

Year 12 A Level Subjects								
Term	Art	Biology	Business	Chemistry	Computer Science	Core Maths	Criminology	Drama
Autumn 1 curriculum	Exploring the Formal elements of Art and Thematic unit.	Section 1: Biological Molecules Section 3: Cell Structure	Theme 1: What is business? Topic: Understanding the nature and purpose of business. Theme 2: Managers, Leaders and Decision Making Topic: Managers & Leadership	Chapter 1: Atomic structure Chapter 2: Amount of substance Chapter 8: Periodicity Chapter 9: Group 2 Chapter 10: Group 7	Programming, Data Types, Processors, Computational thinking	Social Media Society	Unit One (Changing Awareness of Crime) Topic 1.1-1.6 (students will analyse types of crime, explain reasons crime goes unreported, describe consequences of unreported crime, explain media representations of crime, analyse the impact of media representations on public perception of crime and evaluate methods of collecting crime statistics which will give them a well-rounded introduction into the importance of critically analysing the crime we see as members of the public in comparison to the true picture of crime)	Component 3- Theatre Makers in Practice (Machinal Overview)
Autumn 1 assessment	Base line assessment still life A1 – 2B pencil	End of topic tests 1x formative feedback sheet per teacher	End of Topic Test 1 – Costs, Revenues and Profit. End of Topic Test 2 – Business Objectives, Costs, Revenues and Profit. Leadership – MCQ Test 1 Leadership – MCQ Test 2 Leadership – Case Study Test Leadership – Long Answer	End of topic tests 1x formative feedback sheet per teacher	Programming, Data Types, Processors, Computational thinking	Autumn 1	Unit One Quiz (Topics 1.1-1.3 – Analysis of different types of crime including offenders, victims, levels of public awareness. Reasons crime goes unreported and the consequence of unreported crime)	Duologue assessments Written timed essays on acting and design
Autumn 2 curriculum	Thematic unit (exam theme) ‘Transformation’ A01 Exploring artists to springboard ideas. A02: Experimenting and exploring media and processes. A04: Creating an independent meaningful final outcome	Section1 Biological Molecules, Section 2: Cell structure, Section 2: transport Across membranes	Theme 1: Different forms of business & External Influences Theme 2: Managers, Leaders and Decision Making Topic: Decision Trees Topic: Stakeholders	Chapter 2: Amount of substance Chapter 10: Group 7 Chapter 11: Introduction to organic	Software, Programming, Computational thinking	Sport	Unit One (Changing Awareness of Crime) Topic 2.1-3.3 (students will compare campaigns for change, evaluate the effectiveness of different types of media used in different campaigns for change and create their own campaign including campaign materials and justifications for their chosen methods in preparation for the Controlled Assessment)	Component 3- Theatre Makers in Practice Section B-Machinal Section A-Small Island theatre review
Autumn 2 assessment	Portfolio assessment	1x formative feedback sheet per teacher 90-minute test – synoptic 75 marks	Theme 1: What is business? Practice Paper – Business Ownership Practice Paper – External Influences Theme 2: Managers, Leaders and Decision Making Leadership Exam Decision Tree Exam Scientific Decision -Making exam	1x formative feedback sheet per teacher 90-minute test – synoptic 80 marks	Software, Programming (inc. previous topics)	Autumn 1 & 2	Controlled Assessment Preparation – Mock Assessment (Topic 1.1-1.5)	Section B-Machinal Part 1-Acting question Part 2-Design question Section A-Small Island theatre review

