



2022-23

Key Stage 5

Year 13 Curriculum





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Key Stage 5 Arabic A Curriculum Year 13

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 to support the subjects which they study and read in the other knowledge fields as history, Sociology, psychology, and others, to reach a deep level in their analysing of the texts they read and specify the ideas and the general humanitarian issues which are presented in such texts. Concludes the expressive significances (inspiration). Read and analyse old and modern poetic texts and prose works including stories, plays, and novels which are different in their contents and the issues discussed, as well as write about them 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. Distinguishes 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 a bright and vibrant way. Drafts a simple research paper and applies the basic steps to do so. (They 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 applies 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 participate 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

أنواع النصوص الأدبية (مراجعة)
بحث حول الشاعر المتنبي
قصيدة ارق على ارق
أنواع التشبيه والتشبيه التمثيلي
نص استماع
الميزان الصرفي
استجابة أدبية حول القصيدة

Term 1-2-3 - Overarching Key Questions

كيف نستطيع تحديد نوع النص الذي ندرسه؟
ما أهم أنواع النصوص الأدبية؟
لماذا يجب علينا التنوع في النصوص الأدبية؟ وما أثر ذلك على القارئ؟
لماذا سمي المتنبي بالشاعر الذي قتل نفسه؟
ما أهم الأغراض الشعرية في شعر المتنبي؟
ما الأساليب اللغوية التي استخدمها الشاعر في قصيدة ارق على ارق؟
ما علاقة عنوان القصيدة بمضونها؟



<p>قصة حادثة التحدث نص وصفي سردي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية: الفهم والاستيعاب مهارات النحو والإملاء الكتابة الإبداعية</p>	<p>ما اثر العاطفة على أفكار القصيدة ومضمونها؟ ما معايير الاستماع الناجح؟ ما أهم عناصر عناصر الاستجابة الأدبية التي تجعل الكاتب قادرا على استيفاء جميع الأفكار الموجودة في النص؟ كيف يؤثر موضوع القصة على فكرتها ورسالتها؟ ما أثر السرد والوصف على أحداث القصة وشخصياتها؟ ما المقصود بالشخصية النامية أو الثابتة في العمل القصصي؟ ما أثر الوصف الفني واستخدام القوالب اللغوية المختلفة على النص السردي الوصف؟</p>
<p>Term 2 – Topics/ Key _Content</p>	<p>.....</p>
<p>قصيدة: "جادك الغيث" لسان الدين بن الخطيب (العصر الأندلسي) لبلاغة: يحدد أنواع الاستعارة التي تم استخدامها في النص الشعري و يشرح مواطن الجمال بها.</p>	<p>ما المقصود بفن الموشحات؟ وما أهم الخصائص الادبية التي تميزه عن غيره من فنون الأدب؟ ما نوع الأساليب اللغوية والبلاغية التي وظفها الشاعر للوصول إلى فكرته؟ ما الفرق بين الموشح والشعر الحر؟ ما الفرق بين التشبيه والاستعارة؟ ما الفوائد اللغوية التي يضيفها استخدام الاستعارة في النصوص المختلفة؟ كيف تستطيع توظيف الأفعال المختلفة لزيادة الثروة اللغوية في كتاباتك؟ كيف أستطيع أن أعبر عما بخاطري نستخدم قوالب لغوية متنوعة لإثراء موضوعي وأفكاري؟ ما المقصود بالبحث؟ وما أهم شروطه؟ ما سمات الأسلوب اللغوي والفكري الذي تستخدمه أثناء البحث؟ ما المقصود ببراعة البحوث؟ وما علاقة ذلك بذكر قامة المصادر والمراجع؟</p>
<p>النحو: المتعلم أفعال المقاربة والرجاء والشروع. التحدث: يعرض ما كتبه من استجابة أدبية على أن يكون قادراً على التفاعل مع المتلقي من خلال الإجابة على الأسئلة المطروحة.</p>	<p>كيف أستطيع تحليل شخصيات القصة من خلال لغة السارد عنها؟ ما دور كل من الزمان والمكان في رسم أحداث القصة؟ ما الإيحاءات الدلالية التي استخدمها كاتب القصة لإيصال فكرته؟</p>
<p>الاستماع: يحدد المتعلم أفكار النص المسموع و يحللها، محددًا الفكر و النقاط الرئيسية. كتابة الاستجابة الأدبية للقصيدة كتابة بحث عن العصر الأندلسي و سماته و خصائص الشعر فيه. القصة القصيرة: "السماور"</p>	<p>كيف تستطيع استخدام أسلوب النداء في مهارات اللغة المختلفة؟ ما الفرق بين التشبيه الضمني والتشبيه التمثيلي؟ ما الذي يضيفه النص المعلوماتي من أفكار ومعلومات مباشرة وغير مباشرة بالنسبة إليك؟ برأيك: كيف نضع الرجل المناسب في المكان المناسب حسب فهمك لمقال الحلاق المثقف؟ ما أثر الصدق والأمانة على تصرفاتك اليومية مع من حولك؟</p>
<p>النحو: يتعرف المتعلم النداء. البلاغة: يتعرف المتعلم التشبيه المركب (الضمني).</p>	<p>ما المقصود بالنقد الأدبي؟ ما رأيك بما سمعته من حيث الأفكار واللغة والأسلوب؟</p>
<p>نصوص الرأي: مقال: "الحلاق المثقف"</p>	



ياسر حارب

البلاغة:

يميز المتعلم الأسلوب الإنشائي و الخبري و كيفية استخدامها في كتابة نص الرأي.

النحو:

يتعرف المتعلم البذل.

التحدث:

يعرض المقالة شفويًا مع تحري الموضوعية و الصدق و الأمانة خلال العرض للقضية عارضًا كل الجوانب دون إغفال أي جانب و منظمًا عرضه بشكل متسلسل مبدئيًا رأيه بكل حيادية.

