



The Polesworth School
ENSURING EXCELLENCE



**Year 12 Core Knowledge
and support guidance**

Autumn/Spring term

For the topics of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as core knowledge and it is our intention that every student secures the core knowledge to make outstanding progress through the curriculum.

We believe that the form in which feedback and assessment takes place must be specifically related to the individual subject therefore subject teachers use a range of strategies to assess students' progress using the core knowledge.

We have included below the subject core knowledge for the topics of learning covered during the autumn term. You can support your son/daughter's progress by regularly discussing the core knowledge with them to help them to remember what they have learnt. To assist you in supporting your son/daughter with any areas for development we have signposted resources and links for each subject below.

Subject	Year 12 Threshold Concepts - Autumn term	How to support students' learning
Art	<ol style="list-style-type: none"> 1. Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. 2. Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops. 3. Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress. 4. Present a personal and meaningful response that realises intentions and, where appropriate, 	<ul style="list-style-type: none"> ● https://www.studentartguide.com/ - A fantastic resource with plenty of tips and tricks to get the best artwork out of your child. Very useful. ● https://www.tate.org.uk/tate-collective?gclid=Cj0KCQiAxbefBhDfARIsAL4XLRrnfBW6hAzCjd3OTYz-BJqnuRQyOmp4R1NMMsQgotlZyokli8gVg4aAkdbEALw_wcB - Premium information in relation to the cutting edge of Arts in the UK. Very good

	<p>makes connections between visual and other elements.</p>	<p>resources for students to research and develop their knowledge of art and artists.</p> <ul style="list-style-type: none"> ● https://www.thetimes.co.uk/?gclid=CjOKCQiAxbefBhDfARIsAL4XLRoFfjHW3zC_62XdybKhpikbNs8z97BKzItaXHUe0rGeoZNF0hdI68aAreTEALw_wcB The Sunday times has a comprehensive look at the world of the arts in their supplements each week. Highly recommended to subscribe. ● https://www.pinterest.co.uk/ An almost infinite resource of visual research.
<p>Business</p>	<ol style="list-style-type: none"> 1. Understand the impact of different leadership styles. 2. Understand the importance of decision making and setting objectives. 3. Calculate and interpret decisions trees. 4. Analyse the impact and power of stakeholder groups on business and share price. 5. Understand the importance of setting operational objectives. 6. Understand how a business improves efficiency and productivity. 	<ul style="list-style-type: none"> ● The full specification for AQA Business Studies can be found at: - <ul style="list-style-type: none"> ○ https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132 ● Past Papers and Mark Schemes can be found at: - <ul style="list-style-type: none"> ○ https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132/assessment-resources ● Useful websites include: - <ul style="list-style-type: none"> ○ https://www.tutor2u.net/busines

	<ol style="list-style-type: none"> 7. Calculate and interpret labour productivity, unit costs, capacity, and capacity utilisation. 8. Understand the importance of capacity and achieving the optimum. 9. Analyse the appropriateness of different methods of improving quality. 10. Understand and recommend the different forms of business ownership (Soletrader, LTD, PLC). 11. Identify factors that influence share prices. 12. Demonstrate understanding of the external factors influencing business costs and demand for a good/service. 13. Calculate the measurement and importance of profit, including revenue (turnover and sales), fixed costs, variable costs and total costs. 14. Analyse the effect of the external environment on costs and demand. 15. Analyse the value of primary and secondary research methods. 16. Calculate and interpret price and income elasticities and the impact on business. 17. Understand the usefulness of market segmentation when targeting the correct market. 	<ul style="list-style-type: none"> ○ https://www.twoteachers.co.uk/ ○ (Registration is required to use this website). Short videos of topic areas are included. ● Registration to a News App is required to keep up to date with national and international news. ● A revision guide is available to purchase from the school shop. ● Any conversations you can have with your child about the business world would be gratefully appreciated. Discussing your own experience at work or why you purchase goods and services will add value to your child's learning outside the classroom.
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	<p>18. Understand decision making tools such as Boston Matrix and Product Life Cycle when positioning products accurately.</p> <p>19. Analyse the most appropriate pricing strategy for a business.</p>	
<p>Classics</p>	<ol style="list-style-type: none"> 1. Demonstrate detailed knowledge and understanding of Roman government and relevant offices. 2. Demonstrate detailed knowledge and understanding of the Cicero's background and early career. 3. Demonstrate detailed knowledge and understanding of Against Verres. 4. Demonstrate detailed knowledge and understanding of Cicero's consulship including the years directly preceding it. 5. Use a range of well selected, accurate and precise information relating to the beliefs and ideas of the Roman Republic. 6. Use a range of well selected, accurate and precise information from Cicero's Against Verres speech. 7. Use a range of well selected, accurate and precise information from Cicero's early letters. 8. Consider a wide range of relevant points. 9. Support points well using historical context. 	<ul style="list-style-type: none"> • Encourage students review and revise content frequently. • Ask students about their 'weekly reviews'. • Ask students about their targets from the learning conversations with their teachers. • Ask about upcoming assessments and homework that has been set and encourage them to contact their teacher if there is an issue. • Encourage students to read. It could be non-fiction, classical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Suggest ways to discover wider reading online or through visits to the school library, the library and/or record offices. • Visit sites/museums/online displays when possible.

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| | <ol style="list-style-type: none">10. Support points well using examples from Against Verres.11. Support points well using Cicero's early letters.12. Produce a clear and sustained line of argument throughout an essay.13. Reach accurate and well substantiated conclusions.14. Understand the literary context of the Iliad, how it was composed and transmitted and whether it was the work of one or more poets.15. Know and understand the structure and plot of the Iliad.16. Know and understand a number of the literary techniques used by Homer including the use of short and extended similes, epithets, speeches, descriptive techniques etc and their effects.17. Know and understand the causes of the Trojan War, according to myth and legend, including the Judgement of Paris.18. Understand and explain the concepts, values and behaviour of a Homeric hero, including the ideas of time (honour), Kleos (fame/reputation), aidos (shame) and geras (war prizes).19. Know about the different characters in the Iliad.20. Understand the characterisation of the major and minor characters in the Iliad. | |
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| | <ol style="list-style-type: none">21. Understand how Homer portrays war in the Iliad.22. Understand what Homer shows about death and mortality.23. Understand the importance of the theme of menis (wrath/anger).24. Understand the importance of the theme of reconciliation in the poem.25. Understand the social, historical and cultural and religious context of the poem.26. Be able to explore the concept of fate in the classical world and understand the power of fate in the poem.27. Know and be able to describe the gods who are important in the poem.28. Understand the role of the immortals and the relationship between mortals and immortals.29. Identify the key interventions of the gods in the Iliad and assess their significance.30. Understand the importance of family and friendship.31. Know and understand the importance of the Greek term xenia (friendship) and its importance in the classical world.32. Know and be able to explain the relationships between men and women, parents and children. | |
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	<p>33. Understand the role played by mortal women in the epic and their position in society.</p> <p>34. Understand the role of slaves and the similarities and differences between free born women and those captured as slaves.</p> <p>35. Know and understand the ways in which the Iliad relates to the historical, social, political, religious and cultural context in which it was written and received.</p> <p>36. Identify ways in which Homer shapes meaning in the Iliad.</p> <p>37. Understand that the Iliad may be interpreted or judged in different ways by different readers or audiences, both classical and modern.</p> <p>38. Respond critically to the Iliad.</p> <p>39. Apply knowledge and understanding to support and evidence judgements made about the Iliad both verbally and in writing.</p> <p>40. Engage with the views and works of other classical scholars.</p>	
<p>Drama</p>	<p>Live</p> <ol style="list-style-type: none"> 1. Know and understand and apply how to read the style and form of a live production. 2. Know and understand and apply how a theatre company structure their work to meet specific aims. 	<ul style="list-style-type: none"> • Students should consult lesson resources, signposted resources, feedback, and their subject Team page. If there are any specific questions, please see the relevant teacher.

3. Analyse how meaning is created through performance techniques and production elements.
4. Know and demonstrate how to choose and describe precise, detailed examples to support key ideas.
5. Know and demonstrate how to structure an analytical and evaluative personal response to a live or recorded production.

OCG

1. Know, understand, and apply the contextual areas of 'OCG'.
2. Know and understand the implications of the style, genre, and form of 'OCG'.
3. Know and understand the plot and sub-plot of 'OCG'.
4. Know and understand the function of the characters in 'OCG'.
5. Demonstrate the ability to analyse the text/scene/character/theme.
6. Demonstrate the ability to interpret a scene/extract/character.
7. Show the ability to provide an interpretation for major characters in 'OCG'.