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Spring 1 curriculum	Thematic unit A01 Exploring artists to springboard ideas. A02: Experimenting and exploring media and processes. A03: Recording ideas and observations.	Section 2: Nucleic Acids, organisms Section 2 Cell Recognition Section 3 Exchange, Section 3 : mass transport	Theme 3: Decision making to improve marketing performance Topic: Setting Marketing Objectives. Topic: Understanding markets & customers Theme 5: Decision making to improve financial performance Topic: Financial Objectives. Topic: Analysing Financial performance	Chapter 3: Bonding Chapter 4: Energetics Chapter 12: Alkanes Chapter 13: Halogenoalkanes	Software, Exchanging Data	Clothing industry	Unit 2 (Criminological Theories) Topic 1.1-2.1 (students will compare criminal behaviour and deviance and understand how definitions of crime change over place and time. Students will then explain the social construction theory of criminality and be able to identify how and why laws change from culture to culture. Students will begin to understand the Biological theories of criminality and be able to answer practice exam questions on this topic.	Component 1-Practitioner workshops Component 3-Woyzeck Section C-Development of directors concept
Spring 1 assessment	Evaluation of portfolio progression	End of topic tests 1x formative feedback sheet per teacher	Theme 3: End of Topic Test – Marketing objectives End of Topic Test – Understanding markets and customers. Theme 5: End of Topic Test – Financial objectives End of Topic Test – Analysing financial performance	End of topic tests 1x formative feedback sheet per teacher	Software, Exchanging Data (inc. previous topics)	Autumn 1 & 2, Spring 1	8 hour Unit 1 Controlled Assessment (January) then Mock Unit 2 examination, Topic 2.1 and 2.2 (March)	Component 1-Practitioner workshops (Artaud/ Berkoff/Brecht/ Stanislavski/Frantic Assembly). Component 3-Woyzeck Section C-Development of directors concept Exploration of the set text using different styles of performance.
Spring 2 curriculum	Thematic unit ‘Transformation’ A01 Exploring artists to springboard ideas. A02/3: Experimenting and exploring media and processes. A04: Creating an independent meaningful final outcome.	Section 5: Cell recognition Section 3 Mass Transport	Theme 3: Decision making to improve marketing performance Topic: Marketing Segmentation Topic: Marketing Mix Theme 5: Decision making to improve financial performance Topic: Sources of Finance Topic: Improving cash flow and profits.	Chapter 4: Energetics Chapter 5: Kinetics Chapter 14: Alkenes Chapter 15: Alcohols	Data Structures, Algorithms, Programming	Finance	Unit 2 (Criminological Theories) Topic 2.2-4.3 Students will understand Individualistic and Sociological theories of criminality, ANALYSE situations of criminality, Evaluate effectiveness of criminological theories to explain causes of criminality, assess use of criminological theories in informing policy development, explain how social changes affect policy development and be able to discuss how campaigns affect policy making	Component 1 Devising Exam-
Spring 2 assessment	Evaluation of portfolio progression	1x formative feedback sheet per teacher 90-minute test – synoptic 75 marks	End of Topic Test – Marketing objectives End of Topic Test – Understanding markets and customers. Theme 5: End of Topic Test – Sources of Finance End of Topic Test – Improving Cash Flow and profits Theme 3:	1x formative feedback sheet per teacher 90-minute test – synoptic 80 marks	Data Structures, Algorithms, Programming, (inc. previous topics)	Autumn 1 & 2, Spring 1 & 2	Mock Unit 2 Exam	Component 1 Devising Exam- Deadline for coursework May 2021

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Summer 1 curriculum	Thematic unit. A01 Exploring artists to springboard ideas. A02/3: Experimenting and exploring media and processes. A04: Creating an independent meaningful final outcome.	Section 4 DNA, Genes and Protein Synthesis Section 4: Genetic Diversity Section 2: Cell Recognition and Immunity	Theme 4: Decision making to improve operational performance Topic: Setting operational objectives Topic: Operational performance Topic: Efficiency - productivity Theme 6: Decision making to improve human resource performance Topic: Setting HR objectives Topic: Analysing HR performance Topic: Organisational Design	Chapter 5: Kinetics Chapter 6: Equilibria Chapter 15: Alcohols Chapter 16: Organic Analysis	Programming (OOP)	Creative Arts	Revision for Unit 2 assessment – specific focus on analysing situations of criminality and applying theories to case studies	Monologue assessments (Component 2-Text in performance). Component 3-Theatre Makers in practice
