Wembley Multi-Academy Trust
ACHIEVEMENT FOR ALL

WEMBLEY HIGH TECHNOLOGY COLLEGE

This guide provides an overview of the curriculum content for students in Year 13

♦ English	♦ History
♦ Maths	♦ Business
♦ Further Maths	♦ Economics
♦ Biology	♦ Psychology
♦ Chemistry	♦ Sociology
♦ Physics	♦ Spanish
♦ Geography	♦ Art

Year 13
Curriculum

ENGLISH - AQA A-LEVEL ENGLISH LITERATURE

What is being taught this year:

Love Through the Ages and Modern times: literature from 1945 to the present day

AUTUMN TERM

Half Term 1 / Half Term 2

The Handmaid's Tale and A Streetcar Named Desire
(Paper 2)

We start Year 13 by focusing on Paper 2.

The aim of this paper is to encourage students to explore aspects of literature connected through a period of time. Students have been mastering their comparative skills since Spring 1 in Year 12.

Using the same approach as Spring 1 Year 12, *The Handmaid's Tale* and *Streetcar* are read and taught in tandem.

The NEA will be completed by the end of Autumn 1.

SPRING TERM

Half Term 3 / Half Term 4

Poetry collection: *Skirrid Hill*
(Paper 2)
+ unseen comparative poetry
(Paper 1)

Student studies focus on poetry during this term. They study a collection of Sheers' poetry (from *Skirrid Hill*) and continue to apply their comparative analysis.

Having studied the set of comparative poems, students have a good foundation to practise and master their analysis of unseen poetry texts.

SUMMER TERM

Half Term 5

Unseen Prose (Paper 2)

This unit requires students to their analytical and perceptive reading to an unseen prose extract.

Students consolidate their understanding of the different methods that writers use as well as the contexts that have influenced the writing to guide their responses which links to the skills practised in the poetry analysis in the previous unit.

At this point, students are expected to be writing perceptively and assuredly.

Half Term 6

Revision for A2 examinations

Each of the five Assessment Objectives (AOs) is practised in every unit across Year 12 and 13. Students at this point are confident in their application of the AOs.

Prior to the examination students revise *Othello* (Paper 1); *The Great Gatsby* comparison with Love through the Ages poetry (Paper 1) and continue with their recall of the recent texts studies in Year 13 in preparation for their examinations.

MATHS

What is being taught this year:

AUTUMN TERM

Half Term 1

In the first half term of Year 13, we revise the key trigonometry and differentiation content that was covered at the end of Year 12, before moving on to more complex integration and extending students' current knowledge of functions and introducing the modulus function.

Content:

- Radians, arcs & sectors.
- Trigonometric identities, addition formulae, double angles & Rcos/sin(x+a)
- Partial fractions.
- Differentiation: chain rule, product & quotient rules.
- Implicit differentiation.
- Second order derivatives.
- Integration by recognition & partial fractions.
- Integration by substitution.
- Integration by parts.
- The trapezium rule.
- Functions: domain & range.
- Composite & inverse functions.
- The modulus function.
- Graph transformations.
- Parametric equations.
- Differentiating & integrating parametric equations.
- Differential equation

Half Term 2

During the second half term, we finish of the A2 pure content, before moving on to the A2 mechanics content. The pure content revisits the GCSE topic of sequences, but goes into more detail, looking at geometric sequences as well as arithmetic. We finish this term by building on the work on forces in AS maths by looking at forces on inclined planes.

Content:

- Sequences & series.
- Iteration.
- Newton-Raphson method.
- Vectors in 3D.
- Proof.
- Moments.
- Forces at any angle.
- Projectiles.

SPRING TERM

Half Term 3

This half term we finish off the A2 mechanics content before moving on to the statistics content. In mechanics we look at applying the knowledge from forces and kinematics covered so far to more complex situations such as ladders and hinges. In statistics we look at how regression lines can be used to forecast outcomes and we also revisit hypothesis testing, this time using the Product Moment Correlation Coefficient.

Content:

- Further kinematics.
- Application of forces: ladders & hinges.
- Regression and correlation.
- Product Moment Correlation Coefficient and hypothesis testing.