	<p>'A Servant to Two Masters'</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of Commedia Dell'arte as a theatre style and Goldoni's use of Commedia in 'A Servant to Two Masters'. 2. Understand the Innamorati characters of Beatrice and Clarice and demonstrate this understanding practically and theoretically. 3. Understand the Innamorati characters of Florindo and Silvio and demonstrate this understanding practically and theoretically. 4. Demonstrate how to structure a performer essay showing understanding of character and performance. 5. Understand and demonstrate self-evaluation of own essay work against exam criteria. 6. Demonstrate the ability to analyse the text and reflect on the Commedia Dell'arte influences on the characters and action. 7. Demonstrate an understanding of the various forms of comedy and create imaginative performance ideas for the characters and action. 	
<p>Economics</p>	<ol style="list-style-type: none"> 1. Explain, using examples, the basic economic problem. 2. Effectively analyse supply and demand using appropriate diagrams. 	<ul style="list-style-type: none"> • The full specification for AQA Economics can be found at:- https://www.aqa.org.uk/subjects/ec

3. Calculate and interpret price, income, cross and supply elasticities of demand.
4. Use Production Possibility Diagrams to effectively illustrate different features of the economic problem.
5. Understand the meaning of productivity, specialisation, division of labour and exchange.
6. Distinguish and analyse the impact of short and long run production costs.
7. Analyse the impact of economies and diseconomies of scale.
8. Understand the characteristics of a range of market structures.
9. Explain the main objectives of firms.
10. Explain how markets and prices allocate resources.
11. Understand the meaning the market failure.
12. Analyse the main objectives of government economic policy.
13. Explain the key macroeconomic indicators.
14. Understand how to calculate and interpret index numbers to measure change.
15. Explain the functions of the circular flow of income.
16. Analyse aggregate demand and supply using diagrams.

[conomics/as-and-a-level/economics-7135-7136](https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136)

- Past Papers and Mark Schemes can be found at:-
<https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136/assessment-resources>
- Useful websites include:
<https://www.tutor2u.net/economics>
YouTube Channel

<https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g>
- Registration to a News App is required to keep up to date with national and international news.
- A revision guide is available to purchase from the school shop.
- Any conversations you can have with your child about Economics would be gratefully appreciated. Discussing your own experience of Government regulations, Tax, VAT, Interest rates and the cost of living crises for example will

		add value to your child's learning outside the classroom.
English (Literature)	<ol style="list-style-type: none"> 1. Demonstrating knowledge of texts. 2. Present an effective and sustained argument. 3. Express ideas clearly and with precision. 4. Use references to the text to support an argument. 5. Explore the effects of the form, structure and language of a text. 6. Make reference to analytical methods in work. 7. Understand the importance of the context in which texts were written. 8. Understand the importance of the context in which texts were received. 9. Discuss the relationships between texts. 10. Refer to and analyse different interpretations of texts. 11. Consider how interpretations of texts change over time. 12. Engage with literary criticism and critical theory. 	<p>DIGITAL RESOURCES:</p> <ul style="list-style-type: none"> • MASSOLIT (the school have a subscription- students have been issued login details) • JSTOR.org for critical reading • The British Library • Victorian Web • The English and Media Centre (students have access to E-Mag and the digital archives) • Use Planet eStream to watch adaptations of the set texts <p>BOOKS AND STUDY GUIDES:</p> <ul style="list-style-type: none"> • ZigZag study guides (can be purchased on ParentPay) • Christina Rossetti Selected Poems Revision Guide by Charlotte Unsworth • Hamlet Revision Guide by Charlotte Unsworth

		<ul style="list-style-type: none"> • York Notes Advanced guides for Hamlet, The Duchess of Malfi, Jane Eyre, Sense and Sensibility • Printed copies of E-Mag are available in the Sixth Form Study Centre • Wider reading booklets issued to students by the department • Critical theory/literary criticism booklets issued by the department
<p>Geography</p>	<ol style="list-style-type: none"> 1. Identify the features and characteristics of the littoral zone. 2. Describe how geology affects coastal landscapes. 3. Understand factors that affect coastal recession. 4. Describe and explain how erosion forms coastal landforms. 5. Describe and explain how sediment transport and deposition form coastal landforms. 6. Explain how weathering and mass movement influence coastal landforms and landscapes. 7. Explain how sea-level influences the coast over time. 8. Understand how rapid coastal retreat threatens coastal populations. 9. Evaluate the factors affecting coastal flood risk. 	<ul style="list-style-type: none"> • Keep up to date with current affairs by reading newspapers, watching the news or by downloading Apps such as BBC news. • Watch Geographical documentaries. • Write up class notes to produce a revision guide. • Use your class TEAMS page where you will find lesson PowerPoints and additional resources to support your learning. • Practice exam style questions. https://revisionworld.com/a2-level-level-revision/geography-level-revision/geography-level-past-

10. Describe how coastal flooding and recession impacts communities.
11. Understand how coastlines can be managed.
12. Assess the holistic nature of ICZMs.
13. Define and describe the process of globalisation.
14. Explain the importance of political and economic decision-making in accelerating globalisation.
15. Understand the varying extent of globalisation.
16. Describe and explain how the global shift has created social and environmental winners and losers.
17. Explain the social and environmental consequences of international migration.
18. Investigate the emergence and impact of a global culture based on western ideals.
19. Discuss the impact of globalisation on the development gap.
20. Describe social, political and environmental tensions resulting from rapid globalisation.
21. Explain how ethical and environmental concerns have led to a post-modern push towards localism.
22. Understand the global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.

[papers/edexcel-level-geography-past-papers](#)

- Watch YouTube revision clips such as the ones by 'snap revise'.
- Use revision websites such as <https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/> to support your learning and exam preparation.

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| | <ol style="list-style-type: none">23. Identify and explain the theoretical frameworks that attempt to explain plate movements.24. Understand the physical process that explained the causes of tectonic hazards.25. Evaluate the relationships between hazards, vulnerability, and resilience in contrasting locations in the developed, emerging and developing world.26. Understand what a tectonic hazard profile is and why they are important.27. Explain why the level of development and governance are important in understanding disaster impact, vulnerability and resilience.28. Understand the trends and patterns of tectonic disasters.29. Understand that theoretical frameworks can be used to understand the prediction, impact and management of tectonic hazards.30. Evaluate different mitigation and adaptation strategies and their effectiveness in managing tectonic hazards.31. Identify and understand why population structures and characteristics vary from place to place and over time. | |
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	<p>32. Explain how past and present connections have shaped populations and cultural characteristics of places.</p> <p>33. Explain how urban places are seen differently by different groups because of their lived experience of places and their perception.</p> <p>34. Explain how rural places are seen differently by different groups because of their lived experience of places and their perception.</p> <p>35. Explain the range of ways people evaluate their living spaces.</p> <p>36. Understand that the culture and society is diverse in the UK.</p> <p>37. Identify how economic, social and cultural changes influence segregation over time.</p> <p>38. Explain how tension and conflict can lead to changes in diverse places.</p> <p>39. Describe how demographic issues can be measured.</p> <p>40. Evaluate how change in diverse urban communities can be measured.</p> <p>41. Evaluate how change in diverse rural communities can be measured.</p>	
<p>Government and Politics</p>	<p>1. Government and Politics - Know the features of current systems of representative democracy and direct democracy.</p>	<ul style="list-style-type: none"> • Encourage students review and revise content frequently.

	<ol style="list-style-type: none"> 2. Government and Politics - Assess the similarities and differences between direct democracy and representative democracy. 3. Government and Politics - Form judgments on the different forms of democracy and offer a case for reform. 4. Government and Politics - Recall key milestones in the widening of the franchise in relation to class, gender, ethnicity and age. 5. Government and Politics - Compare how different pressure groups, lobbyists, think tanks and corporations exert influence, and how their methods and influence vary in contemporary politics. 6. Government and Politics - Form a judgement on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective rights may conflict. 7. Government and Politics - Develop case study examples to form evidence in relation to key features of democracy. 8. Government and Politics - Know the different electoral systems - First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV). 	<ul style="list-style-type: none"> • Ask students about their 'weekly reviews'. • Ask students about their targets from the learning conversations with their teachers. • Ask about upcoming assessments and homework that has been set and encourage them to contact their teacher if there is an issue. • Discuss issues in the news and how it links to their course/wider political view. • Encourage students to read. It could be non-fiction, political works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Suggest ways to discover wider reading online or through visits to the school library, the library and/or record offices. • Visit political sites/museums/online displays
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| | <ol style="list-style-type: none">9. Government and Politics - Evaluate the different electoral systems to show the advantages and disadvantages.10. Government and Politics - Judge whether FPTP is a better system in comparison with an alternative voting system.11. Government and Politics - Chart how referendums have been used in the UK and their impact on UK political life since 1997.12. Government and Politics - Compare the case for and against referendums in a representative democracy and form judgments.13. Government and Politics - Evaluate sources to identify inferences that can be used to assess key features of democracy in relation to the question.14. Government and Politics - Defines key terms effectively.15. Government and Politics - Direct arguments within essays and reference both sides of a debate to form a view.16. Government and Politics - Know the functions and features of political parties in the UK's representative democracy.17. Government and Politics - Assess how parties are currently funded and debate the consequences of the current funding system. | |
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| | <ol style="list-style-type: none">18. Government and Politics - Recall the origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs.19. Government and Politics - Compare the impact of other minor political parties and their role in UK politics.20. Government and Politics - Assess the development of a multi-party system and its implications for government.21. Government and Politics - Analyse the various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media.22. Government and Politics - Develop case study examples of Prime Ministers in relation to the powers held by the executive.23. Government and Politics - Understand and apply the features of the UK's constitution to essay questions.24. Government and Politics - Evaluate the key strengths and weaknesses of the UK's constitution. | |
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	25. Government and Politics - Evaluate how effective Parliament is in performing its scrutiny function.	
History	<p>Cold War in Europe</p> <ol style="list-style-type: none"> 1. Understand the situation in and between the USSR and USA prior to the Second World War. 2. Explain the differences between Communism and Capitalism. 3. Know the situation over the Second Front. 4. Understand the changes between the conferences. 5. Use the differences between the Grand Alliance over the conferences and Second Front to judge the reasons for disagreement. 6. Assess the reasons for, methods of and impact of the liberation of East and West. 7. Know the changes in leadership in the different members of the Grand Alliance. 8. Assess the reasons for and impact of the Iron Curtain Speech. 9. Compare the imposition of Communism across European states. 10. Evaluate the significance of Truman Doctrine and Marshall Aid. 11. Analyse the key developments over Germany until 1953. 	<ul style="list-style-type: none"> • Encourage your son/daughter to review and revise content. • Ask them about their ‘weekly reviews’. • Ask about their targets from the learning conversations with students. • Ask about upcoming assessments and homework that has been set. • Ask them to show them how they are organising their work and if they are up to date with their notes. • Talk about History at home around topics being studied and more generally. • Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Suggest ways to discover wider reading online or through visits to the school library, the library and/or record offices. • Visit sites/museums/online displays when possible.