Summer 1 assessment	A04 15 hour directed time final outcome. Evaluation of portfolio progression	End of topic tests 1x formative feedback sheet per teacher	Theme 4: End of Topic Test – Setting operational objectives End of Topic Test – Operational performance End of Topic Test – Efficiency - productivity Theme 6: End of Topic Test – Setting HR Objectives End of Topic Test – Analysing HR performance End of Topic Test – Organisational Design	End of topic tests 1x formative feedback sheet per teacher	Programming (inc. previous topics)	Autumn 1 & 2, Spring 1 & 2, Summer 1	Unit 2 Exam (May 2022)	Monologue assessments (Component 2-Text in performance). Aim and Intentions paragraph Timed performance of 1 chosen character Component 3-Theatre Makers in practice Section A-Theatre review Section B-Machinal Section C-Woyzeck
Summer 2 curriculum	Thematic unit. Thematic unit. Tutorial presentation of sketchbook and independent work. Draft for personal project.	Section 4 Genetic Diversity Section 4: Biodiversity Section 7 : Field course	Theme 4: Decision making to improve operational performance Topic: Improving Quality Topic: Inventory Supply Chains Theme 6: Decision making to improve human resource performance Topic: Motivation Topic: Employer – Employee Relations	Chapter 7: Oxidation reduction and redox Fill in knowledge gaps	Revision, Project	Health	Begin Introduction to Unit 3 (From Crime to Courtroom)	Careers in drama Different design/elements of theatre/in education
Summer 2 assessment	Evaluation of portfolio progression	<u>AS Exams – FULL PAPERS</u> Paper 1 Marks: 75 Section 1 –4 Paper 2 75 Section 1-4	End of Topic Test – Improving Quality End of Topic Test – Inventory supply chains Theme 4: End of Topic Test – Sources of Finance End of Topic Test – Improving Cash Flow and profits Theme 6: End of Topic Test – Motivation End of Topic Test – Employer – Employee Relations	<u>AS Exams – FULL PAPERS 80 marks</u> Paper 1 – Inorganic and Physical Paper 2 – Organic and Physical	MOCKS	Full mock exam	Resit Opportunity for Unit 1	Presentations and Research If possible-work experience opportunities in theatre

Year 12 A Level Subjects								
Term	Economics	English Literature	Film Studies	French	Further Maths	Geography	History	Law
Autumn 1 curriculum	Theme 1: Markets & Market Failure Topic: The Economic Problem & Demand Theme 2: The UK Economy – performance & policies	Teacher A: Othello Teacher B: Introduction to Social and Political Protest writing/Blake poetry	Key elements of film form Assessment: Part 1 – Core elements/techniques/technical vocab test Part 2 – Film analysis questions (Analysing film form only)	Course content Grammar check and revision of basic tenses. Begin Units 1 + 2 : Family and it's changes Cyberspace	1. Complex Numbers 6. Matrices 1. Algorithms 2. Graphs and Networks	Teacher A: Changing Places Teacher B: Water and Carbon Cycle	1 The affluent society- Britain 1951-1964 2 The era of reconstruction 1865-1890	English Legal System
Autumn 1 assessment	Types of Economies Assessment MCQ Test 1 – The Economic Problem The Economic Problem Assessment MCQ Test 2 – The Economic Problem Essay – Assess the economic effects of a significant increase in taxation on the UK economy. Essay – Compare the effectiveness of supply side and fiscal policies to correct deficits on a country's current account of the Balance of Payments. End of Unit Macro Economics Test.	Aspects of Tragedy Section A essay + Social and Political Protest Section B essay	Core elements test (multiple choice + 3 scene analysis 20 mark questions)	Condensed Paper 1 Assessment : Listening and reading questions on Units 1 + 2	Autumn 1	- 6m question - 9m question -20m essay -End of term test	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	- 3 x 10 mark exam question - 1 x multiple choice
