



**Bishop Challoner  
Catholic School**

## **Year 13 Curriculum Calendar 2023-24**

	<b>YEAR LEADERS</b>	<b>TUTOR GROUP</b>	<b>FORM TUTOR</b>
<b>Year 13</b>	<b>Ms R Pabila</b>	St Ignatius	Mr T Gladstone
		St Martin de Porres	Ms L Griffiths
		St Maximillian Kolbe	Ms M Chowdhury
		St Oscar Romero	Ms T Miah
		St Katherine Drexel	Ms S Chowdhury
		St Teresa of Kolkata	Mr O Lawal

At Bishop Challoner, we deliver a broad and balanced curriculum, providing pupils with the education they need to succeed in later life. At our school, we aim to inspire pupils through our curriculum, and encourage them to seek the paths they desire for their future careers. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem. Through the design of our curriculum, we seek to educate the whole person as made in the image and likeness of God. We strive to develop the spiritual, moral, social and learning attitudes of our pupils so that they may become the best that they can and live the best possible life.

Regular testing and assessment is integral to the curriculum with full reports sent to parents/guardians annually. Parents/guardians will be encouraged to co-operate with the school by monitoring their child's work and activities, by frequent inspection of the homework diary and by attending meetings arranged for the purpose of discussing student's progress.

The curriculum is designed to provide access and opportunity for all pupils who attend the school. Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers
- Taking measures to ensure pupils with SEND are not discriminated against in any way
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education

## **SEND**

We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teacher. Children with Special Educational Needs are taught alongside other pupils. Some subjects are set according to ability whilst others are taught in mixed-ability groups. Lessons are 'differentiated' so that different pupils may have adjusted work or different goals set for each lesson. We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions.

We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor. If your child has a Statement of special educational need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. Our SENCO is Ms A Alonso. You can contact her via reception.

## More Able

We have a large number of more able students, with whom we work and monitor closely to best support their needs and future aspirations. These students are identified within the first term, and teachers are encouraged to be aware of subject specific abilities as well as overall academic achievement. We ensure they are stretched and challenged within each of their subjects, and work closely with a link colleague in every faculty to ensure this is carried out across the Federation. We also ensure that elements of challenge are incorporated into every lesson so that more able pupils are stretched at all times.

## PSHE

As a Catholic School, the foundation of PSHE is based on our motto, "Christ at the Centre". We believe as a School community, that Christ is at the centre of our lives and all that we do. According to John 10:10, Jesus said, "I have come so you might have life". It is our hope that through PSHE we can develop the qualities and attributes needed to bring about the life that Jesus promised to all our students.

Our planned programme is designed to help them adequately navigate and address the many difficult moral, social and health-related issues that arise in their lives and in the society they live in. It is our intention that PSHE will support the development of the young men and women in our school, enabling them to live confident healthy, independent lives as individuals within society. In addition to this, the PSHE programme promotes fundamental British Values, which are taught implicitly in lessons and throughout all key stages.

The key 3 areas covered throughout the PSHE programme are:

1. Health and Wellbeing – Loving ourselves  
*Ephesians 2:10; 'For we are his workmanship'*
2. Relationships – Loving others  
*John 13:34; 'Love one another'*
3. Living in the Wider World – Loving the world  
*Genesis 2:15; 'Take care of it'*

The delivery of the lessons is aimed to be interactive, dynamic, practical, and easily adaptable to different learning styles. Pupils are encouraged to be expressive with their thoughts and be engaged with their learning.

## Timings of the School Day

Time	Activity	Duration
8:30 – 8:50	Registration	20 mins
8:50 – 9:50	Period 1	1 hour
9:50 – 10:50	Period 2	1 hour
10:50 – 11:10	Break	20 mins
11:10 – 12:10	Period 3	1 hour
12:10 – 13:10	Period 4	1 hour
13:10 – 14:00	Lunch	50 mins
14:00 – 15:00	Period 5	1 hour

## Year 13 Biology

### Exam Board: OCR A

A level Biology students study the theories and processes involved in living organisms. Biology explores topics including lifestyle, transport, genes and health, development, plants and the environment, the natural environment and species survival, energy, co-ordination, as well as practical biology and research skills. Practical skills are developed particularly during lessons when PAGs (Practical assessment group) are taught.

<b>Head of Faculty – Mr M Larkin</b>
<b>Lessons per 2 week cycle : 5</b>
<b>How is the course taught?</b> The course is taught across 2 academic years. Students are taught about living organisms at the microscopic level, physiological processes, interactions between living organisms, evolution and genetic technologies that aid in medicine. Students are taught the 12 key examination board prescribed practicals. Students are assessed by sitting end of topic and module assessments. To aid in their performance, students are regularly given exam practice through classwork and homework.
<b>How are students grouped?</b> Since this is an A-level course, the classes are based on students selections and the grades achieved at GCSE .
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• End of topic assessments</li><li>• End of module assessments</li><li>• Grade indicator exams</li></ul>
<b>Homework:</b> Homework is set every 2 weeks. Teachers give homework in a variety of forms, including exam style questions, presentation and research. Homework is set via Google classroom.
<b>Textbooks and Materials provided and needed:</b> Students are provided with exam board approved textbooks that supplements the teaching. Students may wish to purchase an exam board approved revision guide. Depending on the topic, YouTube videos are shared with pupils prior to or after a topic is taught to supplement learning. Exam style questions are regularly given to pupils to help develop their exam techniques.

## Year 13 Biology Course Description

### Autumn Term 1

- Excretion as an example of homeostatic
- Neuronal communication

### Autumn Term 2

- Hormonal Communication
- Photosynthesis
- Respiration
- Grade indicator exams

### Spring Term 1

- Cellular control
- Ecosystems

### Spring Term 2

- Patterns of inheritance
- Populations and sustainability
- Grade indicator exams

### Summer Term 1

- Manipulating genomes
- Cloning and biotechnology
- Module 1-6 Revision

### Summer Term 2

- Exams

## Year 13 Business Studies

### Exam Board: Edexcel

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

<b>Head of Faculty – Mr Y Abbas</b>	
<b>Lessons per 2 week cycle : 10 Periods</b>	
<b>How is the course taught?</b>	
<b>Theme 3: Business decisions and strategy</b>	<b>Theme 4: Global business</b>
This theme develops the concepts introduced in Theme 2. Students will develop an understanding of: <ul style="list-style-type: none"><li>• business objectives and strategy</li><li>• business growth</li><li>• decision-making techniques</li><li>• influences on business decisions</li><li>• assessing competitiveness</li><li>• managing change.</li></ul>	This theme develops the concepts introduced in Theme 1. Students will develop an understanding of: <ul style="list-style-type: none"><li>• globalisation</li><li>• global markets and business expansion</li><li>• global marketing</li><li>• global industries and companies (multinational corporations).</li></ul>
<b>How are students grouped?</b>	
Mixed ability	
<b>How are students assessed?</b>	
External exams	
<b>Paper 1: Marketing, people and global businesses</b>	<b>*Paper code: 9BS0/01</b>
<ul style="list-style-type: none"><li>• Externally assessed</li><li>• Availability: May/June</li><li>• First assessment: 2017</li></ul>	<b>35% of the total qualification</b>
<b>Paper 2: Business activities, decisions and strategy</b>	<b>*Paper code: 9BS0/02</b>
<ul style="list-style-type: none"><li>• Externally assessed</li><li>• Availability: May/June</li><li>• First assessment: 2017</li></ul>	<b>35% of the total qualification</b>
<b>Paper 3: Investigating business in a competitive environment</b>	<b>*Paper code: 9BS0/03</b>
<ul style="list-style-type: none"><li>• Externally assessed</li><li>• Availability: May/June</li><li>• First assessment: 2017</li></ul>	<b>30% of the total qualification</b>

**Homework:**

Weekly. Satchel one

**Textbooks and Materials provided and needed:**

Edexcel As/A level Textbook

Edexcel Revision guides

Tutor 2U



## Year 13 Business Studies Course Description

### Autumn Term 1

3.1.1

Corporate objectives

3.1.2

Theories of corporate strategy

3.1.3

SWOT analysis

3.1.4

Impact of external influences

3.2.1

Growth

4.1.1

Growing economies

4.1.2

International trade and business growth

4.1.3

Factors contributing to increased globalisation

4.1.4

Protectionism

4.1.5

Trading blocs

### Autumn Term 2

3.2.2

Mergers and takeovers

3.2.3

Organic growth

3.2.4

Reasons for staying small

3.3.1

Quantitative sales forecasting

4.2.1

Conditions that prompt trade

4.2.2  
Assessment of a country as a market

4.2.3  
Assessment of a country as a production location

4.2.4  
Reasons for global mergers or joint ventures

4.2.5  
Global competitiveness

### **Spring Term 1**

3.3.2  
Investment appraisal

3.3.3  
Decision trees

3.3.4  
Critical Path Analysis

3.4.1  
Corporate influences

3.4.2  
Corporate culture

3.4.3  
Shareholders versus stakeholders

### **Spring Term 2**

3.4.4  
Business ethics

3.5.1  
Interpretation of financial statements

3.5.2  
Ratio analysis

3.5.3  
Human resources

4.3.1  
Marketing

4.3.2  
Niche markets

4.3.3  
Cultural/social  
factors

**Summer Term 1**

3.6.1  
Causes and effects of change

3.6.2  
Key factors in change

3.6.3  
Scenario planning

4.4.1  
The impact of MNCs

4.4.2  
Ethics

4.4.3  
Controlling MNCs

Revision and Paper 3 research

**Summer Term 2**

Revision

External exams

## Year 13 BTEC Business

### Exam Board: Edexcel

The course is a two year business qualification course, which prepares you for employment or higher education in this area.