الاستماع:

ينقد النص المسموع (المقالة) من حيث كيفية ارتقاء الكاتب من المقدمة و صولا لذروة الموضوع و ختامًا برؤيته.

يظهر تفاعلا مع النص المسموع (المقالة) عن طريق المناقشة و طرح الأسئلة و أفجابه عليها، مظهرًا فهما للموضوع مستخدمًا اللغة العربية الفصيحة.

الاختبار النهائي للفصل الدراسي الأول في المهارات النتيّة:

الفهم والاستيعاب
المهارات النحوية
المهارات الإملائية
الكتابة الإبداعية
التحدث والاستماع

ما أثر الجمل الفنية الوصفية على وصف المكان؟
ما الأسلوب الذي اعتمد عليه الشاعر للوصول إلى فكرته؟
ما نوع العاطفة التي اعتمد عليها الشاعر للتعبير عن مشاعره؟

ما المقصود بالسيرة الذاتية؟ وكيف يعبر الطالب عن محطات حياته بأسلوب شيق؟

ما المميزات الفنية والفكرية لكاتب فن السيرة الذاتية؟

Term 3 – Topics/ Key Content

نص السيرة الذاتية:

"دارنا الدمشقية"

نزار قباني

نحو و الإملاء:

مراجعة ماسبق دراسته من قواعد نحوية في الفصل الدراسي الثاني

البلاغة:

مراجعة ماسبق دراسته من أساليب بلاغية في الفصل الدراسي الثاني

تحدث:

- يعرض ما كتبه من من سيرة ذاتية على أن يكون قادرًا على التفاعل مع المتلقي من خلال الإجابة على الأسئلة المطروحة.



<p>الاستماع: يحدد المتعلم أفكار النص المسموع و يحللها، محددًا الفكر و النقاط الرئيسية نص سيرة ذاتية مكتملة العناصر اختبارات نهاية الفصل الدراسي الثالث في المهارات الآتية: الفهم والاستيعاب المهارات النحوية المهارات الإملائية التحدث والاستماع الكتابة الإبداعية</p>	
<p>Assessment Overview and Format:</p> <p>Formative assessments include regular and ongoing listening, oral presentations, composition, projects, and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year, and end-of-year exams during the school's Key Assessment cycle.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>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> <p>Encourage your child to read Arabic books, and stories and watch different documentaries in Arabic, then discuss them with them, free reading will be followed by the teacher weekly.</p>



Key Stage 5 Art Curriculum Year 13

Term 1 – Topics/ Key Content Students will continue in term 1 with their Personal Projects. This will form 60% of their final coursework and has been based completely on their own choice of topic. Students will have completed to outcome by September and will now work towards their final outcome. The outcome can be in any form of art of choice. This term will end with a 15 Hours mock Exam.	Term 1 - Overarching Key Questions What will make your exhibition stand out and create interest for the audience? What artists will you use to influence your project direction? What will make your final painting be the best response to the theme? How will you know you have created the best solution?
Term 2 – Topics/ Key Content This term will see the start of the Final Art exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts. Students will need to create a sketchbook of work that will lead to the final 15-hour exam.	Term 2 - Overarching Key Questions How will you interpret the Exam question? What artists style will best show your talent? How will you know you have achieved the best plan for the outcome?
Term 3 – Topics/ Key Content The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition. The course ends 1 st of May.	Final Exhibition After May 28th
Assessment Overview and Format: The Assessment for the Coursework will take place in January against the Exam board Criteria. Students will get feedback every 2 weeks on their progress to their target and will be guided in their coursework. The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an estimated grade but nothing can be	Links for Home Learning/Extension Resources: Students needs to be spending a minimum of 5-6 hours on their homework a week. The homework is set by themselves and monitored by the teacher. The work is not a set task but a continuation of their personal study.



confirmed until results day. The moderators do not give feedback.

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Key Stage 5 Biology Curriculum Year 13

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

TERM 1 – UNIT 3	
Textbook Chapters: 19. Photosynthesis 20. Respiration 23. Inheritance and Selection Exam practice and gap filling	Textbook Chapters: 21. Energy in Ecosystems 22. Nutrient Cycles 23. Inheritance and Selection Exam practice and gap filling
TERM 2 – UNIT 4	
Textbook Chapters: 24. Response to Stimuli 25. Skeletal Muscles 26. Control Systems in Plants Exam practice and gap filling	Textbook Chapters: 27. Homeostasis 28. Control of Transcription and Translation 29. Recombinant DNA Technology Exam practice and gap filling
TERM 3 - Revision	
Revision Preparation for Exams (Units 1,2&3)	
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's 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 Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p>UNIT 6 – Website Development</p> <p>Increasingly, international organisations rely on websites to serve customers and, in some cases, to generate revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative, and desirable is important. As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems. In this unit, students will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, they will reflect on the website design and functionality using a testing and review process</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• <i>How important is a website for a company's potential customers at first glance?</i>• <i>Does a website developer have a hefty task when it comes to big organisations?</i>
<p>Term 2 & 3 – Topics/ Key Content</p> <p>UNIT 11: Cyber Security and Incident Management</p> <p>Our increasing reliance on computer systems and the data they contain makes us vulnerable to attacks from cyber criminals, and to the loss of these systems if there is an accident or a natural disaster. As IT system security is improved, more sophisticated methods of attack are developed, and it is important that organisations have robust plans in place to deal with a cyber security incident before it occurs. All IT professionals require a good understanding of the current threats to systems, how to apply appropriate and effective protection methods and how to</p>	<p>Term 2 & 3- Overarching Key Questions</p> <ul style="list-style-type: none">• <i>How are cyber threats constantly evolving?</i>



manage a cyber security incident. Countries throughout the world are accelerating efforts to address cyber security risks to their public-safety and mission-critical communications networks. In this unit, students will examine the many different types of cyber security attacks, the vulnerabilities that exist in networked systems, and the techniques that can be used to defend an organisation's networked systems. They will investigate the techniques used to assess risks and ways of planning to deal with the results of a cyber security incident and recover systems following an incident. The students will also examine scenarios, carry out risk assessments and prepare protection plans before protecting networked systems. Alongside this, they will examine evidence from cyber security incidents and relevant security documentation, using the evidence to make recommendations for improvement

- *Are we doing enough to keep our businesses up-to-date in order for them to remain protected?*

Assessment Overview and Format:

UNIT 6 ASSIGNMENT: Students will be given a case study that will include business requirements. They will then need to produce designs to meet these requirements and ultimately, produce a website for the intended audience. This will need to be tested for functionality, compatibility, and usability, and then reviewed to evaluate the extent to which the website meets client requirements.