Autumn 2 curriculum	Theme 1: Markets & Market Failure Topic: Demand in a market & Topic: Supply in market Theme 2: The UK Economy – performance & policies	Teacher A: Othello Teacher B: Blake poetry	Component 2 – Section A and Section B	Complete Theme 1, units 1 + 2 : Family and it's changes Cyberspace Exam strategies: summaries and speaking.	4. Roots of polynomials 3. Series 3. Algorithms on Graphs	Teacher A: Changing Places Teacher B: Water and Carbon Cycle –	1The affluent society- Britain 1951-1964 2The era of reconstruction subjunctive 1865-1890	English Legal System
Autumn 2 assessment	Theme 1: Markets & Market Failure Essay – Factors affecting Demand for Cars. End of Topic Assessment – Demand End of Topic Assessment - Supply Theme 2: The UK Economy – performance & policies End of Unit Test AD MCQs AS/AD	Aspects of Tragedy Section B essay + Social and Political Protest Section B essay	Component 2 – Section A and B exam questions	Reading, Listening, writing (summaries/translation) and Speaking: AS past paper 1 Paper 3 speaking stimulus cards	Autumn 1 & 2	- 6m question - 9m question -20m essay MOCKS	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions - MOCKS	- 1 x 10 mark exam question - 2 x 12 mark evaluative exam question - 2 x multiple choice
Spring 1 curriculum	Theme 1: Markets & Market Failure Topic: How a competitive market functions & Topic: Elasticity Theme 2: The UK Economy – performance & policies Topic: Multiplier effect, Demand Side policies incl. Fiscal and Monetary policy	Teacher A: Death of a Salesman Teacher B: The Kite Runner	Component 1 – Section A	Units 3+ 4 : The role of charity Francophone heritage Literature: Kiffe Kiffe Demain context	7. Transformations 8. Proof by induction 4. Route Inspection 5. Travelling Salesman Problem 6. Linear Programming	Teacher A: Changing Places Teacher B: Water and Carbon Cycle –	1 The Sixties 1964-1970 2 The era of reconstruction 1865-1890	Finish English Legal System Criminal Law

Term	Economics	English Literature	Film Studies	French	Further Maths	Geography	History	Law
Spring 1 assessment	Theme 1: Markets & Market Failure End of Topic Assessment – Competitive Markets. End of Topic Assessment – Elasticity Theme 2: The UK Economy – performance & policies Test – AS Test – National Income	Tragedy Section C essay + Social and Political Protest Section B essay	Component 1 – Section A exam questions	Reading, Listening, writing (summaries/translation) and Speaking: AS past paper 1 questions Paper 3 speaking card	Autumn 1 & 2, Spring 1	- 6m question - 9m question -20m essay -End of topic test	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	- half paper (ELS + Criminal Law) 50 mark.
Spring 2 curriculum	Theme 1: Markets & Market Failure Topic: Production & Efficiency & Topic: Market Failure.	Teacher A: Death of a Salesman Teacher B: The Kite Runner	Component 1 – Section B	Unit 5 : Francophone music Literature: Kiffe Kiffe Demain content and analysis	2. Argand Diagrams 7. The Simplex Algorithm	Teacher A: CUE Teacher B: Coastal landscapes	1The Sixties 1964-1970 2Populism, Progressivism and imperialism 1890-1920	Finish Criminal Law
Spring 2 assessment	Theme 1: Markets & Market Failure End of Topic Assessment – Competitive Markets. End of Topic Assessment – Elasticity	Tragedy Section C essay + Social and Political Protest Section B essay	Component 1 – Section B exam questions	Reading, Listening, writing (summaries/translation) and Speaking: AS past papers Paper 1 Paper 2 (literature essay) Paper 3 (speaking)	Autumn 1 & 2, Spring 1 & 2	- 6m question - 9m question -20m essay -End of term test	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	<u>MOCKS</u> Paper 1: English Legal System & Criminal Law (full paper)
Summer 1 curriculum	Theme 1: Markets & Market Failure Topic: Market Failure & Topic: Government Intervention.	Teacher A: Keats Poetry Teacher B: Social and Protest unseen	Component 3 – Pre production/Storyboard and script	Unit 6 Cinema Literature: Kiffe Kiffe Demain content and analysis	5. Volume of revolution 8. Critical Path Analysis	Teacher A: CUE Teacher B: Coastal landscapes	1 The End of Post War Consensus 1970-1979 2 Populism, Progressivism and imperialism 1890-1920	Tort Law
