



The Polesworth School
ENSURING EXCELLENCE



**Year 12 Core Knowledge
and support guidance**

Spring/Summer 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/spring 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 Core Knowledge – Spring/Summer term	How to support students' learning
Art	<p>Spring Term</p> <ol style="list-style-type: none"> 1. Develop practical and theoretical knowledge of relevant materials, processes, technologies, and resources. 2. Develop practical and theoretical knowledge of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts. 3. Develop practical and theoretical knowledge of how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts. 	<ul style="list-style-type: none"> • Student Art Guide: An excellent resource for student artists including practical advice for using various media. https://www.studentartguide.com/. • The Tate Gallery: The Tate Gallery website has current exhibitions but also lots of informative information on Art and artists. · https://www.tate.org.uk/whats-on.

4. Develop practical and theoretical knowledge of continuity and change in different genres, styles, and traditions.
5. Develop practical and theoretical knowledge of a working vocabulary and specialist terminology.

Summer Term

1. Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select, and organise visual and other appropriate information.
2. Explore relevant resources; analyse, discuss, and evaluate images, objects, and artefacts; and make and record independent judgements.
3. Use knowledge and understanding of the work of others to develop and extend thinking and inform own work.
4. Generate and explore potential lines of enquiry using appropriate media and techniques.
5. Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations.

- Artcyclopedia: Find information and links to nearly all known artists.
<http://www.artcyclopedia.com/>.

	<p>6. Organise, select, and communicate ideas, solutions, and responses, and present them in a range of visual, tactile and/or sensory forms.</p>	
<p>Business</p>	<p>Spring Term</p> <ol style="list-style-type: none"> 1. Select the most appropriate methods of checking quality for a business scenario. 2. Discuss the benefits and limitations of achieving quality. 3. Identify the value of improving flexibility, speed of response and dependability in production. 4. Describe the interdependence of supply and demand. 5. Describe the value of outsourcing, sub-contracting and off-shoring. 6. Describe the stock control system. 7. Calculate and interpret a stock control diagram. 8. Discuss appropriate methods of improving stock control. 9. Identify the value of primary and secondary research methods. 10. Understand the value of sampling. 11. Interpret marketing data such as correlation, confidence levels and extrapolation. 12. Describe the value of technology when gathering and interpreting marketing data. 13. Understand the concept of supply and demand. 	<ul style="list-style-type: none"> • The full specification for AQA A-Level Business Studies can be found at:- https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132 • Past Papers and Mark Schemes can be found at:- https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132/assessment-resources • Learning materials are available at https://www.tutor2u.net/business • https://www.twoteachers.co.uk/ Can be used to access short videos of topic areas. (registration is required to use this website). • Daily use of a News App such as the BBC is paramount to keep up to date with the Business world.

14. Calculate and interpret elasticities of demand.
15. Understand the usefulness of market segmentation to a business.
16. Describe the elements of the marketing mix.
17. Analyse the importance and influence of the marketing mix.
18. Understand the importance of digital and e-commerce.

Summer Term

1. Understand the importance of setting human resource objectives.
2. Describe the internal and external influences on human resource objectives and decisions.
3. Calculate and interpret labour turnover and retention rates, labour productivity, employee costs as percentage of turnover and labour cost per unit.
4. Use human resource data for decision making.
5. Discuss the influences on job design.
6. Discuss the influences of organisational design.
7. Discuss the influences on delegation, centralisation, and decentralisation.
8. Explain how managing the human resource flow helps meet human resource objectives.

- A revision guide is also 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 particular goods and services for example will add value to your child's learning outside the classroom.

	<p>9. Describe the non-financial methods of motivation.</p> <p>10. Select the most appropriate methods of non-financial means of motivation.</p> <p>11. Describe the financial methods of motivation.</p> <p>12. Select the most appropriate methods of financial means of motivation.</p> <p>13. Describe the influences on the choice and assessment of the effectiveness of financial and non-financial reward systems.</p> <p>14. Discuss the value of employer-employee relations.</p> <p>15. Calculate and interpret cashflow statements.</p> <p>16. Calculate and interpret gross and net profit/margins.</p> <p>17. Calculate, interpret, and use Break Even as a decision-making tool.</p> <p>18. Describe difference sources of finance.</p> <p>19. Select the most appropriate source of finance for a business context.</p> <p>20. Identify the most suitable methods to improve a financial position.</p>	
<p>Classics</p>	<p>Spring/Summer Term</p> <p>1. Detailed knowledge and understanding of events leading up to the civil war.</p>	<ul style="list-style-type: none"> • Encourage your child to review and revise content after lessons. Weekly 15-minute overviews of work are beneficial.

	<ol style="list-style-type: none"> 2. Detailed knowledge and understanding of the causes of the assassination of Julius Caesar. 3. Detailed knowledge and understanding of Cicero's role in the period 44/3. 4. Detailed knowledge and understanding of Cicero's time as a provincial governor. 5. Considers a wide range of relevant points based on stimuli material. 6. Considers a wide range of relevant points based on the beliefs and ideas of the Late Republic. 7. Support points well using detail from prescribed sources. 8. Support points well using historical examples. 9. Support points well using Cicero's letters. 10. Explain both sides of an argument. 11. Produces a clear and sustained line of argument throughout an essay. 12. Reaches accurate and well substantiated conclusions. 	<ul style="list-style-type: none"> ● Ask about upcoming assessments and homework that has been set. ● Encourage them to review assessments and use them to prepare. ● Ask them to show you how they are organising their work and if they are up to date with their notes. ● Talk about Classical Civilisations 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. ● Visit sites/museums/online displays/libraries when possible. ● Encourage them to explain the texts they are studying, placing them in context.
Economics	<p>Spring Term</p> <ol style="list-style-type: none"> 1. Describe the rationing, incentive and signalling functions of pricing. 	<ul style="list-style-type: none"> ● The full specification for AQA A-Level Business Studies can be found at:- https://www.aqa.org.uk/subjects/econ

	<ol style="list-style-type: none"> 2. Understand the price mechanism and the basic economic problem. 3. Describe the market failure and the misallocation of resources. 4. Assess the difference between partial and complete market failure. 5. Describe, using examples the difference between public, private and quasi-public goods. 6. Describe, using examples positive and negative externalities. 7. Describe, using examples the difference between merit and demerit goods. 8. Assess the different objectives of firms using examples. 9. Describe the main characteristics of a perfectly competitive market. 10. Describe the difference between a pure monopoly and monopoly power. 11. Describe the characteristics of a monopoly and its benefits. 12. Describe the determinants of short run aggregate supply. 13. Describe the determinants of long run aggregate supply. 	<p>omics/as-and-a-level/economics-7135-7136</p> <ul style="list-style-type: none"> • 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 • Learning materials are available at https://www.tutor2u.net/economics • Daily use of a News App such as the BBC is paramount to keep up to date with the world of economics • The youtube channel https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g EconplusDal can be used to access learning material • A revision guide is also available to purchase from the school shop • Any conversations you can have with your child about the world of economics would be gratefully appreciated. Discussing your own experience of the impact of the energy crises, the increase in interest rates or the pressures at your place of work will
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	<p>14. Analyse economic growth and the economic cycle including short and long run growth and supply and demand side determinants.</p> <p>15. Assess how demand and supply side shocks that occur globally can affect the domestic market.</p> <p>16. Describe the UK measures of unemployment.</p> <p>17. Describe the different types of unemployment and why these might occur.</p> <p>18. Assess how employment and unemployment may be determined by both demand-side and supply-side factors.</p> <p>19. Describe the concept of inflation and deflation and influences on the price level.</p> <p>Summer Term</p> <ol style="list-style-type: none"> 1. Understand the importance of international trade for the UK. 2. Describe the Balance of Payments and current account. 3. Explain monetary policy. 4. Assess the factors influencing monetary policy. 5. Explain fiscal policy. 6. Assess the factors influencing fiscal policy. 7. Explain supply side policy. 8. Assess the factors influencing supply side policy. 	<p>add value to your child's learning outside the classroom.</p>
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	<p>9. Analyse why imperfect and asymmetric information can lead to market failure.</p> <p>10. Analyse why the existence of monopoly/monopoly power can lead to market failure.</p> <p>11. Analyse why the immobility of factors of production can lead to market failure.</p> <p>12. Describe the inequitable distribution of income and wealth.</p> <p>13. Assess the range of government objectives and how these affect the allocation of resources.</p> <p>14. Explain the full range of interventions to correct market failure.</p> <p>15. Explain, using examples why government intervention can lead to unintended consequences.</p>	
<p>English (Literature and language)</p>	<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. 	<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).