UNIT 11 ASSIGNMENT: Students will be given a case study and based on the theory they have been taught, they will be expected to implement this into understanding cyber security threats, system vulnerabilities, and security protection methods for this business.

Links for Home Learning/Extension Resources:

- [The Importance of Having a Business Website - \(blue16media.com\)](http://blue16media.com)
- [Importance of Website: 9 Great Reasons Why You Need One \(profitworks.ca\)](http://profitworks.ca)
- [Keeping Up With Cyber Security Threats \(maryville.edu\)](http://maryville.edu)
- [Keeping Up with Cybersecurity Framework - BankInfoSecurity](http://BankInfoSecurity)



They will then explore the security implications of networked systems and develop a cyber security protection plan for the specified organization.
Following on from this, they will examine procedures to collect forensic evidence following on from the security incident which will be presented to them.



Key Stage 5 BTEC International Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p>Unit 3: Business decisions and strategy - This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow and develop an understanding of the impact of external influences. The unit also covers the causes and effects of change and how businesses mitigate risk and uncertainty.</p> <p>Key content covered:</p> <ul style="list-style-type: none">3.1 Business objectives and strategy3.2 Business Growth3.3 Decision-making techniques3.4 Influences on business decisions3.5 Assessing competitiveness	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you analyse the development of corporate and functional objectives?• Conflicts between stakeholders and stakeholders and the business• Can you explain strategic decision-making tools such as Ansoff, Porter, Boston Matrix?• What are the problems of growth?• Compare and contrast with mergers and takeovers, and reasons for staying small• Evaluate the uses and limitations of quantitative sales forecasting Times series analysis calculations.• Identify and Evaluate the different decision-making techniques for a business pursuing growth?• Explain the different quantitative measures of HR performance?
<p>Term 2 – Topics/ Key Content</p> <p>Unit 4: Global Business - Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities. In this unit, it is important to note that the impacts of globalisation and global markets covered in 4.3.1 and 4.3.2 will need to be understood in relation to businesses.</p> <p>Key concepts covered;</p> <ul style="list-style-type: none">4.1 Globalisation4.2 Global markets and business expansion4.3 Global Marketing4.4 Global industries and companies	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Explain the different measurements of different economies and economic performance?• Analyse which factors are contributing to increased globalisation?• What are the different threats posed to economies and businesses and reactions to these?• Are Trading bloc opportunities or threats to businesses or a reaction to protectionism between countries?• Explain the Reasons for global mergers or joint ventures?
<p>Term 3 – Topics/ Key Content</p> <p>Unit 4: Global Business - Continue the content of the unit until the exam in May. Key concepts covered;</p> <ul style="list-style-type: none">4.5 Role of the state in the macroeconomic	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the different Strategic choices for different markets?• Can you identify the features of a niche market and how these interact with cultural and social issues?• What are the local impacts versus national impacts of globalisation?
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>



Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used at every week to monitor students' progress and benchmark against examinations. Mini internal exam used in Week 6 of delivery for each unit covering first sections. Internal formal mock exam held at end of unit delivery.

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 13

TERM 1	
3.2 Inorganic Chemistry 3.2.4 Properties of period 3 elements 3.2.5 Transition metals 3.2.6 Reactions of ions in aqueous solutions Exam practice and gap filling	3.1 Physical Chemistry 3.1.8 Thermodynamics 3.1.9 Electrode potentials 3.1.10 Acids and bases Exam practice and gap filling
Close the gap revision EXAMS (unit 1,2&3)	
TERM 2	
3.1 Physical Chemistry 3.1.11 Rate equations 3.1.12 Equilibrium constants (K_p) Exam practice and gap filling	3.3. Organic Chemistry 3.3.7 Optical isomerism 3.3.8 Aldehydes and ketones 3.3.9 Carboxylic acids and derivatives 3.3.10 Aromatic chemistry 3.3.11 Amines 3.3.12 Polymers 3.3.13 Amino acids and proteins 3.3.14 Organic synthesis 3.3.15 NMR Spectroscopy 3.3.16 Chromatography Exam practice and gap filling
Close the gap revision EXAMS (unit 4,5)	
TERM 3	
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 A-level 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 Computing Curriculum Year 13

Term 1 – Topics/ Key Content NEA. Coursework 50 hours.	Term 1 - Overarching Key Questions N/A
Term 2 – Topics/ Key Content 10 Fundamentals of programming 11 Fundamentals of data structures 12 Fundamentals of algorithms 13 Theory of computation 14 Fundamentals of data representation 15 Fundamentals of computer systems 16 Fundamentals of computer organisation and architecture 17 Consequences of uses of computing 18 Fundamentals of communication and networking 19 Fundamentals of databases	Term 2 - Overarching Key Questions When does iteration become more important than selection? How important is it for the USA to monopolize 5G? Does crypto currency still have a future?
Term 3 – Topics/ Key Content 20 Big Data 21 Fundamentals of functional programming 22 Systematic approaches to problem-solving Revision of the previous 5 Terms Examination	Term 3 - Overarching Key Questions Should China be allowed to steal end users' data?
Assessment Overview and Format: 50% On Screen Paper 25% Written examination 25% NEA	Links for Home Learning/Extension Resources: Revision Notes and Videos https://www.physicsandmathstutor.com/computer-science-revision/a-level-aqa/



