



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City

Family Guide

Year 13 Curriculum




High
Performance
Learning

World Class School

Scholarship - Character - Community

Our Curriculum

Our curriculum vision is underpinned by our core values of scholarship, character and community. It is our mission to unlock a thirst for learning and ensure our students are school-ready, work ready and life-ready. This booklet is for families and students to see what learning is planned throughout the year in each subject. This can be used to revisit topics previously taught and prepare for future learning.



CURRICULUM VISION

Curriculum Aims:

Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.

We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.

We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.

Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.


We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.

The overarching aims of our curriculum will underpin the following outcomes:

Increasingly strong academic results year-on-year leading to good post school destinations.

Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.

Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.




Values, Attitudes and Attributes

COLLABORATIVE
The ability to seek out opportunities to receive responses to your work; to present your own views and ideas clearly and concisely; to listen to the views of others; be willing and able to work in teams; to assume a variety of roles and be able to evaluate your own ideas and contributions.

CONCERNED FOR SOCIETY
The ability to know the contribution you can make to society to the benefit of those less fortunate; to demonstrate citizenship and a sense of community ethics and recognise differences as well as similarities between people and people; be aware of your own and others' cultural heritage and be sensitive to the ethical and moral issues raised by your studies.

CONFIDENT
The ability to describe in detail your knowledge, understanding and actions; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and obstacles, including when this places you under stress.



ENQUIRING
The ability to work alone; be proactive; keen to learn; show enterprise and independent thought; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to developing your own views and solutions.

OPEN MINDED
The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.

RISK-TAKING
The ability to demonstrate confidence; experiment with novel ideas and effects; speculate; willingly work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.


PRACTICE
The ability to train and prepare through repetition of the same processes in order to become more proficient.

PERSEVERANCE
The ability to keep going and not give up; encounter obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; do not be satisfied until high quality, appropriate provision and the desired outcome are achieved.

RESILIENCE
The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.

HIGH PERFORMANCE LEARNING

Our core aim is excellence for all which is underpinned by our vision, mission and values. We are a High Performance Learning World Class school which means that we believe in the HPL philosophy and framework. This means that we believe that all the students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the Advanced Cognitive Performance skills and the Values, Attitudes and Attributes of the HPL framework. Your child will be taught these characteristics in the curriculum and through our pastoral support. The HPL framework is a set of characteristics that are well researched to prepare students for now and the future world of work.



Advanced Cognitive Performance Characteristics


META-COGNITION
The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to another.

SELF REGULATION
The ability to monitor, evaluate and self-correct.

STRATEGY PLANNING
The ability to approach new learning opportunities by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work.

INTELLECTUAL CONFIDENCE
The ability to articulate personal views based on evidence, and where necessary defend them to others.

GENERALISATION
The ability to see what is happening in a particular instance could be extrapolated to other similar situations.



CONNECTION FINDING
The ability to use connections from past experiences to seek possible generalisations.

BIG PICTURE THINKING
The ability to work with big ideas and holistic concepts.

ABSTRACTION
The ability to move from concrete to abstract thought very quickly.

IMAGINATION
The ability to represent the problem and its components in relation to more extensive and interconnected prior knowledge.

SEEING ALTERNATIVE PERSPECTIVES
The ability to take on the views of others and deal with the complexity and ambiguity.

CRITICAL OR LOGICAL THINKING
The ability to detect, hypothesise, reason and seek supporting evidence.

PRECISION
The ability to work effectively within the rules of a domain.

COMPLEX AND MULTISTEP PROBLEM SOLVING
The ability to break down a task, decide on a suitable approach, and then act.

INTELLECTUAL PLAYFULNESS
The ability to recognise rules and bend them to create valid but new forms.

FLEXIBLE THINKING
The ability to abandon one idea for a superior one or generate multiple solutions.

FLUENT THINKING
The ability to generate ideas.

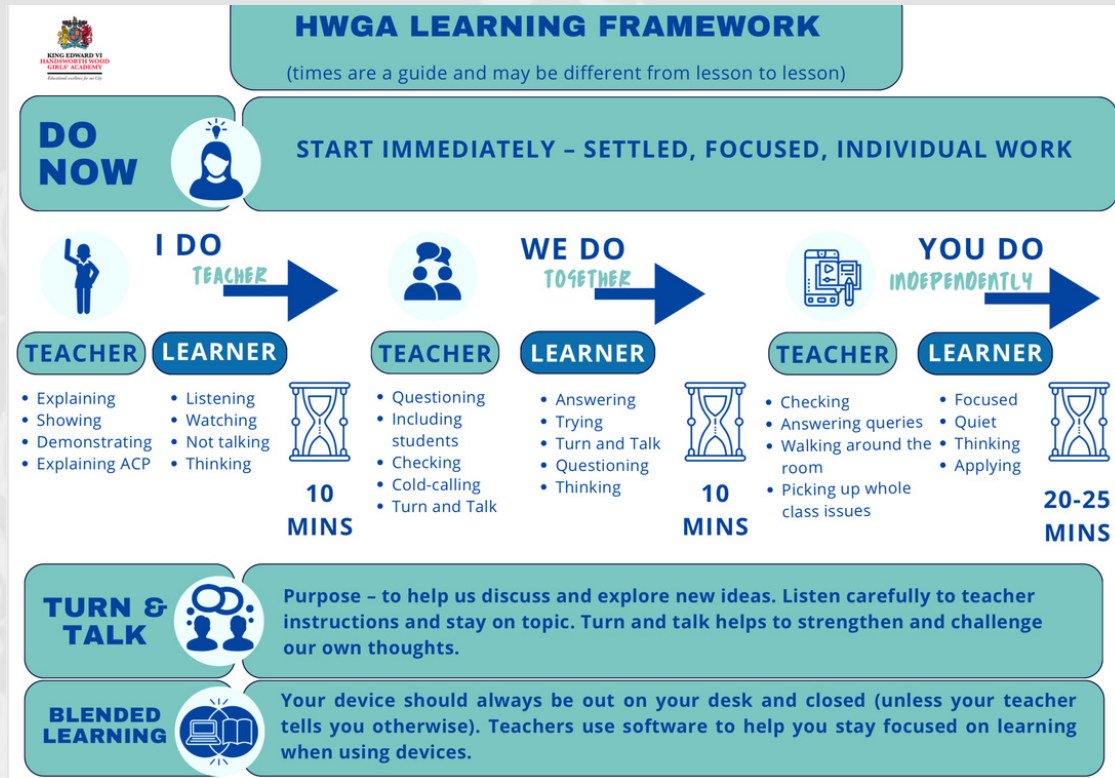
ORIGINALITY
The ability to conceive something entirely new.

EVOLUTIONARY AND REVOLUTIONARY THINKING
The ability to create new ideas through building on existing ideas or diverting from them.

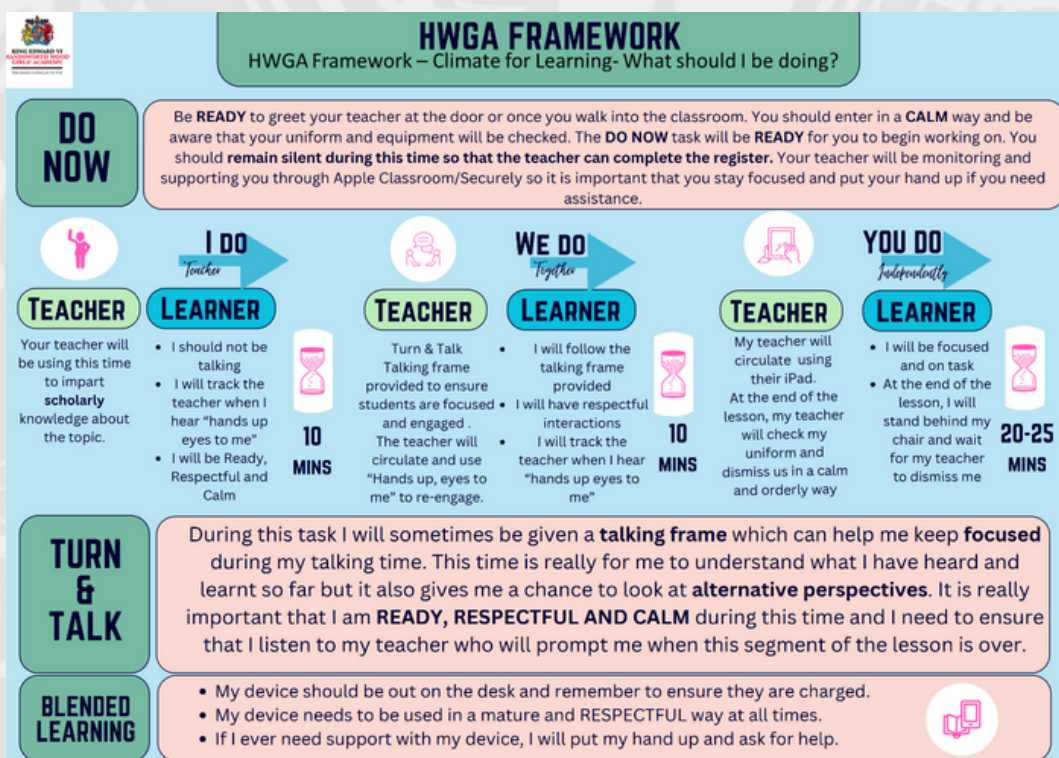
AUTOMATICITY
The ability to use some skills with such ease that they no longer require active thinking.

SPEED AND ACCURACY
The ability to work at speed and with accuracy.