The course is divided into 13 units over two academic years. The course is a mixture of externally assessed examinations, which hold 42% of the total qualification. 58% of the course is internally assessed coursework. The nature of the course will enable you to develop other skills and personal qualities such as: personal time management, organisational and prioritising skills, team working skills, independent research skills, as well as key skills such as communication, numerical, and ICT.

The vocational nature of the course means that you will be required to investigate and apply your knowledge to real businesses situations and gain appropriate work experience.

<b>Head of Faculty – Mr Y Abbas</b>
<b>Lessons per 2-week cycle: 15</b>
<b>How is the course taught?</b> The course is taught over two academic years. In Year 13 learners will sit 2 Externally Assessed units and 4 Internally Assessed units.
<b>How are students grouped?</b> Students are grouped in mixed ability classes.
<b>How are students assessed?</b> Students are assessed: <ul style="list-style-type: none"><li>• External units<ul style="list-style-type: none"><li>○ Through low stakes quizzes in class</li><li>○ Homework</li><li>○ End of topic tests at the end of each unit</li><li>○ Grade Indicator exams</li><li>○ Jan / June exams series</li></ul></li><li>• External Units<ul style="list-style-type: none"><li>○ Mock / scaffold assignments</li><li>○ Assignments for internally assess units</li><li>○ Externally moderated</li></ul></li></ul>
<b>Homework:</b> Homework is set every two weeks for every unit taught and based on retrieval of content taught in lesson / practise exam questions or links to future learning. Homework is set via Edulink and resources can be found on the OneDrive.

**Textbooks and Materials provided and needed:**

Students are provided with:

- PPTs
- Scaffolds
- Textbook (online copy or electronic unit specs)
- Revision guide
- Revision workbook

### **Year 13 BTEC Business Course Description**

The 1080-GLH BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme.

**Autumn Term 1**

- Unit 18 - Creative Promotion (TBC)
- Unit 6 - Principals of Management (TON)
- Unit 7 - Business Decision Making (TBC)

**Autumn Term 2**

- Unit 18 - Creative Promotion (TBC)
- Unit 6 - Principals of Management (TON)
- Unit 7 - Business Decision Making (TBC)

**Spring Term 1**

- Unit 18 - Creative Promotion (TBC)
- Unit 6 - Principals of Management (TON)
- Unit 7 - Business Decision Making (TBC)
  
- Unit 9 - Team Building in Business (TBC)
- Unit 4 - Managing an Event (TON)
- Unit 22 - Market Research in Business (OIG)

**Spring Term 2**

- Unit 9 - Team Building in Business (TBC)
- Unit 4 - Managing an Event (TON)
- Unit 22 - Market Research in Business (OIG)

**Summer Term 1**

- Unit 9 - Team Building in Business (TBC)
- Unit 4 - Managing an Event (TON)
- Unit 22 - Market Research in Business (OIG)

**Summer Term 2**

- Unit 9 - Team Building in Business (TBC)
- Unit 4 - Managing an Event (TON)
- Unit 22 - Market Research in Business (OIG)

## Year 13 Chemistry

### Exam Board: OCR A

Chemistry is a subject that explores the properties of the natural and man made chemicals. Chemistry allows people to predict how substances may alter when the surrounding conditions change, or how they may react to form new substances, and to explain why this happens. Chemists aim to understand how some chemicals may be modified to make them more useful. It is a subjects that develops your scientific enquiry skills, such as analysing and evaluating data.

<b>Head of Faculty – Mr M Larkin</b>
<b>Lessons per 2 week cycle : 5</b>
<b>How is the course taught?</b> The course is taught across 2 academic years. Year one introduces pupils to the foundations of Chemistry looking at atoms, bonding and structure and then exploring the Periodic table and halogens. Students are taught the 12 key examination board prescribed practicals.
<b>How are students grouped?</b> Since this is an A-level course, the classes are based on students selections and the grades achieved at GCSE .
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• End of topic assessments</li><li>• End of module assessments</li><li>• Grade indicator exams</li></ul>
<b>Homework:</b> Homework is set every 2 weeks. Teachers give homework in a variety of forms, including exam style questions, presentation and research. Homework is set via Satchel one.
<b>Textbooks and Materials provided and needed:</b> Students are provided with exam board approved textbooks that supplements the teaching. Students may wish to purchase an exam board approved revision guide. Depending on the topic, YouTube videos are shared with pupils prior to of after a topic is taught to supplement learning. Exam style questions are regularly given to pupils to help develop their exam techniques.

## Year 13 Chemistry

### Course Description

#### Autumn Term 1

- Rates, equilibrium and pH
- Energy

#### Autumn Term 2

- Transition metals
- Aromatic compounds, carbonyls and acids
- Grade indicator exams

#### Spring Term 1

- Nitrogen compounds, polymers and synthesis
- Analysis
- Grade indicator exams

#### Spring Term 2

- Analysis
- Module 1-4 Revision
- Module 5-6 Revision

#### Summer Term 1

- Module 1-4 revision
- Module 5-6 revision

#### Summer Term 2

Exams



## Year 13 Computer Science

<b>Head of Faculty – Mr Y Abbas</b>
<b>Lessons per fortnight cycle: 10</b>
<b>How is the course taught?</b> This A Level (AQA) course is taught across two academic years. Students build their learning from KS4 by developing their algorithmic thinking and application in solving computational problems. They learn about the theories of computation and the implications of its use in wider society. They develop their programming skills in VB.net and undertake a project in year two of the course. Students use a high-level of mathematical ability to access the principles the computer programs are underpinned by.
<b>How are students grouped?</b> One mixed ability class with a maths grade 6 or higher.
<b>How are students assessed?</b> Students are assessed: <ul style="list-style-type: none"><li>• Through low stakes homework</li><li>• 'Do Now' retrieval practice at the start of lessons</li><li>• End of topic tests at the end of each unit</li><li>• Grade Indicator exams</li></ul>
<b>Homework:</b> Homework is set once a fortnight via Edulink on Google Classrooms and based on retrieval of content taught in lessons.
<b>Textbooks and Materials provided and needed:</b> Students will have access to all Microsoft Office Applications via RM Unify. Lesson resources can be found on Google Classroom. They are encouraged to download Visual Studio on their home computers to access vb.net. Students are also loaned a textbook to return at the end of their course.

## Year 13 Computer Science Course Description

<b>Autumn Term - Summer term</b>
<b>Preparing for Paper 1</b> <ul style="list-style-type: none"><li>• Pre-release materials for paper 1</li></ul>
<b>Regular Languages</b> <ul style="list-style-type: none"><li>• Mealy Machines</li><li>• Sets</li><li>• Regular Expressions</li><li>• Turing machine</li><li>• Backus-Naur Form</li><li>• Reverse Polish Notation</li></ul>

### **Data Structures**

- Queues
- Lists
- Stacks
- Hash Tables
- Graphs
- Trees
- Vectors

### **Implementing computer science project**

- Implementation in a programming language
- Evidencing techniques

### **Spring Term**

#### **Object Oriented programming (OOP)\_ & Functional programming**

- Basic concepts of OOP
- Design principles
- Function programming
- Function application
- Lists in function programming
- Big data

#### **Algorithms**

- Recursive algorithms
- Big-O notation
- Searching and sorting
- Graph Traversal algorithms
- Optimisation algorithms
- Limits of computation

### **Implementing computer science project**

- Testing
- Evaluation
- Submission of project (20% of A level)

### **Summer Term**

#### **The Internet**

- The structure of the internet
- Packet Switching and routers
- Internet Security
- TCP/IP Protocol
- IP addressing
- Client-Server model

### **Exam Revision**

## Year 13 BTEC Level 3 Health & Social Care Extended Diploma

### Exam Board: Pearson

The demand for health and social care is likely to rise in Britain, therefore will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at post-16 will provide an opportunity for practical application alongside conceptual study. BTEC Level 3 Health & Social Care uses a combination of assessment styles which give our learners the confidence they need to apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher educational courses throughout their career. This range of vocational assessments, both practical and written, mean learners can showcase their learning and achievements to best effect when they take their next step, whether that's supporting applications to higher education courses or potential employers.

