

Curriculum Information Booklet



Year 13

Holy Family Catholic School Curriculum Overview Year 13 –

Art (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Presentation of essay/summer work 2000 word draft essay A further 1000 words to personal study Final Draft Personal Study</p> <p>Project 3 Personal Project Personal development through Exploration of theme</p> <ul style="list-style-type: none"> Initial Ideas Observational drawings/ artist research/ analysis/transcript Develop Ideas research/ experimentation 1st outcome <p>Students to develop their knowledge, understanding and skills, to include: generating and developing ideas, researching primary and contextual sources, recording practical and written observations, exploring materials, processes, technologies and techniques</p>	<p>Books: The story of Art - Ernst Gombrich Ways of Seeing - John Berger The story of Contemporary Art - Tony Godfrey The Painted Word - Tom Wolfe The Shock of the New - Robert Hughes The Age of Collage - Silke Krohn Black Artists Shaping the World - Sharna Jackson Great Women Artists - Phaidon</p>
Half Term 2 (Nov-Dec)	<p>Project 3 Personal Project Personal development through Exploration of theme</p> <ul style="list-style-type: none"> Initial Ideas Observational drawings/ artist research/ analysis/transcript Develop Ideas research/ experimentation 2nd outcome <p>Mock Exam (10 hours) tbc</p>	<p>Gallery visits: The photographers gallery, Tate Modern, Tate Britain, V&A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery</p>
Half Term 3 (Jan-Feb)	<p>Project 3 Personal Project Personal development through Exploration of theme</p> <ul style="list-style-type: none"> Initial Ideas Observational drawings/ artist research/ analysis/transcript Develop Ideas research/ experimentation 3rd outcome <p>School Trip</p>	<p>Websites: https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/</p>
Half Term 4	ESA Thematic Project	

(Feb-Mar)	Personal development through Exploration of theme <ul style="list-style-type: none"> • Initial Ideas • Observational drawings/ artist research/ analysis/transcript • Develop Ideas • research/ experimentation 	
Half Term 5 (Apr-May)	ESA Thematic Project Personal development through Exploration of theme <ul style="list-style-type: none"> • Drawings/ artist research/ analysis/transcript • Develop Ideas • research/ experimentation 	
Half Term 6 (Jun-Jul)	ESA Thematic Project - Final outcome Exam plan/ Surface preparation Art and Photography 15 hour Exam Holy Family Art and Photography Exhibition	

Examples of Home Learning Tasks	Sketchbook development
Assessment Tasks, Methods & Frequency	Assessment objectives covered A01 Develop, A02 Explore, A03 Record and A04 Present Regular 1:1 tutorials - Verbal and Written Feedback 10 hour mock exam (Nov - Dec 2022)tbc Externally Set Assignment 15 hour Exam (May 2023) Lesson plenary assessment to focus on: <ul style="list-style-type: none"> • Practical skills using a range of processes, techniques and mediums. • Research and analysis
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors, glue stick, colour pencils, watercolours, acrylic paints

Parent / Carers can help their child by:	Attending exhibitions, having basic equipment at home
Useful Websites	https://www.art2day.co.uk/ password imagine https://www.artrabbit.com/ https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/
Extra-Curricular Activities & Career Opportunities	Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged Visits by professionals/Workshop/ exhibition opportunities with Deloitte - to be arranged

Who Can I Contact?	Head of Art	Mr Madden mr.madden@holyfamilycatholicschool.co.uk
	Teachers of Year 13 Art	Mr Madden mr.madden@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 13 –



Photography (A Level)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Project 3 Personal Project Personal development through Exploration of theme <ul style="list-style-type: none"> Initial Ideas Plan and shoot/ photographer research/ analysis/transcript Develop Ideas research/ experimentation 1st outcome 	Books: On Photography - Susan Sontag Camera Lucida - Roland Barthes The Photography Bible - Micheal Freeman Ways of Seeing - John Berger The story of Contemporary Art - Tony Godfrey The Age of Collage - Silke Krohn
Half Term 2 (Nov-Dec)	Project 3 Personal Project Personal development through Exploration of theme <ul style="list-style-type: none"> Initial Ideas Plan and shoot/ photographer research/ analysis/transcript Develop Ideas research/ experimentation 2nd outcome Mock Exam (10 hours) tbc	Gallery visits: The photographers gallery, Tate Modern, Tate Britain, V&A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery
Half Term 3 (Jan-Feb)	Project 3 Personal Project Personal development through Exploration of theme <ul style="list-style-type: none"> Initial Ideas Plan and shoot/ photographer research/ analysis/transcript Develop Ideas research/ experimentation 3rd outcome School Trip	Websites: https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/
Half Term 4 (Feb-Mar)	ESA Thematic Project Personal development through Exploration of theme <ul style="list-style-type: none"> Initial Ideas Plan and shoot/photographer research/ analysis/transcript Develop Ideas research/ experimentation 	
Half Term 5 (Apr-May)	ESA Thematic Project Personal development through Exploration of theme <ul style="list-style-type: none"> Plan and shoot/photographer research/ analysis/transcript Develop Ideas research/ experimentation 	

Half Term 6 (Jun-Jul)	ESA Thematic Project - Final outcome Exam plan/ Surface preparation	
	Art and Photography 15 hour Exam	
	Holy Family Art and Photography Exhibition	

Examples of Home Learning Tasks	Workbook development
Assessment Tasks, Methods & Frequency	<p>Assessment objectives covered A01 Develop, A02 Explore, A03 Record and A04 Present</p> <p>Regular 1:1 tutorials - Verbal and Written Feedback 10 hour mock exam (Nov -Dec 2022)tbc Externally Set Assignment 15 hour Exam (May 2023)</p> <p>Lesson plenary assessment to focus on:</p> <ul style="list-style-type: none"> • Practical skills using a range of processes, techniques and mediums. • Research and analysis
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors. glue stick, camera

Parent / Carers can help their child by:	Attending exhibitions, having basic equipment at home
Useful Websites	https://www.art2day.co.uk/ password imagine https://www.artrabbit.com/ https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/ https://thephotographersgallery.org.uk/
Extra-Curricular Activities & Career Opportunities	<p>Art intervention catch up- Thursdays after school</p> <p>Mural and animation projects - to be arranged</p> <p>Visits by professionals/ Workshop/ exhibition opportunities with Deloitte - to be arranged</p>

Who Can I Contact?	Head of Photography	Mr Madden mr.madden@holyfamilycatholicschool.co.uk
	Teachers of Year 13 Photography	Mr Madden mr.madden@holyfamilycatholicschool.co.uk Ms Hammond ms.hammond@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 13 – Biology (A Level)



	Curriculum Content Exam Board: AQA	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>3.5.1 Photosynthesis</p> <p>In this topic, we will review the content that was taught at the end of Year 12 and apply theory to past exam questions.</p> <p>Includes Required Practical 7 and 8</p> <p>3.5.2 Respiration</p> <p>In this topic, we will review the content that was taught at the end of Year 12 and apply theory to past exam questions.</p> <p>Includes Required Practical 9</p> <p>3.5.3 Energy and Ecosystems</p> <p>This topic will look at communities in Biology and how biological molecules that are made in photosynthesis are consumed by other organisms. We will also look at the transfer of biomass and its stored chemical energy in a community from one organism to another and the efficiency of this process.</p>	<p>Pixl Independence: Energy Transfers</p> <p>Darwin's Island by Steve Jones</p> <p>Life on Earth by David Attenborough</p>
Half Term 2 (Nov-Dec)	<p>3.5.4 Nutrient cycles</p> <p>This topic will look at how nutrients are recycled within natural ecosystems, specially in the nitrogen and phosphorus cycle and the role of microorganisms in these cycles. It will also look at the use of artificial and natural fertilisers in farming and the environmental impacts these can have on the ecosystem.</p> <p>3.6.2 Nervous Communication</p> <p>This topic will look at how organisms respond to different stimuli to produce an effect. It will study how nerve cells enable communication in animals and contrast it to hormones as a method of communication.</p> <p>Includes Required Practical 10</p>	<p>Pixl Independence: Responding to Change</p> <p>Life Unfolding by Jamie Davies</p>
Half Term 3 (Jan-Feb)	<p>3.7.1 Inheritance</p> <p>This topic will look at how the theory of evolution underpins modern biology. This results in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry</p>	<p>Pixl Independence: Populations</p> <p>The Immortal Life of Henrietta Lacks by Rebecca Skloot</p>

can explain the similarities between all living organisms, such as common chemistry (e.g. all proteins made from the same 20 or so amino acids), physiological pathways (e.g. anaerobic respiration), cell structure, DNA as the genetic material and a 'universal' genetic code. The individuals of a species share the same genes but (usually) different combinations of alleles of these genes. An individual inherits alleles from their parent or parents

3.6.3 Skeletal Muscle and Homeostasis

This topic looks at the process involved in muscle contraction and the use of ATP in this process. We look at how the body controls the internal environment particularly in regards to blood glucose and water potential of blood

Required practical 11

Half Term 4 (Feb-Mar)

3.7.2 Populations

In this topic, we will study how species exist in different populations and how this variation arises. We will also look at how natural selection occurs and how the change in allele frequency in a population indicates evolution.

Includes Required Practical 12

3.8 The control of gene expression

This topic looks at the cells ability to control metabolic activities by regulating transcription and translation of their genome. We will look at other factors, both internal and external, that will control the expression of genes and thus the phenotypes of organisms. We will also look at the medical and technological applications of altering the epigenome, genomes and proteomes of an organism.

Pixl Independence: Gene Expression

The Greatest Show on Earth by Richard Dawkins

The Epigenetics Revolution by Nessa Carey

Half Term 5 (Apr-May)

3.7.3 Populations in ecosystems

This topic looks at Populations of different species that live in communities. Competition occurs within and between these populations for the means of survival. Within a single community, one population is affected by other populations, the biotic factors, in its environment. Populations within communities are also affected by, and in turn affect, the abiotic (physicochemical) factors in an ecosystem.

3.8.2 DNA Technology

In this topic we study the use of DNA technology in the diagnosis and treatment of human diseases. We will also evaluate information relating to screening individuals for genetically determined conditions and drug responses

Half Term 6 (Jun-Jul)	Revision and exam practice	

Examples of Home Learning Tasks	Pixl Knowledge and Independence Completion of Lab book for required Practicals
Assessment Tasks, Methods & Frequency	<p>Students will be given Formal assessments every half term in line with the assessment weeks in the school calendar. Questions will be synoptic of the topics they have been studying up to that point.</p> <p>Students will also be given ‘Progress Tests’ which will be used to check their understanding of the topic they have just completed.</p> <p>All assessments will use published AQA exam questions from previous years and specifications.</p> <p>Students lab books will be marked and assessed against the CPAC skills after every required practical.</p>
Equipment that Students Need	<p>Folders and dividers for each teacher and topic.</p> <p>Pen, pencil, ruler, rubber, scientific calculator, sharpener.</p>

Parent / Carers can help their child by:	<p>Make sure they have a quiet space to study with no distractions.</p> <p>Encourage them to not listen to music, use their phone when studying.</p> <p>Help with flashcard revision, quiz them and help check their answers.</p> <p>Encourage them to make a study timetable to organise their time.</p>
Useful Websites	<p>https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</p> <p>https://www.youtube.com/c/MissEstruch</p> <p>https://www.youtube.com/c/BiologyPracticalActivitiesandRevision</p> <p>https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/</p>
Extra-Curricular Activities & Career Opportunities	Sutton Trust Summer School Programmes

Who Can I Contact?	Head of Science	Mr T. Thrasivoulou
	KS5 Science Co-ordinator	Mr A. Yohannes
	Teachers of Year 13 Biology	Mr Yohannes Mrs Wilbraham Mr O'Brien