Teaching & Learning Approach



We implement our curriculum using a consistent learning framework which starts with students retrieving knowledge previously taught. Your child will follow a framework of modelled practice where the teacher explicitly models learning during the 'I Do', time for collaboration and questioning in the 'We do', then handed over to students during the 'You do' phase to apply their thinking. To maximise learning and engagement, the following climate for learning framework outlines the attitude to learning that will support great progress and excellent outcomes.





Year 13 Curriculum

Curriculum Aims:

Scientists will embark on an exciting journey that fosters curiosity, ignites inspiration, and cultivates a deep passion for the subjects of Chemistry, Biology, and Physics. Through rigorous theoretical exploration, independent research, and hands-on practical work, we aim to empower students. Equipped with the critical thinking skills needed to evaluate scientific and technological advancements that shape society, ultimately, preparing them for further study and fulfilling careers.

SCIENCE - BTEC

NATIONAL DIPLOMA

AUTUMN	SPRING	SUMMER
<p>How are common principles and applications of science applied across chemistry, physics and biology? How do scientists create and test hypotheses?</p> <p>5A1 Extraction and purification of inorganic substances. Acid-base nature of oxides. Extraction and purification of alumina from bauxite in industry. Extraction of titanium.</p> <p>5B1 Cardiovascular Systems The path of the blood through the heart and the identification of the main arteries and veins leaving and entering the heart. ABO blood typing. ECG traces. Factors that increase the risk of cardiovascular disease. Effect of drugs on the heart rate.</p> <p>5C1 Thermal Physics Energy transfer, doing work and efficiency applied to mechanical measurements and the behaviour of gases. Conservation of energy. Adiabatic and isothermal process. First and second Law of Thermodynamics. How engines work. Energy calculations.</p> <p>6A Investigative project of interest. Undertake a literature search and review to produce an investigative project proposal A1 Literature review A2 Investigative project proposal.</p> <p>6B Producing a plan for an investigative project based on the proposal B1 Schedule B2 Plan B3 Health and safety and ethical considerations</p> <p>Topics:</p> <p>Unit 5: Principles and Applications of Science II 5A Properties and Uses of substances 5B Organs and Systems 5C Thermal Physics, materials and fluids</p> <p>Unit 6: Investigative Project 6A Undertake a literature search and review to produce an investigative project proposal 6B Produce a plan for an investigative project based on the proposal</p> <p>How do scientists collect and use results and use them to prove or disprove a theory? How do we extract metals from rocks? How are materials chosen in domestic and industrial applications?</p> <p>5A2 Organic Compounds Naming conventions, classification, different ways of representing structures, three-dimensional shapes, isomerism, different types of bonding and physical properties. Reactivity of alkanes and alkenes.</p> <p>5B2 Ventilation and gas exchange in the lungs Structure of the lungs. Movement of the diaphragm and rib cage during inhalation and exhalation. Lung Function and capacity.</p> <p>5C2 Materials Density, Hooke's Law, Elasticity, and properties. Tensile stress, strain and Young's Modulus. Metal fatigues. Energy Transfer.</p> <p>5C3 Fluid in Motion Streamline and turbulent flow of viscous materials. Rate of fluid flow to pressure and the Bernoulli principle.</p> <p>6C Safely undertaking the project collecting, analysing and presenting the results C1 Experimental procedures and techniques C2 Collect, collate and analyse data C3 Data presentation</p> <p>6D Drawing conclusions and evaluate the investigative project using correct scientific principles D1 Scientific report for investigative project D2 Scientific evaluation of findings</p> <p>Topics: 5A Properties and Uses of substances 5B Organs and Systems 5C Thermal Physics, materials, and fluids</p> <p>6C Undertake the project, collecting analysing and presenting the results</p>	<p>What are the principles behind techniques such as X-rays, Radiotherapy and MRI? How do they work and what information is provided? How does the urinary system function?</p> <p>What are the principles behind techniques such as X-rays, Radiotherapy and MRI? How do they work and what information is provided? How does the urinary system function?</p> <p>5A3 Energy changes in industry In Reactions such as combustion and displacement. Perform calculations based upon experimental data and from literature data.</p> <p>5B3 Urinary system structure and function Structure of the kidney. Model of a nephron. Testing urine for glucose and protein. Osmoregulation including the role of ADH.</p> <p>5B4 Cell Transport Systems Study of cell surface membrane including phospholipids, glycoproteins, channel proteins, glycolipids, cholesterol, and channel proteins. Diffusion and Osmosis. Active transport. endocytosis and exocytosis.</p> <p>6D Drawing conclusions and evaluate the investigative project using correct scientific principles D1 Scientific report for investigative project D2 Scientific evaluation of findings</p> <p>8A The impact of disorders of the musculoskeletal system and their associated corrective treatments A1 Structure of the musculoskeletal system A2 Function of musculoskeletal system A3 Disorders of the musculoskeletal system.</p> <p>21A Principles, production, uses and benefits of non-ionising instrumentation techniques in medical applications A1 Magnetic Resonance Imaging (MRI) A2 LASERS A3 Infrared Thermography (IRT) A4 Ultrasound</p> <p>Topics: 5A Properties and Uses of substances 5B Organs and Systems</p> <p>Unit 21: Medical Physics U21A Principles, production, uses and benefits of ionising instrumentation techniques in medical applications</p> <p>Unit 8: Physiology of Human Body Systems 8A The impact of disorders of the musculoskeletal system and their associated corrective treatments</p> <p>6C continued. 6D Review the investigative project using the correct scientific principles</p> <p>What is Physiology? How do the systems function and what occurs when disease or dysfunction affects the system? What are the principles, production, uses and benefits of techniques in Computerised tomography (CT) or Computerised axial tomography (CAT), Gamma Ray Imaging, Gamma Knife Surgery and Proton Beam Therapy</p> <p>8B Understand the impact of disorder on the physiology of the lymphatic system and the associated corrective treatment B1 Structure of the lymphatic system B2 Function of the lymphatic system B3 Health matters and treatments related to the lymphatic system</p> <p>21B Principles, production, uses and benefits of ionising instrumentation techniques in medical applications B1 X-rays B2 Computerised tomography (CT) or Computerised axial tomography (CAT) B3 Gamma Ray Imaging B4 Radiotherapy, Gamma Knife Surgery and Proton Beam Therapy</p> <p>6D Drawing conclusions and evaluate the investigative project continued.</p> <p>5A3 Energy changes in industry CONTINUED. In Reactions such as combustion and displacement. Perform calculations based upon experimental data and from literature data.</p> <p>Topics: 5A Properties and Uses of substances</p> <p>8B The impact of disorders on the physiology of the lymphatic system and the associated corrective treatments</p> <p>21B Principles, production, uses and benefits of ionising instrumental techniques in medical applications</p> <p>6D Continued</p>	<p>How does the digestive system function and what occurs when disease or dysfunction affects this system? What are the safety precautions, side effects and risks for operators and patients of ionising radiation Safety precautions, side effects and risks for operators and patients of non-ionising radiation?</p> <p>8C Physiology of the digestive system and the use of corrective treatment for nutritional deficiency C1 Structure of the digestive system C2 Function of the digestive system C3 Health matters and treatments related to the digestive system</p> <p>21C Understand health and safety, associated risks, side effects and limitations of ionising and non-ionising instrumentation techniques in medical applications C1 Safety precautions, side effects and risks for operators and patients of ionising radiation C2 Safety precautions, side effects and risks for operators and patients of non-ionising radiation.</p> <p>Topics: Review & revisit U5 Resit preparation</p> <p>8C The physiology of the digestive system and the use of corrective treatments for dietary-related diseases</p> <p>21C The health and safety, associated risks, side effects and limitations of ionising and non-ionising instrumental techniques in medical applications</p> <p>Resit Preparation Unit 1 Unit 3 Unit 5</p> <p>EXAMS, coursework submissions and certification.</p>



Year 13 Curriculum

Curriculum Aims:

Chemists will embark on an exciting journey that fosters curiosity, ignites inspiration, and nurtures a passion for the subject. Through in-depth exploration of Physical, Inorganic and Organic Chemistry, they will delve into theory, conduct research, engage in independent study, and participate in practical work.