**Head of Faculty – Ms L Griffiths [lgriffiths@bishop.towerhamlets.sch.uk](mailto:lgriffiths@bishop.towerhamlets.sch.uk)**

**Lessons per 2 week cycle : 30 lessons**

#### **How is the course taught?**

Health and Social Care is taught across two academic years. Learners are introduced to the course and content taught which consists for 13 units – 4 exam units and 9 coursework units. This course provides a variety of life skills given learners the knowledge and understanding of what it is like to work with the Health and Social Care sector. Learners are taught two exams in Year 1 and two exams in Year 2 as guided by the exam board. Exam questions are broken down into sections with learners being given clear strategies for answering them through examiner reports, sentence starters and model answers to help them remember how to structure answers. The coursework units are divided into tasks one, two and three depending on the unit taught. Learners are provided with content and must complete additional independent research to help them achieve each unit taught. They are given the opportunity to resubmit coursework once and resit exams once.

#### **How are students grouped?**

Learners are groups in mixed ability classes.

#### **How are students assessed?**

Students are assessed:

- Formative and summative assignments
- Homework
- Work experience observations
- Tests at the end of each learning aim for exam units 1 – 4
- External exams take place in January and resits in May/June for Units 1 -4
- Grade Indicator exams
- Quizzes
- Presentations
- Demonstrations

**Homework:**

Homework for 6<sup>th</sup> form learners studying Health & Social Care is set every two weeks and based on formative or summative assessments, exam practise exam questions and research. Homework is set via Edulink and email and resources can be found on Google Classroom.

**Textbooks and Materials provided and needed:**

All learners are provided with a revision guide for exams units 1-4. They will have a reading list for each unit taught which includes websites, books and videos. It is recommended that learners purchase the main two textbooks used in class to help them complete work at home.

## **Year 13 BTEC Level 3 Health & Social Care Extended Diploma**

### **Course Description**

This course is taught by a range of teachers with learners studying up to four units of work each term.

**Autumn Term 1 Year 13**

Unit 3 – Anatomy & Physiology for Health & Social Care: Exam

Unit 4 – Enquiries into Current Research in Health & Social Care: Exam

**Autumn Term 2 Year 13**

Unit 3 – Anatomy & Physiology for Health & Social Care: Exam

Unit 4 – Enquiries into Current Research in Health & Social Care: Exam

**Spring Term 1 Year 13**

Unit 8 – Promoting Public

Unit 18 – Assessing Children’s Development Support Needs

**Spring Term 2 Year 13**

Unit 8 – Promoting Public

Unit 18 – Assessing Children’s Development Support Needs

**Summer Term 1 Year 13**

Unit 9 – Infection Prevention and Control

Unit 10 – Sociological Perspectives

**Summer Term 2 Year 13**

Unit 9 – Infection Prevention and Control

Unit 10 – Sociological Perspectives

**Year 13 English Language and Literature**  
**Exam Board: Edexcel**

A-level Language and Literature is the perfect course for those who enjoy a mixture of studying Literature and writing creatively in a variety of forms and styles.

<b>Head of Faculty – Ms S Ali</b>
<b>Lessons per 2 week cycle : 10</b>
<b>How is the course taught?</b> The course is taught across two years and comprises the study of Literature texts (poetry, prose and drama) through a literary and linguistic lens, and writing creatively both in fiction and non-fiction formats. Students learn how to apply high level, academic vocabulary to complex and interesting texts, and how to recognise and utilise the conventions of fiction and non-fiction writing for themselves.
<b>How are students grouped?</b> Students are in mixed ability classes.
<b>How are students assessed?</b> Through low-stakes reading/comprehensions questions and quizzes Homework Grade Indicator Exams In class written assessments
<b>Homework:</b> Reading Research Essays Creative writing responses Set every two weeks and marked by the teacher. Homework is set on Satchel One.
<b>Textbooks and Materials provided and needed:</b> All Literature texts are provided. Students may choose to purchase study guides/revision guides to help with the independent study and revision.

## English Language and Literature A-level: Year 13 Course Description

### **Autumn Term 1**

Teacher 1: Coursework; students write reviews of both their coursework texts to prove they have been read properly and understood. Students will then be supported to write a fiction piece and non-fiction piece, plus an evaluative piece explaining how they have been inspired by their text choices.

Teacher 2: Reading and studying Christina Rossetti's *Goblin Market* through the lens of 'crossing boundaries' Themes such as fantasy, adventure, gothic, religion, relationships, gender, early feminism. This is in comparison to *Wide Sargasso Sea*.

### **Autumn Term 2**

Teacher 1: Coursework; Students will then be supported to write a fiction piece and non-fiction piece, plus an evaluative piece explaining how they have been inspired by their text choices. Students will be expected to submit their first drafts by Christmas.

Teacher 2: Reading and studying Christina Rossetti's *Goblin Market* through the lens of 'crossing boundaries' Themes such as fantasy, adventure, gothic, religion, relationships, gender, early feminism. This is in comparison to *Wide Sargasso Sea*.

### **Spring Term 1:**

Teacher 1: Students now work on their coursework independently, and revision of all non-fiction anthology and unseen in preparation for final exams.

Teacher 2: Comparing *Wide Sargasso Sea* and *Goblin Market*. Learning how to structure comparative essays, responding to essay questions and teacher feedback.

### **Spring Term 2**

Teacher 1: Reading and studying non-fiction anthology of texts and crafting creative writing responses in a variety of forms and styles. Modern attitudes towards body image, gender, comedy, politics, fame, TV, family, relationships, power, morality, religion.

Teacher 2: Revision of Arthur Miller's *All My Sons* in preparation for final exams.

### **Summer Term 1**

Both teachers will continue to revise for final exams. All content and skills will be covered. Students will have ample opportunity to practice all disciplines and receive teacher feedback and support.

## **A-Level English Literature (2 Year Course)**

### **Exam Board: Pearson Edexcel**

English Literature A-Level provides students with the opportunity to engage critically and creatively with a substantial body of texts and ways of responding to them. Students are expected to read widely and independently set texts before developing and effectively applying their knowledge of literary analysis and evaluation. English Literature is a subject where students explore the contexts of the texts they are reading and others' interpretations of them. The aim of English Literature is for students to undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

<b>Head of Faculty – Ms S Ali</b>
<b>Lessons per 2 week cycle : 5</b>
<b>How is the course taught?</b>
The course is taught across two academic years. Students will explore a variety of prose, poetry and drama. In the first year, students will study two prose texts from the theme society and the individual. They will also study one drama text and an anthology of modern poetry. In the second year students will study a Shakespeare play and a selection of poems from a named poet. During lesson time, students will be given the opportunity to engage in thoughtful discussions on the writers craft and literary methods, as well as contextual influences around the texts being read. Teachers will then prepare students for essay/exam questions by helping them structure/plan their ideas and providing them with examples of written work.
<b>How are students grouped?</b>
In order to study English Literature at A-Level students need to achieve at least a grade 7 in GCSE English. Students are then in a mixed ability group.
<b>How are students assessed?</b>
Students are assessed fortnightly through their written essays/exam questions. They are also assessed in class through quizzes and targeted questioning as the expectation is for students to participate and engage in higher level discussions. During whole school grade indicator exams students will sit exam scripts/papers.
<b>Homework:</b>
Homework is set every 2 weeks with a focus on essay writing skills and/or further and extended wider reading to support the content being delivered in class. Homework is set via Satchel 1 where teachers will upload all resources and materials needed.

**Textbooks and Materials provided and needed:**

Students are provided with copies of all the relevant texts studied during the 2-year period. They will receive personal copies of the novels, plays and poetry anthologies they are studying which they can annotate.

In Year 13 they are also provided with critical reading anthologies to inform their study of Shakespeare's Othello.