Summer 1 assessment		Tragedy Section C essay + Social and Political Protest Section A	Short film production	Reading, Listening, writing (summaries/translation) Paper 2 literature essay question Paper 1 Full past paper (reading, listening, writing)	Autumn 1 & 2, Spring 1 & 2, Summer 1	- 6m question - 9m question -20m essay -End of term test	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	- In class tests - Mock exam papers
Summer 2 curriculum	Theme 1: Markets & Market Failure Topic: Government Intervention.	Teacher A: Revision Tragedy Section C/ introduction to NEA Teacher B: Revision	Short film production (Filming, editing)	Revision Exam strategies Mastery of grammar Begin Film: entre les murs context and watch film.	9. Vectors 1. Transportation Problems	Teacher A: CUE Teacher B: Coastal landscapes	1 The End of Post War Consensus 1970-1979 2 Populism, Progressivism and imperialism 1890-1920	Finish Tort Law Revision of Year 1 content
Summer 2 assessment		Summer mocks – mini Social and Political protest and Tragedy papers (no Othello)	Component 1 and 2 – Section A and B (Mock)	Past papers ALL papers: Paper 1 Reading, listening and writing Paper 2 literature essay Paper 3 Speaking	Full mock exam	- 6m question - 9m question -20m essay -End of topic test	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	- End of topic Tort law test. - Mock exam questions.

Year 12 A Level Subjects								
Term	Maths	Music	Physics	Politics	Psychology	RE	Sociology	Spanish
Autumn 1 curriculum	1. Algebraic expressions 2. Quadratics 3. Equations & Inequalities 4. Transformations 9. Constant acceleration 5. Probability	AOS-D: Jazz Introducing Jazz theory: <ul style="list-style-type: none"> Chord Progressions Function and the Diatonic progression Secondary chords and Tonicization Passing chords and Approach Chords Modal interchange and borrowed chords Chord construction Modes Listening and analysing jazz songs by famous artists such as Jelly Roll Morton, James P. Johnson, Louis Armstrong, Duke Ellington, Benny Goodman, Fats Waller, Charlie Parker and Dizzy Gillespie, Ella Fitzgerald, Miles Davis, and Dave Brubeck Introducing Music Theory: <ul style="list-style-type: none"> Major and minor keys up to six sharps and flats Irregular time signatures Naming chords Chords at cadential points Intervals Students will also work from a harmony workbook for homework to further develop their musicality Students will continue to develop their performance skills and work on their composition coursework. Students will receive the composition brief for the final assessment	-P1 Matter and Radiation -P4 Waves	Constitution teaching: Short answer question: explain and analyse the significance of three sources of the British constitution. (9 marks) Short answer question: explain and analyse the significance of three principles of the British constitution. (9 marks) Democracy and Participation teaching: Short answer question: explain and analyse three ways in which citizens can participate in the democratic process in the UK. (9 marks) Explain and analyse three arguments which support the idea that there is a participation crisis (9 marks) The UK is suffering from a participation crises. Analyse and evaluate this claim. (25 marks)	Approaches (4.2.1) Full topic Research Methods (4.2.3) – Year 1 Introduction to RM	Philosophy Ethics	Introduction to Sociology Socialisation SEGA Theories	Traditional family values, cyber space
Autumn 1 assessment	Autumn 1	Assessment through Eduqas practice questions on set composers/styles and their work including Duke Ellington, Dixieland and Scott Joplin Listening and analysing songs within Jazz including Strange Fruit and Anthropology	End of topic tests 1x formative feedback sheet per teacher	Exam Questions	<u>Approaches (4.2.1)</u> <ul style="list-style-type: none"> 2 x 16 mark essay (one to be usual, one application) End of Topic Test – All of approaches, section A taken directly from 2018 paper 2 <u>Research Methods (4.2.3)</u> Key Terms Test (out of 20)	Philosophy Practice Paper Ethics Practice Paper	<u>Introduction to Sociology assessment:</u> <ol style="list-style-type: none"> Introduction to sociology assessment. Social class and life chance – 10 marks Sociological Theories – 10 marks 	Reading and listening Writing