Key Stage 5 Drama Curriculum Year 13

<p>Acting Technique Class: From September onward.</p> <p>This weekly class allows students to focus on their acting technique, vocal skills, physical skills, breathing techniques and use of space. They will create and perform original pieces as well as explore published plays.</p> <p>Movement Technique Class: From September Onwards</p> <p>Students will focus on movement, stage presence and different forms of dance and physical theatre within this unit of work.</p>	<p>How does breathing help to support the voice when performing?</p> <p>Why is dance and movement important for an actor?</p>
<p>Term 1 & 2 – Topics/ Key Content</p> <p><u>Unit H: Diploma Only: Collaborative Performing Arts Project</u></p> <p>Students will demonstrate technical and interpretive performance skills in a final collaborative project presented to a selected audience.</p> <p><u>Unit A3 Performing for an Audience</u></p> <p>This will be the students’ final major project in the form of a performance to a live audience. This can be original or from a published work and will be heavily influenced from the performance styles studied in year 1 of the course.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Why is collaboration so important in the performing arts industry?</p>
<p>Term 2 & 3 – Topics/ Key Content</p> <p><u>Module F16.2: Planning A Career in the Industry</u></p> <p>This section of the module requires students to have a full understanding of the performing arts business. They will consider the relationships between different roles within the sector. They can present their work in a range of ways.</p>	<p>Term 2 - Overarching Key Questions</p> <p>Why is networking essential to a performer’s success?</p> <p>What future careers do you think will be available for people in years to come within the performing arts industry.</p>



<p>Unit G19: Using Material for Self-Promotion (Diploma Only)</p> <p>Students will be presented with opportunities to delve in to the world of networking. They will collate their work over course into a showreel, create a performers CV and work on audition technique.</p>	<p>Why is networking essential to a performer's success?</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</p> <p>Unit F16 is a research-based assignment, however, it can be submitted as a presentation, a written report, or a vlog, for example.</p> <p>Unit G can be submitted in a range of ways and may include multiple types of media.</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• <i>The Frantic Assembly Book of Devising Theatre</i> by Scott Graham• https://www.digitaltheatreplus.com/education• Stanislavski – An Actor Prepares



Key Stage 5 Drama Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p><u>Unit 3: Business Behaviour</u></p> <p>This unit adds sophistication to the student’s microeconomic understanding, it pushes them to consider the market structures and how the interactions of competitive firms can influence pricing and other behaviours.</p> <ul style="list-style-type: none">• Types and sizes of businesses• Revenue, costs and profits• Market structures and contestability <p>Unit 4: Developments in the global economy</p> <p>This unit develops student understanding of the macroeconomy, building upon the foundations of Unit 2 with more complexity.</p> <ul style="list-style-type: none">• Causes and effects of globalisation• Trade and the global economy• Balance of payments, exchange rates and international competitiveness	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How do market behaviours influence pricing decisions?• How can interventions control monopolies?• Explain the concept of oligopoly markets using a diagram• What is globalisation and how has it impacted the world?• Explain the various accounts in the balance of payments
<p>Term 2 – Topics/ Key Content</p> <p><u>Unit 3 continues with:</u></p> <ul style="list-style-type: none">• Labour markets• Government intervention <p><u>Unit 4 continues with:</u></p> <ul style="list-style-type: none">• Poverty and inequality• Growth and development in developing, emerging and developed economies<ul style="list-style-type: none">• The role of the state in the macroeconomy	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How do labour markets set wages?• How do governments intervene in the labour market?• What are the drawbacks of leaving the labour market to market forces?• What is poverty, what are the causes of poverty and potential solutions?
<p>Term 3 – Topics/ Key Content</p> <p>In term 3 students sit their Unit 3 and Unit 4 examinations so they will spend some time preparing for these</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Which topics are most troubling?• Have you mastered the essay questions?



<p>Priority in this term is to conclude the specification topics from Term 2 and begin a thorough revision programme.</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 are used to stretch students' knowledge and understanding.</p> <p>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 English Language Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p><u>Non-Exam Assessment</u> Students will spend this term working on the coursework element of the course. They will have regular meetings with their coursework advisor to ensure that they are on track with their coursework and receiving regular detailed feedback.</p> <p>Students will need to conduct a language investigation on a topic of their choice and produce a piece of creative writing accompanied by a commentary to justify their language choices.</p> <p>The NEA component accounts for 20% of their final A-level grade.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Key Questions will vary depending on the topic students select for their coursework.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Teacher 1- Child Language Acquisition (CLA)</u> Students will explore different theories about how children learn to speak, read and write. They will then analyse a range of transcripts of children (and often their caregivers), considering which theories can be applied to this transcript.</p> <p><u>Teacher 2- Language Change</u> Students will consider how language has changed over time. They will consider what causes language to change and why language is always evolving. They will study a range of texts from Early Modern English to the present day in order to identify similarities and differences in language.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How do children learn to speak? What is the role of the caregiver in child language acquisition? What do different theorists propose about child language development? Is social interaction essential for language development? To what extent does a given transcript support different theories?</p> <p>Why does language change? What have been the major ways in which language has changed over the past 400 years? How has technology impacted language change?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Revision</p>	<p>Term 3 - Overarching Key Questions</p> <p>What are the features of successful exam responses for all questions over both papers? Which assessment objectives am I being assessed on for each question? How can I ensure I am demonstrating these skills?</p>
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>



Students will be given timed, assessed pieces from each teacher at least once a month.
In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.

Students will be given revision booklets to help them prepare for the examinations.