	<p>8. Understand the importance of the context in which texts were received.</p> <p>9. Discuss the relationships between texts.</p> <p>10. Refer to and analyse different interpretations of texts.</p> <p>11. Consider how interpretations of texts change over time.</p> <p>12. Engage with literary criticism and critical theory.</p>	<ul style="list-style-type: none"> • 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. • York Notes Advanced guides for Hamlet, The Duchess of Malfi, Jane Eyre, Sense and Sensibility. • Print 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>Forensic Science</p>	<p>Spring Term Biology</p> <ol style="list-style-type: none"> 1. Understand the theory, equipment used and procedures for carrying out chromatography. 2. Demonstrate an understanding of paper chromatography. 	<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.

3. Demonstrate an understanding of thin layer chromatography.
4. Describe how to accurately prepare a sample.
5. Identify unknown mixtures and pure substances using chromatography, to include amino acids (paper chromatography).
6. Interpret chromatograms to understand the polarity of molecules/intermolecular forces in relation to solubility in the mobile and stationary phase.
7. Interpret chromatograms to understand the size of molecules in relation to solubility and mobility.
8. Accurately calculate of Rf values from chromatograms and data.
9. Understand how to interpret chromatograms in terms of the number of substances present and the Rf values of components.

Chemistry

1. Understand how to use pH meters and probes.
2. Demonstrate an understanding of the use of electronic balances and how to calibrate them.
3. Demonstrate the safe and accurate use of volumetric glassware.

4. Accurately carry out titration experiments and determine the end point with precision.
5. Calculate the unknown concentration of a substance from titration results.
6. Understand how a colorimeter is used and how to select the correct filter needed.
7. Understand and apply colorimetry techniques to produce absorption readings.
8. Understand how to produce a calibration graph for a colorimeter and use it to find unknown concentrations.
9. Understand Beer-Lambert's law to determine the concentration of a transition metal ion solution.

Physics

1. Understand the use of different types of thermometer and how they are used to gain accurate readings.
2. Demonstrate an understanding of calibrating thermometers and the importance of doing so.
3. Create and interpret cooling curves to determine the melting point from the shape of a curve for a substance freezing.
4. Explain how the rate of cooling is related to intermolecular forces and the state of the substance.

5. Understand and reflect on the personal responsibilities that must be accepted for successful work in science.
6. Understand and develop skills for effective and efficient working with others.
7. Demonstrate personal development of standard practices applicable to working as a professional scientist.

Summer Term

Biology

1. Understand how to develop a hypothesis.
2. Demonstrate an ability to select appropriate equipment, techniques, and standard procedures.
3. Show an awareness of health and safety during practical work.
4. Demonstrate an ability to accurately collect and analyse data.
5. Demonstrate an understanding of how to process data and carrying out statistical analysis.
6. Interpret data and identify trends to draw valid conclusions.
7. Evaluate data to suggest improvements and evaluate reliability of the procedures used.
8. Understand protein structure.

9. Explain the importance of enzymes and how they speed up reactions.
10. Describe and explain the factors that effect enzyme activity.
11. Describe and explain the factors effecting rate of diffusion.
12. Explain the arrangement and movement of molecules in relation to diffusion.
13. Describe and explain factors that can effect plant growth and distribution.
14. Describe the sampling techniques to sample plant populations.

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<p>Geography</p>	<p>Spring/Summer Term Coastal Landscapes:-</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. 10. Describe how coastal flooding and recession impacts communities. 11. Understand how coastlines can be managed. 12. Assess the holistic nature of ICZMs. 	<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-levelrevision/geography-levelrevision/geography-level-past-papers/edexcel-level-geography-pastpapers • 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/

Diverse Place:-

1. Identify the reasons why population structures vary from place to place and over time.
2. Understand that population characteristics vary from place to place and over time.
3. Explain how past and present connections have shaped populations and cultural characteristics of places.
4. Explain how urban places are seen differently by different groups because of their lived experience of places and their perception.
5. Explain how rural places are seen differently by different groups because of their lived experience of places and their perception.
6. Explain the range of ways people evaluate their living spaces.
7. Understand that the culture and society is diverse in the UK.
8. Identify how economic, social, and cultural changes influence segregation over time.
9. Explain how tension and conflict can lead to changes in diverse places.
10. Describe how demographic issues can be measured.

to support your learning and exam preparation.

	<p>11. Evaluate how change in diverse urban communities can be measured.</p> <p>12. Evaluate how change in diverse rural communities can be measured.</p>	
<p>Government and Politics</p>	<ol style="list-style-type: none"> 1. Evaluate sources to identify inferences that can be used to assess key features of democracy in relation to the question. 2. Defines key terms effectively. 3. Direct arguments within essays and reference both sides of a debate to form a view. 4. Assess why different electoral systems are used. 5. Explain why different electoral systems lead to different electoral systems. 6. Assess how different electoral systems impact upon voting habits. 7. Describe the background and events of 1979, 1997 and 2019 General Elections. 8. Evaluate the long-term social factors that impact upon voting behaviour. 9. Evaluate the short-term factors that impact upon voting behaviour. 10. Analyse the national voting behaviours and patterns using statistics to draw conclusions. 11. Understand the founding principles of the US Constitution. 12. Explain the amendment process. 	<ul style="list-style-type: none"> ● Encourage your child to review and revise content after lessons. Weekly 15-minute overviews of work are beneficial. ● Ask about upcoming assessments and homework that has been set. ● Encourage them to review assessments and use to prepare. ● Ask them to show you how they are organising their work and if they are up to date with their notes. ● Talk about Politics at home around topics being studied and more generally. Encourage them to read. It could be non-fiction, newspapers, or online material, but then ask them to assess it as a source using their skills.

	<p>13. Judge the advantages and disadvantages of the amendment process.</p> <p>14. Analyse the impact of the nature of the Constitution including the vagueness, codification, and entrenchment.</p>	<ul style="list-style-type: none"> ● Visit websites/listen to podcasts/read political headlines and discuss with them.
<p>History</p>	<p>Spring/Summer Term</p> <p>Cold War In Europe</p> <ol style="list-style-type: none"> 1. Recall the chronological phases of change in the different stages of the Cold War. 2. Compare two events or themes to form judgments on the development of tension. 3. Understand the reasons for development and reduction in tension. 4. Explain the circumstances that led to the construction of the Berlin Wall. 5. Assess the significance of the construction of the Berlin Wall, including impact on German citizens and wider Cold War. 6. Evaluate the impact of the Cuban Missile Crisis on the relationships between East and West. 7. Define the principle of détente. 8. Define the principle of détente. 9. Explain why there was a détente. 10. Evidence examples of attempts to reduce the nuclear threat. 	<ul style="list-style-type: none"> ● Encourage your child to review and revise content after lessons. Weekly 15-minute overviews of work are beneficial. ● Ask about upcoming assessments and homework that has been set. ● Encourage them to review assessments and use to prepare. ● Ask them to show you 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. ● Visit sites/museums/online displays/libraries when possible.

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| | <ol style="list-style-type: none">11. Assess the significance of the Prague Spring and Czech Crisis of 1968 on Cold War relations.12. Describe the steps taken in Ostpolitik.13. Explain the features of SALT.14. Describe the key features of the Helsinki Accords.15. Assess which of the events in détente had the most success in improving relations between the superpowers.16. Know the reasons for the end of détente.17. Assess whether the end of détente was inevitable.18. Assess whether the end of détente was inevitable.19. Assess whether the end of détente was inevitable.20. Describe the events in Afghanistan in 1979.21. Explain how the invasion of Afghanistan triggered a New Cold War.22. Understand the issues involving leadership for both the USA and USSR in the late-1970s and early 1980s.23. Assess the economic issues in the USSR and Eastern Europe. | |
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England 1199 to 1272

1. Demonstrate knowledge of how England was governed 1204-1212.
2. Give details of John's efforts to regain the Angevin inheritance.
3. Explain with examples why John caused so much resentment in the barons.
4. Describe the rebellion of the 'Northerners' 1212-1213 and how threatening this was.
5. Explain why the rebellion developed, 1214-15.
6. Give examples of what the 'Articles of the Barons' and Magna Carta included.
7. Evaluate the impact of Magna Carta.
8. Explain why civil war broke out in 1215.
9. Give details to show how John and the barons did not trust each other.
10. Assess how strong John's position was in the autumn of 1215.
11. Explain the significance of Magna Carta.
12. Assess how far Magna Carta solved the differences between John and the barons.
13. Give details on the legacy of King John.
14. Explain the strengths and weaknesses of Henry's position at the start of his reign.
15. Assess how strong Henry's position was in 1216.
16. Explain why Louis' invasion failed.

