

Y13 CURRICULUM all 10 periods	1	2	3	4	5
Art	<p><u>Student Led</u> Experimentation and refinement Research and analysis <u>Teacher Led</u> Personal investigation essay - analysis</p>	<p>Gallery Based Learning Visit from Carmel College Art Foundation Course Experimentation and refinement Reflective recording Research and analysis</p> <p><u>Teacher Led</u> Personal Investigation essay – compare and contrast</p>	<p>Student Led</p> <p>Experimentation and refinement Planning and design Display work Extended final piece Personal investigation – reflective practise.</p>	<p>Student Led</p> <p>Refining coursework</p> <p><b><u>Externally Set Assignment issued by the board 1<sup>st</sup> Feb</u></b></p> <p>Gathering primary source work Research and analysis Experimentation and refinement</p>	<p>Student Led</p> <p>Planning and designing</p> <p><b><u>15 hour exam</u></b></p> <p><b><u>Presenting work for display</u></b></p>
Biology	<p>Topic 5 – photosynthesis reactions; light dependent, light independent, Calvin cycle, chemiosmotic theory, limiting factors and absorption, aerobic and anaerobic respiration; glycolysis, link reaction, Kreb’s cycle, chemiosmotic theory, nutrient cycles, productivity and energy transfer. Practicals involving chromatography, reduction of DCPIP and respiration in yeast.</p>	<p>Topic 6 – stimuli and response; nervous communication, plant responses, receptors, controlling heart rate, neurones, synaptic transmission, muscle structure and contraction. Homeostasis; control of blood glucose, diabetes, osmoregulation and kidney structure. Practicals investigating behavioural responses to stimuli and glucose concentration.</p>	<p>Topic 7 - genetics; monohybrid, multiple allele, codominance, sex-linkage and dihybrid crosses, epistasis and statistical analyses, Hardy-Weinberg Principle, variation, selection, speciation and genetic drift, ecosystems, population size, succession, conservation. Interpretation of evidence and data on conservation. Practicals relating to investigating population size and techniques of estimation. Essay practise.</p>	<p>Topic 8 – Mutations, mutagenic agents, cancer, interpreting cancer data, stem cells, use of stem cells, regulation of protein synthesis, epigenetics, evaluating data on phenotypes. Genome projects, making DNA fragments, amplification, recombinant DNA technology, gene therapy, gene probes, medical diagnosis and genetic fingerprinting. Essay practise.</p>	<p>Audit of mathematical skills, statistics and practical skills. Synoptic practise and more essays.</p>

Chemistry	Physical Chemistry: Electrode potentials and cells, transition metals, variable oxidation states, properties of transition metals, substitution reactions. Rate equations, determination of a rate equation. Organic Chemistry: Optical Isomers.	Physical Chemistry: Shapes of complex ions, formation of coloured ions, catalysts, reactions of ions in aqueous solution, acids and bases, Bronsted-Lowry acid-base equilibria, pH, ionic product of water Kw, weak acids and bases, Ka for weak acids. Organic Chemistry Aldehydes and ketones, carboxylic acids and esters, acylation, aromatic chemistry, bonding, electrophilic substitution, preparation of amines, base properties of amines, nucleophilic properties of amines.	Physical Chemistry: pH curves, titrations and indicators, buffer action. Thermodynamics, Born-Haber cycle, Gibbs free-energy and entropy change. Organic chemistry: Condensation Polymers, biodegradability and disposal of polymers, amino acids, proteins, enzymes, DNA, Anticancer drugs	Inorganic chemistry: Properties of Period 3 and their oxides Physical Chemistry: Equilibrium constant Kp. Organic Chemistry: Organic synthesis, Nuclear magnetic resonance spectroscopy, chromatography	Audit of mathematical skills, calculations, practical skills. Examination preparation.
English Language	<p><b>Paper 2 Language Diversity &amp; Change: Section A Q1&amp;2</b> Language Change</p> <p><b>Paper 1 Language, The Individual and Society: Section B Q4&amp;5</b> Child Language Development (spoken/literacy)</p>	<p><b>Paper 2 Language Diversity &amp; Change: Section A Q1&amp;2</b> Language Change</p> <p><b>Paper 1 Language, The Individual and Society: Section B Q4&amp;5</b> Child Language Development (spoken/literacy)</p>	<p>Personalised response to mock exams</p> <p><b>Paper 2 Language Diversity &amp; Change: Section B Q4</b> Language Discourses (writing)</p> <p><b>Paper 2 Language Diversity &amp; Change: Section A Q1&amp;2</b> Gender/Occupation/Power-recap and build on knowledge/skills</p>	<p><b>Paper 2 Language Diversity &amp; Change: Section B Q3</b> Language Discourses (reading)</p> <p><b>Paper 2 Language Diversity &amp; Change: Section A Q1&amp;2</b> Gender/Occupation/Power-recap and build on knowledge/skills</p>	Focused exam skills and preparation of all components in response to mock exams