12. Explain the changes of approach taken by the USSR following the death of Stalin and the implications across Eastern Europe.
13. Assess the significance of the events of 1956.
14. Describe the way the arms race developed in an atomic age.
15. Recall the chronological phases of change in the early stages of the Cold War.
16. Compare two events or themes to form judgments on the development of tension.
17. Understand the reasons for development and reduction in tension.

England 1199 to 1272

1. Describe the Angevin rule up to 1199.
2. Explain the claims to the throne of John and Arthur.
3. Give reasons for the outbreak of war with France in 1199.
4. Give reasons why John was able to secure the Angevin inheritance.
5. Describe the features of the Treaty of le Goulet.
6. Explain the reasons for the outbreak of war in 1202 (how did John's marriage lead to the outbreak of war?).

	<ol style="list-style-type: none"> 7. Give reasons why the nobles transferred support to Philip. 8. Give details of the financial problems faced by John. 9. Explain the reasons why John lost Normandy and the impact of the loss. 10. Apply knowledge to analyse sources. 11. Evaluate sources using fully explained provenance and detailed and accurate knowledge. 12. Describe with examples the relationship between John and the Church before 1205. 13. Explain why John quarrelled with Pope Innocent III. 14. Give reasons as to why John did not want to accept Stephen Langton. 15. Explain the impact of the quarrel for John, the English Church and the Pope. 16. Understand and explain, with details, why John finally gave into the Pope. 17. Explain why the Pope's quashing of Magna Carta was important. 	
IT	<p>Unit 2</p> <ol style="list-style-type: none"> 1. (1.1) Evaluate the factors that need to be considered when planning the type of media production and its implications for the process. 	Encourage wider reading using the booklet students have been issued for tutor time reading.

	<ol style="list-style-type: none"> 2. (1.1) Evaluate the financial constraints, revenue streams, time constraints, personnel involved, relevant facilities, locations and resources for the planning and production of a media product. 3. (1.1) Evaluate the impact of legal, regulatory including the impact of regulatory organisations concerned with the media sector, and ethical issues when planning a media product. 4. (2.1) Interpret client requirement considerations of types of client brief and read and analyse a brief. 5. (2.1) Break down a client brief into measurable and usable requirements. 6. (2.1) Evaluate tools to use including mind maps, mood boards, blue sky thing and SWOT analysis. 7. (2.1) Know how to analyse target audiences for media productions and the various factors that will affect how the production is developed and completed. 8. (3.1) Know how to plan a media pre-production considering the requirements needed to be successful. 9. (3.1) Know how to create realistic production schedules and how to use these to keep productions on task through the use of milestones and contingencies. 	<p>These links are useful for Unit 2 and 21:</p> <p>https://www.screenskills.com/ Different Industry job roles and skills.</p> <p>https://www.totaljobs.com/advice/career-advice Different industry job roles and skills.</p> <p>https://www.sothetheorygoes.com/ Film theory.</p> <p>https://www.studiobinder.com/ Useful templates for pre-production documents.</p> <p>https://www.youtube.com/@stnicksitandmedia5106 Useful walkthroughs of the learning outcomes.</p> <p>Useful YouTubers who discuss/analyse films and media, good preparation for Unit 1:</p> <p>Now You See It (https://www.youtube.com/@NowYouSeelt)</p> <p>Nando V Movies (https://www.youtube.com/@NandovMovies)</p> <p>Nerdwriter 1 (https://www.youtube.com/@Nerdwriter1)</p>
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	<p>10.(3.1) Know how to allocate relevant personnel to different roles in a media production based on experience and skills.</p> <p>11.(3.1) Know how to use different types of research when preparing a media production; this includes gathering information about the target audience and marketplace.</p> <p>12.(4.1) Know how to create a variety of pre-production documents in relation to different media products including proposals, call sheets, recces, scripts, storyboards, concept art, visualisation diagrams, flat plans, mock-ups prototypes, set designs, forms and site structure diagrams.</p> <p>13. (4.1) Know the purpose of each pre-production document and their intended audience.</p> <p>14. (4.1) Apply the knowledge of pre-production to a variety of contexts, select the correct documentation and produce the document to industry standard.</p> <p>15. (4.2) Know how to evaluate pre-production documents in relation to their effectiveness for media products through justification of the content and the evaluation of suitability for purpose and suitability for audience.</p>	<p>Mark Kermode (film review) (https://www.youtube.com/@kermodeandmayo)</p> <p>Filmento (https://www.youtube.com/@Filmento)</p>
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	<p>Unit 21</p> <ol style="list-style-type: none"> 1. (1.1) Interpret client briefs through understanding demographics, conventions, industry requirements and mediums. 2. (1.2) Know how to use understanding of media products to generate ideas for new media products. 3. (1.3) Know different techniques for generating and exploring ideas including mind mapping, discussions, surveys, focus groups and visits to industry practitioners. 	
<p>Law</p>	<p>Law: Legal Systems</p> <ol style="list-style-type: none"> 1. Identify and explain the structures and processes within the civil court system. 2. Evaluate the processes within the civil court system. 3. Identify and explain the different forms of ADR. 4. Evaluate the effectiveness of the different forms of ADR. 5. Identify and explain the structures and processes within the Criminal court system. 6. Identify and explain the 5 main aims of sentencing. 7. Evaluate the effectiveness of different sentences in relation to the 5 main sentencing aims. 	<ul style="list-style-type: none"> • Students have been provided with booklets which contain all the required information. • The objectives for each booklet have been divided into two distinct skills: “outline and explain” the ideas from within that booklet, and “evaluate” the ideas. • “Outline and explain” relates to simple knowledge recall. If this has been identified as a development point, you can support your child by asking them to

	<p>8. Identify and explain the role of Lay magistrates. 9. Identify and explain the role of juries. 10. Evaluate the role of juries in criminal cases. 11. Identify and explain the roles (including the regulation) of Barristers, solicitors, and legal executives. 12. Identify and describe the judiciary: the different types of judges and their roles. 13. Explain what is meant by the separation of powers and the independence of the judiciary. 14. Evaluate the judiciary (their role, the composition and why their independence is important). 15. Identify and explain the different ways a person may access justice (how a case can be funded). 16. Evaluate the different ways of accessing justice.</p> <p>Law Making</p> <p>1. Identify and explain the parliamentary law-making process. 2. Evaluate the advantages and disadvantages of creating law through parliament. 3. Outline and explain the forms of delegated legislation and the controls over it. 4. Evaluate the advantages and disadvantages of creating law through delegated legislation.</p>	<p>explain the booklet to you or asking them targeted questions from it yourself.</p> <ul style="list-style-type: none"> • “Evaluate” relates to the ability to critique the knowledge to show why it may/may not be useful. There are sections in the booklets which explicitly state evaluation points. Your child should understand what you mean if you simply ask them to “evaluate the information in this booklet” • Additionally, you may wish to encourage your child to complete revision materials on the relevant content (mind maps, flashcards, revision notes, etc.) and/or plan or write an essay on the material (which can be found at the back of each booklet). • Your child should be able to identify the relevant booklet which corresponds with each core knowledge statement. However, they are welcome to ask their teacher if they are unsure.
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	<ol style="list-style-type: none"> 5. Outline and explain the rules of statutory interpretation and the aids to interpretation. 6. Evaluate the advantages and disadvantages of the different rules of statutory interpretation. 7. Outline explain the role of judicial precedent in the English legal system. 8. Evaluate the advantages and disadvantages of creating law through precedent. 9. Law Making - Outline and explain overruling, reversing and distinguishing. 10. Law Making - Outline and explain the various influences on law making. 11. Law Making - Evaluate the advantages and disadvantages of different influences on law making. 12. Law Making - Outline and explain the role and function of different EU institutions. 	
<p>Maths</p>	<p>Maths</p> <ol style="list-style-type: none"> 1. Use factor theorem to solve problems. 2. Understand how to find the second derivative. 3. Show a line is a tangent to a circle. 4. Find an equation given the gradient function and a point. 5. Use factor theorem to factorise and sketch. 6. Find stationary points and determine their nature. 	<ul style="list-style-type: none"> • Integral – Notes, videos and exercises for each topic https://integralmaths.org/ • Physics & Maths Tutor – Past exam papers available online. Plus, exam revision materials. https://www.physicsandmathstutor.com/