**English Literature  
Course Description****Autumn Term 1 – Year 13**

Teacher 1: Othello

- Read the play and understand the plot
- Learn the social and historical context of the era
- Critical and wider reading and how to embed this within writing
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

Teacher 2: Revision of Duchess of Malfi and coursework

- Revisit areas of the plot, context and writer's craft
- Complete first draft of coursework

**Autumn Term 2**

Teacher 1: Othello

- Read the play and understand the plot
- Learn the social and historical context of the era
- Critical and wider reading and how to embed this within writing
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

Teacher 2: Revision of Poems of the Decade and coursework

- Revisit areas of the plot, context and writer's craft
- Complete second draft of coursework



## **Spring Term 1**

Teacher 1: Philip Larkin

- Read a selection of Larkin poems
- Context for writer
- Analysis of key quotations
- How to compare the poems
- Students will sit an assessment at the end of the unit

Teacher 2: Drama Paper revision

- Exam practice for full paper

## **Spring Term 2**

Teacher 1: Prose Paper Revision

- Exam practice for full paper

Teacher 2: Poetry Paper Revision

- Exam practice for full paper

## **Summer Term 1**

## Year 13 Economics

### Exam Board: OCR

Economics is about people and their economic choices. This specification provides a strong grounding in micro and macroeconomics, with content that relates to every aspect of our lives and the world around us. The content is designed so that students learn concepts, which they can then apply to a variety of contexts.

Our A Level in Economics equips students with the skills and confidence to explore. It leads on from GCSE (9–1) and provides an excellent basis for further study at University. By learning how to explain and evaluate economic problems and possible solutions, students will acquire a way of thinking as economists and develop a logical approach to thinking and reasoning.

**Head of Faculty – Mr Y Abbas**

**Head of Subject – Ms Saldana Hernandez [asaldana@bishop.towerhamlets.sch.uk](mailto:asaldana@bishop.towerhamlets.sch.uk)**

**Lessons per 2 week cycle : 10**

**How is the course taught?**

Retrieval strategies are used in every lesson to support students' ability to retain and retrieve information that has been previously taught (last lesson, last week, last term and beyond). This practice is vital in ensuring what students learn short-term is stored and embedded in the long-term memory.

Our schemes of learning are designed to ensure that students efficiently acquire, rehearse, and connect knowledge using pedagogical approaches that provide instructional support. This instructional support includes retrieval and review, presenting new material in small steps, checking understanding, modelling, scaffolding and guided and independent practice.

Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL and PEERC to help them remember how to structure answers.

**How are students grouped?**

Students are grouped in mixed ability classes.

**How are students assessed?**

The A Level in Economics is a linear qualification with 100% external assessment. There are three question papers each of two hours in length with a maximum of 80 marks. Within each of the three question papers there will be a combination of short answer questions with a maximum 4 marks and extended response questions ranging from a minimum of 8 marks up to a maximum of 25 marks.

There are three mandatory components, focusing on microeconomics, macroeconomics and themes in economics. The third component offers an exciting opportunity for students to apply theories and concepts to up-to-date contexts. The assessment structure is simple and straight-forward with no coursework, just three two-hour examinations at the end of the course.

**Homework:**

Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel One and resources can be found on Google Classroom.

**Textbooks and Materials provided and needed:**

The department has produced its own revision guide which will be provided to students, however, students may wish to purchase a revision guide to aid their learning.

Students are given OCR A Level Economics Textbook 2

Students have access to resources on One drive and are encouraged to use these websites for revision and independent learning:

Tutor2u.net

Econplusdal.com

Economicshelp.org

Physicsandmathstutor.com

Bankofengland.com

Economist.com

## Year 13 Economics Course Description

**Autumn Term 1****Market structures**

- Perfect competition
- Monopoly
- Monopolistic competition
- Oligopoly
- Contestable markets

**Autumn Term 2****The labour market**

- Demand for labour
- Supply of labour
- The interaction of labour markets

**Spring Term 1****Implementing policy**

- Income distribution and welfare
- The Phillips curve

**The global context**

- International trade
- Exchange rates
- Globalisation
- Trade policies and negotiations

**Spring Term 2****The financial sector**

- Money and interest rates
- The financial sector
- Financial regulation

**Summer Term 1**  
**Revision of all units**

**Summer Term 2**  
**Exam**

## Year 13 Mathematics

### Exam Board: Edexcel

A-Level maths is made of two modules:

- Pure Mathematics
- Statistics and Mechanics

Pure mathematics is the heaviest module and counts for 66.67% of the final grade. At the end of the two years, students will have to do two exam papers each containing questions from year 1 and year 2. In this module students will learn about algebraic methods, trigonometry, calculus and vectors.

Statistics and Mechanics counts for 33.33% of the final grade. At the end of the two years, students will have to do one exam papers divided into two sections, one for statistics and one for mechanics. In this module students will learn about measures of central tendency and of spread, probability distributions, hypothesis testing, kinematics, static of rigid bodies and dynamics.

<b>Head of Faculty – Ms D Hegarty</b>
<b>Lessons per 2 week cycle : 10</b>
<b>How is the course taught?</b> The course is taught over 2 years and counts for 66.67% of the final grade in Maths. In the first year, students will extend GCSE topics and will get introduced to algebraic methods, trigonometry and calculus. In the second year, students will learn all methods of differentiation and integration, they will deepen their knowledge of trigonometric identities and methods to solve trigonometric equations, they will solve problems involving vectors in three dimensions and model real life situations.
<b>How are students grouped?</b> Students are grouped in mixed ability classes
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• Through weekly homework</li><li>• Through questioning in class</li><li>• Through Grade Indicator Exams</li></ul>
<b>Homework:</b> It is set weekly and based on retrieval content taught in lesson or practice exam questions.
<b>Textbooks and Materials provided and needed:</b> Students are provided with textbooks, revision booklets and practice papers.

## Year 13 Mathematics Course Description

### Autumn Term 1

- Perform operations with algebraic fractions
- Convert expressions in partial fractions
- Divide algebraic expressions
- Convert improper algebraic fractions in partial fractions
- Understand and use the modulus function
- Understand mappings and functions, and use domain and range
- Combine two or more functions to make a composite function
- Know how to find the inverse of a function graphically and algebraically
- Sketch the graphs of the modulus functions
- Apply a combination of two or more transformations to the same curve
- Transform the modulus function
- Convert between degrees and radians and apply this to trigonometric graphs and their transformations
- know exact values of angles measured in radians
- Find arc length and area of sectors using radians
- Solve trigonometric equations in radians
- Use small angle approximations
- Understand the definitions of secant, cosecant and cotangent, and sketch their graphs
- Simplify expressions, prove identities and solve equations involving secant, cosecant and cotangent
- Understand and use inverse trigonometric functions and their domain and range

### Autumn Term 2

- Prove and use the addition formulae and the double angle formulae
- Solve trigonometric equations using addition and double angle formulae
- Prove trigonometric identities
- Use trigonometric functions to model real-life situations
- Convert parametric equations into Cartesian equations
- Sketch parametric equations and solve coordinate geometry problems involving parametric equations
- Use parametric equations in modelling
- Differentiate trigonometric, logarithmic and exponential functions
- Differentiate using the chain rule
- Differentiate using the product rule and the quotient rule
- Differentiate parametric equations
- Differentiate implicit functions

**Spring Term 1**

- Use the second derivative to describe the behaviour of a function
- Solve problems involving connected rates of change and construct simple differential equations
- Integrate standard functions
- Use trigonometric identities in integration
- Use the reverse chain rule to integrate
- Integrate functions by substitution
- Integrate functions using integration by parts and partial fractions
- Use integration to find areas
- Use the trapezium rule to approximate the area under the curve
- Solve simple differential equations and model real-life situations with differential equations
- Expand binomials raised to any power using the binomial expansion and determine the range of values for which the expansion is valid
- 

**Spring Term 2**

- Use proof by contradiction to prove true statements
- Use different types of proofs
- Find the  $n$ th term of arithmetic and geometric sequences
- Prove and use the formula for the sum of the first  $n$  terms of an arithmetic series and of a geometric series
- Prove and use the formula for the sum to infinity of a geometric series
- Use sigma notation to describe series
- Generate sequences from recurrence relations
- Model real-life situations with sequences and series
- Understand 3D Cartesian coordinates
- Use vectors in three dimensions
- Model 3D motion in mechanics with vectors

**Summer Term 1**

- Locate roots of  $f(x)=0$  by considering changes of sign
- Use iteration to find approximation to the root of the equation  $f(x)=0$
- Use the Newton-Raphson procedure to find approximations to the solutions of equations  $f(x)=0$
- Use numerical methods to solve problems in context