English Literature	Component 1: Poetry: Section A John Donne Selected Poems Component 2: Drama Section A King Lear	Component 1: Poetry: Section A John Donne Selected Poems Component 2: Drama Section A King Lear	Revision of component 1: poetry Duffy and Larkin Revision of component 2: drama A Streetcar Named Desire and The Duchess of Malfi Revision of component 3: Unseen	Focused exam skills and preparation of all components in response to mock exams	Focused exam skills and preparation of all components in response to mock exams
French	Film study: "Entre les murs" by Laurent Cantet. Characters analysis + main themes.  Topic: l'immigration et la mixite <ul style="list-style-type: none"> <li>• Histoire de l'immigration</li> <li>• Lois sur l'immigration</li> <li>• Position des partis politiques</li> <li>• Integration des immigrés</li> <li>• racisme</li> </ul>	Book study: "L'etranger" by Albert Camus. Premiere partie  IRP: finalise 2 mns presentation + develop research for conversation  Topic: la criminalite <ul style="list-style-type: none"> <li>• La prison</li> <li>• Alternatives a la prison</li> <li>• La peine de mort</li> </ul>	Book study: "L'etranger" by Albert Camus. Deuxieme partie.  Topic: les greves <ul style="list-style-type: none"> <li>• Les syndicats en France</li> <li>• Les greves SNCF</li> <li>• Les gilets jaunes</li> </ul>	Book study: essays and analysis of the whole book  IRP: finalise key points for conversation and practice  Topic: la politique <ul style="list-style-type: none"> <li>• Les partis politiques</li> <li>• Les Jeunes et la politique</li> <li>• Le vote a 16 ans</li> <li>• L'Europe</li> </ul>	Intense practice for the speaking examination: IRP + photocards  Translation: consolidating key grammar points  Essay writing and revision for both book and film
Geography	<b>POWER AND BORDERS; INDEPENDENT INVESTIGATION</b> What is meant by sovereignty and territorial integrity? What are the contemporary challenges to sovereign state authority? What is the role of global governance in conflict? How effective is global governance of sovereignty and territorial integrity?		<b>EARTH'S LIFE SUPPORT SYSTEMS; GLOBAL MIGRATION</b> How important are water and carbon to life on Earth? How do the water and carbon cycles operate in contrasting locations? How much change occurs over time in the water and carbon cycles? To what extent are the water and carbon cycles linked? What are the contemporary patterns of global migration? Why has migration become increasingly complex? What	Examination preparation, revision, Synopticity, question technique. Submission of Independent Investigation.	

	<p>The independent investigation will consist of a written report which will assess the process of enquiry and investigation. The report must be an independent investigation.</p> <ul style="list-style-type: none"> <li>• the structure and enquiry process</li> <li>• extended writing</li> <li>• innovation in investigating and presenting data</li> <li>• self-directed study</li> <li>• research techniques</li> <li>• making synoptic links between the real world, geographical theory, the learners own research and the specification.</li> </ul>		<p>are the issues associated with unequal flows of global migration?</p>		
<p>German</p>	<p><b>The making of modern Germany: 1989 onwards: Initial and subsequent process of reunification</b> Social and political challenges linked to reunification; the events of autumn 1989</p> <p><b>Diversity and difference: Migration and integration</b> 1. Reasons for migration 2. Factors which make migration/integration easy/difficult</p> <p><b>Goodbye Lenin</b> analysis of characters, relationships, key themes, cinematography, imagery</p> <p><b>Grammar/skills:</b> Translation into German Speaking practice: questions</p>	<p><b>The making of modern Germany: 1989 onwards Social cohesion in present-day Germany</b> Social and community challenges facing contemporary Germany</p> <p><b>Diversity and difference:</b> Cultural identity and marginalisation Reasons for marginalisation Ways to eliminate marginalisation</p> <p><b>Der Vorleser:</b> background and reading the text</p> <p><b>Grammar/skills:</b> Exam practice; summary/assimilation-style questions Research project: guidance and support of research phase of project</p>	<p><b>The making of modern Germany: 1989 onwards: The economic impact of a united Germany</b> The economic advantages and challenges linked to reunification</p> <p><b>Diversity and difference: Discrimination and diversity</b> Life for those who are discriminated against</p> <p><b>Der Vorleser:</b> Reading the text, analysis of scenes</p> <p><b>Grammar/skills: Listening practice</b> Research project: plan and start writing up Speaking: Practise of oral cards (Theme 4)</p>	<p><b>The making of modern Germany: 1989 onwards: Politics</b> Modern German political system and parties Germany and the EU/Europe</p> <p><b>Diversity and difference: Cultural enrichment and celebrating difference</b> The positive aspects of a diverse society</p> <p><b>Der Vorleser:</b> Analysis of scenes, characters and themes</p> <p><b>Grammar/skills:</b> Exam preparation: practice papers/questions, translations</p> <p><b>Research project:</b> completion and practice for oral exam</p> <p><b>Speaking:</b> Oral cards (all themes)</p>	<p><b>Exam preparation</b></p>