7. Understand and use the equation of a circle, centre, radius, intersection of a circle and a line, and perpendicular line.
8. Demonstrate how to differentiate with negative/fractional powers.
9. Differentiate to find tangents of curves.

Further Maths

1. Solve quadratic equations with complex roots.
2. Add, subtract and multiply and divide complex numbers.
3. Solve problems involving complex numbers by equating real and imaginary parts.
4. Represent a complex number on an Argand diagram.
5. Add and subtract matrices of the same order.
6. Multiply a matrix by a scalar.
7. Know that matrix multiplication is associative but not commutative.
8. Find the matrix associated with a linear transformation in two dimensions (including reflections, rotations, enlargements, stretches, shears).
9. Find the matrix associated with a linear transformation in three dimensions.

- **Exam Solutions** – Past exam papers available online. Plus, exam revision materials.
- <https://www.examsolutions.net/as-maths/ocr/>
- **Desmos** – A graphing app for plotting all types of equations.
- <https://www.desmos.com/calculator>
- **Geogebra** – A program that allows you to explore all kinds of geometry, algebra, and graphs <https://www.geogebra.org/>
- **NRICH** – This website aims to enrich the mathematical experiences of all learners <https://nrich.maths.org/post-16>
- **Math Centre** – Includes revision and learning tools
- <https://www.mathcentre.ac.uk/>
- **Maths Careers** – Provides a range of resources, information, and signposting to help those working in mathematics <https://www.mathscareers.org.uk/>
- **AMSP** – Provides a range of resources, information and maths events.

10. Understand successive transformations in two dimensions.
11. Find invariant points.
12. Find invariant lines.
13. Know the relationship between the roots and coefficients of quadratic, cubic and quartic equations.
14. Form new equations whose roots are related to the roots of a given equation.
15. Solve polynomial equations with complex roots.
16. Use proof by induction to prove the given results for the sum of a series.
17. Use proof by induction to prove the given results for the n th term of a sequence.
18. Use proof by induction to prove the given results for the n th power of a matrix.
19. Find the determinant of a 2×2 matrix.
20. Understand that the determinant of a 2×2 matrix represents the area scale factor of the corresponding transformation.
21. Know that the determinant of a 3×3 matrix represents the volume scale factor of the corresponding transformation.
22. Understand the significance of a zero determinant.
23. Know what is meant by a singular matrix.

<https://amsp.org.uk/students/a-level/resources>

- **Numberphile** – Contains videos and podcasts about numbers. Topics range from the sublime to the ridiculous... from historic discoveries to latest breakthroughs.
- <https://www.numberphile.com/>
- **Birmingham Popular Maths Lectures** - The Birmingham Popular Mathematics Lectures are open to all members of the public and the University who are interested in the study of Mathematics. They are particularly suitable for those studying Mathematics at A Level. The lectures are free of charge and run on the last Wednesday of each month, between October and March, at 7pm.
<https://www.birmingham.ac.uk/schools/mathematics/news-and-events/birmingham-popular-maths-lecture.aspx>
- **Maths Library** – While not a necessity for success in the course, if your child is

24. Find the inverse of a non-singular 2×2 matrix.
25. Use a calculator to find the determinant and inverse of a 3×3 matrix.
26. Use the product rule for inverse matrices.
27. Use matrices to solve a pair of linear simultaneous equations in two unknowns.
28. Use matrices to solve three linear simultaneous equations in three unknowns.
29. Know and use the conversion between degrees and radians.
30. Know the double angle/addition formulae.

Core Maths

1. Analysis of Data: Data - Appreciating the difference between qualitative and quantitative data, including the difference between discrete and continuous quantitative data.
2. Analysis of Data: Data - Appreciating the difference between primary and secondary data.
3. Analysis of Data: Data - Collecting quantitative and qualitative primary and secondary data.
4. Analysis of data: Collecting and Sampling Data - Inferring properties of populations or distributions from a sample, whilst knowing the limitations of sampling.

interested in mathematics they can explore our maths library, ask them to see Miss Griffiths in **E5** if they would like to browse through the interesting reads we have in our collection.

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| | <ol style="list-style-type: none">5. Analysis of data: Collecting and Sampling Data - Appreciating the strengths and limitations of random, cluster, stratified and quota sampling methods.6. Analysis of data: Representing Data Numerically - Calculating/identifying mean, median, mode, quartiles, percentiles, range, interquartile range, standard deviation from raw data.7. Analysis of data: Representing Data Numerically - Calculating/identifying mean, median, mode, quartiles, percentiles, range, interquartile range, standard deviation from cumulative frequency diagrams.8. Analysis of data: Representing Data Numerically - Calculating/identifying mean, median, mode, quartiles, percentiles, range, interquartile range, standard deviation either from stem-and-leaf diagrams.9. Analysis of data: Representing Data Numerically - Calculating/identifying mean, median, mode, quartiles, percentiles, range, interquartile range, standard deviation either from box plots.10. Analysis of data: Representing Data Numerically - Interpreting numerical measures and reaching conclusions based on these measures. | |
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| | <p>11. Analysis of data: Representing Data Diagrammatically - Constructing and interpreting histograms.</p> <p>12. Analysis of data: Representing Data Diagrammatically - Constructing and interpreting cumulative frequency graphs.</p> <p>13. Analysis of data: Representing Data Diagrammatically - Constructing and interpreting box and whisker plots.</p> <p>14. Analysis of data: Representing Data Diagrammatically - Constructing and interpreting stem-and-leaf diagrams (including back-to-back).</p> <p>15. Maths for Personal Finance: Numerical Calculations - Substituting numerical values into formulae, spreadsheets and financial expressions.</p> <p>16. Maths for Personal Finance: Numerical Calculations - Using conventional notation for priority of operations, including brackets, powers, roots and reciprocals.</p> <p>17. Maths for Personal Finance: Numerical Calculations - Applying and interpreting limits of accuracy, specifying simple error intervals due to truncation or rounding.</p> <p>18. Maths for Personal Finance: Numerical Calculations - Finding approximate solutions to problems in financial contexts.</p> | |
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| | <p>19. Maths for Personal Finance: Percentages - Interpreting percentages and percentage changes as a fraction or a decimal and interpreting these multiplicatively.</p> <p>20. Maths for Personal Finance: Percentages - Expressing one quantity as a percentage of another.</p> <p>21. Maths for Personal Finance: Percentages - Comparing two quantities using percentages.</p> <p>22. Maths for Personal Finance: Percentages - Working with percentages over 100%.</p> <p>23. Maths for Personal Finance: Percentages - Solving problems involving percentage change.</p> <p>24. Maths for Personal Finance: Interest Rates - Using simple and compound interest, Annual Equivalent Rate (AER).</p> <p>25. Maths for Personal Finance: Interest Rates - Understanding savings and investments.</p> <p>26. Maths for Personal Finance: Repayments and the Cost of Credit - Student loans and mortgages, Annual Percentage Rate (APR).</p> <p>27. Maths for Personal Finance: Graphical Representation - Plotting points to create graphs and interpreting results from graphs in financial contexts.</p> | |
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	<p>28. Maths for personal finance: Taxation - Calculating income tax, National Insurance, Value Added Tax (VAT).</p> <p>29. Maths for personal finance: Solution to financial problems - The effect of inflation - Retail Price Index (RPI), Consumer Price Index (CPI).</p> <p>30. Maths for personal finance: Solution to financial problems - Setting up, solving and interpreting the solutions to financial problems, including those that involve compound interest using iterative methods.</p> <p>31. Maths for personal finance: Solution to financial problems - Currency exchange rates including commission.</p> <p>32. Maths for personal finance: Solution to financial problems - Budgeting.</p> <p>33. Estimation: The Modelling Cycle - Representing a situation mathematically, making assumptions and simplifications.</p> <p>34. Estimation: The Modelling Cycle - Selecting and using appropriate mathematical techniques for problems and situations.</p> <p>35. Estimation: The Modelling Cycle - Interpreting results in the context of a given problem.</p>	
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	<p>36. Estimation: The Modelling Cycle - Evaluating methods and solutions including how they may have been affected by assumptions made.</p> <p>37. Estimation: Fermi Estimation - Making fast, rough estimates of quantities which are either difficult or impossible to measure directly (Fermi estimation).</p> <p>38. Critical Analysis of Given Data and Models: Presenting Logical and Reasoned Arguments in Context - Criticising the arguments of others.</p> <p>39. Critical Analysis of Given Data and Models: Communicating Mathematical Approaches and Solutions - Summarising and report writing.</p> <p>40. Critical Analysis of Given Data and Models: Analysing Critically - Comparing results from a model with real data.</p> <p>41. Critical Analysis of Given Data and Models: Analysing Critically - Critical analysis of data quoted in media, political campaigns, marketing etc.</p>	
<p>Media Studies</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the relevant areas of the theoretical framework. 2. Understand context and its influence on media products. 3. Demonstrate development of ideas. 4. Analyse media products. 	<p>DIGITAL RESOURCES:</p> <ul style="list-style-type: none"> • The English and Media Centre- students have access to MediaMag and the digital archives