Holy Family Catholic School Curriculum Overview Year 13 – AQA A level Business



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	3.7 Analysing the strategic position of a business Analysing internal position: financial ratio analysis: <ul style="list-style-type: none"> o Profit margins o ROCE o Current ratio o Gearing o Payables days o Receivables days o Inventory turnover 3.8 Choosing a strategic direction <ul style="list-style-type: none"> • Ansoff matrix (3.8.2) Strategic positioning: choosing how to compete <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Alibaba: The House That Jack Ma Built. • Onward: How Starbucks Fought for Its Life without Losing Its Soul. • Steve Jobs: The Exclusive Biography. • Shoe Dog: A Memoir by the Creator of NIKE. • What you see is what you get- Sir Alan Sugar <ul style="list-style-type: none"> • Seneca • Tutor2u-business • Tutor2u booklets • Teacher study pack • BBC business news
Half Term 2 (Nov-Dec)	3.7 Analysing the strategic position of a business continued <ul style="list-style-type: none"> o Functional data (HR, Operations, Marketing) o Core competences o Kaplan & Norton's Balanced Scorecard o Elkington's Triple Bottom Line 3.8 Choosing a strategic direction continued <ul style="list-style-type: none"> • Porter's generic strategies • Bowman's strategic clock 	<ul style="list-style-type: none"> • Seneca • Tutor2u-business • Tutor2u booklets • Teacher study pack • BBC business news
Half Term 3 (Jan-Feb)	3.9 Strategic methods : How to pursue strategies Assessing a change in scale <ul style="list-style-type: none"> o Types of growth o Economies & diseconomies of scale o Experience curve o Synergy o Overtrading 	<ul style="list-style-type: none"> • Seneca • Tutor2u-business • Tutor2u booklets • Teacher study pack • BBC business news

	o Greiner's model of growth	
Half Term 4 (Feb-Mar)	3.9 Strategic methods : How to pursue strategies continued <ul style="list-style-type: none"> • Methods of entering international markets • Off-shoring/reshoring • Bartlett and Ghoshal 3.10 Managing strategic change <ul style="list-style-type: none"> • Planned v emergent strategy • Strategic drift • Divorce of ownership and control • Strategic & contingency planning 	<ul style="list-style-type: none"> • Seneca • Tutor2u-business • Tutor2u booklets • Teacher study pack • BBC business news
Half Term 5 (Apr-May)	3.10 Managing strategic change continued <ul style="list-style-type: none"> • Strategic implementation • Impact of leadership, communication & structure • Network analysis: EST, LFT, critical path and total float • Organisational culture • Why strategies fail Exam skills lessons Examiner extract- Past students scripts Recap of unit 1-9 knowledge and evaluation	
Half Term 6 (Jun-Jul)	Exams preparation	

Examples of Home Learning Tasks	12, 16, 20, 25 mark essays taken from AQA exam paper. or from Tutor2u case study homework.
Assessment Tasks, Methods & Frequency	Students will learn key term tests within the lesson . and they will use a learning map to summarise the unit of study. They will do end of the topic tests to assess and consolidate knowledge. Students will also participate in regular school assessment examinations. These tests will inform the classroom teacher and pupils of any knowledge gaps that need to be tackled before moving forward with the curriculum.
Equipment that Students Need	Calculator, black pen, green pen and highlighters. An A4 notebook with dividers if possible.

Parent / Carers can help their child by:	Help your child to keep stay abreast of the news, as businesses performance is affected by economic, legal and political news. Watch business programmes with your child (Dragons Den, The Apprentice, Panorama business documentary which are related to business or the economy Check that your child is uploading homework set by their classroom teacher on Google classroom.
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Useful Websites	https://www.reuters.com/news/archive/businessNews www.bbc.co.uk/news/business https://www.bloomberg.com/businessweek http://www.bankofengland.co.uk/ www.tutor2u.com https://senecalearning.com/en-GB/
Extra-Curricular Activities & Career Opportunities	Tycoon club to encourage enterprise activities Trips to Amazon; working in the city day trips; business trip to Cadbury's world

Who Can I Contact?	Head of Business Studies	Mrs Cesario-Ziten mrs.cesario-ziten@holyfamilycatholicschool.co.uk
	Teachers of Year 13 Business Studies	Mrs Cesario-Ziten Miss Ozpalas

Holy Family Catholic School Curriculum Overview Year 13 – BTEC Level 3 Diploma in Business



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 6: Principles of Management This unit enables learners to understand how the role of management and leadership in the workplace contributes towards business success.	<ul style="list-style-type: none"> • https://www.twoteachers.co.uk/ • https://senecalearning.com/en-GB/
Half Term 2 (Nov-Dec)	Unit 6: Principles of Management Mock papers in preparation for Jan examinations	
Half Term 3 (Jan-Feb)	Unit 6: Principles of Management revision for Jan exam UNIT 22: Market Research Learners examine the different aspects of market research used by businesses. They will undertake a research project, interpret their findings and produce a report. This unit is internally assessed by your classroom teachers.	
Half Term 4 (Feb-Mar)	UNIT 22: Market Research Unit 4: Managing an Event Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained.	
Half Term 5 (Apr-May)	UNIT 19: Pitching for a new business Learners study the practical skills and acquire the knowledge needed to undertake the necessary preparation and steps to set up and pitch for funding for a micro-business. Unit 4: Managing an Event Staging the event planned These units are internally assessed by your classroom teachers.	
Half Term 6 (Jun-Jul)	Giving resubmission to students for Units of work that can be improved.	

Examples of Home Learning Tasks	Work on completing internal unit of studies (Unit 22, Unit 4, Unit 19) Revision tasks set for external units such Unit 2, 3,(re-sits) and 6
Assessment Tasks, Methods & Frequency	Students will learn key term tests within the lesson . and they will use a learning map to summarise the unit of study. They will do end of the topic tests to

	<p>assess and consolidate knowledge. Students will also participate in regular school assessment examinations. These tests will inform the classroom teacher and pupils of any knowledge gaps that need to be tackled before moving forward with the curriculum.</p>
Equipment that Students Need	<p>Students will need access to a computer to complete their tasks and CW</p> <p>Students should have their own Business notebook for CW notes and revision notes.</p> <p>A booklet and assessment guidance will be provided for each unit online access</p>

Parent / Carers can help their child by:	<p>Help your child to keep stay abreast of the news, as businesses performance is affected by economic, legal and political news. Watch business programmes with your child (Dragons Den, The Apprentice, Panorama business documentary which are related to business or the economy.</p> <p>Check that your child is uploading homework set by their classroom teacher on Google classroom.</p>
Useful Websites	<p>www.bbc.co.uk/news/business</p> <p>https://www.bloomberg.com/businessweek</p> <p>http://www.bankofengland.co.uk/</p> <p>www.tutor2u.com</p> <p>https://senecalearning.com/en-GB/</p>
Extra-Curricular Activities & Career Opportunities	<p>Tycoon club to encourage enterprise activities</p> <p>Trips to Amazon; working in the city day trips; business trip to Cadbury's world</p>

Who Can I Contact?	Head of Business Studies	<p>Mrs Cesario-Ziten</p> <p>mrs.cesario-ziten@holyfamilycatholicschool.co.uk</p>
	Teachers of Year 13 Business Studies	<p>Ms Butt</p> <p>Miss Ozpalas</p> <p>Mrs Cesario-Ziten</p>

Holy Family Catholic School Curriculum Overview Year 13 – Chemistry (A Level)



	Curriculum Content (Teacher 1)	Curriculum Content (Teacher 2)	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>3.1.8 Thermodynamics This topic builds on the year 12 topic Energetics.</p> <p>3.1.9 Rates This topic builds upon Kinetics from year 12 and looks at how the mathematical relationship between rate of reaction and concentration gives information about the mechanism of a reaction that may occur in several steps.</p> <p>Required practical 7</p>	<p>3.3.7 Optical Isomerism Compounds that contain an asymmetric carbon atom form stereoisomers that differ in their effect on plane polarised light. This type of isomerism is called optical isomerism.</p> <p>3.3.8 Aldehydes and ketones Aldehydes, ketones, carboxylic acids and their derivatives all contain the carbonyl group which is attacked by nucleophiles. This section includes the addition reactions of aldehydes and ketones.</p> <p>3.3.9 Carboxylic acids Carboxylic acids are weak acids but strong enough to liberate carbon dioxide from carbonates. Esters occur naturally in vegetable oils and animal fats. Important products obtained from esters include biodiesel, soap and glycerol.</p> <p>Acylation The structures of:</p> <ul style="list-style-type: none"> • acid anhydrides • acyl chlorides • amides. <p>Required practical 10</p>	<p>Mauve: How one man invented a colour that changed the world by Simon Garfield</p>
Half Term 2 (Nov-Dec)	<p>3.1.10 Equilibrium constant K_p for homogenous solutions The further study of equilibria considers how K_p enables us to calculate how an equilibrium yield will be influenced by the partial pressures of reactants and products. This has important consequences for many industrial processes</p> <p>3.1.11 Electrochemistry</p>	<p>3.3.10 Aromatic chemistry Aromatic chemistry takes benzene as an example of this type of molecule and looks at the structure of the benzene ring and its substitution reactions.</p> <p>3.3.11 Amines Amines are compounds based on ammonia where hydrogen atoms have been replaced by alkyl or aryl groups. This section</p>	<p>Oxygen: The molecule that made the world by Nick Lane</p>

	<p>This topic requires a good understanding of Redox reactions</p> <p>Electrochemical cells have very important commercial applications as a portable supply of electricity to power electronic devices such as mobile phones, tablets and laptops. On a larger scale, they can provide energy to power a vehicle.</p> <p>Required practical 8</p>	<p>includes their reactions as nucleophiles.</p> <p>3.3.12 Polymers</p> <p>The study of polymers is extended to include condensation polymers. The ways in which condensation polymers are formed are studied, together with their properties and typical uses. Problems associated with the reuse or disposal of both addition and condensation polymers are considered.</p>	
<p>Half Term 3 (Jan-Feb)</p>	<p>3.1.12 Acids and bases</p> <p>Acids and bases are important in domestic, environmental and industrial contexts. Acidity in aqueous solutions is caused by hydrogen ions and a logarithmic scale, pH, has been devised to measure acidity. Buffer solutions, which can be made from partially neutralised weak acids, resist changes in pH and find many important industrial and biological applications</p> <p>Required practical 10</p>	<p>3.3.13 Amino acids, proteins and DNA</p> <p>Amino acids, proteins and DNA are the molecules of life. In this section, the structure and bonding in these molecules and the way they interact is studied. Drug action is also considered. Proteins are sequences of amino acids joined by peptide links. The action of enzymes as catalysts, including the concept of a stereospecific active site that binds to a substrate molecule.</p> <p>3.3.14 Organic synthesis</p> <p>The formation of new organic compounds by multi-step syntheses using reactions included in the specification is covered in this section.</p>	<p>The Manga guide to Biochemistry</p> <p>The Double Helix by James Watson</p>
<p>Half Term 4 (Feb-Mar)</p>	<p>3.2.4 Transition metals</p> <p>The 3d block contains 10 elements, all of which are metals. Unlike the metals in Groups 1 and 2, the transition metals Ti to Cu form coloured compounds and compounds where the transition metal exists in different oxidation states. Some of these metals are familiar as catalysts. The properties of these elements are studied in this section with opportunities for a wide range of practical investigations</p>	<p>3.3.15 NMR</p> <p>Chemists use a variety of techniques to deduce the structure of compounds. In this section, nuclear magnetic resonance spectroscopy is added to mass spectrometry and infrared spectroscopy as an analytical technique. The emphasis is on the use of analytical data to solve problems rather than on spectroscopic theory.</p> <p>3.3.16 Chromatography</p> <p>Chromatography provides an important method of separating and identifying components in a mixture. Different types of</p>	<p>Napoleon's Buttons: How 17 Molecules Changed History by Penny LeCouteur</p>

	3.2.5 Reactions of inorganic compounds in aqueous solutions The reactions of transition metal ions in aqueous solution provide a practical opportunity for students to show and to understand how transition metal ions can be identified by test-tube reactions in the laboratory. Required practical 11	chromatography are used depending on the composition of mixture to be separated. Required practical 12	
Half Term 5 (Apr-May)	Revision and Exam practice	Practise of exam style questions.	
Half Term 6 (Jun-Jul)	A level Exams	A level Exams	

Examples of Home Learning Tasks	End of chapter questions, Booklet practice questions, Examination questions, Experiment write-ups, AS Revision tasks,
Assessment Tasks, Methods & Frequency	End of topic tests (EOTT) some are peer/self marked, Core Practicals reports, teacher marked. Half-termly assessments, teacher marked.
Equipment that Students Need	Ring binders for notes , paper, pen, pencil, rubber, ruler, scientific calculator. Required practical lab report book is provided by the school.