	<b>Research Project:</b> choosing topic and how/where to research related information	Speaking: Introduction and practise of oral cards (Theme 3)			
History	Unit 4 Coursework skills including interpretations, referencing, bibliography, research, arguments, looking for supporting evidence.  Unit 3 – Complete Breadth study 1 and Breadth 2 – governance of the localities.  Assessment – Breadth Essay	Unit 4 Coursework – differing interpretations (intentionalists and functionalists), reading and identifying the different interpretations.  Unit 3 – Complete Breadth study 2 & Depth 1 – Challenges to the succession, 1485 – 99  Assessment – Essay writing (depth) and source analysis	Unit 4- Writing answer to coursework question.  Unit 3 – Depth 2: Challenging religious changes, 1533-37 and Depth 3: Kett Rebellion, 1549  Assessment – Essay writing (depth) and source analysis	Unit 4- Writing answer to coursework question.  Unit 3 – Depth 4: The revolt of the Northern Earl, 1569 – 70 and Depth 5: Troublesome Ireland, 1594 – 1603  Assessment – Essay writing (depth) and source analysis	Consolidation and revision of 3 examined units
Maths	<b>Pure:</b> Proof Algebraic and partial fractions Functions and modelling Series and sequences The binomial theorem  <b>Mechanics:</b> Applications of forces Applications of kinematics	<b>Pure:</b> Trigonometry Parametric equations  <b>Mechanics:</b> Further kinematics	<b>Pure:</b> Differentiation Numerical methods  <b>Statistics:</b> The Normal distribution	<b>Pure:</b> Integration Vectors (3D)  <b>Statistics:</b> The Normal distribution	

Music	<p><b>Romantic Piano Music</b> Grieg Nocturne and Norwegian March</p> <p><b>Musical Theatre</b> Oklahoma Composition, Harmony and Counterpoint, Performance Skills and general music theory appraising.</p>	<p><b>The Baroque Period</b> Vivaldi – movement 2 and 3</p> <p><b>Musical Theatre</b> Miss Saigon/Les Miserable Composition, Harmony and Counterpoint, Performance Skills and general music theory appraising.</p>	<p><b>The Baroque Period</b> Bach- movement 2 and 3</p> <p><b>Romantic Piano Music</b> Brahms Intermezzo</p> <p><b>The Classical Period</b> Mozart</p> <p>Revision of <b>Popular Music</b> Composition, Harmony and Counterpoint, Performance Skills and general music theory appraising.</p>	<p><b>Romantic Piano Music</b> Ballad – Chopin and Brahms</p> <p><b>Musical Theatre Revision</b> Composition, Harmony and Counterpoint, Performance Skills and general music theory appraising.</p>	Examination Preparation Skills.
Philosophy and Ethics	Ethics OR DCT – Developing Christian Theology	Philosophy	Revision		
Physics	<p><b>Thermal Physics</b> Kinetic theory Changing state and internal energy Specific heat capacity and latent heat</p> <p><b>Capacitance</b> Capacitors in circuits Energy stored in capacitors Charging and discharging capacitors</p> <p><b>Electric fields</b> Coulomb’s law Uniform electric fields Electric potential and energy</p>	<p><b>Ideal gases</b> Properties of ideal gases Gas laws Ideal gas equation Kinetic energy and temperature</p> <p><b>Particle Physics</b> Alpha particle scattering Hadrons, leptons and quarks Beta decay</p> <p><b>Magnetic fields</b> Charged particles in magnetic fields Electromagnetic induction Faraday’s law and Lenz’s law Transformers</p>	<p><b>Radioactivity</b> Review of GCSE content Nuclear decay equations Modelling radioactive decay Half-life</p> <p><b>Circular motion</b> Angular velocity Centripetal acceleration Centripetal forces</p> <p><b>Gravitational fields</b> Newton’s law of gravitation Gravitational field strength</p>	<p><b>Nuclear Physics</b> Mass-energy Binding energy Nuclear fission and fusion</p> <p><b>Medical imaging</b> X-rays Gamma camera PET scans Ultrasound</p> <p><b>Gravitational fields</b> Kepler’s laws Satellites Gravitational potential Gravitational potential energy</p> <p>Stars Life cycle of stars Hertzsprung-Russell diagram Spectra</p>	<p><b>Oscillations</b> Simple harmonic motion Damping Resonance</p> <p><b>Stars and cosmology</b> Analysing star light Stellar luminosity The Doppler effect Hubble’s law The Big Bang theory Evolution of the Universe</p> <p>Exam preparation for unit 3 and synoptic ideas</p>