Half Term 4

During this half term we finish off the A2 statistics content. We revisit and build upon key ideas from AS, further developing students' understanding of probability and hypothesis testing, this time with the normal distribution.

Content:

- Probability & set notation.
- Conditional probability.
- The normal distribution & hypothesis testing.

SUMMER TERM

Half Term 5

In this half term, the focus shifts to revision, to ensure that students are fully prepared for their A2 exams. Students complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

Half Term 6

Exams.

MATHS - FURTHER MATHS

What is being taught this year:

AUTUMN TERM

Half Term 1

During the first half term of A2 Further Maths, students begin the Core Pure 2 moduleand increase their understanding of functions asthey are introduced to hyperbolic functions and learn how to integrate them, building on their understanding of integration developed thus far. In addition, they study differential equations in more detail, extending their knowledge to second order differential equations.

Content:

- Complex numbers: Euler'srelation.
- Method of differences.
- Hyperbolic functions.
- Differentiating hyperbolic& inverse trigonometric functions.
- Maclaurin Series.
- Polar coordinates.
- Integrating inverse trigonometric & hyperbolic functions.
- Improper integrals.
- First & second order differential equations.
- Further vectors.

Half Term 2

During this half term, students finish the Core Pure2 content, before moving on to the A2 Further Pure 1 content. During this time, werevisit and build upon concepts from AS Further Maths by building the t- formulae into our expanding integration toolkit. Maclaurinseries are developed more fully into Taylor series which allows for a more fine- grained understanding of thefunctions they represent.

Content:

- First & second order differential equations.
- Reducible differentialequations.
- Taylor series.
- L'Hopital's and Leibnitz'rule.
- Further t-formulae.

SPRING TERM

Half Term 3

In this half term, we finish thepure content required for A2 Further Maths, before revising the Further Mechanics content which was covered at the end of Year 12. Students also study two areas of AS Further Maths in more depth. Conic sections are treated in much more generality and students deepen their understanding of co-ordinate geometry as a result. The cross product is also revisited in further vectors and used to simplify lengthier calculations they would have seen in their AS studies.

Content:

- Inequalities with themodulus function.
- Further vectors.
- Conic sections.
- Simpson's Rule.
- Further Mechanics revision.

Half Term 4

In this half term, the focus shifts to revision, to ensure that students are fully prepared for their A2 exams. Students complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackleexam-style questions.

SUMMER TERM

Half Term 5

In this half term, the focus remains on revision, to ensure that students are fullyprepared for their A2 exams. Students continue to complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus. These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

Half Term 6

Exams.

BIOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1 / Half Term 2

Students begin the term by studying Topic 5. The initial part of this topic focuses on global warming, succession and sampling which strongly links to the Topic 4 so students will be able to build on their knowledge from this topic. Students then explore the biochemistry involved in the process of photosynthesis. Once Topic 5 has been completed, students move onto Topic 6 which focuses on forensics, diseases and immunity.

This topic builds on students' prior knowledge from GCSE Biology Topic 5 and AS Topic 2 and 3. They start Topic 6 by revisiting protein synthesis before moving onto post-transcriptional modification.

By understanding this process, students are then able to apply this knowledge to processes such as PCR and gel electrophoresis. Students apply knowledge of the carbon cycle learnt in Topic 5 to study decomposition of human bodies.

Students deepen their understanding of processes previously covered in GCSE Biology such as immunity, vaccinations and viruses by studying HIV and TB. Students will then begin Topic 7.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Topic 5: On the Wild Side
- Topic 6: Immunity, Infection and Forensics
- Topic 7: Run for your Life

SPRING TERM

Half Term 3 / Half Term 4

Topic 7 allows students to deepen their understanding of their process of respiration which was previously covered in KS3 and KS4. Students are focused on developing their understanding of the biochemical pathway. Students build on their knowledge from AS Topic 1 and 2, to then study homeostatic mechanisms such as the control of heart and breathing rates.