Parent / Carers can help their child by:	Students will require a quiet space to study with no distractions. Encourage them to stay away from social media when studying. Encourage them to create a study timetable to organise their time.
Useful Websites	https://www.physicsandmathstutor.com/chemistry-revision/ https://www.scisheets.co.uk/ https://www.youtube.com/user/MrERintoul
Extra-Curricular Activities & Career Opportunities	Careers talks and podcasts. Join Eco-council

Who Can I Contact?	Head of Science	T. Thrasivoulou
	KS5 Science Co-ordinator	A Yohannes
	Teachers of Year 13 Chemistry	H. Murtagh, I. Mensah, S. Paschalides

Holy Family Catholic School Curriculum Overview Year 13 –

ICT (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 2: Creating Systems to Manage Information A The purpose and structure of relational database management systems A1 Relational database management systems A2 Manipulating data structures and data in relational databases Use of RDBMS software tools and structured query language (SQL) for defining, modifying and removing data structures and data A3 Normalisation The role of normalisation to develop efficient data structures	Extended reading can be done via Pearson revision guide and revision workbook. Also online revision via: https://www.knowitallninja.com
Half Term 2 (Nov-Dec)	B Standard methods and techniques to design relational database solutions B1 Relational database design Selection of RDBMS and SQL software, tools, techniques and processes. B2 Design documentation The features and characteristics of relational database design techniques and their application to solve problems C Creating a relational database structure C1 Producing a database solution Select and configure appropriate RDBMS and SQL tools to produce a database solution to meet client's requirements. C2 Testing and refining the database solution	Opportunity for extended reading. Articles on how to design a relational database: https://www3.ntu.edu.sg/home/ehc_hua/programming/sql/Relational_Database_Design.html
Half Term 3 (Jan-Feb)	D Evaluating a database development project The characteristics, concepts, impact and implications of testing methodologies to monitor and evaluate database design, the database created, testing processes and success of the solution. D1 Database design evaluation Evaluating a design against the given requirements. D2 Evaluation of database testing Evaluating the application of test data to ensure that the database solution meets requirements. D3 Evaluation of the database Evaluating the software outcome against the given requirements.	Opportunity for extended reading. Journal on evaluating a database development project: https://clutejournals.com/index.php/RBIS/article/download/4468/4556
Half Term 4 (Feb-Mar)	Unit 6: Website Development Learning aim A: Understand the principles of website development A1 Purpose and principles of website products	Follow youtube tutorials on how to develop websites for assignment 1: https://www.youtube.com/watch?v=tkQki7s3Sms&t=312s

	A2 Factors affecting website performance	
Half Term 5 (Apr-May)	<p>Learning aim B: Design a website to meet client requirements</p> <p>B1 Website design</p> <p>Understanding the steps involved in developing a design for a client website</p> <p>B2 Common tools and techniques used to produce websites</p> <p>Use of tools and techniques and their suitability for different client requirements.</p> <p>Learning aim C: Develop a website to meet client requirements</p> <p>C1 Client-side scripting languages</p> <p>C2 Website development</p> <p>Creation of interactive websites.</p> <p>C3 Website review</p> <p>Reviewing interactive websites.</p> <p>C4 Website optimisation</p> <p>Optimising an interactive website.</p> <p>C5 Skills, knowledge and behaviours</p>	<p>Watch youtube video tutorials on planning and designing a website:</p> <p>https://www.youtube.com/watch?v=jY9jHJaK0Zs&list=PLYXXB4Phri9pYihohQZVW0LSmkMbQNARI&index=3</p>
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	https://www.youtube.com/c/MyStudentSite
Assessment Tasks, Methods & Frequency	<p>For unit 2, student will undergo a 5hr controlled assessment. We will undergo a mock version of this in addition to regular skills based assessment and technical assessment with the use of MS Access software.</p> <p>There is two summative assignments for unit 6. The relationship of the learning aims and criteria is:</p> <p>Learning aim: A (A.P1, A.M1, A.D1)</p> <p>Learning aims: B and C (B.P2, B.P3, C.P4, C.P5, C.P6, B.M2, C.M3, BC.D2, BC.D3)</p>
Equipment that Students Need	Students will need access to MS Access for unit 2 and access to Adobe Dreamweaver to create their website for Unit 6.

Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework/assignment deadlines.
Useful Websites	https://www.youtube.com for youtube tutorials on both MS Access and Adobe Dreamweaver.
Extra-Curricular Activities & Career Opportunities	<p>STEM club opportunity.</p> <p>Deloitte - IT & Creative Media tour trip</p> <p>E-Sports gaming day trip.</p> <p>Outside speakers arranged from ADA college to discuss apprenticeship opportunities and Digital careers.</p>

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 13 ICT	Mr Hussain

Holy Family Catholic School Curriculum Overview Year 13 –

Drama & Theatre Studies (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 2: Scripted Performance (External Exam) - 20%</p> <p>Begin preparation for the Component 2 scripted exam. Students will perform either a monologue or duologue and a group performance for an external visiting examiner.</p> <p>Students will complete a performance concept ahead of their performance exam, for the visiting examiner.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> • Research and read a variety of play texts • Identify which play texts/extracts will be performed for the exam • Editing of texts for performance • Re-drafting/typing of extracts • Annotating texts/scripts with vocal and movement decisions • Applying Stansislavskian system techniques in rehearsal • Applying a range of techniques in rehearsal • Completing a performance concept for the visiting examiner • Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 2 (Nov-Dec)	<p>Component 2: Scripted Performance (External Exam) - 20%</p> <p>Rehearsal and refinement of performance work</p>	<ul style="list-style-type: none"> • Annotating texts/scripts with vocal and movement decisions • Applying Stansislavskian system techniques in rehearsal • Applying a range of techniques in rehearsal • Completing a performance concept for the visiting examiner • Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.

Half Term 3 (Jan-Feb)	<p>Component 2: Scripted Performance (External Exam) - 20%</p> <p>Rehearsal and refinement of performance work</p> <p>Component 3: Theatre Makers in Practice - Section A - Theatre Evaluation:</p> <p>Visit to the theatre as a second option to write about in the final exam</p> <p>Generation of notes and exam practice.</p>	<ul style="list-style-type: none"> • Annotating texts/scripts with vocal and movement decisions • Applying Stanislavskian system techniques in rehearsal • Applying a range of techniques in rehearsal • Completing a performance concept for the visiting examiner • Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 4 (Feb-Mar)	<p>Component 2: Scripted Performance (External Exam) - 20%</p> <p>Finalising performance work</p> <p>Component 3: Theatre Makers in Practice - Section A - Theatre Evaluation:</p> <p>Generation of notes and exam practice.</p>	<ul style="list-style-type: none"> • Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 5 (Apr-May)	<p>Component 3: Theatre Makers in Practice</p> <p>Revision and practice of Component 3 exam</p>	<ul style="list-style-type: none"> • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to secure the highest grade possible.
Half Term 6 (Jun-Jul)	Course Complete	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Line learning and rehearsal of scripted performance work • Completion of notes for theatre review • Exam practice for sections A, B and C of the exam paper that are completed in timed conditions
Assessment Tasks, Methods & Frequency	<p>Fortnightly mini assessments that will focus on practice of sections A, B and C of the paper.</p> <ul style="list-style-type: none"> • Main assessment 1: Presentation of a piece of script work against exam criteria • Main assessment 2: Mock exam on section A of Component 3 - with a focus on a different live performance • Main assessment 3: Complete exam paper - 2 hours and 30 minutes • Main assessment 4: Complete exam paper - 2 hours and 30 minutes • Main assessment 5: Complete exam paper - 2 hours and 30 minutes

Equipment that Students Need	<ul style="list-style-type: none"> • Scripts for mono/duo and group piece • Component 3 Section B 'Machinal' Student Booklet • Component 3 Section C 'Lysistrata' Student Booklet • Component 3 Section A 'Theatre Evaluation' Student Booklet • Notes template for Section A 'Theatre Evaluation' • Pens (black, purple and Green) • Purple exam practice exercise book - Component 3 Section B 'Machinal' • Purple exam practice exercise book - Component 3 Section C 'Lysistrata'
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Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Purchasing an affordable laptop/chromebook for their child • Checking their child's Drama Google Classroom for homework and revision materials • Taking them to watch live theatre performances frequently • Going over lines with their child for their scripted exam • Purchasing the: Pearson/Edexcel A Level Drama and Theatre Revision guide
Useful Websites	http://youtube.com https://www.nationaltheatre.org.uk/ https://www.franticassembly.co.uk/ https://www.stevenberkoff.com/ https://almeida.co.uk/sophie-treadwell-and-radical-theatre-2 https://www.lagreektheatre.com/ https://www.nationaltheatre.org.uk/blog/five-best-sarah-kane-plays https://essentialdrama.com/sarah-kane/ http://essentialdrama.com/practitioners/antonin-artaud/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Training with lighting equipment in the Wiseman Drama Studio • Opportunities to focus on the role of the director • Opportunities to focus on the role of a designer (lighting/sound/costume) • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips

Who Can I Contact?	Head of Drama	Miss Hampshire - ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 13 Drama	Miss Hampshire - ms.hampshire@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 13 –

Performing Arts (RSL)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>311 - Audition Techniques</p> <p>Vocational Scenario: Agency Audition.</p> <p>Students have been invited to audition for a new agency who are looking to sign actors. The agent has provided students with the following details regarding the audition.</p> <p>Students must select and perform two short audition speeches and prepare an introduction for each which states the title of the play, author and character performed. Student's audition speeches must demonstrate to the agent that they are able to prepare effectively for any auditions they may wish to send them to and so they have asked that they select audition speeches that enable students to demonstrate their vocal skills and stage craft. As many roles also require actors to sing, the agent has requested that they prepare to sing an unaccompanied song in character using physical and vocal expression.</p> <p>During the audition, the agent will also be asking students to respond to suggestions to change the presentation of an audition speech, perform a short improvisation using appropriate vocal skills, movement and use of space, and sight-read text from a play with minimal preparation.</p> <p>Finally, students will take part in a short interview and should be prepared to demonstrate a confident and articulate presentation of themselves.</p>	<ul style="list-style-type: none"> • Research and read a variety of play texts • Identify which play texts/extracts will be performed for audition • Identify which play texts/extracts will be performed for the external exam • Editing of texts for performance • Re-drafting/typing of extracts • Annotating texts/scripts with vocal and movement decisions • Applying a range of techniques in rehearsal • Line learning • Rehearsal • Redrafting of coursework • Research into two contrasting theatre genres • Visit two live performances in preparation for external unit • Read theatre reviews in preparation for external unit • Preparing notes to be taken into your controlled assessment
Half Term 2 (Nov-Dec)	<p>311 - Audition Techniques</p> <p>Finalise performance and coursework for this unit</p> <p>Preparation for Unit 304 - Performance Preparation (External Exam)</p> <p>Students begin research on two chosen genres of theatre and attend two theatre performances, in preparation for their external unit which begins in January.</p>	<ul style="list-style-type: none"> • Editing of texts for performance • Re-drafting/typing of extracts • Annotating texts/scripts with vocal and movement decisions • Applying a range of techniques in rehearsal • Line learning • Rehearsal