Key Stage 5 English literature Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p><u>Non-Exam Assessment</u> Pupils will spend this term working on the coursework element of the course. This is an investigation into the presentation of a particular theme in two texts of their choice. They will have regular meetings with their coursework advisor to ensure they are on track with their coursework and receive regular detailed feedback.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Key Questions will vary depending on the topic pupils choose for their coursework.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Teacher 1- Othello</u> 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.</p> <p><u>Teacher 2- A Streetcar Named Desire and unseen prose</u> 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. Students will also study a range of unseen prose extracts, considering how writers present ideas about conflict and modern life in these extracts.</p>	<p>Term 2 - Overarching Key Questions</p> <p>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?</p> <p>How do Williams present characters and their relationships? What methods does he use to present these ideas? How has the play been affected by its context?</p> <p>How do writers of unseen prose texts present their ideas?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Teacher 1- Othello/ Revision</u> Students will finish studying ‘Othello’ and then start revising the Paper 1 content they covered last year.</p> <p><u>Teacher 2- The Great Gatsby/ Revision</u> Students will finish studying ‘The Great Gatsby’ and then start revising the Paper 1 content they covered last year.</p>	<p>Term 3 - Overarching Key Questions</p> <p>What are the features of successful exam responses for all questions over both papers? Which assessment objectives am I being assessed on for each question? How can I ensure I am demonstrating these skills?</p>
<p>Assessment Overview and Format:</p> <p>Students will be given timed, assessed pieces from each teacher at least once a month.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given revision booklets to help them prepare for the examinations.</p>



In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.



Key Stage 5 English literature Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p><u>Stuart Britain and the Crisis of the Monarchy 1603-1702</u></p> <p>Absolutism Challenged: Britain 1603-49</p> <p>Revolution 1629-49</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What was the political nation in 1603?• How important was land ownership?• How did James I rule, what were his characteristics?• What were the main differences between James I and Charles I?• How important were the favourites of James I and Charles I?• How weak were the crown’s finances?• What attempts did James and Charles try to make to reform royal finances?• What religious challenges did the king face?• What was the royal attitude to Parliament?• What were the three resolutions of 1629?• How did the crown and Parliament break down in 1629? <ul style="list-style-type: none">• How big were the divisions of religion?• How did Charles rule? By himself 1629-1640?• Why was there only a short Parliament in 1640?• What was the importance of John Pym?• Why were there divisions in the Long Parliament?• How does the first Civil War break out, what is its outcome?• How does the second Civil War break out, what is its outcome?• How important are the new political and religious groups?• How important is the failure to secure a settlement?
<p>Term 2 – Topics/ Key Content</p> <p><u>Stuart Britain and the Crisis of the Monarchy 1603-1702</u></p> <p>From Republic to restored and limited monarchy 1649-78</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How was the Republic established?• Why did the Rump go to war?• What was the outcome of Charles II invasion at Worcester?• Why was the Rump dissolved?• What was Cromwell’s aim as protector?• How did the Major-Generals come to rule?• How did the Major General’s rule come to an end?• How did the Restoration take place?• What was the emergence of the country and city parties?



<p>The establishment of constitutional monarchy 1678-1702</p>	<ul style="list-style-type: none">• How important were the religious differences at court?• What caused the Exclusion crisis?• How did James attempt to restore Catholicism?• What led to the Glorious Revolution?• How did the Glorious Revolution happen?• What led to the emergence of the Whigs and Tories?• How much religious toleration was there under William III?• How did ministers gain more power under William and Mary?• How significant was the Settlement Act?
<p>Term 3 – Topics/ Key Content</p> <p>Revision of Stuart Britain and the Crisis of Monarchy 1603-1702 and Revolution and Dictatorship: Russia 1917-1953 before the final exams.</p>	<p>Term 3 - Overarching Key Questions</p> <p>N/A</p>
<p>Assessment Overview and Format:</p> <p>We will do essay questions and source questions throughout the year for homework and timed essays in class, using the same format and style as they will receive in the final exam.</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. In addition, the library will be stocked with plenty of reading material relating to Stalinist Russia and Stuart Britain.</p>



Key Stage 5 Islamic Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none">• Surah An Noor (Ayah 1-10)• Protecting society against moral crimes• Surah An Noor (Ayah 11-26)• The Slander against ‘Ā’isha• Extremism• Responsibility in Islam• Allah’s Messenger PBUH and social life• The five purposes of Islamic legislation• Divine laws	<ul style="list-style-type: none">• What is the background of Surah An Noor?• How do crimes damage society?• How does Islam ensure the safety of society against moral crimes?• What are the punishments prescribed in Islam for those who commit adultery?• What are the negative effects of rumours on the individual and society?• What are the causes of extremism exhibited by some people in the modern world?• What strategies would you propose to bring extremist groups back to the mainstream of society?• How would you justify the concept of responsibility in Islam?• How would you prove that the Prophet Muhammad PBUH is the last Prophet of Allah?• What are the events in the Prophet's Biography (Seerah) that demonstrate the keenness of Prophet Muhammad PBUH on building a coherent society?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• Surah An Noor Ayah 27-31 Social media and good conduct• Surah An Noor (Ayah 32-34 Marriage is the Path to chastity)• Creative Thinking in Islam• Prohibited sales• The five purposes of legislation• Globalization• Separation of Spouses	<ul style="list-style-type: none">• How would you infer the rules of social media in the light of verses from Surah An Noor?• How would you prove that marriage is the path to chastity?• How does Islam promote creative thinking among believers?• How would you justify Islamic ruling about certain sales declared unlawful?• What are the five purposes of Shariah?• How understanding the five purposes of Sharia helps scholars to pass judgment regarding certain issues?• What are the positive and negative effects of globalization?• Why did Prophet Muhammad PBUH discourage the act of separation between spouses? (Talaq)• How does divorce affect the individual and society?