	<p>17. Assess how important William Marshal was in the government of England.</p> <p>18. Know when Magna Carta was reissued and why.</p> <p>19. Assess the reasons for unrest in the 1220s.</p> <p>20. Explain the impact of Henry's wars in France.</p> <p>21. Assess the reasons for the fall of de Burgh.</p> <p>22. Explain the actions of Peter des Roches and how this led to rebellion.</p> <p>23. Assess the reasons why the period 1216-1234 saw so much unrest.</p>	
<p>IT</p>	<p>Spring/Summer Term</p> <p>Unit 21 Plan and deliver a pitch for a media product</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. 4. (1.4) Understand considerations when conceptualising physical practicalities, financial constraints and legal requirements and restrictions. 	<p>Encourage wider reading using the booklet students have been issued for tutor time reading.</p> <p>These links are useful for all units of the course:</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>

	<ol style="list-style-type: none"> 5. (1.5) Produce documents to support idea generation including mood boards, spider diagrams, sketches, written synopsis, storyboards, and slideshows. 6. (2.1) Understand the contents of a proposal including the executive summary, statement of need, product description, budget, details of production company and concluding comment. 7. (2.2) Understand how to develop a proposal for an original product. 8. (2.3) Understand the requirements of print media, specifically, a magazines content, needs of the target audience/consumer, development of proposal and draft articles and layouts. 9. (2.4.) Know how to produce supporting materials for the product description dependent on product genre. 10.(2.5) Know how to plan and prepare a mini presentation/pitch of a proposal for a new media product covering structure, content, supporting sample material and how to present ideas in a range of situations. 11.(3.1) Understand how to give a verbal face-to-face presentation making use of communications skills, body language, and general personal skills/attributes and behaviours. 	<p>https://helpx.adobe.com/indesign/tutorials.html InDesign tutorials for practicing skills of the software.</p> <p>https://media-studies.com/magazine-cover-analysis/ Magazine codes and conventions</p> <p>Useful YouTubers who discuss/analyse films and media, good preparation for Unit 1: Now You See It https://www.youtube.com/@NowYouSeeIt Nando V Movies https://www.youtube.com/@NandovMovies Nerdwriter 1 https://www.youtube.com/@Nerdwriter1 Mark Kermode (film review) https://www.youtube.com/@kermodeandmarkyoyo Filmento https://www.youtube.com/@Filmento https://www.youtube.com/@stnicksitandmedia5106 Useful walkthroughs of the learning outcomes for exam preparation.</p>
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- 12.(3.2) Know how to use a range of presentation devices to support pitching of a new product.
- 13.(3.3) Know different ways to elicit feedback including probing, questionnaires, surveys, interviews, and focus notes.
- 14.(3.4) Know different ways to record feedback including audio-visual recording of the presentation, reports, graphs/charts and notes.
- 15.(3.5) Know how to use feedback to assess whether or not the needs/expectations of the client have been met.

Unit 3 Create a media product

1. (1.1) Understand how to develop ideas to incorporate in a proposal for an original media product.
2. (1.1) Understand the inclusion of key aspects of a proposal: purpose, form and genre of the media product, content, and sample materials.
3. (2.1) Know how to develop pre-production materials for print-based and graphic products.
4. (2.1) Plan and develop pre-production materials that consider health and safety requirements, timescales, and milestones.

	<ol style="list-style-type: none"> 5. (3.1) Use techniques to create production materials for an original media product to a client brief. 6. (3.2) Apply production techniques and methods including use of planning materials, set up of relevant equipment and techniques for the production processes. 7. (3.2) Apply production techniques and methods to ensure safe working practices are followed. 8. (3.2) Adhere to codes and conventions related to the chosen media product and genre. 9. (4.1) Carry out post-production techniques and processes for an original media product to a client brief. 10.(4.1) Analyse how post-production techniques and processes enhance meaning in the final product. 	
<p>Law</p>	<p>Spring/Summer Term</p> <p>Criminal Law</p> <ol style="list-style-type: none"> 1. Outline and explain the rules surrounding actus reus and mens rea. 2. Apply the rules of actus reus and mens rea. 3. Outline and explain the law on non-fatal offences. 4. Apply the law on non-fatal offences. 5. Evaluate the law on non-fatal offences. 6. Outline and explain the law on murder. 	<p>Students have been provided with booklets which contain all the required information.</p> <p>The objectives for each booklet have been divided into three distinct skills: “outline and explain” the law from within that booklet, “apply” the law to fictional legal scenarios and “evaluate” that area of law.</p>

	<ol style="list-style-type: none"> 7. Apply the law on murder. 8. Outline and explain the law on voluntary manslaughter. 9. Apply the law on voluntary manslaughter. 10. Outline and explain the law on involuntary manslaughter. 11. Apply the law on involuntary manslaughter. 12. Outline and explain the law on theft. 13. Apply the law on theft. 14. Outline and explain the law on burglary and robbery. 15. Apply the law on burglary and robbery. 16. Outline and explain the law on preliminary offences. 17. Apply the law on preliminary offences. 18. Outline and explain the law on mental capacity defences. 19. Apply the law on mental capacity defences. 20. Evaluate the law on intoxication (one of the mental capacity defences). 21. Outline and explain the law on general defences. 22. Apply the law on general defences. 23. Evaluate the law on self-defence and consent (two of the general defences). 	<p>“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. It is important to note that they must be able to give supporting key cases to illustrate the points they’re making (all of which are clearly indicated in the booklets).</p> <p>“Apply” relates to the ability to attach the law to fictional legal scenarios. This cannot really be developed outside of lesson time. If this has been identified as a weakness, students are encouraged to plan and write additional essays which can be provided by teachers.</p> <p>“Evaluate” relates to the ability to critique the area of law in order to show why it may/may not be fair/effective/in need of reform. There are sections in the booklets which explicitly state evaluation points, but most evaluation can be “made up” based on having a clear enough understanding of the content. Your child should understand what you mean if you</p>
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	<p>Law: Tort Law</p> <ol style="list-style-type: none">1. Outline and explain the law of negligence (including possible defences).2. Apply the law of negligence to a range of legal scenarios.3. Evaluate the law of negligence.4. Outline and explain the law of occupiers' liability in relation to lawful visitors (including possible defences).5. Apply the law of occupiers' liability (lawful visitors) to a range of legal scenarios.6. Outline and explain the law of occupiers' liability in relation to trespassers (including possible defences).7. Apply the law of occupiers' liability (trespassers) to a range of legal scenarios.8. Evaluate the law of occupiers' liability.9. Outline and explain the law of private nuisance (including possible defences).10. Apply the law of private nuisance to a range of legal scenarios.11. Outline and explain the law of Rylands v Fletcher (including possible defences).12. Apply the law of Rylands v Fletcher to a range of legal scenarios.	<p>simply ask them to “evaluate the information in this booklet”.</p> <p>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). As previously stated, a comprehensive knowledge of relevant key cases is a requirement for all questions – creating flashcards or a book of these is very beneficial.</p> <p>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.</p>
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	<p>13. Outline and explain the law of vicarious liability (including possible defences).</p> <p>14. Apply the law of vicarious liability to a range of legal scenarios.</p> <p>15. Evaluate the law of vicarious liability.</p>	
<p>Maths</p>	<p>Spring/Summer Term</p> <p>Maths:-</p> <ol style="list-style-type: none"> 1. Use binomial expansion to find a particular term. 2. Use the factor theorem to find a missing coefficient. 3. Find all the linear factors of a cubic expression. 4. Find a linear graph that can be used to solve a quadratic equation graphically by finding the intersection of another given quadratic and the linear graph that is to be found. 5. Use a quadratic graph and a linear graph to solve another quadratic equation graphically. 6. Shade a region that satisfies 4 inequalities. 7. Solve a basic trigonometric equation and find all solutions in a given range. 8. Solve a trigonometric equation using the Pythagorean identity and find all solutions in a given range. 9. Determine the equation of a curve given the gradient function and a point. 	<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/ • 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,

10. Find an expression for the value of an integral in terms of a given variable.
11. Substitute into an exponential model to find the value of a population at a given time.
12. Solve an exponential equation to find the time at which the population reaches a certain value.
13. Show that, using a logarithmic model, a graph can be drawn as a straight line.
14. Plot given points and draw a line of best fit.
15. Use a line of best fit to find the gradient and intercept and then use the logarithmic equation to find missing variables for the logarithmic model.
16. Use the discriminant to find the range of values for a constant for which the simultaneous equations have real solutions.
17. Give a geometrical interpretation of a particular value of a variable for a pair of simultaneous equations.