SCIENCE - A LEVEL CHEMISTRY

AUTUMN	SPRING	SUMMER
<p>How can we distinguish between optical isomers and why do they even exist? How do we name acid anhydrides, amines, other acid derivatives using IUPAC?</p> <p>How do aldehydes, ketones, carboxylic acids, and their derivatives use the carbonyl group to react and interact with nucleophiles? How can we use mechanisms to understand why carbonyls react the way they do? How can we predict the products of these reactions? Why is acylation important? How do we make aspirin?</p> <p>How in rate equations does the mathematical relationship between rate of reaction and concentration give information about the mechanism of a reaction that may occur in several steps?</p> <p>Explain and analyse rate equations, orders and initial rate methods as well as being able to explain and use the Arrhenius equation. Reactions, mechanisms, conditions of aldehydes/ketones/esters/carboxylic acids/acid chlorides/acid anhydrides. Predicting outcomes and uses of products. Use Arrhenius's rearranged equation with experimental data to plot a straight-line graph with slope $-E_a/R$ Measuring the rate of reaction: • by an initial rate method • by a continuous monitoring method</p> <p>Topics: Nomenclature & Stereoisomerism Carbonyl Chemistry Rate Equation K_p</p> <p>Why was the structure of benzene tricky to discover? How is benzene an example of an aromatic and what do we know about its structure and its substitution reactions? How are aromatic compounds used around the world?</p> <p>How are functional groups converted to the desired functional groups? What reagents are required? What conditions are necessary? How do we use mechanisms to understand how molecules will interact with reagents in chemical reactions. How and why are Acids and bases important in domestic, environmental, and industrial contexts. What causes Acidity in aqueous solutions and what kind of scale has been made to measure this? What is a Buffer solutions, and why are they important industrial and biological applications?</p> <p>What are Amines and what do they consist off? How do they react as nucleophiles and cause further substitutions? What difficulties can this lead to?</p> <p>Discovery of the structure of benzene. Evaluating and considering theories. Reaction and mechanisms of aromatic compounds. Making Aspirin. The laboratory techniques required to synthesis and purified organic products. Addition and condensation reactions of polymers. Uses and properties of polymers. How is one functional group changed to another. What conditions are needed and what steps are needed to make the desired product? Structures of acids and bases. The pH scale and how buffer solutions are made. Calculations required to produce buffers.</p> <p>Topics: Aromatic Chemistry Organic Synthesis Acids & Bases Polymers Amines</p>	<p>Why are Halogenoalkanes being much more reactive than alkanes. What are their uses and why has the use of some halogenoalkanes has been restricted? Outline the mechanisms for alkene reactions and explain the formation of major and minor products referring to the relative stabilities of primary, secondary, and tertiary carbocation intermediates. What are the trends and properties in Group 2 and Group 7? How does the study of kinetics enable chemists to determine how a change in conditions affects the speed of a chemical reaction. How can chemists manipulate variables in chemical reactions in order to speed them up or slow them down? How can enthalpy change be measured?</p> <p>Enthalpy change and calculations Laboratory methods on measuring enthalpy change Plotting graphs, recording data, and evaluating. Calorimetry Hess's Law Calculating bond enthalpies Reactions of Alkenes. Reactions of group 2 and group 7 elements. Kinetics: Collision theory, Maxwell-Boltzmann distribution, effect of temperature, pressure, concentration on the rate of reaction. Practical work to investigate rates of reaction</p> <p>Topics: Halogenoalkanes Alkenes Group 7 & Group 2 Energetics Kinetics</p> <p>What is a Redox reaction and what does it involve? How can we identify the elements involved and how do we use half equations?</p> <p>How do alcohols react and form new products? How is this done in the laboratory, what techniques are used and what conditions are required</p> <p>How are electrons involved in redox reactions and what are oxidising and reducing agents' involvement?</p> <p>What is equilibrium and what is Chatelier's principle? How are the principles used?</p> <p>How do redox reactions occur in inorganic and organic chemistry?</p> <p>Reactions of alcohols, industrial production, reaction conditions and organic laboratory techniques and equipment. Practical skills oxidizing an alcohol. Organic analysis. Chemical Equilibria Le Chatelier's Principle and K_c calculations and constructing expressions. Predicting effects of changing conditions. Redox reactions: oxidation states, half equations and combining half equations.</p> <p>Topics: Alcohols Organic Analysis Equilibria Redox</p>	<p>What analytical techniques are used by chemists, to analyse organic compounds?</p> <p>How are practical techniques being purposeful to complete reactions, separate mixtures, work out concentrations and identify substances?</p> <p>How do Period 3 elements react with oxygen? How does the pH of the solutions formed when the oxides react with water illustrates further trends in properties across this period?</p> <p>Mass spectrometry Interpreting Mass Spectra Infrared Spectroscopy Interpreting IR Spectra</p> <p>Topics: Analytic Techniques Practical Techniques Properties of Period 3 & their Oxides (A Level)</p> <p>What knowledge and understanding are required to successfully answer required practical questions?</p> <p>How can we reflect on our study skills? How do we revise, retrieve and revisit previously learnt content? How do we study independently?</p> <p>How to we progress from working memory into long term memory?</p> <p>How do we consider our subject to planning our Careers further & plan for a successful UCAS application?</p> <p>Topics: Exam Technique Review of revision strategies Careers Research UCAS Support Supporting Yr11 Taster days Mock Exam</p>



Year 13 Curriculum

Curriculum Aims:

Biologists embark on an inspiring journey that fosters a deep passion for the subject. Through an in-depth exploration of key topics, students engage in theory, research, independent study, and practical work.

Empowered to make sound connections to the world around them and equip them with the knowledge and skills necessary for further study and rewarding careers

SCIENCE - A LEVEL BIOLOGY

AUTUMN	SPRING	SUMMER
<p>How do plants convert the light energy to chemical energy create in the form of carbohydrates? How are messages transmitted across synapses? What mechanisms control contraction of muscles? How and why do multicellular organisms respond to stimuli both within and outside their bodies?</p> <p>Topic 5: Energy transfers in and between organisms – Photosynthesis Learning how energy is transferred in bioenergetics reactions. In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP. The process of photosynthesis is common in all photoautotrophic organisms. In communities, the biological molecules produced by photosynthesis are consumed by other organisms, including animals, bacteria and fungi. Some of these are used as respiratory substrates by these consumers. Photosynthesis and respiration are not 100% efficient. The transfer of biomass and its stored chemical energy in a community from one organism to a consumer is also not 100% efficient.</p> <p>Topic 6: Organisms respond to changes in their internal and external environments Covering how a stimulus is detected by a receptor and a coordinator formulates a suitable response to a stimulus. An effector produces a response. Receptors are specific to one type of stimulus. Nerve cells pass electrical impulses along their length. A nerve impulse is specific to a target cell only because it releases a chemical messenger directly onto it, producing a response that is usually rapid, short-lived and localised.</p> <p>Topics: Making synaptic links with AS modules e.g. Labelling different stages of the cycles, structure and function chloroplast and organelles within, various proteins used in transport of ions such as potassium/sodium pump. Practical competencies during practical work</p> <p>How does cellular respiration provide ATP for metabolic processes in living organisms? Why is maintaining a constant internal environment essential for living organisms? How does our lifestyle impact metabolic diseases such as diabetes?</p> <p>Topic 5: Energy transfers in and between organisms –Respiration In respiration, the hydrolysis of respiratory substrates is linked to the production of ATP. In both respiration and photosynthesis, ATP production occurs when protons diffuse down an electrochemical gradient through molecules of the enzyme ATP synthase, embedded in the membranes of cellular organelles. The process of respiration is common in all organisms, providing indirect evidence for evolution.</p> <p>Topic 6: Organisms respond to changes in their internal and external environments Mammalian hormones stimulate their target cells via the blood system. They are specific to the tertiary structure of receptors on their target cells and produce responses that are usually slow, long-lasting and widespread. Plants control their response using hormone-like growth substances.</p> <p>Topics: Labelling various organs, dissecting kidney and liver 10 and 11. Data analysis and interpretation of graphs and data. Practical skills. Role of negative feedback in thermoregulation and osmoregulation. Importance of homeostasis. practical competencies during practical work</p>	<p>What do offspring look similar to their parents? How does the combination of alleles contribute to variation in a species? How can we use statistics to determine the probability of a genotype in a population? Why are some inherited diseases more common in males?How does affect evolution and can geographic isolation cause the evolution of a new species? What can we do to encourage biodiversity?</p> <p>Topic 7: Genetics, populations, and ecosystems All new species arise from an existing species, resulting in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry can explain the similarities such as common chemistry, physiological, 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, inherited from their parent or parents. A species exists as one or more populations. There is variation in the phenotypes of organisms in a population, due to genetic and environmental factors. A change in the allele frequency of a population is evolution. These differences may ultimately lead to organisms in the isolated population becoming unable to breed and produce fertile offspring with organisms from the other populations. 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.</p> <p>Topics: Chi square, Hardy Weinberg principles, calculating ratios and probability, drawing genetic diagrams, predicting genotypes and phenotypes, analysing family pedigree trees, and explaining linkage. Conservation methods, how succession occurs, Data analysis and calculations based on data. Practical competencies during practical work</p> <p>What is the impact of external factors on gene expression? How can we manipulate our genome so as to treat disease, for medical, forensic and breeding purposes? What is the connection between epigenetics and cancer?</p> <p>Topic 8: Control of gene expression Cells are able to control their metabolic activities by regulating gene expression. Although the cells within an organism carry the same coded genetic information, they translate only part of it. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. There are many factors that control gene expression, some are external, environmental factors, and others are internal factors. The expression of genes is not as simple as once thought, with epigenetic regulation of transcription being increasingly recognised as important. Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. This has many medical and technological applications. This should lead to an appreciation of common ailments resulting from a breakdown of these control mechanisms and the use of DNA technology in the diagnosis and treatment of human diseases.</p> <p>Topics: Gene expression, recombinant DNA technology, gene location, screening and counselling, practical competencies</p>	<p>Revision Topics 1-8</p> <p>Synoptic Essay Practice</p> <p>Practical Question Practice</p> <p>Exams</p>



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SCIENCE - BTEC EXTENDED CERTIFICATE

