psychodynamic</li> </ul> <b>Interleave RM</b> students will be taught descriptive statistics, pilot studies, the role of peer review in the formation of research. They will learn how research benefits the economy and begin to implement statistical testing using the sign test.	<b>In Class Assessments:</b> <ul style="list-style-type: none"> <li>MCQ – attachment</li> <li>2x 8 Markers – biopsychology</li> <li>Short answer questions in RM</li> </ul>	<a href="#">what happens when computers become smarter than us</a>  <a href="#">how your brain decides what is beautiful</a>  <a href="#">history vs sigmund freud</a>  <a href="#">what will humans look like in 100 years</a>  <a href="#">Maslow’s hierarchy of Needs</a>
<b>Year 13 HT2</b>	<b>Unit Title: Schizophrenia</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Classification of schizophrenia. Positive / negative symptoms of schizophrenia. Reliability and validity in diagnosis and classification of schizophrenia.  <b>Interleave: debate culture and gender bias</b> and symptom overlap.</li> <li>Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. (<b>interleave: debate Reductionism/holism / free will / determinism</b> )</li> <li>Drug therapy: typical and atypical antipsychotics</li> <li>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>The importance of an interactionist approach (<b>interleave debates</b>) in explaining and treating schizophrenia; the diathesis-stress model. (<b>Interleave nature / nurture debate</b>)</li> </ul>	<b>PPE 1:</b> <ul style="list-style-type: none"> <li>Paper 1 – in full</li> <li>Paper 2 – Biopsychology, RM, approaches</li> </ul> <b>In Class Assessments:</b> <ul style="list-style-type: none"> <li>16 Marker– approaches</li> <li>8 marker– approaches</li> </ul>	<a href="#">TED: what you can do to change gender bias</a>  <a href="#">what anti psychotic drugs are like</a>  <a href="#">My story: living with schizophrenia</a>

<p>Year 13 HT3</p>	<p><b>Unit Title: Gender</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Sex and gender. Sex-role stereotypes.</li> <li>• The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter’s syndrome and Turner’s syndrome (<b>interleave debate: nature / nurture</b>)</li> <li>• Cognitive explanations of gender development (<b>interleave debate: reductionism / holism</b>)</li> <li>• Psychodynamic explanation of gender development, Freud’s psychoanalytic theory (<b>interleave debate: idiographic / nomothetic</b>)</li> <li>• Social learning theory as applied to gender development. The influence of culture and media on gender roles.</li> <li>• Atypical gender development: gender dysphoria; biological and social explanations for gender <b>dysphoria (interleave debate: ethical implications of research. SSR)</b></li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>MCQ Approaches</b></li> <li>• <b>16 Marker–schizophrenia</b></li> <li>• <b>8 Marker –schizophrenia</b></li> </ul>	<p><a href="#">Gender stereotyping and education</a></p> <p><a href="#">how to avoid gender stereotyping</a></p> <p><a href="#">Gender stereotypes begin in childhood</a></p> <p><a href="#">Gender Dysphoria</a></p> <p><a href="#">Still me - Gender Binary</a></p>
<p>Year 13 HT4</p>	<p><b>Unit Title: Aggression</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene (<b>interleave debate; nature / nurture</b>)</li> <li>• The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression (<b>interleave debate: free will / determinism</b>)</li> <li>• Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation (<b>interleave debate: environmental reductionism</b>)</li> <li>• Institutional aggression in the context of prisons.</li> <li>• Media influences on aggression, including the effects of computer games</li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>MCQ schizophrenia</b></li> <li>• <b>8 and 16 Marker–Gender</b></li> </ul>	<p><a href="#">Video games increase depression</a></p> <p><a href="#">does playing violent video games cause aggression</a></p> <p><a href="#">How octopuses battle each other</a></p> <p><a href="#">bad to the bones are humans naturally aggressive</a></p>
<p>Year 13 HT5</p>	<p>Unit Title: Debates / RM</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Gender and culture bias</li> <li>• Free will and determinism.</li> <li>• The nature-nurture debate; the interactionist approach.</li> </ul>	<p><b>PPE 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 3 – schizophrenia, aggression, gender, RM</b></li> </ul>	<p><a href="#">how to control someone else’s arm with your brain</a></p>



