



KEY STAGE 5

Year 12 Curriculum



2023-2024
GEMS WELLINGTON ACADEMY
Al Khail



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Key Stage 5 Arabic A Curriculum Year 12

MOE national document expectations in year 12 in the 4 skills. Most of the resources used are based on specifications made by the UAE Ministry of Education.

Reading: The learners read distinguished literary works and interact with them in a way that supports the subjects that they study and read in the other knowledge fields such as history, Sociology, psychology, and others, to reach a deep level in their analysis of the texts which they read and specify the ideas and the general humanitarian issues which are presented in such texts. Concludes the expressive significances (inspiration). Read and analyze old and modern poetic texts and prose works including short stories, plays, and novels which are different in their contents and the issues discussed, as well as write about the texts to show their ability to analyze such artistic texts and explain the ideas contained therein, in addition to link them with other literary works which read by them to reflect their cognitive and literary wealth that suit their abilities and standard. It shows the historical stages of Arabic Literature through the timeline of the literary eras, as well as mentioning distinguished and famous persons. Elicits the technical features of the texts and connects them with their literary eras. Compare the language, style, and ideas of some poems. Distinguish the emotive language in texts and explain the rhetorical images in the verses. Shows the role of imagination and verbal images in creating an impact on poetry.

Writing: The learner shows his understanding of the different elements of the letter (the purpose, the recipient, and the form), as he writes narrative texts, explanatory texts, persuasive texts, or descriptive texts. Uses personification, rhetorical imaging, paradox, and other tools in writing. Organizes the ideas and evidence in coherent and convincing form, which expresses deep thinking on the subject and supports that with proof and persuasive examples. Uses the language in bright and vibrant. Drafts a simple research paper and applies the basic steps to do so. (He may employ the topics assigned in other subjects for drafting the paper), develops his research by asking clear and precise questions about the subject, and applying several strategies of research (the oral history, meetings, experiences, electronic sources, and studying the case). Applies the techniques of revision and evaluation on texts produced by him.

Speaking: The learners show their ability in conversation such as fluency, confidence, organizing the ideas, clarity, and using the paralleled elements of the language including tuning, accent, gesture, and allusion ..., as well as participating effectively in official presentations such as speeches, public discussions, and debates, moreover to use conversation skill for various purposes as asking questions, exchanging information, re-formatting the audible texts, or narration of a story and providing different presentations

Listening: The learners listen to the audible texts and show understanding, distinguish, and analyze the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

Term 1 – Topics/ Key Content

قصيدة :
"المثقب العبدى"
(العصر الجاهلي) القصة القصيرة:
"حادثة"
الميزان الصرفي (مراجعة)
الاستجابة الأدبية للقصة (حادثة)
اسم الآلة

Term 1-2-3 - Overarching Key Questions

اللغوية ولماذا هي مهمة؟ المحسنات البلاغية؟ ما هي
متى يكون ما نقوله مختلفاً عما نعنيه؟
كيف تؤثر اختياراتنا المعجمية على الطريقة التي نقدم بها الأفكار؟
لماذا تعتبر القواعد اللغوية مهمة؟
كيف يقدم النص عالماً خيالياً؟ ما هي السمات المشتركة للخيال؟
كيف يستخدم الشاعر الأجهزة اللغوية لإنشاء صوت شعري؟
كيف يتصاعد الوقت/ العاطفة في هذه النص؟





<p>التشبيه التمثيلي نصوص الرأي: مقال: "الاستهتار برهان السأم" كتابة مقال الرأي نص السيرة الذاتية: يوم العيد" يكتب المتعلم نص سيرة ذاتية مكتملة العناصر ب عنوان (ذكرى من أيام الطفولة). مراجعة إعراب الأفعال (الماضي - المضارع) إعرابًا تامًا صحيحًا. اسم التفضيل اختبارات نهاية الفصل الدراسي الأول اختبار مهاري لمهارة القراءة في الفرعين التاليين: مهارة الفهم والاستيعاب (نص خارجي) مهارة قراءة النص الأدبي وتحليله. اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي: مقال الرأي</p>	<p>ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟ ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصًا عن تجاربهم؟ ما الذي يجعل النص فعالاً في الوصول إلى غرضه؟ ما الذي يدفعنا للتواصل من خلال الوسائط الرقمية وغير الرقمية؟ ما الذي يجعل الكتابة تستحق القراءة، ولماذا نفعل ذلك؟ كيف يخلق المؤلف معنى في النص، وما الذي يجعل هذا المعنى صحيحاً؟ ما هي الطرق التي يمكن أن نعبر بها عن أنفسنا عندما لا نعرف لغة الآخرين؟ كيف يمكننا استخدام كتابة القصة، ورواية القصص للمساعدة في حل المشكلات اليومية؟ كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟ كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟ ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟ ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟ ما هي القوالب اللغوية التي تدعم المعنى وتقويه؟ كيف يساعدنا شرح العناصر الأدبية للنص في فهم ما قرأناه؟ كيف يساعدنا طرح الأسئلة والإجابة عليها على فهم الأحداث بشكل أفضل؟ كيف تساعدنا معرفة الغرض من المؤلف على فهم النص بشكل أفضل؟ كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟ كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟ كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟ كيف يتم استخدام اللغة للتلاعب بنا؟ كيف تؤثر اللغة على طريقة تفكيرنا وتصرفنا وإدراكنا للعالم؟ كيف يستخدم المؤلفون موارد اللغة للتأثير على الجمهور؟ ما هي التجارب التي قد تكون دفعت الكاتب لإبداع هذا النص؟ كيف يكشف الأدب عن قيم ثقافة معينة أو فترة زمنية معينة؟ من أين ينبع النص؟ من داخله؟ من داخل القارئ، أو في التفاعل بينهما؟ ما الذي يمكن للقارئ معرفته عن نوايا المؤلف بناءً على قراءة النص فقط؟ ما هي الأسئلة والصراعات الدائمة التي واجهت الكاتب (وثقافه) منذ مئات السنين وما زالت صالحة حتى اليوم؟ هل هناك موضوعات عالمية في الأدب، أي موضوعات تهم جميع الثقافات والمجتمعات؟ ما هو الغرض من: الخيال العلمي؟ هجاء؟ الروايات التاريخية...؟</p>
<p>Term 2 – Topics/ Key Content بحث مطول (شعراء المهجر) قصيدة الطين استجابة أدبية للقصيدة (الطين) نص استماع تص إقناعي أفعال المقاربة والشروع موشح جادك الغي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية المطالعة والأدب الإملاء والنحو الكتابة الإبداعية (النص الإقناعي) التحدث والاستماع</p>	
<p>Term 3 – Topics/ Key Content محمود درويش إلى أمي شعر التفعيلة الموسيقى في العلم الإعلانات التلفزيونية الغرافين مادة المستقبل استجابة أدبية تأملية الجر والإضافة- التوابع حتى آخر رمق الاستعارات استجابة أدبية</p>	
<p>Assessment Overview and Format: Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p>	<p>Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Homework will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities.</p>





Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.

Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.





Key Stage 5 Art & Design Curriculum Year 12

Term 1 – Topics/ Key Content The first term is all about skill-building and experimentation. Students will experiment with marking, making, and drawing techniques. They will have experience working in a variety of materials such as textiles and modelling materials. They will also look at ways in which to create sculptures and create work in scale. The theme will be Pattern and Texture with Natural Forms.	Term 1 - Overarching Key Questions How can we manipulate materials for art purposes? What materials work best together? How will you know you have picked the best solutions?
Term 2 – Topics/ Key Content Students will start their Personal Study in which they will create a selection of mini studies, and this will continue from January-to-January next year. Students will need to ensure the topic is one that personally interests them so that they will be able to study the subject in depth. The work will be student led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.	Term 2 - Overarching Key Questions How will you know you have chosen the best personal study for you? What is your personal interest in the topic? What methods will you use? What will make your sketchbook different to that of others? How will you create a path to your Final outcome?
Term 3 – Topics/ Key Content This term will be a continuation of the above with the first development finished and the second being worked towards. The directions would now be very clear. Students should now be thinking about their Art assignment of 4000 words. They must be clear on the direction of this so that they are ready to type this up in the summer holiday.	Course Structure The A Level Art and Design course content is broken down into 2 components: Components 1 Personal Study makes up 60% of the total grade. Component 2 Exam makes up 30% of the total grade. Students will be choosing their own topics for the Personal Study.
Assessment Overview and Format: There will be a continuous assessment through the skill building in term one and in	Links for Home Learning/Extension Resources:





the progress of the Personal Study. These will help monitor the ongoing progress of the students.

Students will complete 3 Outcomes and be assessed on these this year.
Students will not complete their Personal study until January in year 2. At this stage, they will receive their final estimated grade based on internal moderation.

All students must spend 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Showbie group on which all work will be submitted and marked.