Finally, students begin Topic 8, where they build on their knowledge of transport processes to study the nervous system. Students develop a detailed knowledge of the processes of neurotransmission and nerve potentials. This knowledge is deepened when students study the causes of neurological diseases and habituation.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Topic 7: Run for your Life
- Topic 8 Grey Matter

SUMMER TERM

Half Term 5 / Half Term 6

Students complete the remainder of Topic 8 before beginning to study their Paper 3 Scientific article.

During the summer term students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of A2 exams in June.

CHEMISTRY

What is being taught this year:

AUTUMN TERM

Half Term 1 / Half Term 2

Students revisit Topic 8 in order to support the teaching of Topic 13 as it builds on similar principles, allowing students to make rapid progress through the trickier mathematical aspects of Topic 13.

Topic 11 is also revisited before moving on to Topic 12 (Acid-Base Equilibria) and Topic 14 (Redox II). Both of these topics build on Topics 10 & 11 as they require a solid grasp of the concept of equilibrium and Le Chatelier's principle. Placing them here allows students to apply their knowledge of equilibrium to more specialised contexts and thus consolidate.

Topic 15 (Transition Metals) follows to complete the paper 1 content before the end of term 1. The paper 2 topic 16 (Kinetics II) builds on Topic 9 (Kinetics) and also contains information regarding rates and orders of reactions that are referred to heavily in the organic Chemistry topics that follow next term.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Topic 8: Energetics
- Topic 13: Energetics II
- Topic 12: Acid-Base Equilibria
- Topic 14: Redox II
- Topic 15: Principles of Transition Metals
- Topic 16: Kinetics

SPRING TERM

Half Term 3 / Half Term 4

Topics 17 (Organic Chemistry II) and 18a & b (Organic Chemistry III – Aromatics and Nitrogen Compounds respectively) form a large block of new organic content. This year, Topic 6 (Organic I) and Topic 7 (Modern Analytical Techniques I) are placed before them as students have not covered this content in their AS year.

Putting the AS topics here ensures students cover the required content before deepening their understanding during Topics 17 and 18. Topic 19 (Modern Analytical Techniques II) is taught straight after. Questions on these three topics tend to be of a synoptic nature thus mandating they are taught together.

By teaching these concepts together students are quickly able to see the links between the three sections which allows for more fluent learning. Topic 18c (Organic Chemistry III – Organic Synthesis) is then taught to students to complete this term.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Topic 6: Organic Chemistry I
- Topic 7: Modern Analytical Techniques I
- Topic 17: Organic II
- Topic 18: Organic IIIa, b & c (Grignards)
- Topic 19: Modern Analytical Techniques II

SUMMER TERM

Half Term 5 / Half Term 6

During the summer term students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of A2 exams in June.

Topics:

- Revision

PHYSICS

What is being taught this year:

AUTUMN TERM

Half Term 1 / Half Term 2

Students begin the autumn term learning about the concept of electrical fields. Here students understanding of forces from AS are expanded by considering the model of interacting fields leading to forces. The understanding of fields is covered here allowing students to apply this to a range of concepts throughout the year. Students move on to the study of capacitors, in order to see the link between capacitors and electrical fields and applying this to a large range of concepts from microphones to touch screens. Students then begin to learn about magnetic fields, and magnetic forces using this understanding to describe and explain the interaction that leads to electromagnetic induction.

From here students move on to the study of nuclear and particle physics, specifically beginning with a focus on the atom, the changing models of the atom over time and the strengths and weaknesses of the current model. Students build on this knowledge by studying subatomic particles and a broad introduction to the particle zoo. Students are then well placed to learn how physicists currently measure, detect, and investigate particles and the fundamental forces of the universe.

Once this knowledge is secured the students move on to the study of thermodynamics beginning with key concepts such as the difference between heat and temperature. Students then use these concepts to study the transfer of heat and the effect of heat on gases as their temperatures, and pressures vary.
Students move from here onto the study of nuclear radiation, building upon the study of the atom from earlier in the term to further their understanding of the effect of energy on atoms and nuclei. Learning next about the effects caused by the decay of nuclei and the differences and similarities between the different forms of nuclear decay and their uses, effects and applications.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics

- Topic 7: Electromagnetic Fields
- Topic 8: Nuclear and Particle Physics
- Topic 9: Thermodynamics
- Topic 11: Nuclear Radiation

SPRING TERM

Half Term 3 / Half Term 4

At the beginning of the spring term students learn about the effects of gravitational fields on bodies with mass, this learning builds and expands on the learning around electrical and magnetic fields in the autumn term comparing and contrasting these fields. Students are asked to apply these concepts to large bodies in space and compare their effects with much smaller bodies to understand the relative weakness of the gravitational force compared to the other fundamental forces.