<p>Term 3 – Topics/ Key Content</p> <ul style="list-style-type: none">• Surah An Noor Ayah 46-57) <p>Politeness with the Messenger PBUH</p> <ul style="list-style-type: none">• The Islamic Economic System• Observance (Ittiba) and Imitation (Taqlid)• Sheikh Zayed bin Sultan Islam and Knowledge-Economy	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How would you Infer the etiquettes of dealing with the Prophet PBUH in the capacity of a ruler in the light of Ayahs (46-57)• How does the Islamic economic system function compare to other modern economic systems?• Can you analyse Ittiba and Taqleed?• What are the dangers associated with imitation?• Can you explain the vision of Sheikh Zayed bin Sultan to build the Emirati Society?• How would you justify the position of Islam towards the knowledge economy?
<p>Assessment Overview and Format:</p> <p>Students will have 3 key assessments throughout the year.</p> <p>Students will be judged on the following criteria</p> <ul style="list-style-type: none">• Qur'an recitation• Qur'an memorisation• Written Assessment• Home learning/notebooks	<p>Links for Home Learning/Extension Resources:</p> <p>www.islamreligion.com</p> <p>http://harunyahya.com</p> <p>https://scholar.google.ae</p> <p>http://www.sultan.org</p> <p>https://sunnah.com</p> <p>www.awqaf.gov.ae</p> <p>www.quranexplorer.com</p> <p>www.iacad.gov.ae</p> <p>www.quran.com</p>



Key Stage 5 Media Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Music Video</u> <i>Letter to the Free</i> – Common ft Bilal</p> <p>This is a targeted CSP and needs to be studied with reference to two elements of the theoretical framework and all relevant contexts.</p> <p>Product: Music Video – <i>Billie Jean</i> – Michael Jackson Media Language Detailed study of <i>Billie Jean</i> should enable students to demonstrate appreciation and critical understanding of the historical development of music videos and allow for social, cultural and political comparison with contemporary CSPs.</p> <p><u>Newspapers</u> Product: Newspaper <i>the Daily Mail</i> This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none">• media industries• media audiences. <p>Product: Print: Newspaper - <i>The i</i></p> <p>This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none">• media industries• media audiences. <p><u>Radio</u> Product: <i>War of the Worlds</i> (1938) This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none">• media industries• media audiences. <p>Radio – <i>The Surgery</i> (now Radio 1's <i>Life Hacks</i>) This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p>	<ul style="list-style-type: none">• How does the music video genre use intertextuality and hybridity to establish meanings?• 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? <ul style="list-style-type: none">• How do processes of production and circulation shape the <i>Daily Mail</i>?• 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 <i>Mail Online</i>?• 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-Leveson debates re Impress, Royal Charter.• Demographics and Psychographics of target audience• How <i>The i</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">• media industries• media audiences.	
<p>Term 2 – Topics/ Key Content</p> <p>Production of NEA is ongoing throughout the term. The deadline for completion to be set internally by centres. All marks submitted to us by 15 May. Colleges may decide to allocate more lesson time in the week to NEA completion this term</p> <p>Online Product: <i>Teen Vogue</i> website, Facebook page, Twitter feed</p> <p>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.</p> <p>Product: <i>The Voice</i> website</p> <p>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.</p> <p>Exam preparation using targeted and in-depth CSPs to focus on exam skills. Mock Exam and target setting. Revision plans.</p> <p>Production of NEA ongoing throughout term. Deadline for completion to be set internally by centres but ideally to be completed before/just after Easter. All marks submitted by mid-May.</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Representation of particular groups (age, gender, race), construction of a young female identity.• Who is constructing the representation and to what purpose? (Stuart Hall). <p>How are the codes and conventions of a website used in the product?</p> <p>How are these conventions used to influence meaning?</p> <ul style="list-style-type: none">• Who is constructing the representation and to what purpose? (Stuart Hall).• Analysis of the construction and function of stereotypes.• Representation and news values – how do the stories selected construct a particular representation of the world and particular groups and places in it?
<p>Term 3 – Topics/ Key Content</p> <p>Revision of all CSP's</p> <p>Further exam preparation.</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? What is the best way to prepare for each media paper?</p>
<p>Assessment Overview and Format: 70% = 2 Exams, 2 hours each 30% = Coursework</p>	<p>Links for Home Learning/Extension Resources: All lesson resources are on TEAMS and Text books</p>



Key Stage 5 Media Curriculum Year 13

<p>Term 1 – Topics/ Key Content/Learning Objective</p> <p><u>Managing Real-World Finances</u></p> <ul style="list-style-type: none">-Research and demonstrate ways of being smart consumers.-Explain how keeping accurate financial records support good financial management.-Evaluate different forms of borrowing and lending (credit).-Produce an analysis of the pros and cons of different forms of saving and investment.-Apply their understanding of moral responsibility to making sound financial decisions.-Assess and explain to others the consequences of poor financial management.-Demonstrate an understanding of financial systems and the role of government in regulating these systems. <p><u>Ethics in Real Life</u></p> <ul style="list-style-type: none">- Define and discuss the reasons for corrupt and unethical activities and behaviours.-Consider the impact of corrupt and unethical activity.-Identify ways of combating corrupt and unethical activity.-Know how to behave in an ethical and non-corrupt way.–Consider corruption from a global perspective.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">- What Does It Mean to Be a ‘Smart Consumer’?- What are the Main Features of Sound Financial Management?- What Are the Different Forms of Borrowing and Lending?- What Are the Advantages and Disadvantages of Saving and Investment?- What Are the Moral Questions Surrounding Financial Management?- How Does the Financial System Work and What Role Does Government Have in Regulating the Financial System? <ul style="list-style-type: none">- What is Corruption and in What Areas Does It Take Place?- Why Does Corruption Occur?- What is the Impact of Corruption?- What Sort of Unethical Behaviour Exists in Education?- What Types of Unethical Behaviour Exist in the Workplace?- How Can You Promote Ethical and Anti-corruption Behaviour in Yourself and Others?
<p>Term 2 and 3 – Topics/ Key Content</p> <p><u>Living a Moral Life</u></p> <ul style="list-style-type: none">- Introducing the Project- Project Learning Outcomes and How to Achieve Them- Key Information – Deadlines and Timescales- Getting Students Started- Research, Thinking and Skill Development- Teacher Recording Materials- Project Administration	<p>Term 2 and 3 – Moral Education Project</p> <p>This term, students will complete an individual project, which is a requirement of the Moral Education Curriculum. It provides an opportunity, towards the end of their studies, for each student to complete a project that draws together the four pillars of the course, and gives the student an opportunity to display the learning skills they have developed based on the foundations of the Programme.</p>
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>