Further Maths:-

1. Find the modulus of a complex number.
2. Find the principal argument of a complex number using radians.
3. Express a complex number in modulus-argument form.

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. <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/>

4. Multiply and divide complex numbers in modulus-argument form.
5. Represent multiplication and division of two complex numbers on an Argand diagram.
6. Represent and interpret sets of complex numbers as loci on an Argand diagram: lines of the form $|z - a| = |z - b|$, half-lines of the form $\arg(z - a) = \theta$, circles of the form $|z - a| = r$.
7. Represent and interpret regions defined by inequalities based on the above.
8. Understand and be able to use the terms “existence” “construction,” “enumeration” and “optimisation” in the context of problem solving.
9. Understand and be able to use the basic language and notation of sets.
10. Use the pigeonhole principle in solving problems.
11. Understand and use the multiplicative principle. Includes knowing that the number of arrangements of n distinct objects is $n!$
12. Enumerate the number of ways of obtaining an ordered subset (permutation) of r elements from a set of n distinct elements.
13. Enumerate the number of ways of obtaining an unordered subset (combination) of r elements from a set of n distinct elements.

- **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 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.

14. Understand the meaning of the terms: “vertex” (or “node”) and “arc” (or “edge”).
15. Understand the meaning of the terms: “tree,” “simple,” “connected” and “simply connected” as they refer to graphs.
16. Understand the meaning of the terms “walk,” “trail,” “path,” “cycle” and “route”.
17. Understand and use the term “complete” and the notation K_n for a complete graph on n vertices.
18. Understand and use bipartite graphs and the notation $K_{m,n}$, for a complete bipartite graph connecting m vertices to n vertices.
19. Use the degrees of vertices to determine whether a given graph is Eulerian, semi-Eulerian or neither. Understand what these terms mean in terms of traversing the graph.
20. Understand what it means to say that two graphs are isomorphic. Construct an isomorphism either by a reasoned argument or by explicit labelling of vertices.
21. Understand that an algorithm has an input and an output, is deterministic and finite.
22. Appreciate why an algorithmic approach to problem solving is generally preferable to ad hoc methods and understand the limitations of algorithmic methods.

23. Trace through an algorithm and interpret what the algorithm has achieved. Algorithms may be presented as flow diagrams, listed in words, or written in simple pseudo-code.
24. Use the order of an algorithm to calculate an approximate run-time for a large problem by scaling up a given run-time.
25. Compare the efficiency of two algorithms that achieve the same end result by considering a given aspect of the run-time in a specific case.
26. Be familiar with $O(n^k)$, where n is a measure of the size of the problems and $k = 0, 1, 2, 3$ or 4 .
27. Sort a list using bubble sort and using shuttle sort.
28. Be familiar with the next-fit, first-fit, first-fit decreasing and full bin methods for one-dimensional packing problems.
29. Use examples to demonstrate understanding and use of Dijkstra's algorithm to find the length and route of a least weight (shortest) path.
30. Use examples to demonstrate understanding and use of Prim's algorithm (both in graphical and tabular/matrix form) and Kruskal's algorithm to find a minimum connector (minimum spanning tree) for a network.

Core Maths:-

1. The normal distribution: Know that this is a symmetrical distribution and that the area underneath the normal 'bell' shaped curve represents probability.
2. The normal distribution: Use the correct notation to describe a normal distribution in terms of mean and standard deviation.
3. The normal distribution: Use a calculator or tables to find probabilities for normally Distributed data with known mean and standard deviation.
4. Probabilities and estimation: Understand what is meant by the term 'population' in statistical terms.
5. Probabilities and estimation: Develop ideas of sampling to include the concept of a simple random sample from a population.
6. Probabilities and estimation: Know that the mean of a sample is called a 'point estimate' for the mean of the population.
7. Probabilities and estimation: Calculate confidence intervals for the mean of a normally distributed population of known variance.
8. Correlation and regression: Recognise when pairs of data are uncorrelated, correlated, strongly

correlated, positively correlated, and negatively correlated.

9. Correlation and regression: Appreciate that correlation does not necessarily imply causation.
10. Correlation and regression: Understand the idea of an outlier.
11. Correlation and regression: Understand that the strength of correlation is given by the pmcc.
12. Correlation and regression: Understand that pmcc always has a value in the range from -1 to $+1$.
13. Correlation and regression: Appreciate the significance of a positive, zero or negative value of pmcc in terms of correlation of data.
14. Correlation and regression: Demonstrate the plotting of data pairs on scatter diagrams and the draw, by eye, a line of best fit through the mean point.
15. Correlation and regression: Understand the concept of a regression line.
16. Correlation and regression: Plot a regression line from its equation.
17. Correlation and regression: Use interpolation with regression lines to make predictions.
18. Correlation and regression: Understand the potential problems of extrapolation.

	<p>19. Correlation and regression: Use a calculator to calculate the pmcc and the equation of the regression line, where raw data is given.</p>	
<p>Media Studies</p>	<p>Spring/Summer Term</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. 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. 	<p>DIGITAL RESOURCES:</p> <ul style="list-style-type: none"> • The English and Media Centre- students have access to MediaMag and the digital archives • 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

		<ul style="list-style-type: none"> • 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 <p>Wider reading booklet issued by the department</p>
<p>PE</p>	<p>Spring Term A&P - HOC</p> <ol style="list-style-type: none"> 1. Explain roles of different food classes. 2. Link importance of hydration in performance. 3. State at least one positive and negative effect of each sports supplement. 4. Link sport supplement to which performer would benefit. 5. Discuss factors relating to fitness data. 6. Provide at least three physiological reasons for warm up. 7. Explain the main reason for cool down. 8. Explain each type of stretching. 9. State each principle of training and relate each one to an example. 10. Devise a training year based on periodisation. 	<ul style="list-style-type: none"> • Purchase textbook - https://www.hoddereducation.co.uk/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 <ul style="list-style-type: none"> ○ PowerPoints ○ Hyperlinks to exam practice papers by topic • Use students Power of 8 revision tool. • Useful websites – <ul style="list-style-type: none"> ○ https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBlklu3Xw?app=desktop&cbrd=1

11. Provide a brief explanation of each training method and the benefits to a performer.

Psychology & SA - GRT

1. Analyse and evaluate classification of skills.
2. Link the different types of feedback with the stages of learning, skills and situation.
3. Explain the different types of presentation, practice and guidance a coach can use and relate it to the type of learner, situation and skill.
4. Explain and evaluate the different types of learning theories.
5. Examine the psychological theories and concepts that help to explain how personality, attitudes and arousal levels affect performance.
6. Discuss how the theories associated with these topics explain the effect on performance of individuals in sport.
7. Discuss the strategies used to overcome the negative effects of individual psychological effects on performance so that the methods used by a performer will have positive impact.
8. Discuss the part that anxiety plays in affecting performance by identifying the types of anxiety that exists when playing sport.

○ 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.
- 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.

9. Evaluate and understand the use of anxiety measures to see how coaches can use data to examine performance.
10. Understand the theories that explain the causes of aggression in sport including instinct, frustration-aggression, learned cue and social learning theories.
11. Understand the psychological impact on the individual performer in sport with regard to the theories of aggression, anxiety and motivation.
12. Understand the various types of motivation.
13. Understand the effects of audiences on performance.
14. Understand the group dynamics and what affects cohesion.
15. Discuss how goal setting is used to improve performance.

Socio-Cultural - ZEK

1. Understand the origins and characteristics of sport and recreation in the UK and how it reflected society at the time.
2. Analyse how the industrial revolution had a positive and negative effect on sport and society at the time.