AUTUMN	SPRING	SUMMER
<p>How are common principles and applications of science applied across chemistry, physics, and biology? How do scientists create and test hypotheses? How are metals extracted from ores, purified and useful? How do processes compare? How does the heart work and what are common causes of cardiovascular disease? How do engines work?</p> <p>5A1 Extraction and purification of inorganic substances. Acid-base nature of oxides. Extraction and purification of alumina from bauxite in industry. Extraction of titanium.</p> <p>5B1 Cardiovascular Systems The path of the blood through the heart and the identification of the main arteries and veins leaving and entering the heart. ABO blood typing. ECG traces. Factors that increase the risk of cardiovascular disease. Effect of drugs on the heart rate.</p> <p>5C1 Thermal Physics Energy transfer, doing work and efficiency applied to mechanical measurements and the behaviour of gases. Conservation of energy. Adiabatic and isothermal process. First and second Law of Thermodynamics. How engines work. Energy calculations.</p> <p>6A Investigative project of interest. Undertake a literature search and review to produce an investigative project proposal A1 Literature review A2 Investigative project proposal.</p> <p>6B Producing a plan for an investigative project based on the proposal B1 Schedule B2 Plan B3 Health and safety and ethical considerations</p> <p>10A Understand the importance of biological molecules in living organisms and the effect of disruption on the structure and function A1 Water structure and importance A2 Carbohydrate structure and importance A3 Protein structure and importance A4 Lipid structure and importance A5 Disruption in living organisms</p> <p>9A Understand the interrelationship and nervous control of the cardiovascular and respiratory systems A1 Nervous system organisation A2 Cardiovascular and respiratory system regulation and control</p> <p>9C Understand the role of hormones in the regulation and control of the reproductive system C1 Structure and function of reproductive anatomy C2 Reproductive processes</p> <p>Topics: Unit 5: Principles and Applications of Science II 5A Properties and Uses of substances 5B Organs and Systems 5C Thermal Physics, materials and fluids</p> <p>Unit 6: Investigative Project 6A Undertake a literature search and review to produce an investigative project proposal 6B Produce a plan for an investigative project based on the proposal</p> <p>10A Biological Molecules</p> <p>Unit 9A & 9C Human Regulation and Reproduction</p> <p>How do scientists collect and use results and use them to prove or disprove a theory? How do we extract metals from rocks? How are materials chosen in domestic and industrial applications? How are the structures of biological molecules related to their functions? What is the process of respiration?</p> <p>5A2 Organic Compounds Naming conventions, classification, different ways of representing structures, three-dimensional shapes, isomerism, different types of bonding and physical properties. Reactivity of alkanes and alkenes.</p> <p>5B2 Ventilation and gas exchange in the lungs Structure of the lungs. Movement of the diaphragm and rib cage during inhalation and exhalation. Lung Function and capacity.</p> <p>5C2 Materials Density, Hooke's Law, Elasticity, and properties. Tensile stress, strain, and Young's Modulus. Metal fatigues. Energy Transfer.</p> <p>5C3 Fluid in Motion Streamline and turbulent flow of viscous materials. Rate of fluid flow to pressure and the Bernoulli principle.</p> <p>6C Safely undertaking the project collecting, analysing and presenting the results C1 Experimental procedures and techniques C2 Collect, collate and analyse data C3 Data presentation</p> <p>6D Drawing conclusions and evaluate the investigative project using correct scientific principles D1 Scientific report for investigative project D2 Scientific evaluation of findings</p> <p>10B Effect of activity on respiration in humans and factors that can affect respiratory pathways B1 Stages involved in respiratory pathway B2 Effect of activity on respiration B3 Factors that can affect respiration</p> <p>9A Understand the interrelationship and nervous control of the cardiovascular and respiratory systems A1 Nervous system organisation A2 Cardiovascular and respiratory system regulation and control</p> <p>9C Understand the role of hormones in the regulation and control of the reproductive system C1 Structure and function of reproductive anatomy C2 Reproductive processes</p> <p>Topics: 5A Properties and Uses of substances 5B Organs and Systems 5C Thermal Physics, materials, and fluids</p> <p>6C Undertake the project, collecting analysing and presenting the results</p> <p>10B Respiration</p> <p>Unit 9A & 9C Human Regulation and Reproduction</p>	<p>What are the principles behind techniques such as X-rays, Radiotherapy and MRI? How do they work and what information is provided? How does the urinary system function? What are the biochemical reactions in photosynthesis? What is the role of hormones in the regulation and control of the reproductive system?</p> <p>5A3 Energy changes in industry In Reactions such as combustion and displacement. Perform calculations based upon experimental data and from literature data.</p> <p>5B3 Urinary system structure and function Structure of the kidney. Model of a nephron. Testing urine for glucose and protein. Osmoregulation including the role of ADH.</p> <p>5B4 Cell Transport Systems Study of cell surface membrane including phospholipids, glycoproteins, channel proteins, glycolipids, cholesterol, and channel proteins. Diffusion and Osmosis. Active transport. endocytosis and exocytosis.</p> <p>6D Drawing conclusions and evaluate the investigative project using correct scientific principles D1 Scientific report for investigative project D2 Scientific evaluation of findings</p> <p>8A The impact of disorders of the musculoskeletal system and their associated corrective treatments A1 Structure of the musculoskeletal system A2 Function of musculoskeletal system A3 Disorders of the musculoskeletal system.</p> <p>21A Principles, production, uses and benefits of non-ionising instrumentation techniques in medical applications A1 Magnetic Resonance Imaging (MRI) A2 LASERS A3 Infrared Thermography (IRT) A4 Ultrasound</p> <p>10C The factors that can affect the pathways and the rate of photosynthesis in plants C1 Pathways in photosynthesis C2 Factors that can affect pathways in photosynthesis.</p> <p>9B Understand homeostatic mechanisms used by the human body B1 Feedback and control B2 Glands and organs B3 Homeostatic mechanisms B4 Impact of an imbalance</p> <p>9C Understand the role of hormones in the regulation and control of the reproductive system C1 Structure and function of reproductive anatomy C2 Reproductive processes.</p> <p>Topics: 5A Properties and Uses of substances 5B Organs and Systems</p> <p>Unit 21: Medical Physics U21A Principles, production, uses and benefits of ionising instrumentation techniques in medical applications</p> <p>Unit 8: Physiology of Human Body Systems 8A The impact of disorders of the musculoskeletal system and their associated corrective treatments</p> <p>6C continued. 6D Review the investigative project using the correct scientific principles</p> <p>10C Photosynthesis Unit 9B & 9C Human Regulation and Reproduction</p> <p>What is Physiology? How do the systems function and what occurs when disease or dysfunction affects the system? What are the principles, production, uses and benefits of techniques in Computerised tomography (CT) or Computerised axial tomography (CAT), Gamma Ray Imaging, Gamma Knife Surgery and Proton Beam Therapy</p> <p>8B Understand the impact of disorder on the physiology of the lymphatic system and the associated corrective treatment B1 Structure of the lymphatic system B2 Function of the lymphatic system B3 Health matters and treatments related to the lymphatic system</p> <p>21B Principles, production, uses and benefits of ionising instrumentation techniques in medical applications B1 X-rays B2 Computerised tomography (CT) or Computerised axial tomography (CAT) B3 Gamma Ray Imaging B4 Radiotherapy, Gamma Knife Surgery and Proton Beam Therapy</p> <p>6D Drawing conclusions and evaluate the investigative project continued.</p> <p>5A3 Energy changes in industry CONTINUED. In Reactions such as combustion and displacement. Perform calculations based upon experimental data and from literature data.</p> <p>9B Understand homeostatic mechanisms used by the human body B1 Feedback and control B2 Glands and organs B3 Homeostatic mechanisms B4 Impact of an imbalance</p> <p>9C Understand the role of hormones in the regulation and control of the reproductive system C1 Structure and function of reproductive anatomy C2 Reproductive processes</p> <p>Topics: 5A Properties and Uses of substances continued.</p> <p>8B The impact of disorders on the physiology of the lymphatic system and the associated corrective treatments</p> <p>21B Principles, production, uses and benefits of ionising instrumental techniques in medical applications</p> <p>6D Continued</p> <p>Unit 9B & 9C Human Regulation and Reproduction</p>	<p>How does the digestive system function and what occurs when disease or dysfunction affects this system? What are the safety precautions, side effects and risks for operators and patients of ionising radiation Safety precautions, side effects and risks for operators and patients of non-ionising radiation?</p> <p>8C Physiology of the digestive system and the use of corrective treatment for nutritional deficiency C1 Structure of the digestive system C2 Function of the digestive system C3 Health matters and treatments related to the digestive system</p> <p>21C Understand health and safety, associated risks, side effects and limitations of ionising and non-ionising instrumentation techniques in medical applications C1 Safety precautions, side effects and risks for operators and patients of ionising radiation C2 Safety precautions, side effects and risks for operators and patients of non-ionising radiation.</p> <p>9B Understand homeostatic mechanisms used by the human body B1 Feedback and control B2 Glands and organs B3 Homeostatic mechanisms B4 Impact of an imbalance</p> <p>9C Understand the role of hormones in the regulation and control of the reproductive system C1 Structure and function of reproductive anatomy C2 Reproductive processes</p> <p>Topics: Review & revisit U5 Resit preparation</p> <p>8C The physiology of the digestive system and the use of corrective treatments for dietary-related diseases</p> <p>21C The health and safety, associated risks, side effects and limitations of ionising and non-ionising instrumental techniques in medical applications</p> <p>Resit Preparation Unit 1 Unit 3 Unit 5</p> <p>Unit 9B & 9C Human Regulation and Reproduction</p> <p>EXAMS</p> <p>Coursework submissions and certification.</p> <p>Unit 9B & 9C Human Regulation and Reproduction</p> <p>8C The physiology of the digestive system and the use of corrective treatments for dietary-related diseases</p> <p>21C The health and safety, associated risks, side effects and limitations of ionising and non-ionising instrumental techniques in medical applications</p>



RELIGIOUS EDUCATION

Year 13 Curriculum



Curriculum Aims:

- THE CORE PURPOSE OF RELIGIOUS STUDIES AT KEVI HWGA:
- ENCOURAGES PHILOSOPHICAL THOUGHT, DECISION-MAKING SKILLS, COLLABORATION AND INDEPENDENT WORKING SKILLS AND THE SEARCH FOR COMPROMISE AND CONFLICT RESOLUTIONS THAT WORK.
 - MAKES A KEY AND UNIQUE CONTRIBUTION TO UNDERSTANDING BRITISH HERITAGE, PLURALITY, VALUES AND FUTURES.
 - ENABLES PUPILS TO BE ABLE TO LEARN HOW TO RESPECT THEMSELVES AND UNDERSTAND THEIR OWN IDENTITY, TO RESPECT OTHERS, AND TO UNDERSTAND THEIR OWN AND OTHERS' RIGHTS AND RESPONSIBILITIES.
 - PLAYS A KEY ROLE IN CREATING SOCIAL COHESION AND GENERATING GENUINE UNDERSTANDING BETWEEN COMMUNITIES REDUCING FRICTION, INTOLERANCE AND SOCIAL UNREST.