Psychology	<p>Biopsychology- The divisions of the nervous system; structure and function of sensory, relay and motor neurons; synaptic transmission; the function of the endocrine system; fight or flight response. RM- review correlations</p> <p>Schizophrenia- Classification of schizophrenia; reliability and validity of diagnosis; biological explanations for schizophrenia; drug therapy. RM- Inferential statistics</p>	<p>Biopsychology- Localisation of function in the brain and hemispheric lateralisation; plasticity and functional recovery of the brain after trauma; ways of studying the brain; biological rhythms.</p> <p>Schizophrenia- Psychological explanations for schizophrenia; psychological therapies for schizophrenia; the interactionist approach in explaining and treating schizophrenia.</p>	<p>Issues and debates- Gender and culture in psychology; free will and determinism; the nature-nurture debate. RM- Science</p> <p>Forensic psychology- Offender profiling; biological explanations of offending behaviour. RM- review all</p>	<p>Issues and debates- Holism and reductionism; idiographic and nomothetic approaches to psychological investigation; ethical implications of research theories and studies including socially sensitive research.</p> <p>Forensic psychology- Psychological explanations of offending behaviour; dealing with offending behaviour.</p>	Revision and exam preparation.
Sociology	Reasons and explanations for inequality within society.	Sociological research methods, positivist and interpretivist debate.	Digital forms of communication, gender / age divide. Ownership and social media exploitation.	Crime and Deviance – official stats, white collar crime, theoretical explanations.	Revision techniques / time based classroom assessment.
Spanish	<p>SC Spain 1936 onwards, the two Spains, post-civil war repercussions, transition.</p> <p>RT Migration and integration, anti-racist</p>	<p>SC Historical memory, how this is reflected in art, cinema and history.</p> <p>RT Casa De Bernarda Alba</p>	<p>SC Discrimination and diversity, equality Preparation for the oral examination.</p> <p>RT</p>	<p>SC Intense Speaking practice and oral cards and examination preparation</p> <p>RT</p>	<p>SC Pans Labyrinth revisited Essay practice for the critical studies paper</p> <p>RT Cultural enrichment and celebrating difference.</p>