All resources will also be stored on this app to guide the students.





Key Stage 5 Biology Curriculum Year 12

We follow the international iAQA specification with exams in January and June.

TERM 1 – UNIT 1	
Textbook Chapters: 1. Biological Molecules 3. Biochemical Reactions in Cells 6. Variation 7. DNA, genes and Chromosomes 8. Protein Synthesis 10. Biodiversity Exam practice and gap filling	Textbook Chapters: 2. Cells and Cell Structure 4. Transport in and out of Cells 5. Gas Exchange 6. Variation 9. Genetic Diversity 10. Biodiversity Exam practice and gap filling
TERM 2 – UNIT 2	
Textbook Chapters: 11. Causes of Disease 13. Human Disease 15. Mass transport systems 18. Populations Exam practice and gap filling	Textbook Chapters: 12. Digestion and Absorption 14. Mammalian Blood 16. Cell Division 18. Populations Exam practice and gap filling
TERM 3 - Revision	
Revision Preparation for Exams	
Assessment Overview and Format: For each topic, students will complete: - exam questions for homework - short end of unit tests Key Assessments will assess all of the content that has been covered before the date of the assessment. They will have the same format as that of the real AS papers.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. The 'Physics and Maths Tutor' website provides exam questions and revision notes: https://www.physicsandmathstutor.com/ iAQA specification: oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)





Key Stage 5 BTEC International Enterprise and Entrepreneurship Year 12

Diploma Programme	Subsidiary Diploma Programme
Term 1 – Topics/ Key Content Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission. Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 22 – Market Research Unit 7 – Business Decision making	Term 1 Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. In the Subsidiary diploma students will have two units to be covered each year, these units will run concurrently throughout Year 12 Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs
Term 2 – Topics/ Key Content Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research	Term 2 - Overarching Key Questions Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs
Term 3 – Topics/ Key Content Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research	Term 3 - Overarching Key Questions Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs
Assessment Overview and Format: Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.	Links for Home Learning/Extension Resources: Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.





Key Stage 5 Business Curriculum Year 12

Term 1 – Topics/ Key Content

In Year 12, students will progress through Units 1 and 2, sitting external examinations in the June exam window.

Unit 1 Marketing & People - This unit enables students to understand how businesses identify opportunities and explore how businesses focus on developing a competitive advantage through interacting with customers.

Unit 2: Managing business activities - This unit enables students to develop an understanding of raising and managing finance and measuring business performance.

Key concepts covered in Term 1 Unit 1:

- Meeting customer needs
- The market
- Marketing mix and strategy

Key aspects covered in Unit 2 in term 1:

- Raising finance
- Financial planning
- Managing finance

Term 1 - Overarching Key Questions

- What is the distinction between mass markets and niche markets and dynamic markets?
- How can businesses use market research information to target market segmentation?
- Analyse supply and demand using YED/PED
- What are the different sources of finance available for growth?
- What are the Legal implications of liability?
- What are the different ways of sales forecasting purpose's and the factors influencing sales forecasts?

Term 2 – Topics/ Key Content

Unit 1 content continues

Key concepts include:

- Managing people
- Entrepreneurs and leaders

Unit 2 content continues

Key concepts include:

- 2.4 Resource management
- 2.5 External influences

Term 2 - Overarching Key Questions

- What are the benefits and limitations of using design mix and how this might change?
- Explain the product life cycle Boston Matrix?
- What is the Importance of motivation theories?
- Can you calculate BEP and explain the limitations of break-even analysis?
- What are the different methods of production?
- Analyse the implications and ways of improving capacity utilisation?

Term 3 – Topics/ Key Content

Units 1 and 2 are concluded with an external examination, Units 3 and 4 are introduced with the remaining curriculum time.

Unit 3: Business decisions and strategy This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts

Term 3 - Overarching Key Questions

- Which Macroeconomic variables affect business success?
- Explain the different areas of businesses affected by legislation?
- How is globalisation impacting the supply chain?





and to take a strategic view of business opportunities and issues. We will work to complete the below.

Unit 4: Global Business.

In this unit students will explore big business, globalisation and multinational companies as well as the impact they have on the modern world.

Unit 3 topic to be explored:

- Business objectives and strategy

Unit 4 topic to be explored:

- Globalisation

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.





Key Stage 5 Chemistry Curriculum Year 12

TERM 1	
3.1 Physical Chemistry 3.1.1 Atomic structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Redox Exam practice and gap filling	3.2 Inorganic Chemistry 3.2.1 Periodicity 3.2.2 Group 2 3.2.3 Group 7 Exam practice and gap filling
Revision Preparation for Exams (unit 1)	
TERM 2	
3.1 Physical Chemistry 3.1.6 Kinetics 3.1.7 Equilibria Exam practice and gap filling	3.3 Organic Chemistry 3.3.1 Introduction to organic chemistry 3.3.2 Alkanes 3.3.3 Halogenoalkanes 3.3.4 Alkenes 3.3.5 Alcohols 3.3.6 Organic Analysis Exam practice and gap filling
TERM 3	
Core Practical Revision Preparation for Exams (unit 2)	
3.2 Inorganic Chemistry 3.2.4 Properties of Period 3 elements and their oxides	3.1 Physical Chemistry 3.1.8 Thermodynamics
Assessment Overview and Format: For each topic, students will complete. - exam question homework - short end of unit quizzes Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes https://www.physicsandmathstutor.com/ AQA https://www.aqa.org.uk/subjects/science/as-and-a-level Chemguide https://www.chemguide.co.uk/





Key Stage 5 Curriculum: BTEC International level 3 Subsidiary Diploma in Information Technology Year 12

Term 1 – Topics/ Key Content UNIT 1 - Information Technology Systems – Strategy, Management and Infrastructure Information technology systems play a significant role in the world around us. They play a key part in almost everything we do. They give individuals and organisations opportunities to access goods, information and services from around the world to an extent not possible before. Having a sound understanding of how to select and use appropriate IT systems will benefit you personally and professionally. Students will explore the relationships between the hardware and software that form an IT system. They will look at the way that systems work individually and together, as well as the relationship between the user and the system. Alongside this, they will examine issues related to the use of IT systems and the impact that they have on organisations and their stakeholders. The students will then explore how IT systems enable organisations to access data, information and users locally and globally	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• How do hardware and software components interact to form an IT system, and what are the key considerations for selecting and using appropriate IT systems effectively?• What are the relationships between individual IT systems and their integration into larger systems, and how do these relationships impact the overall functionality and performance of the systems?• How does the interaction between users and IT systems affect the usability, accessibility, and overall user experience, and what strategies can be employed to enhance these aspects?• What are the key issues and challenges associated with the use of IT systems, and how do these systems impact organizations and their stakeholders in terms of productivity, efficiency, security, and privacy? <p>In what ways do IT systems enable organizations to access, manage, and leverage data, information, and users both locally and globally, and what are the implications of this for organizations in today's interconnected world?</p>
Term 2 & 3 – Topics/ Key Content UNIT 3: Using social media in Business Unit 3 delves into the impact of social media on the ways in which businesses promote their products and services. This is something students may be familiar. The students will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. They will also	Term 2 & 3- Overarching Key Questions <ul style="list-style-type: none">• What are the various social media platforms available for businesses to promote their products and services, and what are the unique features and advantages of each platform?• How does social media impact the traditional methods of business promotion, and what are the key differences and similarities between social media marketing and traditional marketing approaches?





<p>develop a plan to use social media strategies for business purposes to achieve specific aims and objectives.</p>	<ul style="list-style-type: none">• What are the potential challenges and pitfalls businesses may face when using social media for promotional purposes, and how can these challenges be effectively managed or mitigated?• How can businesses develop an effective social media strategy to achieve specific aims and objectives, and what are the key components and considerations in creating such a plan?• What are some successful examples of businesses using social media strategies to promote their products and services, and what lessons can be learned from these examples to inform and optimize future social media marketing efforts?
<p>Assessment Overview and Format:</p> <p>UNIT 1 ASSIGNMENT: Students will be allocated a business and a case study. They will then be asked to implement all the delivered theory into a series of reports for the business.</p> <p>The fundamental goal here is for them to understand how I.T can be used in a personal and a professional capacity, as well as the implications that come with it.</p> <p>UNIT 3 ASSIGNMENT 1: Once again, students will be allocated a business and a case study. They will then be asked to present a presentation which explores the impact of social media on the ways in which businesses promote their products and services.</p> <p>UNIT 3 ASSIGNMENT 2: Following on from the first assignment of this unit (Presentation), the students will be asked to create a social media campaign for a business that will be provided to them in the assignment case study. This social media campaign will consist of them Developing a plan to use social media in a business to meet requirements, and then Implementing that plan into the use of social media in a business.</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• <i>Documentary on Netflix – ‘The Social Dilemma’</i>• The use of it - Business Case Studies <p>The Importance of Information Technology In Business Today - Business 2 Community</p>





Key Stage 5 Curriculum Design & Technology Year 12

Term 1 – Topics/ Key Content

Theory

Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.