		<ul style="list-style-type: none"> ● Redrafting of coursework ● Research into two contrasting theatre genres ● Visit two live performances in preparation for external unit ● Read theatre reviews in preparation for external unit ● Preparing notes to be taken into your controlled assessment
Half Term 3 (Jan-Feb)	<p>304 - Performance Preparation (<u>Externally marked unit</u>)</p> <p>This unit is externally assessed in the form of a task-based controlled assessment. Learners are given an assignment that is set and marked by RSL.</p> <p>The assignment provides the opportunity for learners to demonstrate and also integrate their knowledge, understanding and skills from across the area of study. It will also enable learners to develop study skills and to underpin practical skills with core knowledge and understanding. There are three tasks to complete.</p> <p>Students should:</p> <ul style="list-style-type: none"> ● Research two chosen genres and observe and review two productions, one from each of the chosen genres and compare and contrast them ● Prepare and audition for a production and evaluate it ● Work with peers to plan and rehearse for a final production making sure it fits the title set by the exam board. <p>Preparation Period:</p> <p>Learners will be given 10 hours of preparation time, which can be spread over several weeks, and can include guided learning and independent work. Learners must include their preparation work for assessment so that Examiners can see the progression from their initial ideas through to the final presentation. Preparation work can include research, ideas, planning notes etc. However, evidence produced to meet the assessment criteria (including statements of aims and work plans) must be undertaken during the controlled assessment period. The preparatory work and timed examination work will be identified separately but considered as a whole in order to arrive at a grade. Any notes made during preparation time can be brought into your controlled assessment.</p> <p>Controlled Assessment Period:</p>	<ul style="list-style-type: none"> ● Identify which play text/extract will be performed for the external exam ● Editing of texts for performance ● Re-drafting/typing of extracts ● Annotating texts/scripts with vocal and movement decisions ● Applying a range of techniques in rehearsal ● Line learning ● Rehearsal ● Redrafting of coursework ● Research into two contrasting theatre genres ● Visit two live performances in preparation for external unit ● Read theatre reviews in preparation for external unit ● Preparing notes to be taken into your controlled assessment

	<p>The controlled assessment period will take place over 30 hours. The activities in the assignments must take place inside the school community to ensure that the assessment can be administered by centre staff under controlled conditions. Learners should complete all work for the controlled assessment under a limited level of control, ensuring that plagiarism does not take place. Guidance should be given to learners about availability and choice of materials, Health & Safety and completion of work in accordance with specification requirements. However, learners are required to reach their own judgements and conclusions and produce their own work. Assessors must be able to authenticate the contributions of individual learners. It is expected that all of the evidence learners provide during the 30 hours controlled assessment will be produced under supervised conditions. Learners must sign an Assessment Declaration Sheet on completion of their timed assessment to declare that the work produced is their own. For task 1: You can present your evidence as an essay, interview, audio visual presentation, blog or vlog. For task 2: You can present your evidence for 2.1 and 2.3 as an essay, interview, audio visual presentation, blog or vlog. For task 3: You can present your evidence as an essay, rehearsal log, interview, audio visual presentation, blog or vlog.</p>	
Half Term 4 (Feb-Mar)	<p>304 - Performance Preparation</p> <p>Finalise unit by beginning of April</p> <p>315 - Elizabethan Theatre</p> <p>Vocational scenario: Shakespeare Audition</p> <p>Students are auditioning for a ‘Shakespeare Season’ that will have a run at the local theatre.</p> <p>Students will need to prepare two contrasting Shakespeare performances as part of the audition process.</p> <p>Students will also need to evaluate their performance and identify areas of strength and areas for development.</p>	<ul style="list-style-type: none"> ● Identify two Shakespearean play texts/extracts to be performed for audition ● Editing of texts for performance ● Re-drafting/typing of extracts ● Annotating texts/scripts with vocal and movement decisions ● Applying a range of techniques in rehearsal ● Line learning ● Rehearsal ● Evaluation
Half Term 5 (Apr-May)	<p>315 - Elizabethan Theatre</p> <p>Perform contrasting Shakespearean extracts</p>	<ul style="list-style-type: none"> ● Applying a range of techniques in rehearsal ● Line learning ● Rehearsal

	Evaluate performance work	<ul style="list-style-type: none"> • Evaluation
Half Term 6 (Jun-Jul)	315 - Elizabethan Theatre Finalise unit by mid June. Course complete.	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Rehearsal for practical assessments • Coursework tasks consisting of: Essays, presentations, reports, investigations, research and evaluations • Preparation of notes for controlled assessments
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • On-going assessment that will focus on development/performance of practical work and coursework tasks. • Assignments Briefs will give clear deadlines for students to complete and submit tasks for assessment at the beginning of the academic year and at the start of each unit undertaken • External unit will be assessed by the exam board based on work completed between Jan-April
Equipment that Students Need	<ul style="list-style-type: none"> • Online coursework booklets/tasks accessible through Google Classroom.

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Purchasing an affordable laptop/chromebook for their child • Checking their child's Drama Google Classroom for homework and revision materials • Taking them to watch live theatre performances frequently • Going over lines with their child for their scripted exam
Useful Websites	https://www.rslawards.com/vocational/creative-performing-arts/ http://youtube.com https://www.nationaltheatre.org.uk/ https://www.franticassembly.co.uk/ https://www.lagreektheatre.com/ https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1 https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Opportunities to focus on the role of the director • Opportunities to focus on the role of a designer (lighting/sound/costume) • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips • Training with lighting and sound equipment • Opportunities to attend forums, discussion and training with a range of industry professionals

Who Can I Contact?	Head of Drama	Miss Hampshire: ms.hampshire@holycatholicfamilycatholic.co.uk
	Teachers of Year 13 Performing Arts	Miss Hampshire: ms.hampshire@holycatholicfamilycatholic.co.uk Mrs Henry - mrs.henry@holycatholicfamilycatholic.co.uk

Holy Family Catholic School Curriculum Overview Year 13 – Economics (A Level) OCR



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Market structures 4.1 Perfect competition 4.2 Monopoly 4.3 Monopolistic Competition 4.4 Oligopoly 4.5 Contestable Markets	Smith 4 th Edition Chapt 13-14 Anderton 6 th Ed Chapt 50-54
Half Term 2 (Nov-Dec)	Labour Market 5.1 The demand for Labour 5.2 Supply of Labour 4.3 Interaction of Labour markets 2.1/2.2 Economic growth and development 2.7 Income distribution and welfare 2.8 Phillips curve 3.4 Policy Conflicts	Smith 4 th Edition Chapt 16-18 Anderton 6 th Ed Chapt 63-67 Smith 4 th Edition Chapt 22-23 Anderton 6 th Ed Chapt 68
Half Term 3 (Jan-Feb)	The Global Context 4.1 International Trade 4.2 Exchange rates 4.3 Globalisation 4.4 Trade policies and negotiations Micro revision	Smith 4 th Edition Chapt 34-36 Anderton 6 th Ed Chapt 79-89
Half Term 4 (Feb-Mar)	The Financial Sector 5.1 Money and interest rates 5.2 The financial sector 5.3 Financial regulation	Smith 4 th Edition Chapt 37-39 Anderton 6 th Ed Chapt 75-78
Half Term 5 (Apr-May)	Revision paper 1, Micro Paper 2 Macro, Paper 3 Synoptic	
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	1.Pre-reading tasks 2.MCQ quizzes 3.Data response questions 4.Essay planning and consolidation of theory 5. Research current economics
Assessment Tasks, Methods & Frequency	1.Weekly MCQ assessments 2.End of topic assessments based on past exam questions 3.Timed Essays 4.Half termly assessments A Level papers
Equipment that Students Need	Calculator, black pen, green pen and highlighters. A4 notebook, A4 Folder

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Encourage discussion about financial and global economics • Discuss the news and global events
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	<ul style="list-style-type: none"> Support your son/daughter to take part in extra activities such as lectures, visits and trips Encourage wider reading around the subject
Useful Websites	OCR Economics Tutor2u Economics help Economics online The Bank of England BBC Tutor2u
Extra-Curricular Activities & Career Opportunities	Student investor challenge https://www.libf.ac.uk/study/financial-education/student-investor-challenge The Brokerage for Young People https://www.thebrokerage.org.uk LSE Events https://www.lse.ac.uk/events

Who Can I Contact?	Head of Economics	Ms S Butt
	Teachers of Year 13 Economics	Ms S Butt

Holy Family Catholic School Curriculum Overview Year 13 – English Literature (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	A Streetcar Named Desire The Handmaid's Tale in comparison with Feminine Gospels by Carol Ann Duffy. NEA planning and writing.	Use online resources to deepen your understanding of the key texts, especially: https://www.englishandmedia.co.uk/e-magazine/emag-login https://www.massolit.io
Half Term 2 (Nov-Dec)	A Streetcar Named Desire The Handmaid's Tale in comparison with Feminine Gospels by Carol Ann Duffy. NEA first draft and meetings with NEA supervisor.	Use online resources to deepen your understanding of the key contexts for your coursework texts.
Half Term 3 (Jan-Feb)	A Streetcar Named Desire The Handmaid's Tale in comparison with Feminine Gospels by Carol Ann Duffy. NEA planning and writing.	Reading up on critical views of the different texts on emag. (https://www.englishandmedia.co.uk/e-magazine/emag-login)
Half Term 4 (Feb-Mar)	NEA redrafting and completion. Revision of year 12 texts. Completion of year 13 texts.	Using https://crossref-it.info/ to gain greater insight into each text.
Half Term 5 (Apr-May)	Revision of the whole course.	Look at exemplar essays to gain an insight into producing high quality exam answers.
Half Term 6 (Jun-Jul)	Exam period.	Exam period.

Examples of Home Learning Tasks	Research tasks, pre reading tasks and essay practice.
Assessment Tasks, Methods & Frequency	Written essays form the basis of all assessments. Six formal assessments in line with the school assessment schedule. Regular essay homeworks.

Equipment that Students Need	Personal copies of all key texts in the correct editions.
Parent / Carers can help their child by:	Helping to buy texts, discussing the texts with students, supporting students to complete regular written work throughout the course, checking the online classroom regularly.
Useful Websites	https://www.englishandmedia.co.uk/e-magazine/emag-login https://www.massolit.io/ https://crossref-it.info/
Extra-Curricular Activities & Career Opportunities	Theatre trips, lecture trips to gain greater understanding of the texts studied. English literature is useful for any career that involves a need for strong communication skills, as well as law, journalism and marketing roles. Online booster sessions.