In term 1, students will have a summative assessment. This may be in the form of keyword tests or short essay-style questions. In Terms 2 and 3 students will conduct project work, which is a requirement of the Moral Education Curriculum.

Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebooks and class resources.



Key Stage 5 Media Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p>Students will continue in term 1 with their Personal Projects. This will form 60% of their final coursework and has been based completely on their own choice of topic. Students will have completed to outcome by September and will now work towards their final outcome. The outcome can be in any form of art of choice. This term will end with a 15 Hours mock Exam.</p>	<p>Term 1 - Overarching Key Questions</p> <p>What will make your exhibition stand out and create interest in the audience? What Photographers will you use to influence your project direction? What will make your final images be the best response to the theme? How will you know you have created the best solution?</p>
<p>Term 2 – Topics/ Key Content</p> <p>This term will see the start of the Photography exam. The theme will come from the exam board and the students will need to work on this individually with no guidance or prompts.</p> <p>Students will need to create a portfolio of work that will lead to the final 15-hour exam.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you interpret the Exam question? What photographic style will best show your talent? How will you know you have achieved the best plan for the outcome?</p>
<p>Term 3 – Topics/ Key Content</p> <p>The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.</p> <p>The course ends 1st of May.</p>	<p>Final Exhibition</p> <p>After May 28th</p>
<p>Assessment Overview and Format:</p> <p>The Assessment for the Coursework will take place in January against the Exam board Criteria.</p> <p>Students will get feedback every 2 weeks on their progress toward their target and will be guided in their coursework.</p> <p>The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an estimated grade but nothing can be</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students needs to be spending a minimum of 5-6 hours on their homework a week.</p> <p>The homework is set by themselves and monitored by the teacher. The work is not a set task but a continuation of their personal study.</p>



confirmed until results day. The moderators do not give feedback.	
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Key Stage 5 Physics Curriculum Year 13

We are following the international iAQA specification with exams in January and June

TERM 1	
3.7 Gravitational fields 3.8 Electric fields & Capacitance 3.10 Magnetic fields Close the gap revision EXAMS (Unit 3)	3.6 Further mechanics and thermal physics 3.6.1 Periodic motion 3.9 Exponential change Close the gap revision EXAMS (Unit 3)
Close the gap revision EXAMS (Unit 1,2 &3)	
TERM 2	
3.12 - Nuclear energy Unit 4/5 revision	3.11 Thermal physics 3.14 Energy stores
TERM 3	
Close the gap revision EXAMS (Unit 4/5)	
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 iA-level 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 13

<p>Term 1 – Topics/ Key Content</p> <p><u>Issues and Debates</u></p> <ul style="list-style-type: none">• Gender and culture• Free will and determinism• The nature-nurture debate• Holism and reductionism• Idiographic and nomothetic approaches• Ethical implications of research <p><u>Relationships</u></p> <ul style="list-style-type: none">• The evolutionary explanations for partner preferences• Factors affecting attraction in romantic relationships• Theories of romantic relationships• Virtual relationships in social media• Para social relationships	<p>Overarching Key Questions</p> <ul style="list-style-type: none">• What issues are there within psychological research?• Which important debates are discussed within psychology?• What implications can psychological research have for its participants, the psychological field, or the wider world? <ul style="list-style-type: none">• What are the different types of relationships?• What influences our relationships?• Why do people stay in / leave relationships?• How are relationships formed online? Are they stronger than those formed in person?• What causes a relationship to breakdown?
<p>Term 2 – Topics/ Key Content</p> <p><u>Stress</u></p> <ul style="list-style-type: none">• The physiology of stress• The role of stress in illness• Sources of stress• Measuring stress• Individual differences in stress• Managing and coping with stress <p><u>Forensic Psychology</u></p> <ul style="list-style-type: none">• Measuring crime• Offender profiling• Explanations of offender behaviour.• Dealing with offender behavior.	<ul style="list-style-type: none">• What is stress?• What causes stress?• How is stress measured?• Can we manage stress? <ul style="list-style-type: none">• Are individuals born criminals?• What factors affect the likeliness of committing crimes?• How can we explain criminal behaviour?• Can criminals be ‘cured’?
<p>Term 3 – Topics/ Key Content</p> <p><u>Exam preparation</u></p> <ul style="list-style-type: none">• Exam practice and consolidation of Year 12 and 13 content.	<p>N/A</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed at the end of each topic area. Homework will focus on the practice of the longer 16-mark question technique.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Link for exam board and earlier exam materials: https://www.aqa.org.uk/subjects/psychology/as-and-a-level</p>



Key assessments will include topics from both Years 12 and 13.