Paper 2

Design methods and Processes

Design Theory

How technology and cultural changes can impact on the work of designers

Design processes

Critical Analysis and Evaluation

Selecting appropriate tools, equipment and processes

Accuracy in design and manufacture

Responsible design

Design for manufacture and project management

National and international standards in product design

Project 1: Design movement chair

Students will undertake research into the different design movements and designers they need to know for their exam. They will then choose one of these for inspiration when designing and making a scale model of a chair using timber materials. Students will follow the design process for this project.

Project 2: Mini Plant Pot

Students will advance their design skills during this project explore how to incorporate a theme into their design work. They will develop their computer aided design skills using the online platform Onshape and understand how

Term 1 - Overarching Key Questions

What is an iterative design process?

How have historical design styles, movements and designers influenced current product design and manufacture?

How have socio economic influences and developments in technology shaped product design and manufacture?

What are the social, moral and ethical issues in product design?

What are the stages of a product life cycle?

Why should we test and evaluate products and consider third party feedback?

Why is it important to use correct tools, equipment and process for specific tasks?

How can testing eliminate errors?

How can measuring aids improve quality control?

What is a circular economy?

What is the difference between quality assurance and quality control?

Can you name and explain any national and international standards in product design?

How can historic designs influence current design thinking?

Why is being open-minded important when analysing and interpreting another designers work?

(Agile)

What methods can you use to showcase fluent thinking and originality in your designs?

(Creating)

How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy?

(Realising)

Can you create a sophisticated product from a simple concept?

Why should you develop your initial design idea during the iterative design process?

(Creating)

How can you use resilience to overcome problems you may face during development?

(Hard-working)

Why is planning a significant step before manufacturing a project?

(Analysing)



(Analysing)



Key Stage 5 BTEC Performing Arts Curriculum - Year 12

<p>Term 1 & 2 – Topics/ Key Content</p> <p><u>Module A1 & A3: Exploring Performance Styles & Performing for an Audience</u></p> <p>Students will take part in a range of master classes, workshops, practitioner studies, and technique classes to explore a wide range of performance styles. These workshops and classes are led both by teachers and external, professional practitioners.</p> <p>For their assessment, students then choose two contrasting performance styles to present to an audience.</p> <p><i>*Students will participate in three technique classes a week in the areas of voice, movement and acting.</i></p>	<p>Term 1 - Overarching Key Questions</p> <p><i>How have you been influenced by theatre practitioners in your piece?</i></p> <p><i>How can we develop skills to near professional standards?</i></p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Module F16: Planning a Career in the Industry.</u></p> <p>Unit F allows the students to understand the development of the performing arts industry in relation to 3 specific areas within of performance. They will consider how technological and sociological changes and advancements have had an effect on their chosen specialisms and how they are consumed.</p> <p><u>Unit G18: Personal Project (Diploma Only)</u></p> <p>Students will devise and develop a personal performing arts project around a chosen theme. This unit allows students to consider the planning, organisation and innovation necessary to create a successful performance for an audience. The final completed work could include workshop plans, a performance showreel or a live performance.</p>	<p>Term 3 - Overarching Key Questions</p> <p><i>What different elements of design, performance, and production do you need to consider ensuring your project is a success.</i></p>





<p><i>*Students will participate in three technique classes a week in the areas of voice, movement and acting.</i></p>	
<p>Assessment Overview and Format:</p> <p>Unit A is an assignment that is set by Pearson. It is a practical assignment, followed by a review of the performance and rehearsal process.</p> <p>Unit F16 is a research-based assignment.</p> <p>Unit G18 will include performance and research projects.</p> <p>Students have a choice of how they submit their work whether it is in essay format, presentation, or a vlog.</p>	<p>Links for Home Learning/Extension Resources:</p> <p><i>The Frantic Assembly book of Devising Theatre</i> by Scott Graham</p> <p>https://www.digitaltheatreplus.com/education</p> <p>Stanislavski – An Actor Prepares</p>





Key Stage 5 Economics Curriculum Year 12

Term 1 – Topics/ Key Content <u>Unit 1: Markets in action</u> This unit gives students an introduction to the fundamentals of Microeconomics and examines how the price mechanism allocates resources in local, national and global markets. 1.1 Nature of Economics 1.1 Nature of economics 1.2 How markets work <u>Unit 2: Macroeconomic performance and policy</u> This unit gives students insight into the fundamentals of Macroeconomics including national economic performance measures and impacts 2.1 Quantitative methods 2.1 Measures of economic performance 2.2 Aggregate demand (AD) 2.3 Aggregate supply (AS)	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• Can you draw distinction between positive and normative economic statements?• The importance of opportunity costs to economic agents and Scarcity?• Label and the use of production possibility frontiers• Can you distinguish between Specialisation and the division of labour?• Can you explain the different rates of change of real Gross Domestic Product (GDP) as a measure of economic growth?• What is the distinction between unemployment and under-employment?• What are the components of the balance of payments?
Term 2 – Topics/ Key Content <u>Unit 1 continues with:</u> 1.3 Market failure 1.4 Government intervention <u>Unit 2 continues with:</u> 2.4 National income 2.6 Macroeconomic objectives and policies	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• What are the reasons why consumers may not behave rationally?• Can you analyse supply and demand curves with the concept of diminishing marginal utility?• Explain the significance of elasticities of demand to firms and government?• Can you analyse the main influences on government expenditure?• Can you distinguish between aggregate supply and demand?• What is the distinction between income and wealth?• Can you assess the limitations of CPI/RPI in measuring the rate of inflation?





<p>Term 3 – Topics/ Key Content</p> <p>In term 3 students sit their Unit 1 and Unit 2 examinations so they will spend some time preparing for these, then begin learning content from Units 3 and 4.</p> <p><u>Unit 3: Business behaviour</u> This unit expands student microeconomic understanding, it deals with the nature of competition between firms is affected by the number and size of market participants. Topic to be covered in Unit 3: Types and sizes of business</p> <p>Unit 4: Developments in the global economy This unit extends student macroeconomic understanding, linking more with global issues and the constraints and opportunities presented by the more interconnected world. Topic to be covered in Unit 4: Causes and effects of globalisation</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Reasons why some firms tend to remain small and why others grow?• What are the reasons for demergers?• What is globalisation and how does it impact different nations?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Economics Curriculum BTEC Enterprise Year 12

Diploma Programme	Subsidiary Diploma Programme
<p>Term 1 – Topics/ Key Content Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.</p> <p>Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 22 – Market Research Unit 7 – Business Decision making</p>	<p>Term 1 Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 12</p> <p>Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Term 2 – Topics/ Key Content</p> <p>Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research</p>	<p>Term 2 - Overarching Key Questions</p> <p>Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Term 3 – Topics/ Key Content</p> <p>Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research</p>	<p>Term 3 - Overarching Key Questions</p> <p>Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 English Language Curriculum Year 12

Term 1 – Topics/ Key Content AS Unit One: Language and Context Section A: Understanding texts <i>Understanding context: audience, purpose, genre, and mode.</i> Students will be introduced to the six frameworks of linguistic study: lexis, grammar, pragmatics, phonetics, graphology, and discourse. This will be done through the study of a range of fiction and non-fiction texts. Pupils will sit a short baseline assessment at the end of this topic. Section B: Directed writing Writing to a specific brief, involving the transformation of some or all of the material in Section A in order to create a new text.	Term 1 - Overarching Key Questions Is individual language use as unique as a fingerprint? What factors affect our language use? What are the linguistic frameworks and why are they important? When is what we say different from what we mean? How do our lexical choices affect the way we present ideas? Why does grammar matter? How do writers use language to create meanings and representations? How have contextual factors influenced the producer's language? What are the similarities and differences between texts? What linguistic terminology can we apply to our analysis?
Term 2 and Term 3 – Topics/ Key Content AS Unit 2: Language and society Section A: Language and social groups: texts <i>Understanding the ways in which people use language to: express identities, construct and maintain relationships, mark group membership, claim power and status, and play and entertain themselves and others.</i> Section B: Language and social groups: writing <i>Developing the skills of academic argument in written language.</i>	Term 2 - Overarching Key Questions To what extent do men speak differently to women? How does your accent affect the way that people view you? Is some language better than others? How does slang change and why do people use slang?
Assessment Overview and Format: Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.	Links for Home Learning/Extension Resources: Students should be revisiting their notes outside of the classroom to consolidate their learning. Furthermore, it is recommended that they engage in wider reading of academic





As the AS course is modular, students can sit the external AS exams in January and June.