AUTUMN	SPRING	SUMMER
<p>The influence of beliefs and teachings on individuals, communities, and societies</p> <p>The significance of similarities and differences in beliefs and teachings</p> <p>Analyse and evaluate the views and arguments of key scholars</p> <p>Use specialist language and terminology</p> <p>Topics:</p> <ul style="list-style-type: none"> Religious language Miracles Religion, gender and sexuality Religion and science Self and life after death Religion and secularisation Religion and religious pluralism 	<p>The influence of beliefs and teachings on individuals, communities, and societies</p> <p>The significance of similarities and differences in beliefs and teachings</p> <p>Analyse and evaluate the views and arguments of key scholars</p> <p>Use specialist language and terminology</p> <p>Topics:</p> <ul style="list-style-type: none"> Introduction to meta ethics Free will and moral responsibility Bentham and Kant Section B: The dialogue between philosophy of religion and religion 	<p>The influence of beliefs and teachings on individuals, communities, and societies</p> <p>The significance of similarities and differences in beliefs and teachings</p> <p>Analyse and evaluate the views and arguments of key scholars</p> <p>Use specialist language and terminology</p> <p>Topics:</p> <ul style="list-style-type: none"> Section C: The dialogue between ethical studies and religion.

Year 13 Curriculum



ENGLISH

Curriculum Aims:

A Level English centres around reading seminal texts in different ways and considering generic connections between texts. The study of these texts is also enhanced by the study of critical theory, which encourages students to develop their own interpretations of texts and the links between them. Year 13 study intends to broaden students' understanding of the genre of tragedy and tragic aspects as well as allowing students to think critically about texts in wider social contexts.

AUTUMN	SPRING	SUMMER
<p>Social and Political Protest writing. 'The Handmaid's Tale' and unseen texts</p> <p>Key knowledge: Narrative perspective and structure, symbolism, non-linear plot and plot devices, intertextuality, characterisation, themes (gender, religion, marginalisation, discrimination), aspects of social and political writing, epigraphs, dystopia, bildungsroman, context (Christian fundamentalism, Afghanistan), feminism, Marxism.</p> <p>Social and Political Protest writing: "The Kite Runner"</p> <p>Key knowledge: Narrative perspective and structure, symbolism, non-linear plot and plot devices, intertextuality, characterisation, themes (gender, religion, marginalisation, discrimination), aspects of social and political writing, epigraphs, dystopia, bildungsroman, context (Christian fundamentalism, Afghanistan), feminism, Marxism, elements of social and political protest (conformity, indoctrination etc)</p>	<p>Aspects of Tragedy Revision: Keats poetry</p> <p>Key knowledge: Poetic forms, poetic structure, allusion, biblical references, tragic aspects, gender dynamics (e.g. femme fatale), intertextuality, tragic themes, context (Romanticism).</p> <p>Revision: Death of a Salesman</p> <p>Key knowledge: Narrative structure, the two-act tragedy, stage craft (exposition – restoration), context (American Dream, Great Depression), Marxism.</p> <p>Social and Political Protest writing. Revision: 'The Handmaid's Tale' and Blake poetry.</p> <p>Key knowledge: Poetic forms, poetic structure, allusion, biblical references, tragic aspects, gender dynamics (e.g. femme fatale), intertextuality, tragic themes, context (Romanticism).</p> <p>Aspects of Tragedy Revision: Othello</p> <p>Key knowledge: Allusion and how it deepens understanding of characterisation, intertextuality, tragic aspects, irony, staging (proxemics), paralinguistics, form, themes, motifs, social, historical and cultural context, setting.</p>	<p>Personalised revision for class dependent on areas required.</p> <p>Exam practice for both papers.</p>



ART

Year 13 Curriculum



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**
Educational excellence for our City

Curriculum Aims:

ART AS A SUBJECT HAS THE POTENTIAL TO BROADEN PERCEPTION, ENHANCE AND DEVELOP MOTOR SKILLS, CAPTURE, AND ENCOURAGE IMAGINATION, AND DEVELOP AWARENESS OF THE PHYSICAL WORLD, IN INTERPRETATION OF COLOUR, LIGHT AND FORM THROUGH VISUAL PERCEPTION. AS STUDENTS PROGRESS, THEY SHOULD BE ABLE TO THINK CRITICALLY AND DEVELOP A MORE RIGOROUS UNDERSTANDING OF ART AND DESIGN. THEY SHOULD KNOW HOW ART AND DESIGN BOTH REFLECT AND SHAPE OUR HISTORY, CULTURE, AND CREATIVITY. ART SHOULD ENGAGE, INSPIRE AND CHALLENGE STUDENTS, EQUIPPING THEM WITH THE KNOWLEDGE AND SKILLS TO EXPERIMENT, INVENT AND CREATE THEIR OWN WORKS OF ART, CRAFT AND DESIGN.

AUTUMN	SPRING	SUMMER



Year 13 Curriculum

Curriculum Aims:

In Year 13, students explore the finance and operations functions and investigate external influences on business. Later on they move onto Theme 3 where they develop their understanding of the concepts introduced in Theme 2 and explore influences on business strategy and decision-making.

BUSINESS STUDIES

AUTUMN	SPRING	SUMMER
<p>Financial planning Sales forecasting purpose and factors influencing sales forecasts. Calculation of sales revenue and volume fixed and variable costs. Break-even and Budgeting.</p> <p>Managing finance Statement of comprehensive income and financial position. Concept of Business Failure.</p> <p>Resource management Methods of production, Productivity and efficiency. Calculation, implications and ways of improving capacity utilisation. Stock Control diagrams and key features. Quality Assurance methods, costs and benefits.</p> <p>External influences Macroeconomic variables: inflation, exchange rates Economic policy: interest rates, taxation and government spending. Different areas of businesses affected by legislation.</p> <p>Topics: Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts. To develop their knowledge, skills and understanding in business, students need to have acquired competence in quantitative skills that are relevant to and applied in the context of this theme. For this theme, students will need to be aware of the accounting ratios and focus on quantitative skills.</p>	<p>Business objectives and strategy Corporate Objective Strategic and tactical decisions - Ansoff, Porter, Boston Matrix, SWOT Analysis and PESTLE.</p> <p>Influences on business decisions Corporate influences and Corporate Culture. Trade-offs between profit and ethics and how this relates to objectives. Conflicts between stakeholders and stakeholders and the business</p> <p>Introduction to the broad pre-released context (available from June) for A level Paper 3. Set summer research project for A level students. Link to Extended Project Qualification if applicable.</p> <p>Business growth Compare and contrast with mergers and takeovers, and reasons for staying small. Links to new, highly competitive markets and avoidance of diseconomies of scale.</p> <p>Decision-making techniques Uses and limitations of quantitative sales forecasting. Methods of Investment Appraisal, calculation and interpretation. Construction and limitations of Decision trees and Critical Path analysis.</p> <p>Topics: Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts. To develop their knowledge, skills and understanding in business, students need to have acquired competence in quantitative skills that are relevant to and applied in the context of this theme. For this theme, students will need to be aware of the accounting ratios and focus on quantitative skills.</p>	<p>Assessing competitiveness Statement of comprehensive income and statement of financial position. Uses of Ratio Analysis and Quantitative measures of HR performance.</p> <p>Managing change Causes and effects of change and Planning to reduce risk.</p> <p>Revision and A level exam preparation</p> <p>Revision of Themes 1, 2, 3 and 4 Exam preparation</p> <p>Topics: Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts. To develop their knowledge, skills and understanding in business, students need to have acquired competence in quantitative skills that are relevant to and applied in the context of this theme. For this theme, students will need to be aware of the accounting ratios and focus on quantitative skills.</p>



BTEC LEVEL 3 IT

Year 13 Curriculum

Curriculum Aims:

Students are required to analyse how ICT is shaping our world and understand how they are required to adjust to new innovative world. Students apply skills in creating a website and social media platforms for a given scenario. Students are required to analyse data and design an effective relational database and use database skills to manage data, perform queries and generate reports.