Revision materials and exam practice:

<https://www.tutor2u.net/psychology>

<https://youtu.be/0PokyYvuL7Q>



Key Stage 5 Sociology Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
UNIT 3 – Education	How has social mobility impacted education? What are the influences on the curriculum? How is attainment impacted by ability, class, gender, and ethnicity?
UNIT 4 –Mass Media	What is the global perspective of media? Theoretical approaches to media ownership Impact of new media Media representations Media effects
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
Unit 4 - Religion Religion and social order The influence of religion	What is the role of Religion in society? How does Religion ensure social order? How is Religion a source of social change? What is the secularisation debate? How does religion represent Gender and feminism? What is the role of Religion within postmodernity?
Unit 4 - Globalisation	What are the perspectives on Globalisation? How does globalisation impact identity? Issues of power and politics Inequality and poverty Migration Globalisation and crime



Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions
<p>Consolidation and Revision</p> <p>Assessment Overview and Format:</p> <p>In November, students will get an opportunity to re-sit their AS exam and bank 50% of their final grade.</p> <p>In June 2022, students will sit 2 exams; Paper 3 on Education (1hr 15 minutes) and Paper 4 on Mass Media and Globalisation (1hr 45 minute)</p> <p>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.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.</p> <p>Students are recommended to download a free digital copy of Sociology in Focus</p> <p>https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/</p> <p>https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/</p> <p>This is an essential website, which gives you the specifications.</p> <p>https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/</p> <p>Useful websites for revision and exam practice</p> <p>https://hectichteachersalevelsociologysite.wordpress.com/</p> <p>http://sociology.org.uk/</p> <p>https://www.tutor2u.net/sociology/reference</p>



Key Stage 5 Sport Curriculum Year 13

<p>Term 1 – Topics/Key Content</p> <p>Unit 30: Organizing Events in Sport and Physical Activity</p> <p>Learners explore key opportunities and requirements associated with organising sports and fitness events, producing their own promotional materials and planning and delivering a sports event</p>	<p>In this unit you will:</p> <p>Explore considerations of sport and physical activity events</p> <p>B Plan and promote a sport or physical activity event</p> <p>C Deliver a planned sport or physical activity event.</p>
<p>Term 2 and 3 – Topics/Key Content</p> <p>Unit 1: Health, Wellbeing and Sport</p> <p>Learners will explore the importance of physical activity and wellbeing on different types of participants. This will include investigating physical and mental health and suggesting ways to improve them.</p>	<p>In this unit you will:</p> <p>A Examine the importance of physical activity and sport</p> <p>B Investigate the importance of physical health</p> <p>C Explore mental health and social wellbeing</p> <p>D Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure</p>
<p>Term 1 – Topics/Key Content</p> <p>Unit 35: Practical Sports Performance</p> <p>Learners develop the skills, techniques and tactics of selected sports through active participation in individual or team sports.</p>	<p>In this unit you will:</p> <p>Explore skills, techniques and tactics required in selected sports</p> <p>B Use skills, techniques and tactics in an individual or team sport</p> <p>C Review own performance in an individual or team sport to inform future development.</p>
<p>Term 2 – Topics/Key Content</p> <p>Unit: 34: Sports Development</p> <p>Learners explore the principles of sports development, and the key agencies involved and provide applied examples of current practice</p>	<p>In this unit you will:</p> <p>Examine key concepts in sport development</p> <p>B Explore the key providers of sport development</p> <p>C Investigate sport development in practice</p>



Term 3 – Topics/Key Content

Unit 2: Careers in the Sport and Active Leisure Industry

Learners develop an understanding of careers in the sport and active leisure industry, and skills, knowledge, and behaviours for employment in the industry.

In this unit you will:

A Examine the organisation of the sport and active leisure industry and its provision in your country

B Investigate careers in the sport and active leisure industry

C Explore recruitment processes for a job role in the sport and active leisure industry

Reflect on your own performance in the recruitment process to prepare for a career in the sport and active leisure industry.



Key Stage 5 Technology Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p>During Term 1, students will continue to work on their chosen topic for their NEA. This Design and make tasks should aim to solve a real-world solution and holds no boundaries or framework. Students can choose a problem they face in their day-to-day lives. A problem they notice in their community or a global issue.</p> <p>By now, students should have completed their research and be well into their modeling stage of the NEA, potentially considering how they may manufacture the product.</p> <p>Alongside the NEA Students will be working through the course content and revising for Key Assessments.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How am I using my research to show direction and focus to my design?</p> <p>How am I documenting the work that I am completing for the NEA?</p> <p>How does what I am doing for my NEA link to real-world examples?</p> <p>How can I present my work in a way that it is obvious to the examiner I am hitting all of the success criteria set out by the exam board?</p>
<p>Term 2 – Topics/ Key Content</p> <p>During Term 2, students will aim to complete their NEA. This Design and make tasks should aim to solve a real-world solution and holds no boundaries or framework. Students can choose a problem they face in their day-to-day lives. A problem they notice in their community or a global issue.</p> <p>By now, should be well into their making and consider testing and evaluating the final outcome.</p> <p>Alongside the NEA Students will be working through the course content and revising for Key Assessments.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What does effective revision look like?</p> <p>How can I maximize time and marks during the exam?</p> <p>What are the command words and how do I effectively answer exam questions?</p>
<p>Term 3 – Topics/ Key Content</p> <p>The full focus will be on revision in line with specifications set out by the exam board.</p>	<p>Term 3 – Course Content</p> <p><u>Paper 1 - Technical principles</u> Written exam: 2 hours and 30 minutes (30% of A-level)</p> <p><u>Paper 2 - Designing and making principles</u> Written exam: 1 hour and 30 minutes (20% of A-level)</p>
<p>Assessment Overview and Format:</p> <p><u>NEA – Design a solution to a problem of their choice</u> Substantial Design, Make and Evaluate Task – No Time Limit (50% of A-Level)</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in the lesson as</p>

Paper 1 - Technical principles

Written exam: 2 hours and 30 minutes (30% of A-level)

Paper 2 - Designing and making principles

Written exam: 1 hour and 30 minutes (20% of A-level)

this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasion, this can be related to research for a topic, analysis of a design workpiece, or a skill-building exercise.