journals related to the topics of study using <https://www.jstor.org>





Key Stage 5 English Literature Curriculum Year 12

Term 1 – Topics/ Key Content The course is taught by two teachers who each cover different topics from the specification. Unit 1, Section A: Elizabethan and Jacobean tragedy William Shakespeare – Othello Students will explore the play ‘Othello’, focusing on how Shakespeare uses language, structure and form to present love and relationships. They will also focus on characterisation and how the themes of the play are conveyed. Unit 1, Section B: Later dramatic tragedies Tennessee Williams - A Streetcar Named Desire Students will read and study the play ‘A Streetcar Named Desire’ focusing on how characters are presented. They will look closely at Williams’ writing style and consider what makes it so unique.	Term 1 - Overarching Key Questions How is love presented in ‘Othello’? To what extent is Othello a tragic hero? How does Shakespeare use language, structure and form to present relationships? How has Othello been influenced by its context? How does Williams present characters and their relationships? What methods does he use to present these ideas? How has the play been affected by its context?
Term 2 & 3 –Topics/ Key Content Unit 2, Section A: Prose - F. Scott Fitzgerald - The Great Gatsby Students will study F. Scott Fitzgerald’s ‘The Great Gatsby.’ They will focus, in particular, on Fitzgerald’s language, structure and presentation of key themes; they will also consider how contextual factors may have impacted Fitzgerald’s choices. Unit 2, Section B: Poetry: Seamus Heaney selection Students will read a collection of poems by Seamus Heaney. They will analyse his linguistic choices and evaluate how these choices help to create a strong poetic voice.	Term 2 - Overarching Key Questions How does Fitzgerald present key themes in ‘The Great Gatsby’? To what extent are the relationships in the novel doomed? What point(s) may Fitzgerald be trying to make about 1920s America? How does Heaney use linguistic devices to create a poetic voice? What are the key themes explored by Heaney?
Assessment Overview and Format: Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.	





As the AS course is modular, students can sit the external AS exams in January and June.





Key Stage 5 Geography Curriculum Year 12

Term 1 – Topics/ Key Content <i>Students will study a Core Human Geography and Core Physical Geography unit concurrently. Each unit will have a 6-8-week duration.</i> Core Physical: Geography Hydrology and fluvial geomorphology Core Human: Settlement dynamics	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• What is the drainage basin system?• What are discharge relationships within drainage basins?• Analysing river channel processes and landforms• Investigating human impacts <ul style="list-style-type: none">• Investigating Changes in rural settlements• Analysing Urban trends and issues of urbanization• Analysing the changing structure of urban settlements• How are urban settlements being managed?
Term 2 – Topics/ Key Content Core Human: Population Core Physical Rocks and weathering	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• Investigating Natural increase as a component of population change• Analysing Demographic transition• Investigating Population–resource relationships• How is natural increase managed? <ul style="list-style-type: none">• Investigating Plate tectonics• Investigating weathering and slope processes• What are the human impacts?
Term 3 – Topics/ Key Content Core Human: Migration Core Physical: Atmosphere and weather	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• Investigating Migration as a component of population change• Analysing Internal and International migration• How is international migration managed? <ul style="list-style-type: none">• What are Diurnal and Global energy budgets?





(IA Level unit, to be completed in Year 13)

Advanced Human:
Global Interdependence
Development of International tourism

Advanced Physical:
Hazardous environments

- Investigating Weather processes and phenomena
- What are the human impacts?
- Reasons for, and trends in, the growth of international tourism.
- The impacts of tourism on the environments, societies and economies (local and national) of tourist destinations.
- Carrying capacity and the tourism multiplier effect.
- Recent developments in different types of tourism (including ecotourism).
- Evaluate the life cycle model of tourism.
- The management of a tourist destination - its growth and development, showing the issues of sustainability it faces and evaluating the impacts of tourism on the destination's environment, society and economy
- Analysing Hazards resulting from mass movements
- Analysing Hazards resulting from atmospheric disturbances
- Investigating Sustainable management in hazardous environments

Assessment Overview and Format:

In June students will sit their IAS Level Geography exam. Each unit has an examination of 1 hour and 30 minutes.

Once the examination has been completed, students will continue to follow the IA Level programme.

During the year, students will be assessed informally through discussion, completion of past paper questions, and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.

Links for Home Learning/Extension Resources:

Students will be issued a copy of the Cambridge International Examination IA Level Geography textbook.

This is an essential website, which gives you the specification.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/>

Useful websites for revision and exam practice

www.bbc.co.uk

<https://www.theguardian.com/uk>

<http://www.nationalgeographic.com/>





The school subscribes to two online magazines. Use these resources which are free and you would otherwise have to pay for!

Geographical Magazine

<https://login.exacteditions.com/login.do>

username: r.madaser_wek@gemsedu.com

password: exactly

Wide World Magazine – Hodder

Username 35496140

Password erteach

Centre ID 354961





Key Stage History Curriculum Year 12

Term 1 – Topics/ Key Content

- What was Russia like before 1917?
- What caused the February revolution?
- What changed between February and October?
- Was the October revolution a revolution or a Bolshevik coup d'état?
- How was the revolution consolidated?
- Reds v Whites! Who will win?
- How did the Bolsheviks deal with early economic problems?
- What was the impact of the foreign powers on the Soviet takeover?
- How was Lenin's death used as in the balance of power?
- Who were the candidates to take over from Lenin?
- What was the NEP?
- How did Stalin manipulate governmental and political control?
- What was the Stalinist cult?
- How did Stalin change the countryside?
- What was the impact of Collectivisation?
- What were the problems within industry and how did Stalin change this?
- What were the five-year plans?

Term 1 - Overarching Key Questions

Revolution and Dictatorship: Russia 1917-1953

*This year, both Year 12 and Year 13 will study this Revolution and Dictatorship: Russia, 1917-1953 course. Year 12 will study Stuart Britain and the Crisis of Monarchy 1603-1702 next year. Last year we started with the Stuarts course.

The Rise of Stalin 1917-1929

Stalin's rule 1929-1941

Stalinism: politics and control 1929-1941





<ul style="list-style-type: none">• How effective were the five-year plans?• How did the Stalinist cult develop?• How did Stalin organise the Soviet Union?• What was the role of the NKVD?• How did Stalin purge the Soviet Union?• What was the mysterious case of Sergey Kirov?• What was the Yezhovshchina?• How did Stalin control religion and the Church?• How did Stalin change the lives of women?• How did Stalin change the lives of young men?• How did Stalin change the lives of young people?• How did Leninism and Stalinism compare?• What was Stalin's foreign policy? <p>Was the Nazi-Soviet pact just an agreement to postpone an inevitable conflict?</p>	
<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• What was Operation Barbarossa?• How did Leningrad change the war and change the Soviet Union?• How did Stalin beat Hitler?• How did the economy and agriculture change in the post war world?• What was 'High Stalinism'?• How did the USSR emerge as a world Superpower?• How did Stalin draw an Iron Curtain across Europe?• Why did the Cold War develop between 1945-53?	<p>Term 2 - Overarching Key Questions</p> <p><u>The 'Great Patriotic War' and the emergence of the Soviet Union as a Superpower</u></p>





<ul style="list-style-type: none">• Why do Russians consider the greatest mass murderer in human history as the greatest Russian leader?• How did Lincoln reconstruct America?• What was the reaction of Congress to reconstruction?• What were the 'Black Codes'?• What were the problems faced by Black Americans 1880-1920?• Who were the early Civil Rights pioneers?• How significant was Plessy v Ferguson?• What was the 'Great Migration'?• What did Black Americans get out of World War I?• How did the Great Migration transform American culture?• What was life like in the inter war years?	<p><u>A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968</u></p>
<p>Term 3 – Topics/ Key Content</p> <ul style="list-style-type: none">• What was the Double V campaign?• Did the Civil Rights movement begin with Truman?• How significant was Brown v Board of Topeka?• How planned was the Montgomery Bus Boycott?• How did the federal government intervene 1957-1964?• What was the 1964 Civil Rights Act?• What was the impact of the SNCC and NAACP until 1968?• Who were the heroes of Selma?	<p>Term 3 - Overarching Key Questions</p> <p><u>Coursework on America:</u> Civil Wars to Civil Rights 1863-1968</p>





<ul style="list-style-type: none">• How significant was the Voting Rights Act?• How did Black Power rise?• How and why did Black Americans participate in the Vietnam War? <p>Why was Martin Luther King killed and what was his legacy?</p>	
<p>Assessment Overview and Format:</p> <p>Students complete two key assessments across the year and do essays and source questions that match the format and style that they will experience in the final exams.</p> <p>1) Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of the final mark 2) Revolution and Dictatorship: Russia 1917-1953 = 40% of the final mark 3) A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968 = 20% of the final mark</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All lessons will be on TEAMS. All coursework reading material will be on TEAMS too to be used from when we start the coursework. Also, the library will be stocked with plenty of reading material relating to Stalinist Russia and also the struggle for Black Americans from 1863-1968.</p>