AUTUMN	SPRING	SUMMER
<p>Unit 2 – Creating Systems to Manage Information</p> <p>Examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database.</p> <p>Examine a given scenario and develop an effective design solution to produce a database system.</p> <p>Test your solution to ensure that it works correctly.</p> <p>Evaluate each stage of the development process and the effectiveness of your database solution.</p> <p>The purpose and structure of relational database management systems (relational database management systems, manipulating data structures and data in relational databases and normalisation)</p> <p>Students to understand types of relational database management systems (RDBMS) and their characteristics.</p> <p>Students to manipulate data structures and data in relational databases.</p> <p>Students to normalise database by going through the stages of normalisation (UNF – 1NF – 2NF – 3NF)</p> <p>Standard methods and techniques to design relational database solutions (relational database design and design documentation)</p> <p>Students to select RDBMS and use SQL software tools, techniques and processes.</p> <p>Students to understand the features and characteristics of relational database design techniques and their application to solve problems.</p> <p>Creating a relation database structure (producing a database solution and testing and refining the database solution)</p> <p>Students to select and configure appropriate RDBMS and SQL tools to produce a database solution to meet client’s requirements.</p> <p>Students to carry out testing and make refinements based on feedback.</p> <p>Evaluating a database development project (database design evaluation, evaluation of database testing and evaluation of the database)</p> <p>Students to understand 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.</p> <p>Students to evaluate a design against the given requirements.</p> <p>Students to evaluate the application of test data to ensure that the database solution meets requirements.</p> <p>Students to evaluate the software outcome against the given requirements.</p> <p>Topics: Data Management Problem Solving</p>	<p>Unit 6 – Website Development</p> <p>Review existing websites – commenting on their overall design and effectiveness.</p> <p>Use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools.</p> <p>Reflect on the website design and functionality using a testing and review process.</p> <p>Website products (purpose and principle, factors affecting performance)</p> <p>Students to analyse purpose of various websites and explain the key principles of website design.</p> <p>Students to understand how media, objects, creativity and innovation techniques can be used to enhance the website design.</p> <p>Students to use search engine optimisation techniques to promote their website. Students to find out factors affecting website performance and understand scripts, browser compliance, server-side factors, and client-side factors.</p> <p>Website design (tools and techniques used to create websites)</p> <p>Students to understand the steps involved in developing a design for a client website (problem definition, purpose, application of website design, initial design ideas/prototypes, client-side scripting design tools, obtaining and using feedback, test plan and identifying technical and design constraints.</p> <p>Students to use common tools and techniques when producing their websites. This includes: HTML, tables, forms, navigation, interactive components, colour schemes, CSS, embedded multimedia, accessibility features, platform compatibility and exporting and compressing of digital assets.</p> <p>Develop a website (Client-side scripting languages, website development, website review, website optimisation, skills/knowledge/behaviours) Students to use client-side scripting languages to create their website and develop interactive website.</p> <p>Students to fully review their website in terms of: quality in comparison with other similar website, suitability for intended purpose and audience, suitability against the client’s requirements, legal and ethical constraints and strengths/improvements.</p> <p>Topics: Algorithms Problem Solving Communication and coordination Digital Literacy</p>	<p>Personalised revision for class dependent on areas required.</p> <p>Exam resit in June.</p>

Year 13 Curriculum

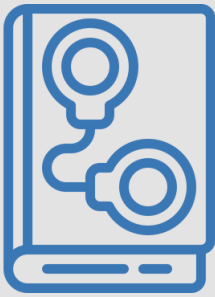


MATHS

Curriculum Aims:

A level Mathematics course gives students the opportunity to study 'pure' topics such as geometry, calculus and trigonometry and to use these ideas within the 'applied' topics such as mechanics and statistics. Although mathematics is highly logical, it also requires imagination and determination to work well on your own: working on problems is the surest way to develop the knowledge and intuition required to do well and to develop the discipline needed to clearly communicate the solution. Students will learn how to model real-life situations in mathematical terms, how models are refined and how to identify limitations within this process.

AUTUMN	SPRING	SUMMER
<p>How are algebraic methods used in the day-to-day operations in the finance and business world?</p> <p>Students will learn about Algebraic methods, functions and graphs (Pure: Chapter 1, 2)</p> <p>How does the use of Binomial expansion help to provide a basis in probability theory to estimate fluctuations in economics?</p> <p>Students expand their previous knowledge of binomial expansion. (Pure : Chapter 4)</p> <p>How did the government use statistics to address the nation regarding COVID19?</p> <p>Students will learn about Regression and correlation (Applied: Chapter 1, 2, 3)</p> <p>How a quadratic equation can model the perfect trajectory of a basket ball or a cannon ball ?</p> <p>Students will delve into the study of moments, Forces and Friction and Projectiles. (Applied: Chapter 4, 5, 6)</p> <p>Topics: Multiply and divide algebraic fractions, convert improper fractions into partial fraction forms, estimating coefficients in exponentials models, calculate moment correlation Turning effect, resultant moment, equilibrium problems, no- uniform problems, problems at the point of tilting, resolving forces, triangle law, smooth & rough planes, friction coefficient, vertical components, quadratic, modelling trajectories, derive formula for time and range.</p> <p>Why is the use of radians as a measure more appropriate than degrees at higher level maths?</p> <p>Students will appreciate and use radians, advanced trigonometric functions. (Pure : Chapters 5,6)</p> <p>How can sequences and series help us to model a range of real-life financial problems?</p> <p>Students will learn about different types of sequences (Pure : Chapters 3)</p> <p>How can we identify if a distribution can be appropriately modelled using a Normal Approximation?</p> <p>Students will build on the knowledge of Probability from Year 1 and be introduced to the Normal Distribution. (Applied Chapters 2, 3)</p> <p>Topics: Substitution, arithmetic sequences, set notation, Venn diagrams, conditional probability, two way tables, tree diagrams, normal distribution curve, standard deviation, binomial distribution, approximation. Arc length, fractions, area of a circle, trigonometric graphs, Pythagoras, angle approximations, trigonometric identities increasing and decreasing functions, consecutive proof, ratio, partial fractions, binomial expansion, Pascal's triangle, infinite series.</p>	<p>How is differentiation and optimisation used in engineering to reduce waste cost?</p> <p>Students will also learn how to draw and differentiate parametric function, more advanced Differentiation (Pure: Chapter 8, 9)</p> <p>Why are numerical methods a rapidly moving field in mathematical sciences ?</p> <p>Students will learn application of Numerical methods. (Pure: Chapter 10)</p> <p>How can we synthesise our knowledge of Trigonometry to help us model real-life situations?</p> <p>Students will develop their skills in Trigonometric Modelling (Pure: Chapter 7)</p> <p>How do engineers apply classical mechanics when modelling the forces acting upon an object?</p> <p>Students will learn the application of forces and further kinematics (Applied: Chapter 7, 8)</p> <p>Topics: Double angle, proof, substitution, rearranging, proving identities, , trigonometric modelling, converting parametric to cartesian form, trigonometric identities, coordinate geometry, modelling using parametric functions. Differentiate and Integrate trigonometric functions, exponentials, logarithms, parametric functions, implicit differentiation, second derivatives, rates of change. Locating roots, iteration, Newton-Raphson procedure, apply numerical methods to solve problems. Solving for unknown forces in equilibrium system, statics, pulleys, tension, inclined planes, smooth & rough, problems with connected particles, vector equations of motion, displacement, velocity, acceleration, differentiation, vectors with respect with time.</p> <p>How can integrals be used to calculate the moment of inertia of a games utility vehicle?</p> <p>Students will build upon their knowledge of Integration from Year 1 (Pure Chapter 11)</p> <p>What are the similarities and differences between the different types of Hypothesis Testing in you're A-Level Course?</p> <p>Students will build upon their knowledge of Integration from Year 1. (Applied Chapter 3 CNTD)</p> <p>Topics: Integration, trigonometric function, hypothesis testing in the normal distribution.</p>	<p>Diagnostic Teaching</p> <p>Revision (past papers)</p> <p>FINAL Exams</p>



CRIMINOLOGY

Year 13 Curriculum

Curriculum Aims:

In Criminology, students will use their critical and logical thinking to explore the criminal justice system in the UK.

AUTUMN	SPRING	SUMMER
<p>Unit 3</p> <p>What techniques are used in criminal investigations? How is evidence processed? What rights do individuals have in criminal investigations?</p> <p>Understand the process of criminal investigations. Pupils will explore:</p> <ol style="list-style-type: none"> 1. Crime scene investigators, forensic scientists, forensic specialists, police officers, detectives, CPS, pathologists. 2. Forensic, surveillance techniques, profiling techniques, intelligence databases, interview techniques. 3. Physical evidence, testimonial evidence. <p>What is the process of prosecution?</p> <p>Understand the process for prosecution of suspects. Pupils will explore:</p> <ol style="list-style-type: none"> 1. Criminal Justice Act 2003. Prosecution of Offences Act 1985. Full code test. 2. Pre – trial, bail, plea bargaining, courts, appeals. 3. Relevance and admissibility, disclosure of evidence, hearsay rule and exceptions, legislation and case law. 4. Evidence, media, witnesses, experts, politics, judiciary, barristers and legal teams. 5. Juries and magistrates. <p>Be able to review criminal cases Pupils will explore:</p> <ol style="list-style-type: none"> 1. Bias, opinion, circumstances, currency, accuracy, evidence, trial transcripts, media reports, judgements, law reports. 2. Just verdicts, miscarriage, safe verdict, just sentencing. <p>Topics: DNA Surveillance Geographical profiling Investigative psychology Typological profiling Barnum effect Patent Latent Forensic</p>	<p>Unit 4</p> <p>What does the criminal justice system look like in England and Wales? Why do we have punishment within society?</p> <p>Understand the criminal justice system in England and Wales. Pupils will explore:</p> <ol style="list-style-type: none"> 1. Government processes and judicial processes. 2. Police, law creation, courts, formal punishment, relationships. 3. Due process, crime control <p>Understand the role of punishment in a criminal justice system Pupils will explore:</p> <ol style="list-style-type: none"> 1. Internal forms, external forms, control theory. 2. Aims of punishment for example retribution, rehabilitation, deterrence 3. Forms of punishment: imprisonment, community, financial, discharge. <p>How do we measure punishment in society?</p> <p>Understand measures used in social control Pupils will explore:</p> <ol style="list-style-type: none"> 1. Roles and agencies 2. Contribution measures. 3. Limitations of agencies in social control. 4. Agencies, charities and pressure groups. <p>Topics: Parliament Imprisonment Social Control Coercion Retribution Rehabilitation Reformation Community sentence</p>	



Year 13 Curriculum

Curriculum Aims:

THE CORE PURPOSE OF OUR STUDY OF GEOGRAPHY AT KEVI HWGA, AND WHAT WE WANT STUDENTS TO GAIN FROM IT, CAN BE SUMMARISED IN THREE STATEMENTS:

- GEOGRAPHY STIMULATES A SENSE OF WONDER ABOUT THE WORLD.
- GEOGRAPHY INSPIRES STUDENTS TO WANT TO SHAPE A BETTER FUTURE.
- GEOGRAPHY EQUIPS STUDENTS WITH SKILLS FOR THE FUTURE.