From the knowledge students have gained they begin to learn about space, the life cycle of stars and the different star classes are foundational knowledge here, which allows students to then expand into learning about the different methods of measuring the stars and the stellar ladder. This knowledge expands into dark matter and its role in determining the fate of the universe.

Students move on to the study of oscillations, the study of simple harmonic motion and how this can be applied to of understand of a variety of concepts. Students apply this concept to previous topics such as bond vibration in thermodynamics and binary star oscillations.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics

- Topic 12: Gravitational Fields
- Topic 10: Space
- Topic 13: Oscillations

SUMMER TERM

Half Term 5 / Half Term 6

Finally, during the summer term, students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready.

This will help students to consolidate their learning ahead of AS exams in May.

GEOGRAPHY

What is being taught this year:

AUTUMN TERM

Half Term 1

NEA – pupils complete their independent fieldwork investigation. Focus on analysis and interpretation of data, forming conclusions and evaluating the enquiry process.

Contemporary urban environments – synthesising understanding of global cities and their socio-economic and environmental challenges. Study of inequality, segregation, and environmental issues such as pollution and dereliction with a focus upon case studies of London and Johannesburg. This topic develops upon GCSE knowledge of Changing Cities.

Skills – interpreting maps and quantitative sources to understand changes in urban areas. Using qualitative and artistic sources which are unfamiliar and require application to prior knowledge to develop an argument.

Assessment – Assessment week one will include an 1 hour 45 minute exam on Coasts and Hazards (previous year 12 topics) prior to starting the Contemporary Urban Environments topic. Weekly homework (40 marks) and independent study tasks.

Relevant Geo Factsheets (on school R Drive / class Teams)
411 – Sustainable Cities
04 – Urban Waste Management

Half Term 2

Water and carbon cycles - developing upon AS physical topics to deepen understanding of systems through application of water and carbon cycles. Understanding of how water and carbon cycles interact in tropical rainforests. Challenges of climate change and the strategies to manage this build upon GCSE content from Weather Hazards and Climate Change.

Global systems and global governance - synthesising human factors and interactions to create the modern globalised world. Role of global systems to manage global commons including Antarctica and promote development which develops understanding from GCSE content is built upon from the topic of Global Development.

Skills – interpreting complex graphs and charts (including circular graphs), using quantitative and qualitative sources to understand changes in globalisation.

Assessment – assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study. Both Water and Carbon Cycles and Global Systems and Governance have cross-over with other human and physical topics.

Relevant Geo Factsheets
422 – Flooding along the River Severn
342 – Introduction to the Carbon Cycle
392 – Managing the Polar Arctic
415 – Switched off from Globalisation

SPRING TERM

Half Term 3

Coastal systems and landscapes –focus on deepening understanding on coastal systems, human activities, temporal changes, and case studies (Holderness and the Sundarbans), with particular focus upon synthesis across the topic to construct rational arguments. This deepens understanding and applies knowledge from year 12 (AS) to more challenging A-Level exam skills. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance.
Hazards - focus on deepening understanding on formation, impacts, and responses to tectonic hazards (volcanoes, earthquakes and tsunamis), tropical storms, and wildfires. This deepens understanding and applies knowledge from year 12 (AS) to challenging A-Level exam skills. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance.
Water and carbon cycles - revising processes, concepts, and changes in both the water and carbon cycles, and how these processes are impacted by human behaviour. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance, and Contemporary Urban Environments.
Skills – interpreting maps and quantitative sources. Calculating statistical tests: Spearman's Rank, Chi Square, Mann Whitney U test, and Student t test.
Assessment – assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study
Relevant Geo Factsheets
129 – Lithology
403 – Jurassic Coast
409 – Risk of volcanic eruptions