Term	Maths	Music	Physics	Politics	Psychology	RE	Sociology	Spanish
Autumn 2 curriculum	5. Straight line graphs 12. Differentiation 13. Integration 8. Modelling in mechanics 10. Forces and motion	<p>AOS-D: Jazz</p> <p>Study the development and stylistic features of jazz music between 1910 and 1950, with reference to:</p> <ul style="list-style-type: none"> Blues Ragtime Dixieland Early Jazz Big Band Bebop <p>This will have reference to a range of topics including</p> <ul style="list-style-type: none"> Form/structure Harmony Rhythmic elements Melodic devices Instrumental techniques and roles Sonority/texture Approaches to improvisation Performance environments <p>This will include the background and context of Jazz, looking at its developments in New Orleans, ragtime, and the blues</p> <p>Continue performance development and composition, encouraging incorporating jazz elements into compositions</p>	<p>-P1 and Part of P2 Matter and Radiation</p> <p>-P4 Waves and Part of P5 Waves and Optics</p>	<p>Devolution and Parliament : Teaching</p> <p>Essay: ‘Devolution has undermined the union’. Analyse and evaluate this statement. (25 marks)</p> <p>Extract question on constitutional reform House of Lords. 25 marks.</p> <p>Democracy and Participation Continued</p> <p>Insider Status is the most significant factor determining the success of a pressure group. Analyse and evaluate this statement? (25 marks)</p> <p>Democracy in the UK would be enhanced by compulsory voting. Analyse and evaluate this statement. (25 marks)</p> <p>Explain and analyse 3 ways that democracy could be enhanced in the UK (9 Marks)</p> <p>Elections and referendums Teaching:</p> <p>Analyse and evaluate 3 features of UK voting systems (9 marks)</p>	<p><u>Memory (4.1.2)</u></p> <p>Full topic</p> <p><u>Research Methods (4.2.3) – Year 1</u></p> <p>First half of Year 1 content</p>	Philosophy Ethics	<p><u>Education</u></p> <p>Social class and achievement</p> <p>Ethnicity and achievement</p> <p>Gender and achievement</p> <p>Theories: Functionalists, Marxists. Policies in Education</p>	Equal rights
Autumn 2 assessment	Autumn 1 & 2	<p>Written appraisal assessment through a practice paper on A level music jazz sample listening questions including:</p> <ul style="list-style-type: none"> I’ll be glad when you’re dead Tricotism Stolen Moments Mingus in Wonderland Grandpa’s Spells <p>Advanced assessment in A level music essay writing (include essay questions in assessment)</p>	<p>1x formative feedback sheet per teacher</p> <p>90-minute test – synoptic 70 marks</p>	Exam Questions	<p><u>Memory (4.1.2)</u></p> <ul style="list-style-type: none"> 2 x 16 mark essay (one to be usual, one application) End of topic test – All memory topics, Section B taken directly from Paper 1 <p><u>Research Methods (4.2.3) – Year 1</u></p> <ul style="list-style-type: none"> Mid-topic test – Research Methods section taken from AS paper 	Philosophy Practice Paper Ethics Practice Paper	<p><u>Unit: Education</u></p> <ol style="list-style-type: none"> Social class and achievement (internal and external factors) – 10 marks Ethnicity and achievement (internal and external factors) – 30 marks Gender and achievement (internal and external factors) – 6 marks 	<p>Listening, reading and writing</p> <p>Speaking</p>

Term	Maths	Music	Physics	Politics	Psychology	RE	Sociology	Spanish
Spring 1 curriculum	6. Circles 9. Trigonometric ratios 10. Trigonometric Identities 1. Data collection 2. Measures of location and spread 3. Representations of data	AOS-B: Rock and Pop Students will cover the developments and stylistic features of rock and pop music from a variety of genres, between 1960 and 1990: <ul style="list-style-type: none"> • Pop • Rock • Soul • Funk Students will also continue with grade 5 music theory looking at: <ul style="list-style-type: none"> • Instruments and voices • Composing a melody • Transposition • Chords at cadential points 	-P1, P2 and P3 of Matter and Radiation -P4 and P5 Waves and Optics	PM, the executive and the cabinet: Essay: ‘the UK Parliament is ineffective in holding the government to account’. Analyse and evaluate this statement. (25 marks) Explain and analyse 3 ways Parliament represents the electorate. 