**Summer Term 2**

- Exams

# Statistics and Mechanics

## Course Description

### Autumn Term 1

- Understand set notation in probability
- Understand conditional probability
- Solve conditional probability problems using two-way tables, tree diagrams and Venn diagrams
- Use probability formulae to solve problems
- Understand exponential models in bivariate data
- Use a change of variable to estimate coefficients in an exponential model
- Understand and calculate the product moment correlation coefficient
- Carry out a hypothesis test for zero correlation
- Understand the normal distribution and the characteristics of a normal distribution curve
- Find percentage points on a standard normal curve
- Calculate values on a standard normal curve

### Autumn Term 2

- Find percentage points on a standard normal curve
- Calculate values on a standard normal curve
- Find unknown means and standard deviations for a normal distribution
- Approximate a binomial distribution to a normal distribution
- Select appropriate distributions and solve real-life problems in context
- Carry out a hypothesis test for the mean of a normal distribution
- Resolve forces into components
- Use the triangle law to find a resultant force
- Solve problems involving inclined planes
- Understand and use friction

### Spring Term 1

- Find an unknown force when a system is in equilibrium
- Solve static problems with particles
- Solve problems involving limiting equilibrium
- Solve problems involving motion on inclined planes
- Solve problems involving connected particles that require the resolution of forces

### Spring Term 2

- Calculate the turning effect of a force applied to a rigid body
- Calculate the resultant moment of a set of forces acting on a rigid body
- Solve problems involving uniform and non-uniform rods in equilibrium or on the point of tilting
- Solve problems involving limiting equilibrium
- Solve static problems of rigid bodies
- Model motion under gravity for an object projected horizontally
- Resolve velocity into components



**Summer Term 1**

- Solve problems involving particles projected at an angle
- Derive the formulae for the time of flight, range and greatest height, and the equation of the path of a projectile
- Work with vectors for displacement, velocity and acceleration when using the vector equation of motion
- Use calculus with harder functions of time involving variable acceleration
- Differentiate and integrate vectors with respect to time

**Summer Term 2**

- Exams

## Year 13 Geography

### Exam Board: Edexcel

The full aims for the geography programme of study under the Edexcel A Level Specification:  
<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

**Head of Faculty – Ms L Griffiths** [lgriffiths@bishop.towerhamlets.sch.uk](mailto:lgriffiths@bishop.towerhamlets.sch.uk)

**Head of Department – Ms A Howie** [ahowie@bishop.towerhamlets.sch.uk](mailto:ahowie@bishop.towerhamlets.sch.uk)

**Lessons per 2 week cycle : 10**

#### **How is the course taught?**

Each topic contains three or four enquiry questions which encourage active learning in a relevant sequence and allows students to investigate the content with a critically evaluative approach. This specification contains three synoptic themes. These are overarching themes designed to help students make links between different geographical themes, ideas and concepts. The synoptic themes incorporate specialist geographical concepts, namely: causality, systems, feedback, inequality, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds. Weaving these themes throughout **Paper 1** & **Paper 2** allows for students to approach **Paper 3** appropriately. The final paper is a synoptic investigation that will link explicitly and/or implicitly to the synoptic themes, whilst incorporating key concepts.

Year 13 have already been taught two physical units and two human units from their A Level course. This year the focus will be on the teaching of all geographical content, the completion of the Non-Examined Assessment (NEA) and equipping students with the skills required for the synoptic paper.

Once a fortnight students will be taught exam skills and complete practice exam papers in order to develop and improve their exam skills. Lessons will be taught in response to areas of weakness from PEQs, end of unit assessments and grade indicators.

#### **How are students grouped?**

Students are taught in mixed ability groups.

#### **How are students assessed?**

Students' progress is tracked using Edexcel Assessment Objectives. Formative assessment is used to evaluate learning throughout each unit. There are regular topic assessment, followed by an end of topic assessment and formal grade indicator exams.

#### **Homework:**

Once a fortnight for each topic.

**Textbooks and Materials provided and needed:**

We ask students to purchase the A Level textbook 'Geography for Edexcel A Level Year 2' (ISBN 978-0-19-836648-5) for use in lessons and to aid the completion of homework tasks and revision. The Geography department have also invested in two additional A Level textbooks for use in the classroom to provide students with a greater variety of resources.

## **Geography**

### **Course Description**

**Autumn Term 1****Topic 5: The Water Cycle and Water Insecurity**

This topic covers how the water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Students study the physical processes controlling the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Lessons involved exploring how the hydrological cycle influences water budgets and river systems at global and local scales.

**Topic 7: Superpowers**

This unit explores how superpowers can be developed by a number of characteristics and global dominance has changed over time. Content considers how superpowers impact the global economy, global politics and the environment and how spheres of influence between these are frequently contested.

**Autumn Term 2****Topic 5: The Water Cycle and Water Insecurity**

This topic covers how the water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Students study the physical processes controlling the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Lessons involved exploring how the hydrological cycle influences water budgets and river systems at global and local scales.

**Topic 8B: Migration, identity and sovereignty**

This unit builds on to the prior learning of globalisation as tensions can result with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity.

**Spring Term 1**

Topic 6: The carbon cycle and energy security

The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.

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**Spring Term 2**

Topic 6: The carbon cycle and energy security

The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.

Synoptic paper preparation

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject. Paper 3 requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

**Summer Term 1**

Synoptic paper preparation

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject. Paper 3 requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Revision

Students will recap and consolidate all prior learning and skills.

**Summer Term 2**

Synoptic paper preparation

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject. Paper 3 requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Revision

Students will recap and consolidate all prior learning and skills.

## Y13 History

### Exam Board: OCR

History encourages students not only to develop an in-depth understanding of past events, but also to build critical thinking and analytical skills. The OCR specification allows students to explore a range of chronological periods and geographical areas, and allows students to engage with historical sources and interpretations.

<b>Head of Faculty – Ms L Griffiths, lgriffiths@bishop.towerhamlets.sch.uk</b>
<b>Lessons per 2 week cycle: 10</b>
<b>How is the course taught?</b> History A Level is structured across four units: <ul style="list-style-type: none"><li>• The Later Tudors (Year 12) – 25%</li><li>• The Cold War (Year 12) – 15%</li><li>• The Middle East (Year 13) – 40%</li><li>• Coursework unit (Year 13) – 20%</li></ul>
<b>How are students grouped?</b> Students are taught in groups of up to 15
<b>How are students assessed?</b> Students are assessed through: <ul style="list-style-type: none"><li>• Low stakes quizzes</li><li>• Homework</li><li>• Practice Exam Questions</li><li>• Presentations</li><li>• End and mid-year assessments</li><li>• Grade indicator exams</li></ul>
<b>Homework:</b> Homework is set once per fortnight for Middle East Unit Students will be expected to complete research for their Coursework outside lessons
<b>Textbooks and Materials provided and needed:</b> Students will be provided with their own personal textbooks, which they are responsible for bringing to lessons. Pupils are also provided with key texts and extracts to support their understanding and broaden their knowledge

## History

### Course Description

#### **Autumn Term 1**

**Topic:** Middle East

**Learning overview:**

(Depth Study) Introduction to Geography of the Middle East; the motivations behind Great Power involvement in the area; development of the Arab Israeli Conflict up to 1956 (Suez Crisis)

**Topic:** Coursework

Students to choose a coursework title and submit their initial research ideas to subject teacher

#### **Autumn Term 2**

**Topic:** Middle East

**Learning overview:**

(Depth Study) Development of the Arab Israeli Conflict up to 1973; The rise of Arab Nationalism; The role of Nasser in the Middle East and Egypt

**Topic:** Coursework

Students to complete the research for their coursework; students will be required to find primary and secondary evidence; students will begin writing coursework

#### **Spring Term 1**

**Topic:** Middle East

**Learning overview:**

(Thematic Study): The Arab Israeli Conflict up to 2011 including peace processes; The Iranian Revolution; The Lebanon War; The Gulf Wars; Domestic development of Arab nations; The Arab Spring

**Topic:** Coursework

Students will continue writing their coursework

#### **Spring Term 2**

**Topic:** Middle East

**Learning overview:**

(Thematic Study): The role of religion, ethnicity and political minorities in causing division and conflict within the region; The role and impact of Great Powers; The development of Arab nationalism and Political Islam; The role of Zionism; Turning points in the Middle East

**Topic:** Coursework

Students should submit their coursework by Easter holidays to allow time for teacher marking and moderation; students will have an opportunity to appeal their mark internally

#### **Summer Term 1**

This half term will be dedicated to revision of all Year12 and 13 Units

#### **Summer Term 2**

External exams for all students

## Year 13 Media Studies

### Exam Board: Eduqas

Media Studies offers students the opportunity to develop a thorough and in depth understanding of key issues, using a comprehensive theoretical framework and a variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is central, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Students will work from the product outwards to debate key critical questions related to the social, cultural, political and economic role of the media. Through studying media products holistically in relation to all areas of the theoretical framework, students will engage with the dynamic relationships between media products, media industries and audiences. Students will also consider established media forms alongside more contemporary forms, developing an awareness of emerging and evolving media.