Half Term 4

Changing places - This is deepens understanding of factors which influence and change sense of place and place identity. Applies knowledge from year 12 (AS) to more challenging A-Level exam skills such as utilising unfamiliar qualitative sources into an argument. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance.
Contemporary urban environments – revising processes, concepts, and changes in urban environments. Application of knowledge to quantitative and qualitative figures to deepen understanding. Emphasis on answering 9-mark questions using unfamiliar figures to apply to knowledge. Synthesis of knowledge to prepare for possible cross-over with Water and Carbon Cycles.
Global systems and governance – revising processes, concepts, and global changes in the interconnections of the modern world. Synthesis of knowledge to other human and physical topics to prepare for 20-mark questions which cross-over the themes within this topic (e.g. factors of globalisation). Application of knowledge to quantitative figures including circular graphs and statistical analysis.
Skills – interpreting maps and quantitative sources. Calculating central tendencies, distribution (interquartile range and standard deviation), and interpreting a variety of graphs and charts.
Relevant Geo Factsheets
417 – Are we in an Era of De-Globalisation?
386 – The Paris Agreement

SUMMER TERM

Half Term 5

Exam preparation – pupils will work on key quantitative skills, exam writing skills, and knowledge retrieval in preparation for the A-Level exams: Paper 1 (human geography) and Paper 2 (human geography).

Skills – interpreting maps and quantitative sources. Calculating central tendencies, distribution (interquartile range and standard deviation). Practising interpretation of qualitative sources, data, and complex graphs and charts.

External examinations - AQA A-Level Geography
Marks: 120 each
Length: 2 ½ hours each

Half Term 6

HISTORY

What is being taught this year:

AUTUMN TERM

Half Term 1

PAPER 1C The Tudors: England, 1547-1603

ENQUIRY QUESTIONS:

1. Should Somerset be seen as the 'Good Duke'?
2. How stable was England during the Northumberland regency?
3. How stable was England during the reign of Mary I?
4. How far was Elizabeth I able to 'secure' her position by 1563?
5. How serious was the threat posed by Mary Queen of Scots to Elizabeth I's position as Queen?
6. How far did the Religious Settlement survive Elizabeth's reign intact?
7. Why, and with what effect, did Anglo-Spanish relations sour during Elizabeth I's reign?

Half Term 2

ENQUIRY QUESTIONS:

8. Why, and with what effect, did Anglo-Spanish relations sour during Elizabeth I's reign? *(continued)*
9. How successfully did Elizabeth I strengthen the English economy during her reign?
10. How far was Elizabeth I in control of her government?
11. How has Elizabeth I's been remembered?

PAPER 2R The Cold War, c.1963-1991

ENQUIRY QUESTIONS:

1. How successful was Lyndon B. Johnson's intervention in Vietnam?
2. Why did Richard Nixon struggle to achieve his aim of 'peace with honour'?

SPRING TERM

Half Term 3 / Half Term 4

ENQUIRY QUESTIONS:

3. Why did Richard Nixon struggle to achieve his aim of 'peace with honour'? *(Continued)*
4. Should the 1960s be seen as a new age of superpower cooperation?
5. How committed were the superpowers to the Détente of the 1970s?
6. Why did Cold War tensions renew during the early 1980s?
7. How far was Gorbachev responsible for the ending of the Cold War?

PRIORITY REVISION FOR A LEVEL HISTORY

SUMMER TERM

Half Term 5 / Half Term 6

PRIORITY REVISION FOR A LEVEL HISTORY

BUSINESS

What is being taught this year:

AUTUMN TERM

Half Term 1

The year begins by developing the skills to analyse and interpret data available to businesses. This topic is taught first as students will be expected to interpret data throughout the year for each new content area.

Students will then go on to learn how markets can be analysed and sales forecasts can be made. This allows for the opportunity to practice data interpretation and analysis skills. These skills are developed further through exploring how businesses analyse their financial and non-financial performance.

Students then go on to explore the different types of decisions which businesses must make. During which time students will revisit theory about the four functional areas of business in order to strengthen their AS knowledge and apply it to new learning.