Key Stage 5 Economics Law Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>Unit 1: Legal systems Rule of Law Justice/morality/society/ fault Criminal v civil Parliamentary Law Making Delegated legislation Statutory interpretation Judicial Precedent Civil Courts and process Alternative dispute resolution Criminal Courts and process</p> <p>Unit 2: Actus Reus / Mens Rea Causation Intent Recklessness, Transferred Malice, Contemporaneity rule Theft: Appropriation / Property Theft: Belonging to another / Dishonesty /Intention to deprive / Sentencing Robbery Blackmail: Actus rea, Mens rea, sentencing</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none"> • What is the Rule of Law and how does it impact the way laws are made/enforced? • How are laws made? • How do judges use digression by interpreting laws? • How are cases settled outside of the courtroom? • What are the degrees of mens rea? • How are the elements of theft satisfied? • What is contemporaneity? • How is a robbery distinguished from a theft?
<p>Term 2 – Topics/ Key Content</p> <p>Unit 1 continues with: Criminal Courts and process Police Powers Legal Personnel - judges Legal personnel - sols, bars, legal execs Lay People</p> <p>Unit 2 continues with: Burglary Handling Stolen Goods Making off without payment Criminal Damage Fraud</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none"> • What is the appeals process for criminal/civil courts? • What powers to police have regarding evidence collection? • What are the limits of police powers? • What is the role of juries/magistrates? • What are the key components of burglary? • What is the difference between theft and making off without payment? • What are the key aspects of fraud and how does it differ from Theft?
<p>Term 3 – Topics/ Key Content</p> <p>In term 3 students sit their Unit 1 and Unit 2 examinations so they will spend some time</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none"> • What is a Tort?





preparing for these, then begin learning content from Units 3 and 4.

Unit 3: Business behaviour

Topic to be covered:

Introduction to Tort - civil recap

Duty of Care

Breach of Duty

Damage - Causation and remoteness

Novus Actus Interveniens

Unit 4:

Introduction to Contract

Formation of a contract: Nature of contract /

Offer and Acceptance / Intention /

Consideration / Capacity

- How can you prove negligence? What at the aspects you need to show?

- How do you prove causation (legal and factual) in a civil claim?
- What is remoteness?

- What is a contract?
- What are the key aspects to contract formation?
- What is the key assumption about intending to create legal relations?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding.

Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.





Key Stage 5 Islamic Curriculum Year 12

Term 1 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Ahzab• (Steadfastness to the truth (Ayah 1-8)• Aql and Naql (Reason and Revelation)• Aspects of Prophet's mercifulness• Equity in Islam• Authentic, Good and weak Hadith• The prohibited degree of female relationship.	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• Can you interpret the verses 1-8 of Surah Al Ahzab?• Differentiate between Tawakkul and Tawakul.• What are the rules of Shariah regarding adopted children?• How would you prove the relationship between reason and revelation?• How did Prophet PBUH show mercy to his family, friends and animals?• How would you evaluate the methodology followed by the Prophet PBUH?• How would you differentiate between weak and authentic Hadith?
Term 2 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Ahzab Ayah 28-35• Ethical advice and instructions• The methodology of Islam in family building• Shura (Consultation) in Islam• Financial Contracts in Islam• Source of Islamic Sharia• Abstinence• Planning milestones in the Seerah of Prophet Muhammad PBUH	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• How would you analyse the ethical advises mentioned in Surah Ahzab?• How does Islam emphasise family building?• Can you explain the aspects of care for family in Islam?• Can you explain the sources of Islamic Shariah?• How would you prove the importance of Shura from Qur'an and Hadith?• Would you give evidence from Qur'an and Hadith for the family building in Islam?• Why does Islam emphasize on Shura?• Can you discover the efforts exerted by the UAE in the field of sustainability?• Differentiate between various types of financial contracts in Is• What are the sources of Islamic Shariah?





	<ul style="list-style-type: none">Differentiate between primary and secondary sources of Shariah.
Term 3 – Topics/ Key Content <ul style="list-style-type: none">Surah Al Ahzab (36-48) Allah’s Messenger, the Seal of ProphetsThe Ruling and etiquette specific to the Prophet’s House (Surah Al-Ahzab 49-56)Methodology of Thinking in IslamEquity in Islam	Term 3 - Overarching Key Questions <ul style="list-style-type: none">How would prove that the Prophet Muhammad PBUH is the seal of Prophets?What are the etiquettes of entering the house of Prophet Muhammad PBUH?Why does Islam promote critical thinking?How would you demonstrate the need of commitment to the characteristic of equity in speech and action?How would you explain the following domains of equity?Man being equitable to himselfEquity towards relativesEquity in workEquity in societyDescribe the effect of equity on society.





Key Stage 5 Mathematics Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Pure Mathematics 1</p> <p>Algebra and functions Algebraic expressions: basic algebraic manipulation, indices and surds. Quadratic functions: factorising, solving, graphs and discriminants. Equations: quadratic/linear simultaneous. Inequalities: linear and quadratic (including graphical solutions). Graphs: cubic and reciprocal. Transformations: transforming graphs; $f(x)$ notation.</p> <p>Trigonometry Trigonometric ratios and graphs, and area of a triangle in the form $\frac{1}{2}ab\sin C$. Radians (exact values), arcs and sectors.</p> <p>Coordinate geometry in the (x, y) plane: Straight-line graphs, parallel/perpendicular, length and area problems.</p> <p>Differentiation Definition, differentiating polynomials, second derivatives. Gradients, tangents and normal.</p> <p>Integration Definition as opposite of differentiation, indefinite integrals of x^n.</p>	<p>The path of an object thrown can be modelled using quadratic graphs. Various questions can be posed about the path: When is the object at a certain height? What is the maximum height? Will it clear a wall of a certain height, a certain distance away? Examples which involve calculating areas of shapes with side lengths expressed as surds. Exact solutions for Pythagoras questions is another place where surds occur naturally.</p>
<p>Statistics 1</p> <p>Representation and summary of data Calculation and interpretation of measures of location; Calculation and interpretation of measures of variation; Understand and use coding. Use statistical diagrams for single-variable data to draw simple conclusions and to compare distributions; Understand and identify outliers; Understand and determine skewness.</p> <p>Probability Mutually exclusive events; Independent events. Using set notation for probability; Conditional probability.</p>	<p>The conditions in which a circle and a line intersect can be investigated, with students justifying which will and will not intersect. Investigate finding the equation of a circle given three points on its circumference.</p> <p>Cover questions in which sequences can be used to model a variety of different situations. For example finance, growth models, decay, periodic (tide height for example) etc. Can you tell from the structure of a recurrence relation how it will behave, and the type of sequence it will generate?</p>





<p>Term 2 – Topics/ Key Content</p> <p>Pure Mathematics 2</p> <p>Proof Examples including proof by deduction, proof by exhaustion and disproof by counter-example.</p> <p>Algebra and functions Algebraic division and the factor and the remainder theorems.</p> <p>Coordinate geometry in the (x, y) plane Circles: equation of a circle, geometric problems on a grid.</p> <p>Sequences and series Recurrence and iterations, Arithmetic and geometric sequences and series (proofs of 'sum formulae'), Sigma notation, The binomial expansion.</p> <p>Exponentials and logarithms Exponential functions and the laws of logarithms.</p> <p>Trigonometry Trigonometric identities and equations.</p> <p>Differentiation Maxima and minima.</p> <p>Integration Definite integrals and areas under curves.</p> <p>Statistics 1</p> <p>Correlation and regression Scatter diagrams and least squares linear regression. The product moment correlation coefficient.</p> <p>Discrete random variables Use a discrete probability distribution to model simple situations; Identify the discrete uniform distribution. Mean and variance of discrete probability distributions.</p> <p>The Normal distribution Understand and use the Normal distribution</p>	<p>Term 2 - Overarching Key Questions</p> <p>Students should be able to solve equations such as $\sin(x + 70^\circ) = 0.5$ for $0 < x < 360^\circ$; $3 + 5 \cos 2x = 1$ for $-180^\circ < x < 180^\circ$; and $6\cos 2x + \sin x - 5 = 0$ for $0 < x < 360^\circ$, giving their answers in degrees.</p> <p>Students should be comfortable factorising quadratic trigonometric equations and finding all possible solutions. It should be noted that in some cases only one of the factorisations will give solutions, but in most cases there will be two sets of solutions.</p> <p>Students need to know how to identify when functions are increasing or decreasing. For example, given that $f'(x) = x^2 - 2 + 1/x$, prove that $f(x)$ is an increasing function.</p>
<p>Term 3 – Topics/ Key Content</p> <p>Revision - Pure Mathematics 2 Revision - Statistics 1</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none">• Baseline (When students join in year 12)• Key assessment 1 P1 (End of term 1)• Key assessment 2 P1 (End of term 2)• Key assessment 3 P2 and S1 (End of term 3)	<p>Links for Home Learning/Extension Resources:</p> <p>www.physicsandmathstutor.com www.examsolutions.net</p> <p>Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html</p> <p>Videos and Exam questions sorted by level DrFrost www.drfrostmaths.com/resourceexplorer.php</p> <p>Learning platform and video resources</p> <p>Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com</p>