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| | <ol style="list-style-type: none">3. Understand the historical differences between opportunities for men and women.4. Understand why and how sport has become globalised, and the impact this has had.5. Understand how to answer 15-mark questions within this topic.6. Understand factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century.7. Explain the changing status of amateur and professional performers (limited to development of association football, tennis, and athletics).8. Understand how societal factors impact participation in sport.9. Understand the key terms relating to the study of sport and their impact on equal opportunities in sport and society.10. Analyse social action theory in relation to social issues in physical activity and sport.11. Understand what the key barriers and solutions are for different target groups.12. Understand the barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport. | |
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	<p>13. 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>Spring Term Psychopathology</p> <ol style="list-style-type: none"> 1. Outline and explain four definitions of abnormality. 2. Identify behavioural, emotional, and cognitive characteristics of OCD, depression, and phobias. 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 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 evaluate these theoretical models. 6. Explain the use of CBT in depression and evaluate this treatment. 7. Use biological explanations of OCD, including genetics and neural explanations, and evaluate these theories. 	<p>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.</p> <ul style="list-style-type: none"> • The core knowledge for the “Psychopathology” topic is found in the peach “Psychopathology” booklet. • The core knowledge for the “Memory” topic will be found in the cream “Memory” booklet. • The core knowledge for the “Attachment” topic can be found in the lilac “Attachment” booklet.

8. Explain how drug treatments work within the brain to reduce symptoms of OCD.

Memory

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.
5. Outline and understand the significance of misleading information and anxiety in the creation of false memories, and how these things might be controlled.

Summer Term

Attachment

1. Outline and evaluate caregiver/infant interactions in the context of stages of attachment.

- The core knowledge for “Social Influence” can be found in the **yellow** “Social Influence” 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 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>

2. Outline and explain the role of the father in attachment.
3. Outline and evaluate the use of animal studies in research on attachment.
4. Outline and explain Bowlby's theory of monotropy.
5. Outline and explain Bowlby's theory of maternal deprivation.
6. Outline and explain how attachment in infancy can impact on adult relationships.

Social Influence

1. Identify types of conformity including compliance, internalisation, and identification.
2. Identify explanations of conformity including informational and normative social influence.
3. Explain and evaluate research into conformity to social roles i.e. Zimbardo.
4. Describe and evaluate key research into obedience i.e. Milgram.
5. Identify and evaluate situational, dispositional, and social-psychological factors that affect obedience.
6. Identify, explain, and evaluate two reasons for resistance to social influence, including social support and locus of control.

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 child to seek extra support where appropriate. We have an open-door policy for all of our students.

	<p>7. Explain the role of consistency, commitment, and flexibility in minority influence.</p> <p>8. Explain psychological processes in social change.</p>	
<p>Religious Studies</p>	<p>Spring/Summer Term</p> <p>Philosophy of religion</p> <ol style="list-style-type: none"> 1. Explain the basis of Paley’s argument on three observations and thought. 2. Explain Paley’s analogical design argument. 3. Examine Hume’s criticisms of the design argument. 4. Evaluate the strengths and weaknesses of Paley’s argument. 5. Explain the basis of Anselm’s argument on thought. 6. Explain Anselm’s a priori Ontological argument. 7. Examine Gaunilo’s criticisms of the Ontological argument. 8. Examine Kant’s criticisms of the Ontological argument. 9. Evaluate the strengths and weaknesses of Anselm’s argument. <p>Ethics</p> <ol style="list-style-type: none"> 1. Identify facts about the use of embryo research, cloning and designer babies. 	<ul style="list-style-type: none"> • Read the section in the black Year 1 text book. • https://alevelphilosophyandreligion.com/aqa-religious-studies/ • There are many books in the school library and 6th Form Study Centre for further reading. • Read the further reading booklet given out in class.

	<ol style="list-style-type: none">2. Explain how the primary purposes apply to embryo research, cloning and designer babies technology.3. Give at least two Bible passages which could apply to the issues of embryo research, cloning and designer babies technology.4. Explain how the features of Natural Law apply to embryo research, cloning and designer babies.5. Explain the strengths and weaknesses of using Natural Law when applied to the issue of embryo research, cloning and designer babies.6. Explain how agape and the four working principles can apply to the issue of embryo research, cloning and designer babies.7. Explain Fletcher's view to embryo research, cloning and designer babies.8. Explain the strengths and weaknesses of applying Situation Ethics to embryo research, cloning and designer babies.9. Explain how the features of Virtue Ethics apply to embryo research, cloning and designer babies.10. Explain the strengths and weaknesses of applying Virtue Ethics to embryo research, cloning and designer babies.11. Identify the facts of abortion.	
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| | <ol style="list-style-type: none">12. Explain how the primary purposes apply to abortion.13. Explain how the features of Natural Law apply to abortion.14. Explain the strengths and weaknesses of using Natural Law when applied to the issue of abortion.15. Explain how agape and the four working principles can apply to the issue of abortion.16. Explain Fletcher's view towards abortion.17. Explain the strengths and weaknesses of applying Situation Ethics to abortion.18. Explain how the features of Virtue Ethics apply to abortion.19. Explain the strengths and weaknesses of applying Virtue Ethics to abortion.
20. Identify facts about voluntary euthanasia.21. Explain how the primary purposes apply to voluntary euthanasia.22. Give at least two Bible passages which could apply to voluntary euthanasia.23. Explain how the features of Natural Law apply to voluntary euthanasia. | |
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	<p>24. Explain the strengths and weaknesses of using Natural Law when applied to the issue of voluntary euthanasia.</p> <p>25. Explain how agape and the four working principles can apply to the issue of voluntary euthanasia.</p> <p>26. Explain Fletcher's view towards voluntary euthanasia.</p> <p>27. Explain the strengths and weaknesses of applying Situation Ethics to voluntary euthanasia.</p> <p>28. Explain how the features of Virtue Ethics apply to voluntary euthanasia.</p> <p>29. Explain the strengths and weaknesses of applying Virtue Ethics to voluntary euthanasia.</p> <p>30. Identify issues of capital punishment</p> <p>31. Explain how the primary purposes apply to capital punishment.</p> <p>32. Give at least two Bible passages which could apply to capital punishment.</p> <p>33. Explain how the features of Natural Law apply to capital punishment.</p> <p>34. Explain the strengths and weaknesses of using Natural Law when applied to the issue of capital punishment.</p>	
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	<p>35. Explain how agape and the four working principles can apply to the issue of capital punishment.</p> <p>36. Explain Fletcher's view towards capital punishment.</p> <p>37. Explain the strengths and weaknesses of applying Situation Ethics to capital punishment.</p> <p>38. Explain how the features of Virtue Ethics apply to capital punishment.</p> <p>39. Explain the strengths and weaknesses of applying Virtue Ethics to capital punishment.</p>	
<p>Science</p>	<p>Spring Term</p> <p>Chemistry</p> <p>Physical</p> <ol style="list-style-type: none"> 1. Define standard enthalpy of combustion (ΔH_c^\ominus) 2. Define standard enthalpy of formation (ΔH_f^\ominus). 3. Use the calorimetry equation to calculate the molar enthalpy change for a reaction. 4. Use Hess's law to perform calculations, including calculation of enthalpy changes for reactions from enthalpies of combustion or from enthalpies of formation. 5. Define the term mean bond enthalpy. 6. Use mean bond enthalpies to calculate an approximate value of ΔH for reactions in the gaseous phase. 	<p>Chemistry:</p> <ul style="list-style-type: none"> • 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/

7. Explain why values from mean bond enthalpy calculations differ from those determined using Hess's law.
8. Define the term activation energy.
9. Explain why most collisions do not lead to a reaction.
10. Draw and interpret distribution curves for different temperatures.
11. Use the Maxwell-Boltzmann distribution to explain why a small temperature increase can lead to a large increase in rate.
12. Explain how a change in concentration or a change in pressure influences the rate of a reaction.
13. Use a Maxwell-Boltzmann distribution to help explain how a catalyst increases the rate of a reaction involving a gas.

Organic and Inorganic

1. Outline the mechanisms for alkene addition reactions
2. Explain the formation of major and minor products by reference to the relative stabilities of primary, secondary, and tertiary carbocation intermediates.
3. Draw the repeating unit of an addition polymer from a monomer structure.

- 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">4. Draw the repeating unit from a section of the polymer chain.5. Draw the structure of the alkene monomer from a section of the addition polymer.6. Explain why addition polymers are unreactive.7. Explain the nature of intermolecular forces between molecules of polyalkenes.8. Explain the meaning of the term biofuel.9. Justify the conditions used in the production of ethanol by fermentation of glucose.10. Write equations to support the statement that ethanol produced by fermentation is a carbon neutral fuel and give reasons why this statement is not valid.11. Outline the mechanism for the formation of an alcohol by the reaction of an alkene with steam in the presence of an acid catalyst.12. Discuss the environmental (including ethical) issues linked to decision making about biofuel use.13. Write equations for oxidation reactions of alcohols and aldehydes (use equations showing [O] as the oxidant).14. Explain how the method used to oxidise a primary alcohol determines whether an aldehyde or carboxylic acid is obtained. | |
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15. Use chemical tests to distinguish between aldehydes and ketones including Fehling's solution and Tollens' reagent.
16. Outline the mechanism for the elimination of water from alcohols.
17. Identify the functional groups in a molecule using observations and information from reactions in the specification.
18. Use precise atomic masses and the precise molecular mass to determine the molecular formula of a compound.
19. Use infrared spectra and the Chemistry Data Booklet to identify particular bonds, and therefore functional groups, and also to identify impurities.