	<ol style="list-style-type: none"> 5. Evaluate theories. 6. Make judgements and draw conclusions. 7. Demonstrate creativity through the production of media products. 8. Demonstrate technical skill through the production of media products. 9. Demonstrate secure understanding of how to complete detailed research to support the production of media products. 10. Understand how to edit media products to suit the purpose and audience of task. 11. Understand how to make effective use of editing software. 	<ul style="list-style-type: none"> • Mrs Fisher- YouTube videos for academic theories and other elements of the course • OCR academic theories and arguments factsheet • Media Attic • https://mediastudieswlp.wordpress.com/ <p>PRINT RESOURCES AND STUDY GUIDES:</p> <ul style="list-style-type: none"> • My Revision Notes: OCR A Level Media Studies by Michael Rogers • Hodder Education OCR A Level Media Messages Student Guide by Louisa Cunningham • Hodder Education OCR A Level Evolving Media Student Guide by Jason Mazzocchi • MediaMag- students have access to print copies in the Sixth Form Study Centre • Wider reading booklet issued by the department
PE	A&P	<ul style="list-style-type: none"> • Purchase textbook - https://www.hoddereducation.co.uk/sub

1. Analyse a variety movement scenarios – movement, agonist, type of contraction and lever system.
2. Link the characteristics of muscle fibres to sporting use.
3. Explain how a muscle can vary its strength of contraction.
4. Explain the roles of receptors in PNF stretching and benefit.
5. Explain health impacts of physical activity and sport.
6. Explain relationship of cardiac values.
7. Provide differences between untrained and trained performers.
8. Interpret vascular shunt graph/table and explain how it is achieved.
9. Explain changes in HR graph and how they may be achieved.
10. Explain the benefits of the Bohr shift.
11. Explain at least 2 venous return mechanisms and link to Starling's Law.
12. Explain A-VO₂ difference and effect of exercise.
13. State and explain benefits of at least 3 adaptations to the cardiovascular system of training.

[jects/sport-pe/products/16-18/aqa-a-level-pe-\(year-1-and-year-2\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/subjects/sport-pe/products/16-18/aqa-a-level-pe-(year-1-and-year-2))

(There are used copies that can now be purchased online)

- Use of their TEAMS page with resources on
 - PowerPoints
 - Hyperlinks to exam practice papers by topic
- Use students Power of 8 revision tool
- Useful websites –
 - <https://www.youtube.com/channel/UCChU8cZY5xpQ7pBiklu3Xw?app=desktop&cbrd=1>
 - Quizlet
- Do little knowledge tests with students
- Ask them to teach / explain to you a topic
- Look at their exam paper answers as they all have the mark schemes to check answers
- Read around the subject – for example, sports newspaper articles.
- Ask pupils to complete knowledge mind maps and create their own questions and mark schemes. Test pupils on their knowledge.

14. Define spirometer trace volumes and link to effect of exercise
15. Explain gaseous exchange using figures in exam style question.
16. Discuss the role of receptors in control of breathing.
17. Discuss the impact of smoking on potential for exercise.

Psychology & SA

18. Analyse and evaluate classification of skills.
19. Link the different types of feedback with the stages of learning, skills and situation.
20. Explain what the different types of presentation, practice and guidance a coach can use and relate it to type of learner and situation and skill.
21. Explain and evaluate the different types of learning theories.
22. Examine the psychological theories and concepts that help to explain how personality, attitudes and arousal levels affect performance.
23. Discuss how the theories associated with these topics explain the effect on performance of individuals in sport.
24. Discuss the strategies that can be used to overcome the negative effects of individual

- Practice linking key words together from different topics. Pick out three random key terms from the power of 8. Make sure they are from different areas and try to use other theories to connect the chosen words together.
- Listen to The Sports Desk podcast on BBC sounds.
- Read Tom Browns Schooldays by Thomas Hughes.

psychological effects on performance so that the methods used by the performer will have positive impact.

25. Discuss the part that anxiety plays in affecting performance by identifying the types of anxiety that exists when playing sport.
26. Evaluate and understand the use of anxiety measures to see how coaches can use data to examine performance.
27. Understand the theories that explain the causes of aggression in sport including instinct, frustration-aggression, learned cue and social learning theories.
28. Understand the psychological impact on the individual performer in sport with regard to the theories of aggression, anxiety and motivation.
29. Understand the various types of motivation.
30. Understand the effects of audiences on performance.
31. Understand the group dynamics and what affects cohesion.
32. Discuss how goal setting is used them to improve performance.

Socio-Cultural

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| | <ol style="list-style-type: none">33. Understand the origins and characteristics of sport and recreation in the UK and how it reflected society at the time.34. Analyse how the industrial revolution had a positive and negative effect on sport and society at the time.35. Understand the historical differences between opportunities for men and women.36. Understand why and how sport has become globalised, and the impact this has had.37. Demonstrate how to answer 15 mark questions within this topic.38. Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century.39. Explain the changing status of amateur and professional performers (limited to development of association football, tennis, and athletics).40. Understand how societal factors impact participation in sport.41. Understand the key terms relating to the study of sport and their impact on equal opportunities in sport and society42. Analyse social action theory in relation to social issues in physical activity and sport. | |
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	<p>43. Understand what the key barriers and solutions are for different target groups.</p> <p>44. Understand the barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport.</p> <p>45. Understand the interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport.</p>	
<p>Psychology</p>	<p>Approaches Topic</p> <ol style="list-style-type: none"> 1. Explain Wundt’s role in emerging psychology as a science, including the use of introspection. 2. Outline and explain behaviourism as an explanation of human behaviour. 3. Evaluate by explaining strengths and weaknesses of behaviourism. 4. Outline and evaluate social learning theory as an explanation of human behaviour, including key concepts such as mediational processes. 5. Evaluate social learning theory. 6. Outline and explain the cognitive approach, using key terminology. 7. Evaluate the cognitive approach’s contributions to our understanding of human behaviour. 	<ul style="list-style-type: none"> • All students have been given booklets for each topic they study. These booklets contain all knowledge needed to succeed in the Psychology curriculum. Students take these booklets home every lesson and you may ask your child to explain any of the core knowledge statements to you, using the booklets as reference to test them. • The core knowledge for the Approaches topic is found in the green “Approaches in Psychology” booklet.

8. Outline and explain the biological approach as an explanation of human behaviour.
9. Evaluate the biological approach's strengths and weaknesses.

Biopsychology Topic

1. Identify the various branches of nervous system and explain the role that each part of the nervous system plays in our physiological processes.
2. Identify three different types of neuron (including relay, sensory and motor neurons) and explain their functions.
3. Describe the process of synaptic transmission, including the role of excitatory and inhibitory neurotransmitters.
4. Identify four glands and explain hormones released from these, including the hormone's functions.
5. Explain two physiological responses to stress, both chronic and acute stress.

Psychopathology

1. Outline and explain four definitions of abnormality.
2. Identify behavioural, emotional and cognitive characteristics of OCD, depression and phobias.

- The core knowledge for the Biopsychology topic will be found in the **pink** "Biopsychology Year 1" booklet.
- The core knowledge for the Psychopathology topic can be found in the **peach** "Psychopathology" booklet.
- The core knowledge for Research Methods can be found in the **blue** "Research Methods Year 1" booklet.
- The core knowledge for the Memory topic can be found in the **cream** "Memory" booklet.
- If your child cannot confidently explain a core knowledge statement to you, then they should use their booklet to create revision aids for this gap in their knowledge. These could include making flash cards, mind maps and knowledge organisers.
- If students would prefer to complete past paper questions, then they can easily

3. Use behaviourist ideas, such as classical and operant conditioning, to explain and evaluate the potential causes of phobias.
4. Explain how behaviourist treatments are used for phobias and can explain strengths and weaknesses of these methods.
5. Use cognitive concepts to explain the potential origins of depression (Beck's negative triad and Ellis' ABC model) and can evaluate these theoretical models.
6. Explain the use of CBT in depression and can evaluate this treatment.
7. Use biological explanations of OCD, including genetics and neural explanations, and can evaluate these theories.
8. Explain how drug treatments work within the brain to reduce symptoms of OCD.