GEOGRAPHY

AUTUMN	SPRING	SUMMER
<p>PHYSICAL</p> <p>Hazardous Earth</p> <p>Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations. As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated. Risks from tectonic hazards varies spatially and over time, with continued research and development there may be a point in the future when it will be possible to mitigate against the vulnerability to risk.</p> <p>Topics: Human Geography Physical Geography Place Specific Knowledge Locational Knowledge Environmental Geography Structure of Earth Plate Boundaries Volcanoes Earthquakes Map Skills</p> <p>HUMAN</p> <p>Disease Dilemmas</p> <p>Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them.</p> <p>Topics: Human Geography Physical Geography Place Specific Knowledge Locational Knowledge Environmental Geography Population Change Migration Data Analysis Disease Mitigation</p>	<p>PHYSICAL</p> <p>Hazardous Earth</p> <p>Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations. As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated. Risks from tectonic hazards varies spatially and over time, with continued research and development there may be a point in the future when it will be possible to mitigate against the vulnerability to risk.</p> <p>Topics: Human Geography Physical Geography Place Specific Knowledge Locational Knowledge Environmental Geography Structure of Earth Plate Boundaries Volcanoes Earthquakes Map Skills</p> <p>HUMAN</p> <p>Disease Dilemmas</p> <p>Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them.</p> <p>Topics: Human Geography Physical Geography Place Specific Knowledge Locational Knowledge Environmental Geography Population Change Migration Data Analysis Disease Mitigation</p> <p>NEA</p> <p>Learners should use the geographical skills to collect, analyse and interpret geographical information throughout their studies, whilst gaining the ability to understand and apply suitable analytical approaches.</p> <p>Topics: Physical Geography Human Geography Environmental Geography Hypothesis Methodology Data Collection Data Analysis Data Evaluation</p>	<p>NEA</p> <p>Learners should use the geographical skills to collect, analyse and interpret geographical information throughout their studies, whilst gaining the ability to understand and apply suitable analytical approaches.</p> <p>Topics: Physical Geography Human Geography Environmental Geography Hypothesis Methodology Data Collection Data Analysis Data Evaluation</p> <p>Exams</p>



HEALTH & SOCIAL CARE - DIPLOMA (DOUBLE)

Year 13 Curriculum

Curriculum Aims:
In Health and Social Care, students will use their connection finding to link PIES to different health and social care settings.

AUTUMN	SPRING	SUMMER
<p>Unit 4 Enquiries into Current Research in Health and Social Care</p> <p>What are the types of issues where research is carried out in the HSC sector?</p> <p>Looking at the following Research Methods Surveys (Quantitative):</p> <ul style="list-style-type: none"> [*]Interviews (Qualitative) [*]Focus Groups (Qualitative) [*]Experiments (Quantitative) [*]Mixed Methods (Qualitative and Quantitative) [*]Questionnaire (Quantitative) [*]Secondary Data Analysis (Both) [*]Case Study (Both) [*]Observations (Participant and non-participant) [*]Longitudinal Studies (Both) [*]Primary Data (Both) <p>Demonstrating evaluative skills such as:</p> <ul style="list-style-type: none"> *]Ethics [*]Bias [*]Pilot study [*]Secondary Sources [*]Secondary research [*]Qualitative Research [*]Quantitative Research [*]Limitations [*]Validity [*]Reliability <p>Unit 7 Principles of Safe Practice in Health and Social Care</p> <p>How does a duty of care contribute to safe practice in HSC settings?</p> <p>Understanding the duty of care and how it is applied and contributes to safe practice in HSC settings.</p> <p>Topics: ACP's Meta Cognition Intellectual confidence Big Picture thinking Automaticity Imagination Connection finding Generalisation Critical or logical thinking</p>	<p>Unit 4 Exam - January</p> <p>Enquiries into Current Research in Health and Social Care</p> <p>Unit 8 Promoting Public Health</p> <p>What strategies are there for developing public health policy to improve the health of individuals and the population?</p> <p>Strategies for developing public health policy to improve the health of individuals and the population.</p> <p>Factors affecting health and the impact of addressing these factors to improve public health.</p> <p>How health promotion encourages individuals to change their behaviour in relation to their own health.</p> <p>Unit 12 Supporting Individuals with Additional Needs</p> <p>What are the reasons why individuals may experience additional needs?</p> <p>Knowing the definitions of mild, moderate, severe and profound learning disabilities.</p> <p>Knowing how to overcome the challenges to daily living faced by people with additional needs.</p> <p>Exam results Unit 4</p> <p>Topics: Meta Cognition Intellectual confidence Big Picture thinking Automaticity Imagination Connection finding</p>	<p>Unit 12 Supporting Individuals with Additional Needs</p> <p>How are the challenges to daily living faced by people with additional needs overcome?</p> <p>Looking at current practice with respect to provision for individuals with additional needs, and applying it to two case studies.</p> <p>Exam retakes unit 4</p> <p>Topics: ACP's Strategy planning Self regulation Imagination Fluent thinking</p>



Year 13 Curriculum

HEALTH & SOCIAL CARE - EXTENDED CERTIFICATE (SINGLE)

Curriculum Aims:

In Health and Social Care, students will use their connection finding to link PIES to different health and social care settings.

AUTUMN	SPRING	SUMMER
<p>Unit 2</p> <p>Working in Health and Social Care</p> <p>What are the roles and responsibilities of people who work in the HSC sector?</p> <p>What are specific needs of people in the HSC sector and how are their needs met?</p> <p>Knowing the roles and responsibilities of people who work in HSC settings.</p> <p>Knowing the roles of organisations in the HSC sector.</p> <p>Knowing about working with people with specific needs in the HSC sector.</p> <p>Topics: ACP's Meta Cognition Intellectual confidence Big Picture thinking Automaticity Imagination Connection finding Generalisation Critical or logical thinking</p>	<p>Unit 2 Exam</p> <p>Unit 5</p> <p>Meeting Individual Care and Support Needs</p> <p>Identifying the principles, values and skills which underpin meeting the care and support needs of individuals.</p> <p>Looking at the ethical issues involved when providing care and support to meet individuals needs.</p> <p>Topics: ACP's Meta Cognition Intellectual confidence Big Picture thinking Automaticity Imagination Connection finding</p>	<p>Unit 5</p> <p>Meeting Individual Care and Support Needs</p> <p>Looking at the roles of professionals and how they work together to provide care and support necessary to meet individual needs.</p> <p>Exam retakes Unit 2</p> <p>Topics: ACP's Strategy planning Self regulation Imagination Fluent thinking</p>



HISTORY

Year 13 Curriculum

Curriculum Aims:

An enquiry-based approach that encourages students to question and evaluate ideas and concepts. Helping students to recognise that History is contested, constructed, inescapable and fascinating. Engages with Britain's past and that of the wider world in order to promote students becoming active in historical debate and using evidence to make judgements with confidence.

AUTUMN	SPRING	SUMMER
<p>Protest, agitation and parliamentary reform in Britain, c1780 – 1928:</p> <p>Aspects in breadth study: Reform of Parliament, c1780-1928</p> <p>Aspects in breadth: Changing influences in parliament: the impact of parliamentary reform, c1780-1928</p> <p>Aspect in depth: Radical reformers, c1790-1819</p> <p>Key concepts: Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p> <p>NEA: Students to complete research and plans for coursework</p> <p>NEA: Students to analyse historians views and research to write first draft of coursework</p>	<p>Protest, agitation and parliamentary reform in Britain, c1780 – 1928</p> <p>Aspect in depth: Chartism, c1838-c1850</p> <p>Aspect in depth: Contagious Diseases Act and the campaign for their repeal, 1862-86</p> <p>Aspect in depth: The Women's Social and Political Union, 1862-86</p> <p>Aspect in depth: Trades union militancy, 1915-27</p> <p>Key concepts: Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p> <p>NEA: Students to respond to feedback provided and submit final coursework to be marked and moderated</p>	<p>Revision and consolidation activities: Y12 topics on Russia and Maos's China and Y13 Protest and Agitation for summer examinations.</p> <p>Key concepts: Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p>



LAW

Year 13 Curriculum

In year 13, students will develop their meta-thinking skills through analysis and legal reasoning to legal arguments.