Who Can I Contact?	Head of English	Mr G Parry
	KS3 English Co-ordinator	Mr G Parry
	Teachers of Year 13 English Literature	Mr G Parry, Mrs L Maris

Holy Family Catholic School Curriculum Overview Year 13 – Film Studies (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	European Cinema History - Surrealism (<i>Un Chien Andalou</i> & <i>L'age D'or</i>) Narrative and micro-elements, including formalist and structuralist approaches, naturalism, realism, expressionism, style, aesthetics, messages and values, genre, auteur.	European Cinema History Resources
Half Term 2 (Nov-Dec)	European Cinema History - French New Wave. (<i>The 400 Blows</i>) Narrative, realism & naturalism, structuralist & formalist approaches, auteur theory. This section focuses upon the study of at least two major European movements or stylistic developments in film history, characterised by the significant contribution they made and continue to make to film aesthetics.	European Cinema History Resources
Half Term 3 (Jan-Feb)	Documentary (<i>Stories We Tell</i>) Modes, authenticity, micro-elements, authorship. Naturalism, realism, genre, convention. Bill Nichols, John Grierson, D.A. Pennebaker. Close textual analysis of one documentary film using micro-elements of film form. conventions of documentary film. Contexts surrounding the documentary production/filmmaker influenced its style, mode of address, narrative and representations.	Documentary Resources -Nichols, B. (2002) <i>Introduction to Documentary</i> -Cousins, M. & Macdonald, K. Ed. (2006) <i>Imagining Reality: The Faber Book of Documentary</i>
Half Term 4 (Feb-Mar)	Ideology - Family & Home (<i>Room / A Separation / Moonrise Kingdom</i>) Alignment, audience, representation, ideological implications, narrative structure, genre, representation, aesthetics, meanings and responses, critical	Ideology Resources

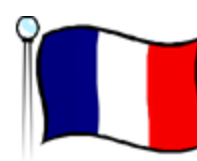
	approaches. Synoptic unit building on previous learning to study three thematically linked set films. Investigate the social, cultural, political, historical contexts of the three films. Compare the three films with reference to the way they shape and have been shaped by ideology.	
Half Term 5 (Apr-May)	Ideology - Family & Home Continued Revision Period Ongoing practice questions, key scene builders for each unit. Exemplars, group planning, practice papers.	Ideology Resources Revision Resources
Half Term 6 (Jun-Jul)	Revision Period Ongoing practice questions, key scene builders for each unit. Exemplars, group planning, practice papers.	Exam Questions

Examples of Home Learning Tasks	Students will complete close textual analysis tasks of key scenes, revision for each topic, pre & post reading tasks as indicated in the lesson resources, research into context of set texts.
Assessment Tasks, Methods & Frequency	Students will have formative assessments throughout each unit, this will include key scene micro element analyses, key frame analysis, debates, pre-production tasks and a summative assessment using exam questions.
Equipment that Students Need	Students will need access to a computer to complete their tasks and viewings. Students should have their own Film notebook for viewings and revision notes. A booklet and assessment guidance will be provided for each unit.

Useful Websites	imdb.com / those listed in each unit resource.
Extra-Curricular Activities & Career Opportunities	Each year students will be involved with the E17 Film Festival - this will include workshops from professionals, a FutureFilmFocus careers event and the opportunity to work at the international Film Festival along with other exciting careers opportunities. We will also attend BFI Study Days.

Who Can I Contact?	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 13 Film	Mrs Farrugia

Holy Family Catholic School Curriculum Overview Year 13 – French (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<ul style="list-style-type: none"> • Introduction to Work 2 (Les intouchables) • The experience of immigrants in France • Immigrant entrepreneurs and workers within the economy • The contribution of immigrants to the arts and culture • Expressing proportions and statistics in French Revision (suggestion: tenses; subordination; verbal structures) • Summarising a listening passage in French Revision (suggestion: tenses; subordination; verbal structures) • Expressions of time, depuis and venir de (H13) • Mixed tense sentences (1) (H22) • Direct and indirect speech (H18) • Dealing with unknown language Revision (suggestion: tenses; subordination; verbal structures) • Present/perfect subjunctive revision (H15) 	<p>https://quizlet.com/134617298/key-a-level-french-vocabulary-immigration-flash-cards/</p> <p>http://www.radiofrance.fr/ http://www.liberation.fr/ http://www.lemonde.fr/ http://www.leparisien.fr/</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Study of Work 2 (Les intouchables) • Immigrants and local people share their experiences, positive and negative • The costs and problems of immigrant integration into the French economy • Diversity in France • Possessive pronouns, possessive adjectives (C3/B6) • Subjunctive – wider range of uses, present tense (H15) • Subject–verb inversion (H19) • (Le cas d'inversion du sujet et du verbe) • Subject–verb inversion (H19) • (Le cas d'inversion du sujet et du verbe) 	<p>Work on extensively on Research Project</p> <p>https://quizlet.com/537475216/a-level-french-vocab-la-diversite-flash-cards/</p> <p>https://bonjourdefrance.co.uk/learn-french-online/grammar/choose-level/</p>
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Study of Work 2 Les intouchables • The aims and history of Jean Marie Le Pen and the Front National • Reasons for the increasing popularity of the Front National • Changes in the policies and developing priorities of the Front National 	<p>https://www.bescherelle.com</p> <p>https://www.francetvinfo.fr/archives</p>

	<ul style="list-style-type: none"> • Research project • Comparative and superlative adverbs • Passive – active use of tenses other than present • Indefinite adjectives and pronouns 	https://quizlet.com/357492823/edexcel-a-level-french-lextreme-droite-flash-cards/
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Life in Vichy France • The treatment of Jews in occupied France • Everyday life in occupied France and reprisals after the war • Marshal Pétain and life in Vichy France • The role propaganda played in the National Revolution • The impact of Vichy policies and the fate of Pétain • Research project • (Le passé simple; Le passé du subjonctif) • Infinitive constructions (H17) • Mixed tense sentences (2) (H22) • Subjunctive – less common uses, present and perfect (H15) • Avoiding the use of adverbs (D7) • Recognising the past historic of irregular verbs (H10) • Dependent and past infinitives (H5/H17) 	http://www.radiofrance.fr/ http://www.liberation.fr/ http://www.lemonde.fr/ http://www.leparisien.fr/ https://quizlet.com/354216440/edexcel-a-level-french-unite-11-le-regime-de-vichy-flash-cards/
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> • Study of Work 2 • Resistance movements in France • The role of Jean Moulin and of women in the Resistance • The Free French and how they supported General de Gaulle • Planning and carrying out revision • Translating from English into authentic French • Noting key facts from a listening passage • Research project 	https://www.laprofdefrancais.com/fr/eebies-1 https://www.geo.fr/histoire/quel-a-ete-le-role-de-la-resistance-dans-la-liberation-de-la-france-204603 https://apprendre.tv5monde.com/fr
Half Term 6 (Jun-Jul)	Revision of all works studied Revision for Public Exams	

Examples of Home Learning Tasks	Development of Research skills Revision , note taking, Essay writing, re-drafting, grammar tasks, listening to the news / reading the news, Reading around the topic. Redrafting work.
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Assessment Tasks, Methods & Frequency	<i>Listening, Reading and Translation</i> <i>Translation and Written response to works</i> <i>Speaking tasks</i> <i>every half term</i>
Equipment that Students Need	French dictionary, Folder /Binder,, Lined paper, Highlighters, document wallets

Parent / Carers can help their child by:	Ensure homework is up to date and student is doing extra reading
Useful Websites	See course information booklet
Extra-Curricular Activities & Career Opportunities	Visit to the French institute BFI Careers talk

Who Can I Contact?	Head of MFL	Ms Sheikh Oomar
	Teachers of Year 13	Ms Orblin
	French	Mr Fidegnon

Holy Family Catholic School Curriculum Overview Year 13 – Geography (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Paper 1: Tectonic Hazards Paper 2: Natural Population Change NEA	<p>Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics.</p> <p>Reading and watching the news.</p> <p>Reading list provided along with a selection of social media accounts to follow for geographical content.</p>
Half Term 2 (Nov-Dec)	Paper 1: Tectonic Hazards Paper 2: Natural Population Change NEA	
Half Term 3 (Jan-Feb)	Paper 1 : Atmospheric hazards Paper 2: Global Systems NEA	
Half Term 4 (Feb-Mar)	Paper 1 : Atmospheric hazards Paper 2: Global Governance NEA	
Half Term 5 (Apr-May)	Revision and NEA	
Half Term 6 (Jun-Jul)	No Lessons	

Examples of Home Learning Tasks	Scrapbook activities fortnightly based on current affairs
Assessment Tasks, Methods & Frequency	Exam questions and papers each half term
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	<p>Checking students' folders regularly to ensure organisation is maintained</p> <p>Checking online classrooms regularly</p> <p>Discussing current affairs with students</p>
Useful Websites	<p>https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/</p> <p>https://geography-revision.co.uk/a-level/</p> <p>https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/specification-at-a-glance</p>
Extra-Curricular Activities & Career Opportunities	<p>Various exam workshops</p> <p>4 Fieldwork Days across the A Level course</p> <p>Regular discussion of career opportunities</p> <p>Online lectures and talks that are relevant to areas of study</p>

Who Can I Contact?	Head of Geography	Mrs Lawson
	Teachers of Year 13 Geography	Ms Pearce, Mrs Paine

Holy Family Catholic School Curriculum Overview Year 13 – Health & Social Care (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 3 - Anatomy and Physiology for Health and Social Care (Exam - Jan) <ul style="list-style-type: none"> Learn about all of the body systems in the human body, including: cardiovascular, respiratory and reproductive. Conditions that affect the body systems, and how professionals should care for individuals suffering from the conditions Unit 4 - Enquiries into Current Research (Exam - Jan) <ul style="list-style-type: none"> Evaluate the different research methods Learn how to conduct research into topics related to Health and Social Care 	Read: Secure the basic knowledge of the human body https://www.bbc.co.uk/bitesize/topics/zwds7p3 Unethical research https://www.simplypsychology.org/zimbardo.html Watch: https://www.youtube.com/watch?v=KND_bBDE8RQ https://www.youtube.com/watch?v=BwfgBBBeQSQ0 Research: Find two articles that research treatment options for Alzeihmers. Think: Is the research reliable? (easy to repeat) Is the research valid? (backed up by evidence)
Half Term 2 (Nov-Dec)	Unit 14 - Physiological Disorders for Health and Social Care <ul style="list-style-type: none"> Learn about the causes, symptoms, and treatment options available for a range of physiological disorders 	
Half Term 3 (Jan-Feb)	Unit 6 - Works experience in Health and Social Care <ul style="list-style-type: none"> Complete a works placement (in February half-term) and reflect and evaluate on lessons learnt and practice used Unit 14 - Physiological Disorders for Health and Social Care <ul style="list-style-type: none"> Learn about the causes, symptoms, and treatment options available for a range of physiological disorders 	
Half Term 4 (Feb-Mar)	Unit 6 - Works experience in Health and Social Care <ul style="list-style-type: none"> Complete a works placement (in February half-term) and reflect and evaluate on lessons learnt and practice used Unit 19 - Nutritional Health <ul style="list-style-type: none"> What makes a healthy diet? Create two diet plans for two individuals with different dietary requirements 	Read: What makes a healthy diet? https://www.nhs.uk/live-well/eat-well/ The NHS Care values https://www.hee.nhs.uk/about/our-values/nhs-constitutional-values-hub-0 The UK's response to the covid-19 pandemic https://www.kingsfund.org.uk/publications/assessing-englands-responses-covid-19-framework
Half Term 5 (Apr-May)	Unit 8 - Promoting Public Health	

Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> You will be examining the response to the Covid-19 pandemic and the strategies used to reduce the impact Examine health campaigns that exist in England to promote good public health 	<p>Watch: ‘Obesity: Who cares if I’m bigger?’ https://www.bbc.co.uk/programmes/m0015082</p> <p>Research: Resources used to control covid-19 in the UK https://campaignresources.phe.gov.uk/resources/campaigns</p> <p>Task: Keeping a reflective diary whilst on placement</p>

Examples of Home Learning Tasks	<ol style="list-style-type: none"> Independently working on assignments Completing revision resources given in class for exam units Pre-reading tasks
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> January 2023 - Unit 1 Exam (External assessment) May 2023 - Unit 2 Exam (External assessment) Half-termly assignments on google classroom Half-termly mock assessments for exam units
Equipment that Students Need	Pens, highlighters, a folder to organise work