Research Methods

1. Outline and explain 5 ways that researchers conduct investigations and the scientific processes that accompany them.
2. Outline and evaluate types of validity and reliability.
3. Outline and explain the significance of extraneous variables in psychological research.

access some of these from their class psychology "Team." You will be able to find these past papers within the "Files" section under the folder "Past Papers."

- YouTube can be a fantastic resource to learn more and consolidate knowledge. The following link is to "Psych Boost" which provides many different videos all tailored to the A level Psychology course to help further your child's core knowledge.
<https://www.youtube.com/@PsychBoost>
- The following website acts as a revision guide for AQA Psychology A-Level topics. It includes straightforward study notes and summaries of the relevant theories and studies, past papers, and mark schemes with example answers.
<https://www.simplypsychology.org/a-level-psychology.html>
- Your child's teacher is always their best resource and so please encourage your

	<ol style="list-style-type: none"> 4. Explain and apply knowledge of ethical guidelines as set by the BPS. 5. Outline and explain how to carry out a range of data handling techniques (types of data, measures of central tendency and dispersion, graphs, and charts). 6. Outline and evaluate methods of analysis, including normal distributions, correlation coefficient. 7. Outline and explain a range of statistical tests used in analysis commonly used by researchers. 8. Outline and evaluate the use of a Sign test when assessing statistical significance. <p>Memory</p> <ol style="list-style-type: none"> 1. Outline, explain, and evaluate the Working Memory Model of memory. 2. Outline, explain, and evaluate the Multi Store Model of memory. 3. Outline and explain the associated aspects of coding, capacity, and duration in each memory store/model. 4. Outline and explain the factors that cause forgetting – cue, context, state dependent retrieval and proactive and retroactive interference. 	<p>child to seek extra support where appropriate. We have an open-door policy for all our students.</p>
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	<p>5. Outline and understand the significance of misleading information and anxiety in the creation of false memories, and how these things might be controlled.</p>	
<p>Religious Studies</p>	<p>Philosophy of Religion</p> <ol style="list-style-type: none"> 1. Explain the basis of Aquinas' argument in observation. 2. Explain Aquinas' Way 3: The argument from contingency and necessity. 3. Explain the criticisms of Hume. 4. Explain the criticisms of Russell. 5. Consider the strengths and weaknesses of Aquinas' argument. 6. Evaluate the strengths and weaknesses of the Cosmological argument as an argument for the existence of God. <p>Christianity</p> <ol style="list-style-type: none"> 1. Explain the concept of Christian monotheism. 2. Explain the belief of God as omnipotent Creator and controller of all things. 3. Explain the belief that God is transcendent and unknowable. 4. Explain the doctrine of the Trinity. 5. Examine the importance of the doctrine of the Trinity. 	<ul style="list-style-type: none"> • Year 1 and 2 textbook. • Revision world https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision. • Further reading booklet issued to students.

	<ol style="list-style-type: none"> 6. Explain the meaning and significance of the belief that Jesus is the Son of God. 7. Explain the significance of John 10:30 & 1 Corinthians 8:6 to the belief that Jesus is the Son of God. 8. Examine the challenge of understanding anthropomorphic language about God. 9. Examine the challenge of understanding gender-specific language about God. 10. Explain the Feminist perspectives of anthropomorphising God with gender-specific language. 11. Explain how God is portrayed as personal through the ideas of God the Father, King and as Love. 12. Evaluate the effectiveness of anthropomorphising God. 13. Explain the concept of God in Process Theology. 14. Explain Griffin's rejection of an omnipotent God. 15. Evaluate Process Theology's concept of God. 	
<p>Science</p>	<p>Forensics</p> <ol style="list-style-type: none"> 1. Biology - Understand cell theory states that cells are the fundamental unit for structure, function and organisation in all living organisms. 2. Biology - State and describe the structure and function of the organelles in prokaryotic and eukaryotic cells. 	<ul style="list-style-type: none"> • Pearson BTEC National Applied Science student book (2016). Author – Joanne Hartley. • Seneca: https://senecalearning.com/en-GB/ Free revision resource.

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| | <ol style="list-style-type: none">3. Biology - Understand detailed similarities and differences between animal and plant cells.4. Biology - Calculate magnification and size of cells and organelles.5. Biology - Understand cell specialisation in terms of structure and function in examples such as palisade cells, red and white blood cells and gamete cells.6. Biology - Understand the structure and function in epithelial tissue including squamous and columnar.7. Biology - Understand the structure and function of endothelial tissue by blood vessels and the risk factors associated with the damage of these.8. Biology - Understand the structure and function of muscular tissue including fast and slow twitch muscle fibres.9. Biology - Understand the structure and function of nervous tissue including conduction of nerve impulses and the effects of drugs on these.10. Biology - Understand the role and effect of neurotransmitters and how imbalances can affect the body.11. Biology - Interpret graphical displays of a nerve impulse and electrocardiogram recordings. | |
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| | <ol style="list-style-type: none">12. Chemistry - Understand the electronic structure of atoms (spdf).13. Chemistry - Define ionic bonding and describe the factors that affect the strength of an ionic bond.14. Chemistry - Define covalent bonding and draw dot and cross diagrams accurately.15. Chemistry - Explain the relationship between covalent bond lengths and bond strength.16. Chemistry - Define metallic bonding, draw metallic compounds accurately and compare metallic bond strengths.17. Chemistry - Describe and compare the three types of intermolecular forces and how they arise.18. Chemistry - Calculate moles and concentrations to work out different quantities of substances.19. Chemistry - Understand how to carry out a titration experiment and complete titration calculations.20. Chemistry - Understand what a yield is and apply knowledge to calculate percentage yield.21. Chemistry - Demonstrate an understanding of The Periodic Table trends and how it is ordered.22. Chemistry - Demonstrate an understanding of electronic arrangements. | |
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| | <p>23. Chemistry - Define first ionisation energy and describe the trends in ionisation across periods and groups.</p> <p>24. Chemistry - Define electronegativity and explain the factors that effect it.</p> <p>25. Chemistry - Define electron affinity and explain the factors that effect it.</p> <p>26. Chemistry - Describe and explain the physical properties of metals.</p> <p>27. Chemistry - Describe the reactivity of group 2 and 3 elements with oxygen.</p> <p>28. Chemistry - Describe the reactivity of metals with oxygen, water and acids.</p> <p>29. Chemistry - State what oxidation and reduction are and explain how these happen during a displacement reaction.</p> <p>30. Physics - Understand the features common to all waves such as wavelength, amplitude and oscillation.</p> <p>31. Physics - Calculate wavelength and speed of waves.</p> <p>32. Physics - Interpret graphical representations of wave features.</p> <p>33. Physics - Understand the difference between transverse and longitudinal waves.</p> | |
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	<p>34. Physics - Understand concepts of displacement, coherence, path difference, phase difference and superposition as applied to diffraction gratings.</p> <p>35. Physics - Understand the industrial application of diffraction gratings including emission spectra and identifying gases.</p> <p>36. Physics - Understand the concept and applications of stationary waves resonance.</p> <p>37. Physics - Understand principles of fibre optics.</p> <p>38. Physics - Understand the applications of fibre optics in medicine and communication.</p> <p>39. Physics - Understand that all electromagnetic waves travel with the same speed in a vacuum.</p> <p>40. Physics - Use the inverse wave law in relation to the intensity of waves.</p> <p>41. Physics - Understand how regions of the electromagnetic spectrum are grouped according to frequency including satellite communication, mobile phones, infrared and wifi.</p>	
<p>Science</p>	<p>Biology</p> <ol style="list-style-type: none"> 1. Explain what a monomer and polymer are. 2. Identify some biological polymers and the monomer from which they are made. 3. Explain the concept of condensation and hydrolysis reactions in forming/breaking down polymers. 	<ul style="list-style-type: none"> • CGP AQA A level Biology year 1 revision guide (can be bought through the school). • CGP AQA A level Biology year 1 textbook (can be bought through the school). • Seneca: https://senecalearning.com/en-GB/ Free revision resource.