AUTUMN	SPRING	SUMMER
<p>Criminal Law How are criminal processes applied effectively in the legal system?</p> <p>Theft Actus reus: •appropriation •property •belonging to another. Theft – mens rea: •dishonesty •intention permanently to deprive.</p> <p>Robbery: •actus reus of robbery •Mens rea of robbery.</p> <p>Theory in criminal law: •harm •fault •principles of criminal law.</p> <p>Law and justice: •definition of justice •achieving justice in the legal system.</p> <p>Law and morality: •definition of morality (diversity of views) •enforcement of moral values by the legal system.</p> <p>Law and fault: •fault in the criminal law •fault in the civil law.</p> <p>Law and competing interests: •nature of different interests which may conflict •the role of the law in resolving competing interests.</p> <p>Tort How are the processes in tort law applied effectively in civil matters?</p> <p>Theory of tort law: •public policy factors governing the imposition of a duty of care.</p> <p>Negligence – injury and damage to property: •breach of duty – the objective standard of care •theory of tort law – factors governing the objective standard of care.</p> <p>Negligence – psychiatric injury: •liability for psychiatric injury sustained by primary and secondary victims •theory of tort law – policy factors governing the imposition of liability for psychiatric injury.</p> <p>Negligence – economic loss: •liability for economic loss caused by negligent acts and negligent misstatements •theory of tort law – policy factors governing the imposition of liability for economic loss. Occupiers' Liability Act 1957 – liability in respect of visitors. Occupiers' Liability Act 1984 – liability in respect of trespassers. •factors governing an unlawful interference.</p> <p>Private nuisance: •defences to an action for nuisance •remedies of damages and injunctions •theory of tort law – factors governing the grant of an injunction.</p> <p>The rule in Rylands v Fletcher: •elements required to establish liability •defences and remedies available.</p> <p>Vicarious liability •an employer's liability for the actions of an employee during the course of employment •other areas of vicarious liability •theory of tort law – nature and purpose of vicarious liability</p> <p>Criminal Law practice questions</p> <p>Topics: Civil and Criminal law Actus reus Mens rea Duty of care Breach of duty</p>	<p>Contract Law How are the processes in contract law applied effectively in civil matters?</p> <p>Offer and acceptance: •unilateral and bilateral contracts •offers •invitations to treat. •lapse of offers •acceptance •postal rule.</p> <p>Theory of contract law – offer and acceptance: •offers, unilateral offers and invitations to treat •acceptances, including the postal rule.</p> <p>Consideration: •past consideration •adequacy of consideration •sufficiency of consideration.</p> <p>Privity and intention to create legal relations: •doctrine of privity •intention.</p> <p>Implied terms: •distinction between express and implied terms •terms implied into a contract to supply goods •terms implied into a contract to supply services.</p> <p>Exclusion clauses: •common law controls •statutory controls •theory of contract law – freedom of contract and the need to protect the consumer •theory of contract law – nature and effectiveness of exclusion clauses.</p> <p>Misrepresentation: •definition •fraudulent, negligent and innocent •rescission and damages.</p> <p>Economic duress: •economic duress (definition and remedies) •theory of contract law – consideration, privity and economic duress.</p> <p>Discharge of a contract: •performance •breach •conditions, warranties and innominate terms.</p> <p>Frustration: •definition •remedies for frustration</p> <p>Remedies: •Damages •specific performance.</p> <p>Theory of contract law: •nature and effectiveness of contract remedies •nature and effectiveness of consumer remedies.</p> <p>Topics: Contract law Breach of duty Damage</p> <p>Revision of all topics</p> <p>Synoptic application practice.</p> <p>Exam Practice</p>	<p>Revision of all topics</p> <p>Synoptic application practice.</p> <p>Exam Practice</p>



PSYCHOLOGY

Year 13 Curriculum

Curriculum Aims:

- **Students will be able to use connection finding to interlink the topics they have covered throughout their course.**
- **Students will be able to critically analyse research conducted in Psychology.**

AUTUMN	SPRING	SUMMER
<p>ISSUES AND DEBATES Paper 3 To what extent do the findings from psychological studies have ethical implications? Are the theories gender or culture biased? Is human behaviour the product of genetic inheritance or the environment? Are our thoughts and behaviour freely chosen or determined by factors that we cannot control?</p> <p>Resit Paper 1 mock Review research methods Review Paper 2 topics- Biospsych and Approaches Paper 2 mock.</p> <p>Gender and Culture bias in psychology Sexism Gender bias Culture bias Freewill and determinism Nature Nurture debate Holism and reductionism Idiographic and nomothetic approaches Ethical implications of research studies and theories</p> <p>Application of stats test to independent research project from Term 3 Features of Science Reporting psychological investigations</p> <p>Topics: Application Consolidation Evaluation Idea Revision strategies SYNOPLICITY Focus on links to approaches, assumptions and theories from Paper 1. Application and comparison Review of revision strategies</p> <p>STRESS Paper 3 What are the advantages of understanding the physiology of stress? Link to Bio psych- immunosuppression and CD link to stress? Is stress always destructive? What societal benefits can be acquired from understanding workplace stress? Psychological or physiological stress management?</p> <p>Physiology of stress Role of stress in illness Sources of stress- Life changes Daily hassles Workplace stress Measuring stress Individual differences Personality types Hardiness Managing and coping with stress Drug therapy Stress inoculation therapy Biofeedback Gender differences Role of social support</p> <p>Questionnaires Correlations Validity and Reliability</p> <p>Topics: Application Practical research activity Statistical test Consolidation Evaluation Questionnaires Revision strategies SYNOPLICITY Home study- student choice- 1 essay 1 essay plan Focus on depth and argument in essays AO3 Timed class essays Model plans for all questions GRAVEE GRENADE</p>	<p>RELATIONSHIPS Paper 3 Is reproductive fitness central to evolutionary fitness? Is there an issue with cross cultural relationship research? Are economic theories cynical? How has modern day virtual and computer mediated communication affected romantic relations? Are parasocial relationships a global concept?</p> <p>Sexual selection and human reproductive behaviour Factors effecting attraction- Self-disclosure Physical attractiveness Filter theory Theories of romantic relationships- SET Equity theory Rusbult's investment model Virtual relationships in social media Para social Relationships</p> <p>Stats test review- tests for difference, parametric tests, association and correlation</p> <p>Topics: Flipped research activity Idea Applications Practical's Research methods Consolidation Evaluation SYNOPLICITY Home study- student choice- 1 essay 1 essay plan Focus on depth and argument in essays AO3 Timed class essays Model plans for all questions</p> <p>FORENSIC Paper 3 How does historic and cultural issues affect the definition of crime? Classification versus Geographical profiling? The peak of scientific racism- Eugenics? Discuss. Does biological determinism and reductionism have ethical issues? Does criminality have a cognitive basis? Should custodial sentencing a correct measure if the offender has mental health issues?</p> <p>Defining and measuring crime Offender profiling Top down Bottom up Biological explanations- Atavistic form Genetic and neural Psychological explanations- Eysenck's theory Cognitive explanations Differential association Psychodynamic explanations Dealing with offender behaviour- Custodial sentencing Behaviour modification Anger management Restorative justice</p> <p>Case studies Content analysis</p> <p>Topics: Application Practical research activities Evaluation Think/Pair/Share Serial Killer presentation Role play Research methods SYNOPLICITY Written timed essay practice Depth of PEEL AO3 Gravee and Grenade Focus on depth and argument in essays AO3 Timed class essays Model plans for all questions Revision and past paper exam practice of Paper3/2/1</p>	<p>A LEVEL EXAMINATION PREPARATION Seneca Microsoft teams forms Timed essay questions Timed practice questions using Exampro Paper 3 mock Review Paper Paper 2 mock Review Paper Paper 1 Mock Review Paper 1</p> <p>PAPER 1 MOCK Revision strategies Student Paper1 revision Past topic paper analysis Past paper practice timed conditions + Mark schemes Social Influence Memory Attachment Psychopathology Research methods Y1 AQA past papers and mark schemes Exampro timed and department designed exam questions SENECA revision groups</p>



SOCIOLOGY

Year 13 Curriculum

Curriculum Aims:

In Year 13, students are expected to use their critical and logical thinking to analyse and evaluate sociological theories in relation to crime and society.

AUTUMN	SPRING	SUMMER
<p>How do sociologists explain Crime and Deviance in society?</p> <p>Knowledge and Understanding of Crime and Deviance:</p> <ul style="list-style-type: none"> *Defining C&D *Functionalist theories of crime *Labelling theory of crime *Marxist theory of crime *Left and Right Realist theories of crime. *Analysing crime statistics and Victims <p>Knowledge and Understanding of Crime and Deviance:</p> <ul style="list-style-type: none"> *Crime and Ethnicity *Crime and Social Class *Crime and Gender *Recent Issues in C&D *The Media *Globalisation, Green crime and state crime *Control, Prevention and Punishment. <p>Application of theories linked to contemporary British society</p> <p>Analysis and Evaluation of different sociological theories, concepts, evidence and research methods.</p> <p>Topics:</p> <ul style="list-style-type: none"> Crime Deviance Criminology State crime Green crime Crime prevention 	<p>How do sociologists explain inequality that exists within society?</p> <p>Knowledge and Understanding of stratification and inequality:</p> <p>Pupils to explore:</p> <ul style="list-style-type: none"> *Stratification by class, gender, ethnicity *Inequality by class, status and power. *Life chances. *Social mobility. <p>Application of theories linked to contemporary British society</p> <p>Analysis and Evaluation of different sociological theories, concepts, evidence and research methods.</p> <p>Topics:</p> <ul style="list-style-type: none"> Status Power Inequality Life chances Social mobility 	<p>Review of Family and Education topics from Year 12</p> <p>Review and check knowledge and understanding of Year 12 Topics:</p> <p>Pupils will review selective sub-topics within Family and Education.</p> <p>Application of theories linked to contemporary British society</p> <p>Analysis and Evaluation of different sociological theories, concepts, evidence and research methods.</p> <p>Topics:</p> <ul style="list-style-type: none"> Norms Values Socialisation Consensus Perspectives