<b>Head of Faculty – Mr Junaid Kazmi</b>
<b>Lessons per 2 week cycle: 10</b>
<b>How is the course taught?</b> Media Studies A Level is structured across 3 Components: <ul style="list-style-type: none"><li>• Component 1: Media Products, Industries, and Audiences</li><li>• Component 2: Media Forms and Products in Depth</li><li>• Component 3: Cross-Media Production</li></ul>
<b>How are students grouped?</b> Students are taught in groups of up to 15.
<b>How are students assessed?</b> Students are assessed through: <ul style="list-style-type: none"><li>• Low stakes quizzes</li><li>• Homework</li><li>• Practice Exam Questions</li><li>• Presentations</li><li>• End and mid-year assessments</li><li>• Grade indicator exams</li></ul>
<b>Homework:</b> Homework is set once a fortnight for each unit.
<b>Textbooks and Materials provided and needed:</b> Students are provided with access to a wealth of Media texts, alongside professional technical equipment – DSLR cameras, Macs – to support them in their theoretical and practical learning.



## Year 13 BTEC Creative Digital Media Production

### Exam Board: Edexcel

We offer the Digital Creative Media Production Extended Diploma which is the equivalent of 3 A-levels. This course is also two years in length and consists of 13 units of work, 4 of which are externally assessed. Units studied include: short fictional film production; digital photography and image manipulation techniques; page layout and design for magazines and film posters; and advertising. Within these units you will learn about the way products are constructed, will plan and prepare your own productions, and present your final production pieces. This is a great course for those who want to develop their media skills and begin developing their own ideas and build a portfolio of work. Please visit our Weebly site where you will find the most up to date student handbook with a detailed breakdown of the course units, as well as links to our student blogs where you will find all their coursework.

<b>Head of Faculty – Mr Junaid Kazmi</b>
<b>Lessons per 2 week cycle: Students' full timetable</b>
<b>How is the course taught?</b> Media BTEC is comprised of 13 Units, four of which are formal, externally examined assessments.
<b>How are students grouped?</b> Students are taught in groups of up to 15.
<b>How are students assessed?</b> Students are assessed through: <ul style="list-style-type: none"><li>• Low stakes quizzes</li><li>• Homework</li><li>• Practice Exam Questions</li><li>• Presentations</li><li>• End and mid-year assessments</li><li>• NEA portfolios</li></ul>
<b>Homework:</b> Homework is set once a fortnight for each unit.
<b>Textbooks and Materials provided and needed:</b> Students are provided with access to a wealth of Media texts, alongside professional technical equipment – DSLR cameras, Macs – to support them in their theoretical and practical learning.

## Year 13 BTEC Creative Digital Media Production Course Description

### **Autumn Term 1**

**Topic:**

Unit 4

Unit 8

Unit 10

Unit 28

### **Autumn Term 2**

**Topic:**

Unit 4

Unit 8

Unit 10

Unit 28

### **Spring Term 1**

**Topic:**

Unit 3

Unit 5

Unit 6

Unit 21

### **Spring Term 2**

**Topic:**

Unit 3

Unit 5

Unit 6

Unit 21

### **Summer Term:**

Completing any outstanding work

## Year 13 Media Studies Course Description

### Autumn Term 1

**Topic:** NEA

**Learning overview:**

Plan and create two cross-media products for a set brief.

### Autumn Term 2

**Topic:** Component 2: C - Online Media

**Learning overview:**

In a world increasingly dominated by digital technology, online, social and participatory media have become an integral part of the media landscape. Through an in-depth study students will explore the role played by blogs and websites in the media today.

### Spring Term 1

**Topic:** Component 2: A - Television in the Global Age

**Learning overview:**

Television today is a global industry. The international popularity of genres like Nordic noir, the global reach of broadcasters like HBO, and the growing number of international co-productions reflect the increasingly transnational outlook of TV in the global age. Students will carry out an in-depth study of two TV programmes from different social and cultural contexts, exploring the dynamics that shape production, distribution, and circulation.

### Spring Term 2

**Topic:** Component 2: B - Magazines and Alternative Media

**Learning overview:**

The magazine industry in the UK is a highly challenging media environment, with 1000s of titles competing for readers and market space. Students will study two magazines, developing an understanding of the contextual factors that shape their production, distribution, circulation, and consumption, as well as issues such as the representations they offer.

### Summer Term:

Exam technique

Revision

Exam preparation

## Y13 Cambridge Technical L3 Extended Diploma in Sport

Exam Board: OCR

<b>Head of Faculty – Mr H Kwabi</b>
<b>Lessons per 2 week cycle : 30</b>
<b>How is the course taught?</b> The course is taught across two academic years. Students build upon theoretical knowledge and practical sports covered in KS4 (GCSE and BTEC) and are introduced to new content. Cambridge Technical L3 Extended Diploma in Sport – two-year course – Equivalent to three A levels – Vocational Course – 4 Exams & 13 Units of coursework.
<b>How are students grouped?</b> Students are in mixed ability classes
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• Through low stakes quizzes in class</li><li>• Homework</li><li>• End of topic tests at the end of each unit</li><li>• Grade Indicator exams</li><li>• Practical assessment</li><li>• Coursework</li><li>• External examinations</li></ul>
<b>Homework:</b> Homework is set once every week (per unit) and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel one.
<b>Textbooks and Materials provided and needed:</b> Revision guides and work books will be provided Access to online learning platforms will be provided (theeverlearner) Various text books will be used throughout the course

### Cambridge Technical L3 Extended Diploma in Sport

The Level 3 Cambridge Technicals in Sport and Physical Activity qualifications help your students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment.

The course involves completing a wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development; health and safety requirements in sport and physical activity; the purpose of, and how to conduct research in sport and physical activity; and how businesses in sport are organised and what success looks like to them. The qualification is equivalent to 3 A-levels.

<b>Autumn Term 1</b> Unit 12 Unit 13 Unit 14
<b>Autumn Term 2</b> Unit 12 Unit 13 Unit 14
<b>Spring Term 1</b> Unit 18 Unit 19 Unit 20 Exam re-sits
<b>Spring Term 2</b> Unit 18 Unit 19 Unit 20
<b>Summer Term 1</b> Revision of coursework/ completion of any outstanding units Exam technique Re-sits

## Y13 A-Level Physical Education

Exam Board: AQA

<b>Head of Faculty – Mr H Kwabi</b>
<b>Lessons per 2 week cycle : 10</b>
<b>How is the course taught?</b> The course is taught across two academic years. Students build upon theoretical knowledge and practical sports covered in KS4 and are introduced to new content. Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and exam technique strategies to help them remember how to structure answers.
<b>How are students grouped?</b> Students are in mixed ability classes
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• Through low stakes quizzes in class</li><li>• Homework</li><li>• End of topic tests at the end of each unit</li><li>• Grade Indicator exams</li><li>• Practical assessment</li><li>• Coursework</li><li>• External examinations</li></ul>
<b>Homework:</b> Homework is set once every week (per topic) and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel one.
<b>Textbooks and Materials provided and needed:</b> Revision guides and work books will be provided Access to online learning platforms will be provided (theeverlearner/ erevision) Various text books will be used throughout the course

## A-Level Physical Education

At its core this learning opportunity seeks to combine science and sport, giving you a sound appreciation of how the two fit together. In particular, you will look closely at how the body and mind work, how we learn sports, and how we are influenced by the world of sport.

<p><b>Autumn Term 1</b> Sport in Society Pre industrial and post industrial</p> <p>Spot Psychology Achievement motivation theory, social facilitation, group dynamics, cohesion and goal setting</p>
<p><b>Autumn Term 2</b> Sport in Society Post world war II 1950-present</p> <p>Spot Psychology Attribution theory, self-efficacy and confidence, leadership and stress management</p>
<p><b>Spring Term 1</b> Sport in Society Impact of sport on society and society in sport</p> <p>Spot Psychology Sport in society and the role of technology in physical activity including ethics and violence in sport</p>
<p><b>Spring Term 2</b> Recap topics and exam technique Revision Exam technique Exam preparation</p> <p>Sport in society and the role of technology Drugs in sport, sport and the law, commercialisation, and the role of technology in sport.</p>
<p><b>Summer Term 1</b> Exam technique Revision Exam preparation</p>

## Year 13 Physics

### Exam Board: OCR A

A-level Physics is the study into everything and how it works. Physics will develop your ability to problem solve, analyse information, and reach scientific conclusions. It covers topics including, forces, motion, quantum physics. A-level physics is essentially mixing conceptual thinking and practical application, and typically involves thinking about abstract ideas.