4. Identify common monosaccharides and describe the monosaccharides from which lactose, maltose and sucrose are made.
5. Explain what is meant by a glycosidic bond and how they form through condensation.
6. Describe how polymerisation of α -glucose can form starch or glycogen.
7. Describe the tests for starch, a reducing and non-reducing sugar in detail.
8. Explain what is meant by qualitative testing.
9. Represent the structure of α -glucose and β -glucose diagrammatically.
10. Explain that glycosidic bonds between α -glucose form starch or glycogen and how this relates to their function and properties.
11. Explain that glycosidic bonds between β -glucose form cellulose and how this relates to its function and properties.
12. Describe the stages of the emulsion test and interpret the results.
13. Describe the structure of triglycerides and explain how they form.
14. Recognise, from diagrams, saturated and unsaturated fatty acids.
15. Describe the structure of phospholipids.

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| | <ol style="list-style-type: none">16. Explain the properties of phospholipids related to their structure.17. Contrast the different properties of triglycerides and phospholipids.18. Describe the general structure of an amino acid.19. Describe the biuret test and how it can be interpreted.20. Explain the variety of functions that proteins have and why they are so important to the body.21. Explain the principle of chromatography.22. Identify amino acids in a mixture by interpreting chromatograms.23. Explain how dipeptides and polypeptides form.24. Explain the hierarchical organisation of protein structure.25. Describe the types of bonds involved in protein structure and the weakness of hydrogen bonds.26. Relate the structure of proteins to properties of proteins.27. Interpret energy level diagrams and identify the activation energy.28. Explain the induced-fit model of enzyme action.29. Apply knowledge of tertiary structure to explain enzyme specificity and the formation of enzyme-substrate complexes. | |
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| | <ol style="list-style-type: none">30. Explain how temperature, pH, substrate concentration, enzyme concentration and the presence of inhibitors affect enzyme catalysis.31. Describe and explain trends within graphs, relating this back to the tertiary structure of active sites and the effect of these variables.32. Calculate rate of reaction from graphs and raw data and explain the advantage of using initial rate.33. Interpret graphs of enzyme-controlled reactions and apply knowledge to explain them.34. Explain the features of good experimental design.35. Process data to calculate rates.36. Represent raw and processed data clearly using tables and graphs.37. Apply knowledge to draw and explain conclusions.38. Evaluate results and conclusions.39. Explain the significance of DNA to organisms.40. Describe the structure of DNA and identify structural components from diagrams.41. Apply knowledge of complementary base pairing rules to work out the frequency of certain bases, when provided with information about the frequency the other bases. | |
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| | <p>42. Explain why many scientists initially doubted that DNA was the genetic code.</p> <p>43. Explain the role of RNA in transferring genetic information and as a component of the ribosome.</p> <p>44. Describe the structure of RNA and identify structural components of an RNA nucleotide from diagrams.</p> <p>45. Compare and contrast the similarities and differences between DNA and RNA.</p> <p>46. Identify the features of eukaryotic cells.</p> <p>47. Apply their knowledge of these features in explaining adaptations of eukaryotic cells.</p> <p>48. Identify features of prokaryotic cells.</p> <p>49. Identify features of viruses.</p> <p>50. Explain how viruses replicate.</p> <p>51. Recognise the stages of the cell cycle: interphase, prophase, metaphase, anaphase and telophase (including cytokinesis).</p> <p>52. Explain the appearance of cells in each stage of mitosis.</p> <p>53. Explain the adaptations of specialised cells in relation to the rate of transport across their internal and external membranes.</p> <p>54. Explain how surface area, number of channel or carrier proteins and differences in gradients of</p> | |
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concentration or water potential affect the rate of movement across cell membranes.

Chemistry

1. Interpret simple mass spectra of elements.
2. Calculate relative atomic mass from isotopic abundance, limited to mononuclear ions.
3. Define first ionisation energy.
4. Write equations for first and successive ionisation energies.
5. Explain how first and successive ionisation energies in Period 3 (Na–Ar) and in Group 2 (Be–Ba) give evidence for electron configuration in sub-shells and in shells.
6. Define relative atomic mass (Ar).
7. Define relative molecular mass (Mr).
8. To use equations for moles and concentration accurately.
9. Calculate empirical formula from data giving composition by mass or percentage by mass.
10. Calculate molecular formula from the empirical formula and relative molecular mass.
11. Write balanced equations for reactions studied.
12. Balance equations for unfamiliar reactions when reactants and products are specified.

- CGP AQA A level Chemistry year 1 revision guide (can be bought through the school).
- CGP AQA A level Chemistry year 1 textbook (can be bought through the school).
- Seneca: <https://senecalearning.com/en-GB/> Free revision resource.
- Chemguide
<https://www.chemguide.co.uk/>
- MaChemguy
<https://www.youtube.com/channel/UCyl4QJXN9zNapzmKAn-fJgQ>
- Freesciencelessons
<https://www.freesciencelessons.co.uk/a-level-revision-videos/a-level-chemistry/>
- Physics and maths tutor
<https://www.physicsandmathstutor.com/chemistry-revision/a-level-aqa/>
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| | <ol style="list-style-type: none">13. Predict the charge on a simple ion using the position of the element in the Periodic Table.14. Construct formulas for ionic compounds.15. Represent a covalent bond using a line.16. Represent a co-ordinate bond using an arrow.17. Relate the melting point and conductivity of materials to the type of structure and the bonding present.18. Explain the energy changes associated with changes of state.19. Draw diagrams to represent these structures involving specified numbers of particles.20. Explain the shapes of, and bond angles in, simple molecules and ions with up to six electron pairs (including lone pairs of electrons) surrounding the central atom.21. Use partial charges to show that a bond is polar.22. Explain why some molecules with polar bonds do not have a permanent dipole.23. Explain the existence of intermolecular forces between familiar and unfamiliar molecules.24. Explain how melting and boiling points are influenced by intermolecular forces.25. Draw structural, displayed and skeletal formulas for given organic compounds. | |
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| | <ol style="list-style-type: none">26. Apply IUPAC rules for nomenclature to name organic compounds limited to chains and rings with up to six carbon atoms each.27. Apply IUPAC rules for nomenclature to draw the structure of an organic compound from the IUPAC name limited to chains and rings with up to six carbon atoms each.28. Write balanced equations for the steps in a free-radical mechanism.29. Define the term structural isomer.30. Draw the structures of chain, position and functional group isomers.31. Define the term stereoisomer.32. Draw the structural formulas of E and Z isomers.33. Apply the CIP priority rules to E and Z isomers.34. Explain the economic reasons for cracking alkanes.35. Explain why sulphur dioxide can be removed from flue gases using calcium oxide or calcium carbonate.36. Explain the free-radical substitution mechanism involving initiation, propagation and termination steps.37. Outline the steps of a nucleophilic substitution mechanism. | |
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38. Explain why the carbon–halogen bond enthalpy influences the rate of reaction.

39. Explain the role of the reactive species as both nucleophile and base.

Physics

1. Demonstrate and show an understanding of Constituents of the Atom.
2. Demonstrate and show an understanding of Stable and Unstable Nuclei.
3. Demonstrate and show an understanding of Particles, Antiparticles and Photons.
4. Demonstrate and show an understanding of Particle Interactions.
5. Demonstrate and show an understanding of Classification of Particles.
6. Demonstrate and show an understanding of Quarks and Antiquarks.
7. Demonstrate and show an understanding of Applications of Conservation Laws.
8. Demonstrate and show an understanding of The Photoelectric Effect.
9. Demonstrate and show an understanding of Collisions of Electrons with atoms.
10. Demonstrate and show an understanding of Energy levels and photon emissions.

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- CGP AQA A level Physics year 1 textbook (can be bought through the school).
- Seneca: <https://senecallearning.com/en-GB/> Free revision resource.

	<ol style="list-style-type: none">11. Demonstrate and show an understanding of Wave Particle Duality.12. Construct and demonstrate understanding of circuit diagrams.13. Define, calculate and show an understanding of current and potential difference.14. Define, calculate and graphically demonstrate an understanding of resistance and Ohm's Law.15. Recognise and show an understanding of I-V and V-I graphs for an ohmic conductor, a semiconductor diode and a filament lamp.16. Demonstrate an understanding of resistance in thermistors and light dependent resistors and their applications.17. Demonstrate an understanding of superconductors and their applications.18. Define, calculate and practically investigate resistivity of a wire.19. Calculate the power of a component and the energy transferred in a circuit.20. Define, calculate and show an understanding of e.m.f and internal resistance.21. Practically investigate e.m.f and internal resistance in cells and batteries.	
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	<p>22. Show an understanding of the relationship between current, potential difference and resistance in series and parallel circuits.</p> <p>23. Demonstrate an understanding of how a potential divider can be used to supply a constant or variable potential difference from a power supply.</p>	
<p>Sociology</p>	<ol style="list-style-type: none"> 1. Outline and explain the contributions of functionalist, Marxist and feminist sociologists in relation to the function of the family. 2. Evaluate the contributions of different theoretical perspectives on the family. 3. Outline and explain the main reasons for trends in marriage, cohabitation, separation, divorce and childbearing in the last 50 years. 4. Evaluate the views of different theoretical perspectives on trends in the family. 5. Evaluate the extent to which trends in family diversity represent long term changes to family patterns. 6. Outline and explain the main trends in birth rate, death rate and migration within the UK. 7. Evaluate the reasons for and impact of changes in demographic trends. 8. Outline and explain how childhood is socially constructed. 	<ul style="list-style-type: none"> • Students have been provided with booklets which contain all the required information. • The objectives for each booklet have been divided into two distinct skills: “outline and explain” the ideas from within that booklet, and “evaluate” the ideas. • “Outline and explain” relates to simple knowledge recall. If this has been identified as a development point, you can support your child by asking them to explain the booklet to you or asking them targeted questions from it yourself. • “Evaluate” relates to the ability to critique the knowledge to show why it