Biology

1. Explain response of B lymphocytes to a foreign antigen, clonal selection, and the release of monoclonal antibodies (the humoral response).
2. Describe the use of vaccines to provide protection for individuals and populations against disease. The concept of herd immunity.
3. Explain differences between active and passive immunity.

4. Discuss ethical issues associated with the use of vaccines and monoclonal antibodies.
 5. Evaluate methodology, evidence and data relating to the use of vaccines and monoclonal antibodies.
 6. Relate the base sequence of nucleic acids to the amino acid sequence of polypeptides, when provided with suitable data about the genetic code.
 7. Interpret data from experimental work investigating the role of nucleic acids.
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1. Describe the process of DNA replication and explain its significance.
 2. Evaluate the work of scientists in validating the Watson-Crick model of DNA replication and apply your knowledge to explain experimental results from the work of these scientists.
 3. Describe the structure of ATP.
 4. Explain the role of enzymes in hydrolysing and synthesising ATP.
 5. Explain the significance of ATP in numerous processes within organisms, as a supplier of energy or phosphate.
 6. Describe the properties that are important in water.

Biology –

- 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://senecalarning.com/en-GB/>
Free revision resource.

7. Explain the properties of water linked to the polar nature of the molecule.
8. Explain the significance of these properties to living organisms and processes.
9. Explain what is meant by the term inorganic ions and where they occur in the body.
10. Explain the specific role of hydrogen ions, iron ions, sodium ions and phosphate ions and relate the role of each of these ions to their properties.
11. Explain how the size of an organism affects its surface area to volume ratio and why this is important.
12. Apply your knowledge of surface area to volume ratio, to explain adaptations to body shape or the development of exchange systems.
13. Describe and explain the relationship between surface area to volume ratio and metabolic rate.
14. Calculate surface area to volume ratios when supplied with cell/organism dimensions.
15. Describe the internal structure of a leaf and explain how the structure is an adaptation allowing efficient gas exchange.
16. Explain what a xerophytic plant is and the adaptations that they have and how these balance the needs for gas exchange whilst minimising water loss.

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| | <ol style="list-style-type: none">17. Explain the adaptations of single-celled organisms for efficient gas exchange.18. Describe the structure of insect tracheal systems and explain how it is adapted to allow efficient gas exchange.19. Explain how tracheal systems balance the needs for gas exchange whilst minimising water loss.20. Describe the structure of fish gills and explain how they are adapted to maximise gas exchange, including counter current flow.21. Describe the structure of the human gas exchange system and explain the roles of cartilage in the trachea and bronchi.22. Explain the role of ventilation in terms of maintaining diffusion gradients.23. Explain the mechanism of breathing in terms of the action of the diaphragm muscle and the antagonistic action of the external and internal intercostal muscles and the pressure changes which they cause in the thoracic cavity.24. Explain the process of gas exchange, related to blood circulation and ventilation.25. Describe the features of the squamous epithelium and explain how it is adapted to maximising gas exchange. | |
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26. Interpret information relating to the effects of lung disease on gas exchange and/or ventilation.
27. Interpret data relating to the effects of pollution and smoking on the incidence of lung disease.
28. Analyse and interpret data associated with specific risk factors and the incidence of lung disease.
29. Recognise correlations and causal relationships.
30. Explain the general roles of organs within the digestive system and where key events in digestion happen.

Physics

1. Describe the difference between scalar and vector quantities.
2. Construct scale diagrams and work out the resultant vector on those scale diagrams.
3. From a set of instruction set up the practical to work out the coplanar forces.
4. Calculate moments.
5. Demonstrate how to find the centre of mass of regular and irregular shapes.
6. Understand complex motion questions selecting the correct SUVAT equations to calculate uniform motion.

7. Know how to use a distance-time and velocity-time and acceleration-time graphs to calculate velocity, distance travelled and acceleration.
 8. Confidently carry out a practical to find the acceleration due to gravity.
 9. Calculate components of projectile motion.
 10. Explain the forces involved when an object reaches terminal velocity.
 11. Explain conservation of momentum.
 12. Calculate momentum.
 13. Apply Newton's three laws of motion.
 14. Calculate energy work and power.
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1. Describe and fully label a wave using key terms such as: amplitude, displacement, frequency, wavelength, phase, and phase difference.
 2. Demonstrate how to calculate the frequency, time period and speed of a wave.
 3. Compare longitudinal and transverse waves in terms of their displacement, energy propagation and give examples of both.
 4. Show an understanding of polarisation and give applications of this.
 5. Define the principle of superposition and show an understanding of what interference is.

Physics

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

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| | <ol style="list-style-type: none">6. Describe how stationary waves are formed and give graphical explanation to support this.7. Demonstrate an understanding of harmonics and the properties of such, plus give examples of stationary waves e.g., on musical instrument strings.8. Practically investigate resonant frequency using knowledge of the first harmonic on a string. (Required Practical 1).9. Show an understanding of the diffraction patterns that are made by monochromatic and white light.10. Describe the variation of the width of the central diffraction maximum in a single slit diffraction pattern with wavelength and slit width.11. Describe and explain how interference is produced and link to coherence and path difference.12. Practically investigate two-source interference of light using a coherent source (Required Practical 2).13. Demonstrate awareness of the safety issues associated with using lasers.14. Show the ability to use Young's double-slit formula. | |
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15. Practically investigate interference of light caused by a diffraction grating (Required Practical 2).
16. Derive the equation for diffraction gratings.
17. Show an understanding of the pattern produced by light when directed normally at a diffraction grating and give examples of the applications of diffraction gratings.
18. Show an understanding of refractive index and demonstrate how to calculate it.
19. Use Snell's law of refraction for a boundary between two substances.
20. Describe total internal reflection and the significance of the critical angle.
21. State and describe applications of total internal reflection e.g. optical fibres, including the function of cladding, pulse broadening and absorption, material and modal dispersion.

Summer Term

Chemistry

Physical

1. Use Le Chatelier's principle to predict qualitatively the effect of changes in temperature, pressure, and concentration on the position of equilibrium.

2. Explain why, for a reversible reaction used in an industrial process, a compromise temperature and pressure may be used.
3. Construct an expression for K_c for a homogeneous system in equilibrium.
4. Calculate a value for K_c from the equilibrium concentrations for a homogeneous system at constant temperature.
5. Perform calculations involving K_c .
6. Predict the qualitative effects of changes of temperature on the value of K_c .
7. Work out the oxidation state of an element in a compound or ion from the formula.
8. Write half-equations identifying the oxidation and reduction processes in redox reactions.
9. Combine half-equations to give an overall redox equation.
10. Explain why acidified silver nitrate solution is used to identify halide ions.

Organic and Inorganic

1. Explain the trends in atomic radius and first ionisation energy in group 2.
2. Explain the melting point of the group 2 elements in terms of their structure and bonding.
3. Explain why BaCl_2 solution is used to test for sulfate ions and why it is acidified.

4. Explain the trend in electronegativity in group 7.
5. Explain the trend in the boiling point of the group 7 elements in terms of their structure and bonding.
6. Explain how acidified silver nitrate solution following by dilute and concentrated ammonia solutions are used to identify halide ions, including simplest ionic equations.
7. Explain how different reagents are used to identify positive and negative ions in an unknown solution.

Biology

1. Complete diagrams showing the chromosome content of cells after the first and second meiotic division, when given the chromosome content of the parent cell.
2. Explain the different outcome of mitosis and meiosis.
3. Recognise where meiosis occurs when given information about an unfamiliar life cycle.
4. Explain how random fertilisation of haploid gametes further increases genetic variation within a species.
5. Use unfamiliar information to explain how selection produces changes within a population of a species.