<b>Head of Faculty – Mr M Larkin</b>
<b>Lessons per 2 week cycle : 5</b>
<b>How is the course taught?</b> The course is taught across 2 academic years. It is taught by specialist physicists, who use a variety of methods, include PowerPoints presentations, modelling, practicals and teaching of exam technique. Students are taught the 12 key examination board prescribed practicals. Students are assessed by sitting end of topic and module assessments. To aid in their performance, students are regularly given exam practice through classwork and homework.
<b>How are students grouped?</b> Since this is an A-level course, the classes are based on students selections and the grades achieved at GCSE .
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• End of topic assessments</li><li>• End of module assessments</li></ul> Grade indicator exams
<b>Homework:</b> Homework is set every 2 weeks. Teachers give homework in a variety of forms, including exam style questions, presentation and research. Homework is set via Google classroom.
<b>Textbooks and Materials provided and needed:</b> Students are provided with exam board approved textbooks that supplements the teaching. Students may wish to purchase an exam board approved revision guide. Depending on the topic, pupils YouTube videos are shared with pupils prior to of after a topic is taught to supplement learning.



**Year 13 Physics**  
**Course Description**

**Autumn Term 1**

- Thermal physics
- Gravitational fields
- Circular motion

**Autumn Term 2**

- Oscillations
- Astrophysics and cosmology

**Spring Term 1**

- Capacitors
- Nuclear and particular

**Spring Term 2**

- Electric fields
- Medical imaging

**Summer Term 1**

- Electromagnetism
- Revision

**Summer Term 2**

- Exams

## Year 13 Philosophy and Ethics

### OCR

As a course, Philosophy and Ethics seeks to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.

<b>Head of Faculty – Mr D Willis</b> <a href="mailto:dwillis@bishop.towerhamlets.sch.uk">dwillis@bishop.towerhamlets.sch.uk</a>
<b>Lessons per 2 week cycle</b> : 6 lessons
<b>How is the course taught?</b>  The A Level is taught across two academic years with lessons separated between the three main subject strands: Philosophy, Ethics and Christian Thought. The curriculum is designed to provide students with opportunities to build on their knowledge and the three strands overlap to produce significant links to encourage holistic and synoptic learning.
<b>How are students grouped?</b>  Students are grouped in mixed ability classes provided they have met the course criteria.
<b>How are students assessed?</b>  Students are assessed within class quizzes and assignments to evaluate learning throughout the unit and there are formal assessment points at the end of every unit of study via OCR-assessment essay questions.  Students will complete two public exams at the completion of the course (end of year 13).
<b>Homework:</b> Homework is set every two weeks and focuses on either exam application of information studied in lesson or focused on research and greater development of subject knowledge.
<b>Textbooks and Materials provided and needed:</b>  Students are provided with the relevant course textbook and any revision materials are provided via Satchel One or in class.

# Year 13 Philosophy and Ethics

## Course Description

### Autumn Term 1

To introduce classical philosophical problems with using language to describe God, to introduce meta-ethical debates from the 20<sup>th</sup> century regarding the status of ethics, and to introduce theological issues with religious pluralism.

- Philosophy: Religious Language: Negative, Analogical, Symbolic
- Ethics: Meta-Ethics
- Developments in Christian Thought: Religious Pluralism and Theology

### Autumn Term 2

To introduce 20th century approaches to the philosophical problems of language to describe God, to and contrast theological (Aquinas) and psychological (Freud) approaches to conscience, and to introduce theological issues with religious pluralism and society

- Philosophy: Religious Language: 20th Century Perspectives
- Ethics: Conscience
- Christian Thought: Religious Pluralism and Society

### Spring Term 1

To introduce classical discussions of God's attributes, To discuss ethical problems in the contemporary sexual world, and to gain an insight in Christianity's theological approaches to women

- Philosophy: Attributes of God
- Ethics: Sexual Ethics
- Developments in Christian Thought: Gender and Theology

### Spring Term 2

To consolidate developments in Christianity's understanding of feminism through gender's role in society. To introduce and explain core concepts and challenges of liberation theology. To consider theological approaches to secularism.

- Philosophy and Ethics are completed, so teachers unite to teach *Developments in Christian Thought*. Namely:  
Marx and Liberation Theology
- The Challenge of Secularism
- Gender and Society

### Summer Term 1

Revision/Completion of any remaining aspects of curriculum. Completion of public exams.

### Summer Term 2

Completion of Public exams.

## Year 13 Core RE

The school's ethos is Centred in Christ and all students from year 7 to year 13 receive and education in Catholicism to help understand and make sense of the world around them. Core RE continues the education process for students beyond year 11 whether they choose to complete and A Level in Religious Studies or not. The course allows students to understand religion at a great level and reflect upon the relationship between belief and how we choose to act in the world around us.

<b>Head of Faculty</b> – Mr D Willis <a href="mailto:dwillis@bishop.towerhamlets.sch.uk">dwillis@bishop.towerhamlets.sch.uk</a>
<b>Lessons per 2 week cycle</b> : 2 lessons
<b>How is the course taught?</b>  The A Level is taught across two academic years with lessons separated between the three main subject strands: Philosophy, Ethics and Christian Thought. The curriculum is designed to provide students with opportunities to build on their knowledge and the three strands overlap to produce significant links to encourage holistic and synoptic learning.
<b>How are students grouped?</b>  Students are grouped in mixed ability classes based on when they are not completing and A Level lesson.
<b>How are students assessed?</b>  Students are assessed within class quizzes and assignments to evaluate learning throughout the unit and there are formal assessment points at the end of every unit of study.
<b>Homework:</b> Homework is set every two weeks and focuses on further development of the curriculum through wider reading and analysis of contemporary issues.
<b>Textbooks and Materials provided and needed:</b>  Students are provided with the relevant materials and support work is provided via Satchel One or in class.

## Year 13 Core RE Course Description

### Autumn Term 1

#### Stewardship

Students will learn the Catholic Belief of Stewardship and how our actions and views on environmentalism effect the world today and in the future. understand the importance of stewardship and environmental protection in the Catholic Church. In this unit students will:

- Know the importance of stewardship and environmental protection in the Catholic Church.
- explore differing and complementary views on the environment and stewardship.
- evaluate how Catholics should respond to the issue of stewardship today.
- understand why the environment has become such a prevalent part of discussion/ culture today.
- evaluate what the most important concerns are around environmental issues.
- understand how the Bible informs Catholics of their responsibility to the environment.
- evaluate what the Bible calls for Catholics to do in their response to the environment.
- know the content and context of the document Laudato Si published by Pope Francis.
- know evaluate whether what Pope Francis calls Catholics to do will an effective way to combat climate change.
- know the practical ways that Christians respond to climate change.
- know differing perspectives on whether it is okay for Christians to eat meat.
- evaluate whether the call to stewardship means not eating meat/ being vegan.

### Autumn Term 2

#### Living Faith today

The unit explores the challenges to religious belief in the 21st Century and how the Catholic Church responds to these challenges. In this units student's will:

- Understand how Secularism challenges religion in the world today
- Explore Christian responses to Secularism
- Explore Christian responses to 21st Century Culture and materialism
- Understand gospel values as a Catholic response to modern society
- Look into ways in which Christianity has worked in unison to promote unity in the modern world.
- Examine how Taizé shows the importance of Christian unity
- Examine the ways in which the Catholic Church works to engage the youth.
- Explore the impact of Catholic youth missions

### Spring Term 1

#### Faith and Politics

Students will learn the importance of politics for Christians today, both within Britain and around the world. Lessons will explore differing perspectives of Jesus' politics form the Gospel accounts. This will allow students to evaluate how much faith should play in political decisions of a Catholic. In this unit students will:

- understand basic conservative beliefs and how it impacts their world view.
- understand basic liberal beliefs and how it impacts their world view.
- understand basic socialist beliefs and how it impacts their world view.
- understand Jesus' attitudes to how Christians should view the role of the state.

- evaluate where Jesus should be placed on the political spectrum.
- understand Catholic approaches to key moral political issues, with particular focus on euthanasia.
- evaluate what other political issues Catholics should be concerned about morally.
- understand what liberation theology was and the principles behind it.
- evaluate if Catholics should be acting in the way encouraged by liberation theology.
- know differing perspectives on whether religious belief should influence political decisions.
- evaluate whether they believe that their own religious/moral views influence their political beliefs.