Key Stage 5 Media Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Media language</u></p> <p><u>Semiotics including Barthes.</u></p> <ul style="list-style-type: none"> • Sign • Signifier • Signified • Icon • Index • Symbol • Denotation • Connotation • Myth • Ideology <p>Students to engage with a number of media products and identify media language use, genre codes, narrative devices in a relatively informal way.</p> <p><u>Genre theory</u></p> <p><u>Narratology</u></p> <p><u>Media representation</u></p> <p>Development of analysis to include representational ideas from Hall and Gauntlett.</p> <p><u>Theories of representation</u></p> <p>Hall's ideas and theories on representation</p> <ul style="list-style-type: none"> • Encoding/decoding <p><u>Theories of identity as summarized by Gauntlett</u></p> <ul style="list-style-type: none"> • Fluidity of identity • Constructed identity • Negotiated identity • Collective identity <p><u>Theories of representation</u></p> <ul style="list-style-type: none"> • Positive and negative stereotypes • Countertypes • Misrepresentation • Selective representation • Dominant ideology • Constructed reality • Audience positioning <p>Hall's ideas and theories on representation</p> <ul style="list-style-type: none"> • Encoding/decoding <p><u>Media effects including Bandura</u></p> <ul style="list-style-type: none"> • Uses and gratifications 	<p>How are the different modes and language associated with different media forms communicate multiple meanings?</p> <p>How are the combination of elements of media language influence meaning?</p> <p>How do audiences respond to and interpret media language?</p> <p>How are events, issues, individuals (including self-representation) and social groups (including social identity) are represented through processes of selection and combination?</p> <p>How are media products encoded by producers using media language?</p> <p>How are products designed to be decoded by the target audience?</p>





<ul style="list-style-type: none">• Hypodermic needle theory• Moral panic• Imitation• Cumulation• Media literacy	How do media producers target, attract, reach, address and potentially construct audiences?
<p><u>Reception theory including Hall</u></p> <ul style="list-style-type: none">• Encoding/decoding• Hegemonic/negotiated/oppositiona	How do audiences use media in different ways, reflecting demographic factors as well as aspects of identity and cultural capital?
<p><u>Media industries</u></p> <p>Processes of production, distribution and circulation by organisations, groups, and individuals in a global context.</p>	
<p><u>Power and media industries as summarised by Curran and Seaton</u></p> <ul style="list-style-type: none">• Regulation• De-regulation• Free market• Media concentration• Public Service Broadcasting (PSB)• Globalisation• Conglomerates• Neo-liberalism• Surveillance• Privacy• Security	How do audience interpretations reflect social, historical and cultural circumstances?
<p><u>Regulation as summarized by Livingstone and Lunt</u></p> <ul style="list-style-type: none">• Public sphere• Governance• Regulation• Public interest/PSB• Media literacy• Power• Value• Transnational culture• Globalisation.	How have the various media industries had to adapt to the changing climate of technology and globalisation?
	The changing social values of society have led to media companies having to change the ways they address their audiences. How do the chosen CSP products reflect this change and



how do they show evidence of social context?

Term 2 - Overarching Key Questions

- How does the Sephora advert position its audience?
- How does the Sephora advert construct a narrative that appeals to its target audience?
- How does the advert attract a range of responses and interpretations?
- How does this advert create desire for the product?

- Sephora – Black is Beauty (online ad)
- Score hair cream print advert *Get what you always wanted* (1970s)

- How does *Score* construct a narrative that appeals to its target audience?
- How and why have audience responses to the narrative to this advert changed over time?
- How does this advert create desire for the product?
- How does the music video genre use intertextuality and hybridity to establish meanings?

Product:



Print: Newspaper - *The Guardian*

This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:

- media industries
- media audiences.

Magazines

This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

GQ magazine, Jan/Feb 2019

Gentlewoman

Social and cultural contexts

Gentlewoman is part of a development in lifestyle and environmental movements of the early twenty first century, which rebrand consumerism as an ethical movement. Its representation of femininity reflects an aspect of the feminist movement which celebrates authenticity and empowerment.

- What is the historically relative and dynamic nature of genre?

- How do music videos serve the needs of media producers?

- How do music videos meet the expectations of audiences?

- How do processes of production and circulation shape the *Daily Mail*?

- What is the specialised and institutionalised nature of media production and circulation?

- What is the impact and effects of technological change including digital convergence and the relationship between the print product and *Mail Online*?

- What is editorial control by owners and the influence of the editor (the effect of individual producers on media industries)?

- The significance of economic factors

- The regulation of the newspaper industry through the Independent Press Standards Organisation (IPSO) Post-





	<p>Leveson debates re Impress, Royal Charter.</p> <ul style="list-style-type: none">• Demographics and Psychographics of target audience• How <i>The Guardian</i> reaches, addresses and positions its audience• How does the content of individual news stories attract the audience?• How and why does the audience interpret news stories in different ways?• How can different responses be linked to aspects of identity and cultural capital? <ul style="list-style-type: none">• Consider the way the front cover creates a narrative about character and lifestyle in order to attract an audience.• How do cover stories create enigma and anticipation for the reader – to be fulfilled by reading on?• Can you apply Structuralism including Lévi-Strauss?• Can you apply Narratology including Todorov?
<p>Term 3 – Topics/ Key Content</p> <p>The NEA briefs will be released on 1 June. The main focus of the second half of this term will be on the NEA.</p> <p>The final half term needs to focus on the application of the theoretical framework using both targeted and in-depth CSPs. Students will need to present their knowledge and</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can you ensure that you are able to apply all theories to the specific AQA CSP products?</p> <p>What is the best way to prepare for each media paper?</p>





understanding in the completion of a mock exam which may include unseen media products

Assessment Overview and Format:

A mock exam to test knowledge and skills.
At the end of each CSP and media concept, there will be written tasks ranging from 500 – 1000 words, which aim to test the written ability of the students.

Links for Home Learning/Extension Resources:

All resources including lesson slides, writing frames, media examples, and the content will be available on Microsoft Teams.

The year textbooks will be made available to all students.





Key Stage 5 Moral Social and Cultural Studies Curriculum Year 12

Term 1 – Topics/ Key Content/Learning Objectives <u>Peace and Conflict Studies</u> <ul style="list-style-type: none">- Explain what conflict is and give an account of different ways of responding when they find themselves in conflict with another person/other people.- Discuss the notion of ‘non-violence’ and its relevance in the contemporary world.- Give an account of the main causes of conflict and war.- Know what criteria to apply to evaluate whether a specific, imminent or ongoing war between states is a ‘just war’ or not. <u>Reflection and Transition</u> <ul style="list-style-type: none">- Confidently self-evaluate in order to recognise their own strengths and areas for development.- Articulate to a range of audiences what their goals and ambitions are and how they hope to achieve them.- Acquire knowledge of a range of different career paths, which will enable them to make informed decisions about their future.- Effectively prepare for an interview and deliver an engaging presentation- Create a record of their achievements as a way of showcasing their skills, knowledge and experience.	Term 1 - Overarching Key Questions <ul style="list-style-type: none">- What is Conflict and How Can Conflicts be Resolved?- How Can We Make Conflict Resolution Work?- What is War and What are the Causes of War?- Is There Such a Thing as a ‘Just War’?- What is the Role of International Organisations in Peacekeeping?- What is the Nature of Peace and Non-violence Traditions? <ul style="list-style-type: none">- What is Meant by the Term ‘Reflection’?- What is Meant by the Terms ‘Goals and Ambitions’?- What are Key Employability Skills: ‘Organisation, Teamwork, and Negotiation’?- What is Meant by the Terms ‘Leadership and Management’?- What is a Good Way to Prepare for an Interview and Deliver a Presentation?- What is the Best Way to Present Your Skills, Knowledge, and Experience?
Term 2 – Topics/ Key Content/Learning Objectives <u>Universal Culture</u> <ul style="list-style-type: none">- Debate the extent to which there is a ‘universal culture’.- Explain some key underpinning concepts of universal culture.- Analyse and discuss the notion of culturally determined moral relativity.- Analyse and evaluate the impact of a range of factors on cultural developments globally. <u>Global Citizenship (Part 1)</u>	Term 2 - Overarching Key Questions <ul style="list-style-type: none">- What Is Meant by the Term ‘Universal Culture’?- What Are the Key Concepts of ‘Universal Culture’?- How Do Values and Ethical Issues Vary from Different Cultural Perspectives?- How Have Global Media, Social Media and Information Communication Technology Affected Different Cultures?- How Have Tourism and Migration Affected Culture Globally?- How Does the UAE Exhibit the Core Values and Beliefs of ‘Universal Culture’ <ul style="list-style-type: none">- What is ‘Citizenship’?