9 marker. Explain and analyse 3 ways Parliament holds the executive to account. 9 marks. Short answer question: explain and analyse the significance of the UK cabinet. (9 marks) Essay: ‘there are many factors that give the prime minister power over cabinet colleagues.’ Analyse and evaluate this statement. (25 marks) Essay: ‘the principles of collective responsibility and individual ministerial responsibility are no longer important’. Analyse and evaluate (25 marks) Elections and referendums Teaching Continued Essay: ‘first-past-the-post should no longer be used for general elections in the UK’. Analyse and evaluate this statement. (25 marks) To what extent are referendums an enhancement of UK democracy? (25 marks) Explain and analyse 3 advantages of referendums (9 marks) The UK should change its General Election voting system. How far do you agree? (25 marks) Voting Behaviour and the role of the media Explain and analyse 3 factors that impact voting behaviour (9 marks) Evaluate the view that elections are lost by governments rather won by the opposition. You should make reference to at least one pre 1997 election, the 1997 election and at least one post 1997 election (25 marks) To what extent are the media the most significant factor in determining voter behaviour in UK elections? (25 marks)	Social Influence (4.1.1) Full topic Research Methods (4.2.3) – Year 1&2 End of Year 1, moving into Year 2	Philosophy Ethics	Method in context: Introduction to Methods Questionnaires Interviews	Influence of idols

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Spring 1 assessment	Autumn 1 & 2, Spring 1	Assessment through Eduqas practice paper 1 and 2, looking at set works including essay questions Assignments across the term giving feedback on essay assignments	End of topic tests 1x formative feedback sheet per teacher	Exam Questions	<u>Social Influence (4.1.1)</u> <ul style="list-style-type: none"> 2 x 16 mark essay (one to be usual, one application) End of topic test – All SI topics, Section A taken directly from Paper 1 <u>Research Methods (4.2.3) – Year 1&2</u> <ul style="list-style-type: none"> Mid topic test – taken from textbook 	Philosophy Practice Paper Ethics Practice Paper	<u>Education with methods in context</u> <ol style="list-style-type: none"> Methods only: 10 marks Methods (Interviews): 20 marks 	Writing exam based on set text “Como Agua para Chocolate” Listening, Reading and translation exam
Spring 2 curriculum	14. Exponentials & logarithms 11. Vectors 6. Statistical distributions 7. Hypothesis testing	AOS- C: Musical Theatre Students will be learning: <ul style="list-style-type: none"> Focus on the work of five musical theatre composers: Richard Rodgers, Leonard Bernstein, Stephen Sondheim, Claude-Michel Schonberg and Andrew Lloyd Webber Study the background and historical context of musical theatre and technical terms. 	Mechanics, Materials Electricity	Political Parties Analyse and evaluate three functions of political parties (9 marks) Political Party funding extract question (25 marks) The two party system in Britain is now over. Analyse and evaluate this statement (25 marks) Judiciary / EU: Teaching Essay: ‘The UK judiciary has limited effect in defending the rights of British citizens from the government.’ Analyse and evaluate this statement. (25 marks) Essay: ‘The British judiciary is neither independent nor neutral.’ Analyse and evaluate this statement. (25 marks) Essay: ‘the EU undermined democracy in the UK’. Analyse and evaluate this statement. (25 marks)	<u>Attachment (4.1.3) Full topic</u> <u>Research Methods (4.2.3) – Year 2</u>	Philosophy Islam	<u>Method in context</u> Experiments Official statistics Documents	Regional identity in Spain