Parent / Carers can help their child by:	<ul style="list-style-type: none"> Supporting students to work on assignments at home Meeting assignment deadlines Encouraging independent revision Checking work on google classroom Discussing university/career options with students
Useful Websites	https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938034_BTEC_Nat_ExtDip_HSC_Spec_Iss3C.pdf
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> Work placement in February half-term University open day trips Discovermedicallondon.com - walking tours on Medicine in London - public health tour

Who Can I Contact?	Head of Health & Social Care	Miss Duncan
	Teachers of Year 13 Health & Social Care	Miss Amunikoro Miss Akinsanya

Holy Family Catholic School Curriculum Overview Year 13 – History (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Mr Shah: British Empire (Trade and the Royal Navy) Ms Parker: Coursework on the Holocaust	Use the Enrichment Grid: W Enrichment Grid and Map.docx
Half Term 2 (Nov-Dec)	Mr Shah: British Empire (Trade and the Royal Navy) (US Revolution) Ms Parker: Coursework on the Holocaust	https://docs.google.com/document/d/1sk0FXTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true
Half Term 3 (Jan-Feb)	Mr Shah: British Empire (Colonisation of Australia) Ms Parker: Coursework on the Holocaust	Use the Reading List: W History KS5 Reading List.docx
Half Term 4 (Feb-Mar)	Mr Shah: British Empire (Colonisation of Australia) (Revolts in Canada) Ms Parker: Coursework on the Holocaust	https://docs.google.com/document/d/1cDIWKKkWJqJ_1iVMUcC9X8enJQ57d6vc/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true
Half Term 5 (Apr-May)	Mr Shah: British Empire (Revolution in India) (Power Dynamics in Egypt and Sudan) Ms Parker: Revision	
Half Term 6 (Jun-Jul)	Mr Shah: Revision Ms Parker: Revision	

Examples of Home Learning Tasks	Weekly pre-reading
Assessment Tasks, Methods & Frequency	Twice per half-term assessment work modelled on the Edexcel GCSE exam specification
Equipment that Students Need	2x Folders, pen (green and black), pencil, ruler, highlighters and glue stick

Parent / Carers can help their child by:	Regular questioning and discussions on what they are learning. Ask them to teach you. Go with your child to a place on our enrichment grid: W Enrichment Grid and Map.docx https://docs.google.com/document/d/1sk0FXTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true
Useful Websites	W History KS5 Reading List.docx https://docs.google.com/document/d/1cDIWKKkWJqJ_1iVMUcC9X8enJQ57d6vc/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Trip to the Imperial War Museum • Trip to the London Docklands • Enrichment trip to Berlin, Germany

	<ul style="list-style-type: none"> • Diversity & Inclusion Club • Links to careers during assessment feedback lessons • BHM and LGBT+ History Month activities
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Who Can I Contact?	Head of History	Ms Parker (Head of KS5 History), Mr E Shah (Head of History)
	Teachers of Year 13 History	Ms Parker, Mr Shah

Holy Family Catholic School Curriculum

Overview Year 13 – Mathematics (A Level)



	Curriculum Content (Teacher 1)	Curriculum Content (Teacher2)
Half Term 1 (Sept-Oct)	Unit 1 - Proof (ch 1) * Proof by contradiction, deduction, exhaustion and disproof by counter example Unit 2 - Algebraic and Partial Fractions (ch 1) * Algebraic fractions Partial fractions Repeated factors Algebraic division Unit 3 - Functions and Modelling (ch 2) Modulus function Composite and inverse functions Transformations of functions	Unit 4 - Series and Sequences (ch 3) * Arithmetic sequences and series Geometric sequences and series Sum to infinity Sigma notation Recurrence relations Unit 5 - The Binomial Theorem (ch 4) Expanding $(1+x)^n$ Expanding $(a+bx)^n$ Expanding functions using partial fractions
Half Term 2 (Nov-Dec)	Unit 6 - Trigonometry (ch 5, 6 and 7) Radians (exact values), arcs and sectors Secant, cosecant and cotangent Inverse trigonometric functions Addition formulae Double angle formulae $R\cos(x\pm a)$ or $R\sin(x\pm a)$ Proving trigonometric identities Modelling with trigonometric functions	Unit 8 - Differentiation (ch 9) Differentiating $\sin x$ and $\cos x$ Differentiating exponentials and logarithms The chain rule The product rule The quotient rule Differentiating trigonometric functions Implicit differentiation Second derivatives and rates of change Unit 10 - Integration Part 1 (ch 11) Integrating standard functions Integrating $f(ax+b)$ Reverse chain rule
Half Term 3 (Jan-Feb)	Unit 7 - Parametric Equations (ch 8) Parametric and Cartesian forms Curve sketching and modelling Parametric Differentiation Unit 9 - Numerical Methods (ch 10) Location of roots Iterative methods Newton-Raphson method Unit 12 - Vectors (3D) (ch 12) Vectors in 3D Solving geometric problems Applications to mechanics	Unit 11 - Integration Part 2 (ch 11) Integration by substitution Integration by parts Partial fractions Finding areas Trapezium rule Solving and modelling with differential equations Parametric Integration
Half Term 4 (Feb-Mar)	Unit 4 - Moments (ch 4) Resultant moments Equilibrium Centres of mass Tilting Unit 5 - Forces at any angle (ch 5) Resolving forces Inclined planes Friction Unit 6 - Applications of Kinematics (ch 6) Projectiles	Unit 1 - Regression and Correlation (ch 1) Exponential models Correlation coefficients Hypothesis testing for zero correlation Unit 2 - Probability (ch 2) Set notation Conditional probability Probability formulae
Half Term 5 (Apr-May)	Unit 7 - Applications of Forces (ch 7) Static particles Friction and statics Rigid bodies Dynamics and inclined planes Connected particles	Unit 3 - The Normal Distribution (ch 3) Finding probabilities Inverse normal distribution function Standard normal distribution function Finding μ and σ Approximating a binomial distribution

	Unit 8 - Further Kinematics (ch 8) Constant acceleration Vectors in kinematics Variable acceleration in one dimension Differentiating vectors Integrating vectors	Hypothesis testing
Half Term 6 (Jun-Jul)	EXAMINATION - Pure Mathematics 1 Date TBC – AM/PM - 2 hours EXAMINATION - Pure Mathematics 2 Date TBC – AM/PM - 2 hours EXAMINATION - Statistics and Mechanics Date TBC – AM/PM - 2 hours	

Examples of Home Learning Tasks	Homework assessments to focus on: Past Examination questions, papers, consolidation tasks, unit tests Lesson plenary assessment to focus on: Past Exam Questions
Assessment Tasks, Methods & Frequency	START OF YEAR 12 EXAMS (STATISTICS AND MECHANICS) - September INTERIM ASSESSMENT - October MOCK EXAMINATION WEEK 1 - December PROGRESS TEST - February MOCK EXAMINATION Week 2 - April Interim assessments after each unit. Retests will be sat where TMG is not met in the initial test after the intervention period.
Equipment that Students Need	Normal classroom equipment for Mathematics plus a Classwiz Casio Calculator. Textbooks will be provided and should be brought to each lesson.

Useful Websites	Google Classroom (code will be given at the start of the course) DrFrostMaths.co.uk, Crash Maths, s-cool.co.uk, Physicsandmathstutor, Examsolutions, Integral.
Extra-Curricular Activities & Career Opportunities	Senior Maths Challenge, Senior Team Maths Challenge, RI Lectures.

Who Can I Contact?	Head of Mathematics	Mr McCollin
	KS5 Mathematics Co-ordinator	Mr Shannon
	Teachers of Year 13 Mathematics	Mr McCollin, Mr Shannon, Ms Maslowska, Ms Sandhu

Holy Family Catholic School Curriculum

Overview Year 13 – Creative Media Production

(BTEC) Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 10: Film Production Assignment 1: Film Production (Fiction) Students will understand codes and conventions of fictional film production to help them to prepare for the production units. This will be assessed via P, M, D criteria, this is a summative unit that will be sent off to be moderated.	The Best THRILLER Movies From The Past 10 Years (Trailers) 8 Steps to Edit a Video in Premiere Pro (Start to Finish)
Half Term 2 (Nov-Dec)	Unit 10: Film Production Assignment 2: Narrative Film Production Students will produce material for a fictional film of a specified genre, research and planning techniques, scripts, storyboards and pitch their ideas to be commissioned.	Watch this and make notes Visual Storytelling 101
Half Term 3 (Jan-Feb)	Unit 10: Film Production Assignment 2: Narrative Film Production Students will film and produce an opening to a new thriller film. they will apply post-production techniques to a fictional film utilising codes and conventions of a specified genre. This will be assessed via P, M, D criteria, this is a summative unit that will be sent off to be moderated. Unit 1: Media Representations External Exam RESIT Students will have the opportunity to resit this exam to get a higher grade	Write a review on this AS Level Media Studies - Thriller Openhttps://www.youtube.com/watch?v=hBWRfYviu2oing Sequence: Exemption A-Level Media - Humans Title Sequence Analysis
Half Term 4 (Feb-Mar)	Unit 8: Responding to a Commission External Exam Part A and Part B The unit sets a task and invites you to plan a response using one of five different media – a promotional video, a website, an audio podcast, a leaflet or a digital game. Both the preparation and assessment periods must be scheduled over 2 weeks time. The key purpose of this assessment is to assess a learner's ability to respond to a commission through pre-production materials. This is a single part task. Learners will be given the opportunity to carry out independent research ahead of 2-hours of monitored preparation followed by a 6-hours of supervised assessment session. During the independent research period, learners should be encouraged to carry out activities such as: <ul style="list-style-type: none"> identifying appropriate research sources carrying out primary and secondary research into the target audience and similar products 	https://www.youtube.com/shorts/Ni-94kYaRuI https://pt.slideshare.net/colesmedia/additional-sampleassessmentmaterialunit8parta
Half Term 5 (Apr-May)	Unit 8: Responding to a Commission External Exam Part B There are four activities within the set task. All of the activities will be completed under 6 hours of supervision. Activity 1: Produce a rationale – 1 hour approximately Activity 2: Produce a pitch of the idea – 1 hour approximately Activity 3: Produce a proposal – 2 hours approximately Activity 4: Produce a treatment – 2 hours approximately Assessment focus is Band 1- 4 and is externally marked Unit 14: Digital Magazine Production Assignment 2: Producing Magazine Layouts Students develop an e-magazine online - set brief to be followed. Students will develop materials for magazine production. This is internally assessed via a success criteria P,M,D Learning aim A-C	Responding to a commission Prep Unit 8: Responding to a Comm...
Half Term 6 (Jun-Jul)	Unit 14: Digital Magazine Production Assignment 2: Producing Magazine Layouts	Free Magazine Maker Software: Design Your Magazine Online Lucidpress

Students will produce magazine layouts in the codes and conventions of a genre, this will be evaluated and reviewed students will be internally assessed via a success criteria P,M,D Learning aim A-C.