<ul style="list-style-type: none">- Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.- Have a developing sense of belonging to a common humanity, sharing values and responsibilities.- Show empathy, solidarity and respect for differences and diversity.	<ul style="list-style-type: none">- What is 'Global Citizenship'?- What is 'Governance'?- Looking Outward: What is the Significance of Regional Governance Structures?- What is the Significance of Global Governance Structures?- How do International Judicial Structures and Processes Work?- How are We Interconnected Through the 'Global Commons'?
<p>Term 3 – Topics/ Key Content/Lesson Objectives</p> <p><u>Global Citizenship (Part 2)</u></p> <ul style="list-style-type: none">- Know how to participate in, and contribute to, debates on contemporary global issues at local, national, and global levels as informed, engaged, responsible, and responsive global citizens.- Have further insights into the challenges and opportunities of living in an increasingly interconnected and diverse world.- Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives.- Critically reflect on what it means to be a member of the global community and how to respond to common problems and issues. <p><u>Developing a Global Outlook</u></p> <ul style="list-style-type: none">- Develop a 'global outlook' or 'global mindset'.- Become aware of and understand the global, social and political relationships in which they find themselves.- Articulate and enact their rights and responsibilities as inhabitants of an interdependent world.- Critically analyse what changes would be necessary to achieve a just and sustainable world.	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">- What Are the Significant Global Issues of Our Time?- What are the Challenges to Global Citizenship and Peace?- What Does It Mean to be an Empathic, Compassionate, Engaged Global Citizen?- How Can Global Citizens Debate, Make Decisions About and Act to Promote Social Justice- How Can Global Citizens Debate, Make Decisions About and Act to Promote Environmental Justice? <ul style="list-style-type: none">- What Is A 'Global Outlook'?- What Is Meant by 'Becoming a Global Citizen'?- Why Do We Need to Understand Diversity?- Who Are The 'Digital Youth'?- How Do We Participate in a Knowledge Society and Knowledge Economy?- What Is It Meant by 'Working for Common Good'?
<p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will need to prepare at home for their assessments and they can revise the Moral Education</p>





form of multiple choice tests or personal reflections.

curriculum by using their digital notebook and class resources.





Key Stage 5 Music Curriculum Year 12

Term 1 – Topics/ Key Content Exemplar performances will be studied so that the assessment criteria and the expected standard will then become familiar to the students. While studying the exemplar materials, students will note the way the musical elements, techniques and resources are used to interpret and communicate musical ideas with technical control and expression. They should be able to evaluate whether the performance demonstrates control, making expressive use of phrasing and dynamics, appropriate to the style and mood of the piece. What makes a good composition? To focus on the use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding. Schumann, Berlioz and The Beatles - Background and Context	Term 1 - Overarching Key Questions What title would you give to this piece of music? What made you decide on that title? *What other titles could we give it? *Pretend you are inside this piece. What does it feel like?
Term 2 – Topics/ Key Content Selection of the final pieces to be prepared for performance. Preparation for composition to a brief assessing technique Preparatory work for each to begin – which will include: harmonisation; development of melodic ideas; or the use of software to create the remix. The Beatles, Kate Bush, Courtney Pine & Bach - Background and Context	Term 2 - Overarching Key Questions Why do you suppose the composer made this work? What makes you think that? *What other instruments might be appropriate in this ensemble? *Is the composer trying to put across a message with this music?
Term 3 – Topics/ Key Content Students appraise their own performance through their use of articulation, phrasing and dynamics, reflecting on the ways in which they	Term 3 - Overarching Key Questions *What do you think is worth remembering about this work?





<p>can create a successful interpretation of their chosen music.</p> <p>Free composition</p> <p>Preparation for composition to a brief assessing</p> <p>Bach, Vaughan Williams & Physco Background and Context</p>	<p>*What would you do differently if you were to do this piece again? How could you improve it to the next level?</p> <p>*What would you do with this piece if you owned it?</p> <p>*What new techniques and skills have you learned in listening/playing this piece of music?</p>
<p>Assessment Overview and Format:</p> <p>30% Performance Solo Ensemble</p> <p>30% Composition Free Set Brief</p> <p>40% Listening and Appraising</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Explore Wider Listening options for each Area of Study.</p> <p>Practice instruments for 20 minutes per day and alongside private instrumental lessons.</p> <p>Preparation for the performance & composition component is ongoing.</p>





Key Stage 5 Nutrition & food science Curriculum Year 12

Term 1 – Topics/ Key Content AS1: Principles of Nutrition	Term 1 - Overarching Key Questions
Protein	What are the functions of protein? Identify plant, animal and novel sources of protein? What are dispensable and indispensable amino acids, complementary value, biological value? Explain nitrogen balance?
Fat	What are the functions of fat? What are the sources of fat? Explain the structure of fats? What are the effects of blood cholesterol on the following fatty acids -- saturated, mono-unsaturated and polyunsaturated fats? What is the role of essential fatty acids in the diet?
Carbohydrates	What are the functions of carbohydrate? What are the sources of carbohydrate? What is the nutritional significance of the following carbohydrates --? Sugars – intrinsic, extrinsic, non-milk extrinsic sugars Starch Non starch polysaccharides (NSP) What are the effects of different carbohydrates on blood sugar levels? What is glycaemic index and glycaemic loading in relation to carbohydrate absorption?
Vitamins	What is the role of fat soluble and water-soluble vitamins? What are valuable food sources of both these groups? Describe the effects on health deficiencies and excesses of each vitamin? What factors affect bioavailability and absorption of vitamins?
Minerals	What are the respective functions of the different minerals? What are valuable food sources of the various minerals? Describe the effects on health deficiencies and excesses of each major mineral and trace element? What factors affect bioavailability and absorption of major mineral and trace elements?
Water	





Nutrition through life	<p>What are the sources and functions of water and other fluids in the body?</p> <p>What are the nutritional benefits derived from consuming fluids other than water?</p> <p>What factors impact on hydration?</p> <p>What are the effects of dehydrations and water intoxication?</p>
Nutrient requirements	<p>What are the specific nutritional needs and energy requirements for –?</p> <p>Pre- conception, pregnancy and lactation</p> <p>Infants and preschool children</p> <p>School age children and teenagers</p> <p>Adult men and women</p> <p>Older adults and frail elderly</p> <p>How can these specific nutritional needs and energy requirements be met through appropriate food choices?</p> <p>Describe Dietary Reference Values (DRV's) for nutrients and Estimated Average Requirements (EARs) for energy?</p> <p>How can DRV's and EAR's be used to evaluate diets?</p>
Term 2 – Topics/ Key Concepts	
AS2: Diet Lifestyle and Health	
Eating Patterns	<p>What trends in food consumption have led to increased prevalence of diet- related disorders?</p> <p>Discuss the barriers that prevent consumers from making healthy food choices?</p>
Energy and Energy Balance	<p>Why does the body need energy?</p> <p>What factors affect energy expenditure?</p> <p>What is energy balance?</p>
Diet Related Disorders	
Obesity	<p>Define overweight and obesity and describe ways these can be measured?</p> <p>What are the possible reasons for trends in childhood and adult obesity?</p> <p>What possible barriers are there to achieving a healthy weight</p>
Cardiovascular disease	<p>What is cardiovascular disease?</p> <p>What are the non-modifiable and modifiable risk factors?</p>





Cancer	Discuss these factors? Propose and justify dietary and lifestyle recommendations that help to prevent CHD? Define cancer and outline how it can develop? Discuss factors which may influence an individual's cancer risk? Propose and justify dietary and lifestyle recommendations that help to prevent CHD?
Type 2 Diabetes	Define type two diabetes and outline its symptoms? Outline the risk factors for Type 2 Diabetes? Propose and justify dietary and lifestyle recommendations for the management and prevention of Type 2 Diabetes?
Alcohol	What is the relationship between alcohol and obesity, CHD and cancer? Explain how alcohol consumption in pregnancy can affect the baby? Explain the nutritional consequences for adult men and women of excess alcohol consumption?
Physical Activity	What are the current guidelines for physical activity for children and adults? Discuss the health benefits of regular physical activity for children and adults?
Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions
<u>Internal assessment</u> <u>A mini research-based project. On an AS Topic.</u> <u>For example:</u> <u>Antioxidant Supplements: Friend or Foe!</u> In this unit, students submit a report on a research project of their own choice. The report should not exceed 4000 words. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process. In this project, students <ul style="list-style-type: none">• identify and discuss issues associated with their chosen research area;• select and interpret appropriate and relevant information;	What topic will you choose and why? What issues are associated with your chosen area? What information will you research? What type of research will you use? What methods will you use to present findings? What reasoning shall you use to draw conclusions? What recommendations will you make for future study?