Spring 2 assessment	Autumn 1 & 2, Spring 1 & 2	Assessment through Eduqas practice questions on set composers and their work Listening and analysing songs within musical theatre including Oklahoma and Le Miserable	1x formative feedback sheet per teacher 90-minute test – synoptic 70 marks	Exam Questions	<u>Attachment (4.1.3)</u> <ul style="list-style-type: none"> 2 x 16-mark essay (one to be usual, one application) End of topic test – All attachment topics, Section C taken directly from Paper 1 <u>Research Methods (4.2.3) – Year 2</u>	Philosophy Practice Paper Islam Practice Paper	Method in context assessment <ol style="list-style-type: none"> 20 mark essay 	Writing Exam Reading and Listening exam

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Summer 1 curriculum	8. Binomial expansion 7. Algebraic methods 11. Variable acceleration	AOS A: The Western Classical Tradition Students will study the developments of the symphony, both generally and through close analysis of set works. Students will also cover classical structures: <ul style="list-style-type: none"> • Binary form • Ternary form • Rondo form • Sonata form • Sonata-rondo form • Minuet and Trio form Students will also cover the historical context of western classical music including the developments of the symphony (1750-1830) Finalise performance development and composition.	Content: P4 Electricity, P11 Materials and P7 to P9 Mechanics	Paper 3 Short question: Explain and analyse 3 principles of Liberalism. 9 marker. Paper 2 Explain and analyse three ways in which the Bill of Rights protects the rights of US citizens. Explain and analyse three ways in which the structural theory could be used to study the constitutions of the UK and US. The US Constitution is more rigid and inflexible than that of the UK. Analyse and evaluate this statement.	<u>Psychopathology (4.1.4)</u> Full topic <u>Research Methods (4.2.3) – Year 2</u> Full topic	Philosophy/ Islam/Ethics	<u>Families and households:</u> Couples Theories in family Childhood differences Demographic changes	Cultural heritage in the Spanish speaking world
Summer 1 assessment	Autumn 1 & 2, Spring 1 & 2, Summer 1	Performance-based Assessment / formal feedback Practice paper using eduqas practice papers for assessments	End of topic tests End of topic tests 1x formative feedback sheet per teacher	Exam Questions	<u>Psychopathology (4.1.4)</u> <ul style="list-style-type: none"> • 2 x 16 mark essay (one to be usual, one application) • End of topic test – All psychopathology topics, Section D taken directly from Paper 1 <u>Research Methods (4.2.3) – Year 2</u> <ul style="list-style-type: none"> • _End of topic test – All RM topics, Section C taken directly from Paper2 – 1 hour test 	Mock	<u>Families & Households:</u> <ol style="list-style-type: none"> 1. Changes in couples: 20 marks 2. Sociological theories in family and households: 10 marks 3. Childhood experience: 6 marker 	Listening, Reading and transition Writing exam
Summer 2 curriculum	Year 2: 1. Algebraic methods Year 2: 4. Binomial expansion 4. Correlation	Revision of all A level content Continued Performance and composition work Exam preparation	Mechanics and materials and Electricity	Paper 3 State intervention in Liberalism extract question Paper 2 Explain and analyse three ways in which the US Constitution reflects the separation of powers. Explain and analyse three ways in which the structural theory could be used to study legislatures of the UK and US. Checks and balances work better in the US Constitution than in the UK Constitution. Analyse and evaluate this statement.	REVISION of following topics and papers Paper 1: Social Influence Memory Attachment Psychopathology Paper 2: Approaches Research Methods	Philosophy/Ethics Revision Islam	<u>Families and households</u> Family diversity and patterns Social policy	Immigration and introduction to film “Volver”
Summer 2 assessment	Full mock exam	Exams	<u>AS Exams – FULL PAPERS</u> 70 marks each Paper 1 Paper 2	Mock Exams	MOCKS PAPER 1: Full Paper PAPER 2: 75% PAPER	Practice Paper	<u>End of year exams:</u> 50% paper 1 50% paper 2 Section A: The Sociology of families and methods in context Section B: The Sociology of education	MOCK EXAMS Paper 1 Listening, Reading and transition Paper 2 Writing exam