## **Spring Term 2**

### **Crime and Punishment**

Students will explore differing views on crime and punishment and evaluate whether these are compatible with Catholic perspectives on justice and peace. In this unit students will:

- understand the nature of crime in the UK today.
- explore different approaches to the causes of crime.
- understand examples of crime and punishment in the Old Testament.
- understand examples of crime and punishment in the New Testament.
- understand different ways that Christians respond to those being punished for crimes.
- evaluate whether the Catholic Church has a realistic view through its responses to crime.
- understand the history and context of capital punishment.
- understand the approach of the Catholic Church to capital punishment.
- evaluate whether Christians should support the use of capital punishment.

## **Summer Term 1**

### **Differences within Christianity**

This unit explores different opinions within Christianity on a variety of issues. Students will gain an understanding of why there are multiple denominations. In this unit students will:

- understand conservative/Catholic views on the authority and theological status of scripture
- understand liberal views on the theological status of scripture
- understand fundamentalist views on the theological status of scripture
- understand views in Catholicism on the nature and purpose of priesthood, including questions of priests marrying
- understand views in Protestantism on the nature and purposes of priesthood
- understand orthodox attitudes to priesthood
- understand views in Catholicism on the nature of the papacy, including its history and modern status
- understand protestant and other Christian views on the papacy
- understand the Catholic attitude towards worship
- understand different attitudes to worship within Christianity,

## **Summer Term 2**

## Year 13 Politics

### Exam Board: Edexcel

Politics is all about how society manages differing opinions. It is as much about compromise and concession as it is about strength of conviction. It affects every level of daily life, irrespective of your chosen career path or skill base.

**Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk**

**Lessons per 2 week cycle : 10**

**How is the course taught?**

The course is taught over two years and is delivered via a mixture of PowerPoints, class discussions, extended reading and guided examination practise. Students cover UK politics in the first year, global politics in the second year and political ideologies across both years.

Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL and PEERC to help them remember how to structure answers.

**How are students grouped?**

Students are groups in mixed ability classes.

**How are students assessed?**

Students are assessed:

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Grade Indicator exams

**Homework:**

Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel:One however students are also expected to make a record of their homework in a diary.

**Textbooks and Materials provided and needed:**

Students are provided with a textbook for the whole course, an online textbook, and access to the Pre-Chewed Politics website as well as a range of journals, magazines and books.

**Year 13 Politics**  
**Course Description**

**Autumn Term 1**

**Ideologies**

- Feminism

**Global Politics**

- Theories of global politics – realism and liberalism
- Political Global Governance – NATO and the UN
- Globalisation – sovereignty, the process of globalisation, nation states and the extent globalisation resolves global problems.

**Autumn Term 2**

**Global Politics**

- Human Rights Global Governance – humanitarian intervention, international law and state sovereignty.
- Economic global governance – IMF and the World Bank and poverty as a global issue.

**Spring Term 1**

**Global Politics**

- Power and development – balance of power, polarity, systems of government and the impact on global political issues.
- Environmental global governance – climate change, international climate change summits and their impact, climate change reduction.

**Spring Term 2**

**Global Politics**

- Regionalism – The European Union, ASEAN, African Union, Arab League, NAFTA, and the effectiveness of regional bodies in tackling global issues.



## Year 13 Psychology

### Exam Board: AQA

Psychology is the scientific study of the mind and behaviour. Psychology helps people in large part because it can explain why people act the way they do. It is a broad subject that covers a range of interesting topics including psychopathology, relationships and schizophrenia. Psychology students find this subject particularly rewarding as they can apply the material they learn in class to themselves and others around them.

**Head of Faculty – Ms L Griffiths [lgriffiths@bishop.towerhamlets.sch.uk](mailto:lgriffiths@bishop.towerhamlets.sch.uk)**

**Lessons per 2 week cycle : 10**

**How is the course taught?**

The course is taught over two years and is delivered via a mixture of PowerPoints, class discussions, extended reading and guided examination practise. Students cover a range of topics throughout both years including social influence, research methods and aggression to name a few.

Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL to help them remember how to structure answers.

**How are students grouped?**

Students are grouped in mixed ability classes.

**How are students assessed?**

Students are assessed:

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Grade Indicator exams

**Homework:**

Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel:One however students are also expected to make a record of their homework in a diary.

**Textbooks and Materials provided and needed:**

Students are provided with a textbook for the whole course, an online textbook, and access to a range of journals, magazines and books.

# Y13 Psychology

## Course Description

### Autumn Term 1

#### Issues & Debates

- o Gender and culture in Psychology
- o Free will and determinism
- o The nature-nurture debate
- o Holism and reductionism
- o Idiographic and nomothetic approaches
- o Ethical implications of research studies and theory

#### Research Methods

- o Reliability & Validity
- o Case studies
- o Content Analyses
- o Inferential statistics
- o Features of science
- o Psychological reports

### Autumn Term 2

#### Biopsychology

- o Localisation of function in the brain and hemispheric lateralisation
- o Brain plasticity
- o Split brain research
- o Ways of studying the brain
- o Biological rhythms
- o Endogenous pacemakers and exogenous zeitgebers

### Spring Term 1

#### Schizophrenia

- o Classification & diagnosis of schizophrenia
- o Biological explanations of schizophrenia
- o Psychological explanations of schizophrenia
- o Biological treatments of schizophrenia
- o Psychological treatments of schizophrenia
- o The interactionist approach

**Spring Term 2****Relationships**

- o The evolutionary explanations for partner preferences
- o Factors affecting attraction in romantic relationships
- o Theories of romantic relationships
- o Virtual relationships in social media
- o Parasocial relationships

**Summer Term 1****Aggression**

- o Neural and hormonal mechanisms in aggression
- o Genetic factors in aggression
- o The ethological explanation of aggression
- o Evolutionary explanations of human aggression
- o Social psychological explanations of human aggression
- o Institutional aggression in the context of prisons
- o Media influences on aggression

**Summer Term 2**

**Revision for summer exams**

## Year 13 Sociology

### Exam Board: AQA

Sociology is the study of human social relationships and institutions. Sociology examines social life, social change, and the social causes and consequences of human behaviour. Sociologists investigate the structure of groups, organisations, and societies, and how people interact within these contexts. It explores social divisions such as race, gender and social class, and seeks to understand the nature of the shared beliefs of a common culture and the impact these have on the way in which society operates.

**Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk**

**Lessons per 2 week cycle : 10**

**How is the course taught?**

The course is taught over two years and is delivered via a mixture of PowerPoints, class discussions, extended reading and guided examination practise. Students cover a range of topics throughout both years including social influence, research methods and aggression to name a few.

Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL to help them remember how to structure answers.

**How are students grouped?**

Students are grouped in mixed ability classes.

**How are students assessed?**

Students are assessed:

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Grade Indicator exams

**Homework:**

Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel:One however students are also expected to make a record of their homework in a diary.

**Textbooks and Materials provided and needed:**

Students are provided with a textbook for the whole course, an online textbook, and access to a range of journals, magazines and books.

## Year 13 Psychology

### Course Description

#### Autumn Term 1

##### Crime and Deviance

- Functionalism and Crime
- Traditional Marxism and Crime
- Neo-Marxism and Crime
- Interactionist Theory
- Labelling Theory
- Deviancy Amplification
- Left Realism
- Right Realism

##### Beliefs in Society

- Theories of Religion
- Functionalism and Beliefs
- Marxism and Beliefs
- Feminism and Beliefs
- Religion and Social Change
- Religious Organisations and Movements

#### Autumn Term 2

##### Crime and Deviance

- The social distribution of crime and deviance in relation to class, age, gender and ethnicity
- Globalisation
- The Media and Crime
- Green Crime
- Human Rights
- State Crime
- Surveillance
- Prevention and Punishment
- The role of the Criminal Justice System

##### Beliefs in Society

- Secularisation
- Religiosity in the contemporary world
- Renew and choice
- Religion in a global context
- Globalisation
- The spread of religions
- Ideology and Science

**Spring Term 1**  
**Theory and Methods**

- Quantitative and qualitative methods of research
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- Primary and secondary data
- The relationship between positivism, interpretivism and sociological method
- Theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- Consensus, conflict, structural and social action theories
- Marxism, Functionalism, Functionalism

**Spring Term 2**  
**Theory and Methods**

- Modernity and post-modernity
- The nature of science and the extent to which Sociology can be regarded as scientific
- The relationship between theory and methods
- Debates about subjectivity, objectivity and value freedom
- The relationship between Sociology and social policy.

**Summer Term 1**

- Revision

**Summer Term 2**

- Examination Period