- analyse information and judge its relevance to their chosen research area;
- plan and conduct primary research
- present and interpret findings from research they have undertaken;
- draw conclusions using reasoned arguments; and
- make recommendations for future study.

Assessment Overview and Format:

Students will be assessed both formatively and summatively

Verbal feedback will be given to students in the lesson.

The students will be assessed using exam style questions and also a revision workbook with past exam papers will be issued to each student along with revision questions.

Links for Home Learning/Extension Resources:

All students must be spending 3 hrs on Food work either homework / exam questions or keeping up to date with content by revising class theory concepts

Students will be part of the showbie and teams groups where resources will be stored

Students will be encouraged to carry out extra research on topics covered and to relate to everyday menu planning.

Mark schemes will be shared to allow sample answers to be written





Key Stage 5 Photography Curriculum Year 12

Term 1 – Topics/ Key Content The first term is all about skill building and experimentation. Students will experiment with cameras, lenses and editing software. They will experience working with artificial lighting as well as natural. They will also look at ways in which to create narratives through images. The theme will be Shadow and Light.	Term 1 - Overarching Key Questions How can we produce photographs for a purpose? What lenses work best for different scenarios? How will you know you have picked the best settings and lens?
Term 2 – Topics/ Key Content Students will start their Personal Study in which they will create a selection of mini studies and this will continue from January to January next year. Students will need to ensure the topic is one that personally interests them so that they will be able to study the subject in depth. The work will be student led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.	Term 2 - Overarching Key Questions How will you know you have chosen the best personal study for you? What is your personal interest in the topic? What methods will you use? What will make your portfolio different to that of others? How will you create
Term 3 – Topics/ Key Content Project 3 This term will be a continuation of the above with the first development finished and the second being worked towards. The direction would now be very clear. Students should now be thinking about their Art	Term 3 - Overarching Key Questions N/A The A Level Art and Design course content is broken down into 2 components: Component 1: Personal Study makes up 60% of the total grade.





assignment of 4000 words. They must be clear on the direction of this so that they are ready to type it up in the summer holiday.

Component 2: Exam makes up 40% of the total grade.

Students will be choosing their own topics for the Personal Study.

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the Personal Study. These will help monitor ongoing progress of the students.

Students will complete 3 Outcomes and be assessed on these in this year.
Students will not complete their Personal study until January in year 2. At this stage, they will receive their final estimated grade based on internal moderation.

Links for Home Learning/Extension Resources:

All students must be spending 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Teams group on which all work will be submitted and marked. Students will create a digital pdf file of their portfolio which will be updated each half term and stored in Teams.

All resources will also be stored on this app to guide the students.





Key Stage 5 Physics Curriculum Year 12

We follow the international iAQA specification with exams in January and June.

TERM 1	
3.1 Measurements and their errors 3.1.1 SI Units and their prefixes 3.2 Mechanics and materials 3.2.1 Force, energy and momentum Exam practice and gap filling	3.1 Measurements and their errors 3.1.2 Limitation of physical measurement 3.1.3 Estimation of physical quantities 3.2 Particles and Radiation 3.3.1 Particles 3.3.2 Electromagnetic radiation and quantum phenomena Exam practice and gap filling
Revision Preparation for Exams (unit 1)	
TERM 2	
3.5 Waves 3.5.1 Progressive and stationary waves 3.5.2 Refraction, diffraction and interference	3.4 Electricity 3.4.1 Current electricity
TERM 3	
Revision Preparation for Exams (unit 2)	
3.6 Further mechanics and thermal physics 3.6.2 Thermal physics	3.7 Fields and their consequences 3.7.1 Fields
Assessment Overview and Format: For each topic, students will complete. - exam question homework - short end of unit quizzes Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes https://www.physicsandmathstutor.com/iaqa-specification oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)



Key Stage 5 Psychology Curriculum Year 12

Term 1 – Topics/ Key Content

Introduction to A-Level exam terminology and assessment objectives.

Recap of summer pre-reading on psychological approaches and issues and debates

Research methods

- Aims, hypothesis
- Variables
- Sampling
- Experimental methods
- Experimental designs
- Pilot studies
- Ethics
- Types of data
- Descriptive statistics
- Presentation of data: graphs
- Distributions
- Content analysis (A2)
- Reliability (A2)
- Validity (A2)
- Designing psychological investigations (A2)
- Inferential testing: significance, probability, when to use a test (A2)

Psychopathology

- Definitions of abnormality
- Phobias: characteristics, explanations, treatments
- Depression: characteristics, explanations, treatments

Term 1 - Overarching Key Questions

- Why do psychologists conduct research?
- What are the strengths and limitations of research methods?
- What do psychologists need to take into consideration when conducting research?

- What is normal behavior?
- What affects does the labels 'abnormal' and 'mental health' have on individuals?

Term 2 – Topics/ Key Content

Memory

- Multistore model of memory
- Types of long term memory
- Working memory model
- Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion
- Cognitive interview

Social psychology

- Types of and explanations for conformity

Term 2 - Overarching Key Questions

- How is our memory structured?
- Why is some people's memory better than others?
- What factors affect our ability to recall information?

- How do other people affect our behaviour?



- How do children's brains develop?
- What is our brain responsible for?
- How do we know which area controls our behaviour?
- What factors influence our development?
- How do we learn new things?



Key Stage 5 Physical Education A Level Year 12

Term 1 – Topics/ Key Content <u>Anatomy and Physiology</u> <ul style="list-style-type: none">• Cardiovascular System• Respiratory System• Neuromuscular System• Musculoskeletal System	Term 1 – Key words and specific components <ul style="list-style-type: none">• Cardiac Conduction System• Structure of the Heart• Venous Return Mechanisms• Structure of the lungs• Mechanics of breathing• Gaseous exchange• Muscle fibre types• Proprio-muscular facilitation• Types of synovial joints• Types of Muscular contractions• Planes and axis
Term 2 – Topics/ Key Content <u>Skill Acquisition</u> <ul style="list-style-type: none">• Skill Characteristics• Transfer and Practice• Principles and Theories of Learning and Performance	Term 2 – Key words and specific components <ul style="list-style-type: none">• Skill Classifications• Skill Continuums• Transfers of Learning -Positive, Negative, Zero and Bilateral• Methods of Presenting Practice• Types of Practice• Principles of Learning and Learning Theories• Methods of Guidance• Theories of Learning – Behavioural, Social Development Theory, Insight Learning
Term 3 – Topics/ Key Content <u>Sport and Society</u> <ul style="list-style-type: none">• Pre-Industrial Britain (pre-1780)• Industrial and Post-Industrial Britain (1780-1900)• The British Empire• Modern day Britain• Sociology of Sport	Term 3 – Key words and specific components <ul style="list-style-type: none">• Characteristics of Popular Recreation• How did sport reflect society during this time?• Social and cultural factors influence on the development of rational recreation• Industrial Revolution• Urbanisation –• Transport revolution• Communications• Amateurism and Professionalism• Sport and the Media• The Golden Triangle• Social processes and social change





- Inequality
- Social processes and sport
- Barriers to participation





Key Stage 5 Sociology Curriculum Year 12

Term 1 – Topics/ Key Content Teacher 1 : UNIT 1 – Socialisation and Identity Term 2 – Topics/ Key Content UNIT 2- Family	Term 1 - Overarching Key Questions What is the process of learning and socialisation? How does society balance consensus and social control? How does social identity form and change? What is the role of the family? Diversity in family What are the changing roles within family, marriage, and relationships? What are the challenges of the social construct of age?
Teacher 2: Term1-2 UNIT 1 –Research Methods	Term 2 - Overarching Key Questions How is research conducted? What are the theoretical approaches to research and Sociology as a phy? What are the practical, ethical, and theoretical issues of sociological research?
Term 3 – Topics/ Key Content Teacher 1: UNIT 3 Education Teacher 2: UNIT 4 Religion (IA Level unit, to be completed in Year 13)	Term 3 - Overarching Key Questions What are theories about the role of education? What are the functions of religion in society?
Assessment Overview and Format:	Links for Home Learning/Extension Resources:





In June students will sit their IAS Level Sociology exam. Each unit has an examination of 1hour 30 minutes.

Once the examination has been completed, students will continue to follow the IA Level programme and begin the Education and Religion units.

During the year, students will be assessed informally through discussion, completion of past paper questions and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.

Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.

Students are recommended to download a free digital copy of Sociology in Focus

<https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/>

<https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/>

This is an essential website, which gives you the specifications.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/>

Useful websites for revision and exam practice

<https://hecticteachersalevelsociologysite.wordpress.com/>

<http://sociology.org.uk/>

<https://www.tutor2u.net/sociology/reference>