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| | <ol style="list-style-type: none">6. Interpret data relating to the effect of selection in producing change within populations.7. Show understanding that adaptation and selection are major factors in evolution and contribute to the diversity of living organisms.8. Appreciate that advances in immunology and genome sequencing help to clarify evolutionary relationships between organisms.9. Interpret data relating to similarities and differences in the base sequences of DNA and in the amino acid sequences of proteins to.10. Suggest relationships between different organisms within a species and between species.
<ol style="list-style-type: none">1. Explain the purpose of digestion and the role of different enzymes in the digestive process and relate the specificity of enzymes back to protein structure.2. Explain how endopeptidases and exopeptidases increase protein digestion.3. Explain the role of bile salts.4. Explain the features of good experimental design.5. Identify hazards and evaluate associated risk when designing experiments.6. Research and adapt methodology as the basis for designing an experiment. | |
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| | <ol style="list-style-type: none">7. Process data to calculate rates.8. Represent raw and processed data clearly using tables and graphs.9. Apply knowledge to draw and explain conclusions.10. Evaluate the quality of results and reliability of conclusions.11. Recall the adaptations of intestinal epithelial cells to exchange.12. Explain the absorption of amino acids and glucose against a concentration gradient by co-transport.13. Explain the role of micelles in the absorption of lipids.14. Describe the structure of the circulatory system, with particular reference to the blood vessels entering/leaving the heart, lungs and kidneys.15. Link the structure of the circulatory system to its role in exchanging and transporting materials.16. Relate knowledge of protein structure to the structure of haemoglobin.17. Explain what is meant by the term "partial pressure."18. Explain how the binding of one oxygen molecule changes the shape of haemoglobin and how this affects the binding of further oxygen molecules. | |
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| | <ol style="list-style-type: none">19. Relate knowledge to explain the shape of an oxyhaemoglobin dissociation curve.20. Explain the effect of carbon dioxide concentration on oxygen dissociation and relate this knowledge to explain oxygen loading and unloading in different tissues.21. Explain differences between the oxyhaemoglobin dissociation curves of different species and relate these differences to the environment in which the organisms live to explain how these adaptations allow organisms to survive.22. Describe and label the structure of the heart.23. Explain differences in the thickness of cardiac muscle between the atria and ventricles and between different sides of the heart.24. Explain the role of the atrio-ventricular and semilunar valves.25. Explain the role of the coronary artery.26. Explain the cardiac cycle.27. Explain the opening and closing of AV and semi-lunar valves in terms of differences in pressure at different stages of the cardiac cycle.28. Analyse and interpret data relating to pressure and volume changes during the cardiac cycle. | |
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| | <ol style="list-style-type: none">29. Describe the structure of arteries, arterioles, veins, and capillaries, and relate their structure to their functions.30. Compare and contrast the structure and function of different blood vessels.31. Explain what tissue fluid is and which substances it contains.32. Explain the formation of tissue fluid in terms of hydrostatic pressure and explain the reabsorption of some tissue fluid back into the capillaries, in terms of hydrostatic pressure and water potential.33. Explain the role of the lymph system.34. Apply knowledge of circulation to draw and explain conclusions.35. Analyse and interpret data associated with specific risk factors and the incidence of cardiovascular disease.36. Recognise correlations and causal relationships.37. Explain the role of the xylem in plants.38. Explain how water transport in the xylem is linked to transpiration in the leaves.39. Explain the cohesion-tension theory of water transport.40. Explain the factors which affect transpiration.41. Explain the role of the phloem in plants. | |
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42. Explain what is meant by translocation.
43. Explain the mass flow hypothesis as a mechanism for translocation.
44. Interpret evidence from tracer and ringing experiments and evaluate the evidence for and against the mass flow hypothesis.

Physics

1. Define and calculate density.
2. Recall and use the Hooke's law formula, $F=k\Delta L$.
3. Demonstrate an understanding of plastic behaviour and the elastic limit of a material.
4. Practically investigate Hooke's law.
5. Define tensile stress, tensile strain, and breaking stress.
6. Demonstrate an understanding of energy conservation in springs.
7. Use the formula for the Young modulus.
8. Describe and carry out a method to determine the Young modulus using stress-strain graphs.
9. Interpret simple stress-strain curves and compare to force-extension graphs.
10. Describe and explain fracturing and brittle behaviour and recognise it on stress-strain & force-extension graphs.

<p>Sociology</p>	<ol style="list-style-type: none"> 1. Outline and explain the contributions of functionalist and Marxist sociologists in relation to the function of the education system. 2. Evaluate the contributions of different theoretical perspectives on education. 3. Outline and explain the key education policies brought in since 1944 (with reference to fairness, privatisation and marketisation). 4. Evaluate the effectiveness of education policies. 5. Outline and explain the impact that globalisation has had on the UK education system. 6. Outline and explain a range of factors explaining class differences in educational achievement. 7. Evaluate the relative importance of factors outside of school versus factors inside of school for class differences. 8. Outline and explain a range of factors explaining ethnic differences in educational achievement. 9. Evaluate the relative importance of factors outside of school versus factors inside of school for ethnic differences. 10. Outline and explain a range of factors explaining gender differences in educational achievement. 11. Evaluate the relative importance of factors outside of school versus factors inside of school for gender differences. 	<p>Students have been provided with booklets which contain all the required information.</p> <p>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.</p> <p>“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.</p> <p>“Evaluate” relates to the ability to critique the knowledge in order to show why it 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> <p>Additionally, you may wish to encourage your child to complete revision materials on the relevant content (mind maps, flashcards,</p>
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	<ol style="list-style-type: none">12. Outline and explain a range of factors explaining gender differences in subject choice.13. Outline and explain the way in which processes within school can shape the gender/sexual identity of young people.14. Outline and explain the contributions of Positivism and Interpretivism.15. Outline and explain practical, ethical, and theoretical strengths/limitations of questionnaires.16. Evaluate the usefulness of questionnaires as a research method.17. Outline and explain practical, ethical, and theoretical strengths/limitations of interviews.18. Evaluate the usefulness of interviews as a research method.19. Outline and explain practical, ethical, and theoretical strengths/limitations of observations.20. Evaluate the usefulness of observations as a research method.21. Outline and explain practical, ethical, and theoretical strengths/limitations of experiments.22. Evaluate the usefulness of experiments as a research method.	<p>revision notes, etc) and/or plan or write an essay on the material (which can be found at the back of each booklet).</p> <p>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.</p>
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	<p>23. Outline and explain practical, ethical, and theoretical strengths/limitations of secondary data.</p> <p>24. Evaluate the usefulness of secondary data as a research method.</p> <p>25. Apply understanding of research methods to the study of a range of topics within education.</p>	
<p>Technology</p>	<p>Spring Term Health and Social Care 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. 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. 	<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</p> <p>Description: An A-Z of Health and Social Care Services that are regulated Group 3 may find 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>7. Use communication skills effectively to build positive relationships in a health, social care, or childcare environment.</p> <p>Unit 2</p> <p>1. Define key terms and concepts and describe the benefits of understanding diversity (e.g.</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 services and related information https://www.gov.uk/browse/childcare-parenting</p> <p>Equality and human rights commission</p>
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	<p>empowerment, independence, inclusion, respect, dignity, opportunity, access and participation).</p> <ol style="list-style-type: none"> 2. Understand how all of 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 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. 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>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</p> <p>Elderly denied NHS care 'can sue' http://www.bbc.co.uk/news/health-18407768</p> <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>
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Summer Term

Unit 13

1. Understand personal safety, grooming and child exploitation.
2. Understand sexual health and contraception.
3. Understand the importance of pre-natal health and the process of conception.
4. Understand the different practitioners in promoting good health.
5. Understand how genetic testing is used and which conditions can be congenital.
6. Know the factors which could affect health in pregnancy and the success of the birth.
7. Understand the stages of pregnancy and birth and the post-natal care of the mother.
8. Understand the different types of support given postnatally and the services available.
9. Understand the care and development of the baby in the first year of life.