	<ul style="list-style-type: none"> <li>• Holism and reductionism.</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory, including reference to social sensitivity.</li> <li>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</li> <li>• Content analysis.</li> <li>• Case studies.</li> <li>• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</li> <li>• Reporting psychological investigations. Sections of a scientific report.</li> <li>• Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</li> <li>• Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>16 marker debates</b></li> <li>• <b>8 marker debates</b></li> </ul>	<p><a href="#">a recipe for you to be happy and successful</a></p> <p><a href="#">Tutor2U: Ideographic / nomothetic</a></p> <p><a href="#">choosing a stat test</a></p> <p><a href="#">Probability</a></p> <p><a href="#">Interpreting inferential stats</a></p> <p><a href="#">The Sign Test</a></p> <p><a href="#">measures of central tendency</a></p>
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Term	SOCIOLOGY Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
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<b>Year 13 Sociology Curriculum Overview:</b> <i>What will year 13s study and learn this academic year? Why this/ why now?</i>			
<b>Year 13 HT1</b>	<p><b>Unit Title: Crime and Deviance</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Students will establish the difference between an act that is criminal and one that is deviant.</li> <li>• Students will develop their knowledge of sociological perspectives, applying them to the role of crime in society, who does or does not benefit and why.</li> <li>• Students will continue to explore criminal activity according to different social groups (class, gender and ethnicity).</li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Points Test – Education, methods and family &amp; households</b></li> <li>• <b>10 Marker– Functionalism and Crime</b></li> <li>• <b>30 Marker– Marxism and Crime</b></li> </ul>	<p><a href="https://www.bbc.co.uk/news/uk-58746108">https://www.bbc.co.uk/news/uk-58746108</a> - <b>The death of Sarah Everard (Feminism)</b></p> <p><b>Suggested watch list:</b></p> <ul style="list-style-type: none"> <li>• When They See Us (Netflix)</li> </ul>
<b>Year 13 HT2</b>	<p><b>Unit Title: Crime and Deviance</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Students will continue to explore criminal activity according to different social groups (class, gender and ethnicity).</li> <li>• Students will explore the relationship between crime and the media</li> <li>• Establish how crime has shifted in line with globalisation</li> <li>• How crime is controlled and punished</li> <li>• Analyse statistical data regarding the victims of crime</li> </ul>	<p><b>PPE 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 3 – crime and deviance</b></li> </ul> <p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>10 Marker– Media and Crime</b></li> <li>• <b>10 Marker– State Crime</b></li> </ul>	<p><b>Suggested reading:</b></p> <ul style="list-style-type: none"> <li>• Outsiders: Studies in Sociology of Deviance – Howard S Becker</li> <li>• Folk Devils and Moral Panics – Stanley Cohen</li> </ul> <p><b>Suggested watch list:</b></p> <ul style="list-style-type: none"> <li>• The 13<sup>th</sup> (YouTube)</li> </ul>
<b>Year 13 HT3</b>	<p><b>Unit Title: Theory and Methods</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Explore whether sociology can be objective / value free or not</li> <li>• Explore whether sociology is a science</li> <li>• Analyse sociological perspectives and their theories</li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 1 Mock – Education</b></li> <li>• <b>20 Marker– Sociology and Science</b></li> <li>• <b>10 Marker – Feminism</b></li> </ul>	<p><a href="https://www.tutor2u.net/sociology/reference/is-sociology-a-science-the-case-for-yes">https://www.tutor2u.net/sociology/reference/is-sociology-a-science-the-case-for-yes</a></p> <p><a href="https://www.tutor2u.net/sociology/reference/is-sociology-a-science-the-case-for-no">https://www.tutor2u.net/sociology/reference/is-sociology-a-science-the-case-for-no</a></p>
<b>Year 13 HT4</b>	<p><b>Unit Title: Theory and Methods / Beliefs in Society</b> Students will learn about/ develop skills of:</p>	<p><b>In Class Assessments:</b></p>	<p><a href="https://www.bbc.co.uk/news/world-us-canada-55419894">https://www.bbc.co.uk/news/world-us-canada-55419894</a> -</p>

	<ul style="list-style-type: none"> <li>• Explore how modernists, postmodernists and late modernists explain changes in society</li> <li>• Identify how sociology influences social policy</li> <li>• Introduction to sociological perspectives on the role of religion</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper 2 Mock – Family &amp; Households</b></li> <li>• <b>10 and 20 Marker– Theories of Religion</b></li> </ul>	<p><b>Religiosity in the pandemic (Functionalism and religion)</b></p> <p><a href="https://www.bbc.co.uk/news/world-us-canada-54513499">https://www.bbc.co.uk/news/world-us-canada-54513499</a> - Roe v Wade (Feminism and religion)</p>
<p><b>Year 13 HT5</b></p>	<p><b>Unit Title: Beliefs in Society</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What role religion plays in driving change in society</li> <li>• Explore whether religion still has an influence over society and why certain sociologists reject the idea of secularisation (the decline in religious beliefs)</li> <li>• What is the role of religion in economic development in a global world?</li> <li>• What are the main types of religious organisation? What are their characteristics?</li> <li>• What are the different views of science as a belief system?</li> </ul>	<p><b>PPE 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 3 – Crime and Deviance</b></li> </ul> <p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 2 Mock – Family &amp; Households</b></li> <li>• <b>Paper 2 Mock – Family &amp; Households</b></li> </ul>	<p><b>Suggested watch list:</b></p> <ul style="list-style-type: none"> <li>• Keep Sweet: Pray and Obey (Netflix)</li> <li>• Jonestown (YouTube)</li> <li>• The Azande – Ted Talk: <a href="https://www.youtube.com/watch?v=JIX7RfYAY5U&amp;t=835s">https://www.youtube.com/watch?v=JIX7RfYAY5U&amp;t=835s</a></li> </ul>