Half Term 2

To build on decision making methods, students are then taught how to conduct investment appraisal analysis to aid businesses with their decision making.

These tools of sales forecasting, financial and non-financial analysis, investment appraisal and decision making are then applied when students explore and evaluate methods of business growth.

SPRING TERM

Half Term 3

Through studying Component 3 students gain awareness of the wider world affecting business. They look at how external influences such as governments and global trade will impact business decision making drawing on all of the knowledge learned so far from Component 1 and Component 2.

Students will also look at how businesses manage change and deal with risk, important skills to develop in today's ever-changing environment.

Half Term 4

This half term is dedicated to developing students written skills. Students explore a variety of current issues through analysing news articles.

Students apply all of their business knowledge to write well-evaluated solutions to the problems which businesses are facing. This supports students to become informed decision makers in their next stage of education or training.

SUMMER TERM

Half Term 5

This final term is focused on consolidation and final preparation for the external examinations sat in June.

Half Term 6

ECONOMICS

What is being taught this year:

AUTUMN TERM

Half Term 1

Revision of core microeconomic topics done in AS are recapped here, however much of this has been embedded throughout AS.

This is before new content which builds on previous AS content is done, but understanding is deepened with more technical diagrammatic analysis used.

4.1.1 Economic methodology and the economic problem
4.1.3 Price determination in a competitive market
4.1.4 Production, costs and revenue
4.1.5 Perfect competition, imperfectly competitive markets and monopoly

Half Term 2

Students build on their AS knowledge of these modules and now should be able to apply their knowledge and skills to a wide variety of situations and to different markets and examples of market failure, including environmental and labour market failures.

4.1.6 The labour market
4.1.7 The distribution of income and wealth: poverty and inequality
4.1.8 The market mechanism, market failure and government intervention in markets

SPRING TERM

Half Term 3

Students should recognise that there are a number of models demonstrating how the macroeconomy
works and should appreciate that different economic models provide insights into different aspects of the behaviour of the macroeconomy.

When using these models students should be critically aware of the assumptions upon which they are based and their limitations when they are used to make sense of real world phenomena. Furthermore, they should be prepared to propose, analyse and evaluate possible solutions to macroeconomic problems.

They will be required to assess the impact and effectiveness of current government policies to deal with these problems, as well as considering alternative policies and approaches.

4.2.1 The measurement of macroeconomic performance
4.2.2 How the macroeconomy works: the circular flow of income,
Aggregate demand/aggregate supply analysis and related concepts
4.2.3 Economic performance

Half Term 4

Students build and develop some of their understanding from year 12 in these modules, however there are also brand new topics in 4.2.4 and 4.2.6. These link closely to what they have studied previously, and with a strong economic understanding of macroeconomic theory, students are pushed to think and learn about global implications of domestic policy, as well as development of poorer nations and the limitations of some of our earlier macroeconomic objectives (linking to topic 4.2.1)

4.2.4 Financial markets and monetary policy
4.2.5 Fiscal policy and supply-side policies
4.2.6 The international economy

SUMMER TERM

Half Term 5

Students will focus on their A2 examinations in this part of the year. Throughout the year students will have created a detailed pack of structured economics notes as part of their weekly homework to support them in developing independent learning skills.

Students will use these notes to practice applying their knowledge to a range of case studies and examination questions, as well mock examinations once a week.

Half Term 6

Study Leave

PSYCHOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1

Issues and Debates

Students will be able to demonstrate knowledge and understanding of key debates in psychology. They will also be able to discuss the implications of such debates. Moreover, students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. This module is taught first as it allows students to enhance their evaluation in essay writing questions.

A2 Research methods

In this module students revisit and deepen their AS research methods knowledge. Students must demonstrate knowledge and understanding of a variety of research methods, when they should be used while also being able to evaluate such methods. Additionally, students should be able to carry out inferential testing in order to interpret data to draw conclusions. Moreover, students must have knowledge and understanding of research methods, practical research skills and mathematical skills. They should also know how to design research. Students are encouraged to recall their experience of their own small-scale research and apply this to the designing a research method topic.

This section is taught so students are able to answer application research method questions that appear throughout the rest of the paper.