<https://www.entrepreneur.com/article/426749>

Examples of Home Learning Tasks	<p>Watch: Netflix or Amazon Prime a variety of thrillers films</p> <p>Watch: Variety of opening to films and analysing the codes and conventions</p> <p>To do: Practice Past Set Briefs and mock practice techniques</p> <p>Watch: Youtube Live Revision Guides</p> <p>Read: Teacher Revision PPTs and create Revision Guides for exam</p>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Coursework submissions -Every half term all ONLINE using G-classroom • Booklets with CW Briefs and checklists alongside student help guide PPTs are given to students to use in and outside of the classroom. • Full mock papers are done in class and marked Jan onwards set brief given • Feedback given to students on how to improve using DEPT online marking policy. • Knowledge organisers and PLCs given to students
Equipment that Students Need	<p>Headphones</p> <p>Data on Mobile and Storage for filming</p> <p>Photography for magazine unit (Not essential but good to have their own camera)</p> <p>Students will need access to a computer to complete their tasks and CW</p> <p>Students should have their own Media notebook for CW notes and revision notes.</p> <p>A booklet and assessment guidance will be provided for each unit online access</p>

Parent / Carers can help their child by:	Checking their CW and Google Classroom submissions weekly.
Useful Websites	<p>https://www.citethisforme.com/citation-generator/harvard</p> <p>https://www.grammarly.com/</p>
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • IMAX Movie Trip • E17 film Festival • The Museum of Brands, Packaging & Advertising

Who Can I Contact?	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 13 Media	Mrs Farrugia and Mrs Belgrave

Holy Family Catholic School Curriculum Overview Year 13 – Physics (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	3.6.2 Thermal physics (A-level only) A further section allows the thermal properties of materials, the properties and nature of ideal gases, and the molecular kinetic theory to be studied in depth.	Complete the questions: https://www.theonlinephysicstutor.com/thermal.html Watch and learn the conditions and derivation of the molecular kinetic gas equation: https://www.youtube.com/watch?v=So5WfmQBHWQ We Need to Talk About Kelvin: What Everyday Things Tell Us About the Universe (Hardcover) by Marcus Chown (Author)
Half Term 2 (Nov-Dec)	3.7 Fields and their consequences (A-level only) The concept of field is one of the great unifying ideas in physics. The ideas of <u>gravitation</u> , <u>electrostatics</u> and <u>magnetic field theory</u> are developed within the topic to emphasise this unification. Many ideas from mechanics and electricity from earlier in the course support this and are further developed. Practical applications considered include: planetary and satellite orbits, capacitance and capacitors, their charge and discharge through resistors, and electromagnetic induction. These topics have considerable impact on modern society. 3.7.2 Gravitational Fields 3.7.3 Electric Fields 3.7.4 Capacitors An in depth look at an electric device that allows us to store charge. Mathematical applications of exponential growth and decay to underpin the understandings of Radioactivity.	Complete the questions: https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/fields/ Watch and take notes: https://www.youtube.com/watch?v=o0yfYTtR6go The Theory of the Electromagnetic Field (Paperback) David M. Cook (Author)
Half Term 3 (Jan-Feb)	3.7.4 Magnetic Fields 3.8 Nuclear Physics This section builds on the work of Particles and radiation to link the properties of the nucleus to the production of nuclear power through the characteristics of the nucleus, the properties of unstable nuclei, and the link between energy and mass. Students should become aware of the	The Making Of The Atomic Bomb (Paperback) Richard Rhodes (Author)

	physics that underpins nuclear energy production and also of the impact that it can have on society.	
Half Term 4 (Feb-Mar)	3.12 Turning Points	Relativity and Quantum Physics (A-Level Physics) (Paperback) Roger Muncaster (Author)
Half Term 5 (Apr-May)	Revision and consolidation	
Half Term 6 (Jun-Jul)	A-level Examinations	

Examples of Home Learning Tasks	Completion of all classwork CPAC lab reports Research based tasks Exam style questions Online learning platforms
Assessment Tasks, Methods & Frequency	Progress tests Diagnostic/synoptic exams End of topic tests Mock exams
Equipment that Students Need	<u>Basic stationary</u> : pens (black and green), pencil, ruler, rubber, folder to store class hand-outs <u>Specific equipment</u> : scientific calculator, protractor Lab coats will be provided for practicals

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining the 'Google Classroom' to enable discussion about their learning and homework requirements. • Ensuring their child is fully equipped at the beginning of the academic year • Attending 'Parents Evenings'.
Useful Websites	https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408/specification-at-a-glance https://www.physicsandmathstutor.com/ https://www.physicsonline.com/ https://www.focuselearning.co.uk/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Sutton Trust Summer School Programmes • UCL lectures: https://www.ucl.ac.uk/physics-astronomy/outreach/science-centre-lectures • Funding and bursaries: https://www.ogdentrust.com/

Who Can I Contact?	Head of Science	Mr Thrasivoulou
	KS5 Science Co-ordinator	Mr Yohannes
	Teachers of Year 13 Physics	Ms Johnson

Holy Family Catholic School Curriculum Overview Year 13 – Politics (A Level) - Exam Board: Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Ms Alderson: US Government covering the constitution and federalism (Paper 3) Mr Sayer: feminism as a political idea (Paper 2)	<p>Engage with current affairs and politics by:</p> <ul style="list-style-type: none"> Following BBC News and BBC North America on social media Subscribe to a news podcast e.g. Guardian Politics Weekly Subscribe to TLDR US on Youtube Listen to the Today Programme on Radio 4 <p>Use the Enrichment Grid: W Enrichment Grid and Map.docx</p> <p>https://docs.google.com/document/d/1sk0FXTQMCnhzxU50ml-mZ6LKWg6L75VW/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true</p>
Half Term 2 (Nov-Dec)	Ms Alderson: US Government covering the US Congress (Paper 3) Mr Sayer: US Politics covering democracy and participation (Paper 3)	
Half Term 3 (Jan-Feb)	Ms Alderson: US Government covering the US Presidency (Paper 3) Mr Sayer: US Politics covering democracy and participation (Paper 3)	
Half Term 4 (Feb-Mar)	Ms Alderson: US Government covering the Supreme Court and civil rights (Paper 3) Mr Sayer: US Politics covering democracy and participation (Paper 3)	
Half Term 5 (Apr-May)	Revision	
Half Term 6 (Jun-Jul)	N/A	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> Weekly pre-reading Seneca revision tasks
Assessment Tasks, Methods & Frequency	Twice per half-term assessment work modelled on the Edexcel GCSE exam specification
Equipment that Students Need	2x Folders, pen (green and black), pencil, ruler, highlighters and glue stick

Parent / Carers can help their child by:	<p>Regular questioning and discussions of current affairs. Watching/listening to the news with your child.</p> <p>Go with your child to a place on our enrichment grid: W Enrichment Grid and Map.docx https://docs.google.com/document/d/1sk0FXTQMCnhzxU50ml-mZ6LKWg6L75VW/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true</p>
Useful Websites	https://senecalearning.com/en-GB/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> Trip Westminster including the Houses of Parliament and the Supreme Court Enrichment trip to Berlin, Germany Diversity & Inclusion Club

	<ul style="list-style-type: none"> • Links to careers during assessment feedback lessons • BHM and LGBT+ History Month activities
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Who Can I Contact?	Head of Politics	Mr E Shah
	Teachers of Year 13 Politics	Mr Shah, Ms Alderson

Holy Family Catholic School Curriculum

Overview Year 13 – Psychology (A Level)



	Curriculum Content (Teacher 1)	Curriculum Content (Teacher 2)	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Bio-psychology Cont. Statistics and Maths content	Schizophrenia Research Methods in context	Use of online textbook which includes low stakes quizzes, hyperlinks, revision resources etc.
Half Term 2 (Nov-Dec)	Statistics and Maths content Issues and Debates	Schizophrenia Cont. Issues and Debates	As above
Half Term 3 (Jan-Feb)	Forensic Psychology	Relationships	As above
Half Term 4 (Feb-Mar)	Forensic Psychology Cont.	Relationships Cont.	As above
Half Term 5 (Apr-May)	Structured revision and walking talking mocks	Structured revision and walking talking mocks	As above
Half Term 6 (Jun-Jul)	Public Exams	Public Exams	As above

Examples of Home Learning Tasks	All topic packs operate on a flipped learning principle, therefore pre-reading for each lesson is expected for students to ensure they are keeping up with class discussion and debate. Topic Packs are provided in both hard and soft copy via google classroom. Students are also provided with past paper packs to complete. Each work pack includes further suggested reading/activities eg: Ted Talks, links to careers and applied psychology and issues for the economy, ethical/moral issues etc.
Assessment Tasks, Methods & Frequency	Formal summative assessment via timed, closed book class test (using real past papers) every three weeks. Alternating between larger assessment and interim assessment. Lower stakes testing in lessons in the form of quizzes, knowledge checks and past paper questions etc.
Equipment that Students Need	Calculator, graph drawing items and general stationary. Online course text book is free to students

Parent / Carers can help their child by:	Providing a quiet working space taking an interest in the subject content Helping with revision games and organisation
Useful Websites	<p>The Brain – a Secret History http://www.bbc.co.uk/programmes/b00xccc9</p> <p>Science: Human Body and Mind http://www.bbc.co.uk/science/humanbody/mind/index.shtml?brain</p> <p>All in the Mind (Radio 4) http://www.bbc.co.uk/programmes/b006qxx9</p> <p>Clips for class – video clips of experiments http://clipsforclass.com/</p>

	<p>Psychlotron – lots of good resources http://www.psychlotron.org.uk/</p> <p>About Psychology: http://psychology.about.com/</p> <p>Simply Psychology http://www.simplypsychology.org/</p> <p>TED Psychology talks http://www.ted.com/topics/psychology</p>
Extra-Curricular Activities & Career Opportunities	<p>Careers in Psychology: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology</p> <p>British Psychology Society http://www.bps.org.uk/</p> <p>NHS (Mental Health) http://www.nhs.uk</p>

Who Can I Contact?	Head of Psychology	M Delf
	Teachers of Year 13 Psychology	M Delf (Teacher 1) T Amunikoro (Teacher 2)

Holy Family Catholic School Curriculum Overview Year 13 – Sociology (A Level)



	Curriculum Content (Miss Hall)	Curriculum Content (Miss Osei)	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Education Education Policies Methods in Context Beliefs in Society Role of Religion	Family Changing family patterns. Crime and Deviance Introduction to crime and deviance. What is crime	Seneca Department Revision Booklets Past Paper Exam booklets
Half Term 2 (Nov-Dec)	Beliefs in Society Religion as a Conservative Force Religion and Postmodernity Religious Organisations	Crime and Deviance Subcultures and crime Functionalist theory of crime. Marxism and crime Labelling theory and crime. Realism and crime	Seneca Department Revision Booklets Past Paper Exam booklets
Half Term 3 (Jan-Feb)	Beliefs in Society Religious Participation Religion and Global Context	Crime and Deviance Gender and crime Ethnicity and crime	Seneca Department Revision Booklets Past Paper Exam booklets
Half Term 4 (Feb-Mar)	Beliefs in Society Religion and Science and Ideology Secularisation	Crime and Deviance Crimes of the powerful Globalisation	Seneca Department Revision Booklets Past Paper Exam booklets
Half Term 5 (Apr-May)	Revision	Crime and Deviance Punishment Revision	Seneca Department Revision Booklets Past Paper Exam booklets
Half Term 6 (Jun-Jul)	Revision	Revision	Seneca Department Revision Booklets Past Paper Exam booklets

Examples of Home Learning Tasks	Students will participate in flip learning, they will be expected to do pre-reading including notes and comprehension questions before lessons. Students will be set thinking hard tasks in line with HFCS Study Guide to consolidate learning.
Assessment Tasks, Methods & Frequency	Students will participate in regular testing using past paper and exam style questions in line with the assessment schedule. These assessments will be closed book and take place supervised in the study room. Students will take part in interim in class assessments using smaller exam questions such as 10 mark questions.
Equipment that Students Need	Black pen, green pen, highlighters, folders, folder dividers, plastic wallets.