	legislation, marginalisation	IRP both teachers  Intensive Oral preparation	Casa de Bernarda Alba and preparation for critical studies component, model essays, plans	Cultural enrichment and celebrating difference.  (Bernarda Alba ongoing)	Exam practice in all skills from all teachers.  Intensive essay writing practice.
BTEC Business Studies	<b>Unit 2 Developing a marketing campaign</b> <b>Learning Aim B</b> – using information to develop the rationale for a marketing campaign <b>Learning Aim C</b> – Planning and developing a marketing campaign	6 Hours of research on Unit 2 Preparation for exam Revision preparation and exam practice  <b>Unit 8 – Recruitment and Selection</b> <b>Learning Aim A</b> – Examine how effective selection and recruitment contributes to business success	Unit 2 examination  <b>Unit 8 – Recruitment and Selection</b> <b>Learning Aim B</b> – Undertake a recruitment activity to demonstrate the process leading to a successful job offer	<b>Learning Aim C</b> – reflect on the recruitment and selection process and your individual performance Completion of Unit 8 - recruitment and selection Assignment	Completion of Unit 8 - recruitment and selection Assignment  Revision for resit of Unit 2 or 3
BTEC Health and Social Care	<b>Unit 2 Working in Health and Social Care</b> <b>Learning Aim A</b> – The roles and responsibilities of people who work in the Health and Social Care sector <b>Learning Aim B</b> - The role and organisation in the health and Social Care sector	<b>Unit 2 Working in Health and Social Care</b> <b>Learning Aim A</b> – The roles and responsibilities of people who work in the Health and Social Care sector <b>Learning Aim B</b> - The role and organisation in the health and Social Care sector <b>Learning Aim C</b> – working with people with specific needs in the health and social care sector	Unit 2 Examination <b>Unit 5 – Meeting Individual Care and Support Needs</b> <b>Learning Aim A</b> – Examine the principles, values and skills which underpin meeting the care and support of individuals <b>Learning Aim B</b> – Examine the ethical issues involved when providing care and support to meet individual needs	<b>Unit 5 – Meeting Individual Care and Support Need</b> <b>Learning Aim C</b> – Investigate the principles behind enabling individuals with care and support needs to overcome challenges <b>Learning Aim D</b> - Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs	<b>Learning Aim D</b> - Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs  Completion of Unit 5 Assignment
BTEC IT					



BTEC Applied Science	<p>Unit 32: Assignment 1 : Crime scene procedures Unit 5: Perceptions of Science Assignment 1: Nature of Science Assignment 2: Science, the media and public perceptions</p>	<p>Unit 32: Assignment 4 Using Biological techniques to analyse evidence Unit 5: Assignment 3 Moral and Ethical issues in Science Assignment 4: Science, commerce &amp; politics</p>	<p>Unit 32: Assignment 3 Using Physical techniques to analyse evidence Unit 20: Assignment 1 &amp; 2: Atomic structure and physical properties of ionising radiation Ultrasound Radiopharmaceuticals</p>	<p>Unit 32: Assignment 4 Using Chemical techniques to analyse evidence Unit 20: Assignment 3 Magnetic resonance imaging</p>	<p>Unit 32 Assignment 5 Writing a summary report of a crime scene, evidence collected &amp; analysed. Unit 20 Assignment 4 Radiation safety and cancer treatment</p>
BTEC Sport	<p><b>Unit 1- Anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• The effects of exercise of the cardiovascular system</li> <li>• Functions of the cardiovascular system</li> <li>• Nervous control of the cardiac cycle</li> <li>• The role of ATP in exercise</li> <li>• The ATP-PC (alactic) system in exercise and sports performance</li> <li>• Lactate system in</li> </ul>	<p><b>Unit 1- Anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• The aerobic system in exercise and sports performance</li> <li>• Adaptations of the energy system to exercise</li> <li>• Additional factors affecting the energy systems</li> <li>• Guided Revision</li> </ul> <p><b>Unit 2- Fitness training and programming for Health, Sport and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Principles of fitness training</li> </ul>	<p><b>Unit 3- Professional Development in the sports Industry (Coursework)</b></p> <ul style="list-style-type: none"> <li>• Undertake a recruitment activity</li> <li>• Reflect on the recruitment and selection process</li> </ul>	<p><b>Unit 1- Anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• Guided revision</li> </ul> <p><b>Unit 2- Fitness training and programming for Health, Sport and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Guided revision</li> </ul>	<p><b>Unit 1- Anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• Guided revision</li> </ul> <p><b>Unit 2- Fitness training and programming for Health, Sport and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Guided revision</li> </ul>

	<p>exercise and sports performance</p> <p><b>Unit 2- Fitness training and programming for Health, Sport and wellbeing</b></p> <ul style="list-style-type: none"> <li>Examining training methods for different components of fitness</li> <li>Training methods for physical and skill related components of fitness</li> </ul>	<p>programme design</p> <ul style="list-style-type: none"> <li>Guided Revision</li> </ul>			
Theatre Studies	Component 2 Devised: Brecht / Frantic Assembly	Component 2 Devised: Brecht / Frantic Assembly			Personalised revision, responding to mock exams.
Media	NEA: planning and preparing	NEA: planning and preparing	Newspapers and Radio: media audiences	Online Media Industries and Representations	Personalised revision, responding to mock exams