Half Term 2

Biopsychology

Students will be able to demonstrate knowledge and understanding of the nervous system, endocrine system, the brain and biological rhythms. They will be able to analyse, interpret and evaluate theories and studies.
This module is taught so students are able to complete a whole paper.

Schizophrenia

Students will be able to demonstrate knowledge and understanding of symptoms of schizophrenia. Moreover, students will have the skills and knowledge necessary to describe and evaluate explanations of schizophrenia (drawing from relevant knowledge from approaches and psychopathology). Students will also be able to evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

SPRING TERM

Half Term 3

Gender

Students will be able to demonstrate knowledge and understanding of a variety of different explanations of gender (drawing from previous knowledge from approaches). Students will be able to evaluate such theories.

Moreover, students will be able to analyse, interpret and evaluate studies to support or refute explanations of gender. Finally, students will be able to describe and evaluate explanations of gender dysphoria.

Half Term 4

Forensic psychology

Students will be able to demonstrate knowledge and understanding of Forensic psychology and the criminal justice system.

Moreover, students will apply their psychological knowledge to the real-world application of the psychology discipline. Students will draw upon their relevant knowledge of approaches and biopsychology to build and deepen the new knowledge they acquire.

SUMMER TERM

Half Term 5

Recall of learning

Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks.

During this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.

Half Term 6

Exams

SOCIOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1

Crime and Deviance

This module focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. The module introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different sociological. explanations to the study of crime and deviance. Students will be able to draw on previous knowledge from families and households and education to examine the consequences of the failure of those institutions and apply this to sociological explanations of crime.

Students are expected to draw upon core themes such as socialisation and social stratification through a lens of crime. Students will build upon previous assessment skills and continue to develop core skills such as ability to present arguments, ability to apply sociological theory to a contemporary context and critical thinking.

Half Term 2

Crime and Deviance *(continues)*

This module focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. The module introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different sociological. explanations to the study of crime and deviance. Students will be able to draw on previous knowledge from families and households and education to examine the consequences of the failure of those institutions and apply this to sociological explanations of crime.

Students are expected to draw upon core themes such as socialisation and social stratification through a lens of crime. Students will build upon previous assessment skills and continue to develop core skills such as ability to present arguments, ability to apply sociological theory to a contemporary context and critical thinking.

SPRING TERM

Half Term 3

Theory and Methods

This module gives students an opportunity to revisit their AS research methods knowledge and build and deepen this understanding with new advanced research methods knowledge. Throughout this module, students are encouraged to draw upon their own experience of small-scale research that they completed during the summer term. This strengthens students' ability to evaluate the use of sociological methods. Additionally, students will engage directly with sociological theory.

Students will draw upon their previous knowledge of sociological explanations from families and households, education, beliefs in society and crime and deviance and deepen this understanding by examining the theory absent from its application to institutions.

Half Term 4

Recall of Learning

Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks.

During this time, students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.

SUMMER TERM

Half Term 5

Recall of Learning

Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks.

During this time, students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.

Half Term 6

Exams

SPANISH

What is being taught this year:

AUTUMN TERM

Half Term 1

Productive skills: Students learn how to correctly use prepositions, revisit the use of pronouns and adverbs, review the conjugation of the present subjunctive with regular and irregular verbs, and learn how to use imperatives in order to be able to discuss the topic of integration, covering sub-themes, such as integration of cultures, education and religions. This topic builds on the prior learning in Year 12 Summer 2 where students encountered the topics of immigration and racism. In addition, students are also able to discuss the topic of 'young people of today, citizens of tomorrow', covering sub-themes, such as, young people and their attitude towards politics and youth unemployment. Students spend the final week compiling resources for their Independent Research Project, which will be examined in the Paper 3 speaking examination. Finally, students also study the literary text 'Como agua para chocolate', revisiting the chapters from Year 12 Summer 2 and exploring the social and historical context, the characters and principal themes of the novel.

Receptive skills: students learn how to translate into Spanish and English, and how to answer the reading summary question within the context of integration and 'young people of today, citizens of tomorrow'.