Parent / Carers can help their child by:	<p>Encouraging your child to watch the news to keep up to date with current affairs.</p> <p>Reading through homework and exam questions to check spelling, grammar and understanding.</p> <p>Encouraging your child to create good routines regarding using non contact hours, learning, homework and revision.</p> <p>Asking questions about the subject.</p>
Useful Websites	<p>Assessment Resources:</p> <p>AQA Past Papers/Mark Schemes: https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources</p> <p>New Sites:</p> <p>The Conversation - https://theconversation.com/uk</p> <p>The Guardian - https://www.theguardian.com/uk</p> <p>The Week - https://www.theweek.co.uk/</p> <p>Sociology Podcasts and Radio Shows:</p> <p>Thinking Allowed - https://www.bbc.co.uk/programmes/b006qy05</p> <p>Analysis - https://www.bbc.co.uk/programmes/b006r4vz</p> <p>More or Less - https://www.bbc.co.uk/programmes/b006qshd</p>
Extra-Curricular Activities & Career Opportunities	<p>Career Opportunities: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology</p>

Who Can I Contact?	Head of Sociology	Miss Hall
	Teachers of Year 13 Sociology	<p>Miss Hall - miss.hall@holyfamilycatholicschool.co.uk</p> <p>Miss Osei - ms.osei@holyfamilycatholicschool.co.uk</p>

Holy Family Catholic School Curriculum Overview Year 13 – Spanish (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Theme 3: La inmigración y la sociedad multicultural española</p> <p>Positive impact of immigration on the Spanish society</p> <p>Spain as an immigration destination</p> <p>Needs in the job market and immigration</p> <p>Moorish influence on Spain, particularly on its cuisine and the arts</p> <p>Literary study: La casa de Bernarda Alba</p>	<p>http://www.donquijote.org/cultura</p> <p>www.elpais.es (Newspaper)</p> <p>www.elmundo.es (Newspaper)</p> <p>www.lavanguardia.es (Newspaper)</p> <p>www.abc.es (Newspaper)</p>
Half Term 2 (Nov-Dec)	<p>Immigration and integration challenges</p> <p>Impact of immigration on schools in local communities</p> <p>Housing conditions of immigrants in Spain</p> <p>Marginalisation and alienation of immigrants</p> <p>Film study: Volver/El laberinto del Fauno</p> <p>Literary study: La casa de Bernarda Alba</p>	<p>http://www.donquijote.org/cultura</p> <p>www.elpais.es (Newspaper)</p> <p>www.elmundo.es (Newspaper)</p> <p>www.lavanguardia.es (Newspaper)</p> <p>www.abc.es (Newspaper)</p>
Half Term 3 (Jan-Feb)	<p>Theme 4: La dictadura franquista y la transición a la democracia</p> <p>Franco ascend to power</p> <p>Spanish Civil War- origins and consequences</p> <p>War repression</p> <p>Life under Franco Dictatorship</p> <p>Divided Spain</p>	<p>http://www.donquijote.org/cultura</p> <p>www.elpais.es (Newspaper)</p> <p>www.elmundo.es (Newspaper)</p> <p>www.lavanguardia.es (Newspaper)</p> <p>www.abc.es (Newspaper)</p>

Half Term 4 (Feb-Mar)	<p>Theme 4: La dictadura franquista y la transición a la democracia</p> <p>Democracy in Spain</p> <p>The importance of Adolfo Suárez</p> <p>The importance of Juan Carlos I</p> <p>First democratic elections after Franco's Dictatorship</p> <p>Felipe Gonzalez</p>	<p>http://www.donquijote.org/cultura</p> <p>www.elpais.es (Newspaper)</p> <p>www.elmundo.es (Newspaper)</p> <p>www.lavanguardia.es (Newspaper)</p> <p>www.abc.es (Newspaper)</p>
Half Term 5 (Apr-May)	Exam revision and practice exam papers	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.html
Half Term 6 (Jun-Jul)	Exam practice and exams	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.html

Examples of Home Learning Tasks	Vocab learning, grammar tasks, independent reading, writing, essay redrafting
Assessment Tasks, Methods & Frequency	Half termly in all skills
Equipment that Students Need	Exercise book/binder, dictionary, course textbook, grammar book, film and literary book

Parent / Carers can help their child by:	Daily revision and practice. Ensure all tasks are completed and extra hour spent on wider reading / gaining knowledge
Useful Websites	<p>http://www.donquijote.org/cultura</p> <p>www.elpais.es (Newspaper)</p> <p>www.elmundo.es (Newspaper)</p> <p>www.lavanguardia.es (Newspaper)</p> <p>www.abc.es (Newspaper)</p> <p>http://www.que.es/bilbao/</p> <p>www.google.es</p> <p>www.yahoo.es</p> <p>www.yabla.com (Videos in Spanish)</p>

	<p>www.lomastv.com (Videos in Spanish)</p> <p>http://www.broadcast-live.com/television/espanoles.html</p> <p>www.rtve.es/podcast (TV station)</p> <p>www.cadenaser.com (Radio station)</p> <p>www.ondacero.es (Radio station)</p> <p>www.cvc.cervantes.es/portada.htm</p> <p>www.mec.es/sgci/uk</p> <p>www.educacion.es/exterior/uk/es/tecla/tecla.shtml (Reading comprehension with answers. Materials from the Spanish Embassy)</p> <p>http://www.spain.info/es/</p> <p>https://www.ver-taal.com/ (Grammar and vocabulary exercises. Links to Spanish news with listening activities)</p>
Extra-Curricular Activities & Career Opportunities	Careers talks

Who Can I Contact?	Head of MFL	Ms Sheikh Oomar
	Teachers of Year 13 Spanish	Ms Prada (head of Spanish)

Holy Family Catholic School Curriculum Overview Year 13 – Sport (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 4 - Sports Leadership continued	
Half Term 2 (Nov-Dec)	Learning Aim C: Explore an effective leadership style when leading a team during sport and exercise activities.	
Half Term 3 (Jan-Feb)	Unit 3: Professional Development in the Sports Industry	
Half Term 4 (Feb-Mar)	Learning aim A: Understand the career and job opportunities in the sports industry Learning aim B: Explore own skills using a skills audit to inform a career development action plan Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway Learning aim D: Reflect on the recruitment and selection process and your individual performance	
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> Unit 4 coursework due according to assessment plan Unit 3 coursework due according to assessment plan

Who Can I Contact?	Head of PE	Mrs E Cole
	Teachers of Year 13 Sport	Mr R Wilbraham

Holy Family Catholic School Curriculum

Overview Year 13 – Technology: Design Tech (Product Design) (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><u>COURSEWORK(JAL)</u> 16) Making the Project(continued)</p> <p>17) Photographic Evidence of Production Line with Modifications (All Identified Problems and Solutions while making the product must be included)</p> <p><u>THEORY(JAL):</u> Unit 12 - Product design and development(continued from Y12)</p> <p><u>THEORY(NAS):</u> Unit 10 - Modern industrial & commercial practise(continued from Y12)</p> <p><u>MINI-PROJECT(NAS):</u> Paper/card manipulation + material investigation page for CW</p>	<ul style="list-style-type: none"> • Completion of worksheet resources for Unit 12 - Product design and development(feasibility studies,enterprise and marketing communication data,design communications) • Completion of worksheet resources for Unit 10 - Modern industrial & commercial practise(scales of production,efficient use of materials,computer systems and digital design) • Visit www.aqa.co.uk: to refer to the specification and past exam papers • visit www.technologystudent.com : for theory knowledge • Visit www.bbcbitesize.co.uk: for theory knowledge • Youtube/how its made: to learn new invasion and new skills • www.pinterest.co.uk (for visual aid, ideas and exploring graphic techniques)
Half Term 2 (Nov-Dec)	<p><u>COURSEWORK(JAL)</u> 18) Photographic evidence of Final product with annotation</p> <p>19) Detailed and Comprehensive Testing Strategy and well detailed conclusions</p> <p>20) Survey among user group with written evidence and detailed analysis</p> <p><u>THEORY(JAL):</u> Unit 14 - Design processes</p> <p><u>THEORY(NAS):</u></p>	<ul style="list-style-type: none"> • Completion of worksheet resources for Unit 14 - Design processes(Use of design process,Prototype development, Industrial contexts, Critical analysis, Third party testing, Tools, equipment and processes, Accuracy in design) • Completion of worksheet resources for Unit 13 -Design Methods(Design methods and processes, Design influences, Designers and their work, Socio economic influences, Developments in

	<p>Unit 13 - Design methods</p> <p><u>MINI-PROJECT(NAS):</u> Metal fabrication + material investigation page for CW</p>	<p>technology, Social considerations, Product life cycles)</p> <ul style="list-style-type: none"> • Visit www.aqa.co.uk: to refer to the specification and past exam papers • visit www.technologystudent.com : for theory knowledge • Visit www.bbcbitesize.co.uk: for theory knowledge • Youtube/how its made: to learn new invasion and new skills • www.pinterest.co.uk (for visual aid, ideas and exploring graphic techniques)
<p>Half Term 3 (Jan-Feb)</p>	<p><u>COURSEWORK(JAL)</u></p> <p>21) Evaluation of Final Product against Specification</p> <p>22) Use survey results to suggest modifications to improve the effectiveness of the final product</p> <p>23) Bibliography and front cover for your folder...</p> <p><u>THEORY(JAL):</u> Past exam questions</p> <p><u>THEORY(NAS):</u> Unit 15 - Responsible Design</p> <p><u>MINI-PROJECT(NAS):</u> Polymer manipulation + material investigation page for CW</p>	<ul style="list-style-type: none"> • Completion of worksheet resources for Unit 15 - Responsible design(Environmental issues, Circular economy, Conservation of energy, Planning for accuracy, Planning for accuracy, Standards) • Visit www.aqa.co.uk: to refer to the specification and past exam papers • visit www.technologystudent.com : for theory knowledge • Visit www.bbcbitesize.co.uk: for theory knowledge • Youtube/how its made: to learn new invasion and new skills • www.pinterest.co.uk (for visual aid, ideas and exploring graphic techniques)
<p>Half Term 4 (Feb-Mar)</p>	<p><u>THEORY(JAL):</u> Past exam questions</p> <p><u>THEORY(NAS):</u> Past exam questions</p>	
<p>Half Term 5 (Apr-May)</p>	<p><u>THEORY(JAL):</u> Past exam questions</p> <p><u>THEORY(NAS):</u> Past exam questions</p>	

Half Term 6 (Jun-Jul)	Exams	
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Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<p>INTERIM Assessment 1 w/b 24.10.22</p> <ul style="list-style-type: none"> - Second full mock exam(carried out in class) to determine final UCAS grades <p>INTERIM Assessment 2 w/b 12.12.22</p> <ul style="list-style-type: none"> - Exam questions focussing on maths questions <p>INTERIM Assessment 3 w/b 13.02.2023</p> <ul style="list-style-type: none"> - Exam style questions focussing on 6-12 mark questions <p>INTERIM Assessment 4 w/b 03.04.2023</p> <ul style="list-style-type: none"> - Full mock exam-paper2 (PGonline version)-1.5 hrs, to be marked internally <p>INTERIM Assessment w/b 08.05.2023</p> <ul style="list-style-type: none"> - Full mock exam-paper1 (PGonline version)-2.5 hrs, to be marked internally
Equipment that Students Need	Pencils, pens, colouring pencils/pens, ruler, fine liner pens, rubber, glue sticks, scissors sharpener, computer access, calculator

Parent / Carers can help their child by:	
Useful Websites	<ul style="list-style-type: none"> • Visit www.aqa.co.uk: to refer to the specification and past exam papers • visit www.technologystudent.com: for theory knowledge • Visit www.bbcbitessize.co.uk: for theory knowledge • Youtube/how its made: to learn new invasion and new skills • www.pinterest.co.uk (for visual aid, ideas and exploring graphic techniques)
Extra-Curricular Activities & Career Opportunities	Ex-students and members from the engineering/architecture industry to address Y10-Y13 on careers and university choices

Who Can I Contact?	Head of Technology	Mr Sudesh Nandlal
	Teachers of Year 13 Technology	Miss Layla Jaber/ Mr Peter Kwarteng/Mr Sudesh Nandlal