	<p>9. Evaluate competing views surrounding the status of childhood.</p> <p>10. Outline and explain the different ways in which equality can be measured within relationships.</p> <p>11. Evaluate different sociological explanations as to whether relationships have become more equal.</p> <p>12. Outline and explain a range of policies which have impacted the family.</p> <p>13. Evaluate the impact of family policies from a range of theoretical perspectives.</p> <p>14. Outline and explain the contributions of functionalist and Marxist sociologists in relation to the function of the education system.</p> <p>15. Evaluate the contributions of different theoretical perspectives on education.</p> <p>16. Outline and explain the key education policies brought in since 1944 (with reference to fairness, privatisation and marketisation).</p> <p>17. Evaluate the effectiveness of education policies.</p> <p>18. Outline and explain the impact that globalisation has had on the UK education system.</p> <p>19. Outline and explain a range of factors explaining class differences in educational achievement.</p> <p>20. Evaluate the relative importance of factors outside of school versus factors inside of school for class differences.</p>	<p>may/may not be useful. There are often sections in the booklets which explicitly state evaluation points. Your child should understand what you mean if you simply ask them to “evaluate the information in this booklet”</p> <ul style="list-style-type: none">• Additionally, you may wish to encourage your child to complete revision materials on the relevant content (mind maps, flashcards, revision notes, etc) and/or plan or write an essay on the material (which can be found at the back of each booklet).• Your child should be able to identify the relevant booklet which corresponds with each threshold concept. However, they are welcome to ask their teacher if they are unsure.
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| | <ol style="list-style-type: none">21. Outline and explain a range of factors explaining ethnic differences in educational achievement.22. Evaluate the relative importance of factors outside of school versus factors inside of school for ethnic differences.23. Outline and explain a range of factors explaining gender differences in educational achievement.24. Evaluate the relative importance of factors outside of school versus factors inside of school for gender differences.25. Outline and explain a range of factors explaining gender differences in subject choice.26. Outline and explain the way in which processes within school can shape the gender/sexual identity of young people.27. Outline and explain the contributions of Positivism and Interpretivism.28. Outline and explain practical, ethical and theoretical strengths/limitations of questionnaires.29. Evaluate the usefulness of questionnaires as a research method.30. Outline and explain practical, ethical and theoretical strengths/limitations of interviews.31. Evaluate the usefulness of interviews as a research method. | |
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	<p>32. Outline and explain practical, ethical and theoretical strengths/limitations of observations.</p> <p>33. Evaluate the usefulness of observations as a research method.</p> <p>34. Outline and explain practical, ethical and theoretical strengths/limitations of experiments.</p> <p>35. Evaluate the usefulness of experiments as a research method.</p> <p>36. Outline and explain practical, ethical and theoretical strengths/limitations of secondary data.</p> <p>37. Evaluate the usefulness of secondary data as a research method.</p> <p>38. Apply their understanding research methods to the study of a range of topics within education.</p>	
<p>Technology (Health and Social Care)</p>	<p>Unit 1</p> <ol style="list-style-type: none"> 1. Understand the differences that exist between the health, social care and childcare environments. 2. Understand the terms pace, tone and pitch and how they are used in verbal communication. 3. Understand the meanings and differences that exist between the terms culture, race and religion. 4. Understand relationships in health, social care or childcare environments. 	<p>To improve your child's knowledge and skills access the following:</p> <p>Care Quality Commission's website a useful source of information: Organisation: Care Quality Commission Resource Title: Services we Regulate Website Link: http://www.cqc.org.uk/content/services-we-regulate Description: An A-Z of Health and Social Care Services that are regulated Group 3 may find</p>

	<ol style="list-style-type: none"> 5. Understand the factors that influence the building of relationships. 6. Understand how a person-centred approach builds positive relationships in health, social care or childcare environments. 7. Understand how to use communication skills effectively to build positive relationships in a health, social care or childcare environment. 	<p>Pacey’s website a useful source of information: Organisation: Pacey Resource Title: Types of childcare Website Link: http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/</p> <p>Organisation: NICE (National Institute for Health and Care Excellence) Resource Title: https://www.nice.org.uk/process/pmg10/chapter/introduction</p> <p>Organisation: Mencap Resource Title: My Friends – Monim and Jay on darts and dating Website Link: https://www.youtube.com/watch?v=6LTYqz4xkH8</p> <p>Description: A short 3-minute video (that can also be downloaded with a text transcript) that describes the informal relationships that Monim and Jay (two friends who have learning disabilities) have with each other and others.</p> <p>The Childcare and Parenting webpages provides parenting advice and information on childcare</p>
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	<p>Unit 2</p> <ol style="list-style-type: none"> 1. Define key terms and concepts and describe the benefits of understanding diversity (e.g., empowerment, independence, inclusion, respect, dignity, opportunity, access, and participation). 2. Understand how all the values of care are applied and promoted in health and social care and in childcare environments. 3. Understand the support networks available to promote equality, diversity, and rights. 4. Identify key aspects of each piece of legislation and be able to describe how these support individuals' rights. 5. Explain how national initiatives provide a framework to maintain, guide, set standards and improve quality of practice. 6. Evaluate the impact of legislation and national initiatives. 	<p>services and related information https://www.gov.uk/browse/childcare-parenting</p> <p>Equality and human rights commission http://www.equalityhumanrights.com</p> <p>Advocacy http://www.seap.org.uk</p> <p>Learning disabilities http://www.mencap.org.uk http://www.bild.org.uk</p> <p>Mental Health http://www.mind.org.uk</p> <p>Head Injuries http://www.headway.org.uk</p> <p>Case Studies: Elderly denied NHS care 'can sue' http://www.bbc.co.uk/news/health-18407768</p>
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	<ol style="list-style-type: none">7. Explain the role of formal and informal support groups in helping individuals deal with discriminatory practice and to obtain redress.8. Analyse situations and apply best practice in care situations.9. Explain discriminatory practices in a range of settings.10. Analyse given situations or case studies and recommend the correct course of action to take, justifying their recommendations.	<p>Discrimination 'denying care home residents hospital access', study suggests https://www.telegraph.co.uk/news/health/9171551/Discrimination-denying-care-home-residents-hospital-access-study-suggests.html</p> <p>Sexual Offences Act https://www.legislation.gov.uk/ukpga/2003/42/contents</p> <p>Contraception https://www.nhs.uk/conditions/contraception/</p> <p>Sexual Offences Act https://www.nhs.uk/conditions/sexually-transmitted-infections-stis/</p> <p>Prenatal https://www.nhs.uk/pregnancy/keeping-well/vitamins-supplements-and-nutrition/</p> <p>Genetic Testing https://www.nhs.uk/conditions/genetic-and-genomic-testing/#:~:text=Genetic%20testing%20%E2%80</p>
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		<p>%93%20sometimes%20called%20genomic,health%20conditions%20and%20some%20cancers.</p> <p>Postnatal care https://www.nhs.uk/pregnancy/labour-and-birth/after-the-birth/early-days/</p> <p>Midwives https://www.healthcareers.nhs.uk/explore-roles/midwifery/roles-midwifery/midwife</p> <p>Health Visitors https://www.healthcareers.nhs.uk/explore-roles/public-health/roles-public-health/health-visitor/health-visitor</p> <p>: NHS Choices Resource Title: NHS Health Check Website Link: http://www.nhs.uk/Conditions/nhs-health-check/Pages/NHS-Health-Check.aspx Description: NHS website outlining the process of having a health check and the associated benefits.</p>
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<p>Travel and Tourism</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved. 2. Apply knowledge and understanding of the travel and tourism industry and factors affecting the industry to real-life travel and tourism scenarios. 3. Analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers. 4. Evaluate how information and data can be used by the travel and tourism industry to make decisions that affect organisations and customers. 5. Make connections between the factors that influence the travel and tourism industry and how the industry responds to minimise the potential impact on organisations and customers. 	<ul style="list-style-type: none"> • Watch travel documentaries to enhance learning of the industry and destinations. • BBC Travel programme/Podcasts. • Simon Reeves documentaries. • Lonely Planet. <p>Websites that provide travel and tourism facts and figures: -</p> <ul style="list-style-type: none"> • Visit Britain.Org • Visit Britain.com • Foreign and Commonwealth Office • UNESCO • CAA/ABTA/AITO key organisations
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