Sexual Offences Act

<https://www.legislation.gov.uk/ukpga/2003/42/contents>

Contraception

<https://www.nhs.uk/conditions/contraception/>

Sexual Offences Act

<https://www.nhs.uk/conditions/sexually-transmitted-infections-stis/>

Prenatal

<https://www.nhs.uk/pregnancy/keeping-well/vitamins-supplements-and-nutrition/>

Genetic Testing

<https://www.nhs.uk/conditions/genetic-and-genomic-testing/#:~:text=Genetic%20testing%20%E2%80%93%20sometimes%20called%20genomic,health%20conditions%20and%20some%20cancers.>

	<p>Unit 3</p> <ol style="list-style-type: none"> 1. Understand potential hazards in health, social care, and childcare environments. 2. Potential impacts of hazards for individuals who require care or support, employees, and employers. 3. Describes the types of settings in health and social care. 4. Identify the signs of harm and abuse in health and social care. 5. Identify key legislation in health and social care. 6. Understand policies and procedures promote health, safety and security in health, social care, and childcare environments. 7. Understand the need for safeguarding. 	<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>Ages and stages https://childdevelopmentinfo.com/ages-stages/#gs.66ts2u</p> <p>Organisation: Health and Safety Executive (HSE) Resource title: Sensible risk assessment in care settings Website link: http://www.hse.gov.uk/healthservices/sensible-riskassessment-care-settings.htm Description: Information produced by the HSE that details the typical hazards that can result in serious harm to employees in health and</p>
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	<p>8. Understand the roles and responsibilities involved in health, safety and security in health, social care, and childcare environments.</p> <p>9. Know how to respond to incidents and emergencies in a health, social care, or childcare environment.</p>	<p>social care environments, individuals who live in and access these services and others, including professionals and visitors.</p> <p>Organisation: The Royal Society for the Prevention of Accidents (RoSPA) Resource title: Accidents to Children Website link: http://www.rospa.com/home-safety/advice/childsafety/accidents-to-children/</p> <p>Description: Information produced by RoSPA on the typical hazards that can cause accidents to children and can be found at home and in other child care environments including play and leisure settings.</p> <p>Organisation: Health and Safety Executive (HSE) Resource title: Violence at work 2013/2014 Website link: http://www.hse.gov.uk/statistics/causinj/violence/violence-at-work.pdf</p> <p>Description: The Health and Safety Executive's (HSE) annual statistical report on work-related violence including findings from the 2013/14 Crime Survey for England and Wales.</p>
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		<p>Organisation: Skills for Care Resource title: 'Violence against social care and support staff'</p> <p>Website link: http://www.skillsforcare.org.uk/Document-library/NMDS-SC,-workforce-intelligence-and-innovation/Research/Violence-reports/Violence-against-social-care-workers--compositereport.pdf</p> <p>Description: Skills for Care's findings about the extent of violence against staff in 2012. Three key issues were examined: 1) the trends and current prevalence of violence against social care and support staff; 2) guidance and monitoring procedures employers are using to record violent incidents; 3) what the sector can learn from the NHS in response to violence against staff.</p> <p>The use of NHS resources and other organisations' websites may provide a useful source of information about causes, treatment, and the impact on the individual for the listed conditions. https://www.nhs.uk/</p>
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British Heart Foundation

<https://www.bhf.org.uk/?gclid=CjwKCAjwrNmWBhA4EiwAHbjEQDXN8suNPfnCnVvnbKDD2qeqPSnkuSFiGbg4kQ09koJk-OZAOhVfhBoCAagQAvD BwE&gclsrc=aw.ds>

IBS Network

<https://www.theibsnetwork.org/the-self-care-programme/>

Diabetes UK

<https://www.diabetes.org.uk>

Arthritis Association

<https://www.arthritis.org/>

Royal Osteoporosis association

<https://theros.org.uk/>

Stroke Association

<https://www.stroke.org.uk/>

British Deaf Association

<https://bda.org.uk/>

		<p>Institute for the blind https://www.rnib.org.uk/</p> <p>Organisation: National Careers Service Resource Title: A-Z index of job profiles Website Link: https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx</p> <p>Description: A website containing job profiles across a range of careers.</p> <p>Organisation: BBC Resource Title: Food Inspectors Website Link: https://www.youtube.com/watch?v=MbH2fPAH4Vc</p> <p>Description: A range of videos showing the work of environmental health officers in relation to the food industry.</p> <p>Organisation: NHS Choices Resource Title: NHS screening Website Link: http://www.nhs.uk/Livewell/Screening/Pages/screening.aspx</p>
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		<p>Description: An overview of health screening conducted by the NHS.</p> <p>Organisation: NHS Choices Resource Title: NHS Health Check Website Link: http://www.nhs.uk/Conditions/nhs-health-check/Pages/NHS-Health-Check.aspx</p> <p>Description: NHS website outlining the process of having a health check and the associated benefits.</p> <p>Organisation: NHS Resource Title: Smokefree Website Link: http://www.nhs.uk/smokefree</p> <p>Description: NHS health promotion to encourage individuals to stop smoking</p> <p>Organisation: Healthcare Promotions Resource Title: Health promotion resources Website Link: http://www.healthcarepromotions.co.uk/</p> <p>Description: Free resources and fact sheets for health promotions</p>
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<p>Theatre Studies</p>	<p>Spring/Summer Term</p> <p>C1 - Servant to Two Masters</p> <ol style="list-style-type: none"> 1. Understand the Arlecchino character of Truffaldino and demonstrate this understanding practically and theoretically. 2. Understand the innamorati characters of Beatrice and Florindo and demonstrate this understanding practically and theoretically. 3. Demonstrate an understanding of the various forms of comedy and create imaginative performance ideas for the characters and action. 4. Understand the innamorati characters of Clarice and Silvio and demonstrate this understanding practically and theoretically. 5. Understand the vecchi characters of Pantaloon and Dr Lombardi and demonstrate this understanding practically and theoretically. 6. Demonstrate how to structure a performer essay showing understanding of character, performance, and Commedia Dell'arte. 7. Understand the zanni characters of Truffaldino and Smeraldina and demonstrate this understanding practically and theoretically. 8. Understand the performance from a director's viewpoint considering character interactions and comedy. 	<ul style="list-style-type: none"> • Course specification: https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262/specification-at-a-glance. • We encourage students to watch as many drama productions as possible, these can be found on various platforms online. We have compiled a further reading list for our A Level students. This is not an exhaustive list but a good start to consider exploring in Independent Studies. Students also have a folder with various resources and exemplar material studied in class. • All work is followed up on TEAMS, therefore if a student is absent, they can follow up missed work at home. • Any questions or individual concerns, please email s.leftwich-lloyd@thepolesworthschool.com.
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C1 - Our Countries Good

1. Show the ability to provide an interpretation for major characters in 'OCG.'
2. Know acting terminology and demonstrate use to explain practical ideas.
3. Know set design terminology and demonstrate use to explain practical ideas.
4. Know costume terminology and demonstrate use to explain practical ideas.
5. Know in depth SCH and use to inform analysis of scenes / characters and to inform practical ideas.
6. Know and demonstrate how to quote.
7. Know and demonstrate how to identify, exemplify, and articulate potential effects for the audience.

C1 - Live

1. Know, understand, and apply how to read the style and form of a live production.
2. Know, understand, and apply how a theatre company structure their work to meet specific aims.
3. Know and demonstrate how to 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.
6. Know and demonstrate how to decode examination questions.

C2 - Devising Practical

1. Know and understand how to practically apply a broad range of practical exploration techniques. Demonstrate high level technical accomplishment in chosen practical skill (acting / set / costume / lighting / sound).
2. Demonstrate the ability to evaluate, develop, refine, and change work.
3. Demonstrate practically, complete consonance with chosen practitioner.
4. Demonstrate audience awareness and (if appropriate) interaction.

C3 - Devising, Working Notebook

1. Know The Paper Birds / Mic Pool theory and key terms.
2. Develop and use high level research skills.

	3. Make connections between theory and practice.	
Travel and Tourism	<p>Spring Term</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the location, features and appeal of global destinations. 2. Apply knowledge and understanding of the features that contribute to the appeal of the destinations and the types of tourism and activities that they support. 3. Evaluate information to make informed decisions about the sustainability of travel plans, routes, and itineraries to meet the needs of specified customers. 4. Evaluate factors and consumer trends that influence the popularity and appeal of global destinations, synthesising ideas, and evidence to support recommendations. <p>Summer/Autumn Term Y13</p> <ol style="list-style-type: none"> 1. Explore the role of marketing activities that influence customer decisions and meet the needs of 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 and World Travel Org. • CAA/ABTA/AITO key organisations. <ul style="list-style-type: none"> • Institute of Marketing. • ALVA. • Company House accounts.

	<ol style="list-style-type: none">2. Examine the impact that marketing activities have on the success of different travel & tourism organisations.3. Carry out market research in order to identify a new travel & tourism product or service.4. Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.	<ul style="list-style-type: none">● Business reports on the businesses being studied.● Two Teachers videos on marketing theories.● Grocer/Media reports.● ONS/Visit Britain.
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