Half Term 2

Productive skills: Students learn how to form the perfect subjunctive, they revise the uses of the preterit tense and revisit how to form and apply the imperfect subjunctive in order to discuss the final sub-theme of 'young people of today, citizens of tomorrow: an ideal society'. In addition, students are also able to discuss the Spanish monarchy and Hispanic dictators, covering sub-themes such as the Franco dictatorship, the evolution of the Spanish monarchy and Latin American dictators. Students spend the final week compiling resources for their Independent Research Project, which is examined in the Paper 3 speaking examination. Finally, students continue to study the literary text 'Como agua para chocolate', exploring the writer's techniques and writing three essays. Students also revisit the film 'Volver' studied in Year 12 and review the plot, key characters and themes with the aim of writing a further two essays on this chosen work.

Receptive skills: students learn how to answer the 'gap fill' reading question, the 'synonym' reading question, the reading comprehension and the listening summary within the context of 'young people of today, citizens of tomorrow' and the topic of monarchs and dictators.

SPRING TERM

Half Term 3

Productive skills: Students learn how to use 'if' clauses with the imperfect and pluperfect subjunctive, revise how to use the passive voice correctly in order to be able to discuss the topic of popular movements, covering sub-themes, such as the effectiveness of protests and strikes, the power of trade unions and key examples of social protests.

Students spend the final week compiling resources for their Independent Research Project, which will is examined in the Paper 3 speaking examination. Finally, students continue to study the literary text 'Como agua para chocolate', reviewing key characters and themes in order to produce written essays for Paper 2.

Students also continue to review the film 'Volver' and revisit key characters and themes with the aim of writing a further essay for Paper 2.

Receptive skills: students learn how to answer the 'true/ false/ not mentioned' reading and listening questions, as well as listening comprehension within the context of popular movements.

Half Term 4

Productive skills: Students revisit the vocabulary acquired from the six topics covered in Year 12 in order to discuss Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality, and the influence of idols. In addition, students continue to study the literary text 'Como agua para chocolate', reviewing key characters and themes in order to produce written essays for Paper 2.

Students also continue to review the film 'Volver' and revisit key characters and themes with the aim of writing further essays for Paper 2. Finally, students spend part of the final three weeks preparing for the Paper 3 speaking examination.

Receptive skills: students learn how to answer the 'multiple choice' listening question, the 'statistics' listening question and the 'find the correct statement' reading question within the context of Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality, and the influence of idols.

SUMMER TERM

Half Term 5

Productive skills: Students revisit the vocabulary acquired from the six topics covered in Year 13 in order to discuss immigration, racism, integration, 'young people of today, citizens of tomorrow', monarchs and dictators, and popular movements.

At the beginning of this half term, students complete their A-level examination for Paper 3 (speaking). Students complete their A-level examination at the end of this half term for Paper 1 (reading, listening and writing) and Paper 2 (writing).

Receptive skills: Students revisit the exam-style questions covered this year in the context of the six units covered in Year 13: immigration, racism, integration, 'young people of today, citizens of tomorrow', monarchs and dictators, and popular movements.

Half Term 6

All students taking this course sit their A-Level in June of Year 13.

ART - FINE ART

What is being taught this year:

'Personal investigation'

Students continue with their personal investigation that was started in Y12, with the focus being the creation of a series of more ambitious outcomes that conclude their investigation and demonstrate their mastery of their chosen specialism.

Students will use visual language confidently and fluently to communicate concept to the viewer.

Students will also write a 2000-word essay to support and extend their investigation.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)
AO2 – Review and Refine (Experimentation and development)
AO3 – Quality of observation
AO4 – Present and personal and meaningful response (Final outcome)

Externally Set Task – Exam paper issued by AQA

Selecting one title from a possible 6, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course.

Referring back to and further developing the skills utilised in the personal investigation, students will work through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 15-hour exam that is held across 3 days.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)
AO2 – Review and Refine (Experimentation and development)
AO3 – Quality of observation
AO4 – Present and personal and meaningful response (Final outcome)

Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL

WEMBLEY HIGH
TECHNOLOGY COLLEGE

Wembley High Technology College
East Lane
HA3 0ER
www.whtc.co.uk
reception@whtc.co.uk